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A Descriptive Study on Students' Anxiety in Speaking Skill at SMP Islamic Sunan Gunungjati

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ABSTRACT

Speaking is one of the important skills that must be mastered by students. Those who have low communication skills will have difficulty in expressing their thoughts, and they feel anxiety when they speak in front class. These problems should be addressed immediately. Based on these problems, the researchers conducted the study about finding the level of students' anxiety in speaking skills and the types of students' anxiety in speaking skills. The respondent in this study was the students in VII B at SMP Islamic Sunan Gunungjati. This study used a quantitative descriptive method. The instrument used in this study was a questionnaire sheet to obtain the data. Based on the results of the research, it can be concluded that the level of anxiety in students' speaking skills at SMP Islamic Sunan Gunungjati is "high". The students had difficulties in speaking skills because they felt anxiety, had lack of confidence, and were afraid doing mistake when they were speaking English in front of the class. Then, the type of student anxiety in speaking skills at SMP Islamic Sunan Gunungjati is "trait anxiety". Therefore, the anxiety level of students' speaking skills at SMP Islamic Sunan Gunungjati is at the "high" level and is included in the type of "trait anxiety".

Keywords: *Anxiety, speaking, anxiety in speaking*.

A. Introduction

Language is verbal tool for communication that simply the regular expression of thoughts and feelings by humans using sound as a media (Anjalia, 2017). Language means that the human communication that is not regardless of the meaning or meaning of every word spoken. Language is used to express our reactions to certain situations and to express our thoughts, ideas, emotions and feelings. As social being, humans need the interaction with each other. Language is used to express our reactions to certain situations, and to express our thoughts, ideas, emotions and feelings. Language also plays an important role in the development of human civilization and technology. Language is the ability possessed by humans to communicate with other humans using signs, for example words and gestures.

In learning language, there are four skills that must be mastered by students, namely listening, reading, writing and speaking. In learning English, speaking is one of the most important skills they need to progress in learning English (Diao & Paramasivam, 2013). Speaking is very important to learn by students in the language learning process, because speaking is a person's ability to say words to express and convey ideas and feelings orally which aims to communicate to others. Speaking is an important skill because it serves as a liaison between people who speak the different language (Salem & Dyiar, 2014). Speaking is an important thing that must be mastered

by students as well. Students must be able to speak in order to communicate effectively. Those who have poor communication skills will have difficulty communicating their thoughts. Many students have mastered in speaking but they still experience anxiety when they speak in front class.

Anxiety is a feeling fear accompanied by certain reactions, such as an accelerated racing heart, stage fright, and sweaty palms (Horwitz, 2011). Basically when someone is experiencing symptoms of anxiety, they cannot do anything about it and not as usual. They will feel embarrassed if they are asked to speak in front of the class, it is easier to forget the material, lose encourage, more afraid to ask questions and so on. In anxiety there are factors of anxiety, types of anxiety, and levels of anxiety levels. States that the factors that can increase incorrectly and cause fear anxiety are lack of vocabulary, grammar, and fear of mistakes (Rayani, 2012). There are some reasons behind it, the students are too afraid to speak English because they are not well prepared during speaking English, afraid of making mistakes, and then the other students will laugh and mock at them, and it will increase their anxiety higher than before. Anxiety can have an impact on student learning. They will be more successful in acquiring easy English if the students have low anxiety.

In addition to factors, anxiety also has several levels of students' anxiety types in speaking skills, they are state anxiety, trait anxiety, and situation-specific anxiety (Ellis, 2011). In line with this statement, there are several types of anxiety that cause students to feel anxious when students speak skills in front of the class. The level of anxiety consists of four levels of anxiety, namely 1) low anxiety, 2) medium anxiety, 3) high anxiety, and 4) panic anxiety (Stuart, 2012). Low anxiety that becomes a part of regular life and causes a person to become aware and pay more attention while still being able to solve difficulties is referred to as low anxiety. Low anxiety, which is defined by seeming calm, confident, alert, paying attention to many things, a little impatient, low muscle tension, aware of the environment, relaxed or a little restless, can drive learning and promote growth and creativity. The medium level of anxiety allows a person to focus on what is important and ignore what is not important or not a priority which is characterized by decreased focus, poor problem solving, impatience, irritation, low muscle tension, increased vital signs, sweating, frequent urination, and headache. Individual perceptions are substantially reduced when anxiety levels are high, as people tend to focus on something precise and detailed and cannot think about anything else. All of these actions have been demonstrated to relieve tension. Individuals with difficulties thinking, poor problem solving, fear, bewilderment, withdrawal, excessive anxiety, poor eye contact, profuse sweating, quick speech, jaw clenching, teeth grinding, pacing, and shaking require a lot of direction to be able to focus on another area. Panic causes personality disorganization, increased motor activity, diminished ability to relate to others, distorted perceptions, and loss of irrational thinking in persons who experience it. Because the individual loses control, the panic level of an anxiety is linked to fear and terror.

The students of the seventh B (VII B) were chosen by the researcher because they struggled with speaking in the class. The majority of the students still have difficulty verbally expressing their thoughts, feelings, or experiences. They had a serious difficulty with their ability to communicate. Many students have an influence on how they study and how they learn patterns differ from their peers. As a result, it is critical that students understand their learning styles in order to make the learning process more relevant and effective. They were fearful and apprehensive about practicing with the target language, in this case English, because they were afraid of making a mistake.

B.   Research Method

This chapter discusses research design, research area, research respondent, data collection method, and data analysis method. The purpose of this study was to determine students' anxiety about speaking English at SMP Islamic Sunan Gunungjati, Banyuwangi. Based on the research objectives, this research used descriptive quantitative research. Quantitative is to know the phenomenon about what the subject experiences (Sugiyono, 2007). Therefore, the data was collected to find valid data by filling out questionnaires face to face. The research area in this study was in the seventh grade at SMP Islamic Sunan Gunungjati, Banyuwangi. SMP Islamic Sunan Gunungjati is located at Watukebo, Blimbingsari, Banyuwangi. The research respondents are 23 students in seventh B of SMP Islamic Sunan Gunungjati. In data collection method, the researcher used questionnaires. The researcher used a closed questionnaire. In this study, respondents were selected as samples and were given a questionnaire with 35 questions, formulated from of perception about the level of anxiety (20 questions) and types of anxiety (15 questions). The researcher asked the respondent to answer the questions given by the researcher to get the data and the questions were written in Bahasa. The following is a questionnaire about the level of anxiety levels and types of anxiety:

Table 1. The Questionnaire Items About the Levels of Anxiety

No.	Levels of Anxiety	Items	Total
1.	Low Anxiety	1, 2, 3, 4, 5	5
2.	Medium Anxiety	6, 7, 8, 9, 10	5
3.	High Anxiety	11, 12, 13, 14, 15	5
4.	Panic Anxiety	16, 17, 18, 19, 20	5
	TOTAL		20

Tabel 2. The Questionnaire Items About the Types of Anxiety

No.	Types of Anxiety	Items	Total
1.	State Anxiety	1, 2, 3, 4, 5	5
2.	Trait Anxiety	6, 7, 8, 9, 10	5
3.	Specific-situation Anxiety	11, 12, 13, 14, 15	5
	TOTAL		15

The level of the questionnaire was determined using a Likert scale. The researcher utilized a Likert scale with four answer options for each item to assess the students' fear of speaking English. The answers to each question are as follows:

Table 3. Scoring for Questionnaire Items

Respondent Answer	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Then, the assessment category is based on the percentage of answers as follows:

Table 4. The Assessment Categories of Questionnaire

Interval	Category
71% - 100%	Very High
51% - 70%	High
31% - 50%	Low
0% - 30%	Very Low

In data analysis method, the researchers employed the quantitative description technique as a data analysis technique in this investigation. This study used a questionnaire to strengthen quantitative analysis by describing the outcomes of data gathering in a descriptive manner. A Likert scale used to calculate the score of the questionnaire data. The researchers employed the Likert scale with four possibilities of answer for each statement to examine the perception of students' anxiety towards speaking English at SMP Islamic Sunan Gunungjati. Strongly agree,

agree, disagree, and strongly disagree were among the options. In addition, to measure the percentage level of resistance, the researchers used the following formula :

Formula:
$T \times Pn = Pn\ (5)$
$T \times Pn = Pn\ (4)$
$T \times Pn = Pn\ (3)$
$T \times Pn = Pn\ (2)$
$T \times Pn = Pn\ (1)$
$N = T \times Pn\ (1) + T \times Pn\ (2) + T \times Pn\ (3) + T \times Pn\ (4) + T \times Pn\ (5)$

Note :

T = Total number of respondents who chose

Pn = Choice of Likert score numbers

In order to get the interpretation results, it must be known that the total score (N) and the maximum score (Y) for the assessment item with the following formula:

INDEX % = N/Y × 100

Note :

N = Total score

Y = Maximum Score

In Pre Completion, the researchers have to know the interval (range of distance) and the percent interpretation before solving the problem in order to know the assessment using the method of finding the percent score interval (I).

The Interval Formula is

Interval formulation
I = Total respondent / Total score

Note :
I = 23 / Total Score (Likert)
Final completion = Total score / Y x 100

C. **Research Finding and Discussion**

1. **The Result of Questionnaire Level of Anxiety**

Table 5. The Result of Questionnaire Level of Anxiety

Indicator	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Likert Scoring
Low Anxiety	1	1	5	6	7	4	61
	2	2	5	8	6	2	68
	3	9	9	3	2	0	94
	4	7	6	4	5	1	82
	5	3	9	3	4	4	72
Medium Anxiety	1	5	3	7	2	6	68
	2	5	5	6	7	0	77
	3	9	4	3	5	2	82
	4	0	4	4	9	6	52
	5	2	7	9	3	2	73
High Anxiety	1	6	8	3	3	3	80
	2	5	6	2	7	3	72
	3	4	3	11	3	2	73
	4	2	6	4	5	6	62
	5	7	3	6	2	5	74
Panic Anxiety	1	3	4	9	6	1	71
	2	4	3	9	4	3	70
	3	4	4	3	11	1	68
	4	4	4	5	5	5	66
	5	1	2	4	8	8	49
Total							1.414

Based on the Likert scale, the percentage index of students' anxiety level towards speaking skills was measured as following formula:

$$\text{INDEX \% = N/Y x 100}$$

INDEX % = $\underline{1.414}$ x 100
        2.300
      = 61%

2. The Result of Questionnaire Types of Anxiety

Table 6. The Result of Questionnaire Types of Anxiety

Indicator	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Likert Scoring
State Anxiety	1	10	4	4	4	1	87
	2	5	5	7	3	3	75
	3	3	4	2	9	5	50
	4	4	6	3	6	4	69
	5	5	9	5	3	1	83
Trait Anxiety	1	4	9	2	8	0	78
	2	7	3	4	4	5	72
	3	3	6	7	3	4	70
	4	2	8	3	5	5	66
	5	8	7	5	1	2	87
Specific-situation Anxiety	1	7	8	2	4	2	83
	2	6	7	6	3	1	83
	3	7	4	6	3	3	78
	4	3	6	2	9	3	66
	5	7	7	2	3	4	79
		Total					1.126

Based on the Likert scale, the percentage index of students' anxiety level towards speaking skills was measured as following formula:

$$\boxed{\text{INDEX \% = N/Y x 100}}$$

INDEX % = $\underline{1.126}$ x 100
        2.300
      = 49%

The percentage of the questionnaire was expressed in the form of categories rating result. The category of assessment results was used to determine students' anxiety towards speaking skills in junior high school. The assessment category is based on the percentage of answers as follows (based on table 4) :

Table 4. The Assessment Categories of Questionnaire

Interval	Category
71% - 100%	Very High
51% - 70%	High
31% - 50%	Low
0% - 30%	Very Low

Based on the assessment categories of questionnaire above, it can be concluded that a) The result of questionnaire level of anxiety about speaking skills from the total number of indicators level of anxiety were 1.414, and the index percentage is 61%. It can be stated the percentage is in the "high" interval scale, and b) The results of the questionnaire for students' anxiety about speaking skills from the total number of indicators types of anxiety were 1.126. The index percentage is 49%. It can be stated the percentage is in the "low" interval scale.

3. Discussion

This part is a discussion about the result of the data analysis. The researchers found that the level of anxiety and types of anxiety in speaking skills at SMP Islamic Sunan Gunungjati. There are four levels of anxiety, namely: low anxiety, medium anxiety, high anxiety, and panic anxiety (Stuart, 2007). While there are 3 types of anxiety, namely: state anxiety, nature anxiety, and situation specific anxiety (Ellis 2011). Low anxiety, the first statement to students with a percentage of 53%, the second statement to students with a percentage of 59%, the third statement to students with a percentage of 81%, the fourth statement to students with a percentage of 71%, and the fifth statement to students with a percentage of 62%. With the level of student anxiety in the percentage above, it has been proven that some students are confident and feel less anxious when students speak English in public. Based on the explanation above, low anxiety goes into the type of trait anxiety, because trait anxiety is a pattern of anxiety responses in non-threatening situations (Hotwitz, 2011). In medium anxiety, the first statement is for students with a percentage of 59%, the second statement is for students with a percentage of 66%, the third statement is for students with a percentage of 71%, the fourth statement is for students with a percentage of 45%, and the fifth statement is for students with a percentage of 63%. Based on the level of student anxiety in the percentage above, it has been proven that some students could focus

on what is important and ignore what is not important. Medium anxiety enters the trait anxiety type, because trait anxiety is a pattern of anxiety responses in nonthreatening situations (Horwitz, 2011). In high anxiety, the first statement to students with a percentage of 69%, the second statement to students with a percentage of 62%, the third statement to students with a percentage of 63%, the fourth statement to students with a percentage of 54%, and the fifth statement to students with a percentage of 64%. Based on the level of student anxiety in the percentage above, it has been proven that at a high level of anxiety, some student were confident when speaking English in public as long as nothing disturbs them so that students tend not to focus, because this anxiety is triggered by certain events, such as public speaking, exams, or practicing in front of the class. Situation-specific anxiety is a term that describes the long-term and multifaceted nature of various anxiety (Ellis, 2011). In panic anxiety, the first statement on students with a percentage of 61%, the second statement on students with a percentage of 60%, the third statement on students with a percentage of 59%, the fourth statement on students with a percentage of 57%, and the fifth statement on students with a percentage of 42%. With the level of student anxiety in the percentage above, it has been proven that when students speak English in public they feel panicked, so they are worried about making mistakes. Based on the explanation above, panic anxiety is a type of state anxiety, because one of the most common traits of state anxiety disorder or panic disorder. This condition is indicated by recurring panic or anxiety. Most often, panic symptoms appear suddenly and without obvious symptoms (Elis, 2011).

D. Conclusion

Based on the results of data analysis above, it can be concluded that the level of anxiety in students' speaking skills at SMP Islamic Sunan Gunungjati is "high" (the percentage is 61%), and the type of student anxiety in speaking skills at SMP Islamic Sunan Gunungjati is in "trait anxiety" (the percentage is 49%). Therefore, the anxiety level of students' speaking skills at SMP Islamic Sunan Gunungjati is at the "high" level and is included in the type of "trait anxiety", because the students feel inferior, afraid of being wrong, afraid of mispronouncing, and afraid of being ridiculed by their friends when they practiced the speaking in front of the class.

E. References

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