AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY OF XI KC GRADE STUDENTS AT SMKN 3 BENGKULU CITY

Yulita Minha

SMK Negeri 3 Bengkulu
mama_ita09@gmail.com

ABSTRACT

The type of this research is Descriptive Qualitative research. It is aimed to find out the cause of students' problem in speaking English, student'anxiety. The subjects of this study are 21 students of Second Grade KC 1 SMKN 3 Bengkulu City. In this research, the researcher collected the data by using data rubric of English student presentation assessment and Questionnaire. Then, there were several steps in the procedure of data analysis which was known as finding the data, analyze the data and conclude the conclusion and suggestion. According to matrix table that the researcher used to analyze the students speaking skill in pronunciation, intonation, fluency, content, and average level of speaking, the researcher got the result that showed the speaking skill of the students in second grade KC1 SMKN 3 Bengkulu City is on medium level. From the questionnaire, this result showed that there are six reasons why the students are not anxious to speak English, such as lack of familiarity with the task, fear of making mistakes, low motivation, input that can not be understood, lack of confidence, low English ability. So that, the researcher gave a suggestion to solve that problem, such as looking for friends, preparation, relaxation, think positive and resignation.

Keywords: Speaking, Students' anxiety

ABSTRAK

Jenis penelitian ini adalah penelitian Deskriptif Kualitatif. Hal ini bertujuan untuk mengetahui penyebab masalah kecemasan siswa dalam berbahasa Inggris. Subjek penelitian ini adalah 21 siswa kelas II KC 3 SMKN 3 Kota Bengkulu. Dalam penelitian ini, peneliti mengumpulkan data dengan menggunakan data rubrik penilaian presentasi siswa bahasa Inggris dan kuesioner. Kemudian, ada beberapa langkah dalam prosedur analisis data, menganalisis data dan menyimpulkan kesimpulan dan saran. Berdasarkan tabel matriks yang peneliti gunakan untuk menganalisis kemampuan berbicara siswa dalam pengucapan, intonasi, kelancaran, isi, dan tingkat berbicara rata-rata, peneliti mendapatkan hasil yang menunjukkan keterampilan berbicara siswa di kelas 2 KC 3 SMKN 3 Bengkulu Kota berada pada level menengah. Hasil kuesioner menunjukkan bahwa ada enam alasan mengapa siswa tidak ingin berbicara bahasa Inggris, seperti kurangnya keakraban dengan tugas, takut membuat kesalahan, motivasi rendah, masukan yang tidak bisa dipahami, kurang percaya diri, kemampuan bahasa Inggris rendah. Sehingga, peneliti memberikan saran untuk menyelesaikan masalah tersebut, seperti mencari teman untuk belajarbersama, persiapan, relaksasi, berpikir positif dan pasrah.

Kata kunci: berbicara, kecemasan siswa dalam berbicara

INTRODUCTION

English is one of the languages that have some skills similar to the Indonesian language. While learning English, we are required to learn comprehensive skills such as speaking, listening, writing, reading, and sub-skills such as English such as grammar, vocabulary, pronunciation, punctuation, etc. English has an important role as a medium of communication. It used for technological, scientific and cultural challenges that require us to speak in depth English. In English language education, there are four language skills that need to be mastered by students, listeners, speaking, reading, and writing.

Speaking is a way of using language to talk to each other. By talking, people around the world are sending information and letting the opposite people understand what the speaker is talking about. This means talking is a common activity in everyday life in communicating information between the speaker and the listener.

Speaking is a product of artistic contraction of a linguistic string; speakers make lexicon, structure and discourse choices. Speaking in the language requires words to be developed into sentences and structural needs in the language as well as information that is acceptable to the voter and understood by the listener. For students, they need the opportunity to convey what the student needs to convey to the listener

through speaking activities. Without a willingness to speak English, a successful lesson cannot be achieved by the students. In this case, the second-grade student at SMKN 3 Bengkulu city has the anxiety to speak English in the classroom.

Based on the statement above, the researcher formulated the research questions as follows :

1. How is the speaking English level of second grade KC 1 students in SMKN 1 Bengkulu City?

2. What are the reasons for students anxiety in speaking English and the solution to solve this problem?

Based on Liu (2006: 23), there are several causes of aversion (Anxiety to speak English), namely: a)English proficiency is low. Low English proficiency is also identified in the present analysis as a serious problem that prevents students from talking to other people in English at school. Thus, students may feel weak in speaking English, assuming their English is bad and will feel that others are better than them. b) Lack of task familiarity. The word acquaintance means the famous, usually seen or heard, having good knowledge, close or friendly with something. Interest plays an important role in the active participation of students in class activities. In short, students can be active in talking about a topic if they are interested, famous, usually by sight or hear,

have good knowledge or may be close or friendly to a topic. c) Lack of confidence. Belief means that having a strong belief, a firm belief, or a certain expectation, feeling confident, entirely sure, not failing, etc. Some students may have good pronunciation and high ability but still choose to be quiet because of the lack of courage to speak. d) Fear of making mistakes. Students worry about losing face in oral language classes. Students are silent and wait until they are required to speak English. That is absolute because the students are afraid and feel embarrassed about making a decision. e). Unintelligible input. Language input comes in the form of a talking teacher, listening activity, reading reading, and it is also a language that is heard and read outside the classroom. It gives the students the material they need began to produce its own language.

Speaking is an important part of learning English. In line with Chastain (2004), speaking can be a productive skill for generating ideas, messages, and suggestions and we must apply them. To expand the ability to communicate in English, it is not enough in class but also practices outside the classroom. It will affect our speaking ability. Based on students' anxiety to speak English, teachers must understand the existing strategy to help students speak English. There are 5 main strategy categories as follows: a) Preparation. Students have used

strategies to broadly subjects, and therefore, preparation will reduce students' speaking anxiety in the classroom even in front of teachers and other students. b) Relaxation. Involves tactics aimed at reducing students' somatic anxiety symptoms, with relaxation. Students feel more calm to speak in front of the class. b) Positive thinking. Students should even use this strategy as a result of this strategy intended to divert attention from stressful situations to positive and pleasant cues and provide relief to students' anxiety in speaking. c) Looking for friends. Peer search is differentiated by the students 'willingness to look for other students who seem to have problems understanding the class and controlling students' anxiety. For students' anxiety, the belief that others have the same problem can be a source of emotional regulation with social comparisons. d) Resignation. This category is characterized by the reluctance of students to do something to ease students' anxiety. Examples of student resignation reporting seem to be aimed at minimizing the impact of anxiety by refusing to face a problem.

Johnston (2006: 6) states some people feel very anxious about making the mistake that people's anxiety is out of control when speaking or performing in public. That is, in fact, people can overcome their own anxiety. So students can get used to their English, but teachers must implement strategies to help

them. In this study, researchers used two data collection techniques. First, researchers use an exceptional performance appraisal category to assess students' speaking skills. To explain the broad category of performance appraisal, Brown (2004: 142) explains more about it as stated below.

This includes speeches, oral presentations, and lectures, in which opportunities for oral interaction from listeners are very limited (perhaps non-verbal responses) or ruled out altogether. While doing this research, researchers assess students' speaking ability through oral presentations. Students perform their speaking skills by giving presentations about greetings, getting noticed, asking for opinions and responding to one's opinion.

Based on the above explanation, speech assessment can be done through six categories and each category has scores ranging from 1 (lowest) to 6 (highest). Researchers assess students' speaking ability through oral presentations. When students make presentations, researchers use scoring rubrics to help assess them.

Second, the researcher uses the questionnaire technique. In line with Arikunto (2010: 268), most researchers do research with a questionnaire to collect data. Researchers get information to achieve the purpose of the researchers by providing questionnaires to students. The questionnaire is a collection of research questions to respondents to be answered. The characteristic of the questionnaire is to collect data through a list of written questions that are compiled and distributed to obtain information or explanations of the data scores.

Sugiyono (2014: 145) also stated that the questionnaire is a way of collecting data efficiently if researchers know certain variables that will be measured and know what is expected by researchers. Then, Riduwan (2012: 20) states that the Likert scale asks participants to respond to a series of statements, namely Strongly Agree (SA), agree (A), hesitate (U), disagree (D), or strongly disagree (SD) with each statement. In Indonesian, Sangat setuju (SS), setuju (S), ragu-ragu (RR), tidak setuju (TS) and Sangat tidak setuju (STS). Questionnaire item uses the Indonesian language to help the respondent understand the item.

METHODOLOGY

This research method is qualitative descriptive research. In accordance with Gay (1991), a descriptive method is considered appropriate to describe the condition of the current research subjects. Arikunto (2002) also stated that descriptive research as a study that explains or describes the current conditions. Descriptive research involves collecting data to answer questions about the

status of research subjects. Qualitative research is a study that aims to understand the phenomenon of what experienced subjects. Such as motivation, perception, behavior, and so on holistically. Descriptions are words and languages, in a certain context naturally and by utilizing various natural methods. Facing the theory, this study deals with factors that cause students' anxiety to speak English in a language class.

This research was conducted in SMK N3 Bengkulu City. The school is located in SawahLebar, Bengkulu City. The time of study started from November to December 2017. The study was conducted in the second grade of KC 1 in SMKN 3 Bengkulu City. The population of this study is the second-grade students of KC 1 in SMKN 3 in 2017. The number is 21 students. Researchers choose samples from the population. Arikunto (2010: 175) says that if the subject population is not enough homogeneous, then it cannot be sampled.The research focused on a second-grade student of KC 1 in SMKN 3 Bengkulu City. The total population of second-grade students of KC 1 is 21 people. Thus, the sample of students is 21 students. Arikunto (2010: 174) said the sampling is part of the population that became the research. This means that sampling was chosen individually to be the subject. The sampling technique is a random sampling. Random sampling is a technique that combines subjects to select a subject. In this study, the instrument to obtain data from students' speaking skills is an oral test (interview) by using a mobile phone as a medium to analyze and validate data. In this test, the researcher asks the students to talk about the topic given by the author. Researchers used a video recorder for student notes that were spoken in class.

The researcher collects data using a list of conversations. Students talk about greeting, giving attention, asking for opinions, giving opinions and responding to one's opinion. Then, the researchers analyzed their conversation. In collecting qualitative data for this study, researchers collected data using a student video recorder. To measure students' skills in speaking and about their difficulties in speaking. Then, the researchers asked them about the factors that make them difficult to speak.

Furthermore, the researchers also used questionnaires to find out how students understand the material being discussed and their opinions about the material. Riduwan (2012: 20) states that the Likert scale asks participants to respond to a series of statements, namely Strongly Agree (SA), agree (A), hesitate (U), disagree (D), or strongly disagree (SD) every statement. In Indonesian, Sangat setuju (SS), setuju (S), ragu-ragu (RR), tidak setuju (TS) and sangat tidak setuju (STS). Questionnaire item uses

the Indonesian language to help the respondent understand the item.

RESULTS AND INTERPRETATION

Based on the data obtained in this study, there are two types of data processing namely rubric data assessment of student presentation in English and questionnaires data filled by students.

A. Data Rubric of English student presentation assessment.

a. Student Speaking Skills in Pronunciation

As is known, the speaking judgments applied in this study are based on the 2013 curriculum at the Senior High School / Vocational School in Indonesia (Ministry of Education and Culture, 2013). In the pronunciation aspect, 13 students got a score of 5. Score 5 means that their pronunciation is almost perfect. There are 8 students who got 4 which means there are some mistakes in their pronunciation but the error does not interfere with its meaning. No student gets 3, 2 and 1.

Table 1
Student Speaking Skills in Pronunciation

Scores	Number of students	Percentage
5	13	62%
4	8	38%
3	0	0%
2	0	0%
1	0	0%

Table 1 shows that 13 students (62%) received the highest pronunciation score of 5. There were eight students (38%) got 4 in the pronunciation criteria. No students get 3, 2 and 1 grades.

b. Student Speaking Skills in Intonation

Table 2
Student Speaking Skills in Intonation

Scores	Number of students	Percentage
5	3	14%
4	13	62%
3	5	24%
2	0	0%
1	0	0%

Table 2 shows that the students' speaking skills in the intonation aspect varied from 3 to 5. Three students (14%) had some error in their intonation but there were few mistakes that got them scored 5, sixteen students (62%) got 4 and five students (24%) scored three for intonation aspects.

c. Student Speaking Skills in Fluency

Table 3
Student Speaking Skills in Fluency

Scores	Number of students	Percentage
5	8	38%
4	8	38%
3	3	14%
2	2	10%
1	0	0%

Table 3 shows that students' speaking skills in the various fluent aspects range

from score 2 to 5. There are eight students (38%) scored 5, eight students (38%) got a score of 4, three students (14%) got a score of 3 and two students (10%) got a score of 2 for the smooth aspect.

d. Student Speaking Skills in Content

Table 4
Student Speaking Skills in Content

Scores	Number of students	Percentage
5	21	100%
4	0	0%
3	0	0%
2	0	0%
1	0	0%

Table 4. show that 21 students (100%) got the highest score of 5 for the content aspect. As mentioned in the previous chapter, the content of speaking tests is speech, gets attention, asks an opinion and responds to one's opinion.

B. Level of Students speaking skill

Table 5
Level of Student Speaking Skills

No	Classifica-tion	Score	Frequen-cy	Percent age
1	Good	80-100	14	67%
2	Average to Good	60-80	7	33%
3	Poor to average	40-60	-	-
4	Poor	0-40	-	-

From the results of the presentation data of students using English, it showed that three students got 19 and 18, seven students got a score of 17, one student got 16, four students got 15, one student got 14 and two students got the value 13. It shows that the value the highest is 19 and the lowest score is 13. After calculating the mean, it is known that the average is 16.48.

B. Questionnaire Data.

The researcher gives questionnaires to 21 students, there are 5 (five) indicators with 10 items known factors causing students talking anxiety. Then, the researchers conducted the interview, there are 5 indicators with 10 questions to find out the strategies of the students to overcome the anxiety of speaking. Interviews between researchers and students were done individually and in pairs. When conducting interviews, researchers use some interview guides, but with unstructured questions.

Based on data collected by questionnaires, the researcher stated that the cause factor of anxiety in class X KC SMKN 3 Bengkulu City, as below:

1. Lack of familiarity with the task
2. Fear of making mistakes
3. Low motivation
4. Input that cannot be understood
5. Lack of confidence
6. Low English ability

The most influencing factor causes the anxiety of speaking students is the lack of familiarity with the task, it is indicated by 86% of 100% students who answered strongly agree to each indicator, the second afraid of missteps 84% of 100% of students who strongly agree, the third is Low motivation 82% of 100% of students who answered strongly agree, then input that can not be understood 77% of 100% of students who answered strongly agree, then less confident 66% of 100% of students who answered strongly agree, Low last English language skills 59% of the 100% of students who answered strongly agree.

The data collected by interviews with 22 students as in the above table, the student's strategy to overcome talking anxiety after being ranked from the highest average score to the lowest as below:

1. Looking for friends
2. Preparation
3. Relaxation
4. Think positive
5. Resignation

The highest strategy that students do to overcome the anxiety of talking is peer search, all students claim that making friends is the best strategy to overcome the anxiety of speaking in the classroom. The first factor that causes anxiety to speak among students is a search with an average score of two peer-seeking questions is

100%. The second followed by the preparatory strategy, the preparation material before the start of the lesson is a good strategy to ignore the anxiety of speech, there are 98% of 100% students who answered yes to this item. The third is relaxation, there are 98% students 100%. Also, that states that more relaxation can make the students are not anxious to talk. Most students use a relaxation strategy to overcome their talking anxiety. Furthermore, positive thinking is the next strategy to overcome the anxiety of speech. There are 68% of the 100% of students who stated that positive thinking is a strategy to overcome the anxiety of speaking in the classroom. The last is the resignation strategy that there are 10 students or 23% of the 100% of students who stated that the resignation is a good strategy to overcome the anxiety of talking. There are 77% of students who respond that resignation is not a strategy to overcome students' speaking anxiety.

CONCLUSIONS AND SUGGESTION

This research is intended to answer the research question. Based on the results of the study, here are some conclusions:

1. Ability to speak students of SMKN 3 Bengkulu City in the medium category.
2. Factors affecting students 'speaking ability are exposed to English, speaking

practice inside and outside the classroom, demonstrations of teachers and students' beliefs.

Based on the conclusions above, there are some suggestions that might be helpful for teachers and students, as follows:

1. Teachers are expected to give more exposure to what talking activity

2. support students' speaking abilities.

3. Teachers are expected to pay more attention to students' speaking skills and to create speaking activities that enable students to practice their speaking skills.

4. Students are expected to practice their speaking skills inside and outside the classroom to have better speaking skills.

REFERENCES

Arikunto, Suharsimi.(2010). *Procedure Penelitian Suatu Pendekatan Praktik*. Jakarta: RinekaCipta

Asmara, TiyasRisaning. (2007). *An Analysis of the Peaking Classroom Interaction at the Tenth Grade of SMA 7 Surakarta*. SMAN 7 Surakarta. Unpublished Thesis

Adib, Qowimul. (2010).*Grammatical Error Analysis of Speaking of English Department Students*. English Department. Unpublished Thesis

Bahasa Inggris, (2013). *When English Rings the Bell*: *Buku guru/Kementerian Pendidikan dan Kebudayaan*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Bailey, M. Katheleen. (2003). Speaking In David Nunan (ed). *Practical English language teaching.* Singapore: McGraw-hill Education.

Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices.* Newyork: Pearson Education. Inc.

Collie. Joanne, Slater. Stephen. (2005). *Speaking Student's Book.* Yogyakarta: Kanisius Printing and publishing house.

Erwadi, (2004). *A Study on Effectiveness of Using Picture in Teaching Speaking at SLPTN 6 Pekanbaru,* Pekanbaru: Unpublished Thesis

Faudi, Ahmad. (2012). *An Analysis of theThird Year Students' Speaking Problems at the English Department of Bung Hatta University.* University Bung Hatta. Unpublished Thesis

Harmer, Jeramy. (2001). The Practice of English Teaching. London: Pearson Education Limited.

Hormailis, (2003). *The Use of Group Work Technique for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru.* Pekanbaru: Unpublished Thesis

Hornby,   (2003). *Oxford Advanced Learner Dictionary.* Newyork: Oxford University.

Jumiati,   (2009). *Error Analysis on Grammatical Aspects in English Speaking of the First Years Students at English Department of FKIP UIR Pekanbaru.* The University of Islam Riau. Unpublished Thesis.

Johnston, Joni. (2006). Controlling Anxiety. United Stated America: Penguin group.

Kelly,   Gerald. (2000). *How to Teach Pronunciation.* Harlow: Pearson Education Limited.

Kushartanti, etall. (2005). *Pesona Bahasa; Langkah Awal Memahami Linguitics.* Jakarta: Gramedia Pustaka Utama.

Liu, Meihua. (2006). Anxiety in EFL classrooms: Causes and consequences. China: Tsinghua University.

Nunan, David. (2000) . *Language Teaching Methodology.* Malaysia City: Pearson Education Ltd.

Rahayu, Pipit. (2007). *A Study on the Skill of the Second Semester Students of English Study Program in the University of Riau in Stating Opinion about Certain Topic*. The University of Riau. Unpublished Thesis.

Riduwan, M.B.A. (2012). Statistika. Bandung: Alfabeta.

Sugiyono. (2014). *Metode penelitian kuantitatif kualitatif.* Indonesia: Alfabeta.

Ur, Penny. (2000). *A Course in Language Teaching.* United Kingdom. Cambridge: The University Press,

Ulviana. (2011). *Improving Students' Speaking Ability through Communication Game.* Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta. Unpublished Thesis

Widoyoko, Ekoputro. (2012). *Teknik Penyusunan Instrument Penelitian.* Yogyakarta: Pustaka Pelajaran.