

AN INVESTIGATION INTO THE CAUSE OF STUDENTS' ANXIETY IN SPEECH PERFORMANCE AT MAN 1 KOTA SERANG

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Abstract

This study aims to find out how fluency anxiety can occur, as well as find out the factors that cause students to experience fluency anxiety when speaking English. The method used is a case study qualitative research method with interview designs, questionnaires and performance tests. Students of class XI IPA 4 are the participants in this study. Data analysis in this study can be divided into three procedures; data compaction, data presentation, and drawing conclusions or verification. Based on the results of the research that has been carried out, it can be concluded that there is anxiety about speaking fluently when doing English speech performance in class XI IPA 4 students at MAN 1 Serang City, namely, students feel afraid to appear in front of many people, there is a lack of language in students in English, then students do not practice their English skills. Then, based on the research that has been done, three factors have been found that cause students to experience speaking anxiety, including social factors including the influence of peers, the influence of schools that have never held seminars on speaking anxiety and the importance of public speaking skills. Next factors that caused students' speaking anxiety are linguistic factors, including a lack of language in the structure of English, then a lack of language in English pronunciation. Next factors that caused students' speaking anxiety are individual factors, including the lack of motivation in students to improve their English speaking skills, the lack of desire for students to reduce anxiety in speaking to themselves, the fear of failure when performing is also a factor in students experiencing anxiety.

Keywords: *Students'speaking , Anxiety, Speech Perfomance, Speaking Fluency, English Speech.*

INTRODUCTION

To be a good speaker, or in this case, a good English speaker, Indonesian students, as foreigners in the English language, must be able to pronounce words in English clearly and smoothly. Because the essence of speaking is how the audience understands what the speakers say.(Satrio, 2020) However, we know that many factors affect students as foreigners in speaking English, such as minimal vocabulary, difficulty pronouncing words in English, and others. This factor caused the fear and anxiety of speaking in English students.

The problem of speaking anxiety experienced by students cannot be ignored. However, speaking anxiety can hinder students' ability to communicate using a

foreign language, or in this case, English. In the last few years, there have been many papers explaining the phenomenon of speech anxiety among students, one of which is Muzakki Bashori et al. has conducted research on FLSA, he uses the Web to reduce anxiety speaking on FLSA, and the results of the research are that students show a moderate to serious response and respond well to teaching speaking methods by using the Web and believing that the Web is capable reduce FLSA speaking anxiety.(Bashori et al., 2022) Nuraqilah Nadjwa Miskam at. Al. Conducted investigative research with a number of students in Malaysia regarding the level of speaking anxiety faced by students, and then the results of the study showed students had varying levels of anxiety.²² Adnan Oflaz said that the students' speaking anxiety is mostly shy, and to overcome it requires factors from within the students themselves.(Miskam & Saidalvi, 2018)

Speaking is one of several abilities that must be possessed by a language learner. Talking about speaking ability speaking is a very important skill for someone who is learning a foreign language or, in this context English. Quoting Parrupali Srinivas Rao, King Faisal University of Saudi Arabia, he also said that speaking skill is the most important skill to acquire a foreign language or a second language while studying. Among the four main language skills, speaking is considered the most important skill in learning a foreign or second language. Brown and Yuke in Parrupali Srinivas Rao said, "Speaking is the skill most valued by students in real life situations"(Rao, 2019). Apart from speaking anxiety which has been discussed in the previous paragraph, it turns out that speaking has complex problems, one of which is speech anxiety which is often experienced by students in Indonesia in particular.

Based on some of the research above, the researcher draws the conclusion that the main cause of students experiencing anxiety when they are presenting a speech is the fear that students create in their minds about someone's judgment of their speech appearance. However, from there, the researcher saw from several studies that have been described that none of them discussed further students' anxiety in fluency when they delivered speeches.

According to Brown in his book, he said that Fluency is one of the sub-skills of speaking(Brown, 2004). Therefore researchers are still questioning why in previous research, it was not discussed about students' anxiety in speech fluency, while Fluency itself is still included in the sub-skills of speaking. If seen from the explanation, the previous researcher should have also discussed this Fluency. However, in previous studies, the researchers only discussed the causes of students experiencing anxiety when speaking without looking at and deepening the aspects of the speaking sub-skill itself. Even though the aspect of fluency in the speaking

subskill itself can be a complement if previous researchers discussed it. If reviewed, students' anxiety in speaking fluency when they deliver English speeches may have different problems with speaking anxiety when giving speeches in general.

Therefore, with the reasons that have been described, the author took the initiative to conduct research on this problem with the following research title An Investigation Into The Cause of Student's Anxiety in Speech Performance. With this research, it is hoped that it can fill in the gaps in previous research. This study will focus on students' anxiety in speaking fluency when they deliver their speeches in public. This research will also dig deeper into what strategies are appropriate to apply to students who experience anxiety about fluency when giving speeches.

METHODS

Related to this study, the researcher conducted this research used a qualitative method. As stated by Creswell In qualitative research, which is "interpretive" in nature, the researcher makes judgements about whether descriptions best match a situation or subject and effectively capture important categories of data. Transcripts, for instance, are interpreted differently by researchers than they are interpreted by others. This does not imply that the researcher's view is superior or more correct; rather, it simply indicates that the researcher adds his or her unique perspective to the interpretation (Creswell, 2012). According to Kothari, the qualitative research approach is appropriate for phenomena that can be quantified. The focus of qualitative research, on the other hand, is on events that are related to or include characteristics or kinds. (Kothari, 2004) According to the theory above, this study is appropriate for the qualitative research approach. Here, researcher examine the phenomenon of speaking fluently while feeling anxious. Then to support this research, researcher used the case study method to answer questions from general topics in this study. Kothari claims that a case study is essentially a thorough assessment of the individual unit being looked at. Finding the characteristics that explain a given unit's behavior pattern as a whole is the goal of the case study approach (Kothari, 2004). According to Kumar, the case study design is predicated on the idea that the case under investigation is not typical of particular sorts of instances and can therefore offer insight into the occurrences and circumstances that are characteristic of the group from which the case has been taken (Kumar, 2011).

RESULTS AND DISCUSSION

Chronology and symptoms of speaking anxiety

Based on the results of previous interviews and performance tests with 6 respondents, the researcher concluded some of the chronology and symptoms experienced by students. The researcher will first describe the symptoms felt by the students, based on the interviews and the results of the previous case study performance test the researcher found several symptoms experienced by the students including, the heartbeat was excessively unusual (abnormal), then the symptoms were what appeared next was shaking, shaking occurred at several points

on the body this finding related to Allen Christy there are similarities in the results we found that the symptoms of speaking anxiety that appeared in students included increased heart rate in students who experienced speaking anxiety, and students also experienced shaking bodies. Just like the finding on this research(Christy et al., 2021). The researcher saw from several respondents who carried out performance tests and interviews, among them HN who experienced tremors in her hands and the voice she issued also sounded shaking when making speeches, then the symptoms Next is the appearance of cold sweat on the body of the survivor of speaking anxiety. Most of the respondents felt nervous when they did English speech this finding also related to Allen Christy(Christy et al., 2021).

Chronology of the emergence of speaking anxiety in fluency when giving English speeches. The first is that it starts with a student's fear of appearing in front of many people, causing students to feel stressed and appear symptoms of trembling and a heartbeat that beats not as usual. This finding is related to Kankam who also found the same thing, namely the occurrence of anxiety in speaking to students, namely because students are afraid to come forward in front of many people(Kankam & Boateng, 2017). then the second is, lack of mastery students in English, this results in students not being confident to present fluent English speeches, and also mentions that make long time lags or in this case students are silent for a long time. Then chronologically and the next symptom is that students do not practice their skills in making English speeches, so that speaking anxiety arises every time they make English speeches the researcher found the same results as Fharoza Yuliska Putri who said signs of anxiety, such as body shaking, sweating, heart palpitations, this happened because of a lack of language that appeared in students caused by the lack of training students received.(Fahroza, 2022)

Apart from that, in this study it was also found that female respondents had higher speaking anxiety than male respondents. These results were obtained from collecting all data from all instruments and the researchers drew conclusions from them. ZAZ respondents who belong to the female genre cannot do speech performance at all because they experience anxiety caused by a lack of language. whereas RP with the male genre with the same problem is still capable of speech performance. These results are in accordance with research conducted by Fauziah who said that there was no statistically significant difference between male and female students. Although there were no statistically significant differences, the findings this shows that female show higher anxiety than male. (Fauziah et al., 2022)

Factors that caused students speaking anxiety

Based on the questionnaire data that the researcher obtained earlier, and the theoretical references that the researcher used in this case study research, the researcher found three main factors that cause students to experience anxiety in speaking fluently during English speech, namely: social factors, linguistic factors,

individual factors.

Social Factor

Social factors are shown by the results of the questionnaire table. 5, where there are answers (20%) out of 30 respondents who answered strongly agree that friends affect the fluency of respondents, and (46.7%) respondents answered agree. Then in table 8 with the statement item the school is holding a seminar on speaking fluency, (56.7%) answered that they did not agree that the school was holding a seminar to train students' ability to speak especially English. This finding is in accordance with Xiaozhong who found that having a training class for speaking English was able to reduce students' speaking anxiety.(Dong, 2022) Social factors are very important for improving students' speaking skills and suppressing students' speaking anxiety, because apart from coming from oneself, usually the motivation to want to learn can come from the social environment.

Linguistic Factor

The linguistic factor can be seen in table.2 with the grammatical error statement making students anxious, with the results of the questionnaire 33.3% or 10 respondents answered strongly agree, then 60% or 18 respondents answered agree, that grammar makes them anxious when doing speech performance. Then in table.3 with the statement that English pronunciations are the cause of students experiencing anxiety speaking in fluency. The results obtained included the following: 36.7% or as many as 11 respondents answered strongly agreed, then 48.7% or 14 respondents agreed that pronunciation in English was one of the causes they experienced speaking anxiety. Seeing the high number of anxiety caused by linguistic factors, it is hoped that students will continue to study English in addition to reducing the anxiety they face, learning English is also very very useful for the future. It is undeniable that the emergence of high scores on the linguistic factor cannot be separated from the fact that English is a foreign language for Indonesia, but it should not be a big obstacle in learning English. Being able to make a speech well is a good value for students, moreover being able to deliver it in a foreign language is an added value. This finding is in accordance with the findings put forward by Afrianto who said that students' anxiety in speaking is caused by a lack of language found in students, including problems found in pronunciation, grammatical, and lexical.(Daud et al., 2019)

Individual Factor

Individual factors can be seen in table.1 with the statement items students feel anxious when making English speeches 60% of them experience anxiety when they make English speeches, then 23% of them also strongly agree that they experience anxiety a lot when presenting English speeches This finding has similarities with Kankam who found that students still experience high anxiety when they deliver

English speeches in front of many people.(Kankam & Boateng, 2017) Then in table.6 with the statement that students often practice their speaking skills 10% of the 30 respondents answered strongly agree that they often practice their speaking skills, then 7 respondents or as many as 23.3% answered agree, and 18 or 60% of them answered neutral, then in table.10 with statement items students feel fluent by presenting English speeches and do not feel anxious 24 (80%) of respondents answered disagree that they feel fluent when they deliver English speeches, then in table 14. (23, 3%) of respondents answered that they strongly agreed that giving speeches using any language still makes them feel anxious, 13 (43.3%) of respondents answered that they agreed.

Then tables. 15 (50%) respondents answered strongly agree, 14 (46.7%) respondents agreed that they feel anxious when performing English without preparation. Then in table.16 (43.3%) respondents answered strongly agree, 12 (40%) respondents agreed that they were worried about failure in the English speech they displayed. Then in table 17. (50%) of respondents answered strongly agree, 12 (40%) of respondents agreed that they felt nervous when they performed English speech.

The high number of anxiety caused by individual factors means that the problem of speaking anxiety that arises in students comes from their own problems. This finding has similarities with Afrianto who stated that there were individual factors or in this case problems that emerged from within the speaker himself, Afrianto found that there was a lack of motivation and problems that arose in the family.(Daud et al., 2019)

CONCLUSION

Based on case studies conducted by researchers using three research instruments, namely interviews, performance tests and questionnaires in cases of anxiety to speak in fluency in English speech, the conclusions are as follows.

1. Based on the results of the research that has been carried out, it can be concluded that there is anxiety about speaking fluently when doing English speech performance in class XI IPA 4 students at MAN 1 Serang City, namely, students feel afraid to appear in front of many people, there is a lack of language in students in English, then students do not practice their English skills.
2. Then, based on the research that has been done, three factors have been found that cause students to experience speaking anxiety, including social factors including the influence of peers, the influence of schools that have never held seminars on speaking anxiety and the importance of public speaking skills. Next factors that caused students' speaking anxiety are linguistic factors, including a

lack of language in the structure of English, then a lack of language in English pronunciation. Next factors that caused students' speaking anxiety are individual factors, including the lack of motivation in students to improve their English speaking skills, the lack of desire for students to reduce anxiety in speaking to themselves, the fear of failure when performing is also a factor in students experiencing anxiety.

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