

AN ANXIETY FACED BY STUDENTS IN SPEAKING ENGLISH

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Abstract: This research was conducted to find out and understand what problems were the main scourge of students in learning and speaking in English using qualitative research methods. In conducting research, the researcher conducts preparations by asking students to speak in public in English one by one with topics freely chosen by students, then after all students have spoken, researchers conduct interviews with each student regarding their obstacles and problems which are their obstacles. speak English. After the researchers collected the data obtained, the researchers conducted an analysis by classifying the responses of the data obtained into several groups to provide a clearer picture related to the problem at hand. During the research activities, researchers also attended the ongoing activities and collected data through observation and interviews. From the results of the research that has been carried out, researchers found that a common obstacle experienced by many students was an internal problem that is doubt about one's own abilities and shame towards others. This will certainly have an impact on reducing students' speaking ability in English going forward.

Keywords: *students' anxiety ; speaking English*

Abstrak: Penelitian ini dilakukan untuk mengetahui dan memahami masalah apakah yang menjadi momok utama siswa dalam belajar dan berbicara dalam bahasa Inggris menggunakan metode penelitian kualitatif. Dalam melakukan penelitian, peneliti melakukan persiapan dengan meminta siswa berbicara di depan umum dalam bahasa Inggris satu per satu dengan topik yang dipilih secara bebas oleh siswa, kemudian setelah semua siswa berbicara, peneliti melakukan wawancara dengan masing-masing siswa mengenai hambatan dan masalah yang menjadi hambatan mereka. berbicara bahasa Inggris. Setelah para peneliti mengumpulkan data yang diperoleh, para peneliti melakukan analisis dengan mengklasifikasikan tanggapan dari data yang diperoleh menjadi beberapa kelompok untuk memberikan gambaran yang lebih jelas terkait dengan masalah yang dihadapi. Selama kegiatan penelitian, peneliti juga menghadiri kegiatan yang sedang berlangsung dan mengumpulkan data melalui observasi dan wawancara. Dari hasil penelitian yang telah dilakukan, peneliti menemukan bahwa hambatan umum yang dialami oleh banyak siswa adalah masalah internal yang meragukan kemampuan diri sendiri dan rasa malu terhadap orang lain. Ini tentunya akan berdampak pada pengurangan kemampuan berbicara siswa dalam Bahasa Inggris ke depan.

Kata Kunci: kecemasan siswa; berbicara bahasa Inggris

INTRODUCTION

Communication is a form of relationship to exchange information with each other both verbally and in writing. Good communication is communication that has clear rules and grammar so that the purpose and purpose of exchanging information can

be understood in terms of its aims and objectives.

Related to the above, verbal communication is communication that is currently considered common and commonly used by everyone for any purpose that generally requires two-way direct communication between one

another, both to fellow relatives, friends or colleagues. As stated by Uli Modesta Siagian, *An Analysis of Students' Anxiety in Speaking* "By speaking the students have the opportunity to deliver what the students want to be informed to the listener".

This is inseparable from the importance of communication in our daily lives, communication is a very basic thing for humans as social beings who demand communication between fellow human beings to be the most important thing. This refers to the theory "humans cannot live alone".

Regarding the importance of communication, "language" also takes an important and crucial role in communication, this arises because "language" is a tool that humans use to understand information conveyed to one another.

Furthermore, because language is a tool used for communication, language certainly also has rules and conditions that must be met / implemented so that the language used can function as it should.

This is where the problem occurs, often found in the environment around us, especially to students who are carrying out education in the school bench, students do not understand or even do not know the language used properly in communicating directly, in this case called speaking.

Especially when they are asked to speak in a particular language, in this case it is English. A common occurrence is, their students' lack of ability to speak is important to know, this is because the problems faced by students today are very important to solve in order to improve and develop deeper the students' ability to speak English, and to We think that researchers feel that it is important for us to conduct this research to find out what is causing anxiety or things that cause students to feel anxious in speaking English.

METHOD

The study was conducted by researchers at Pangeran Antasari High School, Medan. The research subjects were 26 (twenty six) grade X (ten) high school students. In the research method of research conducted by researchers this time is to use qualitative research methods. This research method was chosen because the data to be collected is the response of students who will be examined and analyze carefully by researchers in which the data produced is also subjective. In this research method, the researcher collects data that the researcher can collect while the research activity is taking place through observation and interviews, which is then continued by classifying the data collected into sections and summarizing the data into several sections to determine and find common or common problems often often encountered by students when speaking English.

After the activities carried out by the researchers, the collection went well. Researchers collect and draw conclusions based on data collected from students, researchers analyze the problems that occur and are experienced by students who generally always appear and then summarize and explain the results obtained from the process of data collection and data analysis. In its implementation, researchers have procedures that have been designed to be used as work guidelines during the research process, while the sequence and method of research carried out are as follows:

- 1) The researcher visits the research location that previously had obtained permission and authority from local government authorities to be able to do research.
- 2) After the researcher arrives, the researcher can start the research, the researcher welcomes and introduces himself to the students and explains the purpose and

- objectives of the researchers arrival.
- 3) Researchers provide explanations and direction as well as providing research material to clarify the research intentions of students.
 - 4) Researchers give instructions to collect data and ask students to advance one by one to introduce themselves to the public and ask them to explain about their interests, talents and experiences that they have experienced in English.
 - 5) The researcher observes the process of the instructions that have been carried out and makes observations to students
 - 6) After the students consider themselves to have talked enough and have delivered all the information requested by the researcher, students are welcome to return to their original position
 - 7) Next the researcher conducts the advanced data collection method, namely interviews . Researchers collected data from each subject to get accurate data about subjectively through interviews.
 - 8) After completing the interview process, the researchers have completed all the field data collection processes that have been planned on the method of implementation, then the researcher analyzes the data that has been collected previously to get the results of the study.
 - 9) After all the analysis process has been carried out, the researcher makes the results and concludes the results of the research that has been done.
 - 10) The researcher would like to thank all those who contributed during the research process.

Data collected during the research process will be stored and documented for additional reference and review for further research. Based on the documentation carried out, the subject's identity data and documentation during the research process will be kept confidential.

RESULTS AND DISCUSSION

Based on the results that have been collected by researchers through data collection both by observation and interview, researchers classify the data collected into two parts namely as follows:

1. Internal factors

Internal factors are factors that inhibit the development of students in speaking English that arise from within themselves. This factor arises due to a view from within oneself who considers that he cannot do certain things or anything. Generally these inhibiting factors from within are negative and can inhibit even stop the development and ability of students to speak English.

1.1 Not confident

During the research, when students are asked to tell stories or talk in front of the room, students generally feel shy and reluctant to come forward and speak, especially if asked to speak English.

After the researcher conducted the interview, the researcher realized that there was an aspect in the student that stated that he did not believe in his own ability to be able to speak English in public.

"I feel insecure about my ability to speak English" was the comment of students about speaking English, similar comments arose from many other students who stated "I am not sure if I am able to speak English in public".

1.2 Not have personal motivation

Not having personal motivation is a problem faced by students due to

lack of awareness of the importance of public speaking skills using English.

Motivation is considered as an encouragement for everyone to be more motivated to do something. by having motivation, each person or student can have an encouragement and spirit booster to continue to develop without stopping regardless of the obstacles they will face.

In this study, researchers encountered several students who the researchers considered to have low motivation. This assumption arises from students' statements and questions "I don't know what importance this has to me", "what's in it for me to speak English?" This statement and question make the researcher classify the problem faced by students as an obstacle in the development of students' abilities in English into "Not having personal motivation".

Realizing this, researchers consider "Unconfidence" is one of the factors inhibiting the development of students' speaking abilities in English.

1.3 Fear of being wrong

In doing everything, the probability of an error is not zero percent. This is clear, and therefore there is also a tolerance that has set limits to tolerate mistakes that occur.

Things like making mistakes are common, especially when doing something new, mistakes for mistakes is a problem that everyone must face, but this does not mean because mistakes are common, everyone is even reluctant to make these mistakes.

Considering the above, the same problem also arises when researchers conduct this research. Researchers found that a lot of students claimed that while speaking in English, they were reluctant to speak for fear of being wrong and would only make themselves ashamed because of the mistakes they had made.

Through interviews, on average all of the students who participated in

this research activity admitted that they did have their own fears when speaking English, that fear was the fear of mistakes they would make when they spoke English.

Researchers realize that the fear that arises due to the mistakes they make is not 100 percent wrong, this is due to students' assumption of their ability in English which is still felt to be incompetent to be able to confidently speak in public in English.

1.4 Fear of being ridiculed / intimidated

Fear of ridicule and intimidation from outsiders is a personal view faced by students in developing their English speaking skills.

This fear arises due to external factors that participate in intimidating students when students are considered to make mistakes, then students will get a penalty for the mistakes they made.

Fear of insults and intimidation from those around you is a fear that arises due to past events or events that commonly occur in the environment that make students have the view to better choose not to do anything compared to making mistakes and getting punished.

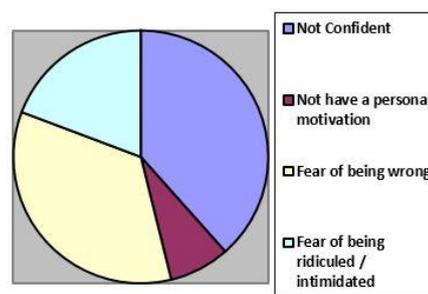


Table 2 - Internal factors response table.

Not confi- dent	Not have personal motivation	Fear of be- ing wrong	Fear of be- ing ridi- culed / in- timidated
10 persons	2 persons	9 persons	5 persons

From the below (Table 2) data, the sequence can be determined through which has the highest number of

responses up to the lowest is 1. Not confident, 2. Fear of doing wrong, 3. Fear of being scorned / intimidated, and finally 4. Not having personal motivation.

This sequence is formed on the basis of data collected by researchers when conducting interviews on what internal anxiety they face when speaking English. The graphs and tables show that confidence is the most common thing felt by students when speaking English.

Through the results of interviews conducted by researchers, researchers concluded that self-confidence is an aspect that needs to be developed by students assisted by mentors in order to better develop students' talents and interests in speaking in English.

Likewise with students' fear of making mistakes, researchers feel students need to be taught and nurtured to understand and understand that making mistakes is not always a bad thing, but can also be used as learning to be able to improve and develop themselves much better.

Fear of being ridiculed, humiliated and intimidated is a fear that actually will not happen to students, students should be given an understanding to be able to think more positively and trust the environment around them that they all support and will not intimidate students in their development.

And the last is not having personal motivation, this is common because there is a view of things that are not important does not need to be learned. In this condition, the supervisor / teacher is expected to pay more attention to students who lack motivation to learn new things. The aim

is to provide an overview and reason for students to be more motivated to learn and develop.

2. External factors

External factors are factors that are considered by researchers as factors that arise not from within students (factors that arise due to students 'personal views) but factors that arise due to factors beyond the control of students who participate in influencing students' growth and development, particularly in speaking in English. The following are the classifications made by researchers to classify the factors that influence student development as external factors:

2.1 Unsupportive environment

The environment as a factor that influences the development of students in their learning is something that cannot be denied. Remember all students are creatures that live in an environment that requires them to be able to adapt and follow the circumstances around them.

The ability of adaptation that is truly possessed by humans when implemented in the student's growth and development activities during his study, the environment is the most controlling factor in the results and future of students. Because the environment asks and forces students to be able to adapt and follow the patterns of life around without care whether there is a means for students to be able to develop.

During the research, there were some students who said that "education and English language skills need to be trained continuously, but if the environment is not supportive, how do we develop", students' views of the lack

of support from the surrounding environment will certainly reduce the interest of students to further develop ability to speak in English going forward.

Intense interview activities carried out by researchers with research subjects that students find that habits are built together with peers and supported by teachers and parents such as getting used to speaking English without caring about the views of others how is the most important thing for student growth and development in speaking english.

2.2 Incompetent educators

Education is an important thing for everyone to have, not least for students who are currently still studying in school. At school students are taught and educated so that they can become someone better in the future and are expected to be able to make a real contribution to society for the education they have.

Surely this is something that is desired by everyone who attends school education at any level. but it is important to realize that in terms of the teaching and education process experienced by students, of course there is the role of an educator who is in control of student growth and development in learning.

Therefore, educators hold positions that are considered by many to be very crucial because they have a role in directing where students will develop.

Of course the opposite may also occur if the educators who control the direction of student development are not competent in carrying out their duties so that the development of

students stalled and hampered to develop better.

"I feel that my teacher is not too concerned about being able to speak English," said one student when the researcher conducted an interview during the data collection process.

The researcher found that there were elements that assumed that there were external factors felt by students which prevented students from developing better in speaking English in the future. In doing everything, the probability of error is not zero percent so it is not possible for everyone not to make mistakes even in his life. This is clear, and because of this there is such a thing as tolerance which has set limits to tolerate mistakes.

2.3 Inappropriate facilities

To develop English language skills, of course needed facilities such as quality books, reading rooms / libraries, English laboratories and others.

Facilities like this are very supportive aspects for the development of students in developing and increasing their knowledge in learning English, especially in speaking.

This facility provides a very significant impact considering students can get a variety of sources of reference and comfort in accessing existing information so that the growth and development process can be maximized.

But unfortunately, from the many results of the polls conducted by researchers together with participating students, students claim that students still have very limited facilities, both books and laboratories and others. This is felt by students to be very hindering and even turning off the enthusiasm of

students' growth and development to become even better.

Recognizing that there are aspects that are a scourge to students' development, the researcher examines the aspect of facilities as a factor that takes a role in student growth and development is very important to be considered by the researchers because they classify aspects of the facility which are considered inappropriate as factors that inhibit student development as external factors.

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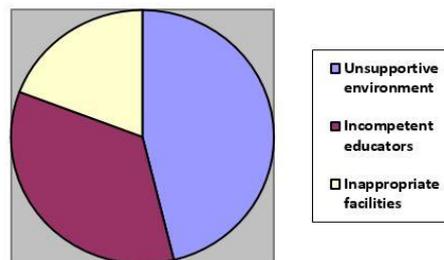


Table 3 - External factors response table.

Unsupportive environment	Uncompetent educators	Inappropriate facilities
10 persons	2 persons	9 persons

From the data shown below (Table 3), it can be seen that on external factors, students state that the environment has a great impact on their development and is followed by facilities to provide them with references and educators who are able to steer them towards better.

Regularly sorted, the main obstacle to students who become anxious students in developing is an environment that does not support them developing better, this is not merely happening because students live in a certain environment, but students need an environment that truly supports their development, in this case the interest of students in speaking English. The environment that is commonly used in English as a daily language is considered as the best environment for students so that students are more accustomed to hearing and speaking English words and sentences. Therefore, he hopes that all related parties should pay more attention to the needs of students in terms of the environment that supports students for their development

Likewise with inadequate facilities, researchers through their research and interviews that have been conducted with students concluded that facilities - such as books and reference sources are very important for them

students to be able to develop. This is because with adequate facilities at least able to provide assistance both morally and materially to students so that their development is much more rapid development than before. This is considered by researchers as an important thing to be understood by all parties considering the inadequate facilities really affect and make students feel more anxious in their learning process.

And finally, the lack of the ability of educators in providing services for students so students can develop. This is because the teaching staff are masters who take students to sail to certain destinations. So if the teaching staff is felt to be incompetent, students will be more easily hampered by the development process which in this case is speaking English. The ability of educators is a matter that really needs to be considered by all parties bearing in mind that educators are regulators of the success of students in improving their English speaking skills.

CONCLUSION

Talk about students' anxiety in speaking English might be very long. There are so many explanatory models that can explain students' anxiety as a barrier to developing students in improving their English speaking skills.

Of course, every person who is struggling in the field of students will be very loyal to conduct very deep research in order to find out what are the obstacles of students in speaking English.

The conclusion that can be drawn by researchers is, there are many obstacles that become students' anxiety in

speaking English, moreover in public, and for that researchers classify them into two parts namely: internal factors and external factors. The internal factors, as explained earlier, are factors that emerge from within students themselves as research subjects. This factor arises due to the views or perspectives of students who see things subjectively from their own perspective. And for that, the data presented in this study are qualitative data because the data obtained are subjective data from research subjects.

Likewise with the next classification that researchers make, namely external factors. External factors are factors that arise from circumstances outside the control of the research subject, meaning that the conditions are forcibly taking a role in making the subject's decision to develop or not. This factor usually arises as a result of encouragement from friends, family and relatives, as well as supporting facilities that are deemed able and able to help them to develop even better.

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