An Analysis of Students' Speaking Anxiety in English Language Learning of the Eleventh Grades of SMA Wahidiyah Kediri in Academic Year 2023/2024

Firdausi Ahadiyah Nuril Farida

Wahidiyah University of Kediri and firdausianf@gmail.com

Jenny Ika Misela, S.Pd., M.Pd.

Wahidiyah University of Kediri and jennyikamisela@gmail.com

Abstract

The research used a qualitative descriptive method to understand students' anxiety. The research aimed to investigate the levels of anxiety experienced by students of the XI-2 class in speaking English at SMA Wahidiyah Kediri and identify how this anxiety affected their speaking performance. Speaking anxiety was a common issue among students learning English as a second language and significantly affected their confidence, participation, and overall performance in language learning. The study identified various symptoms of anxiety, including nervousness, fear of criticism, fear of making mistakes, and physical manifestations such as fatigue and heart palpitations. Behavioral symptoms, such as avoidance of eye contact and limited hand movements, were also observed among anxious students. To conduct this research, the researcher used questionnaires and interviews with a sample of 45 students of the XI-2 class. Questionnaires were utilized to measure anxiety levels. Data collected through these instruments were analyzed to gain insights into the students' speaking problems, focusing on aspects such as self-confidence, body language, fluency in speaking class, and students' anxiety in the English language classroom.

The questionnaire distributions were conducted eight times and got the highest response percentage as these: 19.3% of SA (Strongly Agree) in the eighth distribution, 39.1% of A (Agree) in the sixth distribution, and 40.3% of N (Neutral) in the seventh distribution While 24.2% (Disagree) and 10.7% (Strongly Disagree) in the fourth distribution.

The results revealed that nearly half of the students experienced moderate to severe anxiety, which adversely impacted their speaking performance. This anxiety not only hindered their ability to perform well in speaking tasks but also affected their performance in exams and presentations. High levels of anxiety led to a decrease in confidence, making it challenging for students to express themselves effectively in English. The researcher concluded that addressing speaking anxiety through targeted interventions was essential to enhancing students' confidence and speaking abilities. Strategies such as relaxation techniques, positive reinforcement, and a supportive classroom environment were found to significantly reduce anxiety levels and improve students' proficiency in speaking English. This research underscored the importance of understanding and mitigating speaking anxiety to foster better language learning outcomes.

Keywords: students speaking anxiety, English language learning, high school students

INTRODUCTION

In Indonesian education, English is a common lesson of a foreign language that is taught and learned from kindergarten to university. Learning English requires the development of four abilities: speaking, listening, reading, and writing (Mahayuni 2023: 358). Moreover, English-speaking abilities have become essential in this globalization era, especially for communicating with foreign colleagues. This is an absolute necessity for individuals who are serious about engaging in diverse academic, cultural, and global activities, as well as for the advancement of trade and technology (Maulani, 2022: 1).

However, despite the focus on English education, many students in Indonesia still struggle with speaking skills. Many people feel that speaking a new language is harder than reading, writing, or listening for two reasons (Nunan, 2003: 48). First, speaking happens in real time; usually the person you are talking to is waiting for you to speak right then. Second, when someone speaks, he cannot edit and revise what he wishes to say. By addressing these aspects, educators can empower students to overcome their apprehensions, enhance their speaking abilities, and ultimately become more confident and proficient in the new language.

The environment and resources provided by Schools play a significant role in enhancing students' English-speaking skills. Effective communication is impossible without language proficiency, highlighting the importance of speaking skills for exchanging information and building social relationships globally (Rao, 2019: 8). The Kurikulum Merdeka, the curriculum widely used in Indonesia, integrates English lessons focused on listening-speaking, reading-watching, and writing-presenting. In the listening-speaking segment, students are encouraged to engage in conversations, understand discussions, and express opinions, helping them become more proficient speakers (Astuti et al., 2022: 6-8).

The XI (eleven) grade students of SMA Wahidiyah Kediri have been classified into two majors: the Natural Science major for classes XI-1 and XI-2 and the Social Science major for classes XI-3 and XI-4. Every major has two different English teachers in each major. They struggle with speaking English, with Social Science students attributing their difficulties to monotonous teaching methods and a lack of practice facilities. Natural Science students benefit from more diverse teaching techniques. According to an English teacher, students feel shy and lack vocabulary, and the school's English

timetable and environment hinder their progress. While the school has a computer lab for English practice, it's not sufficient for speaking skills. The lab can be used for listening and reading practice, as well as interactive learning to increase students' interest in English.

Therefore, many students have difficulty speaking English. They worried about showing up and improving their speaking ability. It arises by thinking about something that causes people to fear they will be unable to reach a specific objective (Hanafie et al., 2022: 69). Some personality factors influence students' language learning. The learning landscape is intricately woven with various personality factors (Brown, 2007: 154). These factors encompass dimensions such as self-esteem, openness to communication, motivation, and anxiety. In dynamic English learning classrooms, it's a common occurrence for students to confront anxiety throughout their learning activities, creating a poignant call for teachers to be acutely aware of these emotional undercurrents and responsive to the unique needs of each student.

Anxiety is defined as the subjective feeling of tension, apprehension, nervousness, and worry associated with encouragement of the autonomic nervous system (Horwitz in Maulani, 2022: 3). In the teaching and learning area, anxiety is often caused by students' inability to understand the process of learning, which in turn creates a negative view of their ability as well as an increased likelihood of failure (Agustina et al., 2023: 1583). Thus, anxiety may negatively impact a person's cognitive abilities and emphasize a pessimistic outlook on life. To address this issue, interventions should be aimed at demystifying the learning process, creating a positive learning environment, and promoting resilience and growth thinking. Thus, educators can help students cope with challenges confidently and view setbacks as learning opportunities, thereby empowering them to learn from them.

According to the background above, the researcher is interested in doing research and determined the problem of this research was: what is the level of speaking anxiety of the eleventh-grade students of SMA Wahidiyah Kediri in learning English?

METHOD

This research employs a descriptive qualitative technique, purposed to present detailed phenomena in various experiences by someone or group. The focus of this research is on understanding students' anxiety, utilizing content analysis within a descriptive-qualitative framework. The research aims to present a thorough description and analysis of the phenomenon, obeying the principles of descriptive qualitative research. In other words, this research elaborates on what was happening in the students' speaking class, especially in English language learning.

The research was conducted for the eleventh grade of SMA Wahidiyah Kediri, where the researcher found that many students were anxious to speak English. The selected sample for the research was one class of XI-2, consisting of 45 students, from a total population of 173 students. Sampling aims to ensure a representative portrayal of the population for extrapolation of findings. Random sampling was used in this research to select a representative sample for drawing inferences about the population.

The researcher used questionnaires and interviews to collect data for this research. The questionnaires were used to gather information about classroom circumstances, historical and current factual information, attitudes, beliefs, and opinions. The questionnaires were modified forms of original questionnaires developed by experts. Eight questionnaires, each containing 10 statements, were distributed to 45 eleventh-grade students at SMA Wahidiyah Kediri. The questionnaires were related to anxiety factors and aimed to obtain information about students' conditions during class and their feelings about the issue.

As for the interviews, they were used to obtain supporting data and were a qualitative research method for explaining the importance of recurring themes in a person's life. The researcher recorded videos during the interviews and asked students about their experiences with English language learning. The interview guide was adapted from a source focusing on foreign language anxiety and included eight open-ended questions. The researcher used both questionnaires and interviews to collect and analyze the data for the research.

Qualitative analysis involves examining word arrangement. The researcher used Sugiono's model which is cited in Sofi (2022: 35) to analyze the data. The model includes data reduction, data presentation, and data conclusion. For the data calculation, the researcher used the percentage approach that was proposed by Arikunto in Sukmaranti (2022: 25).

$$P = \frac{F}{N} \times 100\%$$

Note:
P: Percentage of the respondent score
F: Frequency of respondent score
N: The number of respondents

RESEARCH FINDING

The research findings described based on the questionnaires and interview evaluation, the researcher discovered the students in the eleventh grade of SMA Wahidiyah Kediri were anxious about studying English, especially in speaking. This research aimed to ascertain the level of anxiety experienced by students in learning to speak English. The research utilized a qualitative descriptive method and involved 45 students in the eleventh grade of SMA Wahidiyah Kediri. Data was collected through the administration of questionnaires and conducting interviews.

a. Questionnaire

There researcher was found that by applying data calculation strategy for the response in the questionnaires. This strategy was projected by the previous expert named Arikunto that was cited by Sukmaranti (2022: 25). The questionnaires were distributed for eight times. The students given their responses chose one of the five-point scales that represented their agreement to the questionnaire statements, they are: SA (strongly agree), A

(agree), N (not agree nor disagree), D (disagree), SD   (strongly disagree).

Pre-Anxiety Test Questionnaire Response

Statement	SA	A	N	D	SD
I feel nervous when I can't write or express myself in the foreign language.	6 13.3%	19 42.2%	11 24.4%	6 13.3%	3 6.7%
I feel anxious when the teacher asks me a question that I have not prepared for.	4 8.9%	11 24.4%	18 40%	10 22.2%	2 4.4%
I feel nervous and confused when the language teacher is unsuccessful in explaining the lesson.	3 6.7%	14 31.1%	14 31.1%	11 24.4%	3 6.7%
I fear speaking or asking the teacher in my foreign language class.	7 15.6%	16 35.6%	14 31.1%	8 17.8%	0 0%
I feel anxious when listening to a passage in my listening/speaking class.	4 8.9%	12 26.7%	17 37.8%	9 20%	3 6.7%
I get nervous when there is a lot of vocabulary that I don't understand being used in my foreign language class.	3 6.7%	13 28.9%	18 40%	8 17.8%	3 6.7%
I feel anxious in reading/writing and grammar class	8 17.8%	15 33.3%	13 28.9%	8 17.8%	1 2.2%
I feel nervous at English exam time.	5 11.1%	8 17.8%	15 33.3%	15 33.3%	2 4.4%
I feel nervous when standing to give a presentation in front of the class.	7 15.6%	15 33.3%	15 33.3%	7 15.6%	1 2.2%
I get upset due to the method of testing in the foreign language class	5 11.1%	13 28.9%	17 37.8%	10 22.2%	0 0%

Source: Adapted from Al-Saraj (2014: 58-60)

This is the result of first questionnaire distribution. From the data calculation, the researcher described the result of the averages of the students which are 11.6% (5) gave "SA" response and 30.2% (14) for "A" Furthermore, there were 33.8% (15) students felt normal who chose "N", 20.4% (9) response "D", and 4% (2) response "SD", that means they disagree with the statement or they were not experienced the feeling that was explained in the questionnaire's statements. This percentages means that most of many students felt nervous and confused in foreign language classes due to limited vocabulary, unclear explanations from teachers, and challenging testing methods. This anxiety affected their performance during exams, presentations, and when answering unexpected questions or speaking in class.

Speaking Problem During English Speaking Class

Statement	SA	A	N	D	SD
I feel afraid to speak in English because my vocabulary is limited.	6 13.3%	18 40.0%	12 26.7%	8 17.8%	1 2.2%
It feels difficult for me to express ideas when speaking.	4 8.9%	12 26.7%	18 40%	8 17.8%	3 6.7%
I often get confuse to combine and use the proper vocabulary to speak.	5 11.1%	13 28.9%	17 37.8%	7 15.6%	3 6.7%
I rarely response to my partner when speaking because they speak faster.	6 13.3%	9 20%	15 33.3%	10 22.2%	5 11.1%
I have difficulty to arrange the words into sentences to speak in English.	7 15.6%	11 24.4%	20 44.4%	7 15.6%	0 0 %
I have a habit of using mother tongue when speaking to avoid misunderstanding.	6 13.3%	17 37.8%	15 33.3%	6 13.3%	1 2.2%
I have difficulty responding to speakers.	3 6.7%	15 33.3%	16 35.6%	11 24.4%	0 0%
I have trouble responding to a conversation if the speaker's intonation is not understandable.	3 6.7%	8 17.8%	17 37.8%	17 37.8%	0 0%
I just want to speak when I think my grammar is correct	4 8.9%	12 26.7%	19 42.2%	8 17.8%	2 4.4%
I get ashamed to speak in English because I do not have a good pronunciation	7 15.6%	17 37.8%	9 20%	9 20 %	3 6.7%

Source: Adopted from Milasari (2022: 76-78)

The table is the result of calculation from the second questionnaire distribution. The researcher determined the averages of the percentages of the five-point scales in the table. First, at least 11.3% (5) of the

students gave the response "SA", and 29.3% (13) of them gave the response "A". While 20.2% (9) responded to "D" and 4% (2) responded to "SD" for the statements in the questionnaire. It means that they were disagree or not experienced any problem in speaking activity during the English language learning. Then, there were at least 35.1% (16) of them responded "N" which means they felt neutral when learning to speak in English class. The number indicates that students feared speaking English because of limited vocabulary and often resorted to their mother tongues to avoid misunderstandings. They only speak when they feel confident in their grammar and are ashamed of their pronunciation. They struggle with sentence structure, understanding intonation, and responding to conversation

Speaking Problem on Self-Confident Perspective During English Speaking Class

Statement	SA	A	N	D	SD
I feel nervous when I have to speak in front of other people	4 8.8%	14 31.1%	11 24.4%	11 24.4%	5 11.1%
I feel anxious to speak English because my vocabulary is limited	5 11.1%	11 24.4%	20 44.4%	9 20 %	0 0%
I have less confidence to speak English	6 13.3%	16 35.6%	12 26.7%	9 20.0%	2 4.4%
I am worried about making mistake	1 2.2%	17 37.8%	19 42.2%	7 15.6%	1 2.2%
I am fearful of criticism or losing face	4 8.9%	18 40%	15 33.3%	6 13.3%	2 4.4%
I don't have fluent English ability. So, I get ashamed to speak English.	2 4.4%	14 31.1%	18 40%	11 24. 4%	0 0%
I am shy when doing speaking activity	5 11.1%	16 35.6%	15 33.3%	8 17.8%	1 2.2%
I feel very confident when doing speaking activity	4 8.9%	15 33.3%	13 28.9%	10 22.2%	3 6.7%
I feel nervous in giving answer for the other people question	3 6.7%	17 37.8%	16 35.6%	8 17.8%	1 2.2%
I feel get some pressure when speaking in front of the audiences	6 13.3%	17 37.8%	12 26.7%	9 20.0%	1 2.2%

Source: Adopted from Amzari (2022: 42-63 that adapted from J. M. Saputra, 2020; Pham Thi Kieu, 2016; and Indri T., 2018)

The table displays the results of questionnaire in the third distribution indicated students self-confident when they speak in English language learning. The researcher determined the averages of the percentages of each point scale. The students that responded to "SA" wa at least 8.9% (4), and for "A" point were 34.4% (16). Even though, there was students that was felt normal during their speaking English in the class which were 33.6% (15) response "N". Also, 19.5% (8) of them chose "D" and 3.6% (2) chose "SD". From these numbers researcher concluded that almost half of the students were experienced that they have problem on their speaking ability that related to their confidents. They felt nervous speaking in front of others, especially in English, due to limited vocabulary and fluency. They were anxious about mistakes, criticism, and losing face. Their lack of confidence made them shy and pressured during speaking activities, though they sometimes felt confident.

Speaking Problem on Body Language Perspective During English Speaking Class

Statement	SA	A	N	D	SD
My body will shake when I speak English then it makes me forget everything	0 0%	8 17.8%	20 44.4%	9 20 %	8 17.8%
I find difficult when doing presentation to do eye contact at audiences	5 11.1%	15 33.3%	14 31.1%	7 15.6%	4 8.9%
I am not doing body movement during giving presentation	3 6.7%	13 28.9%	16 35.6%	9 20.0%	4 8.9%
I think the message that want to convey easily to accept using body language	4 8.9%	6 13.3%	25 55.6%	7 15.6%	3 6.7%
I am more comfortable taking by doing hand movement	4 8.9%	14 31.1%	20 44.4%	4 8.9%	3 6.7%
When speaking, I often use gesture eye contact, etc.	0 0%	5 11.1%	9 20%	21 46.7%	10 22.2%
I feel stiff when speak in front of the audiences.	0 0%	11 24.4%	14 31.1%	17 37.8%	3 6.7%

	SA	A	N	D	SD
I often look down when presenting	2 4.4%	15 33.3%	19 42.2%	7 15.6%	2 4.4%
I rarely use hand movement when giving presentation	0 0%	5 11.1%	19 42.2%	16 35.6%	5 11.1%
I think body language is not giving effect when doing presentation.	5 11.1%	10 22.2%	12 26.7%	12 26.7%	6 13.3%

Source: Adopted from Amzari (2022: 42-63 that adapted from J. M. Saputra, 2020; Pham Thi Kieu, 2016; and Indri T., 2018)

From the table of the fourth questionnaire distribution above, the researcher found the averages of the students experiences about their problems in speaking English that related to body language issues were: 5.1% (2) of them chose "SA", 22.7% (10) of them chose "A", and 37.3% (17) of them chose "N". still, there were students that disagree whit the statements of the questionnaire, they were: 24.2% (11) who chose "D" and 10.7% (5) who chose "SD". These numbers were indicated students body language experience during speaking English in the class were majorly neutral. They not agree nor disagree about feeling nervous and forgetful, avoid eye contact, rarely use hand movements, feel stiff, often look down, and doubt the effectiveness of body language despite feeling more comfortable using gestures when speaking English.

Speaking Problem on Fluency Perspective During English Speaking Class

Statement	SA	A	N	D	SD
I still use the memorization system, so make me stutter when delivering the material.	2 4.2%	20 42.5%	13 27.6%	7 14.9%	5 10.6%
I don't have good pronunciation, so I got ashamed to speak English	5 11.1%	15 33.3%	14 31.1%	7 15.6%	4 8.9%
Lack of vocabulary is my one of problem which I don't speak fluency	3 6.7%	13 28.9%	16 35.6%	9 20%	4 8.9%
I speak very little or not at all	3 7.1%	13 30.9%	16 38.1%	7 16.7%	3 7.1%
I often use Indonesian language	4 8.9%	24 53.3%	10 22.2%	4 8.9%	3 6.7%
When I spoke not fluently, the audience don't understand the topic of the material	0 0%	24 52.1%	9 19.5%	6 13%	7 15.2%
While doing my speaking assignment and I get difficulty, then I ask teacher to help me	1 2.2%	20 44.4%	10 22.2%	11 24.4%	3 6.7%
I forget what I want to say when talking	2 4.5%	15 34.1%	19 43.8%	6 13.6%	2 4.5%
My though are disorganized	0 0%	5 11.1%	19 42.2%	16 35.6%	5 11.1%
I have grammatical error when doing speaking	5 11.1%	22 48.9%	10 22.2%	6 13.3%	2 4.4%

Source: Adopted from Amzari (2022: 42-63 that adapted from J. M. Saputra, 2020; Pham Thi Kieu, 2016; and Indri T., 2018)

By the fifth questionnaire distribution the researcher get a result as displayed in the table above, The researcher determined the averages of the percentages that indicated most of the students had speaking problems based on their fluency than speaking English in the class. The finding was proved with the number of percentages that shows 5.6% (2) of them responded "SA" and 38.1% (17) answered "A". However, there were also students that felt neutral and disagree on the questionnaire's statements, they were: 30.3% (14) that responded "N" that mean they not agree nor disagree, 17.6% (8) disagree so they responded "D", and 8.4% (4) of them very disagree then chose "SD". These numbers mean students agreed with the questionnaire's statements that they still use memorization, causing them to stutter and be ashamed of their pronunciation, lack fluency due to limited vocabulary, speak very little or in Indonesian, struggle to be understood, seek the teacher's help with assignments, forget what they want to say, have disorganized thoughts, and make grammatical error.

Foreign Language Classroom Anxiety Scales

Statement	SA	A	N	D	SD
I never feel quite sure of myself when I am speaking in my foreign language class.	3 6.7%	31 68.9%	9 20%	2 4.4%	0 0 %
I don't worry about making mistakes in language class.	5 11.1%	11 24.4%	13 28.9%	15 33.3%	1 2.2%

I tremble when I know that I'm going to be called on in language class.	5 11.1%	11 24.4%	17 37.8%	11 24.4%	1 2.2%
It frightens me when I don't understand what the teacher is saying in the foreign language.	4 8.9%	19 42.2%	13 28.9%	8 17.8%	1 2.2%
During language class, I find myself thinking about things that have nothing to do with the course.	3 6.7%	10 22.2%	13 28.9%	18 40 %	1 2.2%
I keep thinking that the other students are better at languages than I am.	12 26.7%	20 44.4%	8 17.8%	5 11.1%	0 0%
I am usually at ease during tests in my language class.	0 0%	13 28.9%	21 46.7%	9 20%	2 4.4%
I start to panic when I have to speak without preparation in language class.	9 20.0%	22 48.9%	13 28.9%	0 0%	1 2.2%
I worry about the consequences of failing my foreign language class.	5 11.1%	21 46.7%	14 31.1%	4 8.9%	1 2.2%
In language class, I can get so nervous I forget things I know.	6 13.3%	18 40%	14 31.1%	6 13.3%	1 2.2%

Source: Adapted from Horwitz et al. (1986: 129)

The table displayed the percentages of the responses of questionnaire that were chosen by the students in the sixth distribution. The researcher determined the averages of the percentages that indicated anxiety among the students. 11.6% (5) of them chose "SA" and 39.1% (18) chose "A". However, they don't worry about making mistakes and usually feel calm during exams. In order, there were 30% (14) of the students chose point "N". Also, some of them gave disagreement responses were 17.3% (7)

chose "D" and 2% (1) chose "SD". these percentages indicated agreement with the statements about they never felt confident when speaking in a foreign language class, trembling when called upon, being afraid when they do not understand the teacher, believe that other students are better, often think about unrelated things, panic when speaking without preparation, worry about failing, and become so nervous that they forget things they know.

Foreign Language Classroom Anxiety Scales

Statement	SA	A	N	D	SD
It embarrasses me to volunteer answers in my language class.	4 8.9%	15 33.3%	16 35.6%	8 17.8%	2 4.4%
I would not be nervous speaking the foreign language with native speakers.	1 2.2%	14 31.1%	14 31.1%	12 26.7%	4 8.9%
I get upset when I don't understand what the teacher is correcting.	4 8.9%	22 48.9%	13 28.9%	5 11.1%	1 2.2%
Even if I am well prepared for language class, I feel anxious about it.	2 4.2%	17 36.1%	20 42.5%	8 17.0%	0 0 %
I often feel like not going to my language class.	2 4.4%	6 13.3%	17 37.8%	12 26.7%	8 17.8%
I feel confident when I speak in foreign language class.	0 0.0%	4 8.9%	33 73.3%	7 15.6%	1 2.2%
I am afraid that my language teacher is ready to correct every mistake I make.	1 2.2%	10 22.2%	21 46.7%	11 24.4%	2 4.4%
I can feel my heart pounding when I'm going to be called on in language class.	4 8.9%	13 28.9%	20 44.4%	8 17.8%	0 0 %
The more I study for a language test, the more confused I get.	6 13.3%	11 24.4%	11 24.4%	13 28.9%	4 8.9%
I don't feel pressure to prepare very well for language class.	6 13.3%	16 35.6%	17 37.8%	6 13.3%	0 0 %

Source: Adapted from Horwitz et al. (1986: 129)

This table was the result of seventh questionnaire distribution. Based on the percentages above the researcher determined the averages of students' response. The students that agree with the questionnaire statements were 6.6% (3) responded "SA", 28.3% (13) responded "A". while 40.2% (18) of the students were responded to "N", it means that they felt neutral or not agree nor disagree. Also, 19.9% (9) of them responded "D" and 4.9% (2) responded

"SD". This indicates that most students felt neutral. They did not agree nor disagreed with being bothered by volunteering answers, anxious even when well prepared, upset by unclear corrections, often wanted to skip class and fear the teacher's corrections, but felt confident speaking, wouldn't be nervous with native speakers, their hearts beat rapidly when called on, studying confuses them, and they feel pressured to prepare.

Foreign Language Classroom Anxiety Scales

Statement	SA	A	N	D	SD
I always feel that the other students speak the foreign language better than I do.	13 28.9%	19 42.2%	11 24.4%	2 4.4%	0 0%
I feel very self-conscious about speaking the foreign language in front of other students.	10 22.2%	16 35.6%	10 22.2%	7 15.6%	2 4.4%
Language class moves so quickly I worry about getting left behind.	4 8.9%	26 57.8%	10 22.2%	5 11.1%	0 0 %
I feel more tense and nervous in my language class than in my other classes.	5 11.1%	13 28.9%	20 44.4%	6 13.3%	1 2.2%
I get nervous and confused when I am speaking in my language class.	6 13.3%	20 44.4%	14 31.1%	5 11.1%	0 0%
When I'm on my way to language class, I feel very sure and relaxed.	6 13.3%	12 26.7%	15 33.3%	11 24.4%	1 2.2%
I get nervous when I don't understand every word the language teacher says.	8 17.8%	20 44.4%	9 20%	7 15.6%	1 2.2%
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	9 20%	12 26.7%	17 37.8%	6 13.3%	1 2.2%
I am afraid that the other students will laugh at me when I speak the foreign language.	11 24.4%	18 40%	12 26.7%	3 6.7%	1 2.2%
I get nervous when the language teacher asks questions which I haven't prepared in advance.	15 33.3%	19 42.2%	8 17.8%	3 6.7%	0 0%

Source: Adapted from Horwitz et al. (1986: 129)

Based on the table, the researcher determined the averages of the percentages above. The students who responded to the point: "SA" was 19.3% (9), "A" was 38.9% (18), "N" was 28% (13), "D" was 12.2% (6), and "DS" were 1.6% (1) of them. The results were showed that most students feel self-conscious speaking a foreign language, worry about falling behind in fast-paced classes, and get nervous and confused during unprepared questions. They also feel tense and nervous when speaking and fear being laughed at by peers.

Based on eight questionnaire distributions, researchers found that the highest average percentage of student responses to the questionnaire varied. The highest percentage of "SA" responses was in the eighth distribution for the Foreign Language Classroom Anxiety Scale questionnaire, with 19.3% of students indicating this response. The highest "A" response rate was in the sixth distribution, with 39.1% of students indicating agreement. The highest "N" response rate was in the seventh distribution, with 40.3% of students indicating a neutral response. Lastly, the highest rates for "D" and "SD" responses were in the fourth distribution of the Speaking Problem on Body Language Perspective During English Language Learning questionnaire, with 24.2% and 10.7% of students indicating these responses, respectively.

b. Interview

Besides, interview was also conducted by the researcher to get supporting information. Based on the interview section, students often struggle with a limited vocabulary in their foreign language classes. This fear of speaking English leads to reliance on memorization, causing shame in pronunciation and inhibiting fluency. Additionally, students struggle with sentence structure,

intonation, and responding appropriately in conversations, hindering overall language proficiency. This is confirmed by Respondents 1, 2, and 3, who expressed concerns about understanding material and comprehending teacher explanations.

Many students feel nervous and lack confidence when speaking in class, especially in English. This affects their performance in exams, presentations, and when asked unexpected questions. They worry about making mistakes, facing criticism, and feeling embarrassed in front of peers. Respondent 7 reported feeling anxious due to a lack of fluency, Respondent 9 attributed this to insufficient practice, Respondent 8 mentioned the challenge of learning English due to its complex linguistic rules, and Respondent 3 expressed a preference for teachers to explain material more slowly and incorporate Indonesian.

In foreign language classes, students show anxiety through behaviors like avoiding eye contact, limited hand movements, stiffness, and looking down when speaking. They struggle with forgetfulness, disorganized thoughts, and frequent grammatical errors. Physical signs such as trembling and rapid heartbeats are common. The pressure to perform well can lead to a desire to skip class and a fear of the teacher's corrections. Respondent 4 mentioned struggles with vocabulary and sentence construction, while Respondent 5 and Respondent 10 expressed concerns about classmates correcting their answers.

To manage anxiety and improve speaking abilities, students seek their teacher's help. Despite struggles, some feel confident occasionally. However, many rely on memorization, leading to stuttering, shame in pronunciation, and a lack of fluency. This shows an effort

to participate in speaking activities, despite being an ineffective strategy for long-term language development. Respondent 1 emphasized that the effectiveness of studying English is highly dependent on the teacher's engaging teaching methods. Additionally, several respondents (1,2,3,6,7, and 10) noted that making mistakes while learning a language can led to being laughed at by peers, resulting in varied emotional responses.

DISCUSSION

In this section, the research findings are discussed, focusing on the anxiety levels and factors causing speaking anxiety in English language learning among eleventh-grade students at SMA Wahidiyah Kediri. The research utilizes Stuart & Sundeen's four levels of learning anxiety (cited by Nabella and Umami, 2023:266): mild anxiety, moderate anxiety, severe anxiety, and panic anxiety. Symptoms and characteristics of each level are also mentioned for a better understanding.

Many students in English language classes experience moderate anxiety due to limited vocabulary, unclear explanations, and challenging testing methods. This leads to reliance on their native language, neutral body language, discomfort with eye contact, reliance on memorization, fluency issues, and fear of making mistakes and facing peer ridicule. It was in line with Stuart and Sundeen in Nabella and Umami (2022: 266), the symptoms included rapid and incoherent speech, irritability, and emotional outbursts. This was supported by Febrikawati's statement (2021: 64), who found that a moderate level of student speaking anxiety in English class was impacted by their beliefs about speaking, performance impressions, incomprehension of speaking components, lack of preparation, and perception of negative evaluation. Similarly, Maulani (2022: 61-62) also found that students have trouble speaking because of their lack of confidence, vocabulary, and grammatical mastery of foreign languages, making it difficult for them to express their ideas.

Nearly half of the students experience severe anxiety related to their speaking abilities, which significantly impacts their confidence and performance. This anxiety manifests as nervousness, fear of criticism, and symptoms like confusion, hopelessness, fatigue, and heart palpitations. During exams and presentations, these students often avoid eye contact, minimize hand movements, and appear stiff and forgetful, reflecting their heightened stress. According to Stuart and Sundeen (as cited by Nabella and Umami, 2023: 266), severe anxiety causes individuals to focus intensely on a single fear, leading to a sense of hopelessness and physical symptoms such as insomnia, headaches, nausea, and even diarrhea. Mubin et al. (2021: 767) and Nabella (2022: 76) further emphasize that this level of anxiety makes it difficult for students to control their emotions, causing them to fear speaking in English. Al Farisy (2019: 36) also found that high anxiety levels in students were due to worries about failure, teacher corrections, and low concentration, while Daud et al. (2019: 420) highlighted that students' anxiety was significantly influenced by their reactions to others' responses in the classroom.

The research findings show that none of the students experienced mild or panic levels of anxiety in their English language learning. Mild anxiety, typically arising from everyday situations, did not significantly affect their speaking anxiety, as noted by Stuart & Sundeen, cited by Nabella and Umami (2023: 266). Such anxiety, often related to performance tasks like presentations, is manageable without outside help and does not disrupt students' daily functioning, as described by Majid (2021 in Sari et al., 2023: 542) and Munir (2022: 35). On the other hand, the absence of panic anxiety suggests that while anxiety is a challenge in their language learning experience, it did not escalate to a crisis level. Panic anxiety, the most intense form as defined by Stuart & Sundeen, Majid that cited by Sari et al. (2023: 542), and Rofiah et al. (2024: 49) is characterized by symptoms like difficulty breathing, hallucinations, and irrational thinking, none of which were observed in the students. This indicates that although anxiety is present, it does not reach the severity that would require professional mental health intervention.

CONCLUSION

In conclusion, half of the students experience moderate to severe anxiety, affecting their speaking abilities with fear of criticism and mistakes, leading to nervousness, confusion, fatigue, heart palpitations, and avoidance of eye contact. This adversely affects their confidence and performance, emphasizing the need for targeted interventions in language learning environments. Based on the eight questionnaire distributions, the researcher also determined the highest response percentages: 19.3% of SA (Strongly Agree) in the eighth distribution, and 39.1% of A (Agree) in the sixth distribution, showing a lack of confidence and fear of speaking without preparation. 40.3% of N (Neutral) in the seventh distribution, with students feeling neutral about volunteering answers and teacher corrections. Also, 24.2% (Disagree) and 10.7% (Strongly Disagree) in the fourth distribution, showed disagreement about nervousness and use of body language. In addition, the research found that while anxiety is prevalent among students in their English language learning, it generally manifests at moderate to severe levels, with none experiencing mild or panic levels. Despite being a significant challenge, anxiety does not reach extremes requiring professional intervention.

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