

THE ANALYSIS OF STUDENT ANXIETY WHEN SPEAKING ENGLISH

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Abstract

Speaking is one of the vital skills that students should master, alongside reading, writing and listening. By speaking, students are able to deliver messages directly and communicate with each other. Speaking is often seen as the most common method of communication, which is why students who learn foreign languages, such as English, should master this skill. But for some students, they still find difficulties and feel anxious when they try to speak English in public. The writer conducts this research to find the factors or what cause the students' speaking anxiety. This research is using study case of qualitative research method . There are particular reasons and factors that cause student anxiety when speaking English.

Keywords: speaking, anxiety, qualitative research

INTRODUCTION

As an international language, English is spoken by approximately half a billion people in the world, including in almost 55 countries. In Indonesia itself, English is considered as one of the important subject in school curriculum. Teachers and studentes are supposed to try to increase English proficiency.

Alongside with writing, speaking is a type of productive skill, given that students need to produce language in order to accurately communicate their ideas. Without good communication, the ability to progress in the working world and in daily life would be nearly impossible. Public speaking is one of the most important and necessary components of communication. Clark and Clark (in. Nunan, 1991: 23) argue that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener.

By practicing to speak English, students can develop their vocabulary, learning the subtle differences in which words are used in different contexts. But knowing the words and the meanings is not enough. A student should have confidence in speaking English, allowing them to communicate freely and effectively in the classroom or in public. Being confident and believe in themselves is a main key communicate properly.

The ability of speaking will be judged upon most in real life situation. And in English as Foreign Language, since mostly the first impression of a person is based on their

ability to speak fluently. However, most of the students in Subang, where the research is being conducted, are still not used to speak English in daily life. The struggles can come from external factors and internal factors. One of the internal factors can refer to emotion. Brown stated that emotions affect learning in most fundamental way because they are foundations of the learning strategy and technique. While learning foreign language, mostly student's emotions tend to be more discouraging. That mostly caused by anxiety. The lack of confidence and familiarity with the language they are learning, could make them feel anxious and feel afraid if they make a mistake when they speak English in public. Anxiety can disrupt complex learning, test-taking, and effective thinking (Covington et al. 1986; Gregersen et al. 2014). This can reduce student's participation in class.

Methods

The research will examine the reasons that make students feel anxious while speaking English. Using a qualitative approach, the research will also look at the factors that can limit a student's ability to speak English in a public setting. The research will be informed by the experiences of eleventh grade students from SMAN 2 Subang. The research will collect the data by observing and interviewing the students as a sample.

The study's findings are likely to have both practical and theoretical implications:

- For Teachers

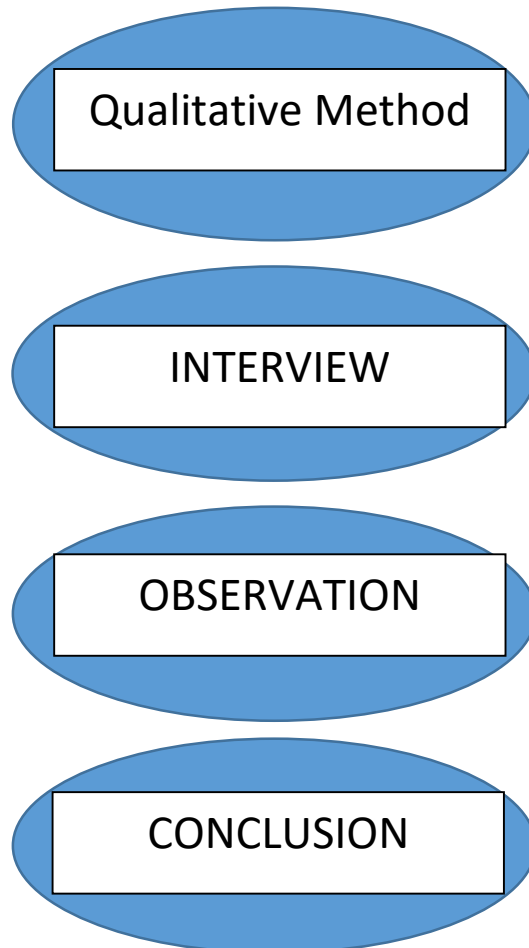
The results of this research can form part of the teaching curriculum, so that teachers can develop a level of empathy towards the real-world struggles that students might face when learning a second language.

- For School

Schools will produce students who speak English in a more confident manner and become more productive members of the workforce.

- For Students & Researcher

They will be able to get an understanding of the anxieties and coping mechanisms that commonly affect other students and, in doing so, better understand how the anxieties may affect the way that we use use English in our own lives.



CONCLUSION

Based on the data that will be collected, the researcher would be able to suggest that there will be many kind of anxiety that students struggling with when they are trying to speak English. The researcher expects this research will be useful to find out and analyze the anxiety for learning English and how to coping mechanism with it. With this research, the researcher hopes that the results of this study can become data and references that can be used as discussion material for other future studies.

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