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Abstract:

The purpose of this study was to determine the factors of students' anxiety in speaking English in class 8b at SMPN 3 SIKUR. The research design of this study was qualitative using questionnaires, used to determine the factors that influence the anxiety of grade 8b students of SMPN 3 SIKUR in speaking English for the 2023 academic year. The sample was one class consisting of 25 students. Based on the data obtained by the current research found that the average value of the questions agree (34,4%), strongly agree (17%), neutral (35,2%), disagree (11,8%), strongly disagree (1,6%). In this case, the strategy that must be used is to provide motivation and ice-breaking for students to reduce students' anxiety in speaking English. Significantly this method was very effective in reducing students' anxiety in speaking English, so that self-confidence arises for the eighth grade of SMPN 3 SIKUR.

Keywords: factor anxiety, speaking

1. INTRODUCTION

Language is a communication tool to convey messages, ideas, or information that the community will use in spoken or written form to communicate with each other. Rabiah S (2018.P.1) stated, "Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others, in this case, the language cannot be separated from culture because language represents its nation and has close relation to the attitude or behavior of groups of speakers of the languages. According to M.A.K Halliday, language serves as a tool for interacting with the world and other people, including three main functions: ideational, interpersonal, and textual.

English is the international language of communication around the world, including Indonesia. Student needs to master English in all the skills one of them is writing skills. Fauzan A.M. (2019.p.22) stated, For Indonesia, English is a foreign language is an integrated process that the learner should study the four basic skills; listening, speaking, reading, and writing. We use it to understand our world through speaking and writing. Batubara, A.F. (2017) say English is an international language used in many countries as a means of communication and has a great function in many aspects of life such as in politics, business, trade, and diplomatic relationship. Further English also cannot be separated from the development of technology science, economics, and education.

The factors that influence anxiety in speaking are internal and external. Internal factors are factors that affect us personally. While external factors are factors that affect the environment. Some internal factors include 1) Lack of confidence, 2) fear of mispronunciation, and 3) fear of unstructured language. While external factors include: 1) fear of being bullied, 2) lack of social support.

A few researchers have conducted speaking anxiety studies in a classroom setting. In a study on anxiety in Iranian universities conducted by Ebrahimi (2013), many students experienced speaking anxiety due to a lack of vocabulary, 2 poor English proficiency in speaking activities. Found out that students struggled with speaking anxiety in front of the class. A study by Subasi (2010) at Anadolu University identified negative appraisals of oral competence and fear of self-evaluation as causes of anxiety. Also, a study by Kayaoglu & Saglamel (2013) was conducted at a state university in northeastern Turkey

2.   METHOD

In this research, the present research used descriptive qualitative research. Qualitative research is research with a deepening of understanding a given problem. In qualitative research, the objective is to produce in-depth and illustrative research to understand the various dimensions of the problem. Sugiyono (2014:1) stated that the qualitative method is a research method used to examine natural object conditions as opposed to experiments where the researcher is a key instrument, data collection techniques are carried out triangulated (combined), data analysis is inductive, and qualitative research results are more pressing rather than generalizing.

Qualitative research is defined as a market research method that focuses on acquiring data through open-ended questions. The data are generally nonnumerical. The researcher chooses the qualitative approach because this research aims to know the factors that cause students' speaking anxiety in eighth grader's students at *SMPN 3 Sikur.*

a. Participant

The population of this research is the eighth-grade students of *SMPN 3 Sikur* in the academic year 2022-2023 consisting of 70 students. In this research, the sample was taken by using a purposive sampling technique as the class is observation. The sample that has been selected a class eighth-B that consists of 25 students.

b. Procedure of collecting data

Before students started answering the questionnaire, the present researcher explained how to answer the questionnaire and gave them 15 minutes to complete the questionnaire. After collecting the data, researchers classified and analyzed the student data.

c. Technique of data analysis

Analysis of the data helps the researcher explain or present the findings of this study. Therefore, this section represents the investigator's method of analyzing the data in this study. In collecting the data, researchers analyzed student anxiety factors using a questionnaire in which respondents were asked to write and answer a series of questions. The questionnaire uses anxiety-level questionnaires from speaking students that the researchers created concerning aspects of public anxiety in the form of questionnaires.

According to Furchan (2007), a closed questionnaire means that alternative answers have already been given and that research participants select only the alternative answer that best suits them and their experience, increase. The questionnaire consisted of 20 statements. Favorable questions describe the student's fear of appropriate remarks or public speaking. Adverse remarks are remarks that do not match or explain the student's fears of public speaking.

The scale used in this study is the Likert scale. A Likert scale is used to measure the attitudes, opinions, and perceptions of an individual or group of individuals toward a social phenomenon. Likert scale from very positive to very negative (Sugiono, 2013). Instrument studies use a Likert scale in

the form of a checklist (√). Checklists are provided in the available columns and statements correspond to alternate subject status. Response usage is strongly agreed, agree, neutral, disagree, and strongly disagree.

Table 3.2

Result of qustionares

No	items	participants	score	percentation
1	agree	25	172	34,4%
2	Strong agree	25	85	17%
3	neutral	25	175	35,2%
4	disagree	25	59	11,8%
5	Strong disagree	25	8	1,6%

3. RESULT AND DISCUSSION

1. Result

This study was carried out at SMPN 3 SIKUR. The researcher gathered information regarding pupils' English-speaking fear. In this instance, the researcher gathered information through questionnaires with numerous students at SMPN 3 SIKUR for the academic year 2023–2024. The 20 types of questions each contained 5 statements, including agree, strongly agree, Data was collected from SMPN 3 SIKUR grade 8B students.

Based on the study's findings, the researcher concluded that two categories of variables have an impact on students' speaking anxiety and their comfort level when speaking in English. There are several problems, particularly internal ones include internal factors including fear of pronouncing words incorrectly, lack of confidence, humiliation, inability to put sentences together, difficulty remembering language, and difficulty understanding. Regarding external influences, like fear of

being bullied or fear of being branded cocky. Thus, these two factors—frequent vocabulary forgetting and incorrect pronunciation—affect pupils' speaking abilities.

2. Discussion

This research intended to know the student anxiety in speaking English faced by the eleventh-grade students of SMPN 3 SIKUR. There were 25 students involved in this research. The data were taken from questions to investigate the student. Based on the data lack of confidence was the student's problem in speaking English. The lack of confidence contributed to the student's lack of practice and vocabulary.

Personal problems can also be a source of student anxiety in speaking English, apart from that, competitiveness or feeling of being rivaled can result in students' confidence at SMPN 3 SIKUR decreasing. One thing that is also the most common source of anxiety for students in speaking English is often comparing one student, that is because the student's mentality or student's self-confidence decreases, this will affect the person who is confident in speaking English but becomes afraid. And anxiety is a factor that often occurs in students today.

Lost of people want to share it with other people, and when it with other people, and when it comes to sharing there is nothing wrong with it, apart from the color being different from the old one, it can also be used in the same way, so there's nothing wrong with the interaction.

Anxiety is influenced by two factors namely irrational thoughts and negative experiences. Negative experiences in the past also greatly influence students' anxiety in speaking English so they experience mental and lack of confidence.

The data showed that the students feel anxious, embarrassed, and nervous when speaking English loudly, they are also afraid of making mistakes and feel confused when they are speaking English because they do not like English. Some of them said, "I do not like the English language because English is very difficult". According to Cubukcu (2007:133), anxious students fail to learn foreign languages. In other words, people who are good at language classes have very little fear.

In this research, the research found a new problem faced by the students when speaking English, it was lack of practice in speaking English. Not interesting includes laziness or feeling not needed. In speaking English we need that activity in gaining good pronunciation or reading to make the listener understand easily.

Looking at the result of the question above, anxiety in speaking English happened to various factors However anxiety in speaking English comes from the students themselves. The teacher also Has an important role in it. They should evaluate their method of teaching and understand their student's need to achieve good progress in speaking English.

4. CONCLUSION AND SUGGESTION

After conducting the research, analyzing the data, and presenting the results, the last step is concluding. This chapter presents the conclusions of the study and suggestions which provide a statement about the findings.

A. Conclusion

1). Based on the data analysis and the discussion in the previous chapter the present research concluded the result. After analyzing the result of the data the present research concluded that the students' problems were lack of vocabulary, lack of confidence lack of practice, embarrassment, and nervousness, They felt confused about how to pronounce the word and they did not know what meaning of the sentence. Two factors influence students' anxiety in speaking English, namely internal and external.

2). some of the students' internal problems were a lack of vocabulary lack of self-confidence, shyness, fear of making mistakes, and lack of practice in speaking English. They felt scared, embarrassed, and nervous, they felt confused about how to pronounce the word, and they did not know the meaning of the sentence.

3). Some of the student's problems are external Lack of preparation, fear of mispronunciation, lack of vocabulary, classmates, embarrassment, and fear of unstructured language. fear of being bullied, and lack of social support.

4). To reduce anxiety in speaking English, the students at *SMPN 3 SIKUR* hoped to be more active, and confident, practice speaking English, and then

increase their idea in speaking English. They have to comprehend the general concept of the main material clearly before speaking. Thus, they should ask the teacher if there is something misunderstanding, so there is no anxiety about speaking skills.

B. Suggestion

Considering the conclusion above, the present research would like to propose some suggestions that hopefully will be useful for teachers, students, and other researchers. The teachers Must pay attention to how students might improve their speaking, especially in practice. Problems like unfavorable environment, lack of vocabulary, lack of confidence, lack of pronunciation, and others because according to the results, it is found that many problems Especially in speaking English. Therefore, the teachers should make the correction and Evaluation to the problems of students. For the students according to the findings, it can be concluded that the students still facing difficulties in speaking English. Therefore, they should more attention, especially in adapting to environmental situations wherever they are as it becomes an aspect of their most dominant problem. Finally, the present researcher Suggest the next researchers of a similar area analyze more deeply the students' Anxiety in speaking English, so they can find more various types of problem in speaking English.

1. English teacher

In teaching English, especially speaking, the teacher must be creative in choosing the method used in learning according to the learning

materials needed by students. In this study, the present researcher proved that always giving motivation before starting the learning method was effective in improving students' speaking skills and reducing students' anxiety in speaking English. For this reason, English teachers at *SMPN 3 SIKUR* are advised to use the give motivation or ice-breaking method, because it has been proven effective for improving speaking skills and reducing students' anxiety in speaking English so that they will become more confident. I hope the teacher advises the ice-breaking and provides motivation for students to increase their self-confidence so that they can reduce the anxiety experienced by students.

2. Students

    The students at *SMPN 3 SIKUR* are hoped to be more active, and confident, practice speaking English, and then increase their idea in speaking English. They have to comprehend the general concept of the main material clearly before speaking. Thus, they should ask the teacher if there is something misunderstanding, so that there is no feeling of anxiety in speaking skills. Because by increasing practice can reduce anxiety in speaking English because that is a method very effective.

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