

## Senior High School Students' Anxiety to Speak English at One Senior High School in Jambi City

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### *Abstract*

*This study is intended to fill the gap in the literature on Indonesian senior high schools students' anxiety. This study was to investigate the senior high school student's anxiety to speak English. This research was conducted by using a qualitative design with a case study approach to investigate the senior high school student's anxiety to speak English. There were ten participants in this study and all of participants come from the same class. The demographic data were analyzed descriptively in which every participant's information was described. Then, the interviewed data were transcribed into the researcher's computer and the researcher had to translate it into English. 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. 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.*

**Keywords:** *Anxiety, communication, , failure, qualitative study, teachers*

### INTRODUCTION

Teaching English in Indonesia has been part of the Indonesian government policy and it has been included in the national curriculum including the teaching of English for senior high school students. The Indonesian government has set the goal of teaching English in Indonesian senior high schools in order to help them to achieve the informational level in communicating in English. Through this level, all senior high schools students are expected to be able to process speaking information in English (Depdiknas, 2006, 2013). To achieve the level, the teaching of English in senior high school covers language skills and elements of language.

One of the language skills is speaking which is very important in learning English as a foreign language. For English language learners speaking is one of the most important skills that they need to be developed (Tinjacá & Contreras, 2008). It mean that speaking is important to be learnt by students in language learning process as speaking is one of tools in communication. Harmer (2001) said, "Speaking involves many factors. The ability to process information and language, that makes speaking become a complex matter in a foreign language" (as cited in Madsa, 2012, p.1).

Additionally, based on the researcher's experience in teaching practice at one senior high school in Jambi city, it seems that many students were afraid of or anxious for speaking English. Such as feeling may be due to some problems. First, the students may not have adequate vocabulary. Then, the students may not be able to pronounce the words

correctly and it may make them feel embarrassed and it can increase their anxiety to speak because they are afraid of making mistakes. MacIntyre and Gardner (1991) stated, "Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students" (as cited in Wahyu, 2011). Hence, students' anxiety to speak English is very important to be solved because it can influence their speaking ability. Besides, more practices are needed to make the students better in pronunciation and vocabulary to improve their speaking abilities.

In relation to the goals of teaching English in Indonesian senior high schools, in which they are supposed to achieve the informational level in communicating in English (Depdiknas, 2006; 2013), senior high schools students' anxiety to speak English will influence them to achieve the informational level in English language. However, qualitative studies on Indonesian senior high schools students' anxiety to speak English are still limited. This study is intended to fill the gap in the literature on Indonesian senior high schools students' anxiety. To achieve the purpose of this study, one main question will guide the study: "What are the causes of students' anxiety to speak English inside and outside the classroom?"

## METHODOLOGY

This chapter presents a description of the method used in the research to investigate student's anxiety to speak English. This chapter also discusses research design and approach of study, research site and access, researcher's background and biases, sampling procedure and participants, data collection, trustworthiness of the research, and the data analysis.

This study was to investigate the senior high school student's anxiety to speak English. This research was conducted by using a qualitative design with a case study approach to investigate the senior high school student's anxiety to speak English. The researcher chose a case study approach because in a case study approach will explore the data detailed, depth collecting data that involving multiple sources of information (Christensen & Johnson, 2008). It was used investigating the senior high school student's anxiety to speak English.

The research site for this case study was at one senior high school located in Jambi city. The senior high school chosen because based on the researcher's experience in teaching practice in this school, researcher often found that many students have problems to speak English. Another reason was for taking this school as the place to do research because this school still easier to access for researcher.

In qualitative research, researchers had to explicitly identify their biases, values, and personal interest about their research topic and process and access to the research participants (Creswell, 2002). The researcher in this study is a female student in Jambi University who is studying at English department, Jambi University. The researcher already finished her teaching practice at one of senior high schools in Jambi for six months. This study was the first thesis of the researcher. In this thesis, the researcher focused on analyzing about problem students' anxiety to speak English. The researcher was interested in analyzing "what are the causes of students' anxiety to speak English?"

Because based on the researcher's teaching practice experience that many students had problems to speak English.

Furthermore, this study is hoped can be taken as a reference or will be input for teachers, students, and schools. For the university level, the findings of this study will become inputs for lecturers and students or other researchers about "what are the causes of students' anxiety to speak English? ".

In this research, the researcher used purposive sampling. According to Johnson & Christensen (2008, p.239) "purposive sampling is the way of the researcher to specify the characteristic of the sampling and then the researcher try to locate the characteristic of individual". In this research, the participants would be focused on the third year of senior high school students in one senior high school in Jambi city. The researcher planned to recruit 10 participants from the research site as Christensen and Johnson (2008, p.243) stating that the purposive sampling should provide rich and varied insights into phenomenon and the quantity for the samples are from 5 to 25 people.

It is impossible to collect the data from respondents without any instruments used by the researcher to get the data from respondents such as interview, observation, or documents. In this study, to discover the causes of students' anxiety to speak English, the researcher used the following instrument:

The demographic questionnaire contained some questions that were done in collecting the data in this research. The researcher gave the demographic questioner to each participant to help the researcher in reaching the data or information of the participants. The demographic characteristics of the participants that would be identified were: name/ initial of students, gender, and other questions.

In qualitative research, the interview is one of the ways to collect the data. The researcher conducted face to face interview to some students' who had experience anxiety to speak English. According to Cross & Stewart (1995, as cited in Johnson & Christensen, 2008, p.208) "The qualitative interviewing process that they used in their research study followed by the open-ended question that they used to elicit information about the students' experience". Each participant was interviewed about 10-20 minutes. The interview was focused on knowing the causes anxiety to speak English. In minimizing misunderstanding, the interview was done in Indonesian language between the researcher and the participants.

Several measures were taken to ensure the trustworthiness of the data collected. To establish the "trustworthiness" (Lincoln and Guba, 1985 in Mukminin, 2012) of the study or to verify the accuracy of data, findings, and interpretations (Creswell, 1998), the researcher had done following procedures. The first, the researcher had an interview to the personal student about her problem, and that interview was recorded as evidence. The researcher conducted the interview between 10 – 20 minutes depending on the question and situations.

The demographic data were analyzed descriptively in which every participant's information was described. Then, the interviewed data were transcribed into the researcher's computer and the researcher had to translate it into English. The next step was to generate and develop codes, themes, or categories. After the data had been saved in word form of the computer with some codes in each dialogue of the interview, the researcher tried to understand and make sense the data of interview in order to divide the data into some categories. It was conducted base on suggestion from Creswell (2007), a

researcher has to get the data and make it sense from the general information and make the reflection on its overall meaning.

## FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of senior high school students' anxiety to speak English at one senior high school in Jambi.

### *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 Bataknese 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 susahnya 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)

“Karena takut salah, dan malu di tertawai jika ketahuan salah. Tidak terlalu cemas juga karena tidak semua guru juga paham bahasa inggris dan jika ketemu dengan guru bahasa inggris pun tidak sepenuhnya berbicara bahasa inggris karena disekolah tidak mewajibkan berbicara menggunakan bahasa inggris”. (M2)

“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 kalau 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 to 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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