

INVESTIGATING STUDENTS' SPEAKING ANXIETY FACTOR IN BILINGUAL PROGRAM AT JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Education is an effort to develop human quality; with the development of technology, education develops in the language aspect. English is a popular language today. However, many students still experience speaking anxiety. This research was conducted on bilingual students who focus on two foreign languages. This study aims to find out what are the factors that cause students' speaking anxiety in English. This research uses a descriptive qualitative method with a case study approach. Four students from the bilingual class were taken for interview. This study resulted in the factors causing students' speaking anxiety from embarrassment about negative responses, lack of confidence and lack of preparation, teacher's attitude, and an open evaluation.

Keywords: Speaking, Anxiety Factor, Bilingual Class

ABSTRAK

Pendidikan adalah upaya untuk mengembangkan kualitas manusia; dengan perkembangan teknologi, pendidikan berkembang dalam aspek bahasa. Bahasa Inggris adalah bahasa yang populer saat ini. Namun, masih banyak siswa yang mengalami kecemasan berbicara. Penelitian ini dilakukan pada siswa bilingual yang fokus pada dua bahasa asing. Penelitian ini bertujuan untuk mengetahui faktor-faktor apa saja yang menyebabkan kecemasan berbicara dalam bahasa Inggris siswa. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus. Empat siswa dari kelas bilingual diambil untuk wawancara. Penelitian ini menghasilkan faktor penyebab kecemasan berbicara siswa dari rasa malu tentang tanggapan negatif, kurangnya percaya diri dan kurangnya persiapan, sikap guru, dan evaluasi terbuka.

Kata-Kata Kunci: Berbicara; Faktor kegelisahan, Kelas Bilingual

INTRODUCTION

Education is an ethical effort for humans to be able to develop the quality of human resources. It has been more than seven years since Indonesia's independence and history has recorded that one of the aspirations of the nation's educators, there is to

educate the nation's life which is the responsibility of the nation's successors to continue the struggle movement. UU no. 20 explains the national education system which is written "Education is a conscious and planned effort as a tool to create a learning atmosphere and learning process so that students can develop their potential actively to have spiritual, religious, self-control, intelligence, personality, noble character, and strength. Skills needed by himself, society, nation, and state. (Raharjo, 2013).

Time flies so fast so does the development of technology. Technological developments also impact life and education, especially in the language aspect. Language and education have a significant relationship as a tool for transferring knowledge. Chairina (2019) said that the development of technology and science makes people tend to use foreign languages. It can be seen in the current phenomenon, where English has become a popular language. English is very popular among young people and the elderly and affects aspects of education, business, health, and several other aspects. Until now, English has become an international language and the world's lingua-franca (Fadhilah, 2022).

In learning English, several skills must be mastered by students there are speaking, listening, reading, and writing. One of the most complexes of the teaching and learning process is speaking. Nunan (1991:39) says that speaking is an art, and someone must master the art of speaking skills as an aspect of learning a foreign language or a second language by measuring the success of speaking in an appropriate and meaningful way. However, there are still many students in Indonesia who claim to be anxious when speaking English. One of them is in the seventh grade of the bilingual program at MTsN 1 Malang.

The bilingual program is one of the various programs at MTsN 1 Malang. The bilingual program focuses on two foreign languages, Arabic and English. To enter the bilingual program, students must pass a placement test held for students interested in joining. This study aimed to investigate what factors cause students' speaking anxiety in English. In terms of the teaching and learning process, FLA (foreign language anxiety) is commonplace and can happen to anyone. FLA may be a significant obstacle in language learning (Arnold & Brown, 1999). Despite advances in learning technology and techniques, FLA still exists because of its complexity to the learner.

Bensalem (2017), in his research, analyzed foreign language learning in trilingual students. It has been found that anxiety caused by the fear of failure in English was identified as the main cause of anxiety. Based on the problems above and previous research, researchers are interested in investigating the factors that cause speaking anxiety in seventh grader students at MTsN 1 Malang, specifically in the bilingual program, which allows offering input on speaking anxiety so that teachers can help students overcome speaking anxiety, and students can also go ahead further without experiencing anxiety.

LITERATURE REVIEW

Speaking is an interaction used to construct meaning that involves producing and receiving information (Burn & Joyce, 1997). Apart from the process of producing and receiving, speaking also requires skills to build and develop something. Speaking involves a speaker and a listener. Speakers are needed to convey information that listeners can receive easily. In the scope of child development, speaking also has an

important role. This is related to the teacher who becomes an important figure in developing students' speaking skills in class. Therefore, teachers must know the basics of speaking according to students' abilities.

Anxiety is physiological and psychological, characterized by unpleasant feelings of fear and worry (Walker & Rosenhan, 2001:146). However, anxiety is still considered a normal condition and is common in every individual. Many foreign language learners face this problem. Therefore, students cannot develop their speaking skills, and it can impair their performance and achievement in English.

Horwitz & Cope (1986) stated that students might feel anxious in a learning situation that becomes some type of anxiety; communication apprehension, test anxiety, and fear of negative evaluation. Horwitz and Cope also believe that language anxiety involves assessing work in an academic and social context. Horwitz and Cope developed the FLCAS (Foreign Language Anxiety Scale) from this anxiety phenomenon in speaking a foreign language.

For foreign language learners, speaking is also crucial and must be mastered. However, although English has become global, Zhang (2009) said that speaking is the most challenging thing for most English students; they are also not competent enough to communicate. Young (1991) summarizes several factors that cause students' speaking anxiety.

1. **Personal and intrapersonal**

Individuals have personal and interpersonal problems that are perhaps to be discussed and attractive to research. This problem is related to the psychological and social structure of the individual. For example, they protect their reputation from the negative judgments of their friends. Psychological phenomena can also occur when students experience language anxiety and put themselves in competition.

2. **Learners' Belief about Language Learning**

The learner's belief about language learning is a significant contributor to students' speaking anxiety. Horwitz et al. , (1968) also believe that beliefs about language learning affect students' stress and frustration in the classroom. Young (1991) quotes Horwitz. He argues that some students who feel insecure about studying are unrealistic and unintelligent. 1. Students who hesitate to pronounce correctly by native speakers 2. Learn a foreign language and believe that they will be fluent in 2 years 3. Believe that they will learn to learn a foreign language 4. Believe in a foreign language.

3. **Teachers' Belief about Language Teaching**

Young (1991) found that teachers' beliefs about language learning contributed to students' anxiety about learning a foreign language and anxiety about language and its properties. Therefore, the teacher must rely on their role and work more precisely to correct students' mistakes so that students are calmer in their performance in the class.

4. **Classroom Procedures**

The evaluation process that is often carried out is continuous evaluation and is carried out in public. This anxiety is closely related to the interaction between teacher and students, which indicates that students are more comfortable correcting their mistakes individually than blaming them without correction.

5. **Language Testing**

This factor is one of the causes of psychological pressure for students to organize ideas in a short time by considering the sequence of the language simultaneously. Often, tests are conducted as a technique for collecting scores, and the scores determine who is the

most gifted. All students are afraid of getting bad grades. Because unprepared tests make them anxious and depressed, teachers are expected to avoid sudden tests.

METHOD

This study uses a qualitative descriptive method with a case study approach that aims to explain, describe, and analyze the problems found about the factors that cause students' speaking anxiety in English. Winartha (2006:155) said that the descriptive qualitative analysis method is an activity to analyze, describe, and summarize various conditions and situations from various data that have been collected in the form of observations or interviews regarding the problems studied in the field. Then, Starman (2013) argues that case studies in research are used to analyze and describe each individual, group of people, or phenomena that occur in a particular institution in detail.

Thus, it can be concluded that in qualitative descriptive research with a case study approach, researchers conduct research by identifying problems or phenomena that occur in a group in detail which is then presented descriptively. The researcher limits and formulates the factors that cause students' anxiety in speaking English. This research aims to find the cause of anxiety experienced by students so that teachers can get to know more about speaking anxiety and help students to overcome anxiety in speaking, also it can be a concern so that students are more courageous and can overcome anxiety through guidance from the teacher.

Setting and Subject of the Research

The population in this study were seventh grader students at MTsN 1 Malang who were in the bilingual class program. This research was carried out for one month, from March to April 2022. The total population spread was 22 students in one class. The sample in this study was four students who experienced anxiety in speaking English. The sampling technique uses purposive sampling, where the sample is taken with a specific purpose.

Data Collection Technique

Researchers used several data collection techniques, there are observation and interviews which will be explained as follows:

1. Observation

The first stage, the researcher conducted observations for two weeks by observing the situation and condition of the students in the English class that focused on speaking activities. The researcher observed the students' performance in speaking English in order to find some students as samples to be interviewed.

2. Interview

After observing and finding the sample, then the researcher conducted a semi-structured interview where the researcher had compiled several questions on the topic but the sample could open up new things outside of questions to add information to the research.

Data Analysis Technique

The data analysis technique in this study uses descriptive qualitative analysis, a research procedure that produces descriptive data in the form of words in writing or orally obtained from sources that are observed and described in narrative form (Moleong, 2007: 3).

Miles and Huberman (1994) said that the data analysis approach consisted of three steps: data reduction, data display, and conclusion drawing/verification. Based on the findings, the data were analyzed as follows:

1. Data Reduction

Data reduction is the process of selecting, focusing, abstracting, and transforming data. In this step, the researcher summarizes the interview data from the students and then analyzes it by selecting and grouping the data. Next, the researcher selects and arranges the data needed to get the results.

2. Data Analysis

In the second step, after getting the required data, the researcher then displays more data to make it easier to interpret the data. The data is displayed in a table or diagram based on the factors that cause students' speaking anxiety in English without changing or modifying the data to assist in the process of making conclusions.

3. Conclusion Drawing/Verification

Conclusions drawing is the last stage to consider and assess the implications of the research question. In this stage, the data is processed by interpreting the data or translating the results of interviews, and then researchers will find the factors that cause students' speaking anxiety in English and combine theories related to it.

RESULTS

Based on the findings in this study, the analysis of the factors causing students' speaking anxiety in English in grade 7 students of the bilingual program at MTsN 1 Malang can be seen in table 1.

Respondents	Finding/Factors that Cause Speaking Anxiety
AKM	Difficult to understand written English Less interested in English Fear of being wrong Fear of being laughed at
SAZ	Difficult to understand the material Less-confident Fear of being wrong Less relaxed learning
SCYP	Fear of being wrong Nervous Less interested in learning methods
ZTC	Difficult to understand English material Trembled when the teacher announces grades Fear of getting low scores

Based on interviews conducted with the four students in seventh grade at MTsN 1 Malang in the bilingual program, several anxiety factors have been found in speaking

English. AKM (Respondent 1) admitted that it was difficult to understand written English due to the students' background who had no experience in English. She also explained that the real purpose of joining the bilingual program was to focus on Arabic. Therefore, she did not know enough English, and when asked to speak English in front of the class, she was afraid of making mistakes and was fearful of being laughed at by his classmates. Furthermore, SAZ (Respondent 2) found it difficult to understand English, not much different from the first student because she also lacked experience in learning English. She admitted that she was not confident when speaking English because she was afraid of making mistakes in pronunciation. Some teachers are too severe in terms of learning, and it can support students' anxiety because the class is less relaxed.

Further, SCYP (Respondent 3) also admitted that she was afraid of making mistakes when speaking English. She also revealed that she was nervous when she showed her performance in speaking English in front of the class. In addition, she is also less interested in learning methods in the class. Last, ZTC (Respondent 4) found it difficult to understand English material. In terms of academic grades, she admitted that the teacher often announced grades in class, and she was trembling and afraid of getting low grades. She also finds it difficult to pronounce English vocabulary, and when speaking English in front of the class, she is fearful that she will make a mistake and her classmates will laugh at her.

DISCUSSION

Based on the findings above, the researcher will discuss in detail below;

1. Personal and intrapersonal anxiety

The first factor relates to the psychological and social aspects of students. The anxiety experienced can be caused from within the students themselves or outside. When the researcher asked what events had happened and caused the anxiety to arise, the respondents answered;

SCYP: "When I spoke English in front of the class, I once got errors in my pronunciation. Then, my classmates responded by saying 'loh' and looking at each other. Their next meeting doesn't care when I speak in front of the class."

From the above findings, it can be guaranteed that anxiety caused by intrapersonal or from outside will cause embarrassment from the negative response she gets. Therefore, embarrassment about negative responses is a factor in students' speaking anxiety.

2. Learner beliefs about language learning

Self-confidence is also one of the causes of student anxiety. When they speak, it will challenge their self-confidence. When the researcher asked whether you are confident when learning English, the respondents answered:

AKM: "I lack confidence when speaking English because I have difficulty in reading. I doubt the correctness of pronunciation and understanding even from a native speaker. I don't believe in myself, and I get scared when I don't know how to read it."

From the respondents' answers, they do not believe in language learning, and even she doubts it is from native speakers, and the lack of preparation in learning increases their anxiety. It can be concluded that lack of preparation and lack of confidence are the causes of speaking anxiety.

3. Teachers' beliefs about language learning

Anxiety can also be caused by the teacher, the teacher is a person who is very influential on the condition of students in the class. When asked how the teacher treated them when learning, respondent answered.

SAZ: "The teacher's feelings can change. Sometimes they are cheerful and sometimes scary. Learning is also always serious. Once, I asked about the material, but the teacher's response was a little angry in my opinion. After that, I never asked again. I was afraid"

From the statement above, teacher should believe in language learning with good and humble teachers to students. From this, it can be said that the teacher's attitude is the cause of student speaking anxiety.

4. Classroom procedures and language learning

These two factors are interrelated because of the language class procedures that focus on this research. When the respondent was asked how the class was during learning, the respondent answered:

ZTC: "I often worry when after the test and being corrected by my friends, then the teacher calls our scores one by one. I don't like it, I'm afraid if my score is low. I had a cold sweat while waiting for my grades to be called."

From the statement above, the class procedure during learning must also be approved by students and teachers. It can be concluded that an open evaluation is a factor causing students' speaking anxiety.

CONCLUSION

Based on the results and discussion above, the researcher concludes that the factors that cause speaking anxiety in seventh grade students at MTsN a Malang bilingual program are; embarrassed about negative responses, lack of confidences and lack of preparation, teacher's attitude, and an open evaluation. From the results of this study, it is expected to be able to provide information about speaking anxiety to teachers in order to help students overcome the anxiety they experience, this study is still discussing speaking anxiety towards foreign language students, and it is hoped that further research can provide solutions to overcome speaking anxiety.

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