ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN LEARNING ENGLISH AT SMPN 2 MAJENE

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ABSTRAK

SRI NINGSI: Analisis Kecemasan Berbicara Siswa dalam Pembelajaran Bahasa Inggris di SMPN 2 Majene . **SKRIPSI, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui tingkat kecemasan siswa dan faktor utama yang berkontribusi terhadap kecemasan berbicara siswa terutama ketika melakukan percakapan bahasa Inggris di SMPN 2 Majene. Peneliti menunakan desain penelitian kuantitatif deskriptif untuk menumpukan data dan instrumen yan digunakan untuk menumpulkan data adalah kuesioner. Populasi penelitian ini adalah siswa kelas VIII SMPN 2 Majene. Total sampel penelitian sebanyak 41 siswa, 20 siswa di kelas VIII E dan 21 siswa di kelas VIII F, pengambilan sampel menggunakan Cluster Random Sampling. Berdasarkan hasi temuan, 5 siswa (12.20%) siswa sangat cemas, 22 siswa (53.66%) siswa cemas, 14 siswa (34.15%) siswa agak cemas, 0% siswa santai, dan 0% siswa sangat santai. Berdasarkan hasil indikator, penelitian ini menunjukkan bahwa ketakutan berkomunikasi mendapatkan hasil 66.30%, takut akan evaluasi negatif mendapatkan hasil 67.93%, dan kecemasan ujian mendapatkan hasil 66.00%. Temuan hasil penelitian ini menunjukkan bahwa "takut akan evaluasi negatif" merupakan faktor dominan yang membuat siswa cemas dalam berbicara bahasa inggris khususnya dalam percakapan dengan persentase rata-rata 67.93% dari 100%. Dengan demikian, penting untuk memperhatikan dan menguranginya. Oleh karena itu, penelitian lebih lanjut tentang kecemasan berbicara dan solusinya diperlukan untuk membantu siswa belajar bahasa inggris dengan lebih baik. Implikasi dari penelitian ini termasuk memberikan wawasan kepada para guru mengenai faktor-faktor kecemasan berbicara yang dominan bagi siswa, sehingga memungkinkan mereka untuk merancang strategi pengajaran yang mendukung dan mengurangi rasa takut akan evaluasi negatif. Bagi siswa, temuan ini membantu meningkatkan kesadaran akan sumber kecemasan mereka sendiri, mendorong mereka untuk membangun kepercayaan diri dalam kegiatan berbicara. Selain itu, sekolah dan pembuat kebijakan dapat menggunakan hasil penelitian ini untuk mengembangkan pelatihan guru atau program intervensi untuk meningkatkan hasil pembelajaran bahasa Inggris.

Keywords: Kecemasan Berbicara, Pembelajaran Bahasa Inggris

ABSTRAK

SRI NINGSI: Analysis of Students' Speaking Anxiety in English Learning at SMPN 2 Majene. **SKRIPSI, Majene: Faculty of Teacher Training and Education, University Sulawesi Barat, 2025.**

The purpose of This study is to find out the students' anxiety level and the main factors that contribute to students' speaking anxiety especially when conducting English conversation at SMPN 2 Majene. The researcher used descriptive quantitative research design to collect data and the instrument used to collect data was questionnaire. The population of this study was the VIII grade students of SMPN 2 Majene. The total research sample was 41 students, 20 students in class VIII E and 21 students in class VIII F, sampling using Cluster Random Sampling. Based on the findings, 5 students (12.20%) of students were very anxious, 22 students (53.66%) of students were anxious, 14 students (34.15%) of students were mildly anxious, 0% of students were relaxed, and 0% of students were very relaxed. Based on the results of the indicators, this study shows that fear of communication gets a result of 66.30%, fear of negative evaluation gets a result of 67.93%, and test anxiety gets a result of 66.00%. The findings of this study indicate that "fear of negative evaluation" is the dominant factor that makes students anxious in speaking English, especially in conversation with an average percentage of 67.93% out of 100%. Thus, it is important to pay attention and reduce it. Therefore, further research on speaking anxiety and its solutions is needed to help students learn English better. The implications of this research include providing teachers with insights into students' dominant speaking anxiety factors, enabling them to design supportive teaching strategies that reduce fear of negative evaluation. For students, the findings help raise awareness of their own anxiety sources, encouraging them to build confidence in speaking activities. Moreover, schools and policymakers can use these results to develop teacher training or intervention programs to improve English learning outcomes.

Keywords: Speaking Anxiety, English Learning

CHAPTER I
INTRODUCTION

A. Background

Speaking is the ability to express sounds and words to express and communicate thoughts, ideas and feelings. According to Larosa and Iskandar (2022) speaking is a method of communication with other individuals to convey certain intentions and desires. The purpose of speaking is communication. According to Sikula (2017), communication is a process that involves transferring information, understanding, and understanding from individuals, locations, or objects to other individuals, locations, or objects. Communication is the sending or receiving of messages between two or more people so that we can understand the message in question. Therefore, the speaker needs to understand what is being said and what is being communicated so that the message can be conveyed effectively. While speaking, students can convey opinions and suggestions and ask questions to someone or the audience.

Speaking is also a very important skill that students need to learn. Students sho uld practice speaking English in everyday life, especially in class. Taufina (2019) states that speaking skills are the ability of individuals to pronounce articulated sounds or words using spoken language, which are adapted to functions, situations, and language norms, to convey thoughts, ideas, and feelings. Learning to speak can greatly help students improve their English skills, which helps them develop speaking habits, acquire idioms, and improve speaking skills. However, there are still many students who find it very difficult to speak English. This is because students' grammar and vocabulary are still very weak, thereby reducing their self-confidence.

In the context of education in Indonesian, speaking is also emphasized in learning. It has become one of the students' weekly exercises. Most students face tension when speaking English for the purpose of verbal communication (Haidara, 2016). Novitria & Khoirunnisa (2022) emphasized that speaking anxiety is a subtype of communication anxiety that can cause a loss of confidence when interacting directly with an audience. They face

difficulties when speaking English, such as when inventing words and seem unable to think of anything to say. English is definitely a major foreign language, which is considered more important than other languages taught in Indonesian Haidara, (2016). Therefore, students are required to master English language skills well (Zulfitri, 2019). However, speaking is considered as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are called speakers of that language.

At school, speaking English is still a problem for students. Deyan (2023) argues that speaking is still the most difficult skill to master for most English language learners, and they are still not competent in communicating orally in English. They are not confident in speaking English. Anxiety becomes a common problem in their speaking performance. Based on the pre-research, only a few students can speak English well and it was found that many students still have problems in speaking English. It can probably caused by their anxiety on speaking ability in learning progress. The students problem in learning English were; there are still many students who are lacking in terms of vocabulary, some students rarely practice speaking and some students have difficulty in pronunciation. The students need confidence to speak in front of the class, but some students have anxiety when speaking in class.

Horwitz (2010) explains that anxiety is a subjective feeling of tension, fear, nervousness and worry associated with stimulation of the automatic nervous system. Two of the most well-known anxieties are state anxiety and trait anxiety. According to Ormrod (2011), circumstance anxiety is temporary anxiety caused by a threatening situation. It is anxiety or tension at a particular moment in response to external stimuli. This type of anxiety appears in certain situations or stressful events and is therefore not permanent. In other words, it is a feeling of situational anxiety that disappears when the threatening situation passes. However, in certain cases, anxiety becomes more intense and lasts longer. Trait anxiety is a pattern of responding with anxiety.According to Ghufron and Risnawita (2017), anxiety can be defined as an unpleasant subjective experience, characterized by feelings of anxiety, tension, and

emotions experienced by individuals. Such anxiety is part of a person's personality. People with anxious traits tend to worry more than most people and feel overly threatened by certain things. In other words, trait anxiety is a person's tendency to feel nervous or anxious, regardless of the situation they are facing.

Anxiety in the learning environment refers to the feelings of fear, pressure and indecision experienced by individuals when dealing with learning situations. Anxiety in learning environment is usually caused by several factors. Anxiety can be caused by individual and social factors. Individual factors influence students' self- confidence. However, social factors include teacher instructions in teaching and teacher use of materials. According to Alshammari (2023), lack of preparation is a big problem for students in English. In this case, they are afraid of not performing well in their speaking performance. Students also have factors that can make them feel uncomfortable with their activities in English class.

Conversation is an activity in speaking that involves the exchange of ideas, information or opinions between two or more people. According to Brennan (2023), conversation is a collaborative activity in which two or more participants interact interactively using linguistic and non-verbal cues. Actual conversations are voluntary or not predetermined. Conversations are shaped by coordinated actions between the speaker and the recipient. Therefore, it differs significantly from edited text. Face-to- face conversation, which is common across all human cultures, provides an interactive context for children to learn their native language. It can also mediate conversation, for example when electronic technology is used to process speech and text. Speaking anxiety can be seen though English conversation.

Speaking skills improve learning, based on the pre-observation and by conducting a brief interview with the teacher, the researcher highlight problems in learning English, namely anxiety during English conversations, the problem of anxiety about speaking in English is increasing among students including in SMPN 2 Majene, making students less confident in their English language skills. speak English, they think that what they show in front of the class is

always wrong and becomes the butt of jokes for their friends, some even show symptoms of anxiety when appearing in public, such as pale faces, trembling voices, breathing starts to become irregular , the body feels cold and starts to become restless if it hasn't stopped.

Research on anxiety when speaking English is very important because many students experience fear and anxiety when having to communicate in English. This anxiety can affect students ability to interact well, so research can help in identifying the factors that cause such anxiety and provide appropriate solutions to overcome this problem. In addition, a deeper understanding of English speaking anxiety can also help in improving foreign language learning and teaching methods to make them more effective and enjoyable for all students.

Although many previous studies have discussed anxiety in English language learning, most of them focus generally on language anxiety and rarely explore speaking anxiety specifically, particularly in classroom conversational contexts. Moreover, many of those studies were conducted in urban or senior high school settings, while there is still a lack of empirical data representing junior high school students, especially in rural or underrepresented areas such as SMPN 2 Majene. Additionally, several studies employed qualitative approaches without standardized instruments such as the FLCAS, making it difficult to systematically quantify anxiety levels and contributing factors. Therefore, this study fills the research gap by using a descriptive quantitative design and the FLCAS instrument to explore students speaking anxiety levels and identify the dominant contributing factors with in a local contexts.

From the problems above, the researcher choose to examine students' speaking anxiety at this school. Researcher also wanted to know whether the anxiety levels of SMPN 2 Majene students were the same or different. Then the researcher also wanted to know the dominant factors that contributed to students' speaking anxiety, especially when having conversations at SMPN 2 Majene.

Based on the explanation above, researcher is interested in doing this research with the title: "Analysis of Students' Speaking Anxiety in Learning English".

B. Problem Identification

Based on the researcher initial findings through classroom observations during visits to schools, the majority of students still experience problems in learning to speak, especially in making conversations. To overcome this problem, researcher in this study identified problems based on several factors that caused them.

1. Lack of vocabulary
2. Lack of understanding of grammatical classification
3. Afraid of being wrong
4. The way to speak in front of the class is still lacking and students are not used to it.

C. Research Problem

Based on problem identification, researcher focus on:

1. What is the students' anxiety level when speaking especially in English conversation at SMPN 2 Majene?
2. What are the dominant factors that contribute to students' anxiety when speaking, especially in English conversation at SMPN 2 Majene?

D. Research Objectives

1. To identify students' speaking anxiety level especially when conducting English conversation at SMPN 2 Majene.
2. To identify the main factors that contribute to students' speaking anxiety especially when conducting English conversation at SMPN 2 Majene.

E. Scope of the Study

This study has clear limitations to maintain its focus according to the research objective. The scope of the study is defined as follows:

1. The research analyzes speaking anxiety among eight-grade students at SMPN 2 Majene in the context of English learning, specifically during classroom conversation activities.
2. The level of speaking anxiety is measured using a questionnaire adapted from the FLCAS.
3. The contributing factors examined are limited to communication apprehension, fear of negative evaluation and test anxiety.

4. The study employs a descriptive quantitative approach without applying any intervention or treatment to reduce speaking anxiety.

F. Research Significant

It is hoped that this research will be useful for teachers and students.

1. Teachers can study the factors that make it difficult for students to speak English during class, especially the anxiety that some students often feel, and teachers can improve the quality of their teaching.

2. Students can increase self-confidence and reduce anxiety levels when having English conversations. This will help students overcome anxiety problems later when practicing in class.

3. For researchers, this research is expected to provide information or contributions for other researchers who want to conduct more complex research.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Research on student anxiety and its relationship with speaking English has been carried out by previous researchers, one of them was conducted by, Fitriani et al., (2022) in their research entitled "Case Study: Anxiety in Speaking English as a Foreign Language". The aim of this research is to identify factors that cause anxiety about speaking English as a foreign language. This research specifically focuses on analyzing the reasons why students do not participate in activities in English class. This research uses a quantitative case study. Information was collected through personal interviews. The interview was conducted as a semi-structured interview guide which was shared via Google Docs and distributed in a flat social media format because the Covid-19 pandemic is not over yet. The results of data collection and analysis are grouped into several themes. The results showed that their reluctance to speak in English class was not because they were unaware of the value of learning English, lazy or lacked interest in English, but because they lacked confidence in their abilities, they were afraid. Negative peer evaluations and fear of comparison.

Another research was conducted by, Putri and Adi (2022) in her research entitled "Analysis of Speaking Anxiety in Students and its Impact on Speaking Performance". Speaking anxiety is a big problem for students learning a foreign language. Speaking anxiety can be caused by several factors, ranging from internal to external factors. This study investigates students' speaking anxiety and what factors cause anxiety in English classes. Researchers also want to know the effect of verbal anxiety on the speech of grade 7 students at SMPN 4 Ponorogo. The method used in this research is a qualitative method, information was collected through questionnaires, interviews and classroom observations. The research results show that most students experience speaking anxiety, such as students being nervous and having difficulty speaking when they have to practice in front of the class, not being able to concentrate when

they feel nervous, students experiencing strange and inappropriate changes. they should practice speaking English in front of the class when they speak with gestures. Every student has their own reasons for feeling anxious. For example, because of limited vocabulary, they feel inferior, afraid of making mistakes, and have limited preparation. Apart from that, the responses of friends, teachers and the teaching methods used by teachers can cause oral anxiety in students. Based on the data obtained, more than 65% of grade 7 students at SMPN 4 Ponorogo have oral anxiety problems.

Tingang et al., (2021) in their research entitled "Speaking Anxiety of Parid Baru English Village". The aim of this research is to determine the types and sources of speaking anxiety among English language learners in Parit Baru Village, Sungai Raya Regency for the 2021 academic year. This research uses a qualitative descriptive method. Ten students from Parit Baru Village from various elementary grades participated in this research. This research uses semi-structured interviews and field notes as data collection tools. Data collection uses observations of student behavior in class that disturbs students. The results of the research show that the type of speaking anxiety among English students in Parit Baru village is anxiety, where some students remain silent when the teacher asks questions, students are unable to express their feelings, thoughts and ideas; anxiety about certain situations when the teacher asks students to speak, sometimes they can, but in other circumstances or topics they cannot speak; in a state of anxiety, when the teacher suddenly asks the students to speak, they cannot control their nervousness. In addition, sources of verbal anxiety due to personal anxiety can be overcome if students are active in learning; students with interpersonal anxiety need motivation to learn speaking skills; The teacher's confidence in language learning can be realized through the teacher's good impression during teaching. For learning procedures, learning must be relaxed; language tests because of students' fear, shyness and doubt.

The current research is related to previous research is related to previous research which consistently discusses the causes of students' anxiety when speaking English in class, but the problems that arise are of course different. Researcher was focus more on conversations, and these surveys was be

conducted in different places and in different years.

B. Theoretical Framework

1. The nature of speaking

Speaking is a productive skill. According to Larosa (2021) speaking is a method of communication with other individuals to convey certain intentions and desires. This cannot be separated from listening. When we speak, we produce text, and that text must be meaningful. As with any communication, you can find speakers, audiences, messages, and feedback. Speaking encourages the learning of English sounds and cannot be separated from pronunciation. Suban (2021) writes that there are three main stages that can be used when teaching speaking and production skills:

a. Introducing a new language
b. Exercise
c. Communicative activity

Some expressions define what we are talking about. According to Tambunan (2018), speaking is defined as the ability to produce sounds or articulations that aim to convey, express, or state thoughts, ideas, and feelings. Speaking is a communication process and the most important medium for expressing ideas. Another opinion was conveyed by Novita and Fatimah (2019), who stated that speaking is a form of oral language that is productive.

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they do not agree with our opinions, as well as the ability to ask and answer questions. Hidayati, (2018) states that speaking skills are one of the fundamental competencies that students must have to facilitate effective communication with various parties, including teachers, peers, and society in general. This research refers to the ability to express arguments, ideas, daily conversations, and others in English as oral communication. In oral communication, it is not only about conveying ideas, but what is more important is how these ideas can be understood

by the listener Darmuki and Hariyadi (2019).

Speaking is a from of speech act in the fromof sounds produced by the vocal organsaccompained by body movements and facial expressions. Bolton (2019) emphasizes that speaking is an action that allows us to establish relationships with others, share our thoughts and feelings, and influence others. Meanwhile, Pinke (2020) reinforces that speaking is the human ability to produce and understand language, and to use language to communicate with others. Speaking is a type of communication, so it is important to express what you say in effective words. The way you say something is as important as what you say in conveying meaning. Based on this opinion, we recognize speaking as a form of communication so that speakers can express what they want to convey as effectively as possible in conveying their message. According to Burton, the main characteristic of speaking is looking inside oneself. Speakers can communicate with each other using signal sequences. These signals are conveyed through tone of voice, hand movements, or facial expressions. Presenters willing to take on this role will develop their series accordingly.

From the explanation above, researcher conclude that speaking is talking about what we see, feel and think. When we feel something, we want others to hear it. Therefore, this process can be called an interaction between the two parties. When someone tells someone else, a relationship is created. Relationship itself is communication. Nurgiantoro (2016) further defines speaking in general as a function or means of communication to give and receive language or to convey ideas and messages to interlocutors and almost simultaneously the speaker will also receive ideas, opinions and messages conveyed by his interlocutors in addition to these speaking activities. Furthermore, speaking establishes logical linguistic, psychological, and physical rules that apply to certain communication situations. This means that the main purpose of speaking is communication.

To speak effectively, a speaker must know exactly what he wants to

say and convey, must be able to assess the impact of his communication on the audience, and must be able to assess the impact of his speech on the general and detailed understanding of the underlying principles. Based on the statement above, the researcher concluded that when someone speaks, he needs to understand what he is talking about. In this section, the researcher needs to develop ideas, develop several topics for discussion, and get other people to react to what the speaker says.

Speaking is one of the clearest measures of English language proficiency, not only in the general public, but also in the world of education, including the studies mentioned above. The high speaking ability of students may be caused by the curriculum and the teacher's teaching abilities. The Ministry of Education and Culture's statement regarding Law Number 56 of 2022 states that the issue of updating the curriculum is also one of the factors in improving students' speaking skills. Shorter classes mean fewer opportunities for students to practice speaking English, such as giving examples in front of the class. The problem is that students' speaking skills are considered weak because many students do not study and practice the material enough. Several schools in various regions reported that their students' English scores were low, and some students had below standard achievements in learning English, including learning speaking skills.

2. The Problem in Speaking

Progress in language learning is assessed by the ability to perform a conversation in the (target) language Tambunan (2018). Therefore, if the language learners failed to learn how to speak or did not get an opportunity to speak in the language at the class, maybe they lose their motivation and interest AU to learn language.

Many problems with teaching English, especially the problem of communication, have not been resolved, and many people are exploring important things to speak. One explanation is that a student may lack trust and be worried about making a mistake. Leong and Ahmadi (2017)

suggested methods to improve speech skills through syllabus design, teaching concepts, and speech assessment.

In addition, there are issues with speaking practices faced by students. First, inhibition, lack of topical awareness, low engagement, and mother tongue use (Tuan & Mai 2015). Inhibition is the main problem that students face in the classroom. They're inhibited now and then when they try to say something in the classroom. They're concerned about making mistakes and they're scared of criticism. They are ashamed of the attention of the other students to themselves.

Second, the participation is very low. In a class with a huge number of students, each of student have very small time for talking since fair one student talks at a time and the other students attempt to listen him/her. Within the talking class, some learners rule the complete lesson whereas others conversation very small or never talk.

Third, learners complain that they cannot keep in mind anything to say and they don't have any inspiration to precise themselves. This can be supported by Indari and Ayu (2020) who considers that learners regularly have nothing to say likely since their instructors had chosen a subject that's not suitable for them or they do have sufficient data almost it. Moreover underpins the thought and expressed that it is exceptionally troublesome for learners to reply when their instructors inquire them to tell things in a outside dialect since they have small suppositions approximately what to say, which vocabulary to apply, or how to utilize language structure accurately.

3. **Anxiety**

   a. Definition of anxiety

      Anxiety is one of the most well-known psychological disorders. Anxiety usually occurs as a reaction to certain situations in the human body. Anxiety is usually defined as feelings of fear, nervousness, stress or tension. Researchers have come up with several definitions of anxiety. According to Mohtasham and Farnia

(2017), anxiety is a condition where a person feels worry, frustration, uncertainty, fear or worry. According to Pusvitasari and Jayanti (2021) anxiety is something that happens to almost everyone at a certain time in their lives. Anxiety is a student problem that is difficult to eliminate because it requires self-awareness from students. In general, anxiety when students have to speak English is a general feeling or fear that is normal in various situations, but can become abnormal if it is excessive and disproportionate to the threat. A disturbed pattern of behavior in which anxiety is the most visible feature is called an anxiety disorder.

Anxiety is an emotion characterised by an unpleasant state of inner turmoil and includes feelings of dread over anticipated events. Khoshlessan and Das (2019) found that student anxiety is related to feelings, thoughts and experiences that cause anxiety in the learning process and affect student performance. Second, according to Sutarsyah (2017), it is recognized that anxiety (also called worry or restlessness) is a psychological and physiological condition characterized by physical, emotional, cognitive and behavioral factors that make a person feel anxious. This is discomfort due to fear and anxiety.

Speaking anxiety is an individual's fear and nervousness that include real or avoiding any communication that occurs when communicating with other people using a foreign language Deyan (2024). Benni et al., (2022) Speech anxiety is a specific subtype of communication anxiety in which an individual experiences physiological arousal, thoughts, negative self, and related behaviors depending on expected or actual performance. Based on the definition above, verbal anxiety is a pattern of fear that affects verbal communication and a person's physiological state during communication. Fear of speaking creates a state of awareness and anxiety that something bad will happen while speaking.

b. Types of anxiety

　　Anxiety is divided into three aspects: then There are two types of anxiety. Both are explained as follows:

1) Trait Anxiety

　　In general, trait anxiety is a type of anxiety that is usually very worried by the subject. Trait anxiety is an individual's tendency to appraise situations as threatening, a void anxiety-provoking situations, and demonstrate high baseline physiological arousal Bahruddin, H., & Amir, Z. (2018). In this case, sufferers of anxiety disorders always feel anxious. In other words, Fitriah and Muna (2019) shows that anxiety disorders can occur even when there is no threat. Such horror can become a person's personality.

2) State Anxiety

　　State anxiety is defined as a type of anxiety that occurs when a person accepts a situation that is dangerous, detrimental, and threatening. This means that a person only experiences fear in certain situations. The nature of this fear is also temporary. This is because a person is only afraid of events that could harm him.

　　Roos et al., (2021) also explains aspects of anxiety, some of which are:

a. Cognitive aspects, namely cognitive responses to anxiety or fear, which include negative judgments and illogical beliefs affecting the ability to think, solve problems, or cope with demanding environments.

b. Physiological aspects, namely the central nervous system, autonomic and somatic nervous systems, as well as the cellular hormonal system, all of which regulate the human body and its response to anxiety, including increased blood pressure, heart rate, sweat on the palms and face.

c. The behavioral aspect refers to behavior that is best

avoided. For example, nervousness, shaking, and speaking quickly.

c. Levels of Foreign Language Anxiety

In order to obtain a deeper understanding of language learning anxiety, we must first find out about its origins. Imelda and Fajardini (2018) stated that the language anxiety is often based on the ability to communicate and listen. They also claimed that language anxiety occurs when a person is assessed in academic and social contexts. As a result, they described three associated performance anxieties: communication apprehension, anxiety testing and fear of negative assessment.

1) Communication Apprehension

Communication apprehension is additionally referred to as communication anxiety or performance anxiety. Because learning foreign languages underlines the importance of intelligent interpersonal skills, communication apprehension plays an important role in language learning. A person with a communication apprehension finds it difficult to speak in a group or in public, or even to listen to a spoken word. Moreover the anxiety of contact may be induced by the need to construct language constructs in a language that is not yet fully mastered. Majority of research related to apprehensiveness in communication is grounded in Hardiyantoh (2022) conceptualization who described it as "the fear of uneasiness related to either real or expected communication with another individual or persons". In communication apprehension, remote dialect learners have trouble not as it were in talking but too comprehending messages from others.

In communication apprehension, learners of foreign languages have difficulties not only in communicating, but also in interpreting messages from others. In other terms,

learners have trouble understanding or understanding others. In addition, students whose personalities tend to fear negative criticism seem to be strong candidates for anxieties in foreign language classrooms Muftah (2023).

Seven components which may result in a calm child have been distinguished Hardiyantoh (2022):

a. Poor mental ability
b. Deficiencies in speech capability
c. Voluntary Social Introduction
d. Social alienation
e. Anxiety in touch
f. Poor self-esteem in society
g. Ethnic/cultural uniqueness in the norms of communication

2) Test Anxiety

Test anxiety correlated with someone's fear of a test-taking situation. Students appear to face test anxiety every time they get to face a visit test. Najiha and Sailun (2021) contend that students, in their intellects, construct such a negative perception of the test and have a preposterous expectation of the evaluative situation.

Test anxiety can occur when students have poor performance during the previous test Najiha and Sailun (2021) Students build a negative generalization of the assessments and have bad recognitions in the assessment situation. It interpret that test anxiety is linked to someone's fear of a test-taking situation. Students seem to face test anxieties any time they have to face a visit test. Suparlan (2021), notes that any understudy is provided that taking a test means that it is ranked, evaluated and compared to its classmates, who are doing negative results from their educators and guardians. He also points out that children with

test anxiety can be involved in any number of physical, behavioral and emotional signs that may alter Physical symptoms include shortness of breath, palpitations of the heart, fixing of the chest or sore throat, stomach pain, swelling or loose intestines, unstable appendices and trembling, migraine and body aches. Those indications lose students concentration on the test fabric, at that point they are getting troublesome to wrap up their test since incidentally they disregard the fabric of the test that has been recollected some time recently.

3) Fear of negative evaluation

Fear of negative evaluation is anxiety about other assessments that might include avoiding the assessment situation and the perceptions that others may negatively assess Suparlan (2021). It interpret that if students don't know what they're saying, they're afraid of negative evaluation from others and they're also nervous because they don't want to look stupid in front of others. For example, when students perform in front of the class, they suddenly fall silent and get a lot of anxiety. It happens because the other students who do not perform have questioned their performance. It makes them stumble over the words. It happens because the other students who do not perform have questioned their performance.

Therefore, there is no need for contact or deliberate observation in order to give rise to anxiety in a social assessment situation. All that needs to be present for a person to experience anxiety is the potential for communication or evaluation with or by others which creates a potential for negative assessment.

d. FLCAS (Foreign Language Classroom Anxiety Scale)

FLCAS (Foreign Language Classroom Anxiety Scale) was developed by Horwitz, and Cope, which is the most widely employed for analyzing Foreign Language Class, FLCAS (Foreign Language Classroom Anxiety Scale) is a 33- item person Likert self-reported scale that indicates three things: communication apprehension, test anxiety, fear of negative assessment.

FLCAS (Foreign Language Classroom Anxiety Scale) was developed to examine student speech anxieties related to communication apprehension, test anxiety and fear of negative assessment, and FLCAS was rigorously tested for internal reliability, test reliability, and construct validity (Utari et al.,2021).

e. Symptoms of speech anxiety

A subjective experience of distress with accompanying disturbances of rest, concentration, social and/or word related working are common symptoms in many of the uneasiness clutters. Despite their similarities, these clutters frequently contrast in presentation, course and treatment. This may temporarily divert from the fundamental uneasiness side effects. This is often particularly common in freeze disorder, which is characterized by a short period of seriously fear and a sense of impending, doom, with going with physical indications, such as chest torment, dizziness and shortness of breath (Adwas et al., 2019).

According to Adwas et al., (2019) there are the symptoms of anxiety:

1. Dizziness

Shallow breathing in the midst of panic means take in less oxygen, which is not serious but can because intense dizziness. When your body think you are in danger, it will also send blood away from your head to other body parts that may

need it more.

2. Heart palpitations

     Heart will start beating harder and faster to pump more blood around body when it is think in danger and this can contribute to heart palpitation.

3. Stomach Issues

     When anxious and body is flooded with stress hormones, these stress hormones can s can actually enter your digestive tract and interfere with digestion.

4. Brain Fog

     Anxiety and stress takes a major toll on the body, and the brain, contributing to mental exhaustion or fatigue. This can happened brain fog, which is a very unsettling feeling that can have you worried that there is something wrong with your brain.

4. Conversation

     Conversation is the verbal exchange of thoughts, observations, opinions or feelings between people, or a conversation between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered, or news and information are exchanged. Discussion in this case is a conversation between two or more people, be it a group discussion or meeting, where something is discussed according to the circumstances of the discussion. Based on the grouping results, conversations are divided into four types based on direction and tone:

a. Debate is a competitive two-way conversation. The goal is to win an argument or convince someone, such as another participant or a third- party researcher.

b. Dialogue is a two-way collaborative conversation. The aim is for participants to exchange information and build relationships with each other.

c. Discourse is based on cooperation, the aim is to convey

information from the speaker/writer to the listener/reader.

d. Swearing is about expressing feelings, insulting people who disagree with you, and/or inspiring people who share your views.

Meanwhile, for conversation there is a classification of components that are useful for supporting speaking skills, namely:

a. Structural Conversation, proper and correct grammar, structural conversation also includes the use of noun forms, pronouns, articles and various adjectives, verbs and adverbs. So this type of conversation emphasizes grammar).

b. Functional conversation aimed at developing the ability to use language correctly is a place and a form. Many goals are often equated in everyday conversation (everyday talk). This colloquial language is used in formal conversations.

c. Situational Discussion: Language skills are assessed not only on passive aspects such as reading and listening, but also on active aspects such as writing and speaking. It is assumed that they know English if they speak or communicate fluently.

5. **Factors Influencing Speaking Anxiety in English Performance.**

Anxiety about speaking in front of the class is caused by negative thoughts that dominate the person. The brain's nervous system gives a code to the body, but when the code is given, errors, categorization and misinterpretation occur, causing anxiety when speaking in front of the class. Factors that cause fear of speaking in front of the class include feelings of threat to self-esteem, wrong models, unrealistic expectations and attitudes, personality factors, and negative self- evaluation of performance situations Supriyani (2022).

According to Monarth and Kasen (2017), factors that influence people with speaking anxiety include:

a. Biological Factors

Everyone experiences fear and anxiety when facing danger. Facing a situation that makes him uncomfortable, the first physiological reactions that occur are the production and release

of adrenaline by the sympathetic nervous system, hormonal struggle (confrontation) and escape from the dangerous situation (avoidance). Second, the heart beats fast. Blood pressure increases. His face turned red. Third, I felt cold and trembling in my limbs. Fourth, breathing becomes rapid, breathing becomes difficult to control, and dizziness occurs. Fifth, sweat all over the body.

b. Negative Thinking Factors

Thinking, on the other hand, triggers a biological response, sometimes accompanied by a biological response that indicates fear or negative thinking. A common negative thought is that speaking in front of the class is scary. Second, I think too much about the negative impact of social conditions. Third, emotional thoughts about anxiety. For example, stomach aches cause people to be unable to express their opinions well. Fourth, feelings of inability to overcome certain difficulties in social situations. Fifth, focus on the negative aspects of the situation and ignore the positive aspects.

c. Avoidance Behavior Factors

The natural response to anxiety is to use avoidance strategies to avoid the condition. I want to avoid this stressful situation as quickly as possible and not return to the same situation.

d. Emotional Factors

When we encounter a fearful situation, we experience physiological, cognitive, and behavioral responses that explain the situation and develop our fear of the situation. These individuals are usually anxious, shy, anxious, have difficulty dealing with social situations, and are tense, panicked, and nervous when facing public speaking situations. When people avoid situations where they have to speak in front of the class, they realize the impact it has on their careers and social lives. This causes stress, depression, frustration, hopelessness and fear.

Student anxiety is also determined by the material used in the learning process. Learning material that is too much and too difficult greatly affects students' anxiety when appearing in class. Student factors are beliefs about language learning. In this case the students think that the language is difficult. So they cannot face these difficulties. Students also think that they must always appear to speak perfectly. In addition, low self-esteem, stressful learning experiences, and lack of preparation are often factors that cause performance anxiety in students.

Researcher can conclude that the factors causing oral anxiety are very different, but what most often occurs in students is poor and very little understanding of grammar. Lack of self-confidence is caused by unpreparedness in presenting vocabulary. Or it could also be fear caused by the student's innate nature, such as the student's habit of always being under pressure, which the student doesn't like. In summary, student anxiety factors are classified into three major problems, the first factors are classified as communication anxiety. In this case, students feel inferior because they feel less confident when speaking in front of the class. Another factor is called exam anxiety. This means that students feel anxious when they have to take an English test. This is due to the level of difficulty of the test. Lastly, anxiety stems from the fear of negative evaluation. This can be interpreted as someone who is anxious about speaking in any social judgment situation, such as a job interview.

C. Conceptual Framework

Operational concepts are used to avoid misunderstandings in research and to explain the theoretical framework.

```
┌─────────────────────────────────────┐
│  The Eight Grade Students of SMPN 2  │
│               Majene                 │
└─────────────────────────────────────┘
                  │
                  ▼
        ┌───────────────────┐
        │       Input       │
        ├───────────────────┤
        │  Speaking Anxiety  │
        └───────────────────┘
```

Process	Process
Level of Anxiety:	Contributing Factors:
Mild Anxiety	Communication Apprehension
Moderate Anxiety	Test Anxiety
Severe Anxiety	Fear of Negative Evaluation

```
        ┌───────────────────────────────┐
        │            Output             │
        ├───────────────────────────────┤
        │  -  Speaking Anxiety Levels    │
        │  -  Dominant Contributing Factors │
        └───────────────────────────────┘
```
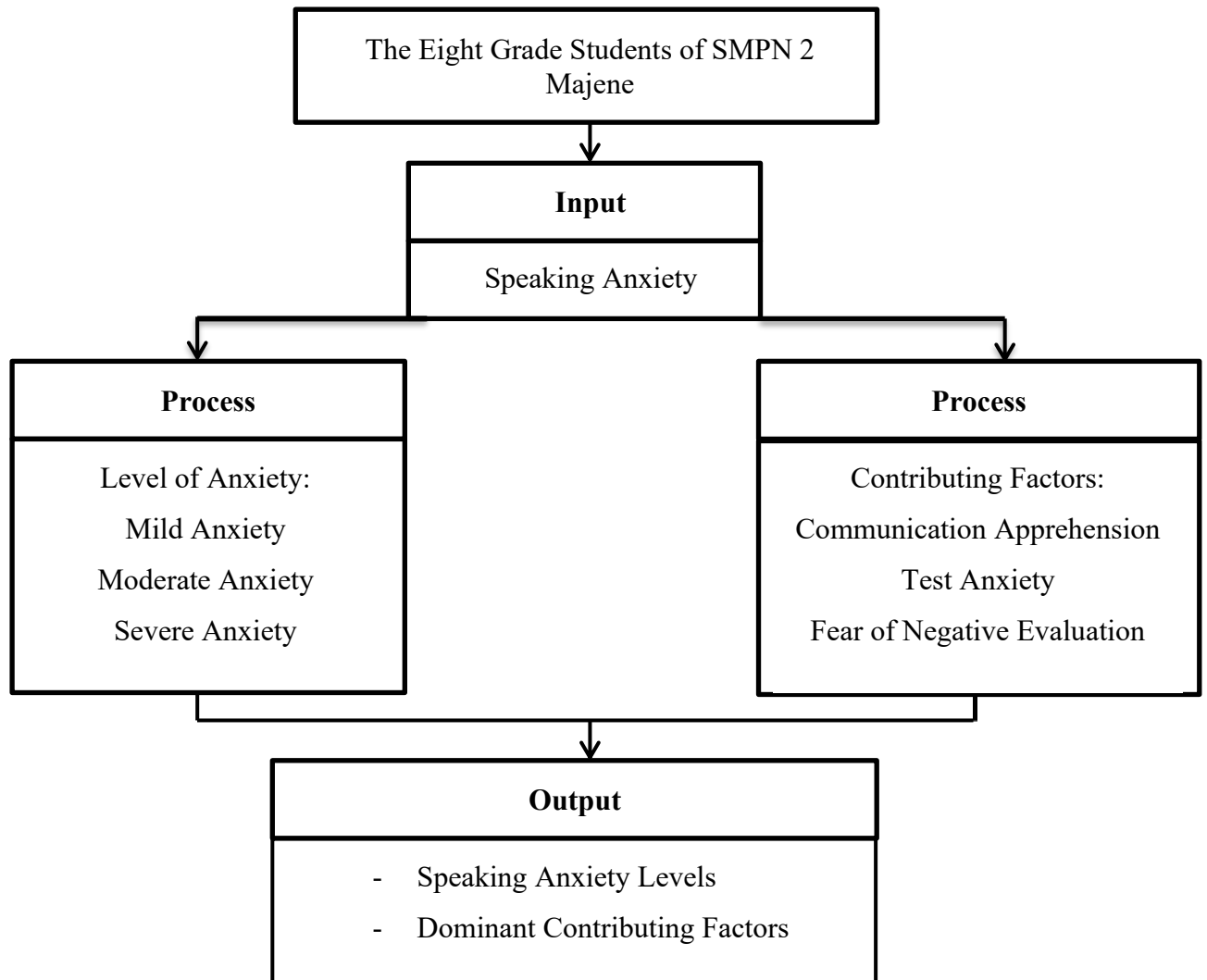
Figure 2. 1 Conceptual Framework

In this section, the researcher analyzes students' speaking anxiety in English learning. In the teaching-learning situation conducted by the eighth grade students of SMPN 2 Majene that the researcher got from an English teacher, the students lacked speaking skills because when the teacher taught speaking, they only gave explanations and exercises. Although the teaching method given by the teacher is good, the students still feel uncomfortable, and the basic skills and learning outcomes of the students will not be achieved. If students feel anxious in English without any countermeasures, students will

drag on their anxiety. Students' anxiety levels can vary, and it is important to recognize the signs of anxiety and provide appropriate support. With the right treatment, students can overcome anxiety and reach their full potential. According to Suparlan (2021) students' lack of ability in speaking is caused by several factors. From the three contributing factors above, the researcher defines the indicators of students' speaking anxiety as students' lack of response or participation, students' lack of enthusiasm, students' nervousness when talking with their friends, students' nervousness to speak in front of the class, students' lack of courage to speak. To find out the result of students' speaking anxiety in English learning, the researcher usedquestionnaire as instruments to find out the result of students' speaking anxiety in English learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research results, it can be concluded as follows:

1. The levels of students speaking anxiety in learning English at SMPN 2 Majene is high. From the analysis of questionnaires distributed to 41 students, it was found that:. A total of 5 students (12.20%) were in the very anxious category, 22 students (53.66%) were in the anxious category, 14 students (34.15%) were in the mildly anxious category, then 0 students (0%) were in the relaxed category, and the last 0 (0%) students were in the very relaxed category.

2. The dominant factors contributing to students speaking anxiety is fear of negative evaluation. Based on the indicators in the FLCAS, the anxiety factors measured include: Communication apprehension obtained 64.49%, fear of negative evaluation obtained 66.27%, and finally for test anxiety about facing exams obtained 64.39%. In essence, most of them feel worried about making mistakes in front of the teacher and their friends.

B. Suggestion

Based on the result of the study, the researcher gives some suggestion.

1. For students

   The students should have more time to practice to speak English, in order to increase and improve their speaking skill. Then, they should not feel shy and afraid of making mistakes in speaking English and they should build their confident to practice speaking English. Try to find their comfort way how to enjoy to speak English first, because they can not speak English fluently if they are not love English, although the teacher is friendly and easy going.

2. For teacher

    The result of this research can help the teacher more understand about the anxiety problems of their students and can know what factors cause of anxiety. then the teacher can create the relax atmosphere to their students to be confidence in speaking English, especially speaking English in front of the class.

3. For the others researchers

    Because of the limitations of this study, the researcher hopes that the next or others researchers making deeper research related to the strategies, detailed, and valid data. Then, we hope that the next researcher will make another research about language anxiety in different skills area.

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