

STUDENTS' ANXIETY IN SPEAKING ENGLISH

*(A Descriptive Research at the Second Semester of English Education
Department Muhammadiyah University of Makassar)*



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MAKASSAR**

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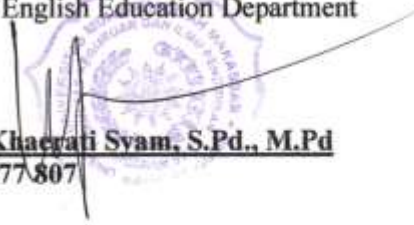
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MOTTO

*Be the Teacher of the universe, so keep learning
and do not be satisfied quickly.*

This thesis I dedicate for my beloved parent and people who love me

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Makassar, April 6th, 2018
The Researcher

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ABSTRACT

Budi Utomo. 2018. Students' Anxiety in Speaking English A Descriptive Research at the Second Semester Students of English Education Department in Muhammadiyah University of Makassar. Under the thesis of English Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar guided by Syamsiarna Nappu and Hj. Ilmiah.

The aimed of this research were to finding out the factors of students' anxiety in speaking English in case their internal and external factors. This research was conducted through descriptive qualitative.

This research used factor analysis through PSCAS questionnaire which population was the second semester students English Education Department of Muhammadiyah University of Makassar. The sample this research consisted 49 students. The research obtained the data by using questionnaire sheet as research instrument that consisted of 14 items.

The finding indicated that based on the results of analysis through PSCAS. The loading factor fear of making mistakes score was 160. It showed that in all factors the number of fear of making mistakes was lowest in all factors. it means that fear of making mistakes was the less and the low factors then all factors that influenced students anxiety to speaking English. Based on the results of analysis through PSCAS questionnaire. The loading factor embarrassment score was 486. It showed that in all factors the number of embarrassment was highest all factors. It means that embarrassment was the most factors that influenced students' anxiety in speaking English at the second semester student English Education Department of Muhammadiyah University of Makassar.

Key words: anxiety in speaking English

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CHAPTER I

INTRODUCTION

A. Background

Language is the source of communication. Communication takes place when there are two people or more involved in interaction. This interaction is facilitated by language. In this case language plays an important role. Language must be produced in order to convey our ideas toward the subjects matter in the interaction. It is the way through which we shared our ideas and thought with others. There are uncountable languages in this world. Every country has its own national language to communicate. Then they have different local languages spoken and understood by their people in different regions. By using language, they can communicate between one another. Learning language needs an important skill that people must learn it.

Learning English is not odd for everyone in our country. People realize that they need knowledge to survive their life. The knowledge that they need is not only from their own country but also from other countries. To make relationship with them, people need English communication because English is as one of the international language and has an important role in international communication.

Now days, English as an international language has been socialized to all students from secondary school to university in Indonesia since it is brought into curriculum in formal education. It is because English is acceptable worldwide as international communication language. So it is very important for

the society in interacting with other people of different countries who might have different mother tongue.

Speaking is one of the ability in English which should be mastered by the students as learner of foreign language. Ladouse (cited in Nunan, 1991 : 23) argued that speaking as the ability to express oneself in the situation, the activity that report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It means that people may express their desire in a particular situation sequentially. There are four basic skill in English :reading, writing, listening, and speaking. Speaking English is one way of finding information through oral communication in the world.

Based on the results made by researcher at the Makassar muhammadiyah of University especially at the third semester, students are less in speaking, such as in vocabulary, grammar, and pronunciation. It is caused there are still some students feel nervous and scare when they are speaking in public, especially if there is no preparation before. Someone who does not have much knowledge about certain topic, he or she will get apprehensive so that he or she does not know what they want to speak about.both of factors appear the complicated problem. The both factors can influence the student ability in speaking. It is caused by lack the motivation, whether from the internal and external factors. The internal factor is less of motivation of the students, so the students are less of curiosity to learn more about English, the external factors are those characterize a particular learning situation and condition of their environment lack understanding about speaking, especially about four

components of speaking. In the external factors is caused by learning situation and condition in their social life, because some society seldom use speaking English and even, they do not care about it.

Based on the description about phenomena on the students' speaking anxiety above, the researcher concludes that anxiety which happens to the students is surely affected by some aspects: feeling, tension, condition, situation, and apprehension. Considering the phenomena above, most of students do not know about the way to overcome the speaking anxiety. Moreover, speaking in public is not as easy as the people think when there is no preparation before. Almost everyone feels uncomfortable in social situation such as English Speaking. In fact, feelings of social anxiety and shyness which happen to the speaker are perfectly normal. He or she can overcome the speaking anxiety as soon as possible in order to make him or her feels relax when having English Speaking.

B. Problem Statement

Based on the statement on the background above, the researcher would like to formulate the research question as follow "what factors cause students' anxiety to Speaking English at the second semester students of English Education Department of Makassar Muhammadiyah university?".

C. Objective of the Study

Based on the research question, the objective of this study is follow "to find out what the factors cause the students' anxiety to Speaking English at

the second semester students of English Education Department of Makassar Muhammadiyah University”.

D. Significance of the Study

Theoretically, this study is expected to provide additional information for the study program of English language education about students' anxiety in speaking English and its implications towards improving students' self-confidence when speaking.

Practically, this study is expected to provide additional information for the next researchers. In addition, provide benefits as a reference to overcome students' speaking anxiety as well as explain about the factors that may affect the anxiety of speaking.

E. Scope of the Study

In this study, the researcher observe and analysis students' anxiety in speaking English at the second semester students of English Education Department of Muhammadiyah University of Makassar.

CAPTER II

REVIEW OF RELATED LITERATURE

A. Previews Related Research Findings

Those researches have find strategies that are more efficient, interesting and easier in teaching learn process. The results of the researchers are cited bellow:

1. Naci (2013) in his jurnal, "*Students' Perceptions of Language Anxiety in Speaking Classes*". He found that a considerable number of foreign as well as second language learners suffer from language anxiety when they step into the language classroom. To this end, this study aims at exploring learners' perceptions of language anxiety in speaking classes at a north-eastern state university in Turkey. Through a purpose sampling procedure, 30 students from different proficiency levels were interviewed. Findings from the semi-structured interviews are discussed with reference to learners' perceptions of learning English. Possible sources and manifestations of language anxiety from the learners' perspectives are examined and their suggested ways to lower language anxiety are discussed.
2. Diao Zhiping (2013) in his jurnal, "Anxiety of Speaking English in Class Among International Students in Malaysian University". He said that an investigate the reasons international students suffer anxiety and explore how they cope with their fear and anxiety when speaking English in class.

The study also examines teachers perspectives and reactions towards learners anxiety and investigates the students speaking.

3. Kashani and Vahid (2011) in their journal, "The Effect of English Language Achievement" the aim of their research was to explore English Language learning anxiety among 38 third year high school students in English classrooms and its relationship with overall English achievement then who have less English language anxiety. Therefore, it can be concluded that anxiety plays a debilitating role in language learning.

Based on the previous findings above, the researcher explains that their research is same from Naci and Diao's findings. Naci's and Diao's findings to concern student's perceptions of language anxiety in speaking class and their aims to exploring learners' perceptions of language anxiety in speaking classes.

This research has different from Kashani's finding. Kashani's finding the effect of English learning anxiety on student's language achievement to explore English language learning anxiety. While this research concerns the factors influencing the students' anxiety English.

B. Anxiety

1. Definition of Anxiety

According to Chaplin (2006) anxiety is a mixed feeling of fear and concern about future feelings for no particular reason for the fear. It is that anxiety is a feeling of fear and anxiety about something that will be faced in the future without any obvious reason for fear and concern.

According to Nevid, et al (2005) anxiety is has characteristics of physical dependent, tense feeling that is not fun, and feeling apicipated. Aprehension is a state of worry that something bad will happen. It means that anxiety is a state where one is physically dependent because of an unpleasant feeling of tension and a feeling of fear that something bad will happen

According to Freud, S (Feist&Feist 2008) anxiety is an emotionally disagreeable condition and is very and deeply felt its power, accompanied by a physical sensation that warns a person against an approaching danger. This unpleasant feeling is usually vague and difficult to ascertain but always felt. It is means that anxiety is an unpleasant condition that is felt by a person and gives rise to certain feelings and that feeling becomes strong so that a person experiences physical sensation

According to Durand & Barlow (2006) anxiety is a state of future oriented mood characterized by anxiety because individuals can not predict and control events to come. It is means that anxiety is a feeling of worry with the circumstances to come.

While Phillips, Ririn et al (2013) mentions the anxiety of public speaking with the term *reticence*, that inability of individuals to develop a conversation that is not caused by lack of knowledge but because of the inability to convey the message perfectly, which is marked by the reaction of psychological and physiological

Based on the above explanation then the researcher can conclude that anxiety is an unpleasant condition and cause fear, tension, concern and worries about something bad will happen that resulted in a person becomes unable to convey his message perfectly in front of many people

2. Characteristic of Anxiety

Nevid (2003) there are three characteristics of anxiety that occurs in the student that is:

- a. Physically, include nervousness, arms and limbs that vibrate or tremble, sweat, mouth or throat feels dry, difficulty speaking, difficulty breathing, heart palpitations or tight-knit, dizziness, feeling weak or numb, frequent urination , feeling sensitive, or irritable.
- b. Behaviorally, includes avoidance behavior, attachment and dependent behavior, shaken behavior.
- c. Cognitively covering worry about something, feelings of disturbance or fear of something happening in the future, the belief that something terrible will happen soon without a clear explanation, fear of losing control, fear of inability to overcome problems, thinking that everything can no longer be controlled, finds it difficult to focus and concentrate.

3. Factors Happening the Students Make Anxiety

Ernawati&Fatma (2012) there are two factors influence the students' anxiety that is the internal and external factors.

- a. The external factors

Regarding to the internal factors consists of:

1) Lack of preparation

Many previous study studies stated that preparation becomes one of major factors that made students anxious (Liu, 2007:129) also mention “preparation”, in their top lists how to overcome anxiety. Hence, it is obvious that lack of preparation becomes one of the issues contributing students’ anxiety in speaking class.

2) Limited vocabulary

Those sentences showed one’s difficulty in regarding vocabulary (Tanveer, 2007:50). However limited vocabulary night hindered the process of learning a language. Thus limited vocabulary should be noted as one of factors contributing anxiety.

3) Friends/classmates

Classmate are also having important role in learning language. Yet, friends often make anxious situation makes learners feel nervous and uncomfortable when they speak. Feeling uncomfortable when being stared at by other students while speaking is one of anxiety sources which commonly experienced by language learners. According to Tsiplakides (2009:39) fear of negative evaluation from peers was common factor appeared in language learning. Yet, even it was a natural sense, classmates still become factors contributing students anxiety in learning process.

4) Embarrassment

In learning second/foreign language, embarrassment become one of the factors contributing students' anxiety. The expert above explained that learning speaking a second/foreign language entails possibility of embarrassment (Kessler, 2010:361). Thus embarrassment factors need to be alarmed in learning language.

b. The internal factors

Regarding to the internal factors consists of:

1) Lack of self confidence

According to Cubukcu (2007:133), an anxious' students will performance unsuccessfully in his/her foreign language learning. In other way those who good in language class are they with little anxiety. It is means lack of self-confidences is one of important factors needed to be concerned, because it is determined to one successful learning.

2) Shyness

Shyness is an emotional thing many students suffer from as some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their speaking performance in the classroom (Gabhard, 2000:2). In line with this, Baldwin (2011:13) further explains that speaking in front of people in one of the more common phobias that students encounter and feeling of shyness makes their

mind go blank or that they will forget what to say. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the student.

3) Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007:24). With regard to the issue of motivation in learning, Nunan (1999:234) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) in Juhana (2012:103) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation.

4) Fear of Mistake

Robby (2010), fear of mistake becomes one of the main factors of students reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation.

C. Speaking

1. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Another definition is from Richards and Renandya (2002:204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

According to Brown in Alam (2007:9) that speaking is an interactive process of constructing meaning that involves producing and receiving a processing information. Speakers require that speakers not know how to produce specific point of language such as grammar, pronunciation, but also that understand when, why, and what ways to produce language.

Based on the definition above, the researcher can conclude that speaking is always related to communication. Speaking its self can be state the skill to use the language accurately to express meaning in order to transfer or

to get knowledge and information from other people in the whole life situation.

2. Speaking Goal

Speaking is the ability to speak articulation sounds or words to express, express and convey thoughts, ideas, and feelings. Tarigan, (2008:16) speaking is related of pronunciation words that aims to convey what will be conveyed either feelings, ideas or ideas. Therefore, to convey the message effectively, the speaker must understand what will be communicated. Someone who speaks them should be able to express their feelings to get the target language communication. With this communication means people can interact with other languages

3. Kinds of speaking performance

Brown (2001: 266-268) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

a. Imitative,

imitative speaking is a kinds of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling;

b. Intensive,

intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical

aspect of language. It can be in the form of self-initiated or pair work activity;

c. Responsive,

responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one;

d. Transactional

In this case transactional is merely done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language

e. Interpersonal,

like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood;

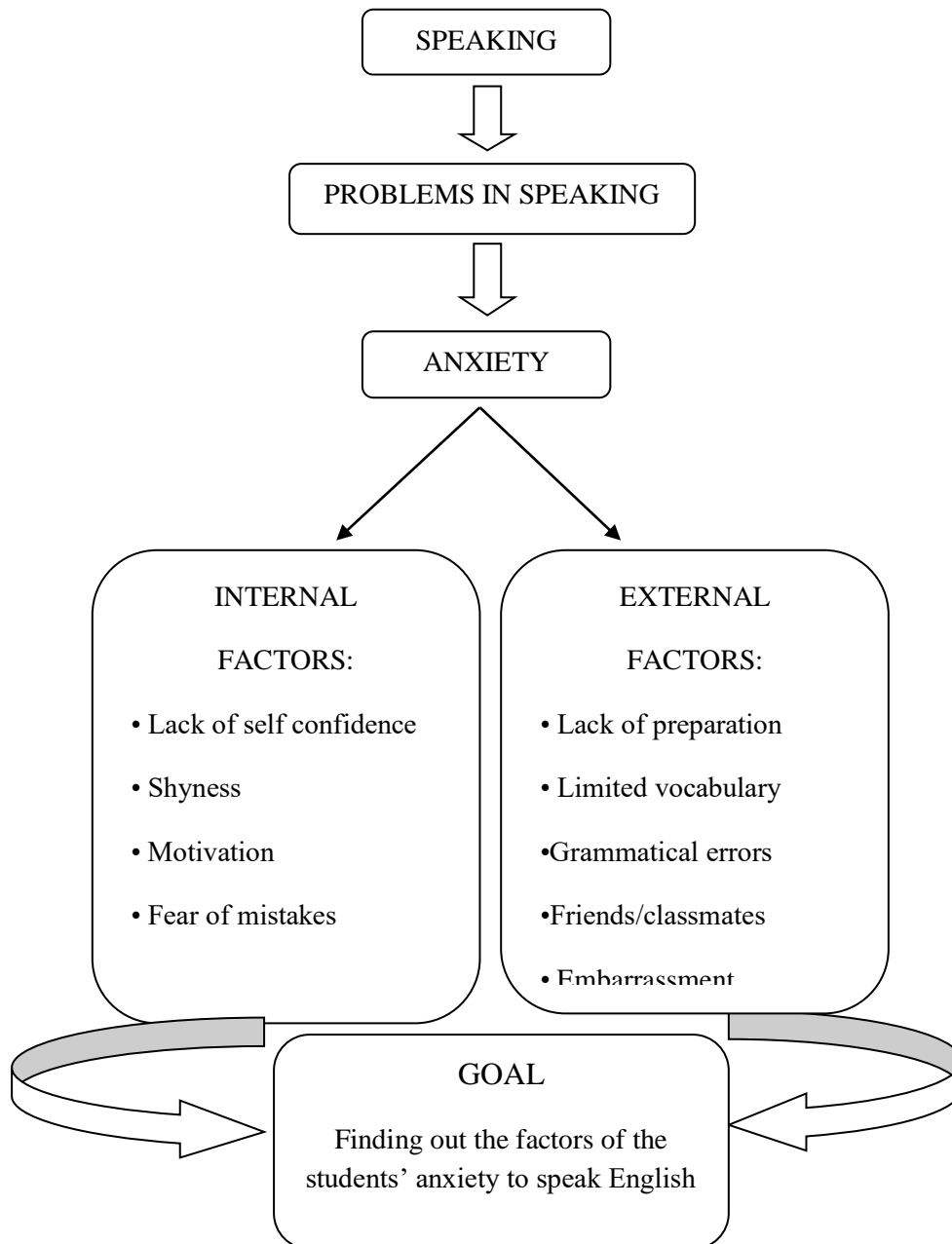
f. Extensive,

extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice

some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

D. Conceptual Framework



Based on the conceptual framework, the researcher would like to use descriptive research to analyze the factors are influences the students' anxiety to speak English and consist are external and internal.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used descriptive research and qualitative as the approach. It is supported by Ary et.al (2010) who stated that qualitative focuses on understanding social phenomena from perspective of the human participants in natural settings. The researcher only describes factors influencing the students' anxiety in speaking at the second semester students of English Education Department of Makassar Muhammadiyah University.

B. Population and Sample

1. Population

The population of this study is at the second semester students of English Education Department of Muhammadiyah of University. The amount of students' in the second semester approximately 231 students and is divided into seven classes.

2. Sample

The sample of this study were 49 students which taken by using random sampling which consisted of 7 students taken from class A till class G students of English Education Department of Muhammadiyah University of Makassar.

C. Indicators

The indicator of this study is the internal and external factors that may cause the students' anxiety in speaking English.

D. Research Instrument

In this study, the researcher used questionnaire because the researcher did not involve in the teaching in learning process. The questionnaire was adopted from a final version of PSCAS (Public Speaking Class Anxiety Scale) by Yaikhong & Usaha in 2012. PSCAS itself contains of 14 statements aimed to know what causes of students' anxiety in speaking English. The researcher observed the students' anxiety during speaking class then collected the data and analyzed them with used a questionnaire. This study engages with the students of English Education Department of Muhammadiyah University of Makassar in speaking. They have pass two kinds of speaking level, Those are Interpersonal and transactional speaking for discussion. As for the instruments that researcher used are arranged based on aspects of the PSCAS aspect. Instruments of data collection in this study as follows:

Table 3.1 lattice PSCAS questionnaire

NO	INDICATOR	FACTOR	ITEM	JUMLAH
1.	Lack of self confidence	Internal	1	1
2.	Shyness	Internal	19,23	2
3.	Motivation	Internal	6,14,18	2
4.	Fear of making mistakes	Internal	9	1
5.	Limited vocabulary 24,25	External	24,25	2

6.	Grammatical errors	External	5	1
7.	Friends/classmates	External	8	1
8.	Embarrassment	External	2,13,17	3
9.	Lack of preparation	External	3	1
				14

E. Procedure of Data Collection

The following procedures do to collect data:

1. The research explains how to answer the questionnaire.
2. The researcher gives the questionnaire to the students at the second semester of English Education Department of Makassar Muhammadiyah University.
3. The students answer and collect the questionnaire to the researcher.

F. Technique of Data Analysis

Data collection techniques used a questionnaire. Researcher used a final version PSCAS questionnaire adopted from Yaikhong & Usaha in 2012. According Sugiono (2013), the questionnaire is a data collection technique that did by giving a set of questions wrote to the respondent to answer. The questionnaire used an anxiety level questionnaire of public speaking students who have prepared by researchers with reference to aspects of public anxiety in the form of a questionnaire close.

According to Furchan (2007), a close questionnaire means an alternative answer already provide and the subject of the study chooses only one alternative answer that best suits the self and his experience.

The questionnaire consists of favorable and unfavorable statements. A favorable question is an appropriate statement or one that illustrates students' anxiety speaking in public. While unfavorable statements are statements that did not fit or did not describe the anxiety of students speaking in public.

The scale used in this research is Likert scale. Likert scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Likert scale a graduation from very positive to very negative (sugiono, 2013). Instrument research used likert scale is makes in the form of checklist (√). The checklist is give on the available column and the statement is in accordance with the alternative subject state the answer use is Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Total the score based on the response category:

- 1) Strongly Agree (Score 5)
- 2) Agree (Score 4)
- 3) Undecided (Score 3)
- 4) Disagree (Score 2)
- 5) Strongly Disagree (Score 1)

$$\text{Score} = n_1 + n_2 + n_3 + \dots + n_{17}$$

Where: $n_1, n_2, n_3, \text{etc}$, means score number 1, score number 2, scores number 3, and so on until score number 25.

(Jhonson in Yaikhong & Usaha, 2012)

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The results of the data analyzed collected by used questionnaire was presented in this part. Questionnaire was used conducts to find out the factors students' anxiety in speaking English. The data collected from at the second

semester students of English Education Department of Muhammadiyah University of Makassar.

The factors cause of students' anxiety in speaking English at the second semester students of English Education Department of Muhammadiyah University of Makassar. There were two factors cause of students' anxiety in speaking English, namely:

- a. Internal factor
 - b. External factor
- 1) Internal Factors of Students' Anxiety in Speaking English

The researcher gave questionnaire and analyzed used a final version PSCAS questionnaire adopted from Yaikhong & Usaha in 2012 to know the factors students' anxiety in speaking English namely: lack of preparation, limited vocabulary, grammatical error, friends/classmate, embarrassment.

Table 4.1 Internal Factors (EF) Students' Anxiety in Speaking English

NO	Indicator Component	Score
1	Lack of self confidence	169
2	Shyness	318
3	Motivation	289
4	Fear of making mistakes	160

Based on Table 4.1, the research found that there were four factors of influencing students' anxiety in speaking English namely: lack of self-confidence, shyness, motivation and fear of mistake. Loading factor of lack of confidence than its score was 169. Loading factors of shyness than its score was 318. Loading factor of motivation than its score was 289. Loading factor of fear of making mistakes than its score was 160. Based on Table 4.1 above shyness was higher than all factors.

The Internal Factors Students' Anxiety in Speaking English

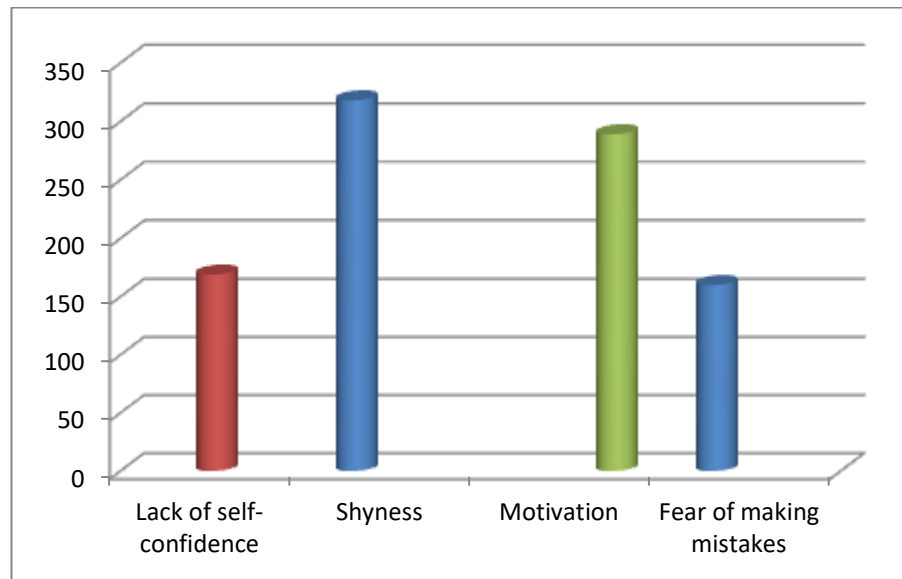


Figure 4.1 the Internal Factors Students' Anxiety in Speaking English

Based on the figure 4.1 above it shows that there were four factor of students' anxiety in speaking English. It shows that were the different numbers of factor of students anxiety in speaking English. The number of students' shyness was highest then the all of the factors of students anxiety in speaking English. The number of students' motivation was highest than lack of self-confidence. The number of students' lack of self-confidence was highest than fear of making mistakes, and the number of students' fear making mistakes was the lowest.

2) External factors Students' Anxiety in Speaking English

Table 4.2 External factor students' anxiety in speaking English

NO	Indicator Component	Score
1	Lack of preparation	189
2	Limited vocabulary	328
3	Grammatical error	166
4	Friends/classmates	172
5	Embarrassment	486

Based on Table 4.2, the researcher found that there were five factors influencing the students' anxiety in speaking English. There were five variables that have a strong correlation with external factors namely, lack of preparation, limited vocabulary, grammatical error, friends/classmate, and embarrassment. The loading factor lack of preparation than its score was 189. Loading factor limited vocabulary than its score was 328. Loading grammatical error than its score was 166. Loading factor friends/classmate than its score was 172. Loading factors embarrassment than its score was 486. Based on Table 4.2 embarrassment score was higher than all factors.

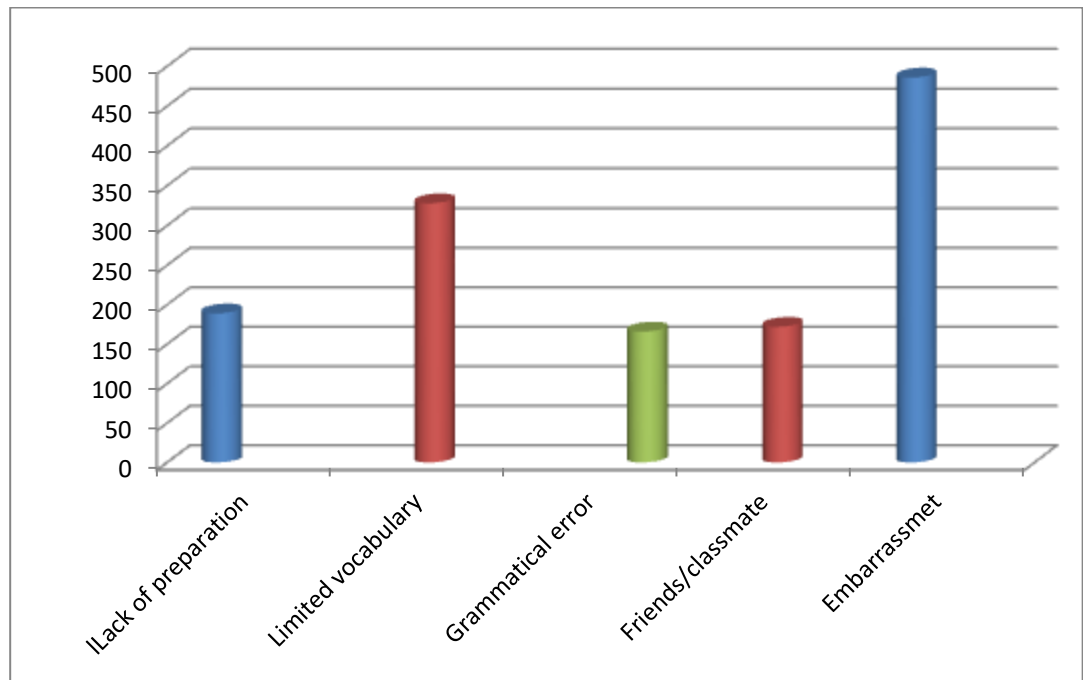


Figure 2.2 The External factors Students' Anxiety in Speaking English

Based on the figure 4.2 above it shows that there were five factors of students' anxiety in speaking English. It shows that there were the different numbers of factors of students' anxiety in speaking English. The number of students' embarrassment was highest than all the factors of students' anxiety in speaking English. The number of students' limited vocabulary was highest than lack of preparation. The number lack of preparation was highest than friends/classmate. The number of students' friends/classmate was highest than grammatical error, and grammatical error was the lowest.

B. Discussion

The research had been done in give the questionnaire. To make discussion clear, the research would like to describe the result of data analyzed as follow:

The discussion consisted of the factors students' anxiety in speaking English that divided into internal and external factors. The discussion of the research detected to give the questionnaire and analyzing used a final version PSCAS questionnaire adopted from Yaikhong & Usaha in 2012 in order to know the influencing students' anxiety in internal and external in speaking English at the second semester students of English Education Department of Muhammadiyah University of Makassar.

1. The Internal Factors Students' Anxiety in Speaking English

It was previously stated that there were four influencing the students' anxiety in speaking English, namely afraid of making mistake, lack of self-confidence, shyness, and lack of motivation and the total items of questionnaire were 6 items.

a. Shyness

Shyness is one part of factors that influencing students' anxiety that focused on from internal factors. In the questionnaire, there were two items of the shyness.

Based on the date analyzed used a final version PSCAS questionnaire adopted from Yaikhong & Usaha in 2012, saw that rotated loading factors that given meaning as expected and each factor can already

be interpreted clearly. Shyness included internal factor because the loading factor with a strong internal factor than its score was 318 much more powerful than internal factors and the number of shyness was higher than all internal factors. It means that shyness was the most internal factors that influenced students' anxiety in speaking English. Based on Baldwin (2011:13) further explains that speaking in front of people in one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. So as said in Baldwin, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the student.

b. Motivation

Motivation is one part of factors that influencing students' anxiety that focused on from internal factors. In the questionnaire, there were two items of the motivation.

Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Motivation included internal factor because the loading factor with a strong internal factor that its score 289, it means that motivation was the second highest score on internal rather factor that influenced students anxiety to speaking English. Zua (2008) in Juhana (2012:103) further adds that motivation is an inner energy. No matter what kinds of motivation the learners possess it will enhance their study interest.

It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation.

c. Lack of self-confidence

Lack of self-confidence is one part of factors that influencing students' anxiety that focused on from internal factors. In the questionnaire, there is one item of the lack of self-confidence.

Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Lack of self-confidence included internal factor because the loading factor with a strong internal factor that its score 169, it means that lack of self-confidence was the moderate factor that influenced students anxiety to speaking English. According to Cubukcu (2007:133), an anxious' students will performance unsuccessfully in his/her foreign language learning. In other way those who good in language class are they with little anxiety. It is means lack of self-confidences is one of important factors needed to be concerned, because it is determined to one successful learning.

d. Fear of making mistakes

Fear of making mistakes is one part of factors that influencing students' anxiety that focused on from internal factors. In the questionnaire, there is one item of the fear of making mistakes.

Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Fear of making mistake included internal factor because the loading factor with a strong internal factor that its score 160, it means that fear of making mistakes was the less and the low factors then all factors that influenced students anxiety to speaking English. Robby (2010), fear of mistake becomes one of the main factors of students reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation.

2. The External Factors Students' Anxiety in Speaking English

It was previously stated that were five factors influencing the students' anxiety in speaking English, namely lack of preparation, limited vocabulary, grammatical error, friend/classmate, and embarrassment. Total items of questionnaire were 8 items.

a) Embarrassment

Embarrassment is one part of factors influencing the students' anxiety that focused on from external factors. In the questionnaire, there were three items of the embarrassment factor.

Based on the data analysis used a final version PSCAS questionnaire adopted from Yaikhong & Usaha in 2012 saw that rotated loading factors that given meaning as expected and each factor can ready be interpreted clearly. Embarrassment included external factors because the loading factor with a strong external than score 486 much

more powerful than internal factors and the number of embarrassment was the higher than all factors. It means that embarrassment was the most factors that influenced students' anxiety to speak English. (Kessler, 2010:361) In learning second/foreign language, embarrassment become one of highest factors contributing students' anxiety. The expert above explained that learning speaking a second/foreign language entails possibility of embarrassment. Thus embarrassment factors need to be alarmed in learning language.

b) Limited vocabulary

Limited vocabulary is one part of factors influencing the students' anxiety that focused on from external factors. In the questionnaire, there were two items of the limited vocabulary.

Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Limited vocabulary included internal factor because the loading factor with a strong internal factor that its score 328 much more powerful than external factors and the number of limited vocabulary was the second higher after embarrassment. It means that limited vocabulary was the second highest score on internal rather factor that influenced students anxiety to speaking English. (Tanveer, 2007:50). However limited vocabulary night hindered the process of learning a language. Thus limited vocabulary should be noted as one of factors contributing anxiety.

c) Lack of preparation

Lack of preparation is one part of factors influencing the students' anxiety that focused on from external factors. In the questionnaire, there was one items of the limited vocabulary.

Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Lack of preparation included internal factor because the loading factor with a strong internal factor that its score 189 much more powerful than external factors and the number of lack of preparation was the third higher after limited vocabulary. It means that lack of preparation was the moderate factor that influenced students' anxiety to speaking English. Many previous study studies stated that preparation becomes one of major factors that made students anxious (Liu, 2007:129) also mention "preparation", in their top lists how to overcome anxiety. Hence, it is obvious that lack of preparation becomes one of the issues contributing students' anxiety in speaking class

d) Friends/classmate

Friends/classmate is one part of factors influencing the students' anxiety that focused on from external factors. In the questionnaire, there was one item of the limited vocabulary.

Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Friends/classmate included internal factor because the loading factor with a strong internal factor that its score 172 much more powerful than external factors and the number of

friends/classmate was the fourth higher after lack of preparation. It means that lack of preparation was enough factors that influenced students' anxiety to speaking English. According to Tsiplakides (2009:39) fear of negative evaluation from peers was common factor appeared in language learning. Yet, even it was a natural sense, classmates still become factors contributing students anxiety in learning process.

e) Grammatical error

Grammatical error is one part of factors influencing the students' anxiety that focused on from external factors. In the questionnaire, there was one item of the limited vocabulary.

Based on the data analysis used a final version PSCAS questionnaire adopted from Yaikhong & Usaha in 2012 saw that rotated loading factors that given meaning as expected and each factor can ready be interpreted clearly. Grammatical error included internal factor because the loading factor with a strong internal factor that its score 166 and be number of grammatical error was the low. It means that grammatical error was the less factors that influenced students' anxiety to speaking English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first presents some conclusions based on the data analysis and finding in the previous chapter. The second part present some suggestions based on the findings and conclusion of this research.

A. Conclusion

Based on the results of the analysis, there are two factors influencing students' anxiety in speaking English that is internal and external factors. Based on results factor analysis through a final version of PSCAS questionnaire adopted from Yaikhong & Usaha 2012. Loading factor embarrassment its score was 486. And from all factors influencing students' anxiety in speaking English factor embarrassment that has the highest score of all factors. This means that Embarrassment is the factor that most influence students' anxiety in speaking English. And from all of factors influencing students' anxiety in speaking English factor fear of mistake making has the lowest score of all factors. it means that fear of making mistakes was the less and the low factors then all factors that influenced students' anxiety in speaking English at the second semester student English Education Department of Muhammadiyah University of Makassar

B. Suggestion

To knowing the existence of anxiety in speaking English which is experienced by students we should carefully deal with factors that influencing it. There are many factors that greatly affect anxious students in the English language and one of the greatest is embarrassment. Embarrassment is an emotional state that is associated with moderate to high levels of discomfort, and which is usually experienced when students has a socially unacceptable or frowned-upon act or condition that was witnessed by or revealed to others. and many ways to relieve embarrassment especially for students who experience it, it is like always believe in yourself, laugh yourself, acknowledge that you are embarrassing and the point do not be too obsessed on the little things. A little shame is not something to think about all the time. Try to get rid of it and move on.

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APPENDIX 1: PSCAS Questionnaire

NO	Item	SA	A	U	D	SD
1.	I never feel quite sure of myself while I am speaking English.					
2.	I tremble when knowing that I am going to be called on to speak English.					
3.	I start to panic when I have to speak English without a preparation in advance.					
4.	In a speaking class, I can get so nervous I Forget things I know.					
5.	In the speaking class, I am anxious to speak English because I am less familiar with the wording of good and true in the composition of the sentence					
6.	I feel very self-conscious while speaking English in front of other students.					
7.	I get nervous and confused when I am Speaking English.					
8.	I am afraid that other students will laugh at me while I am speaking English.					
9.	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.					
10.	I have no fear of speaking English.					
11.	I can feel my heart pounding when I am going to be called on.					
12.	I feel relaxed while speaking English.					
13.	It embarrasses me to volunteer to go out first to speak English.					

14.	I face the prospect of speaking English with confidence.					
15.	I enjoy the experience of speaking English.					
16.	The more speaking tests I have, the more confused I get.					
17.	Certain parts of my body feel very tense and rigid while speaking English.					
18.	I feel anxious while waiting to speak English.					
19.	I want to speak less because I feel shy while speaking English					
20.	I dislike using my voice and body expressively while speaking English.					
21.	I have trouble to coordinate my movements while speaking English.					
22.	I find it hard to look the audience in my eyes while speaking English.					
23.	Even if I am very well-prepared I feel anxious about speaking English because other students would laugh me when I speak in foreign language					
24.	I do not have a lot of vocabulary					
25.	I am lazy to memorize new vocabulary and rarely use it					

APPENDIX 2: PSCAS Questionnaire Translate

NO	Item	SS	S	N	TS	SS
1	Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris.					
2	Saya gemetar ketika mengetahui bahwa saya akan dipanggil untuk berbicara bahasa Inggris.					
3	Saya mulai panik ketika saya harus berbicara bahasa Inggris tanpa persiapan terlebih dahulu.					
4	Di kelas berbicara, saya bisa menjadi sangat gugup. Saya lupa hal-hal yang saya tahu.					
5	Di kelas berbicara, saya cemas untuk berbicara bahasa Inggris karena saya kurang mengetahui susunan kata yang baik dan benar dalam susunan kalimat					
6	Saya merasa sangat sadar diri saat berbicara bahasa Inggris di depan siswa lain.					
7	Saya gugup dan bingung ketika saya berbicara bahasa Inggris.					
8	Saya khawatir siswa lain akan menertawakan saya saat saya berbicara bahasa Inggris.					
9	Saya sangat gugup ketika guru bahasa meminta saya untuk berbicara bahasa Inggris yang telah saya persiapkan sebelumnya.					
10	Saya tidak takut berbahasa Inggris.					
11	Saya dapat merasakan hati saya berdebar ketika saya akan dipanggil.					
12	Saya merasa santai saat berbicara bahasa Inggris.					
13	Ini memalukan saya untuk menjadi sukarelawan untuk keluar terlebih dahulu untuk berbicara bahasa Inggris.					

14	Saya menghadapi prospek berbicara bahasa Inggris dengan percaya diri.					
15	Saya menikmati pengalaman berbicara bahasa Inggris.					
16	Semakin banyak tes berbicara yang saya miliki, semakin membingungkan saya.					
17	Bagian-bagian tertentu dari tubuh saya terasa sangat tegang dan kaku ketika berbicara bahasa Inggris.					
18	Saya merasa cemas ketika menunggu untuk berbicara bahasa Inggris.					
19	Saya ingin berbicara lebih sedikit karena saya merasa malu ketika berbicara bahasa Inggris					
20	Saya tidak suka menggunakan suara dan tubuh saya secara ekspresif saat berbicara bahasa Inggris.					
21	Saya mengalami kesulitan untuk mengoordinasikan gerakan saya saat berbicara bahasa Inggris.					
22	Saya merasa sulit untuk melihat penonton di mata saya saat berbicara bahasa Inggris.					
23	Bahkan jika saya sudah mempersiapkan diri dengan baik, saya merasa cemas untuk berbicara bahasa Inggris.					
24	Saya tidak punya banyak kosakata.					
25	Saya malas menghafal kosakata baru dan jarang menggunakannya					

APPENDIX 3: Students' Answer

NO	Item	SA	A	U	D	SD
1	I never feel quite sure of myself while I am speaking English.			√		
2	I tremble when knowing that I am going to be called on to speak English.			√		
3	I start to panic when I have to speak English without a preparation in advance.		√			

4	In a speaking class, I can get so nervous I Forget things I know.				√	
5	In the speaking class, I am anxious to speak English because I am less familiar with the wording of good and true in the composition of the sentence				√	
6	I feel very self-conscious while speaking English in front of other students.		√			
7	I get nervous and confused when I am Speaking English.		√			
8	I am afraid that other students will laugh at me while I am speaking English.				√	
9	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.				√	
10	I have no fear of speaking English.		√			
11	I can feel my heart pounding when I am going to be called on.				√	
12	I feel relaxed while speaking English.		√			
13	It embarrasses me to volunteer to go out first to speak English.					√
14	I face the prospect of speaking English with confidence.		√			
15	I enjoy the experience of speaking English.		√			
16	The more speaking tests I have, the more confused I get.				√	
17	Certain parts of my body feel very tense and rigid while speaking English.				√	
18	I feel anxious while waiting to speak English.			√		
19	I want to speak less because I feel shy while speaking English				√	
20	I dislike using my voice and body expressively while speaking English.					√
21	I have trouble to coordinate my movements while speaking English.		√			

22	I find it hard to look the audience in my eyes while speaking English.					√
23	Even if I am very well-prepared I feel anxious about speaking English because other students would laugh me when I speak in foreign language			√		
24	I do not have a lot of vocabulary			√		
25	I am lazy to memorize new vocabulary and rarely use it			√		

APPENDIX 3: Students' Answer

NO	Item	SA	A	U	D	SD
1	I never feel quite sure of myself while I am speaking English.		√			

2	I tremble when knowing that I am going to be called on to speak English.	√				
3	I start to panic when I have to speak English without a preparation in advance.	√				
4	In a speaking class, I can get so nervous I Forget things I know.	√				
5	In the speaking class, I am anxious to speak English because I am less familiar with the wording of good and true in the composition of the sentence		√			
6	I feel very self-conscious while speaking English in front of other students.		√			
7	I get nervous and confused when I am Speaking English.	√				
8	I am afraid that other students will laugh at me while I am speaking English.	√				
9	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.		√			
10	I have no fear of speaking English.			√		
11	I can feel my heart pounding when I am going to be called on.	√				
12	I feel relaxed while speaking English.			√		
13	It embarrasses me to volunteer to go out first to speak English.			√		
14	I face the prospect of speaking English with confidence.				√	
15	I enjoy the experience of speaking English.		√			
16	The more speaking tests I have, the more confused I get.			√		
17	Certain parts of my body feel very tense and rigid while speaking English.		√			
18	I feel anxious while waiting to speak English.	√				
19	I want to speak less because I feel shy while speaking English		√			

20	I dislike using my voice and body expressively while speaking English.			√		
21	I have trouble to coordinate my movements while speaking English.			√		
22	I find it hard to look the audience in my eyes while speaking English.		√			
23	Even if I am very well-prepared I feel anxious about speaking English because other students would laugh me when I speak in foreign language	√				
24	I do not have a lot of vocabulary		√			
25	I am lazy to memorize new vocabulary and rarely use it		√			

APPENDIX 3: Students' Answer

NO	Item	SA	A	U	D	SD
1	I never feel quite sure of myself while I am speaking English.		√			
2	I tremble when knowing that I am going to be called on to speak English.			√		
3	I start to panic when I have to speak English without a preparation in advance.		√			
4	In a speaking class, I can get so nervous I Forget things I know.				√	
5	In the speaking class, I am anxious to speak English because I am less familiar with the wording of good and true in the composition of the sentence				√	
6	I feel very self-conscious while speaking English in front of other students.		√			
7	I get nervous and confused when I am Speaking English.		√			
8	I am afraid that other students will laugh at me while I am speaking English.			√		
9	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.		√			
10	I have no fear of speaking English.					√
11	I can feel my heart pounding when I am going to be called on.	√				
12	I feel relaxed while speaking English.			√		
13	It embarrasses me to volunteer to go out first to speak English.			√		
14	I face the prospect of speaking English with confidence.			√		
15	I enjoy the experience of speaking English.				√	
16	The more speaking tests I have, the more confused I get.	√				

17	Certain parts of my body feel very tense and rigid while speaking English.				√	
18	I feel anxious while waiting to speak English.				√	
19	I want to speak less because I feel shy while speaking English			√		
20	I dislike using my voice and body expressively while speaking English.		√			
21	I have trouble to coordinate my movements while speaking English.					√
22	I find it hard to look the audience in my eyes while speaking English.			√		
23	Even if I am very well-prepared I feel anxious about speaking English because other students would laugh me when I speak in foreign language		√			
24	I do not have a lot of vocabulary			√		
25	I am lazy to memorize new vocabulary and rarely use it			√		

APPENDIX 4: Score of Student Answers (Internal Factors)

INTERNAL FACTOR						
RESPONDEN	IN 1	IN 2		IN 3		IN 4
	Item 1	Item 19	Item 23	Item 14	Item 18	Item 9
SA1	4	3	3	4	3	5
SA2	4	4	5	4	5	4
SA3	5	2	1	4	1	1
SA4	3	2	3	2	3	2
SA5	3	3	4	3	1	3
SA6	4	3	3	3	4	2
SA7	4	2	5	3	4	5
SB1	5	2	2	3	2	5
SB2	3	3	2	3	2	1
SB3	1	1	1	5	1	1
SB4	4	2	2	3	3	4
SB5	3	2	3	3	3	3
SB6	5	4	5	3	4	4
SB7	4	5	5	2	4	4
SC1	3	2	1	3	3	3
SC2	3	4	4	3	4	3
SC3	3	4	3	2	2	4
SC4	3	1	2	3	2	3
SC5	3	4	5	2	4	4
SC6	3	3	4	2	2	4
SC7	4	4	4	4	5	3
SD1	3	4	3	1	2	4
SD2	5	4	3	1	4	3
SD3	5	4	5	4	4	4
SD4	4	4	4	2	3	4
SD5	3	2	5	4	2	3
SD6	2	2	4	2	3	3
SD7	4	4	5	4	5	4
SE1	3	2	2	4	1	3
SE2	3	4	4	4	2	2
SE3	4	5	4	2	4	4
SE4	2	4	4	3	2	2
SE5	4	4	4	5	4	3
SE6	5	4	5	4	4	2
SE7	2	2	2	3	2	3
SF1	4	4	4	2	4	3
SF2	4	5	2	2	5	5
SF3	4	2	2	1	2	3
SF4	2	2	2	2	1	2
SF5	3	2	3	1	2	2
SF6	5	5	4	3	3	5

SF7	2	3	2	3	4	3
SG1	3	2	4	3	3	5
SG2	4	3	3	3	3	3
SG3	5	4	4	3	4	4
SG4	3	4	4	2	4	4
SG5	2	4	1	4	2	3
SG6	2	2	4	2	3	4
SG7	3	3	4	3	4	2
	Jumlah					
	169	318		289		160

NB:

IN 1: Lack of Self-Confidence

IN2: Shyness

IN3: Motivation

IN4: Fear of Mistake

APPENDIX 5: Score of Student Answers (External Factors)

EXTERNAL FACTOR								
RESPONDEN	IN1	IN2		IN3	IN4	IN5		
	Item 3	Item 24	Item 25	Item 5	Item 8	Item2	Item 13	Item 17
SA1	5	3	2	3	4	5	3	5
SA2	5	3	2	4	2	3	3	3
SA3	5	5	5	3	3	3	3	1
SA4	5	3	3	5	5	5	4	3
SA5	4	3	3	2	2	3	1	2
SA6	5	4	4	4	5	5	3	4
SA7	4	4	3	2	4	3	3	2
SB1	4	4	3	4	2	4	3	5
SB2	5	5	5	3	5	5	4	4
SB3	5	2	2	3	2	3	3	3
SB4	5	5	5	4	4	5	5	3
SB5	1	1	1	1	1	1	1	1
SB6	4	2	3	3	3	4	2	4
SB7	5	2	2	5	5	5	2	2
SC1	3	4	4	2	4	3	3	3
SC2	3	3	3	3	2	2	3	3
SC3	3	5	5	4	4	4	3	3
SC4	3	3	2	4	4	3	3	3
SC5	3	5	4	4	3	3	4	3
SC6	3	4	4	3	2	3	3	3
SC7	3	2	3	2	4	4	4	3
SD1	5	4	4	4	5	5	3	4
SD2	3	5	5	4	2	2	3	2
SD3	5	4	4	3	5	5	3	2
SD4	4	4	4	4	5	5	5	5
SD5	5	4	5	4	5	5	4	5
SD6	5	5	5	4	4	5	2	3
SD7	3	4	3	3	4	3	4	3
SE1	3	3	3	3	5	2	3	4
SE2	5	3	4	5	1	5	1	3
SE3	3	2	3	3	4	3	3	4
SE4	2	2	2	3	2	2	3	3
SE5	4	5	5	4	5	4	2	2
SE6	4	3	4	3	4	3	3	3
SE7	3	2	2	3	2	3	2	3
SF1	4	4	3	3	4	4	3	4
SF2	3	3	2	2	3	4	4	1
SF3	5	2	4	5	5	5	5	2
SF4	3	2	4	3	4	3	4	4

SF5	3	2	2	2	2	2	5	1
SF6	5	2	4	5	4	4	5	3
SF7	4	2	2	3	4	4	4	2
SG1	3	4	4	3	2	4	4	3
SG2	3	3	3	3	4	3	4	3
SG3	3	2	2	4	2	2	2	1
SG4	4	4	4	2	3	3	4	3
SG5	4	4	4	4	4	5	4	5
SG6	5	4	3	4	4	4	4	2
SG7	3	2	4	2	4	3	4	5
Jumlah								
	189	328		166	172		486	

NB:

IN1: Lack of preparation

IN2: Limited vocabulary

IN3: Grammatical error

IN4: Friends/classmate

IN5: Embarrassment

APPENDIX 6: Documentations







CURRICULUM VITAE



The researcher, Budi Utomo was born on May 20nd, 1995 in Makassar, South Sulawesi. He is the seventh child of thirteen siblings of the sons of Aburdin, S.H and Gaswati. He began his study at TK PGRI Paojepe in 1999 than she started study Elementary school namely SDN 193 Labawang - Wajo in 2001. He continued his education at SMP Yayasan Budi Utomo Jombang in 2007. He registered his Senior High School in 2010 at SMA Yayasan Budi Utomo Jombang and finished in 2013. Afterwards, He continued her study in college Muhammadiyah University of Makassar. He registered as a Student of English Education Department in 2013. He could finished his study in 2018 with the thesis under title “STUDENTS' ANXIETY IN SPEAKING ENGLISH. (A Descriptive Research at the Second Semester Students of English Department in Muhammadiyah University of Makassar)”