

YOUNG ENGLISH LEARNERS' ANXIETY: THE CASE IN INDONESIAN ELEMENTARY CLASSROOM

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ABSTRACTS

It is a common phenomenon that English language learners suffer from anxiety when they step into a language class, especially in the oral-focused lesson. This situation is experienced not only by adult English learners but also by the young ones who are learning in English-speaking classes at the elementary school level. Language anxiety they have is triggered by or originated from numerous factors, including the teacher's identity factor. A teacher who is a 'native' speaker of the language is believed to gear greater anxiety among English as a foreign language learners resulted in passiveness and withdrawal from oral activities in the class. Referring to the circumstance, this study, was conducted to see the level of anxiety in English speaking classes which were taught by a native English speaker teacher (NEST) as well as to see the possible aspects evoking foreign language anxiety among young English learners. This present research, particularly, involved 69 active students of Tarakanita 1 elementary school in Jakarta. The research data was collected using a qualitative method with a set of questionnaires as a major data collection instrument, embracing three key indicators namely fear of communicating, fear of negative evaluations, and testing anxiety. To identify similarities and differences among students of differing anxiety levels, five categories: very low, low, moderate, high, and very high anxiety are applied. Quantitative analysis of the data revealed that the participants exhibit different levels of anxiousness in speaking English with a native English speaker. The highest percentage fell at high level category which was applied for the three aforementioned indicators. Pertaining to the factors influence might arouse anxiety in speaking class fear of communicating, contribute as much as the other two: fear of negative evaluations, and testing anxiety. The findings of this study are expected to benefit both teachers and students. It is hoped that students will develop more awareness towards factors, as anxiety, that may hinder them from mastering English-speaking skill and find solutions to overcome anxiety in speaking. Moreover, teachers are hoped to be more understanding and concerned with the anxiety young English learners experience and help them reduce their anxiety during the classroom performance through implementing various strategies.

Keywords: anxiety, young language learner, speaking class, native speaker teacher

ABSTRAK

Merupakan sebuah fenomena umum bahwa pembelajar bahasa Inggris mengalami kecemasan ketika mereka berada di ke kelas bahasa, terutama dalam pelajaran bahasa yang berfokus pada kemahiran lisan. Situasi ini tidak hanya dialami oleh siswa bahasa Inggris dewasa, tetapi juga oleh anak-anak yang belajar di kelas bahasa Inggris di tingkat sekolah dasar. Kecemasan berbahasa ini dipicu oleh atau berasal dari berbagai faktor, termasuk diantaranya faktor identitas guru. Seorang guru yang merupakan 'penutur asli' bahasa tersebut diyakini menimbulkan kecemasan yang lebih besar di antara siswa bahasa Inggris sebagai bahasa asing yang mengakibatkan kepasifan dan penarikan diri dari aktivitas berbicara di kelas. Mengacu pada keadaan tersebut, penelitian ini dilakukan untuk melihat tingkat kecemasan dalam kelas berbicara bahasa Inggris yang diajarkan oleh guru yang adalah penutur asli bahasa tersebut. Studi ini secara khusus melibatkan 69 siswa aktif SD Tarakanita 1 Jakarta. Pengumpulan data penelitian menggunakan metode kualitatif dengan seperangkat kuesioner sebagai instrumen pengumpulan data utama yang mencakup tiga indikator kunci yaitu: ketakutan untuk berkomunikasi, ketakutan akan evaluasi negatif, dan kecemasan akan penilaian. Untuk mengidentifikasi kesamaan dan perbedaan tingkat kecemasan yang dialami siswa, kecemasan dikategorikan dalam lima tingkat: kecemasan sangat rendah, rendah, sedang, tinggi, dan sangat tinggi. Analisis data secara kuantitatif mengungkapkan bahwa siswa menunjukkan tingkat kecemasan yang berbeda dalam kelas berbicara dalam bahasa Inggris dengan guru penutur asli bahasa Inggris. Persentase tertinggi berada pada kategori 'tingkat tinggi' untuk ketiga indikator tersebut di atas. Berkaitan dengan faktor yang mendorong munculnya kecemasan pada siswa, factor ketakutan atau kecemasan untuk berkomunikasi berkontribusi sama besarnya dengan 2 faktor lain, yaitu kecemasan akan evaluasi negative dan ketakutan akan penilaian. Hasil penelitian ini diharapkan dapat memberi manfaat bagi guru dan siswa. Siswa diharapkan akan lebih mengembangkan kesadaran terhadap faktor-faktor, seperti kecemasan, yang dapat menghambat mereka menguasai kemahiran berbicara dalam bahasa Inggris dan menemukan solusi untuk mengatasi kecemasan dalam berbicara tersebut. Selain itu, para guru diharapkan untuk lebih memahami dan peduli dengan kecemasan yang dialami para siswa bahasa Inggris dan membantu mereka mengurangi kecemasan mereka saat tampil di kelas melalui penerapan berbagai strategi.

Kata kunci: kecemasan, pembelajar bahasa muda, kelas berbicara, guru penutur asli

INTRODUCTION

English language education has taken its part in the world of education in Indonesia from a very early age. Four basic English language skill components are for students to master gradually as prescribed in the curriculum. Those four comprise listening, speaking, reading and writing. Among them, the ability to speak is considered a very important element, as it can be immediately seen and applied. Nunan (2003) in Astrida (2017), in support to the idea, stated that the ability to speak is considered more important than other skills because it occurs during the communication process, in which a speaker cannot edit and correct what has been said. Additionally, speaking is said to be indeed very important in real life as people with better speaking skills gain greater opportunities for their careers and students with better speaking skills are able to conduct discussions, debates, presentations, speeches, and become more confident with themselves (Rao, 2019).

Oral English mastery among language learners is seen to be central. However, the development of speaking skill might be hindered by numerous factors, including language anxiety. The term foreign language anxiety is defined by Horwitz et al (1986) as the perception, feelings, beliefs, and attitudes that arise in a person as a result of the complexity of the learning process of teaching and teaching foreign languages. Loan (2022) mentioned three general classifications of reasons posing speaking anxiety among the students. Speaking anxiety basically may come from themselves, their teachers, and other sources as well. Akkakoson (2016), Basri (2019), and Fitriani et al (2022) in their research figured out that anxiety in speaking class occurs due to feelings of fear of wrongdoing, shame, insecurity and fear if the English pronunciation is wrong, students' unconvinced abilities and fear of negative evaluations from colleagues in the class. Furthermore, a research conducted by Florack, et.al. (2014) on anxiety inhibits speech proficiency, showing that students' difficulty in speaking is not due to inadequate knowledge, but rather excessive feelings of anxiety that they do not know what to say, and idea absence. Liu (2006), added up several other factors that contribute to anxiety when speaking English, as poor English skills, lack of task familiarity, lack of self-confidence, a fear of being wrong, and incomprehensible input.

In line with the aforementioned research on language anxiety, Horwitz in Sulviani (2020) came up with three major causes of language anxiety. The three comprise of communication apprehension, fear of criticism, and test anxiety. Regarding the first cause, the theory of foreign language anxiety is said to be highly pertinent to this communication phobia. Due to students' inadequate proficiency in the learnt language, particularly in speaking, those who suffer from communication anxiety lack of confidence when speaking in the target language (TL) in front of others. Communication apprehension itself frequently refers to a type of anxiety felt in interpersonal communication circumstances, such as classrooms where students have little control over the communicative situation and where their performance is continually observed by the teacher and peers. The students' ability to communicate effectively is significantly impacted by this factor. The second cause of language anxiety is fear of negative evaluation. It basically deals with a learner's worry that their language abilities will be poorly perceived by other students or teachers. Language mistakes are not seen as natural or an effort to learn a new language by students who fear criticism, but rather as a threat to their safety. This situation especially occurs when these students have to speak in front of their teacher or peers. They consequently refrain from participating in language class activities and are largely mute. The last relates to concern about receiving negative feedback on one's performance from others that results from the fear of failing and the dread of making mistakes in English courses which is known as test anxiety. In this type of anxiety pupils worry about failing and behave inappropriately in a text. Text-anxious students see instructions of a foreign language, especially spoken production, as a danger rather than a chance to advance their speaking and ability to communicate.

This study attempts to investigate elementary school students' language anxiety in speaking class under a native English teacher's supervisory at an elementary school in Jakarta. The under-study school employs two types of English teachers, i.e., native English speaking teacher (NEST) and non-native English speaking teacher (NNEST). A brief observation held in advance to the conduct of this study, has shown that in speaking classrooms, students tend to be passive, hesitant to speak and withdraw themselves from both class and group activities. The condition even deteriorates when they are learning with NEST. Apart from inactivity and shyness, their learning outcomes are demonstrated to be low. They pay less attention to the lesson, show negative attitude and learning behavior, such as chatting with peers and doing other activities. Some responses from students upon the question concerning the reason and causes of the situation are because they do not understand the language used by the NS and because the NS did not speak Indonesian at all which made it difficult for students understand. For the above reasons the focus of the recent research is paid on firstly, identifying the anxiety level of the elementary school students in speaking

lessons with NEST, in which requires them to perform orally in response to the teacher’s instructions. Secondly, it seeks the aspect(s) that contributes to the elementary school students’ anxiety.

METHODOLOGY

The subject in this study consists of 69 fifth graders of Tarakanita Primary School 1, a Catholic school in Jakarta. The subject selection of this study was based on an observation previously conducted by the researchers in speaking class with NEST in which the students showed low speaking performance. The respondents are combined from class VA and VB, each of which comprises 35 and 34 students. The majority of these students have learnt English since they were at the kindergarten (approximately for 6 years). Their English ability stays at the beginning to pre-intermediate levels. At the current time, these five graders learn English at their class with two different teachers, i.e. a NNEST and NEST teachers. Their English learning, especially their speaking class, focuses on the basic English functions, such as introducing themselves, making and accepting/refusing invitation, asking and giving permission, expressing civility, asking for and giving help, etc (as prescribed in the school’s curriculum. The following table presents detailed data on the characteristics of the respondents in the study:

Table 1. Research Respondents

No	Class	Gender	Total students
1.	VA class	male	13
		female	22
2.	VB class	male	13
		female	21
Total Number of Respondents			69

This study applies a descriptive method with a quantitative approach. Arikunto (2019) stated that the quantitative descriptive research method is a method that aims to objectively create a picture or descriptive space using numbers, starting with data collection, data interpretation and its manifestation and results. The data used in this study is quantitative by nature (a type of data that can be measured or calculated), in the form of information or explanations expressed by numbers or in the form of numbers. Therefore, the main quantitative data in the present study are the number of students and their responses of the questionnaire. The main instrument of the research is a set of closed questionnaires with 5-Likert scale (strongly disagree, disagree, neither disagree or agree, and strongly agree) which embodies thirty statements. All of them are translated into Indonesian language to ensure students’ understanding towards the idea and distributed in the form of hardcopy. The questionnaire itself is an adaptation from the Foreign Language Class Anxiety Scale (FLCAS) by Horwitz (1986), which was developed to assess students' levels of anxiety when speaking English. The 30 statement items in the questionnaire are adapted from and designed within the framework of anxiety indicators (Horwitz in Sulviani (2020)) which embraces: communication apprehension, test anxiety, and fear of negative evaluation. For the three categories, twelve statements are provided for communication apprehension, and nine for both test anxiety and fear of negative evaluation.

To ensure the items’ validity and reliability statistical measurement using SPSS software.23 was done. The result of validity check demonstrates that the Sig.(2-tailed) value is bigger than the R table value and is 0.000 0.05 with a positive Pearson Correlation (R count) value. As a result, it can be said that the study's question items have been deemed legitimate and are suitable (valid) for use as a reliable data gathering method. Meanwhile, the Cronbach's Alpha value serves as the foundation for decisions regarding the reliability test is > 0.60, consequently the questionnaire is declared reliable or consistent. The 30 question items in the questionnaire used in this study were trustworthy or consistent, as indicated by the Cronbach's Alpha value of 0.943 > 0.60.

There are six basic steps of collecting data. The first three include developing the questionnaires guide which are related to the focus of the research, i.e., foreign language anxiety, preparing the questionnaire guide, and questionnaires distribution. The distribution of the questionnaire itself was conducted for one day. Each participant answered all the questions on printed the questions by following the instruction provided. In case there was some confusion over instruction or particular item, the participant could directly ask the researcher. The next three consist of validating the result of questionnaire using Statistical Program for Social Science (SPSS) 23.0, sorting and grouping, and coding the data to be

subsequently analyzed. The data analysis procedure embraces the processes, as follows: after classifying the data based on the response on the questionnaires using SPSS 23.0 (statistical program for social science, the calculations is interpreted and described by classifications that refer to the statement problem. Lastly, the conclusion is drawn based on the result of data analysis. In determining the anxiety factors that affect students, researchers use the accumulated score of each question item made in the questionnaire. The scores apply for each alternative answer in the Likert scales are 1 for strongly disagree; 2 for disagree; 3 for neither agree nor disagree; 4 for agree; and 5 for strongly agree. Total anxiety scores for the scale range from 30 to 150 points with the interval of 24 points (see the criteria below). The answer strongly agree (5) indicates high level of anxiety, strongly disagree (1) indicates low level of anxiety that students feel (Horwitz, 2008). So, the criteria for anxiety levels in this study are as follows:

- 1) 30 – 54 = very low anxiety
- 2) 55 – 79 = low anxiety
- 3) 80 – 104 = moderate anxiety
- 4) 105 – 129 = high anxiety
- 5) > 130 = very high anxiety

In order to measure the impacts given by the three categories of elements, this formula is applied: the total high score is obtained by multiplying the highest Likert score by the number of respondents. Meanwhile, to find out the lowest score is by multiplying the lowest Likert score by the number of respondents. Therefore, $5 \times 69 = 345$ is the maximum possible overall score on the questionnaire in this study. While $1 \times 69 = 69$ is the lowest score. So the formula for the percent index is: $\text{Total score} / \text{Highest score} \times 100\%$. So the criteria formed are: (1) very weak: 0% to 20%; (2) weak = 21% - 40%; (3) average = 41% - 60%; (4) strong: 61% to 80%; and (5) very strong: 81% to 100%.

ANALYSIS

This section presents the result of the analysis of the data which will be depicted according to the objectives of the study mentioned in the previous section.

The level of students' anxiety in speaking class with NEST

Determining the level of anxiety of the elementary students in this study refers to associating the score obtained from calculating the average score of the Likert scale to the criteria or categorization of anxiety as described in the previous part. The findings reveal that the anxiety the respondents experience when they have to orally perform in the speaking class with NEST remain at high level. It is shown by the score average figure of 108. Table 2 below depicts the individual score and the average.

Table 2. Score and Average of the Questionnaire Calculation

No	Participants	Score	Anxiety Level	No	Participants	Score	Anxiety Level
1	Participant 1	124	high anxiety	36	Participants 36	150	very high anxiety
2	Participant 2	65	low anxiety	37	Participants 37	56	low anxiety
3	Participant 3	106	high anxiety	38	Participants 38	102	moderate anxiety
4	Participant 4	105	high anxiety	39	Participants 39	137	very high anxiety
5	Participant 5	133	very high anxiety	40	Participants 40	150	very high anxiety
6	Participant 6	150	very high anxiety	41	Participants 41	86	low anxiety
7	Participant 7	103	moderate anxiety	42	Participants 42	83	low anxiety
8	Participant 8	104	moderate anxiety	43	Participants 43	83	low anxiety
9	Participant 9	93	moderate anxiety	44	Participants 44	108	high anxiety
10	Participants 10	93	moderate anxiety	45	Participants 45	96	moderate anxiety
11	Participants 11	150	very high anxiety	46	Participants 46	84	moderate anxiety

12	Participants 12	89	moderate anxiety	47	Participant 47	131	very high anxiety
13	Participants 13	105	high anxiety	48	Participants 48	74	low anxiety
14	Participants 14	85	moderate anxiety	49	Participants 49	102	moderate anxiety
15	Participants 15	117	high anxiety	50	Participants 50	104	moderate anxiety
16	Participants 16	88	moderate anxiety	51	Participants 51	100	moderate anxiety
17	Participants 17	148	very high anxiety	52	Participants 52	91	moderate anxiety
18	Participants 18	121	high anxiety	53	Participant 53	123	high anxiety
19	Participants 19	132	very high anxiety	54	Participant 54	126	high anxiety
20	Participants 20	77	low anxiety	55	Participants 55	90	moderate anxiety
21	Participants 21	146	very high anxiety	56	Participants 56	103	moderate anxiety
22	Participants 22	125	high anxiety	57	Participant 57	122	high anxiety
23	Participants 23	90	moderate anxiety	58	Participant 58	98	moderate anxiety
24	Participants 24	68	low anxiety	59	Participants 59	107	high anxiety
25	Participants 25	116	high anxiety	60	Participants 60	142	very high anxiety
26	Participants 26	105	high anxiety	61	Participants 61	115	high anxiety
27	Participants 27	89	moderate anxiety	62	Participant 62	128	high anxiety
28	Participants 28	110	high anxiety	63	Participant 63	62	low anxiety
29	Participants 29	136	very high anxiety	64	Participant 64	120	high anxiety
30	Participants 30	145	very high anxiety	65	Participants 65	79	low anxiety
31	Participants 31	105	high anxiety	66	Participant 66	62	low anxiety
32	Participants 32	137	very high anxiety	67	Participant 67	121	high anxiety
33	Participants 33	115	high anxiety	68	Participant 68	96	moderate anxiety
34	Participants 34	130	very high anxiety	69	Participants 69	107	high anxiety
35	Participants 35	104	moderate anxiety				

Speaking anxiety is a feeling that often arises before, during and after learning activities take place such as the discomfort experienced by students (Joni & Dharmayanti, 2016). The analysis of the data indicates that the average value of the anxiety level of Class V students at SD Tarakanita while learning English with NEST reaches the point of 108 of 105-129, with variation for individual student's score. This illustrates that the majority of the participants feel panicked, have difficulty concentrating on learning, have difficulty understanding lessons, are not confident in their preparation, feel anxious when the teacher speaks English, do not dare to interact during class, and this high level of anxiety also illustrates that there is a physical reaction related to students' anxiety during English lessons, such as sweating, shaking hands, and racing heart. These characterize anxiety with high level. Furthermore, the additional individual findings also showed that there were 15 (22%) participants who fell into the category of very high anxiety, 22 (32%) participants who fell into the category of high anxiety, 21 (30%) participants who fell into the category of moderate anxiety, 11 (16%) participants who fell into the category of low anxiety, and none of the students who fall into the category of very low anxiety.

Anxiety experienced by the fifth grade students under the study study can be seen in and observed from their behavior or reactions to their bodies as well. Greenberger and Pedesky (2004) add some other

physical symptoms of anxiety include sweaty palms, tense muscles, palpitations or a racing heart, flushed cheeks, headaches, and shortness of breath. The length of the situation determines how long the bodily response lasts. The data results show that there are 50 students in grade V (72%) who experience symptoms of anxiety such as sweating, shaking hands, blank stares and are also confused when students are asked to come forward to perform speaking activity. In addition, the data findings also show that 44 students or around 63, 7 percent of them also admitted to avoiding eye contact with the teacher while in class, this was done because students had a fear of being asked to come forward. In addition, it is also known that there are around 75 percent or 52 students who feel pressured or stressed when the teacher speaks English during teaching.

The factors that influence English speaking anxiety

The results of this study's data on the potential factors that may contribute to students' language anxiety show that, with an average value of 72%, these three elements (i.e. have a significant impact. This indicates that communication anxiety, exam anxiety, and concern about receiving a poor grade are the main causes of the elementary school students' anxiety when speaking English in class with their NEST. Thus, the result is in line with and confirms Horwitz's (1986) in Sulviani (2020) idea that fear of communicating, worry of receiving a bad review, and exam anxiety are the three main causes of language anxiety. To arrive at such a research result, assumptions are made in reference to the three parameters or indicators of foreign language anxiety: communication appreciation, test anxiety, and fear of negative evaluation. Detailed findings of them are presented in Table 3, 4 and 5 which are followed by brief elaboration of the presentation.

Table 3. Factor 1: communication appreciation

Indicator	Code of Items	Statement	Total Score	%	Category of influence
Communication Apprehension	Item 1	<i>Di kelas bahasa Inggris, saya tidak suka berpartisipasi dalam diskusi kelompok.</i>	280	81	very strong
	Item 2	<i>Di kelas bahasa Inggris, saya gugup ketika berpartisipasi dalam diskusi kelompok.</i>	265	77	strong
	Item 3	<i>Saya takut dan bingung ketika saya berbicara dalam kelas bahasa Inggris</i>	267	77	strong
	Item 4	<i>Saya takut untuk memulai pembicaraan dengan teman di kelas bahasa Inggris</i>	274	79	strong
	Item 5	<i>Di kelas bahasa Inggris, saya merasa gugup ketika guru memanggil saya untuk berbicara di depan kelas</i>	202	59	normal
	Item 6	<i>Ketika saya siap untuk kelas bahasa Inggris, saya tetap merasa cemas tentang hal itu sehingga saya lupa sesuatu yang saya ketahui</i>	258	75	strong
	Item 7	<i>Saya tidak merasa nyaman ketika berbicara di kelas menggunakan bahasa Inggris</i>	273	79	strong
	Item 8	<i>Saya bisa merasakan jantung saya berdegup kencang ketika dipanggil di kelas bahasa Inggris</i>	226	66	strong
	Item 9	<i>Saya merasa canggung ketika berbicara di depan siswa lain.</i>	235	68	strong
	Items 10	<i>Saya merasa tertekan/stress ketika guru hanya menggunakan Bahasa Inggris.</i>	291	84	very strong
	Item 11	<i>Ketika bertanya sama guru dalam kelas Bahasa Inggris saya tetap menggunakan bahasa Indonesia</i>	238	69	strong
	Item 12	<i>Saya merasa malu saat berinteraksi menggunakan bahasa Inggris dengan rekan di kelas</i>	258	75	strong

Table. 3 above, presents the first factor or aspect of anxiety. It shows the percentage index score of respondents' answers to 12 question items regarding the communication apprehension indicator. The total average score on the 12 question items given by 69 respondents in this study was 256, with an average percentage of 74 percent which means they are in the strong category. The highest score obtained on the Communication Appreciation indicator is item 10 of 84 percent, the following statement: "Saya merasa

tertekan/stress ketika guru hanya menggunakan Bahasa Inggris". So it can be concluded that Grade V students at SD Tarakanita 1 feel pressured if the teacher uses English when teaching. Furthermore, the percentage gain with the highest value is also seen in item 1 which is 81 percent, namely the following statement: "*Di kelas bahasa Inggris, saya tidak suka berpartisipasi dalam diskusi kelompok*", so it can be concluded that many fifth-grade students at SD Tarakanita 1, do not like participating in group discussions during English lessons and consider such participation a threat for their learning.

Table 4. Factor 2: test anxiety

Indicator	Code of Items	Statement	Total Score	%	Category
Anxiety test	Item 13	<i>Saya gemetar ketika dipanggil guru untuk berbicara bahasa Inggris di kelas.</i>	262	76	strong
	Item 14	<i>Saat saya maju di depan kelas dengan berbicara Bahasa Inggris, muncul keringat bercucuran, tangan gemetar, kosong, dan bingung</i>	269	78	strong
	Items 15	<i>Saya merasa gugup ketika guru bahasa Inggris mengajukan pertanyaan yang belum saya ketahui sebelumnya</i>	219	63	strong
	Item 16	<i>Saya menjadi gugup ketika saya tidak mengerti setiap kata yang dikatakan guru bahasa Inggris</i>	240	70	strong
	Item 17	<i>Saya akan gugup ketika berbicara dalam bahasa Inggris dengan guru penutur asli</i>	233	68	strong
	Items 18	<i>Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa Inggris</i>	257	74	strong
	Item 19	<i>Di kelas bahasa Inggris, ketika saya mengantisipasi bahwa saya akan diminta untuk menjawab pertanyaan, saya akan gemetar</i>	224	65	strong
	Items 20	<i>Di kelas bahasa Inggris, saya merasa sangat gugup sehingga saya lupa apa yang sudah saya pelajari</i>	262	76	strong
	Item 21	<i>Di kelas bahasa Inggris, saya selalu duduk di belakang atau menghindari kontak mata dengan guru karena takut diminta tampil di depan kelas.</i>	280	81	Very Strong

While Table 3 represents the first factor, Table 2 shows the percentage of the index score of respondents' answers to 9 item questions regarding the Test Anxiety indicator. The total average score on the 9 question items given by 69 respondents in this study was 250, with an average percentage of 72 percent which was in the strong category. The highest score obtained on the Test Anxiety indicator is item 21 which is 81 percent, with the following statement "*Di kelas bahasa Inggris, saya selalu duduk di belakang atau menghindari kontak mata dengan guru karena takut diminta tampil di depan kelas*". Therefore, it can be concluded that many fifth grade students at SD Tarakanita 1 are afraid of being asked to appear in front of the class during English lessons. Where, when appearing in front of the fifth grade students of Tarakanita 1 Elementary School, they could feel symptoms of anxiety such as shaking hands, blank stares, confusion and also sweating profusely. With the following statement item 14 which is 78 percent : "*Muncul keringat bercucuran, tangan gemetar, kosong, dan bingung saat maju didepan kelas dengan berbicara Bahasa Inggris.*" Thus, the anxiety experienced by Grade V students at Tarakanita 1 Elementary School in learning English affects their behavior with symptoms of shaking hands and sweating.

Table. 5 Factor 3: Fear of negative evaluation

Indicator	Item	Statement	Total Score	%	Category
Fear of Negative Evaluation	Item 22	<i>Saya takut salah di kelas bahasa Inggris.</i>	208	60	normal
	Item 23	<i>Saya khawatir jika membuat kesalahan di kelas berbicara bahasa Inggris.</i>	220	64	strong
	Item 24	<i>Saya takut siswa lain menertawai saya saat saya berbicara dalam bahasa Inggris.</i>	247	72	strong
	Items 25	<i>Saya merasa siswa lain berbicara dalam bahasa Inggris lebih baik dari saya.</i>	227	66	strong
	Item 26	<i>Saya tidak merasa percaya diri saat berbicara dalam bahasa Inggris di kelas.</i>	270	78	strong
	Item 27	<i>Saya malu mengangkat tangan di kelas bahasa Inggris, meskipun saya bisa menjawab pertanyaan.</i>	245	71	strong
	Items 28	<i>Saya takut diremehkan saat siswa lain berbicara dalam bahasa Inggris lebih baik dari saya.</i>	248	72	strong
	Item 29	<i>Saat menjawab pertanyaan, saya takut diinterupsi atau dikoreksi guru.</i>	236	68	strong
	Items 30	<i>Saya cenderung berpikir teman saya meragukan kemampuan bahasa Inggris saya.</i>	252	73	strong

Finally, Table 5 shows the percentage of the index score of respondents' answers to 9 question items regarding the fear of negative evaluation aspect. The total average score on the 9 question items given by 69 respondents in this study was 239, with an average percentage of 69 percent being in the strong category. The highest score obtained on the Fear of Negative Evaluation indicator is on item 26 which is 78 percent, with the following statement: "I don't feel confident when I speak English in class." Thus, it can be concluded that the anxiety experienced by Grade V students at Tarakanita 1 Elementary School in learning English can be influenced by a lack of self-confidence in students.

In order to give more comprehensive information regarding how the three aspects might affect students' anxiety their average scores are displayed in the following table. The table displays that the three indicators are generally in the strong category. This means that the three indicators have equal influence in contributing to students' anxiety in learning English in Speaking class, especially when they learn with a NEST.

Table 6. Summary of factors affecting anxiety in students

Factors/Aspects	Average Score	Percentage (%)	Category
communication appreciation	256	74	strong
anxiety test	250	72	strong
fear of negativity	239	69	strong

According to research by Purandina (2022), students often experience anxiety as a result of the following: (1) inadequate time allotted for English lessons; (2) receiving more theory in class than practical application; (3) rarely using English because it is rarely used in family and social contexts. The elements that notably make them uncomfortable are: (1) their lack of trust in their English communication skills; (2) their fear of being judged negatively; (3) their worry of falling behind friends or being inferior to friends. An identical thing was also found by the researchers in this study, where in this study there were 3 question items on the questionnaire which were in a very strong category, namely item 1 and 10 which were indicators of communication apprehension and item 21 which were indicators of test anxiety. Item 10 is the item with the highest score obtained among the 30 question items on the questionnaire. Where it shows that there are 42 students (61%) who strongly agree and 10 students (14.5%) who agree that "I feel pressured/stressed when the teacher only uses English". This means that most students feel pressured or

stressed when the teacher only uses English. So, this can be concluded that most students do not understand when the teacher speaks English.

Speaking in English, as mentioned by Oxford (1990) in Irmawati, (2016) is often time considered stressful for students. This is because many English learners are afraid of making mistakes related to grammar and also the lack of vocabulary in English to facilitate their speaking activities. Hence, this can also trigger students to be afraid of discussing in groups because they avoid communicating with their colleagues. As the data findings shown in item 1, it is known that there are 33 fifth grade students at Tarakanita 1 Elementary School who strongly agree and 17 students who agree that they do not like group discussions in English class. Furthermore item 21, with a score of 81 being in the Very Strong category shows that there were 15 students who agreed and 29 students stated that they strongly agreed that "In English class, I always sit at the back or avoid eye contact with the teacher for fear of being asked to appear in front of me." front of the class". Woodrow (2006) further added that being called to the front is the most stressful experience for students. Such a situation, according to Purandina (2022), is one of the factors for the emergence of anxiety, where anxiety increases as a result of lack of English-speaking skills, resulting in nervous emotions and fear when speaking in front of their colleagues in English.

The statistical analysis, especially on the aspect of communication apprehension component, (which has an average total index score of 75%), has the greatest influence on the anxiety levels of fifth graders at Tarakanita Elementary School. In general, the term "communication apprehension" describes the kind of anxiety felt in interpersonal communication settings, particularly in classrooms where students have little communicative control over the situation and their performance is frequently observed by the teacher and peers. Students' communication proficiency is significantly impacted by communication anxiety. Regarding anxiety, it is well known that grade V pupils at Tarakanita Elementary School experience the most nervousness when speaking in front of the class. According to studies done by Effiong (2016) posed that this anxiety can occur because when students come forward, they become the center of attention. Where fear of assessment from classmates and teachers can trigger this anxiety.

In addition to the above discussion, in this study, high levels of anxiety illustrate the fear of trying something new in students. In this study, it is shown that many grade V students of SD Tarakanita 1 tend to be nervous to say something during their English class, thus triggering the behavior of students who become silent, inactive and have no courage in interacting. According to Scrivener (2005) in Ningsih (2017), English learners at the beginning level have difficulty in moving the language from passive knowledge to active use, have no experience in using the language, and tend to be nervous about trying to say something. Some of them may be afraid of appearing stupid in front of others. They may be worried about getting something wrong, so they may want to avoid teacher comments or corrections. Moreover, according to Ningsih (2017) this takes quite a long time for some students to express themselves and to figure out how to say what they really want to say.

According to the research data, the indication for fear of criticism has a total score index of 69%, which is in the strong category. Based on the 9 question items on the fear of negative evaluation indicator, the data present 8 items displaying an index score of strong criteria. This shows that fifth grade students at Tarakanita Elementary School feel insecure when speaking English, feel afraid of evaluation from the teacher if other students can speak English better, have fear of being interrupted or corrected by other students, and students tend to think that his English skills will be underestimated friends. Purandina (2022) points out that anxiety will arise if they feel weaker than others. Especially, if their weakness is the result of provocation or actions that verbally weaken their confidence. Like teachers who sometimes side with students who are smart or feel inferior to their friends who have different educational privileges. Thus, a teacher needs to comprehend such a condition well. English learning can actually be fun to learn and more enjoyable. It, in turn, may increase one's self-confidence without certain provocations or discrimination and reduce anxiety among students.

CONCLUSION

This study, which took place at Tarkanita 1 Elementary School, attempts to find out students' anxiety level when they have to speak in speaking class taught by native English-speaking teacher (NEST) and the factors that may influence students' anxiety. The research participants who are 69 fifth graders who were studying English as a foreign language as a compulsory subject in speaking class taught NEST. The result of the analysis shows that the level of anxiety experienced by students generally stay at high level with some individual variation. Moreover, the data analysis of the result on the factors which might contribute to the

students' anxiety indicate that the three factors or aspects, i.e., communication appreciation, anxiety test, and fear of negativity have approximately equal impacts on the students.

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