


A STUDY OF EFL STUDENTS' SPEAKING ANXIETY AT THE THIRD SEMESTER OF ENGLISH DEPARTMENT IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: 02/20/2023 Revised: 02/20/2023 Accepted: 03/14/2023 Published: 03/15/2023</p> <p>Keywords: Anxiety, Speaking, Strategy.</p>	<p>This study aimed to find out the factors of students speaking anxiety, the strategies used by students in overcoming anxiety in speaking English and the type of anxiety experienced by students when speaking English. This type of research is qualitative using descriptive method. The sampled in this research are students majoring in English education, semester 3 as many as 8 students. The instrument used in this research are observation and interview. The results of this research showed that there are 3 factors causing students' to feel anxiety, namely 3 students experienced communication apprehension, 2 students experienced test anxiety and 3 students who experienced fear of negative evaluation. The researcher also find out 3 types of anxiety that the students experienced in their speaking anxiety, the most dominant factor is situation specific anxiety, following by state anxiety and trait anxiety. The most dominant strategy used by students is positive thinking following by Preparation, Relaxation, Peer Seeking and Resignation.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Speaking is one of the most effective communication tools to use. Speaking is an important part of studying English because it is one of the skills that students must master. It is a production skill among the four language skills. While we want to communicate, by using speaking we must involve one or more people to speak to each other. Speaking is important for students to learn in the language learning process because according to its main function, speaking is one of the tools in communication.

In speaking English for English as a foreign language (EFL) students, speaking is one of the materials that must be mastered by students. According to Damayanti et al (2020) Speaking English will be difficult for some foreign language learners because they have less of language features, vocabulary, and less self-confidence. Speaking also has an important role in learning English especially for English as a foreign language students, because it is practiced directly when you want to communicate in English. In speaking English, sometimes students' use practice as the one of effective thing in improving speaking skills. Practice makes students more accustomed to speaking English, but sometimes even though it is practice if they want to apply it directly to communicate, they feel anxious and afraid when they want to speak directly.

In speaking sometimes students suddenly have feelings of anxiety and nervousness. Anxiety is a feeling that can lead to decreased and ineffective learning levels among students. However, according to Oliyana (2019) anxiety should not be equated with nervousness, it is more a dreaded feeling about something which appears intimidating and can overcome someone. As stated by Elis in Suciati (2020) Anxiety has several types, namely, state anxiety, trait anxiety, and specific anxiety, from the effects of anxiety that are still normal and common which are often found to the most severe. However, if it is too excessive, anxiety can lead to failure in achievement on the part of students. Feelings of anxiety sometimes appear suddenly even though students have studied and practiced before starting to speak. Feelings of anxiety and nervousness make students less confident if they want to speak in public.

Although various other studies on this topic have been carried out, the researcher believes that there is always something new to be discovered because of the researcher wants to establish the differences between the results of previous research implementations and this research based on different contexts and circumstances. Apart from the researcher's experience as a students' of English department while in class when asked to speak in front of the class sometimes the researcher feels anxiety and also some classmates feel the same way. Hence, in this study researchers are interested in examining what things cause students to feel anxiety and what type of anxiety they experience. To find these results, the title of this research is a Study of EFL Students' Speaking Anxiety at The Third Semester of English Department in Muhammadiyah University of Makassar.

RESEARCH METHOD

In this study, the researcher use a qualitative descriptive that focused on factors as sources of speaking anxiety among English as a foreign language (EFL) students at higher education. According to Suciati (2020), Data collecting procedures are required in qualitative research to get data for a research. The researcher will not receive the data as expected if the researcher does not understand the data collection techniques. Data

collecting for qualitative research conducted in a variety of situations, from a variety of sources, and in a variety of ways.

The data is gathered in natural circumstances on the settings side. Descriptive qualitative used to collect the data that involves a rational and consideration in data collection, data analysis, and data presentation. Therefore, this study emphasizes the analysis of the factors that cause speaking anxiety among students at the Muhammadiyah University of Makassar.

A. Research Subject

This research was conducted at Muhammadiyah University of Makassar. The subjects of this research are the third semester students Muhammadiyah University of Makassar, who had symptoms of anxiety.

B. Research Instrument

According to Arikunto (2010) Research instrument is tool of facilities which use by the researcher in collecting data in order to make the research easier and get better result, in the meaning more complete and systematic so it would easy analyze. Its mean to collect the data, some instruments are needed. In this study, the researcher will use two kinds of techniques to collect the data, namely observation and interview.

B. Data Collection

According to Rijali (2019) Data collection is an integral part of data analysis activities that aim to collect data, measuring, and analyze various types of information or research. In this study the researcher will use interview and observation to collect the data.

In this research, the researcher was conducted interview and observation with students to examine their anxiety in speaking English. Before conducting interview, researcher was conduct observations to determine and analyze the types of student anxiety. The respondents that the researcher will choose are fourth semester students in the Department of English Education. The following is the order of the interview process that will be carried out:

1. The researcher asked about the students' readiness to be interviewed.
2. The researcher makes a schedule to conduct interviews with students who are ready to be interviewed.
3. The researcher starts with general guiding questions based on the formulation and allows students to speak freely and to avoid misunderstandings.

D. Data Analysis

Lexy J. Moleong in Hasan, (2004) describes data analysis as a procedure in classifying and compiling data results on references, groups, from a basic conclusion then known themes and hypotheses based on these data. In addition, data analysis is a structured step and arrangement of the results of data collection using a direct questionnaire in the field

which is used as a combination for problem knowledge and known data collection, Bogdan in Sugiyono (2007).

RESULT AND DISCUSSION

A. RESULT

The data collected in this study were data obtained from direct observation and from the results of students' answers as informants using interviews which discussed the anxiety factors felt by students while speaking English, the methods or strategies used by students in overcoming anxiety in speaking English in front of class and the type of anxiety experienced by students when speaking English.

1. The factors Cause Students' Anxiety in Speaking English

1) Communication Apprehension

Based on the answered of interview, it was showed that the students do not really good when speaking in front of many people and sometimes they are afraid if make mistakes when speaking English and fear when the pronunciation of the vocabulary is wrong. Therefore, it can be concluded that the communication apprehension factor really affect students anxiety when speaking when speaking English in front of many people.

2) Test Anxiety

The students feel anxious when taking an English test or exam because felt afraid and won't be able to answer everything or run out of time. Therefore, it can be concluded that there two students experienced anxiety during test or exam situation.

3) Fear of Negative Evaluation

Based on the interview above, it was showed that the negative evaluation really affected the students and make them afraid and anxiety of being wrong and being laughed because of that. Therefore, it can be concluded that negative assessment can make students become anxiety.

2. Types of Anxiety

1) State Anxiety

Based on the interview above, it was showed that the students felt anxiety when asked by the lecturer to answer the question and did not understand the material, because of that the type of anxiety experienced by students is state anxiety.

2) Spesific Situation Anxiety

Based on the interview above, from all the extract included spesific situation anxiety because it was showed that mostly the students experienced anxiety when speaking in front of many people and during presentation in class without any

preparation. Therefore it can be concluded there 7 students experienced spesific situation anxiety.

3. Strategies in Reducing Speaking Anxiety

Preparation

Based on the answered of interview, it was showed that the students did preparation before speaking such as practice and relaxing to reduce anxiety, it can be concluded that preparation can make students reduced their anxiety.

1) Relaxation

Based on the answered of interview, it was showed that the students did relaxation such as calming down, trying not be nervous and move hands for reduce anxiety. Therefore, it can be concluded that relaxation can make students felt better to reduce their anxiety.

2) Positive Thinking

Based on the answered of interview, it was showed that the student did for reduce their anxiety are like telling to ourselves to always be positive thinking to reduce anxiety, such as think that I can do it and trying to calm themselves and mind. Therefore, it can be concluded almost students always positif thinking for reduce their anxiety.

Based on the results of the interview strategies used by 8 students, 2 of them used preparation before they spoke English in front of many people. Furthermore, 2 students used relaxation before or when they spoke English. They use relaxation to calm themselves and reduce anxiety when speaking English. Then, 4 students used positive thinking strategies, such as saying and convincing themselves that they could do it. Finally, there are no students who use peer seeking and resigning.

DISCUSSION

This section presents a discussion of research results. There are three problem statment asked in this research. This study focused on the factors that caused students' speaking anxiety, the strategies students used to reduce anxiety when speaking in front of the class and analyzes the types of anxiety in class 3A of the English Department Muhammadiyah University of Makassar.

1. The factors Cause Students' Anxiety in Speaking English

According to Horwitz et al. (2011) there are three causes of anxiety related to performance anxieties are: communication apprehension, test anxiety, and fear of negative evaluation.

1) Communication Apprehension

Communication apprehension is the first type of anxiety that students experience. Based on the findings above, there are 3 students who are usually afraid and not confident to speak in front of other people. There are students who are not confident because their English skills are lacking, there are also students who are nervous because they rarely speak in front of their friends, and there are also students who are afraid if their speech does not convey the message clearly. Communication apprehension was a type of anxiety characterized by an anxiety of communicating with others. According to Suleimenova in Neman & Ganap (2018) stated that "anxious student may not be able to take in a spoken conversation fast enough since anxiety interferes, with their ability to process information".

Communication apprehension has a great influence on students' communication competence. Horwitz and Cope in Vicontie et al (2021) Communication apprehension is defined by them as a type of nervousness characterized by anxiety to communicate with people due to being constantly monitored and a lack of situational communicative control and personal knowledge because it affects one's ability to make one understand as well as understand other people's speech.

2) Test Anxiety

According to Horwitz in Saputri (2017), test anxiety is performance evaluation anxiety by other people that arises from the fear of failing in performance and the fear of making mistakes. Based on the findings, there were 2 students experienced test anxiety. Most of them thought that they were afraid of failing in their speaking performance, apart from the lack of preparation, also because they had insufficient knowledge of speaking English skills such as pronunciation, vocabulary and grammar. This also happens to students who are afraid of making mistakes.

3) Fear of Negative Evaluation

The last type of student anxiety in speaking English is the fear of negative evaluation. According to Herniwati (2020) Fear of negative evaluation is apprehension about evaluation that may include avoiding evaluating situations based on expectations. It means that the students are unsure of what they are saying, are afraid of negative feedback from others, and are anxious because they do not want to look foolish in front of their teacher. The fear of negative evaluation is similar to test anxiety. There were 3 students who experienced fear of negative evaluation, namely anxiety because of the unsupportive assessment of lecturers and friends who gave a negative aura when they made mistakes, such as laughing.

2. Types of Anxiety

According to Horwitz in Oteir & Al-Otaibi, (2019), three causes of anxiety related to performance anxieties are:

1) State Anxiety

Based on the findings, only one person out of 8 people experiences state anxiety. He admitted that he felt anxious when the lecturer suddenly asked a question without preparation. Horwitz (2011) states that state anxiety is a fleeting emotion of fear brought on by potentially harmful events. In addition Ormrod (2011), stated anxiety is a temporary feeling of anxiety caused by a threatening situation. It is a feeling of discomfort or tension over a condition that occurs at a certain time as a reaction to an external stimulus.

2) Specific-Situation Anxiety

Specific-situation anxiety occurs when particular types of anxiety are triggered by specific situations or events, such as public speaking, exams, or class activity. According to Najiha & Sailun (2021) Situation-specific anxiety is the probability of becoming anxious in a specific type of situation, such as during a test (labeled as "test anxiety"), when solving mathematics problems, or when speaking a second language (labeled as "language anxiety"). Based on the findings, out of 8 people, 7 of them experienced specific situation anxiety. Students feel anxiety when their situation is presenting or speaking in front of the class.

3) Strategies in Reducing Speaking Anxiety

There are five ways, according to Kondo and Ling (2004), to reduce language anxiety when speaking English namely; Preparation, Relaxation, Positive Thinking, Peer Seeking and Resignation. Based on the findings, the strategy used by 8 students, 2 of them used preparation before they spoke English in front of many people. Furthermore, 2 students used relaxation before or when they spoke English. They use relaxation to calm themselves and reduce anxiety when speaking English. Then, 4 students used positive thinking strategies, such as saying and convincing themselves that they could do it. The positive thinking strategy is the most widely used strategy by students because according to them it is the most effective way to reduce their anxiety.

CONCLUSION

Based on the results of the research and discussion, the writer can conclude that:

There are three factors that cause students to feel anxiety, namely communication apprehension, test anxiety and fear of negative evaluation. These three factors influence students when they want to speak English, such as fear and anxiety when they want to speak English. Fear of being wrong and also the lack of vocabulary make them more anxious when they want to speak.

The types of anxiety that is often experienced by students in speaking English namely state anxiety, trait anxiety and situation specific anxiety. These three types raise different anxiety on each student. State anxiety arises when people are in an uncomfortable situation and feel threatened. Meanwhile, trait anxiety is the nature or innate characteristics that people experience when they feel anxious. Finally, situation specific anxiety occurs in certain situations and conditions, such as exams or public speaking.

There are five ways to reduce language anxiety when speaking English, namely; Preparation, Relaxation, Positive Thinking, Peer Seeking and Resignation. From the five strategies, 3 of them use these strategies to reduce their anxiety, namely Preparation, Relaxation, and Positive Thinking.

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