# ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING OF GRADE VIII JUNIOR HIGH SCHOOL

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## ABSTRAK

Artikel ini berfokus pada hasil penelitian yang mencoba untuk menganalisis kecemasan berbicara siswa terhadap keterampilan berbicara mereka dan interaksi antara teknik mengajar (Diskusi dan Role-Play), keterampilan berbicara dan kecemasan berbicara siswa pada siswa di SMP Muhammadiyah 3 Bandar Lampung. Untuk tujuan topik, 28 siswa secara acak dipilih sebagai sampel. Metode penelitian adalah quasi-experimental design dengan two way ANOVA. Berdasarkan hasil penelitian, diketahui bahwa skor keterampilan berbicara yang diajarkan menggunakan diskusi secara signifikan berbeda dari skor keterampilan berbicara yang diajarkan menggunakan permainan peran untuk siswa yang memiliki kecemasan berbicara rendah tetapi penerapan teknik ini sama untuk mengajar berbicara kepada siswa yang memiliki kecemasan berbicara yang tinggi; Namun, berdasarkan hasil ANOVA, skor siswa yang memiliki kecemasan berbicara yang tinggi dalam keterampilan berbicara yang diajarkan menggunakan permainan peran masih lebih baik daripada mereka yang berada di kelas diskusi. Artinya, ada interaksi antara teknik mengajar dan kecemasan berbicara siswa terhadap keterampilan berbicara siswa.

**Kata Kunci:** Penampilan Drama, Tehnik Diskusi Pembelajaran Speaking, Kemampuan Speaking dan Kecemasan Siswa

## *ABSTRACT*

This article focuses on the results of the study attempting 1) to find out the significance difference on students' speaking skill between those who are in discussion and role play technique 2) to find out the significance difference on students' speaking skill between high and low anxiety 3) to find out the interaction between the teaching technique, speaking skill and students' speaking anxiety. For the purpose of the topic, 28 students were cluster randomly selected as the sample. Research method was quasi-experimental design with two-way ANOVA. Based on the research findings, it is known that the score of speaking skill taught using discussion is significantly different from the score of speaking skill taught using role-play to the students having low speaking anxiety but the implementation of the technique is equal for teaching speaking to the

students having high speaking anxiety; however, based on the result of ANOVA, the score of students having high speaking anxiety in speaking skill taught using role-play is still better than those who are in discussion class. It means that, there is an interaction between teaching technique and students' speaking anxiety on the students' speaking skill.

**Keywords:** *Anxiety, Speaking Skill, Teaching Speaking, Discussion Technique, Role-Play Technique.*

## A.  INTRODUCTION

Language anxiety is one of obstacles and is a substantial concern that can be assumed as a psychological disorder during the process of foreign language learning. Therefore, anxiety is one of the most significant factors during language learning process, and it has been intended in this study to represent foreign language anxiety among language learners and to clarify in which ways anxiety may affect the achievement of the students' oral performances. It also aims to demonstrate the types and causes of anxiety and how to recognize language anxiety and especially the anxiety of oral performance.

According to Horwitz and Cope (1986), anxiety is an individual reaction of stress, concern, sensitivity and fear related to stimulation of the "autonomic nervous system" (p.125). Furthermore, Chen and Lee (2011), anxiety is a disturbing combination of emotions including fear, worry and difficulty, and is usually followed by physical reactions "such as high blood pressure, increased heart rate and other body signals" (p. 419). It is seen in literature that foreign language learning has a great importance especially since English nowadays has become internationally recognized and demand for learning English has increased day by day. But for some reasons or another there may be a decrease of performance during language learning process. One of those reasons might be emotions. For many years researchers studied on the effects of emotions on achievement of the foreign language learners and most of them figured out that emotions besides the physical factors have importance as well. As foreign language learners anxiety, especially foreign language speaking anxiety, has a great importance on students' talents specifically when they need to express their knowledge about a specific subject. Foreign Language Anxiety (FLA) in speaking skill is one element that many English as Foreign Language teachers (EFL teachers) do not focus much on. The idea of teaching the four basic skills of English, i.e. listening, speaking, reading and writing, was somewhat bound by the effort of transferring the knowledge and disregarding the students' anxieties in using English in the class.

The main reason was because anxiety itself is a complex matter since it involved psychological condition of the learners. Communication apprehension, described as "a type of shyness characterized by fear of or anxiety about communicating with people" (Horwitz et al., 1986:127), is experienced by anxious individuals in social interaction. Anxious students feel uncomfortable when communicating in the L2 and the inability to express oneself may lead to frustration since their knowledge of the new language is limited and they cannot control the situation (Horwitz et al., 1986; Macintyre & Gardner, 1989). Oral communication consists of listening and speaking, and since the language classroom puts an emphasis on interactions, speaking is considered as one of the most anxiety provoking activities. Research has shown that communication apprehension is common among anxious students (Saputra, 2018; Young, 1990; Horwitz et al., 1986).

Based on preliminary research at SMP Muhammadiyah 3 Bandar Lampung, the researcher knows that the weakness that is gotten by the students in speaking when they have to speak in front of the class, moreover they feel anxious then it will make them afraid to speak. A teacher should know the knowledge of students before taking the responsibilities of his or her class in order to teach them something, especially a new language. So knowledge about the characteristics or personalities of the students that have been obtained before can be an advantage for the teacher to take the preventions about possible problems.

One of those problems is language anxiety which hinders learner to become active during language learning process. Besides language anxiety may stands as an obstacle between teacher and student and teacher may not understand the problem as student cannot be active and does not show his or her true fears through the class. And this situation may end up with lower grades than the other students. As anxiety is psychological problem as well, teacher should be careful about not too blame students. Because language anxiety is not a problem that can be solved by forcing someone to study more. It needs to be cured by proper ways. Therefore, the students need to get new ways in teaching learning process that can reduce their anxiety. Hence, the researcher uses discussion technique to answer the existing problem.

Orlich (2010: 260) states that discussion technique is an active process of students-teacher involvement in the classroom environment. It allows the students to discover and state their personal opinions, ideas or arguments. It is used because it increases students' awareness of and tolerance for ambiguity and complexity (Brookfield and Preskill, 2005). In addition, the previous research done by Aydın (2001) discussed about foreign language anxiety through interviews and the questionnaire is provided insights into anxiety from students' perspectives. The thesis made a small-scale inquiry with an aim to examine foreign language anxiety among two groups of students, the secondary school students and the adult learners of English. Several sources of students' anxiety were discussed, which deepened the understanding of foreign language anxiety. However, foreign language anxiety is a complex psychological construct and factors influencing. It should be further explored to gain a better understanding of the anxiety in specific field of foreign language learning.

In line with the problem and title above, the researcher states the objectives of the study as follows: 1) to find out the significance difference on students' speaking skill between those who are in discussion and role play technique; 2) to find out the significance difference on students' speaking skill between high and low anxiety; 3) to find out the interaction between the teaching technique, speaking skill and students' speaking anxiety.

## B.  METHODS

The method used by the researcher in this study was experimental research because it is one of the most powerful research methodologies to establish cause and effect relationship between variables. It is a systematic and scientific approach to research in which the researcher manipulated one or more variables, controlled and measured any change in the other variable. There are three variables in this research: independent variables (teaching technique), dependent variable (speaking skill), and attributive variable (speaking anxiety). To conduct an experiment research, the researcher used experimental design. It was a blueprint of the procedure that enabled the researcher to test her hypotheses by reaching valid conclusions about relationships between independent and dependent variables. The design of the research requires minimum of two independent variables, with at least two levels of each variable. The minimum design is called a

two by two (2 X 2) factorial design. There are two main effects and two simple effects. The main effects are before and after the implementation of discussion method. The simple effects are high speaking anxiety and low speaking anxiety.

In this research, the data was in form of quantitative data. The total population was 84 students in SMP Muhammadiyah 3 Bandar Lampung. The researcher use 56 students as the sample of this research that has been chosen randomly by using Foreign Language Class Anxiety Scale (FLCAS) closed-ended 33 questionnaire by Horwitz, Horwitz, and Cope (1986) and the technique of collecting data is performance test. The researcher uses the subjective test in form of speaking test to get the scores of the effectiveness of teaching method in teaching speaking skill viewed from students' speaking anxiety. At this point, the students would be given an instruction to perform an oral dialogue based on the given theme. The speaking skill is scored on a point scale based on well-defined criteria (a rubric) that is presented in advance. The scoring is done by the raters. There are three aspects that are employed in this scoring rubric (accuracy, fluency and comprehensibility).

The procedures of analyzing the data applied are: (1) computing descriptive statistics for the groups representing each combination factors. It means that the researcher finds the mean scores of the students on the problems representing each of the four combinations of factors. The researcher uses prerequisite test included normality and homogeneity test; (2) doing hypotheses testing using an analysis of variance (ANOVA) and Tuckey test. Before the instrument is given to the students, the researcher conducted a try out test to find out the validity and reliability of the instrument. Based on the calculation, it is known that the score of validity is 0.929. It can be said that the instrument has very high level of validity. Thus, the score of reliability is 0.963. It can be said that the instrument has very high level of reliability. Therefore, the instrument can be used for the research purpose. In addition, the instrument of pretest is the same as that of posttest.

## C.   RESULTS

After determining sample of the research, the researcher taught the students by using speaking tasks. Those speaking tasks consisted of role playing activity and discussion group activity. The researcher gave the students a piece of paper, and then the researcher asked them to pay attention instruction in that paper one by one. The students could ask to the researcher if there was the ambiguous instruction. After the students understood about the instruction, they started to do the next step is giving the treatment; the treatment was given for about three meeting. After the treatment was done, the researcher conducted the posttest to get the intended data. The calculation of the data is elaborated as follow:

**Prerequisite Tests**
Before analyzing the data using inferential analysis, the sample must be in normal distribution and homogeneous. The normality test is done by using Liliefors testing and homogeneity test is done by using Bartlett formula. The function of normality test is to know whether the sample is in normal distribution or not, while homogeneity test is to know whether the data are homogeneous or not. The description of each test is as follows:

**Normality Test**
The sample is in normal distribution if $L_o$ (L-obtained) is lower than $L_t$ (L table) at the level of significance ($\alpha$) = 0.05 or Lo <Lt. The result summary of normality testing using Liliefors formula

shows that all of the values of $L_o$ are lower than $L_t$. Therefore, it can be concluded that all data are in normal distribution.

**Homogeneity Test**

Homogeneity test is done in order to know that the data are homogeneous. The data are considered as homogeneous data if the $x_o^2$ is lower than $x_t^2$ at the level of significance $(\alpha) = 0.05$ or $x_o^2 < x_t^2$, it can be concluded that the data are homogenous.

$x_o^2$      $= (\ln 10)\{B - \sum (n_{i-1}) \text{Log } s_i^2\}$
         $= (2.3024)( 88.29116 - 86.848752)$
         $= 3.321256$

Because $x_o^2$ (x observation) 3.32 is lower than $x_t^2$ (x table) 7.81, it can be concluded that the data are homogeneous.

**Two-way ANOVA**

Multifactor analysis of Variance Test Hypothesis test is done after the results of the normality and homogeneity test are fulfilled. It is done to know whether the $H_0$ (null hypothesis) is rejected or accepted. Multifactor analysis of variance is used to test the hypothesis. The $H_0$ (null hypothesis) is accepted if $F_o$ is lower than $F_t$ and rejected if $F_o$ is higher than $F_t$.

**Tukey Test**

The function of Tukey test is to test the difference of the means of each group. The finding of q is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size. In order to know the significance difference on students' speaking skill after implementing discussion and role play technique, the descriptive analysis of the data of speaking skill taught by using discussion technique shows that the score is 50 up to 87. The range is 37, the number of classes is 6, the interval is 7, the mean is 71.25, the mode is 67.25, the median is 69.50, and the standard deviation is 8.59 and compare with descriptive analysis of the data of speaking skill taught by using role-play technique shows that the score is 50 up to 77. The range is 27, the number of classes is 6, the interval is 5, the mean is 67.36, the mode is 71.17, the median is 68.25 and the standard deviation is 6.79. it is found that the implementation of discussion technique is effective to help students in improving their speaking skill. Discussion is an excellent teaching technique because when it is applied in class, it encourages every student to work together with their friends.

To answer second research question whether there is a significance difference on students' speaking skill between high and low anxiety. Descriptive analysis of the data of speaking skill on the students who have low speaking anxiety shows that the score is 50 up to 87. The range is 37, the number of classes is 6, the interval is 7, the mean is 71, the mode is 68.59, the median is 70.50, and the standard deviation is 8.61 compare with Descriptive analysis of the data of speaking skill on the students who have high speaking anxiety shows that the score is 50 up to 80. The range is 30, the number of classes is 6, the interval is 6, the mean is 66.43, the mode is 65.10, the median is 65.86, and the standard deviation is 6.74. The finding of this research reveals that students who have low speaking anxiety have better speaking skill than those who have high speaking anxiety. The data shows that students having low speaking anxiety differ significantly from those having high speaking anxiety in their speaking skill. The mean score of students having low speaking anxiety is higher than those having high speaking anxiety.

To answer third research question whether there is the interaction between the teaching technique, speaking skill and students' speaking anxiety. The findings of the research reveal that

there is an interaction between teaching technique and students' speaking anxiety on the students' speaking skill. The data of the findings show that the score of speaking skill taught using discussion differs significantly from the score of speaking skill taught using role-play for the students who have low speaking anxiety but the difference happens insignificantly to those who have high speaking anxiety; however, based on the ANOVA test students having high speaking anxiety in speaking skill taught using role-play is still better than those who are in discussion class.

## D. DISCUSSION

From result of analysis it can be inferred that there is the significance difference on students' speaking skill after implementing discussion and role play technique, the researcher draws a conclusion that the implementation of discussion technique is effective to help students in improving their speaking skill. Discussion is an excellent teaching technique because when it is applied in class, it encourages every student to work together with their friends. This technique also requires students to share their ideas and opinion about certain topic so that they have to speak and discuss something based on the knowledge and experiences they have. It makes students learn to appreciate different ideas and opinions from their classmates. Orlich (2010: 263) argues that the advantages of discussion technique are: increasing depth of understanding, enhancing motivation and generating greater involvement with the course, developing positive attitudes toward later material presented in the lesson, developing problem-solving skill, providing practice in the application of concepts and information to practical problem. According to Orlich (2010: 260), discussion technique is an active process of students-teacher involvement in the classroom environment. He also adds that a discussion allows the students to discover and state their personal opinions, ideas or arguments. Lucantoni (2002: 15) states that discussion technique is an essential way to provide students opportunities to develop communicative competence in group work. In every discussion there must be questions and answer session in which the students are encouraged to ask questions or give responses to other students' opinion. This technique contributes a lot to the active learning process, as they create a climate, which helps to the advancement of the students' capacities and skills, which encourages them and opens for new knowledge. Discussion technique has the advantage of involving students much more actively in the learning process. Therefore, discussion technique is an effective technique in teaching speaking skill.

In applying role-play technique, not every student is comfortable with the scenarios, and this can affect their performance. Some students find that they feel awkward and intimidated by the idea of what they see as theatrical. The students may find the whole experience funny, or else be unable to pretend to be angry for example when speaking to a student they like. For others, the theatrical of role-play technique become overwhelming, and the chance to learn is forgotten. Swift (1988) states that role-play situation might not flesh out quite like you hope because some students are embarrassed and thus tentative about acting out a part in a dramatic fashion. This will cause a role-play situation to be awkward and unproductive because one or more students will not be able to participate. In short, role-play can make: (1) It makes students feel uncomfortable by putting them on the spot; (2) It has potential to become a chaos in the classroom; (3) It is limited to only a few topics that role play can be used for (human relations, leadership, and sales).

Based on the analysis of second research question the researcher found that there is a significance difference on students' speaking skill between high and low anxiety. In a learning process, the students with low level of anxiety tend to be able to come up with a high confidence in speaking rather than the students with high level of anxiety. As a result, students having low speaking

anxiety will express their idea and speak more confident in front of others. Students who have low speaking anxiety seem to be more active in class because they do not have any problem in producing new language. They are not afraid of making mistakes. They are willing to take a risk in every word they say. However, students with high speaking anxiety tend to be more silent. They are afraid of producing wrong new language. They avoid getting comment from their friends or teacher that will make them down. However, comment from other friends will establish their speaking skill. The very anxious student was very passive in speaking activity. Moreover, some of the students wanted to leave the class early. This avoidance showed that they could not control their feeling to stop worrying about their oral performance. As stated by Mayer (2008: 35), for anxious students who are in the situation she cannot cope with, the avoidance seems like a good situation. When she leaves or avoids the situation, anxiety decreases and she feels better.

In the analysis of the FLCAS, the researcher figured out foreign language anxiety of the participants. The results showed that test anxiety, fear of being less competent, and being afraid to speak in English were three main constructs of students' anxiety. This finding corresponded with the three components of foreign language anxiety of Horwitz and Cope (1986). The highest level of anxiety that was reported from the questionnaire was test anxiety which occurred when the students' speaking skill were being tested. The results also show that the students' responded the Communication Anxiety Domain. The findings indicate that students usually have communication anxiety. Communication apprehension in language learning is characterized by reluctance to talk or shyness in communicating. To cite Aida's (2004) point, the typical behavior of communicatively apprehensive people tend to avoid and withdraw from communication. Moreover, such people are also reluctant to participate in conversations or get involved in interactions with others. In some special or extreme cases, students may think of cutting classes to avoid anxiety situations, causing them to be left behind.

The students are also experienced Fear of Negative Evaluation. The findings indicate that students usually have fear of negative feedback anxiety. In other words, fear of negative feedback is likely to be obvious by a student's over concern and worries with others' judgments or concern about his or her performance in the foreign language classroom. Moreover, it usually leads to the fear of being called on in class; test anxiety; fear of making mistakes while speaking; and negative attitudes towards language learning. What is more, it makes learners anxious when their teachers asks questions and makes corrections. It was due to the two main factors of speaking anxiety. The first is the learners' characteristics such as low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, incomprehensible input, memory disassociation, and personality. This result was almost similar to the previous studies conducted by Liu (2007: 128). The second factor is classroom procedures. The classroom activities which were perceived by students as producing anxiety in this present research are lack of varying teaching technique and fun activity.

In short, the learners' characteristics such as low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, incomprehensible input, memory disassociation, and personality were the most common sources of students' anxiety. The very anxious student was very passive in speaking activity. These are the factors affecting the students who have low speaking anxiety have better speaking skill than those who have high speaking anxiety. Based on the analysis of second research question the researcher found that there is the interaction between the teaching technique, speaking skill and students' speaking anxiety. Appropriate teaching techniques can give a significant effect on the students' speaking skill. One of appropriate teaching techniques is discussion technique. This technique is an active process of students-teacher involvement in the classroom environment. Orlich (2010: 260) states that

discussion technique is an active process of students-teacher involvement in the classroom environment. He also adds that a discussion allows the students to discover and state their personal opinions, ideas or arguments. This is able to increase students' speaking skill. Besides teaching techniques, there are many things that have to be taken into consideration. One of those things is students' speaking anxiety. Speaking anxiety can influence students' speaking skill. Students with low level of anxiety will be very suitable with the implementation of discussion techniques in the classroom by considering their characteristics that are confident and more active. As stated by Horwitz (2001), if the students are very anxious in class, they are probably not actively involved in teaching learning process. Foreign language anxiety has been found to have potential negative effects on academic achievement, cognitive processes, the social context, and the reaction for the language learner. It means students with low level of anxiety tend to be more active and often get involved in the class. They will practice speaking with no doubt. It indicates that the students with low speaking anxiety are more appropriate to be taught by using discussion technique.

Students with high level of anxiety tend to be less confident and stay silent in the class rather than those having low anxiety. They are afraid of making mistakes, getting feedback from the teacher or their friends, and also scared of procuring negative evaluation. All those fears guide them into passive performance. As stated by Zeidner (1998: 293), people with high levels of trait anxiety are often quite easily stressed and anxious. Students in this case will talk less and give the control to the teacher. However, Williams & Andrade (2008: 1) claims that although there are some kind of anxiety which give bad contribution to students learning, there can be a good kind of anxiety, that is facilitating anxiety which can give positive effect on students learning. Thus, the teachers' real job would be to help students keep adequate anxiety, neither too high nor too low, because a proper level of anxiety plays a positive role and can motivate students to maintain their efforts in learning.

Logically, students with low level of anxiety will have better speaking performance than students having high speaking anxiety. However, it is not totally right. When students are able to control their anxiety, their speaking skill will not be influenced. To manage students' speaking anxiety, the implementation of teaching technique will be very helpful. Based on the research findings, it is known that the score of speaking skill taught using discussion is significantly different from the score of speaking skill taught using role-play to the students having low speaking anxiety but the implementation of the technique is equal for teaching speaking to the students having high speaking anxiety; however, based on the result of ANOVA, the score of students having high speaking anxiety in speaking skill taught using role-play is still better than those who are in discussion class. It means that, there is an interaction between teaching technique and students' speaking anxiety on the students' speaking skill.

## E. CONCLUSION AND SUGGESTIONS

Based on the data analysis and the results of the questionnaire, the researcher concludes that the research findings for the eighth grade students of SMP Muhammadiyah 3 Bandar Lampung are as follows: 1) there is difference on students' speaking skill between those who are in discussion technique. Discussion technique contributes a lot to the active learning process, as they create a climate, which helps to the advancement of the students' capacities and skills, which encourages them and opens for new knowledge. Discussion technique has the advantage of involving students much more actively in the learning process. Therefore, discussion technique is an effective technique in teaching speaking skill. It can be seen on the calculation that the mean of

students' score taught using discussion technique (72.04) is higher than those who are taught using role-play technique (66.93). It can be concluded that the use of discussion technique gives significant result on students' speaking skill; 2) Students having low speaking anxiety have better speaking skill than those having high speaking anxiety. The learners' characteristics such as low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, incomprehensible input, memory disassociation, and personality were the most common sources of students' anxiety. The very anxious student was very passive in speaking activity. These are the factors affecting the students who have low speaking anxiety have better speaking skill than those who have high speaking anxiety; 3) there is interaction between the teaching technique, speaking skill and students' speaking anxiety. Based on the research finding above, it can be concluded that the implementation of discussion technique is effective to teach speaking for the eighth grade students of SMP Muhammadiyah 3 Bandar Lampung in academic year of 2017/2018. The effectiveness is affected by student's speaking anxiety. Therefore, there is an interaction between teaching technique (discussion technique and role-play technique) and students' speaking anxiety in teaching speaking skill for the eighth grade students of SMP Muhammadiyah 3 Bandar Lampung. In short, students having low speaking anxiety have better speaking skill than those having high speaking anxiety after they are taught using discussion technique. On the other hand, students having high speaking anxiety have better speaking skill than those having low speaking anxiety after they are taught using role-play technique.

Considering the conclusions of this research, there are some implication and suggestions addressed to English teachers, students, and further researchers. Some of the implication and suggestions are as follow: Anxiety of the students took an important role in teaching and learning speaking. Anxiety is feeling of nervousness and fear of the students to talk in front of class. It was considered as the most problem faced by the students of ESL speaking class. Therefore, teachers should give consideration how to manage students' level of speaking anxiety so that it does not influence their speaking ability. Logically, students having high level of speaking anxiety get low score of speaking skill. However, if the teachers can help them to decrease their anxiety, it is possible for them to get high score.

The implementation of discussion technique gave influence to the students' speaking ability. It was also affected by the level of their speaking anxiety. Considering the characteristics of students having low speaking anxiety that they tend to be more active in the class, it is very suitable for the teachers to apply discussion in speaking class since discussion insisted the students to be more active and set aside their fear to share their ideas in front of others. The teachers are suggested to implement discussion technique in teaching and learning speaking to decrease students' speaking anxiety. The teachers are also hoped to be able to help their students managing their speaking anxiety so that the implementation of discussion technique can cope all the students with different level of speaking anxiety to master all aspects of speaking.

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