

**ANXIETY FACTORS OF THE MOST ANXIOUS STUDENTS
ON THE SECOND YEAR STUDENTS OF ENGLISH EDUCATION STUDY
PROGRAM IN MUHAMMADIYAH KOTABUMI UNIVERSITY**

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ABSTRACT: Speaking anxiety is the condition when the students feel worry, nervous, not confident to speak English in front of many people. Speaking anxiety can happen to any students because of the lack of English knowledge, communication apprehension, and afraid of making mistake. The purpose of this research is to find out anxiety factors of the most anxious students in English. This study use qualitative research that examines 6 students at second year English education study program in Muhammadiyah Kotabumi University. The instrument used interview and observation. The result of this study indicated that anxiety factors of the most anxious students in English consist of 1) fear of being in public and shyness, 2) fear of being negative evaluation, 3) fear of being speaking inaccurately, 4) poor of English proficiency, 5) unfamiliar task, 6) attitude to English, 7) and Background of English.

Keywords: *Speaking anxiety, Anxiety factors of the most anxious students*

ABSTRAK: Kecemasan berbicara adalah kondisi ketika siswa merasa khawatir, gugup, tidak percaya diri untuk berbicara bahasa Inggris di depan banyak orang. Kecemasan berbicara dapat terjadi pada setiap siswa karena kurangnya pengetahuan bahasa Inggris, ketakutan komunikasi, dan takut membuat kesalahan. Tujuan dari penelitian ini adalah untuk mengetahui faktor kecemasan siswa yang paling cemas dalam bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif yang meneliti 6 mahasiswa program studi pendidikan bahasa Inggris tahun kedua di Universitas Muhammadiyah Kotabumi. Instrumen yang digunakan adalah wawancara dan observasi. Hasil penelitian ini menunjukkan bahwa faktor kecemasan siswa yang paling cemas dalam bahasa Inggris terdiri dari 1) takut berada di depan umum dan rasa malu, 2) takut dinilai negatif, 3) takut berbicara tidak akurat, 4) kemampuan bahasa Inggris yang buruk, 5) tugas yang tidak biasa, 6) sikap terhadap bahasa Inggris, 7) dan Latar Belakang Bahasa Inggris.

Kata Kunci: *Kecemasan berbicara, Faktor kecemasan siswa yang paling cemas*

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I. INTRODUCTION

An unpleasant condition called anxiety results in worry, tension, concern that make it difficult for someone to speak coherently in front of a large group of people. According to Chaplin (2006, p. 26) anxiety is a complex emotion that includes feelings of both fear and worry about what will happen in the future. It is characterized by a sense of impending worry and anxiety about a situation that is not immediately apparent as the source of the feelings. Additionally, anxiety is an emotional state of apprehension, a nebulous fear that is only connected directly to an item. This emotion could influence students' ability in processing delivery of information and to accurately comprehend what they are exposed to. Anxiety stated could encourage or discourage learning process, but unfortunately when it comes to a foreign language, students' anxiety tends to be more discouraged rather than encouraged.

According to Handayani and Rahmawati (2017 p. 220), the categories of low, medium and high anxiety were levels for students who learned to speak English as a foreign language. Furthermore, Joni, et.al., (2016, p.122) explained that the group of students with low anxiety they have high speaking level, the group of students with moderate anxiety they also have moderate speaking level, and the

group of students with high anxiety they have low speaking level. When students have high anxiety level, they cannot be focus or concentration on learning process, then as the result they failed. The students who have high anxiety, they are inclined to be pessimist in developing their ability, not only that the students are also afraid and avoid the subject, especially English speaking subject.

Actually, many English Education Study Program participants struggled with their English. Based on the researcher observation in the speaking class, and the researcher record after that the video upload to YouTube, on May 13th 2022, the researcher found some symptoms of anxiety. For example the students looked stutter when they spoke up in front of class at Muhammadiyah Kotabumi University. The students also often say "aaa... aaa..." because they were confused what they wanted to say. In presenting material, they often to use gesture to explain vocabulary that they can not say. Besides, they are still shy when speaking in front of class. The students also often did wrong pronunciation. For example /change/ they pronounce /chance, /explain/ they pronounce /esplen/, will they pronounce /while/ and another problem when they were presenting their material in front of class, they spoke too fast but unclear pronunciation. Even, the worst anxiety

when researcher conducted observation, when the students paused their presenting and lecturer commanded to continue speak English, they have grammatical error.

Based on the statement above, to ensure and reveal the sources of students' anxiety in speaking, the researcher will choose the second year students of English Education Study Program in Muhammadiyah Kotabumi University Academic Year 2022/2023 which is located in Sindang Sari, precisely on Jalan Hasan Kepala Ratu No. 1052, Kotabumi, North Lampung as a place of research experimentally of anxiety factors of the most anxious students because it is the only University which provides English Education Study Program in North Lampung. Besides, this college has good accreditation in English study program.

II. THEORY REVIEW

The significance of psychological elements in the success or failure of the learners has received a lot of attention in recent research, particularly in English as a foreign language. Affective factors, which include "anxiety" as one of their sub-categories, are among these psychological factors. In addition, besides self-esteem, willingness to communicate and motivation, anxiety is one of the variables

that creates internal barriers in personality. Talking in general about anxiety, Spielberger as cited in Horwitz, (2001, p.13) which stated that an activation of the autonomic nervous system is what causes the subjective feelings of tension, uncertainty, nervousness, and worry known as anxiety.

Anxiety over learning a foreign language has the most impact on a learner since it might prevent them from mastering their intended language. According Liu, who was mentioned by Siagian and Adam (2017,p.4), there are a few reasons for reticence (anxiety to speak English), including: 1) Poor English proficiency, which was also found to be a significant barrier to students' ability to interact with others in the language in the current study, 2) The task is unfamiliar. In summary, students will speak up about a subject if they are interested in it, familiar with it, aware of it frequently, knowledgeable about it, or even familiar with it. 3) A lack of boldness. In this situation, some students may have excellent pronunciation and high competence levels but nevertheless opted to remain reserved, 4) The worry that making mistakes may result in students losing their reputation in oral language classes. Due to their fear of making mistakes, particularly the last one, pupils remained silent until they were compelled to speak in English. 5) difficult-to-understand inputs, such as

teacher speech, listening drills, reading passages, and language picked up outside of class. It gives pupils the resources they need to begin communicating in their native tongues through speaking and writing.

On other hand, Zhiping and Paramasiyam, (2013, p.5-6) found three reasons for anxiety towards international students namely 1) fear of being in public and shyness, general personality qualities including quietness, shyness, and reticence are some causes of communication anxiety in this scenario. Other causes include social anxiety and shyness. Individuals differ widely in their level of shyness, 2) Fear of being negative evaluation; in this instance, the interviewees mentioned this as another in-class worry and a significant source of anxiety. They were afraid of being scolded in front of others and especially if the instructor made derogatory comments. They were also unduly anxious about other people's assessments and overly concerned with their own. 3) Fear of speaking inaccurately is one of the worries that Iranian and Algerian students in the classroom have in common as a source of anxiety. They worry that they will speak the language incorrectly, making mistakes, and not being able to find the right phrases. Their aversion of speaking incorrectly stems less from their concern about being negatively evaluated by their teachers and peers and more from the satisfaction they

derive from using perfect syntax and vocabulary in a variety of sentence patterns. They choose not to speak because they believe they lack this, since they find it disappointing to make mistakes.

In language acquisition, especially English language there is four skills that should be mastered by the learners those are listening, speaking, reading, and writing. According to (Mitha, et.al., 2018, p.467) which mentioned that One of the four language abilities in the English language is speaking. Speaking is a useful ability since it allows a speaker to make language sounds. Speaking is mostly used for two-way communication. The meaning of what is said is discussed between the speaker and the listener.

There were some aspects to assess speaking skill. According to Weir (2005, p.195—196) there are at least five components of speaking skill, namely fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies.

III. RESEARCH METHODS

This study would use qualitative research, especially descriptive qualitative research. This research would be carried out at Muhammadiyah Kotabumi University, Hasan Kepala Ratu Street number 1052

Kotabumi, North Lampung, during the second year students of the English Education Study Program. In this research, the data would be taken from students.

They were students in the second year of English Language Program at Muhammadiyah Kotabumi University, consist of 37 students. The researcher chose six respondents there are IN, RR, SA, EN, RE, and DF because they were the most anxious students with high score in the speaking anxiety questionnaire. It was based on the result of observation

questionnaire calculating of taking respondents by researcher. Based on the statement above, the researcher would like to give clear description about Anxiety Factors of the Most Anxious Students on the Second Year of English Education Study Program in Muhammadiyah Kotabumi University. The use of an instrument in a research determines the quality of the data in the research. In this research, two instrument were used namely: the researcher self and interview.

TABLE 1
THE SPESIFICATION OF STUDENTS' INTERVIEW QUESTION

Variable	Aspects	Indicators	Number Items
Factors Causing Students' Speaking Anxiety	Fear of being in public and shyness	General personality traits such as quietness, shyness, and reticence are some reasons for communication anxiety.	1, 2,
	Fear of being negative evaluation	Another significant source of worry mentioned by the interview subjects was the fear of receiving a poor grade from lectures and classmates.	3
	Fear of being speaking inaccurately	They have the unpleasant experience of speaking the language incorrectly, making blunders, and struggling to find the right words.	4
	Poor of English Proficiency	Their lack of vocabulary, lack of grammar, fluency in English make it difficult for them to be confident when speaking English.	5
	Unfamiliar Task	Their confused with the task that given by the lecturer, they do not know how to do the task is familiar or not familiar with the students.	6
	Atitude to English	This attitude of English like how the students focus or not in the learning process, or the student feel lazy in the class.	7
	Background of English	This background of English like how the background of students in learning English.	8
Total Items			8

(Sources: Zhiping and Paramasiyam (2013, p.5-6), Siagian and Adam (2017, p.4), Akkakoson (2016,p.73))

In data collecting technique, the researcher used two methods namely:

interview and observation. In this study, the researcher would examine the data's reliability and validity using two different methods such as triangulation and expert judgment to raise the level of validity. In analyzing data that will collect, the researcher will use descriptive qualitative research. As using this technique, the researcher collected the data, arranged the data, and presented the data. The qualitative method was kind of research without using any calculation or statistic procedures.

III. RESEARCH RESULT

In this research, the researcher used interview and observation to find anxiety factors of the most anxious students on the second year of English education study program. First was interview, the kind of this interview that the researcher used was open-ended question.

In the interview the researcher asked the eight questions for students of English education study program. The second was observation to observe the students when they were speaking and how the learning process in the class and also their speaking skill.

The researcher collected the data to the second year students of English education study program, especially to the six student who had been determined, and

the students who joining this research will having the initial name with IN, RR, SA, EN, RE, DF Then, the interview was conducted on March 08th 2023 at University of Muhammadiyah Kotabumi. The interview questions using in Indonesian as requested by the students and to maintain the comfort also during interview.

So based on the interview, it could be concluded that there are seven anxiety factors of the most anxious students on the second year students of English education study program in muhammadiyah kotabumi university such as: Fear of being in public and shyness, Fear of being negative evaluation, Fear of being speaking inaccurately, Poor of English proficiency, Unfamiliar task, and Attitude to English, Background of English.

Based on the researcher observation in the speaking class, and the researcher record after that the video upload to YouTube, on May 13th 2022, the researcher found some symptoms of anxiety. For example the students looked stutter when they spoke up in front of class at Muhammadiyah Kotabumi University. The students also often say “aaa... aaa...” because they were confused what they wanted to say. In presenting material, they often to use gesture to explain vocabulary that they cannot say. Besides, they are still shy when speaking in front of class. The students also often did wrong

pronunciation. For example /change/ they pronounce /chance, /explain/ they pronounce /esplen/, will they pronounce /while/ and another problem when they

were presenting their material in front of class, they spoke too fast but unclear pronunciation.

**TABLE 2
OBSERVATION GUIDELINE**

No	Statment	Choices (√)		Notes
		Yes	No	
1.	Students feel shy and unconfident when speaking in the class.	√		In researcher's observation, most of students feel shy and unconfident.
2.	Students feel afraid of being negative evaluation by the lecturer or friends.	√		Incapble is a tem of bad condition which is one of the reasons students' anxiety.
3.	Students feel of being speaking inaccurately.	√		Feel of being speaking inaccurately is one of the factor students' anxiety.
4.	Students' poor of English proficiency.	√		In researcher observation, almost of students poor of English proficiency because of their lack of vocabulary and understanding the grammar.
5	Students are nervous when faced with unfamiliar task.	√		In researcher's observation, sometimes students are anxious about this point because they confused with the task.
6	Students are anxious when	√		In this observation,

	they do not focus on the learning process.		sometimes students do not focus because of the situation in the class.
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Based on the observation above, it could be concluded that the students of second year have some factors anxiety in speaking English such as: Fear of being in public and shyness, Fear of being negative evaluation, Fear of being speaking inaccurately, Poor of English proficiency, Unfamiliar task, Attitude to English and Background of English.

IV. DISCUSSION

The purpose of this research is to find out anxiety factors of the most anxious students on the second year students of english education study program in muhammadiyah kotabumi university. From all 6 students, showed their have anxiety in speaking English. For the first aspect was fear of being in public and shyness, all of the students feel anxiety, nervous, not confident, and afraid of making mistake when they speak in front of the class. The second was fear of being negative evaluation, almost all of students feel anxious, and not confident when their friend looks in the eye when they speak in front of the class. The third was fear of being speaking inaccurately, two of

students said rarely to be a volunteer when there is a chance to speak in the class because they afraid of saying the wrong thing, but four of students said they would be a volunteer if they understand the material, because they want to trying to speak in front of the class. The fourth poor of English proficiency, all of students said that the lack of vocabulary and lack of understanding the grammar can affect their anxiety, because sometimes they forgot what they want to say when they speak in front of the class, so they deal it by memorize a lot of vocabulary and took a note.

The fifth was unfamiliar task, almost all of students said that they were confused with the task given by the lecture, because they unfamiliar with the task, how they deal with it, for the first they asked to the friend who understand more than them but when they were still confused they asked the lecture. The sixth was attitude to English, two of students said that they were not focus students when learning process because of the disturbed of their friends, and there of students sometimes focus and sometimes not focus depends on the situation in the class, that is why they confused and worried when the lecture

asked them about what lecture explain before, and one of students said that she is type of focus student when learning process, she only has little anxious if she know little of the material. The last background of English, all of students said that their starts learning English since school until now, their only mastered a few of vocabulary not all of the vocabulary their mastered. And all of students said their not confident with their background of English because it do not effect their speaking skill in English because sometimes their forgot what they want to say.

According to Zhiping and Paramasiyam (2013, p.5-6) stated there are three reason for anxiety namely 1) fear of being in public and shyness, 2) fear of being negative evaluation, 3) fear of being speaking inaccurately. On the other hand, Siagian and Adam (2017, p4) stated that there are a few reasons for reticence anxiety to speak English, such as 1) poor of English proficiency, 2) the task is unfamiliar. Another one Akkakoson (2016, p.73) stated that attitude to English. The researcher findings after having several interview with the students.

Based on the researcher research and the previous research about anxiety factors in speaking, it could be concluded that was true that were seven anxiety factors of the most anxious students on the second year

students of English education study program in muhammadiyah kotabumi university, such as: Fear of being in public and shyness, Fear of being negative evaluation, Fear of being speaking inaccurately, Poor of English proficiency, Unfamiliar task, Attitude to English, and Background of English. The researcher findings after having several interviews with the students.

V. CONCLUSION

From the results and discussion of the research above, it can be concluded that anxiety factors of the most anxious students on the second year students of english education study program in muhammadiyah kotabumi university consists of 1) factor fear of being in public and shyness, 2) factor fear of being negative evaluation, 3) factor fear of being speaking inaccurately, 4) factor poor of English proficiency, 5) factor of unfamiliar task, 6) factor of attitude of English, 7) Background of English.

Researcher found anxiety when they speak up when students talk and find out what things make students feel anxious in the class when speaking, the thing that can make students anxious when speaking is the lack of confidence, shyness when speaking in the class, and fear of being negative

evaluation; in this instance, the interviewees mentioned their afraid of being scolded in front of others. Their bad feeling of speaking inaccurately with mistakes, their lack of vocabulary and lack of understanding the grammar, their confused with the task because the task is unfamiliar for them, their attitude to English like how they focus on the learning process, and their background of English like their experience in learning English since school but it do not effect their speaking skill.

VI. SUGGESTION

The researcher suggested that:

1. Student

Students who experience anxiety here must be able to analyze their own shortcomings when speaking English in the

class. By realizing the problems they have, students can find the way to deal with it. Students can ask for feedback from their lectures and friends about their speaking performances. The feedback is important to help students to analyze their own performance in speaking English.

2. Lecture

In order to examine students' anxiety problems and determine how to address them, lectures should be able to comprehend their unique qualities. Various student characteristics call for various approaches to be used. Students should have the chance to share any challenges they were facing during lectures. Also, lectures have a duty to create a relaxed learning environment in the classroom so that students can speak more freely and less under pressure.

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