

## AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING PERFORMANCE IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: December 7, 2022 Revised: December 11, 2022 Accepted: January 5, 2023 Published: March 15, 2023</p> <p><b>Keywords:</b> Speaking, Factors Anxiety, Speaking Performance</p>	<p>This study aims to determine the factors that cause students' anxiety in speaking performances and to determine the level of student anxiety in speaking performances in 3rd semester students, especially in speaking courses for the intermediate level at Muhammadiyah University of Makassar. This research is a descriptive qualitative with a case study conducted on 8 students in semester 3. It consists of interviews and checklist observations. Each interview was used to find out the factors that cause students' anxiety in speaking performances. While, the checklist observation was carried out to determine the level of students' anxiety in speaking performance. The results of the study indicate that there are 2 factors that cause student anxiety, namely internal factors and external factors. Internal factors and external factors are very influential on students' anxiety on speaking performance. This can be seen from the results of data analysis at the student level in speaking performance. Therefore, it can be conclude that the factors that cause students' anxiety in speaking performance were internal and external factors. While at the level of students' anxiety there are three types, namely: low level of anxiety, medium level of anxiety and high level of anxiety.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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### INTRODUCTION

Since English is a second language in our nation, many students, particularly those in senior high school, are not fluent in it. (Hetrakul, 1995). Kavin Hetrakul added that they speak English less frequently outside of class and more frequently inside. While students have a limited amount of time in class to learn English, they are still not

sufficiently encouraged to practice speaking English outside of class in order to become fluent in the language. In this instance, an issue arises that makes it difficult for senior high school pupils to converse in English. This essay will examine the factors that make it challenging for students to communicate in English and offer some solutions to the problem. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 1998). In other words, they are expected to be able to communicate or speak English as a foreign language being learned. Unfortunately, many foreign language students are reluctant to speak English even though the students are expected to be able to convey meaning through producing verbal utterances systematically (Bailey, 2008). Teaching speaking include assisting students in acquiring the ability to communicate effectively in the target language. One needs to be proficient in communication to do that. The characteristics of communicative competence were defined by Richards, Platt, and Weber (as cited in Nunan, 1999, p. 226) as follows: Consequently, in order to help students improve their speaking abilities, the teacher must assist them in strengthening their grammar, expanding their vocabulary, and managing interactions in terms of who says what, to whom, when, and about what. According to (Byrne, 1984:8) Speaking basically involves both productive and receptive skills. As a productive skill, a speaker produces and uses the language by expressing ideas and at the same time he or she tries to get the ideas or the message across, that is, the process of giving message or encoding process.

According to Burns (2012), it is notify that speaking skill involves cognitive process, physical, socio-cultural, and speakers knowledge that take place in real situation and time (Mandasari & Aminatun, 2020). It means, speaking is considered the most important language skill to learn assumed to be the most stressful among the four language skills. (Fitriani & Zulkarnain, 2019; Halimah, 2018; Hanifa, 2018). Bada, et al. (2011) said that speaking is one of the difficult English skills to improve because the students have limited time to recall words and to care for pronunciation, intonation, and responses, which interrupts the speech, and causes additional difficulties for the speaker (Erdiana et al., 2020).

According to Sutarsyah (2017: 144), there are several variables that can affect the speaking performance of students. Among these variables language anxiety is a very common problem that affects students speaking performance. Language anxiety, a complex psychological construct, is considered an affective variable in language learning (Sutarsyah, 2017). It means, language anxiety in language is also one of the factors that influence the success of language learning, both positively and negatively.

Then from the explanation above, students need more knowledge from the teacher to minimize their anxiety and increase their confidence in expressing their views and opinions in speaking performances in class. Then, by strengthening students' self-confidence, they will feel more comfortable following the learning process in class, which

allows them to convey all their thoughts clearly and concisely, so that all ideas that are in their minds can be expressed in a good form of delivery. Therefore, to find all these, more analytical techniques are needed.

## RESEARCH METHOD

In this research, the researcher used a descriptive qualitative with a case study. The researcher used descriptive method with a case study aimed to described a phenomenon accurately based on the characteristic of research. The case study such as event, problems, process, activity, program, a single person, or several people (Merriam, 1998: 4). It used as guidance to conduct the research from the beginning to the end of the research. The description of students' anxiety in speaking performance is exploring using this method.

The subjects of this research were the third semester students English Education in Universitas Muhammadiyah Makassar. The research selected 8 students as participants. The researcher used a purposive sampling method with the consideration that the selected informants were active students in attending speaking class and they are attend from first until the end meet of research observation.

In this research the researcher used two instruments, namely, observation and interview.

### 1. Observation

Observation is a way of collecting data by conducting direct observation of an object in a given period and held a systematic recorded of certain things observed. Number of periods of observation that needs to be done and the length of time at each observation period depends on the type of data collected. If the observation carried out on a number of people, and the observation used to make comparisons among these people, than it should be observed for each person carried in are lately similar situation.

### 2. Interview

According to Sugiyono (2008:231), interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Meanwhile, according to Hadi, (1993:39) interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others.

## RESULT AND DISCUSSION

### A. RESULT

The results of the study of anxiety in the speaking performance of English students in the third semester of Universitas Muhammadiyah Makassar and what are the factors that students' anxiety in speaking performance in terms of presentations in front of classmates and discussions related to the description and explanation of the findings. to determine the factors of student anxiety in speaking performances and to measure the level of anxiety of students in speaking performances in presentation activities by third semester students at Universitas Muhammadiyah Makassar, the researchers based on the findings of the data obtained used the observation checklist and interview methods.

#### 1. The Factors that Students' Anxiety in Speaking Performance

Data obtained from observations and interviews showed that students generally have a high level of anxiety when doing presentation activities in speaking performances. Data collection that has been carried out is analyzes the anxiety factor of students on speaking performances in conducted presentation activities in front of classmates in 3rd semester students majoring in English education at Universitas Muhammadiyah Makassar. There are 2 factors that the cause of anxiety in speaking performance namely: external and internal factors.

##### 1) External factors

###### a. Lack of preparation

From the result of interviews, some students expressed anxiety during their speaking performances due to a lack of preparation material to be presented at the time of the presentation, as well as a lack of preparation for speaking practice to appear in the presentation. So they feel nervous when giving performances.

###### b. Limited vocabulary

From the results of the interviews, some students said that they felt anxiety during speaking performances because of limited vocabulary and made them feel anxiety when they want to do presentations, so that they felt nervous when doing speaking performances.

###### c. Friends/classmate

Another factor that causes students to become anxiety based on the results of the interview is friends/classmates. Anxiety in friends/classmates is one of the factors that cause students' anxiety during speaking performances. Anxiety about friends/classmates affects their speaking performance.

###### d. Embarrassment

From the results of the interviews, the student said that she felt embarrassed during the presentation. Embarrassment is one of the factors that cause student anxiety during speaking performance. Anxiety about embarrassment affects speaking performance, so she felt nervous when doing the speaking performance.

2) Internal factors

a. Lack of self confidence

From the results of interviews, some students said that they felt anxiety when speaking performances because of their lack of self-confidence when they want to do presentations so they were felt nervous when speaking performances.

b. Shyness

Another factor that causes students to become anxiety based on the results of the interview is shyness. Shyness or feeling ashamed is one of the factors that cause students' anxiety during speaking performances. Among students when they feel shy in speaking English they take their eyes off their classmates and stay focused on the presentation material. Anxiety about shyness affects their speaking performance.

c. Motivation

Based on interviews, motivation is the main factors in speaking performance because it can be change students' anxiety aversion in speaking performance.

d. Fear of making mistake

Moreover, some students admitted that they were worried because they were fear of making mistake it make them worry about their speaking performance. They are fear of making mistake in speaking English so they think they will not perform optimally when they speak.

2. The Students' Level Anxiety in Speaking Performance

The data obtained from observation used to determine the level of anxiety of students during speaking performances. There are three levels of anxiety, namely: low level anxiety, medium level of anxiety, and high level of anxiety. In the indicator of observation checklist there are three items that will be assessed to determine the level of student anxiety when students appear to present presentation material, namely: 1; nervousness 2; speaking fast 3; confused when explaining presentation material 4; shaking hands when holding books or other objects 5; finger breaking 6; sweating excessively 7; hand clenching.

a. Low level of anxiety

The interpretation of student 1 showed that student 1 falls into the category of low-level anxiety because, from the observations made, this student feels confident in the situation he is in, so he does not feel ashamed to interact with other people, even though, when delivering the material, he looks nervous and shows expressions of confusion. Then, the interpretation of student 2 showed that student 2 also falls into the category of low-level anxiety because from the observations made this student feels confident in the situation she is in, so she does not feel ashamed to interact with other people even though in the delivery of material this student seems to talk fast at the time. Convey the material and show a confused expression when giving the material.

From the data, it can be seen that students 1 and 2 have a low level of anxiety. Because the symptoms or indicators of observational behavior were the student 1

nervous and confused when explaining presentation material. Then, the student 2 speaking fast and being confused in delivering the material at the time of presentation.

b. Medium level of anxiety

The interpretation of student 3 showed that student 3 falls into the category of medium level anxiety because from the observations made this student looks shaking holding a book, confused in giving material and clenching her hands so that this student shows lack of confidence in the situation she is experiencing and doubts about her ability to deliver material. Then, the interpretation of student 5 showed that student 5 also falls into the category of medium level anxiety because from the observations made this student looks nervous, shaking holding a book and confused in giving material so that this student shows lack of confidence in the situation she is doubts about her ability to deliver material.

From the data, it can be seen that students feel a medium level of anxiety because symptoms or indicators of observational behavior was student 3 have four caused symptoms in medium level of anxiety, namely: 1; shaking hands in holding or other objects 2; nervous 3; speaking fast. Then, the students 5 have five caused symptoms in medium level anxiety, namely: 1; nervous 2; confused when explaining presentation material 3; shaking hands in holding or other objects.

c. High level of anxiety

The interpretation of student 4 shows that student 4 falls into the category of high level anxiety because from the observations made this student looks shaking holding a book, confused in giving material, clenching her hands and nervous in conveying material so that this student shows no confidence and does not show attitude excessive in bringing the material.

From the data, it can be seen that students feel a high level of anxiety because symptoms or indicators of observational behavior was student 4 have five caused symptoms in the high level of anxiety, namely 1; Shaking hands in holding or other objects 2; nervous 3; speaking fast 4; confused when explaining presentation material 5; the movement of clenching hands in conveying the material at the time of presentation. The student 6 have six caused symptoms in the high level of anxiety, namely 1; nervous 2' confused when explaining presentation material 3; shaking hand when holding book or other object 4; finger breaking 5; sweating excessively 6; hand clenching. The students 7 have four caused symptoms in the high level of anxiety, namely 1; nervous 2; confused when explaining presentation material 3; shaking hand when holding book or other object 4; sweating excessively. Then student 8 have five caused symptoms in the high level of anxiety, namely 1; nervous 2; confused when explaining presentation material 3; shaking hand when holding book or other object 4; sweating excessively 5; hand clenching.

## B. DISCUSSION

As has been presented on findings, results in interview showed that research subjects had various answer to the question what are the factors that cause the students' anxiety in speaking performance and also showed the level of students' anxiety in speaking performance. Below were details of the factors and student anxiety levels all of data subjects.

### 1. The Analysis Factors that Cause Students Anxiety in Speaking Performance

The results of the interview showed that internal and external factors greatly affect students' anxiety in speaking performances.

#### 1) External Factors

##### a. Lack of preparation

From the result of findings found that anxiety could happen because students feel anxiety when they are not prepared for speaking performances.

##### b. Limited vocabulary

From the result of findings found that anxiety could happen because students have limited vocabulary in their speech when speaking performances. That is what makes students feel anxiety in speaking performances due to the limited of vocabulary.

##### c. Friends/classmate

From the result of findings found that anxiety could happen because their friends/ classmates have a great influence on students' anxiety about speaking performances.

##### d. Embarrassment

From the result of findings found that anxiety could happen because embarrassment also affects students' anxiety about speaking performances.

#### 2) Internal Factors

##### a. Lack of self confidence

From the result of findings found that anxiety can occur because of their lack of self-preparation when they want to make a presentation and the influence of thoughts that make them lack of self-confidence in their speaking performance.

##### b. Shyness

From the result of findings found that anxiety could happen because when the students want to do presentation in class about speaking performance, students feel shyness in speaking performances due to the views of classmates and shyness by the performing of the previous presenter.

##### c. Motivation

From the result of findings found that anxiety can occur because students must have self-motivation to change students' reluctance to feel anxiety in speaking performances.

d. Fear of making mistake

From the result of the findings found that anxiety could happen because students are afraid of making mistakes in their speech when speaking performances.

2. The Students Level Anxiety in Speaking Performance

From the checklist observation there are four criteria that are assessed, namely: 1; sweating excessively 2; shaking hands when holding books, stationery, or other objects 3; nervous, speaking fast and uncoordinated, and confused when explaining presentation material, and answering questions 4; finger breaking or hand clenching. (Abdullah, 2015: 13). Which from the results of the observation checklist show that to see the level of students' anxiety, there are 3 types of levels, namely: Low level of anxiety, medium level of anxiety, and high level of anxiety. (Horwitz, 1991: 27-39).

a. Low level of anxiety

There are 2 students who were included in the criteria for low anxiety levels where there is only one criterion, namely the third criterion out of the four criteria assessed from the appearance of delivering material at the time of presentation, namely nervous, speaking fast and uncoordinated, and confused when explaining presentation material, and answering questions.

b. Medium level of anxiety

There were 2 students who were included in the criteria for medium anxiety levels where there is only two criterion, namely the second and the third criterion out of the four criteria assessed from the appearance of delivering material at the time of presentation, namely 2; shaking hands when holding books, stationery, or other objects 3; nervous, speaking fast and uncoordinated, and confused when explaining presentation material, and answering questions.

c. High level of anxiety

there were 4 students who were included in the criteria for high anxiety levels where there is only three criterion, namely the second, the third and the fourth criterion out of the four criteria assessed from the appearance of delivering material at the time of presentation, namely 2; shaking hands when holding books, stationery, or other objects 3; nervous, speaking fast and uncoordinated, and confused when explaining presentation material, and answering questions 4; finger breaking or hand clenching.

## CONCLUSION

Considering the data analysis and the discussion in the previous chapter, the researcher puts forward the following conclusions:

1. There are two factors that cause students' anxiety in speaking performances, namely: internal factors and external factors. Internal factors are lack of self-confidence, shyness, motivation, and fear of making mistakes, while external factors are lack of



preparation, limited vocabulary, friends/classmates, and embarrassment. From the eight students who were interviewed, it was found that internal factors and external factors were the most influential factors and could cause students' anxiety in speaking performances.

2. There are three levels of anxiety, namely low, medium and high. 2 students are in a low anxiety level, 2 students are in a medium anxiety level and 4 students are at a high anxiety level.

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