



***An Analysis Of Student's Anxiety In Speaking English At The
Eighth Semester Students Of English Education
Department In Panca Sakti University***

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kecemasan ini, mengeksplorasi penyebab dan ekspresinya. Penelitian ini berusaha untuk memberikan pemahaman yang lebih rinci tentang tantangan siswa ketika berbicara bahasa Inggris melalui data kualitatif yang dikumpulkan, survei kuesioner, dan wawancara yang diperoleh dari wawancara. Penelitian ini menyajikan Analisis Kecemasan Siswa dalam Berbicara Bahasa Inggris untuk memahami kegiatan seputar kecemasan siswa dalam berbicara bahasa Inggris. Penelitian ini menggunakan data kualitatif dari survei kuesioner dan wawancara yang dikumpulkan melalui wawancara untuk menyoroti berbagai faktor yang berkontribusi terhadap kecemasan siswa. Hasil penelitian menyimpulkan bahwa mahasiswa semester delapan Jurusan Pendidikan Bahasa Inggris sebagian besar mengalami tes kecemasan. Tingkat reaksi siswa juga dikategorikan menjadi tiga jenis kecemasan. Sebanyak 30% siswa merasakan kekhawatiran komunikasi, 40% merasakan kecemasan menghadapi ujian karena takut mendapat nilai buruk, dan 30% merasa takut akan evaluasi negatif karena khawatir. Ada 6 (enam) faktor yang berkontribusi terhadap kecemasan siswa, seperti Merasa tidak aman dan malu, Takut merasa bersalah, Merasa kurang dibandingkan orang lain, Takut dan gugup, Tidak memahami apa yang dikatakan guru, Khawatir jika siswa lain menertawakannya.

ABSTRACT

This study aims to identify the factors that contribute to this anxiety, exploring its causes and expressions. This research seeks to provide a more detailed understanding of students' challenges when speaking English through collected qualitative data, questionnaire surveys, and insights gained from interviews. This research presents an analysis of student anxiety in speaking English to understand activities surrounding student anxiety in speaking English. This research uses qualitative data from a questionnaire survey and insights gathered through interviews to highlight various factors that contribute to student anxiety. The results of the study concluded that most of the eighth semester students of the English Language Education Department experienced test anxiety. The level of student reaction is also suggested to be three types of anxiety. As many as 30% of students feel communication anxiety, 40% feel anxiety about taking exams because they are afraid of getting a bad grade, and 30% feel afraid of negative evaluations because they are worried. There are 6 (six) factors that contribute to student anxiety, such as feeling insecure and embarrassed, afraid of feeling guilty, feeling less than

others, afraid and nervous, not understanding what the teacher is saying, worrying if other students are like them.

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1. PENDAHULUAN

English has become an important international language in global communication, business, education and various aspects of modern life. Therefore, the ability to speak English is very important, especially for English Language Education students at Panca Sakti University who are in their eighth semester. As the demand to master English increases, the anxiety that arises when speaking this language is also a serious concern. Students' anxiety in speaking English is a significant and relevant phenomenon in the context of language education in Indonesia [1].

Speaking English confidently requires good linguistic skills and speaking ability, but psychological factors such as anxiety can be a significant challenge [2]. In the English Language Education curriculum at Panca Sakti University, eighth semester students are expected to be able to master various aspects of the language, including the ability to speak English fluently and accurately [3]. The level of anxiety experienced by students when speaking English can vary and is influenced by various factors, including the level of self-confidence, previous experience, and the teaching style applied in learning English [4]. Therefore, research on student anxiety in speaking English among English Language Education students in the eighth semester is very relevant and important to do.

In order to understand more deeply the phenomenon of student anxiety in speaking English in the Panca Sakti University academic environment, this research will explore the factors that influence student anxiety, its impact on the quality of speaking English, as well as efforts that can be made to overcome this anxiety. Through a better understanding of this phenomenon, it is hoped that concrete steps can be taken to improve the English speaking skills of English Language Education students at Panca Sakti University. In an effort to achieve the objectives of this research, we will refer to a number of reference sources from Indonesian journals that have studied similar problems in the context of English education. These references will provide a strong basis for analyzing student anxiety in speaking English among eighth semester English Language Education students at Panca Sakti University.

2. METHOD

2.1 Research Program

This research uses qualitative research as its method. Qualitative research focuses on a deeper understanding of a particular problem. Qualitative research aims to conduct in-depth and illustrative research to understand various aspects of the problem under [5]. The researchers investigated eighth-semester students of the English Education Department at Panca Sakti University because many students in English Education Department have speaking difficulties. This is supported by many students who experience anxiety and feel frustrated that speaking in a foreign language in class. Therefore, this research tries to find out what makes students feel anxious and what factors make students feel frustrated in this class.

2.2 Research Participants

For the most part, the population is the collective used as respondents for a review. Typically, a test is a small part of the population used as items or subjects in the review. This test describes the population we will speculate about [6]. As a result, the writer used Panca Sakti University students as the population. The sample of this study was eighth-semester students of the English Department at the university. The class was a Regular class. There were 14 students in the class.

2.3 Research Location

This research was conducted by English Education students at Panca Sakti University Bekasi and the implementation time was held in June 2023.

2.4 Source of Data

The data came from eighth-semester students of the English department at Panca Sakti University. This study included university students as participants. The students were instructed to answer the questionnaire prepared by the researcher. The questionnaire was filled out to find out the factors that affect Students' Anxiety in Speaking English. Furthermore, structured interviews were conducted together with the questionnaires to gain more accurate information about the student's anxiety levels. The interview process in this study focused on exploring the students' thoughts, feelings, and experiences related to their anxiety when speaking English.

2.5 Research Instruments

We all know about research instruments are tools used to collect data. The researcher used a questionnaire given to respondents for data collection. This questionnaire is a mapping and adjustment of Horwitz's Foreign Language Classroom Anxiety Scale or as known as FLCAS [7]. The students were given several questions with 4 (four) answer options (Strongly agree, Agree, Disagree, and Strongly disagree) that the understudies had to choose from. Some of the statements from Horwitz's FLCAS questionnaire are listed in the table below

F. Data Collection Technique

To obtain information, the researcher used two instruments which are a questionnaire and an interview. This questionnaire was distributed to the students in this study and was used by

the researcher to collect specific information related to the causes of students' most common speaking anxiety during the learning process. Meanwhile, interviews were organized by the researcher after seeing the students' anxiety responses. The students filled in the response section by giving an approval mark (√) after reading each statement and gave the understudies one hour to fill out the questionnaire. The completed questionnaires were then collected, and the responses were organized.

After the results of the questionnaires were collected and analyzed, students who had high insecurity in speaking in class were directed to conduct interviews. One way to collect data is by asking questions directly to the interviewer during the interview process. These interviews help the researcher to learn about the participant's perspective. This interview was used to collect more detailed data from the students to support the information collected from the questionnaire. The interview process was carefully structured to create a comfortable atmosphere for the participants to openly share their thoughts and experiences. The researchers contacted the selected students and scheduled interview sessions at times convenient. These interviews were conducted in a quiet and private place so that participants felt comfortable discussing their insecurity in speaking English.

G. Data Analysis Technique

Words and phrases, not numbers, were the means used to collect the data. This is seen through the lenses of data and data analysis. [8] state qualitative research is descriptive; it means that the information collected is in the form of words or pictures, not numbers. This makes it possible to draw conclusions that investigate actual objects or phenomena using words or sentences. Therefore, examining information helps us to understand or introduce what has been found in a review. The questionnaires and interviews have been conducted to the selection of problem statements that identify factors contributing to students' speaking anxiety. As a result, methods for analyzing research data are presented in this section.

In the data summary, the researcher organized and summarized the selected questionnaires and interviews. After collecting the information, the information is analyzed by instructing the respondents to each poll statement to be realistic. This shows that the number of students who answered, "strongly agree", "agree", "disagree", or "strongly disagree" for each statement was counted by the researcher. From that point on, the number of students who gave reactions was changed to graphic. Finally, the result was placed to be realistic. As a result, the total number of students who responded to each statement is shown in detail in the graphic. After all, interviews were completed, the researcher identified responses from the participants' responses. Collecting the interview data with the qualitative results from the questionnaire provided a more understanding of the student's factors contributing to insecurity in speaking English

3. RESULT AND DISCUSSION

3.1 Findings

After collecting the information, the accuracy of each statement is checked by grouping the accuracy into levels. There are two types of data used in this research, and the research findings present the following research results based on both data. The first data was collected from the results of the questionnaire given to students about Foreign Language Anxiety. The

second data collected from interviews with students were used to support the data collected by the questionnaire. Then, at that point, put it into reality. The graphic that follows presents a repeat of the 1st explanation. In figure 1, this is shown.

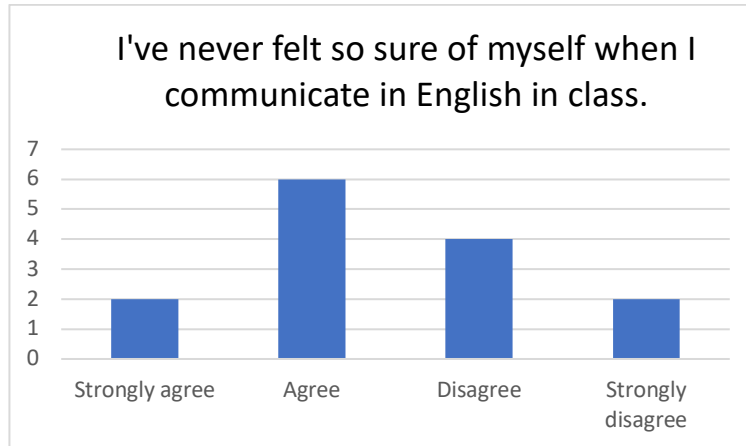


Figure 1.

This graph shows the number of students who never felt so sure when communicating in English in class. Of fourteen students, six students agree with the statement and two students strongly agree with the statement. This implies that they feel anxious about speaking English in class. There were only four students who disagree and two students who strongly disagree with the statement. This means that they always feel relaxed in speaking English in class. As with the previous statement, the 2nd statement was also analyzed. The results are introduced in figure 2

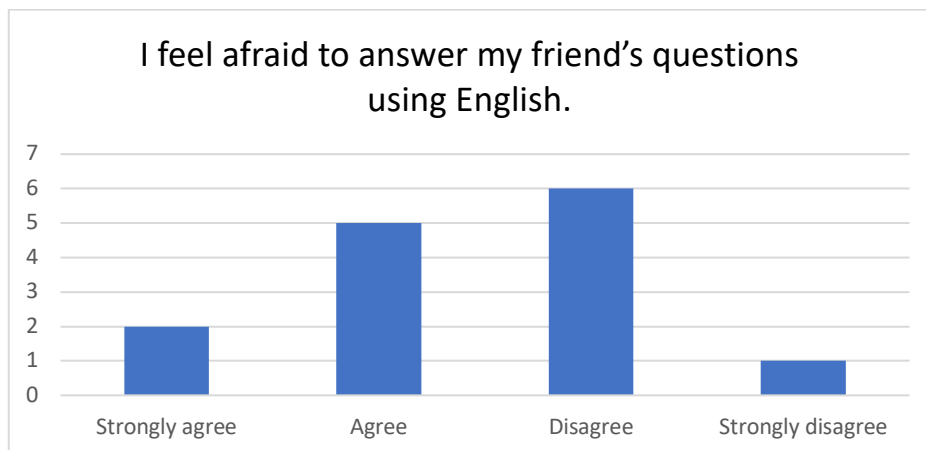


Figure 2.

This graph displays students' responses on how afraid they are to answer their friends' questions in English. Six of fourteen students say that they disagree to feel afraid to answer their friend's questions using English and one student strongly disagree with the statement. This proves that most students are not afraid to answer their friends' questions in English. About five students express that they agree to feel afraid to answer their friend's questions using English and two students strongly agree with the statement. The next graph presents an analysis of students' responses to the 3rd statement. The results are shown in figure 3.

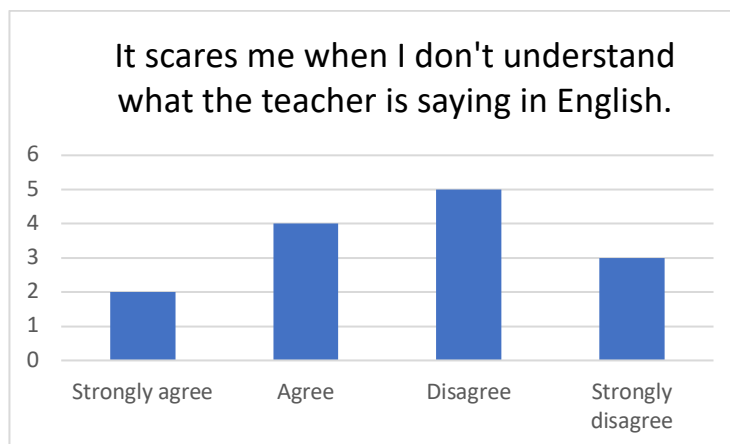


Figure 3.

From the graph, we can see that eight students claimed that they were not scared when the teacher is saying in English. On the other side, six students agree with the statement. Students' responses to the 4th statement were also analyzed by making a graph. The results are presented in Figure 4

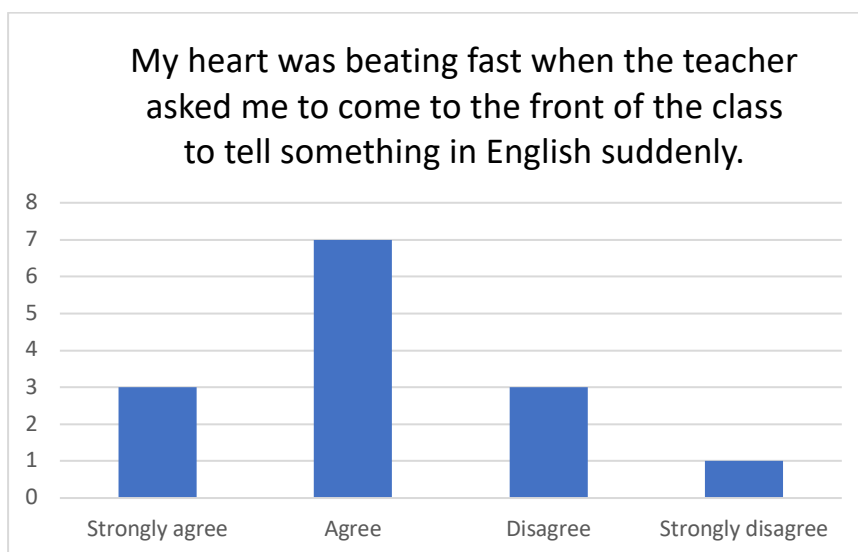


Figure 4.

From the graph above, most students indicated that their hearts beat fast when the teacher asked them to come to the front of the class to tell something in English suddenly. It is seen from the graph, that seven students admitted that they feel their hearts beating fast when the teacher asked them to come to the front of the class to tell something in English suddenly. This was also supported by three students who strongly agree with the statement. Four students reject that their hearts beat fast when the teacher asked them to come to the front of the class to tell something in English suddenly. The 5th statement points to finding out whether students think that other students are better than themselves. The results are displayed in Figure 5

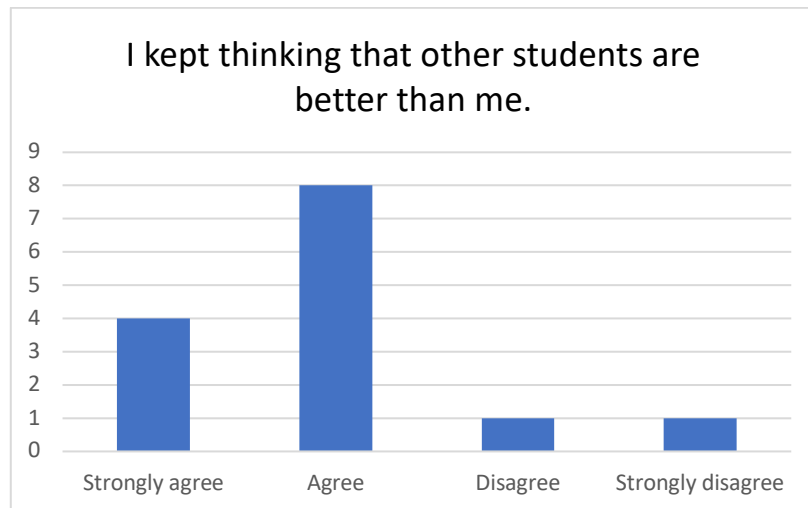


Figure 5.

The graph shows that most of them they're thinking that other students are better than themselves. Eight students responded "agree" to the statement and four of them responded "strongly agree" to the statement. While two students do not agree with the statement. This means that they don't think that other students are better than themselves. The graph above presents the percentage of student responses to the 6th statement. The following is a graph of students' responses to feeling anxious when asked to retell the material in English during class. The percentage is explained in Figure 6

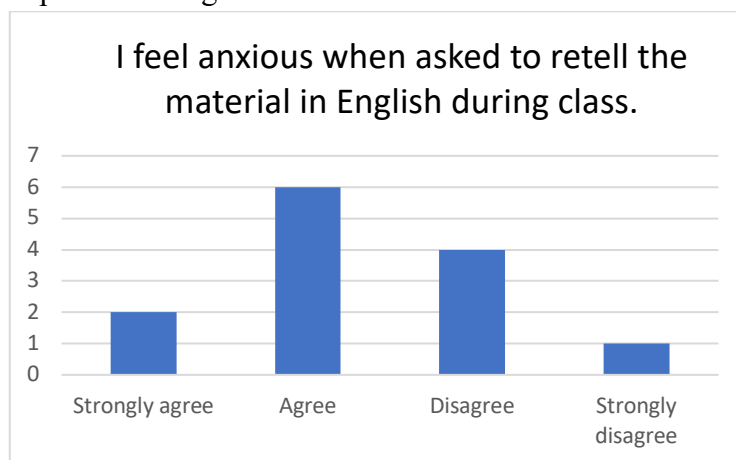


Figure 6.

The graph indicates that the majority of students responded positively to the statement. Specifically, six students chose the "Agree" option, while four students opted for "Disagree." Additionally, two students expressed a strong agreement with the statement. Statement 7th has the purpose of knowing are they feel confident speaking in English in front of the class. The percentages are presented in Figure 7

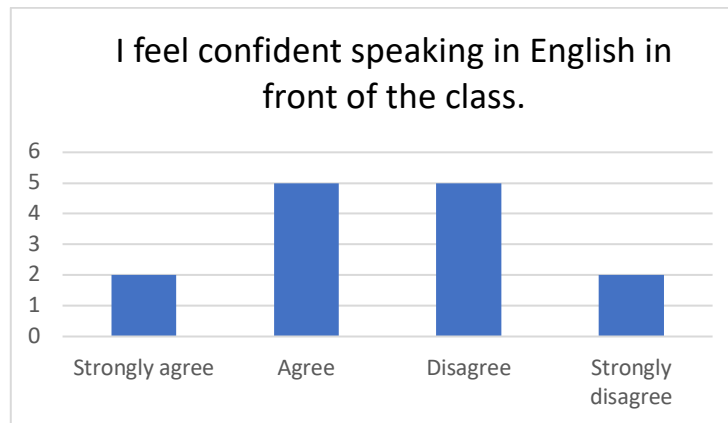


Figure 7.

The chart above indicates that there is an equal number of students who "Agree" and "Disagree" with the statement regarding their confidence in speaking English in front of the class. This balance is observed as five students admitted feeling confident when speaking in English before their peers, while another five students acknowledged not feeling confident in such situations. Two of them expressed strong agreement with the statement. In total, seven students reported feeling confident when speaking English in front of the class. Simultaneously, the graph illustrates that seven students held the opposite viewpoint, disagreeing with the statement.

The 8th statement focused on identifying the number of students who get frustrated when don't understand what the teacher is teaching using full English. The results can be seen in Figure 8

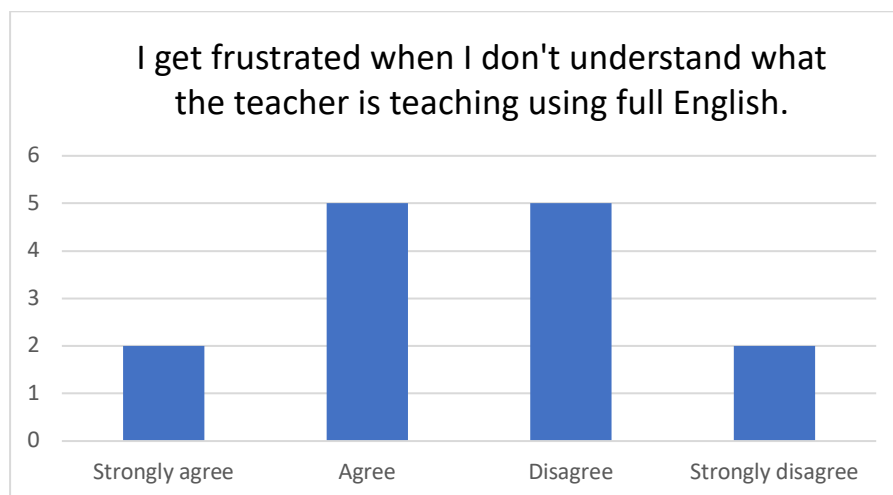


Figure 8.

Based on the graph, it can be interpreted have the same result among students they get frustrated and do not get frustrated when don't understand what the teacher is teaching using full English. It is proven that five students agree with the statement and 2 of them strongly agree with the statement. However, seven of the students admitted that they had not gotten frustrated when the teacher is teaching using full English. The results of students' responses to the 9th question were collected. The results are presented in Figure 9.

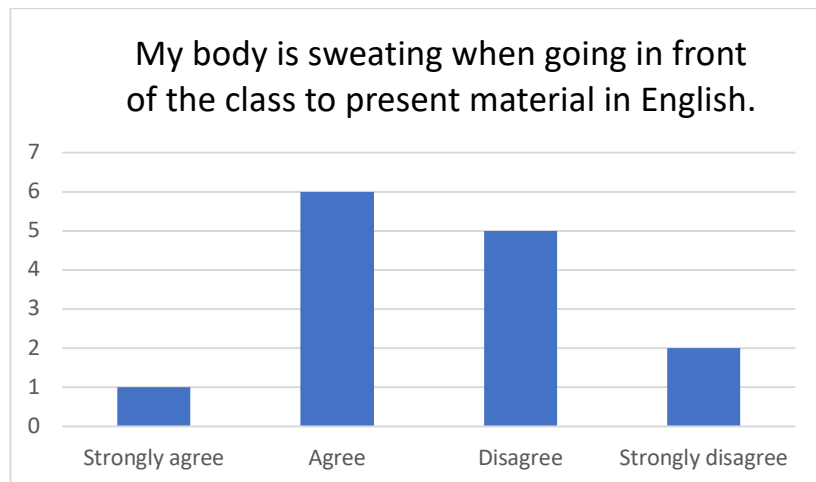


Figure 9.

The graph illustrates that a significant number of students experience perspiration when they have to present material in English before the class. Specifically, six out of the fourteen students concurred with this statement, and an additional student strongly affirmed it. The occurrence of perspiration in these instances serves as evidence of their anxiety during presentations. However, it's worth noting that seven students did not concur with the statement.

The last one is the 10th statement. The results of the student response to the statement are presented in Figure 10. This is to identify the students' percentage who worried that other students would laugh when they were speaking English.



Figure 10.

About the statement, we can see that five students disagree with the statement. Also, three students rejected the statement by answering "Strongly disagree". In addition, three students agree with the statement. Likewise, three of them strongly agree with the statement. In summary, most students don't am worried that other students will laugh when they speak English.

4. CONCLUSION

Based on data analysis and review in the previous chapter, the researcher concluded that students in the Eighth Semester Students of the English Education Department mostly have anxiety tests. The reaction levels of the students were also categorized into three types of anxiety. A total of 30% of the students felt communication apprehension, 40% felt test anxiety due to fear of poor grading, and 30% felt fear of negative evaluation due to worry.

From the survey results, we can see the highest percentage elements of students are test anxiety in class. This can be seen from the response levels of the students to each explanation in the survey. The most common causes of test anxiety of students when preparing for exams are fear of getting bad grades and comparing their grades with other friends. The main reason why test anxiety is the highest result of the survey is because of their anxiety whenever they face tests frequently, build up negative thoughts towards tests, and have unreasonable opinions about evaluative situations.

About the interview, 4 (four) factors cause anxiety. The first is that students never felt so sure of themselves when communicating in English. The Second student is afraid and nervous. This factor makes students feel scared to answer friends' questions using English. The Third student is scared when they don't understand what the teacher is saying in English made them Anxiety because sometimes some teachers explain the material in a language that they are not used to hearing daily. The Fourth student worried that other students will laugh at them when they speak English this is causing fear of negative evaluation from their friends. This factor has become an obstacle that made the student think that if they explain in English incorrectly, their friends will laugh because they think it's funny.

So, it can be concluded that 6 (six) factors contribute to student anxiety, such as:

1. Insecure and embarrassed.
2. Afraid of feeling guilty.
3. Feeling less than others.
4. Afraid and nervous.
5. Don't understand what the teacher saying.
6. Worried if other students will laugh at them.

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