An Analysis Of Students' Speaking Anxiety On Speaking Ability In Class X At MAN 2 Bengkulu City Based On Emha Abdurrahman's Theory

Novan Hardiansah[1], Adisel[2], Dedi Efrizal[3]
UIN Fatmawati Sukarno Bengkulu

[1]novanhardiansah48@gmail.com, [2]adisel@mail.uinfasbengkulu.ac.id, [3]efrizaldedi279@gmail.com

Abstract

The objectives of this study were: 1) To find out the factors that influence student anxiety in public speaking 2) To find out some of the suggestions and efforts to deal with students' speech anxiety based on Emha Abdurrahman's theory, especially in class X MAN 2 Bengkulu City for the 2023-2024 Academic Year. The type of research used is field research, and is included in qualitative research. The informants in the study amounted to 21 people, namely class X students and English teachers. Data collection techniques in this study used observation, interviews, questionnaires and documentation. Based on the results of the analysis that has been done, it can be concluded that: 1)Students revealed some factors that cause them experiencing anxiety: The first interviewee stated that anxiety occurs because of low speaking skills, fear of making mistakes, and fear of being criticized, which causes low self-esteem. The second interviewee said that the anxiety happens because of the fear of misinterpretation, lack of vocabulary, lack of practice, the inability to control emotions, and feelings of inferiority. The interviewee also stated that when the interviewee saw someone who has a higher ability, a feeling of self-indulgence arose and caused excessive panic and nervousness. The third interviewee mentioned that anxiety occurs because of feelings of inferiority, fear of being wrong, fear of being laughed at, and being scolded by the lecturer. The fourth interviewee conveyed that anxiety happens because of the fear of making mistakes when speaking, lack of confidence, and the fear of getting a bad impression from the audience. 2) According to Emha Abdurrahman, speaking is a verbal explanation about a thing (problem) by stating the information clearly in front of the masses or the crowd at a certain time. The main key for someone to be able to successfully display speaking is due to the will of the person concerned. With there is a strong self-will to be able to give a good speech, then the concerned will certainly try to understand, understand, explore the ins and outs of problems before finally appearing in actual practice. With an attitude like this that can make a person like a lion podium if you appear carrying your belly and get success like that expected . For speech strategies, there are several that are often used: 1) Impromptu Strategy; 2) Memorization Strategy; 3) Manuscript Strategy; 4) Extemporary Strategy.

Keyword : Speaking Ability, Anxiety, Emha Abdurrahman's

1. INTRODUCTION

In this era of globalization, drastic changes have been occurred throughout the world. This extraordinary change occurs when humans have a strong desire to achieve something. Therefore, they need to learn communication skills to fulfill their ambitions, desires and goals. There are several types of communication skills, one of which is speaking skills (Mialiawati, 2020).

Speaking skills developed when the language is used in active and communicative situations. When talking about individual cognitive aspects, their linguistic and motor competences are active simultaneously. They are prohibited from referring back to grammatical rules and mastering vocabulary that has been stored in their memory and processing it into oral discourses, as well as processing the pronunciation of phonetic symbols in spoken discourse correctly. Apart from that, they are also required to align the intonation and emphasis of the sentence according to the message to be conveyed (Meilani, 2016).

Teaching English in any level of education always involves four skills. Speaking is one of the four basic skills in learning foreign language among listening, reading, and writing. It

has been taught since the students enter elementary school. Since speech is power, act, manner of speaking. Speaking ability has an important used by people to communicate with other, to convey an idea, opinion, message, feeling to other people, to express their thought and wishes, and to socialize themselves to communicate or to interact (Putra, 2017), .

Even though their mastery of other language skills is quite good, some of them still feel pressured to practice their language in oral activities. Those who have high language acquisition scores sometimes have the same high level of anxiety, in certain conditions this group is overcome by feelings of anxiety when speaking the target language (Elaine K. Horwitz, et al, 1986).

Negative feelings that result in students' fear of speaking the target language are called language anxiety. Writer defined anxiety as a feeling of discomfort, frustration, doubt, threat, or fear and is closely related to self-esteem issues and natural egoism. According to young, language anxiety in learning a foreign language can be observed through psychological changes in an individual such as voice distortion, inability to reproduce intonation and rhythm of the language, 'freezing' when called upon to appear, and forgetting words or phrases that have just been learned or even refusing to speak. spoke and chose to remain silent (Javid, 2014).

Language anxiety in foreign language learning has attracted the attention of many practitioners and researchers in recent years. A number of studies have been conducted to investigate the relationship between language anxiety and language teaching. Is Horwitz et al who pioneered the study in this discussion, his research produced an instrument to measure the level of anxiety in learning a foreign language called the Foreign Language Classroom Anxiety Scale (FLCAS) which is still widely used today (Subekti, 2018). Other studies on language anxiety found a significant negative correlation between high levels of language anxiety and student achievement in the target language in general (R.P.Anandi, 2017).

In research conducted by Sutarsyah and Azizifar et al, it was found that groups of individuals with low levels of anxiety scored higher on their speaking performance than those with high levels of anxiety (A.Azizifar, et al, 2014). Not only does it affect individual learning outcomes, language anxiety is also a factor causing individual failure to interact and develop their communicative competence with the target language. Aguila and Harjanto wrote that anxiety is a factor that results in an individual's inability to carry on conversations smoothly and naturally, they are also sometimes unable to remember what they have prepared (Kathreen B, et al, 2016). This anxiety can also lead to a reduced ability to produce spoken speech, in more severe cases an individual can also experience a mental block or a state in which a person cannot think and concentrate (Chen, et al, 2008).

According to the educational and historical journal Volume 17 No. 1 March 2021 Every educator and student must be able to master the ability to speak in public. because besides being able to train students' speaking skills in public. good public speaking will also help students to improve achievement (Gazali, 2021).

In the learning process students are required to actively express opinions, especially in public. but in the current era, many students experience anxiety when speaking in public, one of which is students at MAN 2 Bengkulu city on 05 April 2023. Based on the results of preliminary observations conducted at MAN 2 Bengkulu City, through interview with the anglish teacher and the students, it is known that many students tend to experience anxiety when speaking in front of the class, especially in class XI, this is triggered by excessive student fear so they are afraid of making mistakes when speaking. Other factors are also caused by the teacher's lack of encouragement to students which results in a lack of confidence that tends to make students nervous and feel embarrassed when speaking in front of the class (Preliminary observations at MAN 2 Bengkulu City, 2022).

According to Emha Abdurrahman's theory, speaking is an explanation verbally about a matter (problem) by stating information clearly in front of the masses or crowds at a certain

time (Abdurrahman, 2011). According to Emha Abdurrahman, speech is conveying an oral description of a matter (problem) by expressing information as clearly as possible in front of the masses or crowds at a certain time. Speech is a form of oral language activity that emphasizes the expression of ideas and reasoning using spoken language which is supported by non-linguistic aspects (facial expressions), gestures or body language, point of view, and other non-verbal language (Abdurrahman, 2011).

In order increase the level of mastery of students' speaking skills, teachers need to recognize the characteristics of students who are experiencing anxiety, what factors cause it, and what strategies can be pursued to overcome it. Academic research must be carried out to find out these things. More than that, efforts to eliminate or reduce the causes of anxiety really need to be done. With this research on the analysis of speaking anxiety, it is hoped that teachers can improve their teaching methods so that their students can interact and speak in public well without fear in the future.

Researchers identified several problems in this study. is as follows: 1) The students afraid in making mistakes; 2) To be able to find out why students do not believe in their own abilities. This Research is limited on analizyng students speaking anxiety on speaking ability in class X at MAN 2 Bengkulu city on base on Abdurrahman's Theory on academic year 2023-2024.

Based on the background above, the authors are interested in conducting research entitled "An Analysis Of Students' Speaking Anxiety On Speaking Ability In Class X At Man 2 Bengkulu City Based On Emha Abdurrahman's Theory."

2. METHOD

The method used in this research is using field research (Field Research) with a qualitative descriptive approach, qualitative research emphasizes that reality has multiple dimensions. interactive and an exchange of social experiences interpreted by individuals. Qualitative research is aimed at understanding social phenomena from the perspective of the participants. Participants are people who were interviewed, observed, asked to provide data, opinions, thoughts, perceptions (Sugiyono, 2016).

The qualitative research method is also a research method that places more emphasis on aspects of in-depth understanding of a problem rather than looking at problems for generalization research. This research method prefers to use in-depth analysis techniques, namely examining problems on a case-by-case basis because qualitative methodologies believe that the nature of one problem will be different from the nature of other problems. The researcher decided to choose to use the type of field research (field research) which focuses on the results of data collection from the specified informants (Moelong, 2015: 26).

Descriptive research is research that aims to describe systematically factual and accurate regarding the facts and properties of certain populations. Meanwhile, what is meant by qualitative research is research used to examine the conditions of natural objects where the researcher is the key instrument. Another opinion explains qualitative research is "a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior". Margono added that in this qualitative research, the analysis used is more descriptive-analytic, which means that the interpretation of the content is made and arranged systematically / thoroughly and systematically. Meanwhile, Kirk and Miller define that qualitative research is a certain tradition in social science that fundamentally relies on observing humans in their own areas and dealing with these people in their language and in their terms.

While the approach used is descriptive. Descriptive approach. The descriptive approach is data analysis which is carried out by collecting data, managing data and then presenting observation data so that other parties can easily get an overview of the object under study in the form of words and language.

The place of implementation of this research is MAN 2 Bengkulu City. The time for conducting the research was carried out after the issuance of a research permit from the Faculty.

Primary data sources are data directly collected by the researcher from the first source. Primary data is also known as original data or new data that is up to date. To obtain primary data, researchers must collect it directly (Arikunto, 2016). Meanwhile, according to Sugiyono, primary sources are data sources that directly provide data to data collectors (Sugiyono, 2016). The primary data sources in this study were English teachers and class X MAN 2 Bengkulu City. Secondary data is data that supports primary data related to An Analysis Of Students' Speaking Anxiety On Speaking Ability. Secondary data in this study is in the form of supporting data to obtain information data and observation of images obtained from journal sources, magazine sources, modules, websites, the internet and so on. Data collection techniques in this research were through observation, interviews and documentation.

3. RESULT

This study aims to determine students' speaking anxiety level, causes, and strategies to reduce students' speaking anxiety. In this section, the researcher will discuss the overall results of the research data obtained to answer the research questions in this study namely students' speaking anxiety level of students' speaking anxiety, causes of students' speaking anxiety, and strategies to reduce it.

Learning a foreign language is a fairly complicated process. The learning process is not only influenced by the learner's linguistic abilities, non-linguistic factors also influence, such as affective, cognitive readiness, and metacognition. The feelings or emotions of learners are shown to have an influence when they learn a foreign language or use it. Among the feelings that often arise and have a lot of influence in the process of learning a foreign language is anxiety (K.Pinel & A.Albert, 2018).

According to Spielberger anxiety, in the field of psychology, is defined as a feeling of tension or worry that occurs in the human nervous system. Scovel divides the anxiety experienced by humans into two categories, the first takes place over a long period of time and the second occurs only at certain times or conditions. The anxiety experienced by learners when learning a language is included in the second category, namely that which only arises when in certain situations or conditions (U. Keten, 2021). Language anxiety is defined by Horwitz as different self-perceptions, beliefs, feelings, and behaviors related to language learning and arises because of the uniqueness of this learning process itself. Language anxiety is a feeling of pressure, nervousness, emotional reactions, and worries that are closely related to learning a foreign language or a second language (Oteir, et. al. 2019).

The definition of language anxiety proposed by Horwitz may be more comprehensive and include all aspects of anxiety, because anxiety is not just a matter of feeling or behavior, such as nervousness, stress, and worry. It also includes the beliefs that learners have about themselves, such as feelings of inferiority, inferiority, and feeling of not having any abilities (U. Keten, 2021). Language anxiety usually appears in three situations or conditions, namely anxiety when communicating in the target language, when facing a language test, and anxiety arising from the fear of getting a bad response from those around him (U. Keten, 2021).

Anxiety when going to communicate is usually closely related to the linguistic mastery of a learner. Those who feel that they are not well prepared and have inadequate language skills will feel anxious when they encounter this condition or are asked to practice their language. As is well known, in language learning the learner is not only required to master a set of grammar of the target language, he is also required to be able to use the foreign language as a means of communication. This anxiety can arise when he is asked to

communicate with his friends, lecturers, native speakers, or when he practices his own language in front of the class (Oteir, et. al. 2019)..This study found that most of the grade X students of MAN 2 Bengkulu City were at a high level of anxiety, and students with a minority level of anxiety. Then, the interview results found that not only students who have high levels of anxiety anxiety who always experience nervousness when speaking, but students who have low anxiety also experience it.

4. DISCUSSION

The results showed that there are several causes that make students experience anxiety. The researcher found that lack of English language proficiency, fear of misinterpretation, low self-esteem, fear of making mistakes, fear of making mistakes, fear during tests, and lack of preparation were the main causes of most students experiencing anxiety. Some students responded that they had problems with anxiety because they had low English proficiency. Students who have low language proficiency have limitations in using language optimally, which causes excessive nervousness when speaking in public.

Speech according to English terms is called public speaking essentially speaking in public, either directly or indirectly. Direct in the sense that the speaker directly communicates face to face (face to face). face) with the audience. However, speech can also be done indirectly namely speaking through the mass media for public consumption (Hadinegro, 2011).

Speech is conveying ideas, thoughts or information as well as the purpose of speak to others verbally. Speech is a form of oral language activity. Therefore Therefore, giving a speech emphasizes the expression of ideas and reasoning by using spoken language supported by non-linguistic aspects (facial expressions, eye contact, hand gestures and so on (Kemas Rezi Susanti, 2010).

According to Emha Abdurrahman, speaking is a verbal explanation about a thing (problem) by stating the information clearly in front of the masses or the crowd at a certain time (Abdurrahman, 2011). The main key for someone to be able to successfully display speaking is due to the will of the person concerned. With there is a strong self-will to be able to give a good speech, then the concerned will certainly try to understand, understand, explore the ins and outs of problems before finally appearing in actual practice. With an attitude like this that can make a person like a lion podium if you appear carrying your belly and get success like that expected (Hadinegro, 2011). For speech strategies, there are several that are often used: 1) Impromptu Strategy; 2) Memorization Strategy; 3) Manuscript Strategy; 4) Extemporary Strategy.

Many studies have found a negative correlation negative correlation between students' English proficiency and speaking anxiety, one of which is the research conducted by Mulyani (2011). Mulyani found a negative correlation between students' ability and students' anxiety in her research. She found that students who experience high anxiety are students who have low English proficiency (Mulyani, 2011). Mulyani found that students who experienced high anxiety were students who had low English proficiency (Mulyani, 2011).

Next factor was fear of making mistake then being critized. In line with one of the factors found by the researcher, previous research also proved that the fear of making mistakes then being criticized (fear of negative evaluation). This factor is also known as fear of negative evaluation. As Horwitz (1986) said that fear of negative evaluation or thoughts about fear of negative criticism is one of the factors causes speaking anxiety (Horwirtz et al., 1986). A researcher named Isnaini (2019) found that students experienced anxiety because they were afraid of making mistakes, embarrassed, and not confident (Isnaini, 2019).

Moreover, another factor that causes speaking anxiety was low selfesteem. The researcher named Kurniawati (2017) has also mentioned the things above in her research; she found that self-esteem plays a significant role in leading to foreign language anxiety

(Kurniawati, 2017). In addition, Young's theory (1991) also stated that students who have a low view of themselves have the potential to experience anxiety; this happens because they overthink other people's opinions about themselves (Kurniawati, 2017).

Another factor was students' lack of preparation, lack of preparation will cause students to become weak both in terms of material and mental. This factor was also found by a previous researcher named Vera Abdillah in he research on the factors that cause speaking anxiety. She found that some students admitted that they find speaking difficult when they are not well prepared (Abdillah, 2018).

This study was similar to the findings from Abdillah (2018). She found there were seven factors that caused students anxiety: students were speaking in front of the class, being laughed at by others if they make a mistake, incomprehensible input, teacher, students' beliefs, lack of preparation, and environment (Abdillah, 2018). The researcher found three similarities between these two studies: afraid of making mistakes or being laughed at, students' belief or self-esteem, and lack of preparation as the factors causing anxiety. In contrast, the researcher did not find four other factors found by Abdillah (2018) and instead found another new factor that causes speaking anxiety.

The second case discussed in the finding was the strategies to reduce students' speaking anxiety. In this study, there were five strategies offered to reduce student anxiety. The first strategy found was to change the mindset. Students need to think positively to produce a positive response. As suggested by a researcher named Atas (2015,) he suggests that students should instill assumptions and believe that they are not alone. They also need to instill the perception that teachers are there to help them correct their mistakes and make them more courageous, not to insult them. They must be aware that their mistakes while speaking are a natural thing in learning (Atas, 2015), and this can at least change the students' mindset and make them more courageous and confident to speak.

The next step was improving students' speaking skills. Many students experience anxiety because they are not confident in their language skills, or they even realize that their language skills are lacking, causing them to discourage their courage to speak. Therefore, students need to improve their abilities, so students become more confident. So that students do not need to be afraid of making mistakes, being laughed at or misunderstood when speaking because of their lack of English skills.

5. CONCLUSION

Based on the results of the research that has been carried out, the researchers can conclude that:

Factors influence students' anxiety in public speaking, especially in class X MAN 2 Bengkulu City for the 2023-2024 school year. Students revealed some factors that cause them experiencing anxiety: The first interviewee stated that anxiety occurs because of low speaking skills, fear of making mistakes, and fear of being criticized, which causes low self-esteem. The second interviewee said that the anxiety happens because of the fear of misinterpretation, lack of vocabulary, lack of practice, the inability to control emotions, and feelings of inferiority. The interviewee also stated that when the interviewee saw someone who has a higher ability, a feeling of self-indulgence arose and caused excessive panic and nervousness. The third interviewee mentioned that anxiety occurs because of feelings of inferiority, fear of being wrong, fear of being laughed at, and being scolded by the lecturer. The fourth interviewee conveyed that anxiety happens because of the fear of making mistakes when speaking, lack of confidence, and the fear of getting a bad impression from the audience.

The suggestions and efforts to overcome the anxiety of giving speeches to students based on Emha Abdurrahman's Theory of class X MAN 2 Bengkulu City for the 2023-2024 Academic Year. According to Emha Abdurrahman, speaking is a verbal explanation about a thing (problem) by stating the information clearly in front of the masses or the crowd at a

certain time. The main key for someone to be able to successfully display speaking is due to the will of the person concerned. With there is a strong self-will to be able to give a good speech, then the concerned will certainly try to understand, understand, explore the ins and outs of problems before finally appearing in actual practice. With an attitude like this that can make a person like a lion podium if you appear carrying your belly and get success like that expected . For speech strategies, there are several that are often used: 1) Impromptu Strategy; 2) Memorization Strategy; 3) Manuscript Strategy; 4) Extemporary Strategy

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