

## **EXPLORING SPEAKING ANXIETY : THE CAUSES OF ENGLISH LANGUAGE SPEAKING ANXIETY AT SMA N 2 BANGKINANG KOTA**

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### **ABSTRACT**

Speaking is convinced as a skill that most frequently evokes anxiety among the students. Anxiety appears because of the lack of knowledge, the low desire to try to speak, fear of making mistakes and difficulty to understand on the teacher's words. This research was aimed investigatly factors contributing to speaking anxiety at the third grade of SMA N 2 Bangkinang Kota. This is a Qualitative Research. The observation check list, the questionnaire, and the interview topic guide were used as the instruments to collect the data. The findings showed that fear of making mistakes is the biggest factor that make students anxiety in speaking English. Fear of making mistakes caused by some factors, there are : the students don't understand because the lack of vocabulary, low structure, and don't know how to pronounce the word. Then, the next factor is self-perception or self-esteem. This factor of language difficulties (lack of self-confidence, afraid about structure and speaking English correctly, they thought the other students more better in speaking English), concern about others perception, low self- confidence, lack of motivation and lack of communication and afraid of making mistakes. After that is social environment, they have limited exposure to target language and judgment from other people, and when they try to speak English their friends don't understand and laugh them . And the last is a cultural difference. That is because different topic and different accent and they ere not used to using English to communicate in daily life.

**Keywords :** *Speaking, Speaking Anxiety, Factors of Anxiety in Speaking*

### **ABSTRAK**

Kemampuan berbicara sering kali menimbulkan kecemasan pada siswa untuk melakukan komunikasi lisan. Kecemasan muncul karena kurangnya pengetahuan, rendahnya keinginan untuk mencoba berbicara, takut membuat kesalahan dan kesulitan untuk memahami apa yang disampaikan oleh guru. Skripsi ini bertujuan untuk menyelidiki faktor yang berpengaruh terhadap kecemasan berbicara siswa kelas XII di SMA N 2 Bangkinang Kota. Desain penelitian ini adalah Kualitatif. Observasi checklist, angket, dan pedoman wawancara dijadikan instrumen untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa takut membuat

kesalahan merupakan faktor terbesar yang membuat siswa merasa cemas dalam berbicara Bahasa Inggris. Takut membuat kesalahan disebabkan oleh beberapa faktor diantaranya : siswa tidak mengerti karena kurangnya pemahaman tentang kosakata, rendahnya pemahaman tata bahasa, dan tidak tau tentang pengucapan sebuah kata yang tepat. Kemudian, faktor selanjutnya yaitu persepsi diri, hal itu di karenakan oleh kesulitan bahasa (kurangnya rasa percaya diri, khawatir tentang struktur dan berbahasa Inggris dengan benar, selalu berpikir siswa lain lebih pintar), kekhawatiran terhadap persepsi orang lain, rasa percaya diri yang rendah, kurangnya motivasi, kurangnya komunikasi dan takut membuat kesalahan. Kedua adalah takut membuat kesalahan, hal itu disebabkan karena mereka tidak menguasai materi, kurangnya kosa kata dan pengucapan. Setelah itu adalah faktor lingkungan sosial, mereka tidak dapat mengeksplor bahasa dan penilaian dari orang lain, dan saat mencoba untuk berbicara bahasa inggris teman-teman mereka tidak mengerti dan menertawakannya. Dan yang terakhir adalah perbedaan budaya. Itu karena topik yang berbeda dan aksen yang berbeda, dan tidak terbiasa menggunakan bahasa inggris untuk berkomunikasi dalam kehidupan sehari.

***Kata kunci : Berbicara, kecemasan dalam berbicara, faktor-faktor kecemasan dalam berbicara***

## **Introduction**

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. According to Wibowo (2001:3) language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts. People expresses their ideas or though by language. The importance of acquire language is a must since need of daily life is expressed by language.

English language also takes part as means of communication not only in the country that used English as first language but also in other countries that used it as second or foreign language (Item, 1996). English has transformed into an international language which becomes pre-requirement for many academic,

career, and social needs (Genç, 2010). English is a foreign language especially in Indonesia that is widely used in both formal and informal occasions that are taught formally to children from kindergarten up to college or university level (Kushartanti, Velde, & Everaert, 2015). The acquisition of the foreign language requires efforts and hard work. In mastering English, there are four skills are need to be learned: listening; speaking; reading; and writing (Tarbiyah & Training, 2011).

Speaking is one of the most important skills which people should have. It is because by speak to others will understand what we mean and what we want. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is communicating effectively to a partner and producing certain language forms in an acceptable way. So we can say that speaking is the ability of someone to communicate to the others. Speaking activity can be characterized in terms of routines which focus on information or interaction (Nunan, 1991:40). It enables people to interact, to share ideas, to give and to get the information and routines enable the people to have certain ways to communicate to each other (Derakhshan, Khalili, & Beheshti, 2016). According to Ladouse (1991) speaking is described the activity and the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Based on the statement the researcher can conclude that speaking is the process of communication, express of feelings, give opinion and expression what they want.

Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue by listening and repeating. The teacher can adopt the same natural way, asking short questions and using of short dialogues in the classroom to develop this skill (B. Bloch and G.L. Trager: 1942).

However, in fact, teaching speaking especially at SMA N 2 Bangkinang Kota level still seems less satisfactory and still low, the students find some difficulties in understanding English speaking Na (2007). One factor which is believe causes English as foreign language (EFL) difficult to master is language anxiety

(Nurussalam & Mahpudilah, 2016). Anxiety as one of the results of the affective factors appears because of several matters such as lack of knowledge, low of preparation, fear of making mistakes and difficulty to understand the teacher's instruction (Naci, Lu, & Lamel, 2013). Language anxiety is considered to be an affective hindrance toward second language acquisition.

Freud (in Arndt, 1974) describes and defines anxiety as an unpleasant feeling, which is followed by certain psychological reactions such as changes in heart rate and breathing. According to Freud (1974) anxiety involves the perception of unpleasant feelings and psychological reactions, in other words, anxiety is a reaction to a situation that is considered dangerous.

Anxiety is come in many types of abnormal behavior. Anxiety is defined as disturbance for self-efficacy due to a mental threat (Papamihel, 2002) or uneasy feeling due to something threatening (Kondo & Ying-Ling, 2006). Spielberger (In Brown, 2007) says that "Anxiety is the feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". On the contrary by Scovel (In Brown, 2007) stating that "anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry". Based on some studies; anxiety often interferes students' learning process.(Fatmala, 2006).

According to Koba, Ogawa, & Wilkinson (2000), anxiety is a difficult situation in which one feels afraid of anticipating something threatening Wiramihardja (2004) states that "anxiety is a feeling which is generalized from fear and worries. It is an alert that something like danger or a terrible experience will happen."

The students are still clumsy in speaking, because in interacting in the classroom, either with fellow teachers or with fellow students, they are rarely use English (Basic, 2011). In addition, they are rarely even ask to use English on the part that is not understood to teacher in class. When studying in any group, they are deemed passive in discussion using speak English. They are more dominant uses the mother tongue and Indonesian language. As a result of the lack use of English, students become less trained to pronounce English vocabulary outside of

grammar use. There are so many students who are anxious and afraid to speak English because of external influences. It comes from the negative influence of their friends, for example laughing and mocking when students dare to speak in public. Consequently, the courage of students is reduced and what they want to speak cannot be delivered because of the negative influence of his friends (Antoro & Khazanah, 2015). The students were not confident when speaking in English class, that they thought other students were better than them in speaking class. The students could not express their opinions because they lack appropriate vocabulary and difficulty to understanding in the use of the correct grammatical form, and their ability to choose the right vocabulary and right grammar is still lacking.

Based on this explanation, this study focuses on the factors that affect students' anxiety in speaking English at SMA N 2 Bangkinang Kota with the title: "Exploring Speaking Anxiety : The Causes Of English Language Speaking Anxiety at SMA N 2 Bangkinang Kota."

According to Guang in Iqbal (2014:126) speaking is the ability to express oneself to communicate orally by using a language. It means that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning dependents on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires the learners not only to know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also to that enable the learners to understand when, why, and in what ways to produce language (*sociolinguistic competence*).

Speaking is a way to express, to communicate, or to show opinions, feeling and ideas by talking and transfers the information of what the speaker wants. While, according to Jones (1996) in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. (Brown, Yule, Jones, Littlewood, & Ur, n.d.). Speaking also happens in the context of limited processing capacities due to limitations of working memory, and thus a consequent need for routinization or automation in each area of production arises. This means that the speaker should process the information he listens to the moment he gets it. Besides, speaking involves a sort of monitoring during and following speech production and the managing of communication under a range of external pressures. (Effectiveness, Instruction, Language, Skills, & Students, n.d.)

**Speaking** is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Based on statements above, speaking is described as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking depends on the context or the situation. Context includes the physical environment, the purposes for speaking is more often spontaneous, open ended, and evolving. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also understand when, where, why and how to produce language.

There are some basic types of speaking that students are expected to carry out in the classroom. According to Brown, he states on his book that there are five basic types of speaking: (Brown et al., n.d.2009)

#### 1) Imitative

In this activity, the students try to imitate the pronunciation, intonation and so on from tape recorder speech or the like. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses

drilling in the teaching learning process. The teacher also can do drilling where the students imitate what the teacher says.

2) Intensive

The second type of speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). Intensive speaking is a way of practicing or doing some exercise in accordance with speaking regularly. This activity will help the students to develop their speaking proficiency.

3) Responsive

This type of speaking includes interaction and comprehension at a limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Interactive

In this type, there are two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship.

5) Extensive (monologue)

Extensive speaking includes speeches, oral presentations, and storytelling. The language style is frequently more deliberative or planning is involved in this type of speaking.

In general, anxiety is defined as disturbance for self-efficacy due to a mental threat (Papamihel, 2002) or uneasy feeling due to something threatening (Kondo & Ying-Ling, 2006). Anxiety is a feeling of worry, nervousness, or uneasy about something with an uncertain outcome. Most speakers who have experienced speech anxiety know the importance of being calm and confident when speaking. (Class & Students, 2015)



Anxiety is explained as a sort of fear that is manifested by visual signs. I have therefore interpreted the word speaking anxiety as a fear of expressing oneself orally which can be recognized by the physiological signs mentioned above. It is most likely that these signs can obstruct and inhibit one's ability to speak since a person who experiences that kind of anxiety will not be able to focus on the speaking process.

Anxiety experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals (Woodrow, 2006). Apprehension is a fear that something unpleasant is going to happen, they fear if they will make something wrong during the speak. Furthermore, Koba (2000) defines that anxiety is a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. It means that someone who gets anxiety they can feel scary, fear, nervous, and worry. That is one of anxiety because to make students will not to speak in front of the class. They can be nervous when the students stand up in front of the class. If the students have high feel anxiety, the students will have some problems to speak in front of the class. Because anxiety can make the bad effects to the students performance in speaking.

Based on the statement, the writer conclude anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.

Broadly speaking, anxiety can be divided into three types, Ellis (1994: 479-480) namely: trait anxiety, state anxiety and situation-specific anxiety. Drawing on work in general psychology defines : (Indrianty, 2016)

1) Trait anxiety

Trait anxiety is personal tend to feel anxious for every situation they are exposed (Papamihel, 2002). Such anxiety is a part of a person's character and hence is permanent and difficult, if not impossible, to get rid of. A person who is trait anxious is likely to feel anxious in a variety of situation. Once the anxiety becomes a trait one, it will hinder language learning. Trait anxiety arises in response to a perceived threat, but it differs in its intensity, duration and the range



of situations in which it occurs. Trait anxiety refers to the differences between people in terms of their tendency to experience state anxiety in response to the anticipation of a threat. People with a high level of trait anxiety experience more intense degrees of state anxiety to specific situations than most people do and experience anxiety toward a broader range of situations or objects than most people. It means trait anxiety describes a personality characteristic rather than a temporary feeling.

## 2) State anxiety

State anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus (Spielberg, 1983). This type of anxiety arises in a particular situation and hence is not permanent. It is nervousness or tension at the particular moment in response to some outside stimulus. It occurs because learners are exposed to a particular situation or event that is stressful to them. State anxiety describes the experience of unpleasant feelings when confronted with specific situations, demands or a particular object or event. State anxiety arises when the person makes a mental assessment of some type of threat. When the object or situation that is perceived as threatening goes away, the person no longer experiences anxiety. It means state anxiety refers to a temporary condition in response to some perceived threat.

## 3) Specific-situation anxiety

Specific-situation anxiety refers to the constantly and multi- faceted nature of some anxieties (MacIntyre & Gardner, 1994). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480). On the other hand, (Spielberger, 1983) says that situation specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. Thus, language anxiety can be included in situation specific anxiety

The influence of anxiety make the students fear to speak English with their friends, lecturer and with the other people. There are some factors influence in speaking anxiety : (Here, 2012, Imam Wahyudi)

## 1) Self-perception or Self-esteem

The speaking anxiety source of self-perception or self-esteem is found on the students. Horwitz et al., 1986 state “individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem”. Krashen (1980, 15: cites in Young, 1991:427) suggests, “The more I think about self-esteem the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. They feel anxious to speak English due to several reasons. In communication play, self-confidence has an important role, exactly in the learners’ willingness to communicate. Self-confidence gives an effect to their abilities. High self-confidence can be positively correlated with oral performance (Heyde as cited in Park, 2004:198). Therefore, student who has higher self-confidence than the other students can communicate well. So, they have the speaking ability in English are better than the other students. That can be supported by the statement that situational self-confidence in communication plays an important role in determining the learners’ willingness to communicate. (Lee and Park, 2004:206).

## **Method**

The design of this research is Qualitative Research. According to Flick (2002) Qualitative Research is specific relevance to the study of social relations, owing to the fact of the pluralization of life worlds, while Denzin and Lincoln (1998) states that qualitative research uses various kinds of qualitative inquiry in collecting data, such as : observation, interview, documenting, narrating, publishing text, etc. (Gunawan & Imam, 2013).

Qualitative Research is aimed to explore and clarify a phenomenon or social reality by describing such variable which refers to problem and unit researched. Phenomenology is known as a educational qualitative research design (Ponce, 2014; Creswell, 2013, Marshall & Rossman, 2010).

In conducting this research, the writer acts as a non participant observer who observes the implementation of multi-methods in teaching a speaking process in

the third grade at SMA N 2 Bangkinang Kota. Further explanation about it will be discussed at data collection.

The subject of the study was the students of grade XII at SMA N 2 Bangkinang Kota. There are 10 classes at grade XII. The researcher focuses only on 20 students from the entire class XII Social one students. The researcher focuses 20 students based 10 students active and 10 passive. In this study, the researcher focuses on causes that make anxiety happen to the students in speaking class

## **Finding and Discussion**

The purpose of this study was to describe the causes of english language speaking anxiety faced by students at SMA N 2 Bangkinang Kota. The researcher as conducted in teaching speaking process. The researcher did th observation, given the questionnaire, and interviewed.

### **1. Observation**

The reseracher did the observation at SMA N 2 Bangkinang Kota used Observation Check List. In the first meeting, the researcher did observation on August 6th, 2018. The students of XII IIS 1, were taught by Mrs. Maznum. The teaching material was Analytical Exposition. In this material the teacher explain definition, purpose, generic structure, and the example of the text. The students make a group to discussion the material. Each group given 1 example of the text with the difference title. And then, they discussed with their group. After that each group must seek up to explain about their text to the other group, tell the generic structure of the text. The reseracher coding the students who speak up each group. Based on the findings, the researcher get 6 of 36 students want to speak English, and explain the material to their friend. It's not mean the other students don't understand the material. But their fear to making a mistakes, because in the beginning of the learning process their were thought English is difficult, they low vocabulary and don't know how to pronounce the word well.

After that, the researcher did the observation again on August 7th, 2018. The students of XII IIS 1, were taught by Mrs. Maznum. The teaching material was Expressing Offering Help. In this material, the teacher explain definition, purpose, and the example of dialogue about this expression. The teacher tell the students how to pronounce of the word based on the dialogue. The students repeat after the teacher. after that the teacher given one title, and the students made a dialogue ith their group. Then, their speak up to tell their dialogue. The researcher found only 6 students ere illinh to volunteer want to speak.

Based on the meeting 1 and 2, have the differences result. The students can understand the material by the teacher, but they cannot speak or explain to their friends and the teacher in front of the class used English Language.

The causes that makes the students anxiety to speaking English :

a. Self-perception or Self-esteem

The students can understand the material, but they afraid to speak or to answer the question from the teacher. Because they thought the other students were better and mpre active than them the English class especially in speaking.

b. Fear of Making Mistakes

All of the students have low vocabulary and structure so that they difficult to speak and understanding what the teacher said, and the student don't want try to speak in English learning process.

c. Social Environment

Negative influence greatly affects students in Speaking English. If the students dare to speak English, the other students laughing and mocking the students. It can make the students drop and dont want to speak English.

d. Cultural Differences

When the students communication with the others they rarely use English because they more understand use Indonesian language or mother tongue. They speak English just in the English learning process.

## 2. Questionnaire

The researcher was given the questionnaire to the students on August 6th, 2018. This questionnaire was open ended questionnaire. In this questionnaire

there were 20 questions about the causes of speaking anxiety. The students must answered based on their self, and felt when their learning English, especially in speaking. The question is shown on the following :

*“Bagaimana perasaanmu ketika membuat kesalahan dikelas berbicara bahasa inggris?”*. Some of the students answered they are ashamed, confused, nervous, panic, and the confident of the studnets low. *“mengapa kamu takut ditertawakan siswa lain ketika berbicara bahasa inggris?”*. The students answered they are afraid when their friends are laughing and they will say something like they’re not smart. They are afraid if their friend will make fun of them.

The data above illustrate a condition that the student was afraid if they made mistakes, their friends will have an assumption that they are not smart. The kind of fear or friends” assumption and reaction potentially interfered with their performance on speaking. Sometimes when they ere nervous, they lowered volume and made it faster in order to make their friends did not notice their mistakes. However, the action impeded their development of the target language proficiency. When that kind of situation happens, the teacher should be able to anticipate it. The teacher must give command to arn the students when laughing and mocking the students it’s not good, especially when their try to speak English, because all of the students in learning process. The teachers gives motivation to the students about the important speak English in their life. Based on the findings in the questionnaire there were 6 students want to speak English to communication with other, confidents, and brave to answer the question by given the teacher.

The participants for the study consist of 20 students. The student senior high school at SMA N 2 Bangkinang Kota of XII IIS 1. Based on the quistionnaire, the researcher divided the result based on the 4 causes that make the students anxiety in speaking English :

a. Self Perception or Self-Esteem.

This is explain about their confident to speak English and they lazy to learning English because they thought other student more active and smart than

them. In the questionnaire have some question about this cause. That are : First, *“Bagaimana perasaanmu ketika membuat kesalahan dikelas berbicara bahasa inggris?”*. Students’ answers for this question, they are feel shy, nervous, feeling stupid and relaxed. The researcher conclude 60% of students afraid making mistakes in English class, and 40% don’t worry about it. Second, *“Bagaimana perasaanmu ketika tahu kamu akan dipanggil dalam kelas berbicara bahasa inggris?”*. The students said nervous, relaxed, excited, and happy. The researcher conclude 70% of students tremble when know that their going to be called on Speaking English, 30% of students proud when the teacher called them. Third, *“Apa yang paling menakutkan ketika kamu tidak mengerti apa yang dikatakan guru dalam kelas bahasa inggris ?”*. Some of the students said that they afraid if the teacher asked them about the material, when the teacher give the test and they don’t understand the meaning of the test. The average student answers are the same, 90% of students afraid and don’t understand the meaning of the material. Fourth, *“Mengapa kamu selalu berpikir siswa lain lebih baik dalam berbicara bahasa inggris ?”*. Students’ answers for this question almost the same. The students said low confident, don’t understand the meaning of the word, and they think the other student more diligent and more active than them in Speaking English. The researcher find 90% of students keep thinking than the other students are better at speaking than them. They afraid to try because low confident and don’t understand the material. Fifth, *“Dikelas bahasa inggris, mengapa kamu merasa sangat gugup sehingga melupakan hal-hal yang kamu ketahui ?”*. The students said lack of focus, confusion, panic, fear of failure, and embarrassment to speak English. Based on the answered the researcher conclude 90% of students get so nervous and forget things what they know. Sixth, *“Bagaimana tanggapanmu jika ada pertanyaan dari guru saat dikelas bahasa inggris, dan guru tersebut meminta kesediaan siswa-siswi yang mau untuk menjawab tanpa menunjuk orang yang akan menjawab pertanyaan tersebut ?”*. Students’ answers for this question varied greatly. They volunteered to answer questions from the teacher, felt afraid and excited, pretended not to know, listened to the answers of other students, or just kept quiet. Based on the answered the researcher conclude

40% of students want to be a volunteer, 50% pretended not to know, and 10% keep silent and listen the other students answered. Seventh, "*Bagaimana cara kamu untuk lebih percaya diri ketika berbicara bahasa inggris dikelas?*". The students answered varied greatly. By assuming there is no one in class, preparing material before speaking in front, increasing reading and understanding English, and practicing a lot. The researcher conclude 60% of students preparing and increasing learning English, and 40% think no one people to make them confident when speak English. Eighth, "*Mengapa kamu merasa lebih tegang, bingung, dan gugup dikelas bahasa inggris dibandingkan pelajaran yang lain?*". The students said that they don't understand the meaning of the word, nervous, low vocabulary, and afraid to speak English. So that, the researcher conclude 80% of students get nervous because low vocabulary and feel so afraid to speak, 20% of students relax. Ninth, "*Bagaimana jika kamu tidak mengerti setiap kata yang dikatakan oleh guru bahasa inggris?*". Students' answers for this question varied greatly. Some of the students said that they open the dictionary, ask the teacher or friends who understand, pretend to understand, confused. The researcher conclude 50% of students open the dictionary, 30% ask the teacher or friends, and 20% confused.

In the quistionnaire, have some question about this cause. Based on the answered, the reasearcher conclude if the self-perception greatly influences students' anxiety in speaking English.

b. Fear of Making Mistakes

The students fear making mistakes because they low vocabulary and low understand sturcture, and fear to dare speak English. That are the question : First, "*Mengapa kamu tidak pernah merasa yakin ketika bericara dikelas Bahasa Inggris?*" Students' answers for this question varied greatly. Some of the students said that they don't understand English, they afraid of making mistakes, low proficiency in vocabulary, structure, and they lose confident and forget the materials when speaking English in front of the class. Based on the answered the researcher conclude 90% of students never feel quite sure when speaking English in the class. Second, "*Bagaimana perasaanmu saat tes dikelas bahasa inggris?*". Some of the students said that they are nervous, afraid, confused, relax, and



happy. The conclusion based on the answered 50% of students relaxed when test and 50% of students more confused they get. Third, *“Mengapa kamu merasa panik ketika kamu harus berbicara tanpa persiapan dikelas bahasa inggris?”*. The students answered anxious when speak without prepared, they afraid making mistakes because low vocabulary. The researcher conclude 80% of students anxious speaking English without prepared and 20% of students feel relax. Fourth, *“Mengapa kamu merasa khawatir tentang konsekuensi kegagalan dalam kelas bahasa inggris ?”*. Some of the students said that they worry about the consequences of failing in English class, therefore they will get bad score, and afraid get punishment. So that, the researcher conclude 90% of students get the same answer, because the bad score by the teacher. Fifth, *“Bagaimana pendapatmu tentang siswa yang takut dalam pelajaran bahasa inggris ?”*. The average student answers there is no need to be afraid in learning English, always eager and active in learning, must fight fear, and just keep quiet. The researcher conclude 90% of students think don't afraid to learning English, and always try to speaking English. Sixth, *“Bagaimana tips kamu dalam menggunakan kosakata yang baik dan benar dalam berbicara bahasa inggris ?”*. Students' answers for this question varied greatly. Some of the students said that they use dictionary, watch a movie, listen English song, article and newspaper, read a novel, book, and repeat vocabulary in everyday life. The researcher conclude 70% of students using media to increase vocabulary, 20% using dictionary, and 10% repeat all vocabulary. Seventh, *“Bagaimana penggunaan tata bahasa kamu dalam berbicara bahasa inggris ?”*. The students said they imperfect, messy, still in the learning stage, standard. The researcher conclude 90% of sturcture of students still low and standard. Eighth, *“Kenapa kamu merasa malas untuk mengikuti pelajaran bahasa inggris?”*. The students said that English difficult to understand, does not know the meaning of each word, is afraid of being wrong in learning English, and is normal. Based on the answered, the researcher conclude 80% of students have low vocabulary so that English so hard to understand.

Based on the answered, the reasearcher conclude if the fear of making mistakes give the big influences to the students' anxiety in speaking English.

c. Social Environment

This causes very influence the students, because when the students want to try speak English, they fear if their friends laugh and mock him. So that they dont want to speak up. The question about this are : First, “*Mengapa kamu khawatir saat guru bahasa inggris memperbaiki setiap kesalahan yang dibuat ?*”. The students said that they are shame and fear of being laughed at by other students, and they think it's a good thing because it aims to correct mistakes. The researcher conclude 50% of students think good and dont afraid that English teacher correct every mistake, and 50% felt afraid. Second, “*Mengapa kamu takut ditertawakan siswa lain ketika berbicara bahasa asing?*”. The students said feel shame, can reduce the spirit of learning English when the other students laughed them. The researcher conclude 90% of students can increase nervousness and eliminate the spirit of learning.

The conclusion based on the answered, this cause just influences a little bit for the students. Because not all the students anxiety to speak because this cause.

d. Cultural differences

Every students rarely speak English in their daily life, because in their society they are more dominant in Indonesia language or regional languages. And when the students try to speak English, their interlocutors don't understand what they said. In the questionnaire there question about this causes. That are, First, “*Mengapa kamu lebih suka berbicara menggunakan Bahasa Indonesia (Bahasa Daerah) daripada Bahasa Inggris?*”. Students' answers for this question varied greatly. Some of the students said that they use Indonesian language more often in everyday life, Indonesian is easier to understand. The researcher conclude 90% of students answered the same, because they were not used to speaking English in everyday life. The researcher get conclusion if the cultural differences not too influential on anxiety speaking students.

Based on the answered to the questionnaire, it can be conclude that fear of making mistakes greatly affects the students' anxiety in speaking English. After that self-perception, social development, and the last cultural differences.

### 3. Interview

Semi-structured interviews were used to elicit students' perceptions of language anxiety in speaking classes. Therefore, the study offers diverse range of the participants' experiences. The rationale for these interviews as a data gathering tool is that researchers can capture data that is not directly observable (Tanveer, 2007, p. 35). The interviews took about 3-5 minutes. The researcher chose ten participants. There are some description about those participants.

Based on the findings in the observation and questionnaire, it was 6 of 36 students more active and ant to try speak English. So that, the researcher interview only 6 students used interview topic guide. In the interview, the researchr asked about the factors that influence students' anxiety in speaking English. While in the interview, the causes of students' anxiety it's same with the observation and questionnair answer. That are fear to making mistaks in English because the lack of vocabulary, nervous, fear gt bad score from the teacher and panic to get punishment when speak English. It is shown on the following data :

*"Mengapa kamu mrasa khawatir tentang konsekuensi kegagalan dalam berbicara bahasa inggris dikelas?"*. Average of the students answered fear the teacher given bad score, the teacher angry and they remedial. *"mengapa kamu khawatir saat guru bahasa inggris memperbaiki setiap kesalahan yang diperbuat?"*. The students said they are afraid get punishment if they make a mistakes, and get bad score. *"Mengapa kamu lebih suka berbicara menggunakan Bahasa Indonesia daripada Bahasa Inggris?"*. The students answered they use Indonesian language more often in everyday life, Indonesian is easier to understand.

S1 is the 12 graders on the SMA N 2 Bangkinang Kota. She is female and she is 17 years old. Now She feel confident when she speak in English class. She is doesn't afraid that her English teacher ready to correct every mistake, it can make her good in future. When she confused with the material, she relearn, open dictionary, and ask the teacher. To increase her vocabulary she watch a movie, listen a song, and learn how to pronounce the word well.

S2 is the 12 graders on the SMA N 2 Bangkinang Kota. She is male and he is 17 years old. He is a good students in English, especially in Speaking. He

always follow the speech in English, drama, and debate in English. Even he participate the debate competition in Province level. He think English is a subject a little difficult to understand but he like English. He fell disappointed when he can't answer or don't retell the material by the teacher. If he have to speak without preparation, she nervous and make his consentrations low and forget what the word must to say. He always motivate his self and his friend to learn English well because English very important in the future. In the class, he always try to speak English, but the interlocutors give the Indonesian language to the response, and they don't understand what his said. To make his English well, she always remember vocabulary, speak with the teacher, or with the people who can soeak English well.

S3 is male. The students of SMA N 2 Bangkinang Kota, and now he is 18 years old. He like English, and enthusiastic learning English. But he low vocabulary and structure. When the English tecaher correct every mistakes he is don't afraid because in learning process it's normal. Sometimes, he think the other students more better, because they more active, and communication with the teacher speak English. In daily life, he rarely speak English because get used Indonesian language, and theor friend don't understand if he speak English. He want to can speak English well, so he remember some vocabulary every day, open dictionary if he doesn't know the meaning, and read book in English.

S4 is the 12 graders on the SMA N 2 Bangkinang Kota. She is female and she is 17 years old. She is very confident to speak English, enthusiastic learning English, she like and understand a little bit when the other speak English. When she have to speak without preparation in speaking English, she is relax, always try to speak, ask the teacher if she confused, and ask her friends. She like watch a movie, listen a song, open dictionary and read article in English to improve her English. She think don't afraid to learning and speaking English, keep learning and always try to speak with your friends, teacher, and your family.

S5 is male and he is 16 years old. She is the 12 graders on the SMA N 2 Bangkinang Kota. He is happy in speaking English, and always try to speak English. He want to be a pilot so that he try so hard to speak English now. When

confused meaning the word he ask to his friend and the teacher. he make list of the vocabulary in the bedroom, and remember it. At house he and his parents try to speak English in daily life, and sometime with his friends too.

S6 is 17 years old. Now she is the 12 graders on the SMA N 2 Bangkinang Kota. She is female. She afraid to speak English because low vocabulary, low structure, and laugh and mock from her friends. She is panic to get punishment when speak English, so that she open the dictionary, ask the other friends or the teacher if she dont understand the material. She is nervous, ashamed, and always try to speak English. She have a tips to increase her ability, she make some vocabulary, stick on the wall, and remember it when want to sleep.

### **Discussion**

There are four the causes of English language speaking anxiety : Self-perception or Self-esteem, Fear of Making Mistakes, Social Environment, Cultural Differences Based.

#### **1. Self-perception or Self-esteem**

Dailing with the situation above the researcher found if the students not confident to speak English, because some factor the influences the students. There were : the teacher rarely communication used English with them, so when they want to speak English their not confident and always felt if they could not speak English. Same with the theory according to Horwitzs et al., 1986 state “individuals who have high levels of self-esteem are less likely to be anxious then are those with low self-esteem”.In line with the theory Krashen (1980, 15: cites in Young, 1991:427) suggests, “The more I think about self-esteem the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self esteem worry about what their peers think; they are concerned with pleasing others. They feel anxious to speak English due to several reasons.”

Based on the theory, self perception or self esteem which greatly affects students' anxiety to speak English. The students were not confident in speaking English because they thought speak English was difficult and thought if they

could not speak in the first material. Lacks motivation and communication from the teacher is also a factor makes them nervous to speak English.

To improve their confident, the students have so many ways : ask the teacher or their friend if they don't understand, by assuming there is no one in class, preparing material before speaking in front, increasing reading and understanding English, and practicing a lot. And the teacher must speak English in learning process to practice and invite students to speak English. The teacher should also give the motivation to the students to speak more and more in their daily activity to increase their speaking skill.

### **Fear of Making Mistakes**

Based on the research, the researcher found if the students always fear to speak English in learning process, it was because the students felt fear in first meeting, and they were frighten their self every learning English especially in speaking. It was able to on the theory according (Tsui in Nunan, 2000) argues that fear of making mistakes becomes of one of the main factor for the students" reluctance to speak English in the classroom. This cause give a big influence to the student's anxiety in speak English. Lack of vocabulary knowledge could lead to the students" difficulties in language reception and productions and becomes an obstacle that hinders them to express themselves in English, (Smith 2001, cited in Juhana, 2010: 35). It can be said that lack of vocabulary was identified as a main cause for students" anxiety in oral English classroom. "I always nervous when I have to speak English spontaneously because I don't know the words to say" statement like this clearly shows that the students often become nervous in oral class. This occurred because they only have limited words. The students could not express their opinions because they lack appropriate vocabulary and difficulties to understanding in the use of the correct grammatical form, and their ability to choose the right vocabulary and right grammar is still lacking. The researcher the conclude are the average of the students low vocabulary, structure, and don't like English. The students fear to get bad score from the teacher when they making mistakes in speaking English. And the students feel anxious to speak English because they don't really master the material. To make they relax in learning

English especially in speaking, they morebe focus, read a dictionary, watch a movie, or listen a song and they listen how they to pronounce a word and practice it. And the students motivate their self to be relax and can to speak English well.

### **Social Environment**

The researcher found social environment it's a cause could influence the anxiety to the students. The students fear got the negative influence from their friend like laugh and mock them when try to speak English. It could made the students ashamed and drop in learning English. That is same with the theory According Lightbown and Spada, 2006: 32. It is only in the classroom environment that feedback on errors is provided frequently. This leads many learners to frustration and embarrassment by making them conscious about their lack of ability in English.

Based on the theory, students felt if anxious in speaking English because their friend could not motivated and encouragement them, it's because classroom or social environment not support the students to speak English. To avoided this cause, the teacher must give the suggestion to all the students and give explanation if that not good from them. The students must supports the other to speak English, and the teacher must use English to communication ith them.

### **Cultural Differences**

The findings of the research, the students could not speak English because they rarely use English. They always use Indonesian language or mother tongue to communication. It's because the interlocutor more easier to understand their word if they used Indonesian or mother tongue language. Related with the theory from John (2004) in his research claims that one source of speaking anxiety is cultural differences.

Based on the theory, they feel anxious to speak English because they belong to different ethnic or group. Meanwhile, another reason why cultural different becomes a factor of speaking anxiety is different accent. They feel anxious to speak English because they think that other students from different culture may not understand what other student says. Indonesian society better understand and more often use Indonesian and even mother tongue, become



another cause why we don't dare speak English although they can and understand English.

The researcher conclude the students in their life rarely use English because the interlocutor don't understand what they say. But they try speak English when the teacher or their friend communicate with English. To increase their ability in speak English the students always to try speak English in school or in their house, even if their don't know the vocabulary their mix the English and Indonesia language, ask the teacher or friends how to pronounce the word well.

## CONCLUSION

Based on the findings of the research, the writer conclude that there are four causes that make the students anxiety to speak English at SMA N 2 Bangkinang Kota of the third grade students as follow :

Self consciousness students so low toward important speak English in their life. It was because the lack of motivation and encouragement from the teacher. The students not confident to speak English. This related with the causes make anxiety to the students self perception and self esteem.

Factors habits of the teachers use Indonesian language in learning process than used English. So the students felt confused when the teacher used English. And the students habits used Indonesian language more often used English to communicating in their daily life.

The students not interested to speak English, because they thought English is so difficult to understand and the students could not express their opinion because the lack of vocabulary and structure.

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