

Teachers' Challenges in Teaching English in a Non Public School

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Abstract

The purpose of the research was to investigate the English teachers' challenges in teaching at madrasah tsanawiyah. It also aimed to find out what kinds of effort that English teachers do in anticipating the challenges that they faced while teaching English as a foreign language. There were three English teachers are involved as the participant in this research. They come from of public-school Madrasah Tsanawiyah Jambi Timur and privat school Madrasah Tsanawiyah Dharma Wanita. In order to gain the necessary of the data in aswering the research questions, the data would be obtained by giving demographic questionnaire and doing in depth interview. The result indicates the main challenges factor that English teachers faced in teaching in this research are academic factors (students' demotivation and low students' basic English ability) and non-academic factors (lack of facilities, crowded classroom, socio economic level and school management). In the interview result indicate two unchallenges factors in term of academic factor (students' attitude) and non-academic factor (curriculum). From the findings, the researcher could conclude that all the participants faced some challenges in teaching English with the difference factors. The challenges that the participants had can not be generalized because each participants have their own perspective to see something as a challenge or not.

Keywords: *factors, foreign language, Islamic schools, problems, santri*

INTRODUCTION

Teaching English in Indonesia has its own potential challenge. Nowadays, it has been a very global language. Since it has been an international language for this globalisation era. English has been taught earlier in primary school in the aim of good communication competence. Serving for this purpose, English language teaching departments at universities are enlarging their capacities to train more language teachers in teaching. So, the language teachers, especially English know how to transfer the competence in English to the students.

English language is one of compulsory subject that is learned by the students of madrasah tsanawiyah. Madrasah Tsanawiyah is the same level like junior high school. Eventhough the students of madrasah tsanawiyah has learned English started from madrasah ibtdaiyah for several years, many of the students could not reach the desired communicative level. It happened because teaching English as a foreign context for the students of madrasah tsanawiyah is not an easy thing to do.

However, it seems that English teachers struggle to teach their students effectively. Many challenging situation in EFL classrooms at Madrasah as affected the learning as well as teaching. The English teachers have limited time for teaching and the students have very limited purposes of learning English. Some challenges faced by English teacher at Madrasah such as curriculum, textbook, qualified teachers, lack of support, and affective administration.

Previous research shows that, for example, Rohmah (2009) found that the most challenges that are faced by English teachers at madrasah tsanawiyah are limited financial support and limited resources available (material). Supplementary materials should be made available for the teaching and learning at madrasah. The materials of English should discuss Islamic value and provide the students with fun activities. Furthermore, Rohmah (2010) also stated that Most of madrasah teachers have been educated within the Islamic education system, which has traditionally had a focus on preparing teachers to teach religious studies, hence there is a high incidence of mismatched teachers: those teaching subjects for which they have not been trained. The situation on teaching challenges also happened in public primary school in Turkey. Kizildag (2009) showed that English language teachers experience three main challenges while teaching, they are: Institutional, Instructional and Socio-economic challenges. Based on that case, financial support is one of the challenges that found in the previous research.

Accordingly, the reason of conducting this research at madrasah tsanawiyah because based on the survey by Ministry of Religious Affairs (MORA) as cited in Alwasilah (2009) English lesson is the the lowest score that is achieved by the students of madrasah tsanawiyah than students of junior high school. That reason motivated the researcher to see deeply challenges in teaching English at madrasah tsanawiyah. The researcher was interested to investigate and identified the challenges faced by English teacher in teaching English at Madrasah Tsanawiyah Jambi Timur and Madrasah Tsanawiyah Dharma Wanita and how to anticipate those challenging factors. On the basis of the background to the present study mentioned above, there were some problems related to this investigation, among others are:

1. What are challenges faced by teachers in teaching English?
2. What are teachers effort to anticipate those challenging factors?

METHODOLOGY

For this research a qualitative design with a case study approach was used to investigate the challenges faced by English teachers in teaching English. The researcher choosed the design and method because case study will allow her to explore bounded systems (cases) with in-depth data collection involving multiple sources of information (e.g. Interview, demographic survey and observation). Creswell (2003) stated that qualitative research is carried out in natural setting without manipulating the data and kind of educational research which the reseacher focuses on the views of participants; ask general questions and the participants experience; and provide rich narrative descriptions. Cresswell (2007) stated that case study research involves the study of an issue explored through one or more cases within a bound system. This research focused on the challenges faced by English teachers in teaching, what kinds of challenging factors that they have and how they anticipate those challenging factors.

The site of this research took place at Madrasah Tsanawiyah Jambi Timur and Madrasah tsanawiyah Dharma Wanita. The researcher did the research at Madrasah

Tsanawiyah because based on survey from MORA (as cited in Alwasilah, 2009) the English lesson is the lowest score that is achieved by the students. Madrasah tsanawiyah Jambi Timur and Madrasah Dharma Wanita choosed as the sites of this research because no one of other researchers did the observation in this school. It happened because the location of this school is too far from the urban area. Other reasons for taking this school as the place to do the research because this school still leave behind rather than another madrasah tsanawiyah school. Therefore, the writer had a big willingness to know about what challenges faced by english teacher in that school. To get the access to the school and teachers, a variety of networking sources already used, including sending a letter from the dean of faculty of education, Jambi University.

Cresswell (2003) stated that nonprobability or purposive sampling is the method of choice for most qualitative research. Patton (1987,1990, as cited in Christensen and Johnson, 2008) stated “purposeful sampling is used to describe the process in develop inclusion criteria to be used in selecting participant of the research and site because individuals or cases are selected that provide the information needed to address the porpuse of the research” (p. 243). In this research, the researcher employed purposive or nonprobability sampling technique in this study and she specified the characteristics of a population that will be taken as the participants of the research. The advantage of choosing the purposive sampling is that will best help the researcher understand the problem and the research question (Creswell, 2003). In this research, the researcher puposefully selected all the English teachers at Madrasah Tsanawiyah Jambi Timur and Madrasah Dharma Wanita as the participants. These three English teachers are considered typical cases and the best potential sources of data for the study because they have a good experience in teaching English. To keep the teachers’ identity, they are referred by pseudonym.

In order to collect the data that help in achieving the aim of the research, the researcher employed the following tools: The researcher used the demographic survey in order to get much information about the participants of this research. All the questions of demographic survey discuss about participant educational background. The demographic questionnaire was prepared to be distributed to English teachers. The questionnaire contains 13 questions. (see Appendix B)

The researcher collected the data by interviewing the participants. The main purpose of an interview is to obtain a special kind of information. Patton (1990 as cited in Merriam) stated that “ we as an researcher interview the participant to find out from them all the things that we can not directly observed, for example: observing someone’ feeling and thought, and intention”(p.72).

The researcher selected semi-structured interviews because of their flexibility which allowed the researcher to probe participants to gain understanding. De Vos et al. (2005) indicated that the researcher can use semi-structured interviews in order to gain a detailed picture of the participants’ beliefs, perceptions or accounts of a particular topic.

The interview protocol was made based on the research question and adopted on Kizildag’s journal (2009). There are two major themes of this research. These codes are adapted from lynch (2008), Kizzildag (2009), and riash (2011) which categorize into six sub themes; motivation, attention, students’ ability, crowded class, facilities and socio-economic status. In interview section, all the participants were asked to describe about teaching English, what do they think teaching English is difficult, what are their

challenges in teaching and so forth (see appendix C). The researcher did the interview after getting the permission from the participant. The researcher did the interview with face-to-face and lasted for about 30 minutes in each participant.

In order to gain the necessary of the data in answering the research questions, the data would be obtained by giving demographic questionnaire and doing in depth interview. Here, those techniques are linked each other. First, the researcher carried out the demographic survey and then interviewed the participants.

The demography survey was the first step that the researcher did in collecting the data in this research. The researcher gave the demographic questionner to each participants. In this section, the researcher allowed the participants to skip any statement that they do not like to answer.

Interview is one of the ways to collect the data in qualitative research. In this section, the researcher conducted face to face interview to all the English teachers who had experience in teaching English as a foregin language at Madrasah Tsanawiyah Jambi Timur and Madrasah Dharma Wanita. The interview was the second step to do in collecting the data. The researcher used the interview guide that have been already prepared before doing the interview.

At the beginning of the interview, the researcher introduced her self and told her purpose of conducting the interview to each participants. All the participants were requested to describe about themselves. After that, the researcher asked to each participants about their challenges in teaching English. Because English is not a primary or first language for the participants, they may answer either in Indonesian or English.

All interviews tape-recorded. Each interview lasted about 30 minutes, and with the permission of the participants, all the interviews be tape-recorded, transcribed, and interpreted. In qualitative research, the trustworthiness features consist of authenticity and credibility . Validily does not carry the same connotation as it does in quantitative research, nor is it a companion of reliability. Validity is seen as a strenght and it is used to suggest determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (Creswell & Miller, 2000).

To establish the “ trustworthiness” , the researcher completed the the following procedures. First, the researcher conducted the Interview 25- 30 minutes depending on the questions and the condition. The researcher transcribed the interview and after transcribing the data, all the transcripts checked by her supervisors. Afterwards, the researcher gave it back to the participants that have been interviewed to make sure are original, as a system of checks and balances on data interpretation. Creswell (2003) stated that researchers have to explicitly identify their biases, values, and personal interest about their research topic and process and access to the research participants. Researcher bias tends to result from allowing one’s personal views and perspectives to affect how data are interpret and how the research is conducted. The key strategy that was used to understand researcher bias is called reflexivity, which means that the researcher actively engages in critical self-reflection about her potential biases. Through reflexivity, researcher becomes more self-aware to control her biases.

The researcher of this research is a female student on Jambi University who is taking English department as her major. The researcher already finished her teaching practice at one one junior high school in Jambi for six months. In this research, the researcher focused on analyzing the challenges that are faced by English teachers as the

main topic in her thesis. Furthermore, the researcher in this study has high motivation to do this research because there is no research about this topic that has been conducted earlier. Furthermore, this research is important to be conducted because this research will help to offer alternative solutions to the challenges problems that happen among English teachers in teaching.

Demographic data. The demographic data analyzed descriptively. The researcher used demographic survey in order to get the additional information about the participants before doing the observation. Christensen and Johnson (2008) explained that a qualitative research is to make the data plausible, credible, trustworthy and defensible. Based on the words “trustworthy and defensible, demographic survey will be useful to help the researcher to get the good samples or good participants for the research.

Interviews. The researcher transcribed the interview data. After transcribing the interview, Then, all the transcripts analyzed to identify categories according to the answers of the interview questions. Also, the researcher employed a coding process which would help the researcher to get specific data. Miles and Huberman (1994) stated that coding is analysis. Furthermore, Christensen and Johnson (2008) also state coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories. Furthermore, to find and describe challenges factor in teaching English, the researcher analyzed and reanalyze the individual interviews data by using *within-case* and *cross-case displays* (Miles & Huberman 1994), and connected the data with research questions.

FINDINGS AND DISCUSSIONS

The Overview of the study

The purpose of this study was to describe the causes of senior high school students' anxiety to speak English at one senior high school in Jambi city. The findings of this study answered the research question: What are the causes of students' anxiety to speak English inside and outside the classroom?

Participants' Demographic Information

There were ten participants in this study and all of participants come from the same class. They were named as pseudonyms as M1,M2,M3,M4,M5,M6,M7, M8,M9,M10. They all are the student senior high school at one public senior high school in Jambi. The researcher chose ten participants because based on to some students' who had experience anxiety to speak English. These are some description about those participants.

M1 is 17 years old. He is male. He comes from minangnese ethnic group. And now he is twelve class graders on one senior high school in Jambi. He like study English because based on the reason he said because English is international language.

M2 is 17 years old. He is male. He comes from Minangnese ethnic group. And now he is twelve class graders on one senior high school in Jambi. He like study English because English is international language and then English very important for our future.

M3 is 16 years old. She is female. She comes from Jambinese ethnic group. And now he is twelve class graders on one senior high school in Jambi. He unlike study English because in English is so difficulties to remember all the words, and the difficulties of grammatical words.

M4 is 17 years old. She is female. She comes from Balinese ethnic group. And now he is twelve class graders on one senior high school in Jambi. She unlike study English because study English is difficult and also must be learn many words.

M5 is 17 years old. He is male. She comes from Batakese ethnic group. And now he is twelve class graders on one senior high school in Jambi. He like study English because based on he is opinion English is fun and everyone in the world use this for international language, and him interested on it.

M6 is 17 years old. She is female. She comes from Javanese ethnic group. And now he is twelve class graders on one senior high school in Jambi. She like study English because she can to know language accept Indonesian language and study English is very happy.

M7 is 17 years old. She is female. She comes from Javanese ethnic group. And now he is twelve class graders on one senior high school in Jambi. She like study English because English is the international language, so when we get out of our country we can communicate with other people.

M8 is 17 years old. She is female. She comes from Minangnese ethnic group. And now he is twelve class graders on one senior high school in Jambi. She unlike study English because English is very difficulties.

M9 is 16 years old. He is male. He comes from Javanese ethnic group. And now he is twelve class graders on one senior high school in Jambi. He like study English because English language is useful for carriers.

M10 is 17 years old. He is male. He comes from Javanese ethnic group. And now he is twelve class graders on one senior high school in Jambi. He unlike study English because English language is difficult and knotty.

Findings

Based on the interview data analysis, there were five themes that were related to the causes of students' anxiety to speak English inside and outside the classroom at the research site as presented in Table 1.

Table1. Themes of the causes of students' anxiety to speak English inside and outside the classroom

No	Themes
1	Low speaking skill
2	Fear of negative responses from others
3	Low self-esteem to speak English
4	Fear of failure to speak English with teachers
5	Cultural influences to speak English due to more teacher-centered

Low speaking skill

Within this theme, the participants of this study reported that they had a low speaking ability in English because of a variety of problems, which finally made them anxious to speak English as presented below.

“bisa, tapi tidak terlalu baik. takut salah karena kurang mengetahui vocab”. (M1)

“kemampuan saya tidak terlalu baik dalam bahasa inggris namun dapat di katakan saya mengerti bahasa inggris jika ada orang yang berbicara bahasa inggris. Tentu, pasti ada masalah yang saya hadapi terutama masalah vocab yang tidak banyak yang saya ketahui”. (M2)

“Sedang-sedang saja. Palingan saya susahny di grammar, kalau arti-artian gitu saya lumayan tau tapi apabila saya disuruh bicara secara spontan saya kesulitan menyusun kata-katanya yang menurut saya lumayan susah”. (M3)

“menurut saya, saya kurang mampu berbahasa inggris. ada, karena takut salah”. (M4)

“saya cukup bisa menguasai bahasa inggris, tapi ada juga kata-kata yang mungkin saja saya masih kurang paham dan masih banyak terjadi kesalahan dalam berbicara bahasa inggris. ya, kadang-kadang saya sudah tau artinya tapi dalam penyebutan kata-kata bahasa inggrisnya kadang saya salah atau kurang mengerti jadi itu yang membuat saya menjadi cemas dan ragu-ragu untuk berbicara”. (M5)

“sebenarnya saya tidak begitu bisa berbahasa inggris tapi saya mengerti dengan apa yang orang ucapkan, kadang-kadang jika ada orang yang bertanya menggunakan bahasa inggris namun saya menjawabnya pakai bahasa indonesia. Yang membuat saya cemas mungkin karena banyak kosa kata yang tidak saya kuasai trus tidak ada rasa percaya diri dari diri saya sendiri”. (M6)

“Saya kurang memahami bahasa inggris. Ada, karena kadang disebabkan oleh faktor guru yang kadang-kadang mendadak bertanya kepada kita dan saya kebingungan untuk menjawab pertanyaannya tersebut karena di tunjuk tiba-tiba gitu jadi otomatis gak ada persiapan untuk menjawabnya”. (M7)

“Mmm... kurang baik. Pertama saya takut salah, dan kurang memahami kosa kata”.(M8)

“Sedang-sedang saja lah, kadang bisa dan kadang tidak bisa tapi banyak yang tidak bisanya di bandingkan bisanya. ada, karena saya kurang bisa berbahasa inggris”. (M9)

“Biasa aja. Karena saya kurang menguasai vocabulary”. (M10)

It can be seen from the statements that due to students' low speaking ability in English, they faced problems to use English inside and outside the classroom. Their problems stemmed from lack of vocabularies, of grammar, and bad pronunciations, which finally made them anxious to speak English.

Fear of negative responses from others

In this theme, the participants reported that the other factor that made student anxious to speak English because they were afraid of getting negative responses from

other people such as friends or teachers. This feeling had made participants anxious or worried to speak English as presented below.

“Di dalam kelas saja saya jarang menggunakan bahasa inggris apalagi diluar kelas,masalahnya sama karena saya takut salah”. (M1)

“Karena teman saya banyak mengolok-olok dan jadi bahan ejek’an. (M2)

“Karena tidak bisa menyusun kata-katanya dengan benar dan kemungkinan takut salah juga”. (M3)

“Seperti kata-kata yang sulit dan salah artinya dan cara penyebutan dari kata-kata bahasa inggris tersebut”. (M4)

“Saya cemas jika berbicara dengan orang yang lebih tua dari saya seperti berbicara kepada guru, tapi kalau dengan teman apabila ada terjadi kesalahan jika menggunakan bahasa inggris saat berbicara saya bisa mengatasinya dengan mengajak bergurau jadi gak canggung juga kalau dengan teman”. (M5)

“Rasa takut salah, apalagi jika ketemu dengan orang yang lebih pintar berbahasa inggris, rasanya malu be untuk ngomong berbahasa inggris”. (M6)

“Karena tidak terbiasa menggunakan bahasa inggris dan kurang memahami bahasa inggris itu sendiri”. (M7)

“Karena saya takut salah dan malu kalau ketahuan salah lalu di ejek”. (M8)

“Ada karena saya kurang bisa mengatur kosa katanya jika dalam berbicara dan merasa lain be kalau ternyata yang saya ucapkan itu salah”. (M9)

“Saya gak berani tampil berbicara menggunakan bahasa inggris karena teman-teman suka ngejek dan itu bikin saya down”. (M10)

Based on the statements above, fear of negative responses from others was one of the causes that influenced participants not to speak English although some of them wanted to speak.

Low self-esteem to speak English

Another interesting factor influencing participants not to speak in English is their low self-esteem. Participants in this study reported that their low confidence made them anxious to start communicating in English. They reported,

“Mmmmm....kurang percaya diri. Sama, kurang percaya diri karena eee.... Apa, bloem, bloem terlalu baik dalam berbahasa inggris”. (M1)

“Karena teman saya banyak mengolok-olok dan jadi bahan ejek’an. Sama, karena takut di olok-olok dan dan jadi bahan ejek’an”. (M2)

“Takutnya gk ngerti dan takut gak nyambung kalau berbicara menggunakan bahasa inggri. karena takut salah ngomong bahasa inggrisnya”. (M3)

“Tidak, karena mungkin karena saya sudah mengenal mereka dan saya sudah tau mereka berbahasa inggris dan mereka pun juga mengetahui kemampuan saya dalam berbahasa inggris. Mm.. mungkin saya jarang menggunakan bahasa inggris diluar kelas”. (M4)

“Kadang saya bicara bahasa inggris dibilang sok pintar lah, atau apalah yang intinya cemo’oh padahal mereka sendiri yang tidak mengerti dengan ucapan saya. Kalau diluar kelas saya santai karena lumayan ngerti lah kan, jadi kalau ada yang ngejek biarin aja”. (M5)

“Yang pasti kurang percaya diri dengan kemampuan saya berbahasa inggris karena kurang mengetahui kosa kata. Sama seperti itu juga karena kurang percaya diri dengan kemampuan saya berbahasa inggris karena kurang mengetahui kosa kata”. (M6)

“Karena nanti kalau saya berbicara menggunakan bahasa inggris kesannya di anggap sombong oleh teman-teman dan di bilang sok-sok’an. Kadang kita gak tau membalas perkataanya menggunakan bahasa inggris walaupun kadang tau maksud dari pertanyaananya itu”. (M7)

“Karena kekurangan kosa kata dan tidak begitu bisa berbicara menggunakan bahasa inggris. Kurang percaya diri juga dan takut salah karena kekurangan vocab”. (M8)

“Karena nantinya kalau ngomong berbahasa inggris takutnya sama-sama gak ngerti pula apa yang di omongi. Hahaaa. Yang intinya kurang mengetahui vocab. Takutnya komunikasi kurang lancar karena gak ngerti bahasa inggris dan gak ngerti apa yang di omongi”. (M9)

“Kalau teman sendiri si gak terlalu cemas Cuma saya aja yang gak bisa berbahasa inggris. Takut di ejek aja, dan di bilang sok-sok’an berbahasa inggris”. (M10)

They stated that they had low self-esteem to speak English when they started to speak to other people. Even though they could speak English but when they faced other people they lost their confidence.

Fear of failure to speak English with teachers

Teacher has an important role in the classroom. The teacher holds the power in arranging the classroom. In other words, students enjoy a classroom or not, or success or not a subject depends on the teacher. So teacher’s behavior in the classroom is very important. In this research, the interviewees said that the fear of failure to speak in English to their teacher was one of the worrying factors. They reflected,

”Mmmm... karena takut salah pengucapan”. (M1)

“Takut di ketawain, karena saya pikir saya belum mampu untuk berbahasa inggris jadi malu be kami kalau berbahasa inggris. karena takut salah”. (M3)

“Yaaa...salah satunya takut salah karena guru bahasa inggris itu lebih tau kata-kata yang kita ucapkan apakah benar atau salah jadi takut aja. takut salah juga, lagian saya jarang menggunakan bahasa inggris di luar kelas”.(M4)

“Apabila kata-kata yang saya sampaikan itu tidak benar atau melenceng. Tergantung kepada siapa saya bicara. Kalau dengan guru yang biasa ngajar saya bisa sedikit santai Karena guru tersebut mungkin sudah tau sampai di mana kemampuan saya, tapi jika ada yang lain mungkin saya lebih berfikir lagi untuk mengeluarkan kata-kata sambil mikir ”betul dak yo yang saya ucapkan”. (M5)

“Takut salah vocabnya, takut misalnya guru nanya apa ntar di jawab apa pula jadi kayak gak nyambung gitu jadinya. karena dak bisa jawab, tapi biasanya kalau maksud dari pertanyaan itu sendiri saya ngerti tapi mau jawabnya yang gak bisa”. (M6)

“Karena tidak mengerti menggunakan bahasa inggris, dan sedikit mengetahui kosakata. kalau dengan guru bahasa inggris itu sendiri si karena guru itu kan lebih mengerti dengan bahasa inggris jadi saya cemas kalau aja kalau berbicara dengan guru yang bersangkutan”. (M7)

“kekurangan kosa kata, nanti kalau di tanya-tanya terus gak bisa jawab kan jadi malu. takut gak ngerti dengan apa yang di omongi dan saya pun nanti takut kalu dak bisa jawab”. (M8)

“karena kurang bisa mengerti berbahasa inggris dan nanti giliran ditanya saya bingung mau jawab apa. karena kurang bisa mengerti berbahasa inggris dan nanti giliran ditanya saya bingung mau jawab apa”. (M9)

“karena ada rasa segan dan gak berani berbicara karena takut salah. karena ada rasa segan dan gak berani berbicara karena takut salah”. (M10)

Those statements showed that the students were afraid of speaking English to the teacher because they were afraid of making mistakes in their conversation.

Cultural influences to speak English due to more teacher-centered

Culture can give a big effect on a learning process, especially, learning a foreign language. In this theme, the participants of this study reported that in their school, the culture of learning focusing more on teacher-centered influenced their ability to speak English as teachers were more dominant in the classroom. They declared,

“Ada, kadang-kadang saya mau berbicara apabila di tunjuk dulu”. (M1)

“Ya ada, saya tidak mau bicara duluan, tapi apabila guru saya menawarkan “ada yang mau bertanya” baru saya bertanya”. (M2)

“Ada, biasanya saya di pancing dulu baru bicara, tapi kadang-kadang saya mau bicara tapi apabila ada sesuatu hal yang ingin saya tanyakan itupun kalau dah sepi nian maksudnya gak ada lagi orang yang bertanya baru saya berani untuk bertanya”. (M3)

“Ada, mungkin karena saya tidak terbiasa menggunakan bahasa inggris dirumah padahal kalau di sekolah harus berbahasa inggris ketika belajar bahasa inggris supaya kita lebih memahami bahasa inggris tersebut, jadi saya juga tergantung materi yang di ajarkan, misalnya kalau ada yang belum saya mengerti saya akan bertanya langsung tapi kalau tidak saya akan bicara apabila ada yang guru tanyakan kepada saya”. (M4)

“Misalnya sebelum guru menyuruh saya untuk bertanya, saya tidak akan bertanya tapi kadang-kadang jika ada yang ingin saya tanyakan baru saya akan bertanya karena jika saya yang memulai saya takut salah dengan kata-kata yang saya ucapkan”. (M5)

“Ya, ada si pengaruhnya. Karena saya gak berani memulai untuk berbicara”. (M6)

“Ada, kadang-kadang saya takut untuk bertanya dan menunggu di tunjuk dulu karena saya takut salah ngomong”. (M7)

“Ada, tapi terkadang tergantung situasi dan kondisi juga, kalau giliran saya mengerti saya akan tunjuk tangan tapi giliran saya tidak mengerti saya takut juga kalau di tunjuk karena bingung juga mau jawab apa dan kadang sulit mengerti maksud pertanyaanya”. (M8)

“Berpengaruh juga, karena saya kalau dalam belajar bahasa inggris maunya di tunjuk dulu kalau tidak gak berani mulai duluan”. (M9)

“Ada, saya gak berani tampil ngomong duluan sebelum ada yang memulai”. (M10)

The data above indicated that due to the culture of teacher-centered in learning English, participants were not brave enough to initiate to communicate in English in the classroom. This might be caused by the dominance of the teacher in teaching and learning English.

Discussion

Language anxiety refers to the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz, Horwitz, & Cope, 1986). However, research on Indonesian senior high school students' anxiety in learning English as a foreign language is still limited. The purpose of this study was to describe the causes of senior high school students' anxiety to speak English at one senior high school in Jambi city. There was one research question that

guided this study to reach the purpose of the study: “What are the causes of students’ anxiety to speak English inside and outside the classroom?” Based on the interview data analysis, there were five themes that were related to the causes of students’ anxiety to speak English inside and outside the classroom at the research site: (1) Low speaking skill, (2) Fear of negative responses from others, (3) Low self-esteem to speak English, (4) Fear of failure to speak English with teachers, and (5) Cultural influences to speak English due to more teacher-centered.

Within the first theme, “low speaking skill”, participants reported that there were a variety of factors (e.g. lack of vocabularies, of grammar, and bad pronunciations) that made them anxious to speak in English inside and outside the classroom. This theme, “low speaking skill”, is related to what McCroskey and Bond (1980, 1984) stated that one of the seven factors that could make students quiet in the classroom was low speech skill. In this study, due to participants’ low speaking skill, they were not only quiet in the classroom, but also they might never speak English outside the classroom with their teachers and friends.

Another factor that prevented participants from speaking in English inside and outside the classroom was fear of negative responses from others which is in line with previous literature that indicates that one of the causes of anxiety is fear of negative evaluation (Horwitz, 1986). According to Horwitz (1986), the fear of negative evaluation from others might contribute to language anxiety. In this study, participants were anxious to speak English because they were afraid of getting negative responses from other people such as friends or teachers.

The next factor is “Low self-esteem to speak English”. According McCroskey and Bond (1980, 1984), one of the seven factors that could make students quiet in the classroom was low self-esteem to speak English. In this study, the participants reported that they had low self-esteem to speak English when they started to speak to other people, they lost their confidence. Low self-esteem in this study is related to the situation in which participants felt unconfident to use their English with other people.

Additionally, based on the interview data analysis, it was found that ‘Fear of failure to speak English with teachers’ was another factor that prevented participants from using their English inside and outside the classroom. In fact almost all participants were afraid of talking to the teachers because they were afraid of making mistakes in their conversation.

The last factor that made participants in this study anxious to speak in English is “cultural influences to speak English due to more teacher-centered”, in this case culture can give a big effect on a learning process, especially, learning a foreign language. According to McCroskey and Bond (1980, 1984), one of the seven factors that could make students quiet in the classroom was cultural/ethnic divergence in communication norms. In this study, due to in the classroom, the situation is more teacher-centered, participants felt reluctant and anxious to speak English teacher-centered, they were not brave enough to initiate to communicate in English in the classroom.

In summary, regardless of the scope of this qualitative study which focused on ten participants and used only interviews as the technique of the data collection, the findings of this study conclude that there were five major causes that made participants anxious to speak English: (1) Low speaking skill, (2) Fear of negative responses from others, (3) Low self-esteem to speak English, (4) Fear of failure to speak English with teachers, and

(5) Cultural influences to speak English due to more teacher-centered. These findings provide readers information that other Indonesian senior high school students may face the same causes that make them anxious to speak in English inside and outside the classroom either with the teachers or with their peers or friends.

CONCLUSION

Based on the data analysis, the researcher concludes that the causes of students' anxiety to speak English inside and outside the classroom of the eleventh grade at one senior high school in Jambi are (1) low speaking skill, (2) fear of negative responses from others, (3) low self-esteem to speak English, (4) fear of failure to speak English with teachers, and (5) cultural influences to speak English due to more teacher-centered.

The factor of low speaking skill is related to problems with lack of vocabularies, of grammar, and bad pronunciations, which finally made them anxious to speak English. The next factor is related to fear of negative responses from others which influence participants not to speak English although some of them wanted to speak. Then, low self-esteem to speak English when they started to speak to other people even though they could speak English but when they faced other people, they lost their confidence. And then, fear of failure to speak English with teachers' make participants afraid of speaking English to the teacher because they were afraid of making mistakes in their conversation. The last factor is related to the cultural influences to speak English due to more teacher-centered, which made participants not brave enough to initiate to communicate in English in the classroom. This might be caused by the dominance of the teacher in teaching and learning English. Based on the conclusion above, the researcher proposes some suggestions for those who are involved in teaching how to speak in English. The English teacher should pay more attention to some students who get the difficulties in speaking English. In addition, other researchers could do the same topic of the research but with a different method such as survey studies or experimental studies.

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