

**A STUDY OF STUDENT'S ANXIETY IN  
SPEAKING SKILL A CASE STUDY IN ISLAMIC  
CRIMINAL LAW STUDENT**

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**ABSTRACT**

*This study aims to describe about the elements cause students' anxiety in speaking skill and the students strategies to cope the anxiety in speaking skill at Syaichona Cholil Bangkalan Islamic in Islamic Criminal Law Major Student of first semester in academic year 2021-2022 as participants. There are 22 students as participants researcher take by purposive sampling. Researcher also take 3 students in class of Medical Record. Descriptive Qualitative was used in this study. The data were through structured Interviews and classroom observations. The data were describe by interview transcripts. The result of this study describe three elementss that cause students' anxiety in speaking English. The first is Self Perception of students that always feel English is difficulty to Learn and speak also there a lot of referenees in English Language related to Islamic Criminal law Students's. The second elements is Class Condition of Performance make students got anxiety when they speak in front of their friends and lecture. The third is students' Anxiety in speaking English is Fear of Making Mistakes. The result of this study also found*

*there are three strategies that students used to cope the anxiety in speaking English. The first is Preparation, eight students did preparation always felt better before speaking English. The second is Positive thinking, seven participants did positive thinking can cope the anxiety in speaking English. The last is Relaxation, there five students take this strategy students feel anxiety and failed speaking English.*

**Keywords:** *Student, Anxiety, Speaking Skill*

## Introduction

We know that English as foreign language in Indonesia has a difficulty to learn and teaching process. Lot of Indonesian people claimed that English has a many regulation such as tenses to be spoke. It has been declared that the position of English in Indonesia is as a foreign language. In some cases, English is difficult to learn. A lot of Indonesian people claimed that English has grammatical rules like tenses which is considered to be applied while speaking. Learning English is not only learning about grammar but also acquiring to other skills like listening, speaking, reading, and writing. Speaking becomes a big problem for

students in learning English.

English Language must be to learn with some skills. There are four basic in learning English those are: Listening, Reading, Writing and Speaking. The skills must be managed for people in learning English. One of some skills they have a big difficulties for students is Speaking. Speaking is one of the skills in English that students have as learner of foreign language even it is difficult. Ladouse (cited in Nunan, 1991: 23) argued that speaking as the ability to express oneself in the fact, the activity that report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It means, the speaking skills used to verbal communication in teaching learning english in the class. Speaking is a common problem faced by the learners in language learning.

Many learners feel unwell to speak up English even they joining the course of English and even they read some of book by using English

language (Bueno, Madrid, & McLaren, 2006 cited in Lai-meI leong, 2017:35). It means speaking is the most difficult skills that students has problems in learning English. In the English learning process, speaking tends to make students' emotion change becomes anxiety and nervousness. Many researchers (Dewaele & MacIntyre, 2014; P.D. MacIntyre & Gardner, 1991 cited in IJFLT, 2019 : 141) pointed out that the skill creating most anxiety is speaking. This anxiety comes from lack of selfconfidence in our general linguistic knowledge, but if only this element were involved, all skills would be affected equally. Wortman, Loftus and Weaverm (2000) stated that anxiety is susceptible to the feeling of being worried or apprehension.

Many experts agreed with their opinion Then,Badran(2005) explained anxiety a sensitive emotion with a strong fearful expectation or anticipation towards the future of something bad will occur.

Thus anxiety has received attention an important component of Personality trait. In Second Language Acquisition research (Saville-troike, 2006: 86) In the process of acquiring academic score, the anxious learners need more sufficient time to prepare and practice the task. They effort to keep their self-esteem from language anxiety to performs as good as the non-anxious learners (MacIntyre & Gardner,1994, cited in Argaman & Abu-Rabi, 2002:152). I got the point, that the level or amount of anxiety that students have depends on their preparation and maturity to begin the process of learning as foreign Language. The more students do not prepare, the greater anxiety can arises them.

Indonesian people know that the existention of English language not for second language but for foreign, this condition makes the speakers especially the students are not confidence to speak up, they think that English Language very difficult

and many regulations such as Tenses, Grammar, Part of Speech, Idiom and the others, they always assume that if need to talk they should be arrange some sentences and then make into another sentences by using structure in English, many Indonesian people said that this language not easy to use of course this phenomenon should be find out what are the elements and why the students are usually anxiety when they talk or speak up for sure.

Talking about anxiety is related to self-confidence, self-confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life. You know your strengths and weakness well. You set realistic expectations and goals, communicate assertively, and can handle criticism (Adler & Stewart, 2004). Students are not ready when they in bad mood or they not ready such as having personal problem Anxiety in speaking English is the students got anxiety when they want to speak or answer about

the question or just a little speech. Some students feels like they do not make a mistakes in front of their friends or Lecture. It makes the students never speech in English language in teaching learning process. Students perspective can make anxiety is appear in themself. Based on some expert, researcher got points that anxiety is some condition that makes students not feeling good to speak up because they claimed that condition at that time is not conditional and make them nervous.

According to Horwitz et al (1986: 127 cited in Ravica 2016: 2) language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties: communication apprehension (CA), (2) test anxiety ,(3) fear of negative evaluation (Tanveer 2007: 11). This description will general for the causes of students' anxiety in speaking English (foreign language).

The purpose of this study aims to describe

the elements of students' anxiety in speaking skill that focusing Islamic Criminal Law Student of first semester in academic year 2020-2021. The scope of limitation of this study is only focusing on anxiety in Speaking by using English Language that found on students Islamic Criminal Law Student of first semester in academic year 2020-2021

## Method

The researcher used qualitative research as research design. He used it because this research will describe the obtain data that were collected clearly. Some characteristics of qualitative research are: (1) the researcher is the primary instrument for data collection and analysis. (2) it usually involves field work. (3) Qualitative research primary employs and inductive research strategy. (4) The product of qualitative study is richly descriptive. (Meriam, in Anwar 2011:19)

Topic of this study talk about elements of



students' anxiety in speaking English and to cope this problem in Syaichona Cholil Islamic High School Bangkalan Madura especially in Islamic Criminal Law Major at first semester.

Mack et.al added that descriptive qualitative research is used by observation and interview the participants to obtain the information of the phenomenon (Mack et.al, 2005:3). It means in this research method the information are obtained by observation classroom and in-depth interview with the students.

In collecting data, the researcher takes these following steps; *Firstly* was observation of the situation in the University and the researcher use himself as the instrument of observation. The researcher was observed about two months ago at September in the first semester while teaching practice and re-observe in November 2021 in second semester of academic year.

*Secondly* is documentation by using video

and also take a picture with smartphone, researcher choose smartphone because it can know

The real condition and the atmosphere when the phenomenon are found out and to be reviewed after the researcher back to his home to select and analyze the data of documentation. *Thirdly* is interview, in this case researcher used in-depth interview to interviewing students to get information about the problem in the Syaichona Cholil Islamic High School Bangkalan Madura that focus Islamic Criminal Law Major Student at First Semester. *Fourthly* is analyzing and interpreting data to clear information that researcher got from previously step. The last is conclude all of the information of data.

In this research, researcher took at Syaichona Cholil Islamic High School Bangkalan Madura that focusing on Students Islamic Criminal Law of first semester, researcher choose Islamic Criminal Law Major because he find out some students has nervous when the speaking class besides that there

a lot of references in English Language, the student consist of 22 person. So that researcher wants to find out more about the real condition and to be make research it mains that can be shown to public scientifically.

Researcher get the qualitative data from speaking class activity and from interviewing also documentation from the students when he taught at Islamic Criminal Law of the first semester, after researcher get the data he wants to make clearly and valid, so that researcher used a view of process as follows :

- 1. Observation** The researcher observed to the class and investigated all of the activities, than the researcher described the data by classifying into the findings in the classroom. The observation conducted at Medical record student's at second semester of Syaichona Cholil Bangkalan Madura, the observation itself is held on 10<sup>th</sup> November and consist of

22 students at 14.00 pm.

2. **Interview** The data collected through interview is used to clarify and support the data obtained through observation after all the data has been accumulated, the researcher analyzes them by classifying into the findings based on the research questions. After that, the researcher carefully studies all the data and refers to some opinions. In addition, all the data are collected thoroughly as happened in the reality. In this case the researcher use in-depth interview. In-depth Interview Is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents on a particular idea, program, or situation? The researcher used this interview because he wants knowing more detail about the situation.
3. **Documentation** can help the researcher to knowing the real condition at the time in

mains that when speaking class are started, the documentation itself is held on 10<sup>th</sup> November, researcher also use a lesson plan, take a picture, recording the video including syllabus and the condition of students itself.

Data analysis is the collecting and organizing of data so that a researcher can come a conclusion. Data analysis allows one to answer questions, solve problems and derive information Azzalini (2012:03)

1. The researcher collect the data to manage his data after he took the components of data.
2. After collecting data researcher would select where the data is are sustainable and not to make easy when the data wants to analyze.
3. After selecting the data researcher will classify related the topic of this research such as the result of observation,

interview, and documentation. Firstly researcher take a point of the data and selected the important things, secondly researcher read and see the data on his research. Thirdly all of the data is move to one folder to easier classify.

4. After the researcher get the data. In this moment researcher classify one by one and try to answer the research problem and select the theory related to the topic because he wants find out the match theory and has a data to analyze based on phenomenon on chapter one.

## Finding and Discussion

In this research finding researcher will be discuss about the findings during this research conducted and try to discuss about problems are shown in previous chapter about anxiety in speaking skill.

Based on the data that researcher got, there are 22 students of Islamic Criminal Law in Syaichona Cholil Bangkala Madura that researcher take as participant, but any 21 participants got anxiety and have experience with nervous. 1 of 21 participants claimed that they never got nervous or anxiety when speaking English while having English class because this student have taken course before he take college. Before taking interview as collecting data, researcher take observation start from 10<sup>th</sup> February 2021 until 20<sup>th</sup> November with the aim of getting know about the activity, behavior and activeness of students Islamic Criminal Law. Observation did in class when lecturer did language teaching and learning. The observation just did in class Islamic Criminal Law in first semester and researcher took notes and write some points that got when observation going on. Researcher also take sample by purposive sampling. Based on data observation, and interview, researcher got the

answers about the elements that make students' anxiety in speaking English and student's strategy to dealing with their anxiety. The following data are:

## **1. The Results of Student's Elements in Anxiety Speaking English**

This study is held on 19<sup>th</sup> October to 20<sup>th</sup> November which are in October the researcher has conducted preliminary study at Islamic Criminal Law in Syaichona Cholil Islamic High School Bangkalan Madura and obtained 22 students as respondents of Medical Record Class in second semester with 1 session of interview. According to the Tanveer (2007), any four elements cause the speaking anxiety: self-perception, students' beliefs about language learning, Lecture beliefs about language teaching and classroom procedure. After researcher take the research in Syaichona Cholil Islamic High School, researcher found there are three elements that make student's anxiety in



speaking English.

The elements that researcher got are Self-Perception, Class Situation of Performance and fear of making Mistakes.

## **Self-Perception**

One of the elements that make students' anxiety in speaking English is self-concept. According to Laine (1987:15 cited in R Herwanto 2013:27) that self - concept is the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as an object. Students feels difficulty when they speaks and learning English. In the mind concept about speak English is always bad. Their perception, speak English is so difficult and This result based on their opinion when answer interview. Students feel difficult about EEnglish as second and foreign language. Students feel difficult to speak or just write the words of

English. In other words if students not feel difficult about learning and speaking English, students must be does not got anxiety in themself. Researcher found 10 participants that have Self Perception as elements that make anxiety.

## **Class Conditions of Performance**

The second elements that make students' anxiety in speaking English is the students perform a speaking in front of lecturer and friends in the class. According to Nation and Newton (2009: cited in Asian Journal of Educational Research 2015:9) claims that believe that performance situations can contribute their speaking progress. As Nation and Newton (2009) stated that the existence of time pressure, planning, the standard of performance and the amount of support take into consideration of being anxiety. Students got

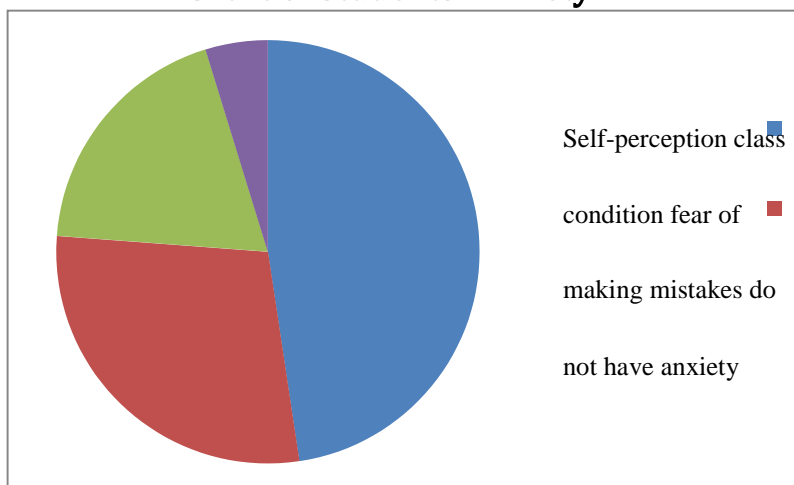
anxiety when they speak up in front of the class. Condition in the classroom make students got anxiety when they speak. Based on data that researcher got from interview, the elements make students anxiety is students feel nervous and anxiety when they speak in front of their friends and their lecturer. 6 from 22 participants got anxiety depends on condition in their class they speak English. It means class condition is a big problem for students' anxiety when they performed in front of their friends or on the stage when having speaking class.

## **Anxious of causing Mistakes**

According to Price (1991 cited in JLLS 10 (1) 2014: 3) found that speaking activity in front of their groups in the class can make a potential Anxiety unfear activity like provocation, always see the clock and redundancy for the foreign language to make a limit time very long because

the learners were concerned about making mistakes in pronunciation and being not serious. Based on interviews some students felt the same thing about their anxiety when made a mistakes. They were very afraid of making mistakes when they speak up. Any 4 students feel afraid and worry making mistakes as a problem that make students got anxiety.

### Chart of Students' Anxiety



- 48% participants have self-perception as a elements of students' Anxiety
- 28% participants have class condition as a second elements of students' Anxiety
- 19% participants have fear of making mistakes include to third elements of students' Anxiety
- 5% participants do not have Anxiety and Nervous

## **2. Students Strategies cope the Anxiety in Speaking English**

After all interviews that researcher got in Syaichona Cholil Bangkalan Madura at Islamic Criminal Law on first semester there were some strategies that make students used to cope the anxiety in speaking English. Any some differences between strategies from Kondo and Ying-Ling and strategies by students in cope the anxiety. The data that researcher got for strategies are Preparation before learning English, Positive Thinking and

Relaxation.

## 1. Preparation

According to Zeidner (1998:66 cited in Kondo and Ying-Ling 2004: 263), preparation which is obviously task-relevant in nature, was found to be performed by students with high anxiety as frequently as by those with low anxiety that mean some students feel better when take a preparation before learning English such as reading or check the practice in the last meeting. Active coping or problem focused coping, is generally more effective than either emotion focused or avoidance oriented coping in stress reduction and is preferred by most people. Based on data from interview that researcher got, any eight from twenty students said that they did preparation as a strategies of cope the anxiety. They said preparation before speaking and learning English make a feel better than never did a preparation.

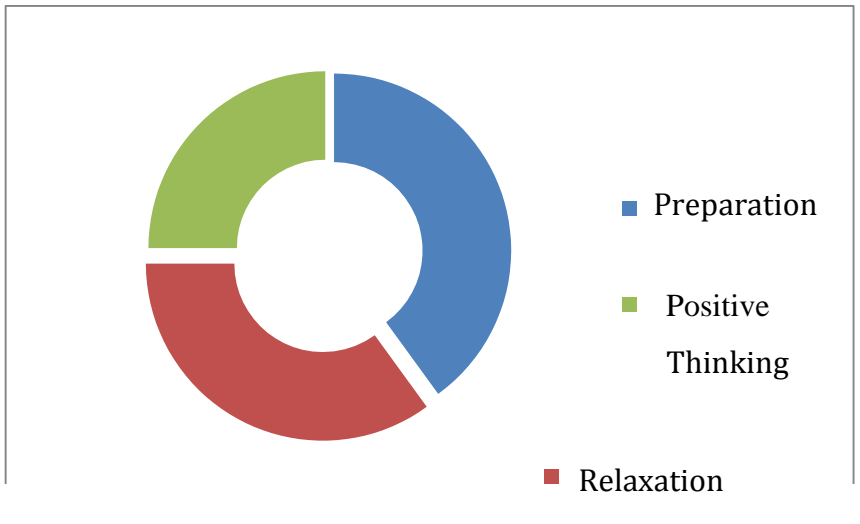
## 2. Positive Thinking

The second strategies to cope the anxiety by students is Positive Thinking. This point correlated with the second strategies, because both of strategies from the students' self-esteem. In positive thinking students trying to reduce the anxiety when speak English. In this case, positive thinking as a psychological elements to coping the language anxiety and to losing a fear of being anxiety in the classroom. According to Horwitz (1986, cited in Ravica 2016: 5)notice that learners feel anxiety in learning language when it showed mental characteristics, like a fear, worries of making mistakes, being laughed in front of the class, shy to speak up with other students, and unconfident of underperforming compared to other students. Researcher found seven participants did positive thinking to cope the anxiety.

## 3. Relaxation

According to Grasha (1987, cited in Ravica 2016: 2) suggests that five minutes before speaking class is better to prepare well and breathing deeply for about three up to five minutes can help the student's relaxation. Relaxation is an option that students used to cope the anxiety in the classroom. Based on data that researcher got, any five participants did relaxation for cope the anxiety in speaking English.

## Strategies Cope the Anxiety





## Conclusion

Based on the result that researcher identified and analyzed the data in the previous chapters, the researchers found several conclusions. From the data analysis, the researchers found that three items are contributed that make anxiety's student in speaking class at Islamic Crimeinal Law Students of first Semester of Syaichona Cholil Bangkalan Madura.

- Three elements that caused the Anxiety in speaking English by the students of Islamic Criminal Law of Syaichona Cholil Bangkalan Madura: *firstly* elements is perception oh him/her self it mains that students always feel English Language is difficulty to Learn and speak. The words and structure in English make students feels like English is complicated Language that every students have to learn again and again. *Secondly* is Class Condition of Performance, condition in the class make

students got anxiety when they speak in front of friends and Lecture? *Thirdly* elements is Fear of Making Mistakes students always think a bad future when students start to speak English. The student was afraid if made mistakes, other learners will have reaction laugh and make a bad assumption.

- Three kinds to cope the speaking English's Anxiety are: *Firstly* is Preparation, *secondly* is Positive Thinking and the last is Relaxation. Students used the three strategies for cope the anxiety when they speak English. *Thirdly* students must be deal with problem of anxiety. If students know about what make them anxieties, they must be through this problem. Students have to respect each other. In order to make Anxiety lost in themselves. If the students know what the elements cause anxiety, students in naturally have strategies to cope the anxiety.

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