

**STUDENT'S ANXIETY TOWARD ENGLISH SPEAKING SKILL OF
DESCRIPTIVE TEXT USING STORYTELLING**

Aqila Nisfa Maulida¹, Pradnya Permanasari²
¹maulidaqila29@gmail.com, ²pradnyaronita@gmail.com

UNIVERSITAS PEKALONGAN

ABSTRACT

This study aims to investigate students' ability in speaking English and to find out the anxiety factors that influence students' mastery in speaking English in the tenth graders of SMK Gondang in the academic year of 2022/2023. This study includes descriptive qualitative research with a case study approach. The data was collected by questionnaires, observation and test of students performance. Then, the data was analyzed through several steps such as data reduction, data display, and validity. The results of this study showed that the ability of the tenth graders of SMK Gondang in English speaking is not so good. It can be seen from the mean score of students' speaking test was 31.62. In addition, the data also showed that there are two anxiety factors that influence students' speaking skills namely internal factors and external factors. The internal factor such as a lack of confidence, anxiety, nervousness, worries, tension and, dizziness to practicing speaking English. While, the external factors are teachers, parents, friends, and also the environment. Those factors make some students reluctant to practice speaking English in their learning.

Keywords: Anxiety, descriptive text, speaking skill

A. INTRODUCTION

Speaking is regarded as an important skill in foreign language learning. Brown & Abeywickrama (2004) stated that speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by accuracy and fluency. Armasita (2017) in Adinianda and Permanasari (2022) say that speaking is the nature of foreign language learning. In addition, Ahmadi (1990) in Jupri & Haerazi (2022) assume that speaking skill is normal activities of social relation that grow in human beings. Everyone can interact by speaking to express their language such as feeling, and thinking. It indicates that speaking can help everyone in their areas such as at work, school and so on.

According to Finocchiaro (1983) in Baso (2016), in speaking proficiency there are six crucial factors that need to be considered. These include: 1) determining the message the speaker wishes to convey, 2) selecting words that fit the speech pattern, 3) selecting words that accurately convey the intended meaning, 4) using the correct word order, 5) ensuring that the context is appropriate, and 6) positioning the tongue and lips correctly to produce sounds. In the videos, some students underestimate the content because they consider "origin" even though their performance can also be used as a learning medium in English speaking

practice. As stated by Harris (1994: 81) in Baso (2016) that there are five language elements that impact one's speaking proficiency. They are pronunciation, grammar, vocabulary, fluency and comprehension.

Recently, we found that most people show a great method for students. But in reality, almost students still feel scared of English subjects. It might due to the practice of speaking English in SMK Gondang is rarely practiced. Other students' problems in speaking English can be caused by various factors. One of them is that student's have fears of speaking English, tense, dizziness, worries, anxious, lack of confidence, lack of preparation and other. This is caused students feel stressed about speaking English. Whereas, in the learning process is not only a physical process but also emotional. In the fact, Every students has different emotions, and different solutions too. Emotions are important for students to learn in the classroom. Emotions can influence students to understand the material. Emotions that cannot be channeled properly will be fatal, one of which is anxiety and fear. Anxiety is a feeling of fear, dread, and uneasiness. In other words, Anxiety is not a disease. This is just a kind of action to anticipate unpredictable situations to come. Howrits et al (1986) in Jugo (2020) describe that anxiety is a specific condition of feeling fear, self-consciousness making mistakes".

Furthermore, Oxford (1998) in Pratiwi and Analido (2018) argue that student's Anxiety can be recognized by physiological symptoms and behavioral responses of students when the learner learns a foreign language. The Psychological symptoms can be divided into three parts, namely general avoidance, physical work, and approved cultural signs. In addition, Speilberger (1983) in Oteir and Al-otaibi (2019) mention three aspects of anxiety. They are 1). Trait anxiety, 2). State anxiety, 3). Specific situation. A trait perspective occurs when a person has a persistent intention to be fearful (Scovel, 1978 in Oteir and Al-otaibi 2019). Yet, Trait anxiety is the tendency to be anxious in the face of different situations such as Personality. State anxiety is a temporary emotional reaction that appears in certain situations that are considered threatening. like threats such as tests, operations or other Circumstances supported by subjective feelings of tension.

Preparing to speak is a way that can be used to reduce students' anxiety levels. This could increase students' self confidence and reduce speaking errors that may occur when students participate in speaking activities. Then, language problems or errors have two points of view in terms of evaluation. Positive assessment will increase students self-confidence it reduces their anxiety, while the negative evaluation will have an impact on the shyness that can increase the level of anxiety from speaking. Thus, storytelling can be a solution to reduce students' anxiety in speaking English. Storytelling is a teaching technique that can be done by describing an object by involving intonation, gestures, and expressions. Robin & McNeil (2019) in Nair and Yunus (2022) add that digital stories are like traditional storytelling where the focus is on a particular topic in point of view. Digital stories involve multimedia or computer-based image like a recorded voice narration, video text, or other web publishing media.

While, descriptive text is one of the English material in the school. Descriptive text is a type of text type that contains a detailed description of an object, or place. According to Wuwur (2022), Descriptive Text is a text that describes a certain thing, person, place, or object. The purpose of the description is to convey the subject by explaining it is characteristics without personal opinion. In this case, there is a correlation between descriptive text material and

storytelling where students are asked to tell a simple story from the writing they have made. Based on their performance, researchers find many problems. Based on the description above, thus this research was aimed exploring the students' ability in speaking English and investigating the factors that influence the students' anxiety in speaking English of Descriptive text by using storytelling.

B. METHOD

This study is a qualitative research with a case study method. The researchers chose qualitative research because it is to describe how students' ability of speaking skill and what happens when anxiety occurs in grade 10 students of SMK Gondang in English subjects, especially in descriptive text lessons. A case study is not only an individual situation but can also be defined as a particular individual, classroom, event, etc. In this study, the researchers used two variables student's anxiety toward English speaking skill of Descriptive Text Using Story Telling (a case study of tenth graders of SMK Gondang in academic year 2022/2023). This study involved the tenth graders of TKJ 4 SMK Gondang. It is a senior vocational school in Wonopringgo, Pekalongan. The study was conducted in 4 meetings with the time allocation of 40 minutes for each meeting. The study was conducted at SMK Gondang from 26th August 2022 until march 2023. Questionnaire, test of speaking performance, and observation were used as the instruments of this research. The researchers used questionnaire as primary data and depth observations as a validity check. In addition, the secondary data is a student's score of speaking practice in the classroom. Where the questionnaire is the self report anxiety on English subject in the classroom. The questionnaire used 14 questions, then each item has no value because each point is the students' emotion towards themselves when practicing in English speaking. While the students score performance was developed by Brown & Abeywickrama (2004).

Data analysis techniques use questionnaire analyzed by simple calculating such as show mean score or percentage. While qualitative questionnaire analyzed such as data reduction where the researchers chooses which aspects of the data that used in the questionnaire transcriptions and a field notes, should be emphasized, minimized to be completely data, data display where the data show percentage of students' anxiety toward English speaking skill of Descriptive Text Using Story Telling to find how is the student's ability of speaking skill in Descriptive text and what are the factors anxiety on students and conclusion or validity to summarizing various sources of data analyzed from both observations and questionnaires which are then use as a complete and valid.

C. FINDINGS AND DISCUSSION

This study aims to investigate students' ability in speaking English and to find out the anxiety factors that influence students' mastery in speaking English. Therefore, the results of this study are categorized into two categories. They are students' ability in speaking skill and factors that influence students' anxiety in speaking English. The students' speaking ability was obtained from the results of speaking test. While, questionnaires and observation were used to investigate factors that influence students' anxiety in speaking English. The two categories can be seen in the following sections:

1. Student's ability in speaking

Table 1. Students' Ability of Speaking

Students	Content (25%)	Delivery (15%)	Grammar (10%)	Pronunciation (30%)	Fluently (20%)	Total Score
Student 1	5	3	2	3	2	50
Student 2	5	1.5	2	3	2	45
Student 3	5	1.5	2	3	2	45
Student 4	5	3	2	3	2	50
Student 5	5	1.5	1	3	2	41.6
Student 6	7.5	1.5	2	3	2	53
Student 7	7.5	4.5	2	3	2	63
Student 8	7.5	4.5	2	3	2	63
Student 9	2.5	1.5	1	3	2	33
Student 10	7.5	4.5	2	3	2	63
Student 11	5	1.5	1	3	2	41.6
Student 12	5	3	1	3	2	46.6
Student 13	7.5	3	2	3	2	58
Student 14	5	1.5	2	3	2	45
Student 15	2.5	3	1	3	2	38
Student 16	5	1.5	1	3	2	41.6
Student 17	5	1.5	1	3	2	41.6
Student 18	5	3	2	3	2	50
Student 19	5	1.5	1	3	2	41.6
Student 20	7.5	3	2	6	4	75
Student 21	5	3	2	3	2	50
Student 22	5	3	2	6	4	66
Student 23	5	3	2	3	2	50
Student 24	7.5	4.5	2	3	2	63
Student 25	2.5	1.5	1	3	2	33
Student 26	5	1.5	2	3	2	50
Student 27	5	1.5	2	6	4	61.6
Student 28	5	1.5	2	3	2	45
Student 29	5	1.5	2	3	2	45
Student 30	5	1.5	2	3	2	45
Mean score	5.3	2.3	1.7	3.3	2.2	31,62

Based on the result above it can be concluded that the mean score of students' speaking test was 31.62. It was below 75. It means that the mean score was below the minimum completeness classified criteria. The data from test revealed that the students' mean score in content aspect was 5.3, delivery aspect was 2.3, grammar aspect was 1.7, pronunciation aspect was 3.3, and fluency was 2.2. Based on the above scores, it can be described the components in speaking English that students have not mastered optimally. The scores of students' abilities above were analyzed to determine the factors causing the low score of students' ability to speak English. It might be caused by the anxiety. It was revealed by the data from the questionnaire that students were anxious in speaking. As stated by Basic (2011) in Syarifuddyn (2019) that speaking anxiety is a individual who experiences apprehension when communicating verbally typically exhibits physiological indications. These indications could impede their ability to articulate themselves proficiently during a

conversation. Essentially, the presence of speaking anxiety denotes an obstruction in expressing oneself verbally.

2. The factors that can be caused students' anxiety

The data from questionnaires show that students' anxiety was caused by the internal factors. Those are internal factors caused student's anxiety in speaking English. The internal can be seen below.

Table 2. Internal Factors of Students' Anxiety of English Speaking

Items	Yes	No
I always prepare myself when I speak English but still anxious	30	0
I am confused in English pronunciations	27	3
I feel tense when practicing to speak English	25	5
I am worry of my teacher correct the English speaking mistake that I made	12	18
I am thumped as I call by the teacher to come in front of my friends to speak English	27	3
I feel more nervous in speaking than listening, writing, and reading in Descriptive Text	28	2
I am overwhelmed with rules of grammar in speaking	22	8
I feel dizzy when speaking English	18	12
I am not confident on my abilities when speaking English	25	5

Based on the results of the table, we know that internal factors are more dominant, as evidenced by some questions that students choose, "yes" is higher than "no". This means that they are aware that anxiety arises in themselves. Some students feel unfamiliar material or vocabularies. Some students feel confused in pronunciation because they do not know how to pronounce a word, they feel confused because they are not used to pronouncing English words, and feel scared when speaking English come to mispronunciation. All of students when they want to practice speaking English have prepared themselves but are still anxious because they are not confident, embarrassed when speaking in front of their friends. Some students also feel that their English skills are low, not confident, nervous, and tense because their vocabulary is still small that they doubt their abilities. Some students also do not like it when their teachers correct them, which does not mean that students dislike the teacher but students feel embarrassed when corrected. Some students are also immersed in grammar because it is considered difficult to understand and difficult to apply. Some students also feel dizzy when speaking English because of a lack of mastery of grammar, vocabulary, and pronunciation so they are lazy to practice it. Some students provide supporting the reasons through the data from questionnaires as follows:

Example 1

"I don't like to speak the language because I don't have a lot of vocabularies"

Example 2

"I don't like to speak English because I feel like it's my shortcoming."

Though some students agree that English course is a favorite subject. They argue like an example

Example 1

“I love English because it's fun”

Example 2

“I love English because I like new things in the language”

Thus, in this part can be explained and categorized factors that make students anxious during speaking English as factors: English knowledge, speaker experience, and self-management.

In other finding, the researchers find external factor causes of speaking anxiety. It can be seen in the table 3.

Table 3. External Factors of Students' Anxiety of English Speaking

Items	Yes	No
My parents always motivate me to increase my speaking skill	3	27
I can speak English because my teacher gives assignment	23	7
I can speak English because my teacher often practices in classroom	21	9
I'm considered stranger when I speak English	12	18
I'm afraid of being laughed by my friends when speaking English	26	4

Based on Table 3 above, anxiety is also updated by external factors. of the number of such percentages that agree if external factors also affect speaking English. From the table can explain that some students are afraid to speak English because friends laugh at them, are considered strange, and others. Some students also agree that descriptive material that is not understood makes it difficult to speak English. Some of them like English topics but cannot stand the vocabulary. In the process of classroom learning, some students argue that few can speak English when the teachers use English language, but they also agree that English vocabulary is what they can understand when the teachers translate it. Yet some students agree that teachers do not fully teach when presenting material in class, they also learn through assignments by the teacher, games, songs, etc. Some students argue that parents' motivation also influence their speaking English because they believe that parents have an important role in the development of their speaking English. English educators may contend that the most dominant aspect of the entire motivation concept in general is the level of intrinsic or extrinsic motivation in learners to excel in English assignments (Brown, 2007). According to Astuti (2012) in Menggo (2018) revealed that motivation is a psychological factor that can impact the process and outcome of learning. When students possess high levels of learning motivation, they will engage in a greater number of learning activities. Therefore, this external factor is strongly influenced by the environment where the environment that does not support learning makes some people reluctant to practice it so that students have negative experiences with their friends. It is compatible with the statement of Asparanita (2020) that there are three factors that affect student's anxiety at SMA 1 Muaro Jambi, namely anxiety in communication, anxiety in exams and negative evaluate as factors affect students in the learning process.

Table 4. Summary of Mean Score

Factor	Yes	No
Internal	79.2%	20.8%
External	56.6%	43.4%

From this table show that internal is more dominant, we can see that around 79.2% as “Yes”, and 20.8% as “No”, so anxiety is strongly influenced by itself. But there are still external factors that support students to feel anxious it around 56.6% as “Yes” and 43.4 as “No”.

These factors can be analyzed that anxiety is influenced by the students themselves as evidenced by less self-management. Then treat teachers whose students are not used to practicing speaking English in class. Material factors that students consider the subject being taught are difficult to understand or vocabulary difficult to pronounce. Another factors are the environment and parents that not support them to develop their Speaking English, their environment also are surprised when speaking English because it is considered strange by some friends, or considered "*sok inggris*" with the meaning “stop showing off your English skill”. MacIntyre and Gardner (1991) in Damayanti & Listiyani (2016) asserted that students experience the greatest amount of anxiety when speaking in a second language, and that half of the battle is developing the confidence to use their speaking skills. The primary reasons for this difficulty include nervousness, limited vocabulary, shyness, and other factors. The pressure to speak fluently in a second or foreign language before achieving fluency can exacerbate these stresses. From these factors, it can be concluded that students’ anxiety in speaking English which makes some students hate speaking and panic when being asked to speak English. They can not organize their thoughts. Thus, it is necessary to get into the habit of practicing speaking English in front of friends or in public.

D. CONCLUSION

Student’s ability in English speaking is very low, they are not competent in pronunciation, grammar, and delivery of content. While in fact, those students are able to speak English. Thus, from the ability problems causes speaking anxiety in English learning. The Tenth graders of SMK Gondang in the academic year 2022/2023 perceive that speech anxiety arises due to two factors namely internal factors and external factors. The internal factors cover student experience, and student self management. While, the external factors include students’ environment, parents, teachers, and friends. Thus, these factors can causes students’ difficulties in developing their speaking skill.

REFERENCES

- Adinianda, D., & Permanasari, P. (2022). The Implementation of Greeting Cards Towards Students' motivation In Speaking Performance. *Prosiding Konferensi Ilmiah Pendidikan*, 3, 449-458.
- Asparanita, R., Musyyadad, K., & Zurnelli, N. (2020). *Students' anxiety In Speaking English At The Eleventh Grade Of Senior High School 1 Muaro Jambi* (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).
- Baso, F. A. (2016). The implementation of debate technique to improve students' ability in speaking. *Exposure*, 5(2), 154-173.
- Brown, H. D., & Abeywickrama, P. (2004). Language assessment. *Principles and Classroom Practices*. White Plains, NY: Pearson Education.

- Brown, H. D. (2007). Principles of language learning and teaching . White Plains. NY: *Pearson Education*, 118.
- Damayanti, M. E., & Listyani, L. (2020). An Analysis Of Students'speaking Anxiety In Academic Speaking Class. *Eltr Journal*, 4(2), 152-170.
- Jugo, R. R. (2020). Language anxiety in focus: The case of Filipino undergraduate teacher education learners. *Education Research International*, 2020, 1-8.
- Jupri, J., & Haerazi, H. (2022). Teaching English Using Two Stay Two Stray in Improving Students' English Speaking Skills Integrated with Foreign Language Anxiety. *Journal of Language and Literature Studies*, 2(1), 33-42.
- Menggo, S. (2018). English learning motivation and speaking ability. *Journal of Psychology and Instruction*, 2(2), 70-76.
- Nair, V., & Md Yunus, M. (2022). Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19. *Sustainability*, 14(15), 9215.
- Oteir, N.I., & Al-Otaibi, N.A. (2019). Foreign language anxiety: A systematic review. *Arab World English Journal (AWEJ) Volume*, 10.
- Pratiwi, M. A., & Analido, B. (2018). Efl Students'anxiety In Research Proposal Seminar. *Proceedings of ISELT FBS Universitas Negeri Padang*, 6, 184-194.
- Syarifuddyn, T. A. (2019). Speaking Anxiety Of English Department Student. *Research on English Language Teaching in Indonesia*, 9(3), 172-177.