

Factors Influencing Students' Anxiety in English Speaking at Class XI of SMA Kartika 1-5 Padang

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ABSTRACT

Speaking is a productive skill that is important to be mastered. Its role is very crucial to make the effective communication. The purpose of this research is to find out the factors that influence students' anxiety in English Speaking. In this study the researcher applied descriptive method. The total population of this research was 305 students. The subjects in this study were 53 students from ten classes with two classes selected randomly by using strata random sampling technique. The instrument for this research was questionnaire. The result showed that there are three factors influencing students' anxiety in English speaking of SMA Kartika 1-5 Padang. These factors are affective 35(66%) students, cognitive 35(66%) students, and linguistic 33(62%) students. This is because students face anxiety in speaking and students lack practice in speaking. Therefore, it is suggested that these three types of anxiety need to be addressed simultaneously to help students overcome anxiety in speaking English.

Keywords: *Descriptive, Speaking Ability, Anxiety*

INTRODUCTION

English consists four skills; listening, speaking, reading, and writing skills. Among these four skills, speaking is the most essential skill that students must study and master intensively [1]. Speaking skill is challenging for many students or learners because it requires much interaction. The other three language skills can be practiced independently, but for speaking skill students cannot speak alone, so they must make every possible effort to find someone or others to talk to.

Speaking skill is the ability to share thoughts, strength, reasoning, and emotions with other people using oral language as a way to make the message clearly delivered and well received by the listeners [2]. Therefore, speaking is taught in schools for several purposes. The aim of speaking in elementary schools is to train students' courage, train students to tell their knowledge and experiences, train them to express their opinion, and train them to ask question. While the purpose of speaking in high school is to foster students' courage, tell their knowledge and insights, train students to refute others people's opinion, train them to think critically and logically, and train students to respect others people's opinion [3].

Speaking skills are considered as one of the most important and at the same time the challenging skills to teach. Therefore, various

methods have been developed to support teaching speaking in English as a foreign language (EFL)/English as a second language (ESL) classes. Some of the methods that are often used include: (1) Task-Based Language Teaching (TLBT), encourage students to complete communication-based tasks, which in turn improves their speaking skills in real situations. (2) Flipped Classroom, allows students to learn material independently outside of class, while class time is used for interactive activities such as discussion, debates, and speaking practice under teacher guidance. (3) Project-Based Learning (PBL), engages students in project that require collaboration, communication, and creativity, this improving their speaking skills in relevant and meaningful contexts.

Anxiety is feeling of nervous and restless about a certain situation [4]. Anxiety appears to be an important factor in language learning progress, because it has a hindering effect on learners' oral performance. Feelings of anxiety are considered potentially negative and have detrimental effects when learners communicate in a foreign language.

There are several factors influencing anxiety in speaking. First, affective factors are the main factors that contribute to learners' anxiety in English speaking proficiency. Affective factors are related to the learner's interests and feeling or

emotions [5]. Another effective factor is students' feelings of fear of failing to speak English to their teacher because they are worried about negative reactions from the teacher. In addition to negative teacher reactions, peer assessment can also be another important source of foreign language learner anxiety. Second, cognitive factors are the factors that can also trigger learner anxiety besides affective factors. Cognitive factors relate to certain that include topics and content [5]. Topics can refer to various subjects or specific knowledge domains that are the focus of discussions or thoughts processed by an individual's mind. Third, linguistic factors also contribute to anxiety of foreign learners. Linguistic factors is related to the learner's knowledge and competence in mastering the components of the language they are studying, such grammar, vocabulary, comprehension, fluency, and pronunciation [5]. There are three language components that can be a barrier for English language learners. (1) *Grammar* could help the learners differentiate the formal and informal expression or polite and impolite expressions. (2) *Vocabulary* is one of the language components and the list of words that have been used by people to communicate. (3) *Pronunciation* is important where many sounds and words in English are difficult to pronounce correctly, having good pronunciation can make communication with interlocutors or native speakers easier to understand.

There are two previous study related to this research. First, Zhou (2024) in his research entitled "A Study of English Majors' Speaking Anxiety and Influencing Factors" found that English majors generally experience a moderate degree of English anxiety, which suggest that most students feel nervous, uneasy, and fearful during the English learning process. Second, Nurdilla (2023) in her research entitled "The Analysis of Factors Causing Students' Speaking Anxiety on Speaking Performance" found that there are 4 students categorized as very anxious level, 21 students as anxious level, 28 students as mildly anxious level, and 1 student as relaxed level, this study involved 54 students in the final semester.

The purpose of this research was to find out the factors influence students' anxiety in English speaking at class XI of SMA Kartika 1-5 Padang, specifically the aims of this research are: (1) To find out affective factors that can influence students' anxiety in English speaking at class XI of SMA Kartika 1-5 Padang. (2) To find out cognitive factors that influence students' anxiety

in English speaking at class XI of SMA Kartika 1-5 Padang. (3) To find out linguistic factors that influence students' anxiety in English speaking at class XI of SMA Kartika 1-5 Padang.

METHOD

The objective of the present study is to find out the factors that can influence students' anxiety in English speaking at SMA Kartika 1-5 Padang. Thus the descriptive research design was adopted. The population of this study was 305 students divided into ten classes. The subject of this research was 53 students. In taking sample, the researcher used strata random sampling techniques. Which means the researcher chose the sample randomly.

The instrument of this research was questionnaire. To see the validity of speaking test, the researcher used content validity. And the researcher used Cronbach Alpha technique to support the reliability of the speaking test.

To analyze the data, the researcher counted the total score of each student. To decide the factors that influence the students' anxiety in English speaking, the researcher used the following criteria: (1) If students' scores are more or similar to mean, the factors influence the students' anxiety in speaking English. (2) If students' scores are less than mean, the factors do not influence the students' anxiety in speaking English. (3) If more than 50% students have score above mean, it is said that factors influence students' anxiety in speaking English.

FINDINGS AND DISCUSSIONS

Based on the result of data analysis, the researcher has got students' scores from the students' questionnaires that have 15 items. The total scores got by the students are 2103 and mean scores are 40. Based on the criteria it was found that there are 28 (53%) students who have score > 40 and 25 (47%) students who have score < 40. It means that factors influence students' anxiety in English speaking class. They are affective, cognitive, and linguistic factors.

1. Affective Factors Influencing students' Anxiety

There are 35 (66%) students who had score > 12 and 18 (34%) students had score < 12. It means that students' anxiety is influenced by affective factors. There are two kinds of affective factors, they are interests 27 (51%) students and feelings 31 (58%) students. Therefore, it can be inferred that students'

anxiety in speaking English are influenced by affective factors such as interests and feelings.

2. Cognitive factors Influencing Students' Anxiety

There are 35 (66%) students had score > 10 and 18 (34%) students who had score <10. It means that students' anxiety is influenced by cognitive factors. There are two kinds of cognitive factors, they are topics 36 (68%) students and contents 38 (72%) students.

3. Linguistic Factors Influencing Students' Anxiety

There are 33 (62%) students had score >17 and 20 (38%) students who had <17. It means that students' anxiety is influenced by linguistic factors. There are three kinds of linguistic factors, they are grammar 32 (60%) students, vocabulary 36 (68%) students, and pronunciation 33 (62%) students.

Based on the finding, there are some factors influencing to students' anxiety in speaking English at XI of SMA Kartika 1-5 Padang. They are:

1. Affective Factors

Based on the finding, affective factors influence the students' anxiety in English speaking at XI of SMA Kartika 1-5 Padang. The dominant effective factors that influence the students' anxiety in English speaking is feelings because 58% students have anxiety in English speaking at XI of SMA Kartika 1-5 Padang.

2. Cognitive Factors

Based on the finding, cognitive factors influence the students' anxiety in English speaking at XI of SMA Kartika 1-5 Padang. The dominant factors that influence students' anxiety in English speaking at XI of SMA Kartika 1-5 Padang is contents because 72% students have anxiety dominantly influenced by content factor.

3. Linguistic Factors

Based on the finding, linguistic factors influence students' English speaking at XI of SMA Kartika 1-5 Padang. The dominant linguistic factors that influence the students' anxiety in English speaking at XI of SMA Kartika 1-5 Padang is vocabulary because 68% students have anxiety in English speaking of SMA Kartika 1-5 Padang that are dominantly influenced by vocabulary factors.

are affective 35 (66%) students, cognitive 35 (66%) students, and linguistic 33 (62%) students.

2. The affective factors influencing the students' anxiety are interests 27(51%) students and feelings 31 (58%) students.

3. The cognitive factors influencing the students' anxiety are topic 36 (68%) students and idea 38 (72%) students.

4. The linguistics factors influencing the students' anxiety are grammar 32 (60%) students, vocabulary 36 (68%) students, and pronunciation 33 (62%).

However, the researcher suggests that it is important to address these three types of anxiety simultaneously to help students overcome anxiety in English speaking. Understanding the interaction between affective, cognitive, and linguistic factors can help educators design more affective learning strategies in reducing anxiety and improving students' speaking skill.

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CONCLUSIONS AND SUGGESTIONS

Based on the finding of this research, it can be conclude that:

1. There are three main factors influencing the students' anxiety in English speaking. They