STUDENTS' PERCEPTION ON ANXIETY IN SPEAKING ENGLISH AT SENIOR HIGH SCHOOL

JUWI P. C. SAROINSONG, NIHTA V. F. LIANDO, FIVY A. ANDRIES
Universitas Negeri Manado, Faculty of Language and Arts,
English Education Department
Corresponding Author: Nihtaliando@unima.ac.id

Abstract: The aim of this research is to find out the students' anxiety in speaking English. In this study the researcher used a descriptive quantitative approach in order to answer the proposed questions. The sample that was taken from one class only with the total of students were 36 students. Therefore, it can be said that one of three indicators the represent the anxiety of students in speaking English, the most dominant is the second indicator, namely text anxiety where students feel the most anxious and worried when faced with formal situations such as exams, tests, midterm exams or practical exam. The test anxiety indicator is the indicator that covers the most questions in the distributed questionnaire, which includes 15 questions related to it, so it can be said that there is a need for a special method that can be a solution to students' anxiety in speaking which is dominated by fear in formal learning situations. Thus, for students has been felt or experienced the speaking anxiety, perhaps that students study hard to minimize their anxiety such as increase reading books, listening music, watch western movies without subtitle. Finally, always be brave, confident, don't be afraid to try to speak with others and speaking skills. Furthermore, the students need to implementation more in speaking and for the further researcher, perhaps this research can be used as a source of reference for their research.

Keywords: Students' Anxiety, Speaking, Questionnaire, EFL

INTRODUCTION

English is a foreign language that is used all over the world for communication and is taught worldwide as a second language today. Currently, in human life English is important language and English is one from several subject in Indonesian school since Kindegarden (TK),

Elementary School, Secondary School, High School and till the institution college. Through the students' education, it is hoped that they can be master in English. (Mogea, 2019) states "to learn a language is to learn how to use it, how to respond to situation and how to understand what others say. People know that the function of language is a tool of communication or something which connected with listening and speaking. Speaking is for the purpose of expression, which is the use of language in order to express thoughts and feeluings, including responding or reacting to the spoken words. According to (Hampp, 2019) Language is a tool for expressing yourself, a communication tool, and a means for social control. English takes up a very important position in almost every walk of life: business, commerce, academic field, tourism, etc. It has been claimed as the first foreign languge in Indonesia. Moreover, instructors of second/unknown dialect could be a genuine model for understudies to work on their talking capacity in the objective language (Liando, 2015:5),So it is included in the curriculum as the foreign language to be taught in school. In learning English there are four skills that should be mastered by the students in ordeeer to use English well. They are listening, speaking, reading and writing. And speaking is the first requirement in practicing a language." The capacity to the scholastic necessities and individual learning endeavors supplemented inspiration as a significant element for effective language learning (Liando, 2009:4).

Moreover, (Richard, 2002: 210) state "Speaking is one of the central elements of communication in EFL (English as a Foreign Language) teaching, it is an aspect that needs special attention and instruction". However, there are several problems in English speaking from students during the teaching and learning process. (Maru, 2009) stated "Teaching language is not merely a matter of techniques and teachers' teaching role as well as material but also aspect related to an atmosphere or climate within the teaching and learning take place". According to (Syamsu, 2009:115) "if students experience emotional tension it can hinder or

interfere with the integration of learning and also looks nervous and stutters at heart". Emotions are important in conversations or classroom activities, because they have a good effect on learning. As stated by (Brown, 1991:73) "emotions influence learning in the most fundamental ways because they are the foundation of learning strategies and techniques." Therefore, in learning to speak English, besides being able to be interpreted as a measure and showing how far a person's communication skills are, this is also influenced by the emotional intelligence of a healthy student from the bottom which already has emotional strength in dealing with all problems, difficulties and obstacles in learning. speaking in English. Therefore, as part of international communication, mastery of English is very necessary because of its important role in the future era where everything will be globalized and also assisted by a healthy emotional drive in learning through strong motivation and desire to learn. The researcher's experience is additionally apparent the most understudies experience nervousness in communicating in English, that is experienced by scientist during PPL II at SMA N 1 Kotamobagu. There were so many understudy who would rather not learn English and dread wrong when communicating in English. For instance, when researcher teaching practice in class XI IPA A SMA N 1 Kotamobagu, researcher asked the students to answer the questions that given by researcher by using English, they are embarrased and worried about pronunciation since they were apprehensive with regards to committing error when communicating in English before their companions.

RESEARCH METHODOLOGY

In this study, the researcher is used a descripstive quantitative methodology to respond to the proposed questions. (Creswell, 2003:18) states quantitative research "employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data".

Population and Sample

Before the sample was collected, the researcher needed to decide the populace. As indicated by (Sugiyono, 2010:117) Population is geographic specuulation there are: object/subject has quality and sure of trademark that set by researcher to learning then, at the point, make the conclusion. The entire of exploration subject (Arikunto & Suharsimi, 1998:15). The number of inhabitants in this review is the second year understudies in the 2021-2022 scholastic year directed at SMA Negeri 1 Kotamobagu comprising 8 classes. There are around 365 understudies, 96 male and 260 female as the populace. Thus, the sample that was taken from one class only with the total of students were 36 students.

Instrument

The researcher used questionnaire to collect data. The researcher gave questionnaire to the students to know the understudy's uneasiness in communicating in English and the researcher discover understudy's tension in learning English. (Creswell, 2014:2) Quantitative examinations is a methodology for testing objective speculations by looking at the relationship between factors. These factors, thus, can be setimated. Ordinarily on instruments, so that numbered information can be examined utilizing measurable techniques.

Information assortment was coordinate into one stage in particular. Information assortment strategies are survey of unknown dialect class tension scale (FLCAS) adjusted from Horwitz, E.K., Horwitz, M.B., and Cope, J. (1986).

One class of understudies had been taken as test that been given the survey. The sort of the poll that be essayist utilized is Likert-type Scales comparise of 33 explanations. Likert scale is utilized to gauge demeanor, assessment, individuals', or artenately gatherings' insight about friendly peculiarity.

In the instruments there were choices and score for every question that has been reply by the respondents, they are:

LIKERT SCALE RATING

Table 1. Score

Scoring				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Component of Speaking Performance Anxiety

Table 2. Indicators

No.	Component of Speaking Performance Anxiety	Questionnaire Number	Total
1.	Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32	11
2.	Test Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28	15
3.	Fear of Negative Evaluation	2, 7, 13, 19, 23, 31, 33	7
Total			33

Source: Horwitz, E. K. (2010). Foreign and second language anxiety. Language Teaching, 43, 154-167.

Based on the indicators above, it was adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986), in their well-known article, Horwitz, Horwitz and Cope (1986) defined FLA as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process" (p. 128). In addition, Maru, Mister Gidion. (2016: 58) as well said

that "Language is the most important aspect in the life of all human beings",

Validity

In this review, legitimacy of the poll was set up measurably utilizing relationship plan. Yamin (2009:63) express that Correlation configuration is research aim on know the connection between's two factors or multiple variable or relationship between autonomous variable and ward variable. There were 36 understudies from social class partaking in this legitimmagy test. The things were examined utilizing the Microsoft Excel PC program for windows. To decide if the thing is substantial or not is seen by contrasting the worth of r-thing and r-table item second. On the off chance that the worth of r thing > r table item second, the instrument is pronounced substantial however if the worth of rx item <r table item second, the instrument is announced invalid. The experimental outcomes can be found in the accompanying table.

Table 3. Validity Try Out Result

No.	Statements	R-Item	R-Table	Result
1.	I never feel a quite sure of m self when I am speaking English in the class.	0.629246	0.514	Valid
2.	I don't stress over commiting errors in language class.	0.672519	0.514	Valid
3.	I shake when I realize I am to be approached in language class.	0.647931	0.514	Valid
4.	It startles me when I'm not sure what the educator said in English.	0.536631	0.514	Valid
5.	It would not trouble me at all to take more English class.	0.561275	0.514	Valid

6.	During English class, I observe my self contemplating thing don't have anything to do with the course.	0.53539	0.514	Valid
7.	I continue to imagine that different understudies are greater English than me.	0.546029	0.514	Valid
8	I'm ordinarily at case during test in my language class.	0.553942	0.514	Valid

9.	I begin to freeze when I have communicated in without planning in language class.	0.678037	0.514	Valid
10.	I stress over result of bombing my unknown dialect class.	0.546274	0.514	Valid
11.	I'm not sure why certain individuals get so annoyed with language class.	0.552167	0.514	Valid
12.	In English class, I can get so apprehensive, I fail to remember things I know.	0.602577	0.514	Valid
13.	It embaressess me to chip in reply in my English class.	0.625741	0.514	Valid
14.	It would not be anxious communicating in English with local speakers.	0.552061	0.514	Valid
15.	I get disturbed when I'm not sure the thing the instructor is remedying.	0.516465	0.514	Valid
16.	Regardless of wether I am completely ready for language class, I have a restless outlook on it.	0.644754	0.514	Valid
17.	I usually feel like I'm not going to my language class.	0.566676	0.514	Valid

18.	I feel certain when I talk in English class.	0.600995	0.514	Valid
19.	I'm worried about the possibility that my English instructor is prepared to address each slip-up I make.	0.644468	0.514	Valid
20.	I can feel my heart punding when I will be approached in English class.	0.573005	0.514	Valid
21.	The more I study for a English test, the more confused I get.	0.524618	0.514	Valid
22.	I don't feel pressure to prepare very well for English class.	0.555075	0.514	Valid
23.	I always feel that the other students speak the foreign language better than I do.	0.569093	0.514	Valid
24.	I feel very self-conscious about speaking English in front of other students.	0.571006	0.514	Valid
25.	English class moves so quickly, I worry about getting left behind.	0.536195	0.514	Valid
26.	I feel more tense and nervous in my English class than in my other classes.	0.787684	0.514	Valid
27.	I get nervous and confused when I am speaking in my English class.	0.767077	0.514	Valid
28.	At the point when I am headed to English class, I feel extremely certain and loose	0.544329	0.514	Valid
29.	I get anxious when I don't see each word the English instructor says.	0.589698	0.514	Valid
30.	I begin to freeze when I have communicated in without planning in language class.	0.729083	0.514	Valid
31.	I stress over results of bombing my	0.621097	0.514	Valid

	unknown dialect class.			
32.	I'm not sure why certain individuals get so annoyed with English classes.	0.562985	0.514	Valid
33.	In English class, I can get so apprehensive, I fail to remember things I know.	0.606949	0.514	Valid

In light of the aftereffects of the examination it tends to be inferred that all things are substantial in light of the fact that every thing shows that rxy > r table item second.

Reliability

Dependability alludes to how well a test reliably gauges what it ought to. The unwavering quality test in this review utilized the PC program Microsoft Excel for windows with the dependability trial of the Crobach Alpha method. To decide if the survey is solid or not, the accompanying standards wasutilized.

Table 4. Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$a \geq 0.9$	Excellent
$0.9 > a \geq 0.8$	Good
$0.8 > a \geq 0.7$	Acceptable
$0.7 > a \geq 0.6$	Questionable
$0.6 > a \geq 0.5$	Poor
$0.5 > a$	Unacceptable

The results of dependability test can be found in the table form on the index.

Technique of Collecting Data

The specialist utilized survey to gather information. As indicated by Acharya (2010:3), a poll similary utilized in overview examination, tests and different methods of perception. Thusly, by apply this survey it will uncover the understudies' uneasiness in talking. The strategy of information examination has been finished by handling the aftereffect of poll. Information managing the principal research question was dissected quantitatively in rate. The accompanying advances are ultilized to gather the information:

1. The poll was appropriated to understudies
2. The survey was gathered after understudies wrapped up noting the poll
3. Dissecting the information
4. The aftereffect of the survey are given as rate

Data Analysis

To dissect and decipher the information got from poll, the researcher utilized basic equation. The information will be introduced utiliting the accompanying recipe.

P = Percentage
F = Frequency
N = Number of test
100% = Constants esteem

$$p = f/n \ X \ 100\%$$

FINDINGS AND DISCUSSION

Findings

In this section, the researcher showed the assessment finding on understudies' apprehension in imparting in English to 36-second year understudies of SMA Negeri 1 Kotamobagu. The students' perception in this survey mark as: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree. The disclosures were presented underneath:

Table 5. Response to questionnaire in number

No.	Statement	SD	D	N	A	SA	Total
1.	I never feel a quite sure of m self when I am speaking English in the class.	2	8	11	12	3	36
2.	I don't stress over commiting errors in language class.	1	8	16	7	4	36
3.	I shake when I realize I am to be approached in language class.	4	13	9	6	4	36
4.	It startles me when I'm not sure what the educator said in English.	1	7	6	14	8	36
5.	It would not trouble me at all to take more English class.	4	8	8	4	12	36
6.	During English class, I observe my self contemplating thing don't have anything to do with the course.	2	8	12	5	9	36
7.	I continue to imagine that different understudies are greater English than me.	2	2	10	15	7	36
8.	I'm ordinarily at case during test in my language class.	4	10	10	8	4	36

9.	I begin to freeze when I have communicated in without planning in language class.	0	6	2	15	13	36
10.	I stress over result of bombing my unknown dialect class.	3	11	8	8	6	36
11.	I'm not sure why certain individuals get so annoyed with language class.	1	9	12	8	6	36
12.	In English class, I can get so apprehensive, I fail to remember things I know.	0	12	9	9	6	36
13.	It embaressess me to chip in reply in my English class.	2	12	11	10	1	36
14.	It would not be anxious communicating in English with local speakers.	7	6	12	8	3	36
15.	I get disturbed when I'm not sure the thing the instructor is remedying.	3	8	7	13	5	36
16.	Regardless of wether I am completely ready for language class, I have a restless outlook on it.	1	9	7	14	5	36
17.	I regularly feel like not going to my language class.	8	15	6	4	3	36
18.	I feel certain when I talk in English class.	7	4	15	7	3	36
19.	I'm worried about the possibility that my English instructor is prepared to address each slip-up I make.	3	12	10	8	3	36
20.	I can feel my heart punding when I will be approached in English class.	3	6	12	12	3	36
21.	The more I study for a English test,	8	7	8	10	3	36

	the more confused I get.						
22.	I don't feel pressure to prepare very well for English class.	4	5	17	5	5	36
23.	I always feel that the other students speak the foreign language better than I do.	1	6	10	15	4	36
24.	I feel very self-conscious about speaking English in front of other students.	2	4	9	13	8	36
25.	English class moves so quickly, I worry about getting left behind.	1	9	9	15	2	36
26.	I feel more tense and nervous in my English class than in my other classes.	3	7	16	6	4	36
27.	I get nervous and confused when I am speaking in my English class.	1	14	11	7	3	36
28.	At the point when I am headed to English class, I feel extremely certain and loose	3	3	20	6	4	36
29.	I get anxious when I don't see each word the English instructor says.	0	11	5	13	7	36
30.	I begin to freeze when I have communicated in without planning in language class.	1	6	12	13	4	36
31.	I stress over results of bombing my unknown dialect class.	2	7	7	10	10	36
32.	I'm not sure why certain individuals get so annoyed with English classes.	1	6	9	11	9	36
33.	In English class, I can get so apprehensive, I fail to remember things I know.	0	2	8	14	12	36

The table below showed the value of every item that has been The table below shows the score of each item that had been calculated in the percentage formula.

Table 6. The Questionnaire Response in Percentage

No.	Statement	Response		
		A	N	D
1.	I never feel a quite sure of m self when I am speaking English in the class.	33%	31%	22%
2.	I don't stress over commiting errors in language class.	20%	44%	22%
3.	I shake when I realize I am to be approached in language class.	17%	25%	36%
4.	It startles me when I'm not sure what the educator said in English.	39%	17%	19%
5.	It would not trouble me at all to take more English class.	11%	22%	22%
6.	During English class, I observe my self contemplating thing don't have anything to do with the course.	14%	33%	22%
7.	I continue to imagine that different understudies are greater English than me.	42%	28%	5%
8.	I'm ordinarily at case during test in my language class.	22%	28%	28%
9.	I begin to freeze when I have communicated in without planning in language class.	42%	5%	17%
10.	I stress over result of bombing my unknown dialect class.	22%	22%	31%

11.	I'm not sure why certain individuals get so annoyed with language class.	22%	33%	25%
12.	In English class, I can get so apprehensive, I fail to remember things I know.	25%	25%	33%
13.	It embaressess me to chip in reply in my English class.	28%	31%	33%
14.	It would not be anxious communicating in English with local speakers.	22%	33%	17%
15.	I get disturbed when I'm not sure the thing the instructor is remedying.	36%	20%	22%
16.	Regardless of wether I am completely ready for language class, I have a restless outlook on it.	29%	19%	19%
17.	I regularly feel like not going to my language class.	11%	17%	42%
18.	I feel certain when I talk in English class.	20%	42%	11%
19.	I'm worried about the possibility that my English instructor is prepared to address each slip-up I make.	22%	28%	34%
20.	I can feel my heart punding when I will be approached in English class.	34%	33%	17%
21.	The more I study for a English test, the more confused I get.	28%	22%	20%
22.	I don't feel pressure to prepare very well for English class.	14%	47%	14%
23.	I always feel that the other students speak the foreign language better than I do.	41%	28%	17%
24.	I feel very self-conscious about speaking	36%	25%	11%

	English in front of other students.			
25.	English class moves so quickly, I worry about getting left behind.	42%	25%	25%
26.	I feel more tense and nervous in my English class than in my other classes.	17%	45%	19%
27.	I get nervous and confused when I am speaking in my English class.	19%	31%	39%
28.	At the point when I am headed to English class, I feel extremely certain and loose	17%	56%	8%
29.	I get anxious when I don't see each word the English instructor says.	36%	14%	31%
30.	I begin to freeze when I have communicated in without planning in language class.	12%	46%	23%
31.	I stress over results of bombing my unknown dialect class.	28%	19%	19%
32.	I'm not sure why certain individuals get so annoyed with English classes.	30%	25%	17%
33.	In English class, I can get so apprehensive, I fail to remember things I know.	39%	22%	6%

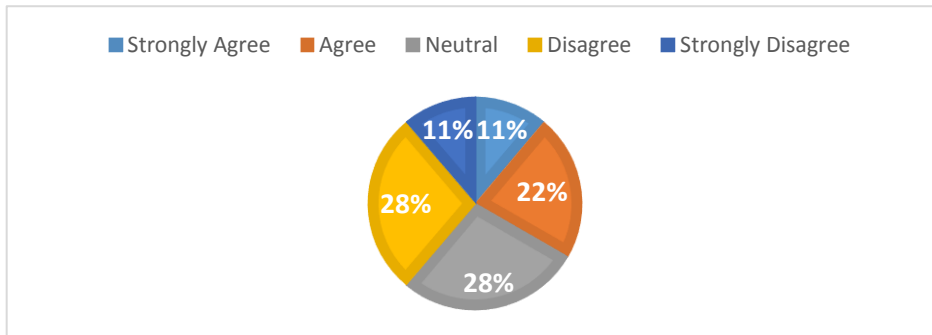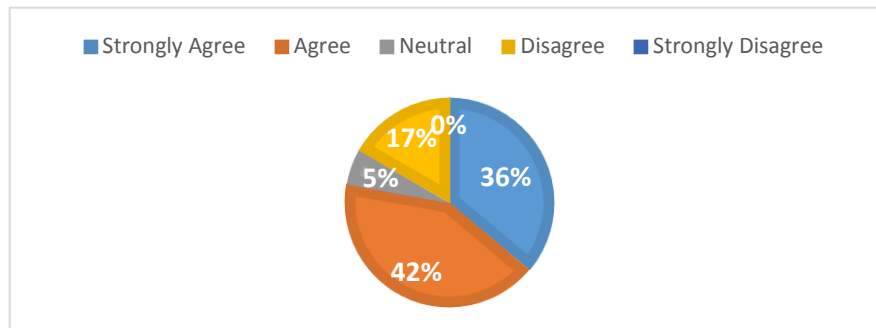Chart 1. I never feel a quite sure of m self when I am speaking English in the class
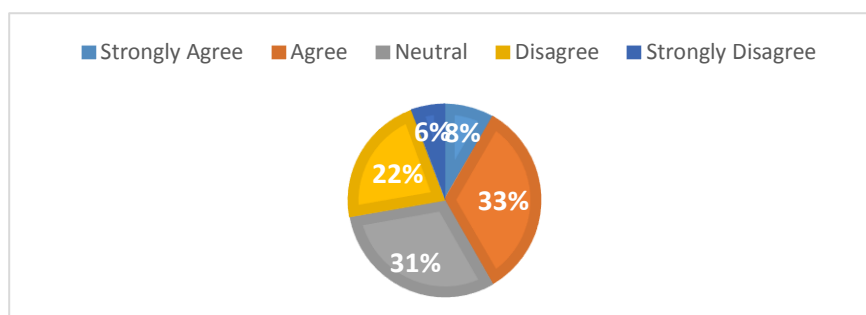
From the table and figure above, the researcher found that students statements: Strongly Agree (8%); Agree (33%); Neutral (31%); Disagree (22%); Strongly Disagree (6%). It showed that understudies feel uncertain when communicating in English in the class.

Chart 2. I don't stress over commiting errors in language class
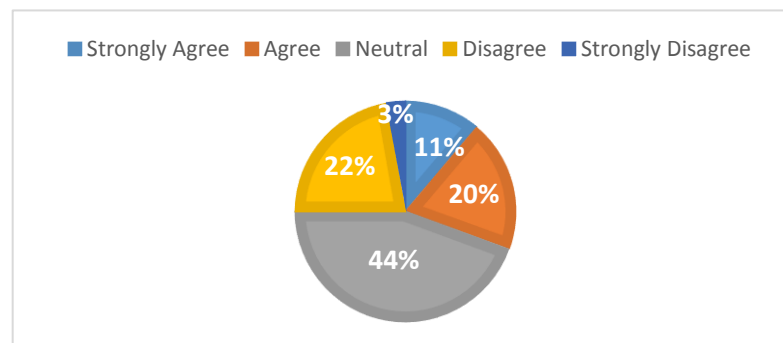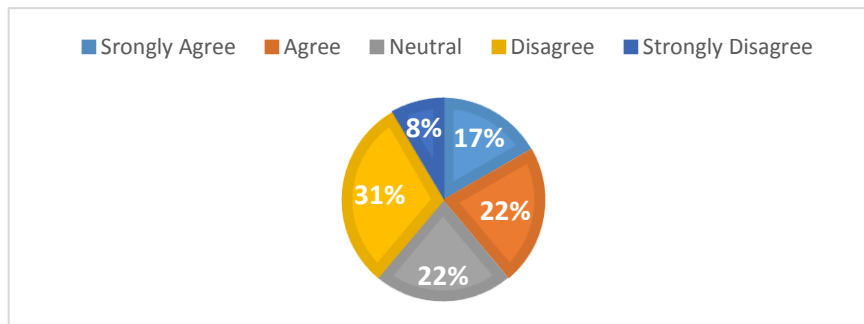

From the table and figure above, the researcher found that students statements: Strongly Agree (11%); Agree (20%); Neutral (44%); Disagree (22%); Strongly Disagree (3%). It showed that almost every student choose to agree with the statement.

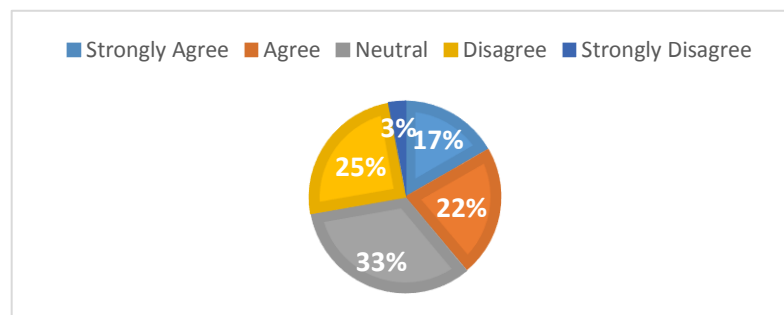**Chart 3. I shake when I realize I am to be approached in language class**
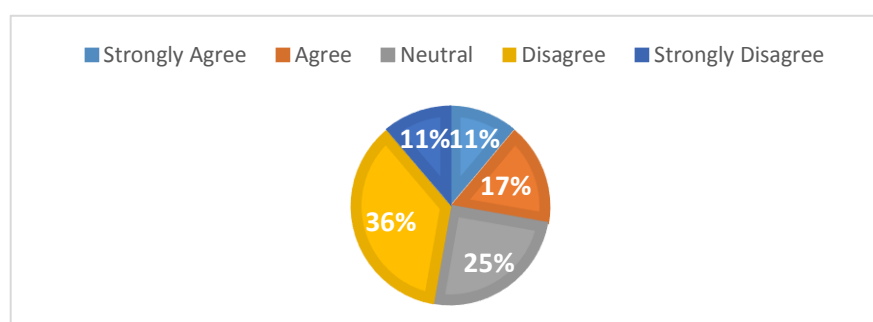
From the table and figure above, the researcher found that students statements: Strongly Agree (11%); Agree (17%); Neutral (25%); Disgaree (36%); Strongly Disagree (11%). The results showed that most students feel calm and relaxed when they know they will be called in the class.

Chart 4. It startles me when I'm not sure what the educator said in English
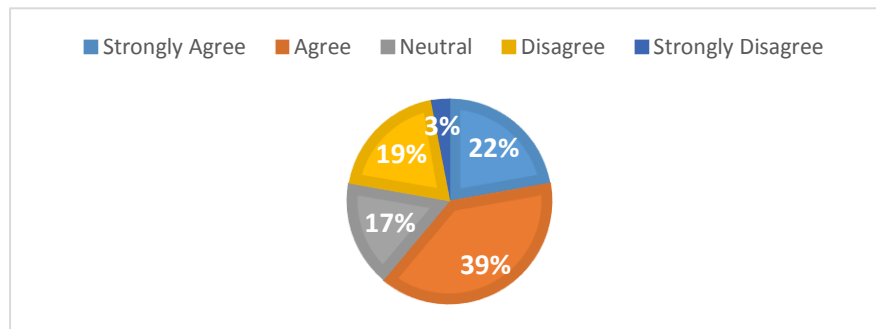
From the table and figure above, the researcher found that students statements: Strongly Agree (22%); Agree (39%); Neutral (17%); Disagree (19%); Strongly Disagree (3%). It showed that it make students frightens when they're not sure what the educator said in English.

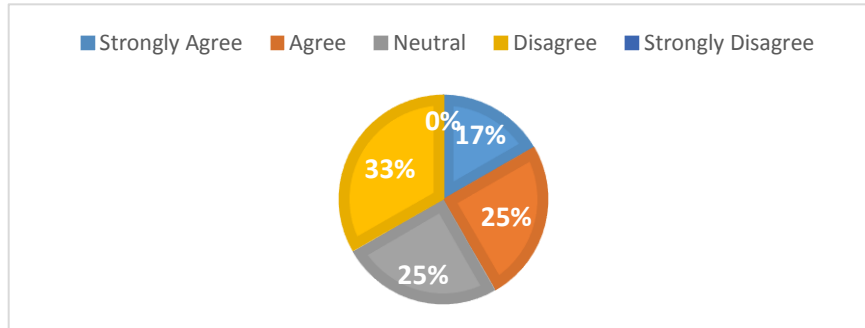## Chart 5. It would not trouble me at all to take more English class
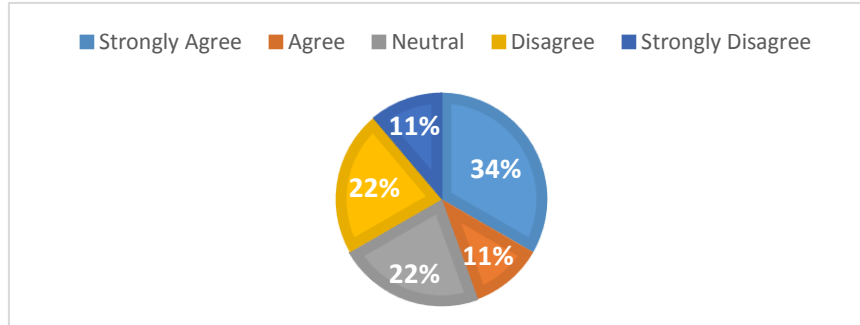
From the table and figure above, the researcher found that sudents statements: Strongly Agree (34%); Agree (11%); Neutral (22%); Disagree (22%) Strongly Disagree (11%). It showed that understudies feel enjoy to take more English class.

Chart 6. During English class, I observe my self contemplating thing don't have anything to do with the course
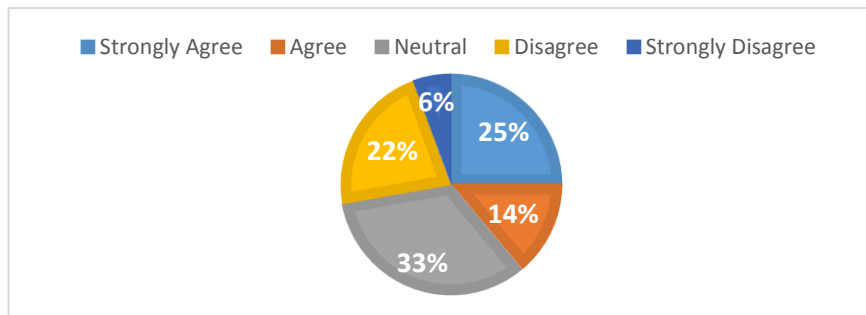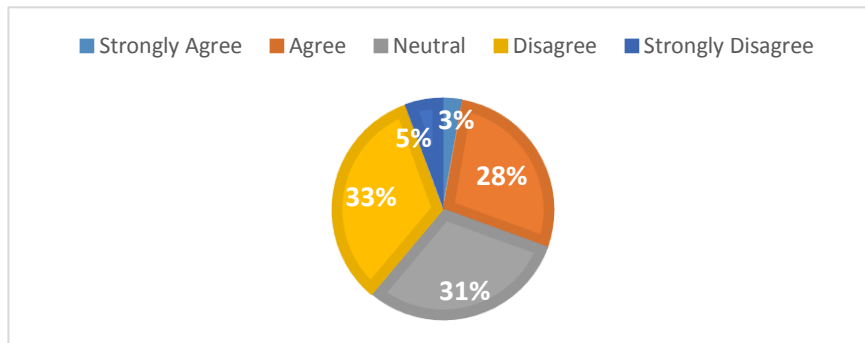

From the table and figure above, the researcher found that students statements: Strongly Agree (25%); Agree (14%); Neutral (33%); Disagree (22%); Strongly Disagree (6%). From the result above many students were choose neutral while other students agree because sometimes they don't focus on the ongoing lesson.

Chart 7. I continue to imagine that different understudies are greater English than me
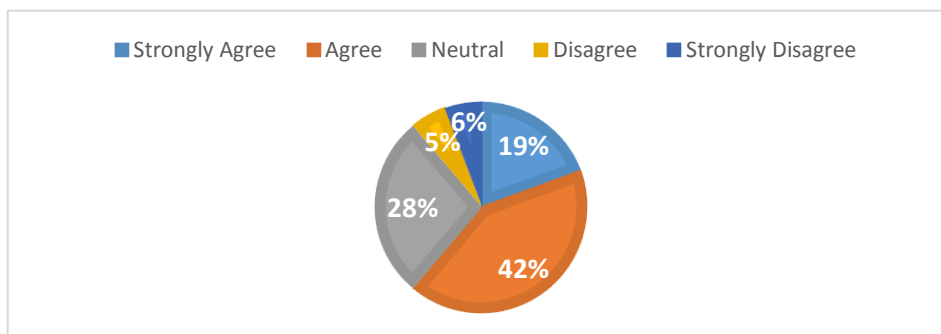
From the table and figure above, the researcher found that students statements: Strongly Agree (19%); Agree (42%); Neutral (28%); Disagree (5%); Strongly Disagree (6%). It showed that numerous understudies are not certain utilizing English around his/her colleague.

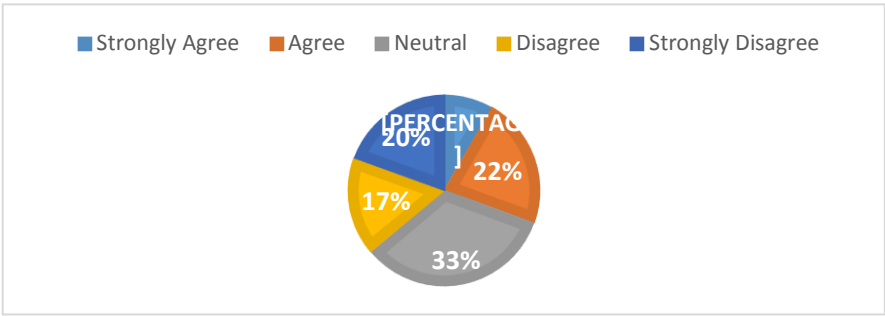## Chart 8. I'm ordinarily at case during test in my language class

From the table and figure above, the researcher found that students statements: Strongly Agree (11%); Agree (22%); Neutral (28%); Disagree (28%); Strongly Disagree (11%). It showed that numerous understudies couldn't help contradicting that assertion since they were feel certain.

Chart 9. I begin to freeze when I have communicated in without planning in language class
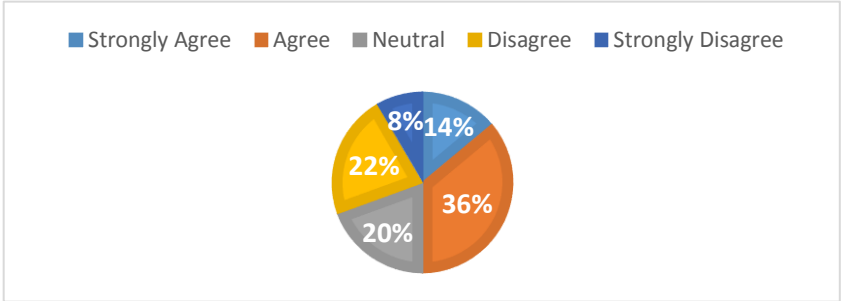

From the table and figure above, the researcher found that students statements: Strongly Agree (36%); Agree (42%); Neutral (5%); Disagree (17%); Strongly Disagree (0%). From the result above, it showed that students were panic to spoken in English class without preparation.

## Chart 10. I stress over result of bombing my unknown dialect class

From the table and figure above, the researcer found that students statements: Strongly Agree (17%); Agree (22%); Neutral (22%); Disagree (31%); Strongly Disagree (8%). It showed that understudies relax assuming they fizzle in English class.

## Chart 11. I'm not sure why certain individuals get so annoyed with language class

From the table and figure, the researcher found that students statements: Strongly Agree (17%); Agree (22%); Neutral (33%); Disagree (25%); Strongly Disagree (3%). From the result above, it showed that the majority were disagreed with the statements. It means they are enjoy with English class.

Chart 12. In English class, I can get so apprehensive, I fail to remember things I know

Legend: Strongly Agree · Agree · Neutral · Disagree · Strongly Disagree

- Strongly Agree: 17%
- Agree: 25%
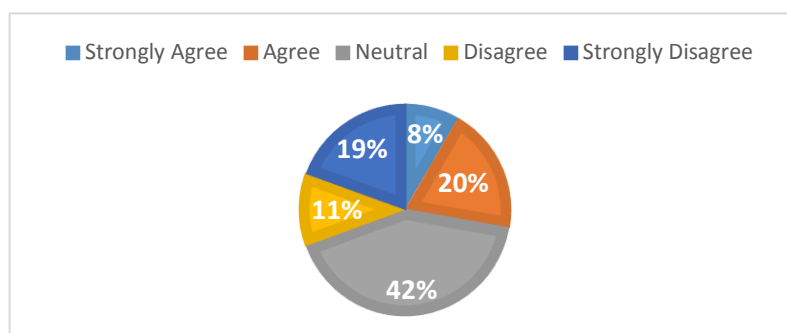- Neutral: 25%
- Disagree: 33%
- Strongly Disagree: 0%

From the table and figure above, the researcher found that students statements: Strongly Agree (17%); Agree (25%); Neutral (25%); Disagree (33%); Strongly Disagree (0%). It showed that students are enjoy because they have prepared the material.

Chart 13. It embaressess me to chip in reply in my English class

Legend: Strongly Agree · Agree · Neutral · Disagree · Strongly Disagree

- Strongly Agree: 3%
- Agree: 28%
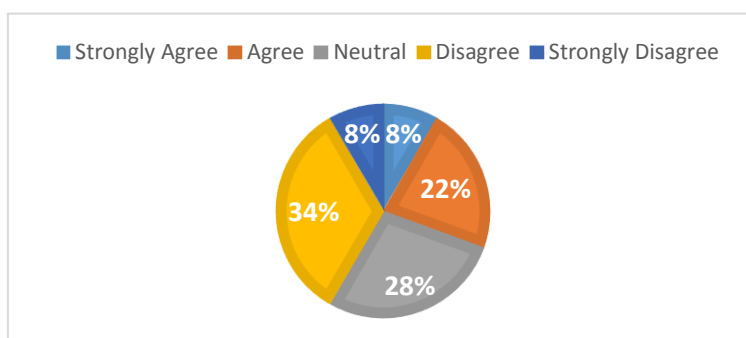- Neutral: 31%
- Disagree: 33%
- Strongly Disagree: 5%

From the table and figure above, the reseacher found that studets statements: Strongly Agree (3%); Agree (28%); Neutral (31%); Disagree (33%); Strongly Disagree (5%). It showed the students have no shame to speak English in the class.

Chart 14. It would not be anxious communicating in English with local speakers

From the table and figure above, the reseacher found that students statements: Strongly Agree (8%); Agree (22%); Neutral (33%); Disagree (17%); Strongly Disagree (20%). It showed that students was brave enough to talk with native speakers.

Chart 15. I get disturbed when I'm not sure the thing the instructor is remedying
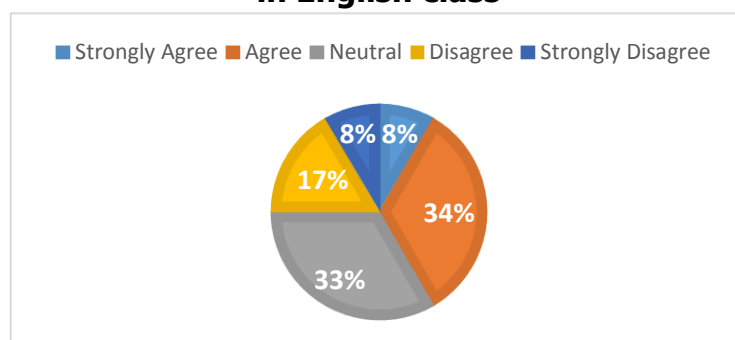

From the table and figure above, the reseacher found that students statements: Strongly Agree (14%); Agree (36%); Neutral (20%); Disagree (22%); Strongly Disagree (8%). It showed that students are so confused about what the teacher says or explain to them and then they get upset.

Chart 16. Regardless of whether I am completely ready for language class, I have a restless outlook on it
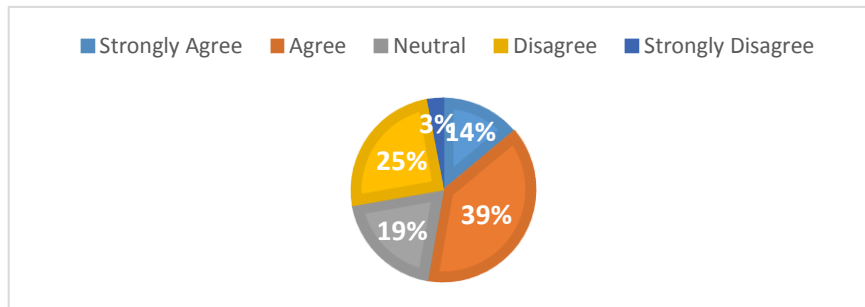
From the table and figure above, the reseacher found that students statements: Strongly Agree (14%); Agree (29%); Neutral (19%); Disagree (25%); Strongly Disagree (3%). From the result above, it showed that students are worried and anxiety.

Chart 17. I regularly feel like not going to my language class
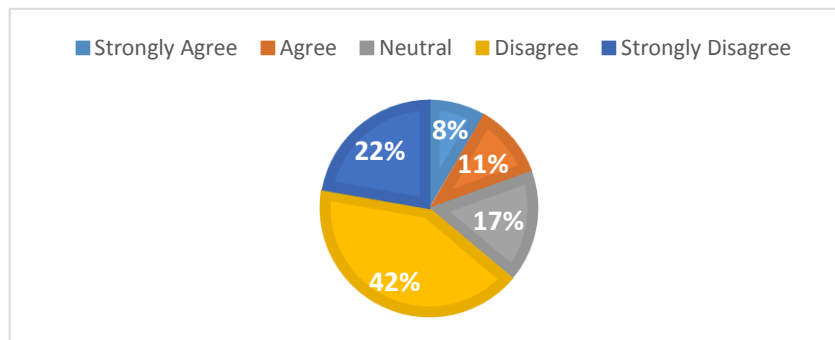
From the table and figure above, the reseacher found that students statements: Strongly Agree (8%); Agree (11%); Neutral (17%); Disagree (42%); Strongly Disagree (22%). It showed that students aren't afraid to enter English class.

Chart 18. I feel certain when I talk in English class

From the table and figure above, the reseacher found that students statements: Strongly Agree (8%); Agree (20%); Neutral (42%); Disagree (11%); Strongly Disagree (19%). It showed that students felt confident and was not ashamed to speak English in the class.

Chart 19. I'm worried about the possibility that my English instructor is prepared to address each slip-up I make
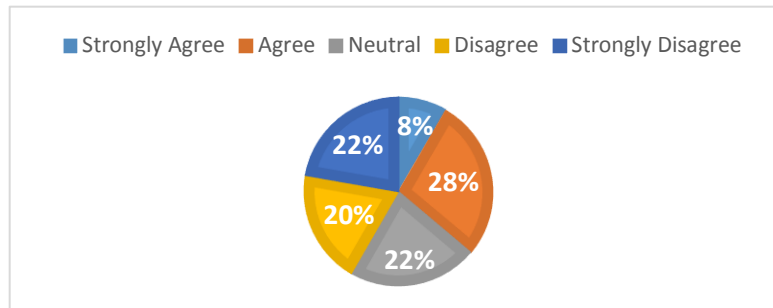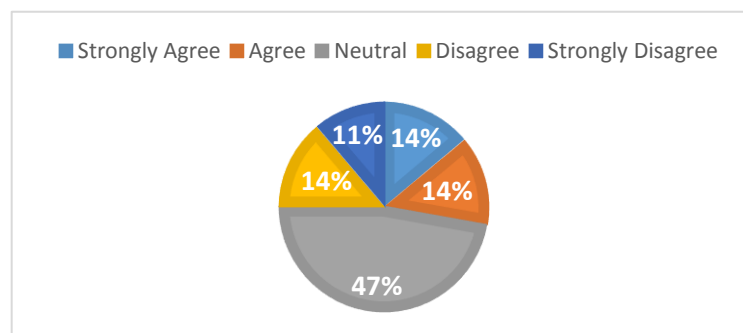

From the table and figure above, the reseacher found that students statements: Strongly Agree (8%); Agree (22%); Neutral (28%); Disagree (34%); Strongly Disagree (8%). It showed that students aren't afraid when the teacher correct their mistakes.

Chart 20. I can feel my heart punding when I will be approached in English class

From the table and figure above, the reseacher found that students statements: Strongly Agree (8%); Agree (34%); Neutral (33%); Disagree (17%); Strongly Disagree (8%). It showed that students worry when they will be come in front of the class.

## Chart 21. The more I study for a English test, the more confused I get

Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

From the table and figure above, the reseacher found that students statements: Strongly Agree (8%); Agree (28%); Neutral (22%); Disagree (20%); Strongly Disagree (22%). It showed that students are confused to learning more about English lessons.

## Chart 22. I don't feel pressure to prepare very well for English class

Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

From the table and figure above, the reseacher found that students statements: Strongly Agree (14%); Agree (14%); Neutral (47%); Disagree (14%); Strongly Disagree (11%). It showed that students are in the feeling between agree or disagree but they still feel relaxed in applying themselves to English class but they don't like to push themselves.

**Chart 23. I always feel that the other students speak the foreign language better than I do**
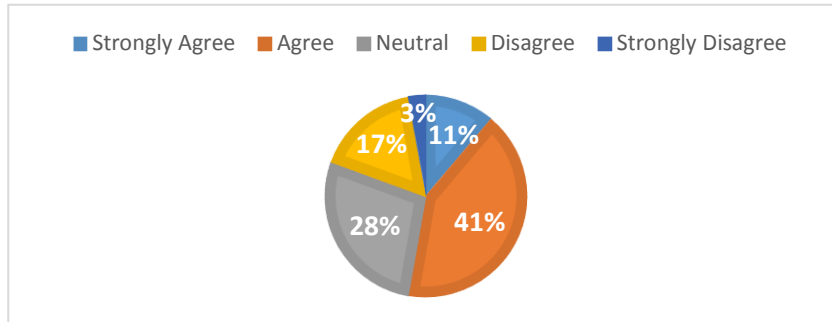
From the table and figure above, the reseacher found that students statetments: Strongly Agree (11%); Agree (41%); Neutral (28%); Disagree (17%); Strongly Disagree (3%). It showed that students feels less confident and thinks that the other student is better than she/he is.

**Chart 24. I feel very self-conscious about speaking English in front of other students**
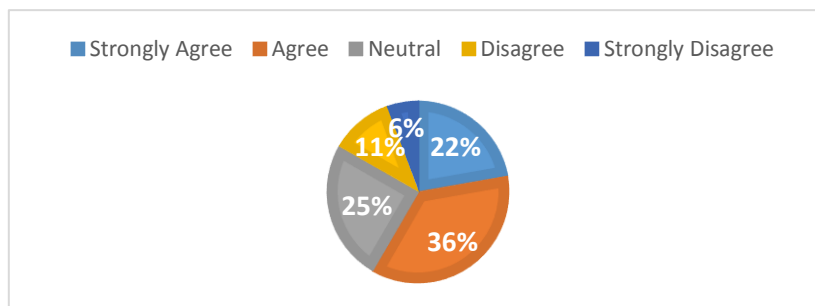
From the table and figure above, the reseacher found that students statetments: students statetments: Strongly Agree (22%); Agree (36%); Neutral (25%); Disagree (11%); Strongly Disagree (6%). It showed that although stuedents feel nervous, they are consious of what they do or say when they are in front of the other students.

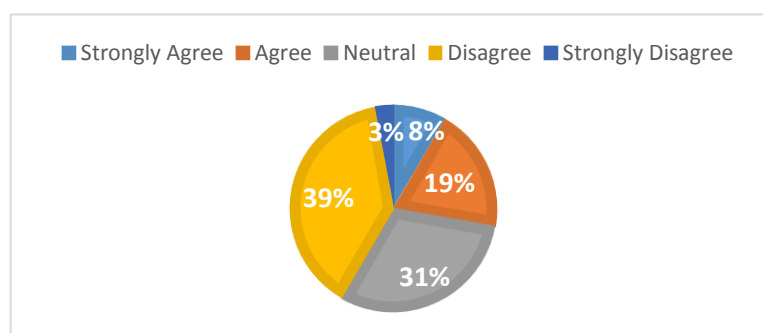**Chart 25. English class moves so quickly, I worry about getting left behind**
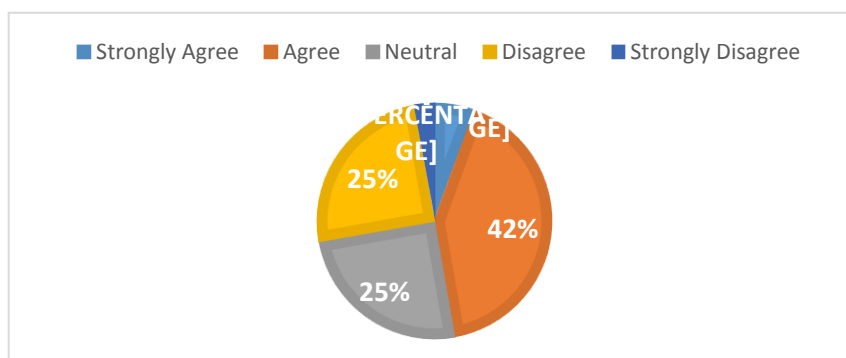
From the table and figure above, the reseacher found that students statetments: Strongly Agree (5%); Agree (42%); Neutral (25%); Disagree (25%); Strongly Disagree (3%). It showed that students are afraid when they are missed and do not understand the lesson that the teacher has explained.

Chart 26. I feel more tense and nervous in my English class than in my other classes
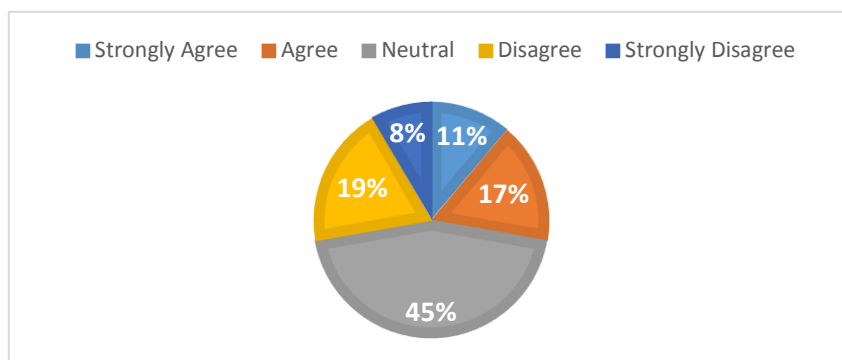
From the table and figure above, the reseacher found that students statetments: Strongly Agree (11%); Agree (17%); Neutral (45%); Disagree (19%); Strongly Disagree (8%). It showed that the other students are felt relaxed in English class and it likes in another classes.
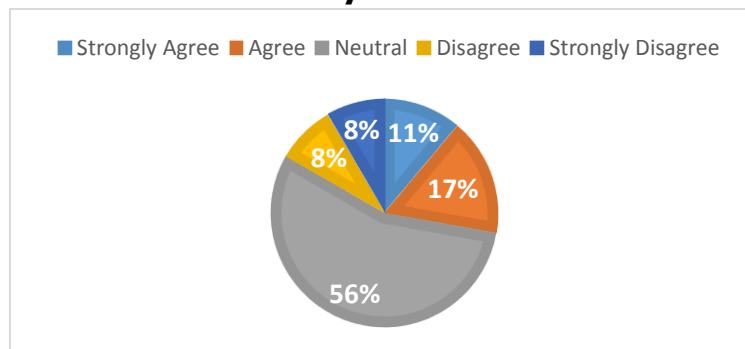
Chart 27. I get nervous and confused when I am speaking in my English class

From the table and figure above, the reseacher found that students statetments: Strongly Agree (8%); Agree (19%); Neutral (31%); Disagree (39%); Strongly Disagree (3%). From the result above, it showed that the

majority were disagree with the statements. So they were relaxed and enjoy when their speaking in English class.

Chart 28. At the point when I am headed to English class, I feel extremely certain and loose
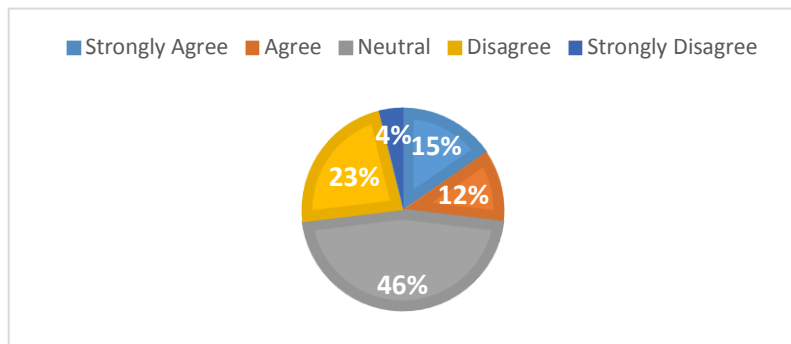

From the table and figure above, the reseacher found that students statetments: strongly Agree (11%); Agree (17%); Neutral (56%); Disagree (8%); Strongly Disagree (8%). From the result above, it showed that the majority were relaxed and sure to enter in English class.

Chart 29. I get anxious when I don't see each word the English instructor says.
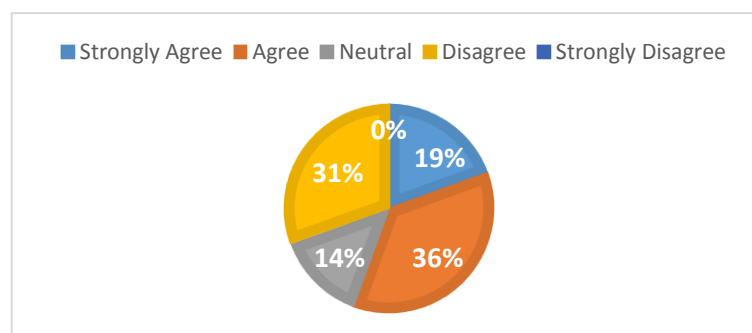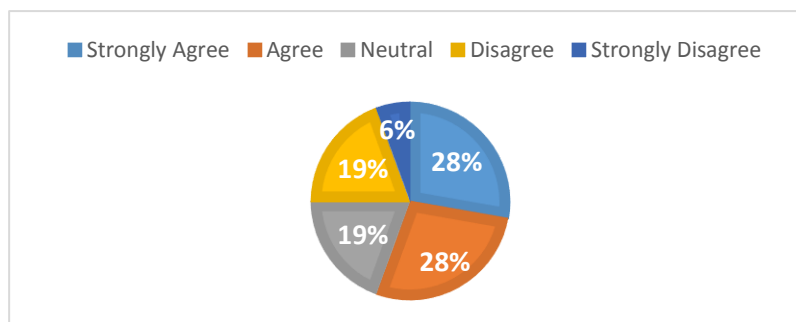

From the table and figure above, the reseacher found that students statetments: Strongly Agree (19%); Agree (36%); Neutral (14%); Disagree (31%); Strongly Disagree (0%). From the result above the students agreed with the statements. It showed that the students get nervous when they don't understand what the teacher says.

Chart 30. I begin to freeze when I have communicated in without planning in language class
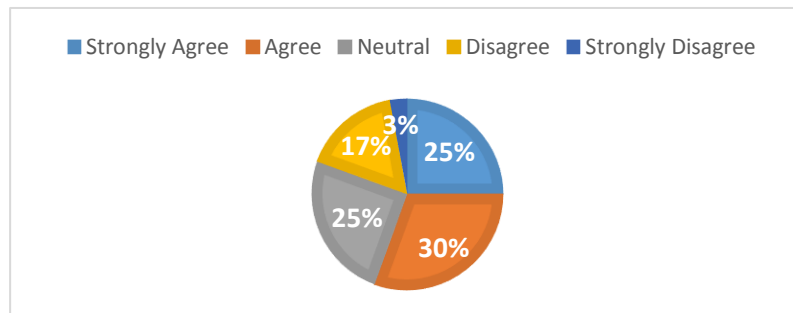

From the table and figure above, the reseacher found that students statetments: Strongly Agree (15%); Agree (12%); Neutral (46%); Disagree (23%); Strongly Disagree (4%). From the result above, it showed that the majority were overhelmed of rules to learn to speak English.

Chart 31. I stress over results of bombing my unknown dialect class

From the table and figure above, the reseacher found that students statements: Strongly Agree (28%); Agree (28%); Neutral (19%); Disagree (19%); Strongly Disagree (6%). From the result above, it showed that students afraid when the other students laugh them when their spaking English.

Chart 32. I'm not sure why certain individuals get so annoyed with English classes

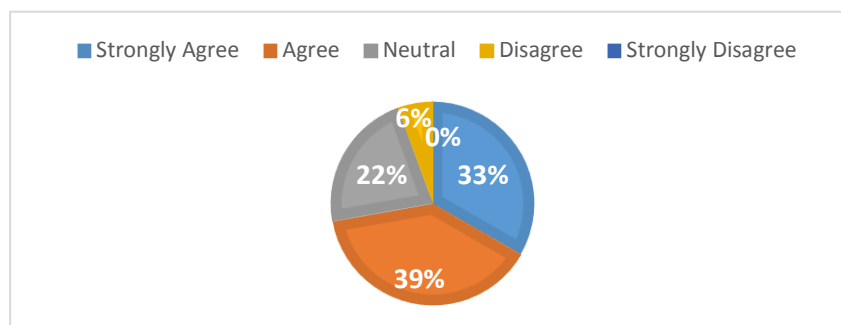Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

3%
17%
25%
25%
30%

From the table and figure above, the reseacher found that students statements: Strongly Agree (25%); Agree (30%); Neutral (25%); Disagree (17%); Strongly Disagree (3%). From the result above, it showed that students were feel comfortable around the native speakers of the English.

Chart 33. In English class, I can get so apprehensive, I fail to remember things I know

Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

6%
0%
22%
33%
39%

From the table and figure above, the reseacher found that students statements: Strongly Agree (33%); Agree (39%); Neutral (22%); Disagree (6%); Strongly Disagree (0%). From the result above, it showed that students were confused the teacher ask some questions and they don't prepared in previously.

The result is also categorized into 3 indicators. They are:

1. Communication Apprehension
2. Test Anxiety
3. Fear of Negative Evaluation

A. Communication Apprehension

Indicator of students Communication Apprehension is showed in 11 items. The students respond to every item were calculated and data presented in the table above are grapycally shown in figure 1.
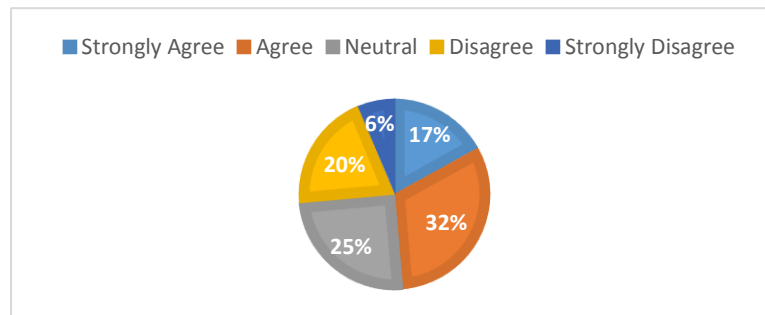

Chart 34. Communication Apprehension

Based on the graphic above, it showed that students gave their perception where 17% of students stated Strongly Agree, 32% of Agree, 25% of Neutral, 20% of Disagree and 6% of Strongly Disagree. It can be inferred from this calculation students are afraid to communicate in English.

B. Test Anxiety

Indicator of students Test Anxiety is showed in 15 items. The students responded to every item were The respondents' responses to each item were calculated and the data presented in the graphycally shown in figure 2.
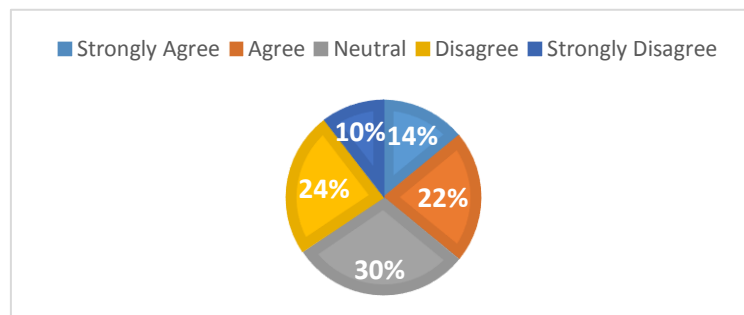

Chart 35. Test Anxiety

Based on the graphic above, it showed a total of 36% were Strongly Agree and Agree. There are 30% Neutral, 24% Disagree and 10% for Strongly Disagree. It means most of the students are fear with the test anxiety in English.

C. Fear of Negative Evaluation

Indicator from students fear of negative evaluation is showed in 7 items. The students responses to every item were calculated and the data presented in the graphically shown in figure 3.
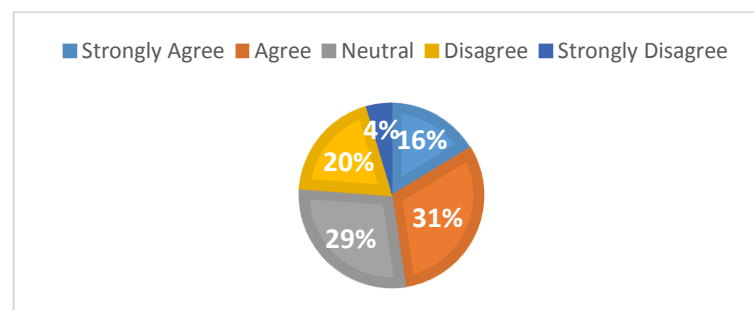

Chart 36. Fear of Negative Evaluation

Based on the graph above, it showed that most of the students gave their perceptions, where 16% of students stated Strongly Agree, 31% stated Agree, 29% stated neutral, 20% Disagree and 4% stated Strongly Disagree. The conclusion is that most of students in eleventh class they are fear to get negative evaluation in English.

Discussion

This part presents a conversation of the examination result. This review centers around understudies' talking nervousness in the twelveth grade of SMA Negeri 1 Kotamobagu on 36 understudies. This finding was gotten from a survey conveed to understudies.

The conversation of this review identifies with understudies' view of their experiential exhibition in English class. Understudy reactions to every

thing in the these persed survey were broke down and examined with understudies arrangement, assessments, encounters and result from their encounters.

The main marker is correspondence nervousness with replies "Firmly Agree" and "Concur" with a level of 49% reacted by close to half of understudies which implies they are apprehensive or restless to speak with others. Understudies feel apprehensive assuming they commit errors in English, it very well may be on the grounds that they fear discipline and being snickered at by the instructor and different understudies, so that prior to being called by the educator understudies feel restless and they feel different understudies are bettter so their subliminal sentiments consistently underline that different understudies are better. Great and understudies likewise have sensation of apprehension, tension, and stress over committing errors when communicating in English.

For the subsequent pointer, specifically text nervousness with 36% of understudies' Strongly Agree and Agree replies. This shows that understudies feel restless in light of the fact that the test circumstance produces sensations of uncertainty and distress because of the dread of dissapointment that is felt in their schoolarly assessment climate.

What's more, the third pointer for their sentiments while in English class 47% of understudies replied with answers emphatically and concur. Understudies fear commiting errors and particularly in elocution and oral correspondents since they fear negative assessment from their everyday schedule.

What's more, Horwitz and Cope proposed that unkwon dialect nervousness ought to be seen as a circumstance explicit tension appear from the attractive of the confential learning of an unknown dialect, in addition to an instance of general homeroom uneasiness being moved to unknown dialect learning as indicated by Horwizt et al., no different fields of study involve self-idea and self-articulation in a similar way as unknown dialect study. This component makes the uneasiness brought about buy

unknown dialect taking in particular from other schoolarly tensions. It is conceivable that understudies with general tension are probably going to encounter FLA; nonetheless, it isn't extraordinary to observe the individuals who are awesome at different subjects disappointedin learning an unknown dialect. Consequently, there should be a special thing to the language learning experience that makes a few understudies restless.

The discussion of this research related to students' perception of their experiential performance in English class. Student reaction to every item in the shared questionnaire were discussed and analyzed with students' comprehension, opinions, experiences and results of their experiences.

First indicator is communication anxiety with answers "Strongly Agree" and "Agree" with a percentage of 49% responded by almost half of students which means they are afraid or anxious to communicate with others. Students feel afraid if they make mistakes in English, it could be because they are afraid of punishment and being laughed at by the teacher and other students, so that before the teacher called the students, they feel anxious and feel other students are better so that their subconscious feelings always emphasize that other students are better. good and students also have feelings of nervousness, anxiety and worry about making mistakes when speaking English.

For the second indicator, namely text anxiety with 36% of students' Strongly Agree and Agree answers. This indicates that students feel anxious because the exam situation produces sensation of uncomfortable feel and insecur and due afraid to fail that is felt in their academic evaluation environment.

And the third indicator for their feelings while in English class. 47% of students answered with answers strongly agree and agree. Students are afraid of make mistakes and especially of pronunciation and oral communication because they are afraid of negative evaluation from their school or teacher.

In addition, Horwitz and Cope recommend that foreign language anxiety should be viewed as a situation-specific anxiety arising from the uniqueness of the formal learning of a foreign language, not just a case of general classroom anxiety being transferred to foreign language learning. According to Horwitz et al., no other fields of study implicate self-concept and self-expression to the same degree as foreign language study. This feature makes the anxiety caused by foreign language learning distinctive from other academic anxieties. It is possible that students with general anxiety are likely to experience FLA; however, it is not uncommon to find those who are very good at other subjects frustrated in learning a foreign language. Therefore, there must be something unique to the language learning experience that makes some students anxious.

In this manner, one might say that of the three pointers that address the tension of understudies in communicating in English, the most predominant is the subsequent marker, to be specific text nervousness where understudies feel the most restless and stressed when confronted with formal circumstances like tests, tests, midterm tests or viable test. The text tension marker is the pointer that covers the most inquiries in the circulated poll, which incorporates 15 inquiries identified with it, so one might say that there is a requirement for an extraordinary strategy that can be an answer for understudies' nervousness in talking which is overwhelmed by dread in conventional learning circumstances. As Ormrod said "Restless understudies will encounter an undeniably challenging learning process since nervousness influences their intellectual and social effect on the learning system, since they will consistently feel hesitant to be judged and contend with others. Nervousness can meddle for certain parts of cognizance in learning process". Consequently, an exceptional boost and advancement is expected to assist the individuals who with tending feel restless in learning, particularly in communicating in English by using innovation as a decent visual apparatus to prepare understudies'

mental fortitude and utilizing procedures that are as per the learning style inclinations of every understudy.

CONCLUSION

This section is isolated into two sections, ends and ideas. All in all, the essayist might want to close with regards to the point or issue has been talked about in the past section with the Students' Perception on Anxiety in Speaking English at Senior High School. The exploration was directed by giving surveys for understudies to gather the information. The poll was comprised of articulation of understudies' nervousness in communicating in English.

There were likewise three pointers estimating understudies' nervousness in talking, specifically Communication Apprehension, Test Anxiety and Fear of Negative Evaluation. Subsequent to investigating the information, the outcome showed that the vast majority of the understudies conceded that they were getting restless in talking. From information investigation we additionally can circulate the part of understudies' uneasiness in talking from the absolute score of the survey reaction. By utilizing rate recipes, the understudies' nervousness in talking conveyed to 49% for Communication Apprehension, 36% for Test Anxiety and 47% for Fear of Negative Evaluation. In light of the outcome, it very well may be seen the elements of the understudies' tension in talking. It was seen the level of understudies' reactions in each assertion in the survey. The tension felt by understudies, it would be influence their accomplishment in talking expertise. The most element or part of tension that impact understudies' talking execution is Test Anxiety that contributes in understudies' uneasiness even they in evaluative circumstance. In light of this element understudy continue thinking their talking are powerless or lower and different understudies are better. Then, at that point, trailed by Fear of Negative Evaluation where they continually imagining that different understudies will annoying and judge them adversely. The last

followed by Communicative Apprehension that makes understudies restless and get anxious so they stay away from correspondence and give absence of commitment in talking class.

Suggestion

Based on the result, it is implied that in every type of anxiety, most of the students are experience of anxious. They got anxious in facing language test, feeling nervous and confused in communicating with their teacher, and worrying about negative evaluation. To overcome the students' anxiety, the writer suggests the teacher to apply an interesting method in teaching speaking. Thus, the teacher need to give correction, motivation, suggestion and understanding to help them and the importance to reading books especially English books to improve their vocabulary. So that the comfortable situation in speaking classroom for the 36 students become relax and enjoy in peaking class. It hopefully students' anxiety in speaking can be reduced.

For students has been felt or experienced the speaking anxiety, hopefully that students to study hard to reduce their anxiety such as increase reading books, listening music, watch western movies without subtitle. So, always be brave, confident, don't be afraid to try to speak with others and don't worry with other people's judgements, just focus on developing your speaking skills. Furthermore, the students need to practice more in speaking. For the next researcher, hopefully this research can be used as a source of reference for their research.

REFERENCES

Acharya, 2010. *The measurement of anxiety and applications to second language learning: An annotated bibliography*. Research Bulletin, 672

Arikunto, Suharsimi. 1998. *Prosuder Penelitian Suatu Pendekatan Praktek.* Jakarta: PT. Rineka Cipta

Creswell, John W. 2003. *Research design: qualititative, quantitative, and mixed methods approaches.* SAGE Publications. Second edition.

Creswell, John W. 2014. *Research design: qualititative, quantitative, and mixed methods approaches. SAGE Publications.* Fourth edition.

Hampp, Paula L. 2019. Use of Songs in Teaching Simple Tobe And Past Tense Teaching. *Journal of English Language and Literature Teaching.*

Brown H. Douglas, 1991. *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc.)

Horwitz, E.K., Horwitz, M.B. & Cope, J. 1986. *Foreign language classroom anxiety*. The Modern Language Journal, 70.

Horwitz, E. K, 2010. *Foreign and second language anxiety. Language Teaching*, 43, 154-167.

Jack C. Richards and Willy A, 2002. *Methodology in Language Teaching Anthology of Current Practice*, Cambridge: Cambridge University Press

Liando, Nihta V. F, 2015. Students' Vs. Teachers' Perspectives on Best Teacher Characteristics in Efl Classrooms. *TEFLIN journal*, 2015

Liando, Nihta V. F, 2009. Students' perspectives on Motivation to learn English. *Celt: A Journal of Culture, English Language Teaching*.

Martinis Yamin, 2009. *Strategi Pembelajaran Berbasis Kompetensi.* Jakarta : Putra Grafika

Maru, Mister Gidion, 2009. Engaging Literary Text to Language Exposure for foreign English Learners. International Conference on TELF/ICOTEFL. Muhamadiyah University Purwekerto, Indonesia.

Maru, G. Liando, N, 2016. The Application of Jeremiad Approach (T-Ex Approach) on Essay Writing: Listening to Students' Voice. Proceedings The 63rd TEFLIN International Conference. Surabaya, Indonesia. https://scholar.google.co.id/citations?user=gMI3hzEAAAAJ&hl=id

Sugiyono, 2010. *Metode Penelitian Kuantitatif, kualitatif dan RND*. Bandung: Alfabeta

Syamsu Yusuf, 2009. *Psikologi Perkembangan Anak dan Remaja*, Bandung: Remaja Rosdakarya

Tini Mogea, 2019. Enhancing Students' Speaking Ability Through Small Group Discussion Technique to the Firts Year Students of SMA Negeri 1 Ratahan. *Journal of Educational Method and Technology Vol.2, No. 2, 2019*