THE CAUSES OF THE STUDENTS' ANXIETY IN SPEAKING ENGLISH

(A Descriptive Study in the 1st Semester English Students of Makassar Muhammadiyah University)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
for the Degree of Education in English Department

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ENGLISH EDUCATION DEPARTMENT
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MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2019

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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APPROVAL SHEET

Title   :   **The Causes of the Students' Anxiety in Speaking English**
(A Descriptive Study in the 1ˢᵗ Semester English Students of
Makassar Muhammadiyah University)

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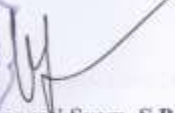
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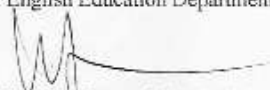
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20 Dec 2018	4	Rombak Chp 4	

Makassar,   2018
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MOTTO

DO THE BEST IN YOUR LIFE, DO NOT DISAPPOINT YOUR PARENTS AND MAKE THEM PROUND OF YOU

I dedicated this thesis to

My beloved parents and my families

ABSTRACT

Ulul Asma, 2018. The Causes of The Students' Anxiety in Speaking English (A Descriptive Study in The 1st Semester English Students of Makassar Muhammaiyah University) in the Academic Year 2018/2019). Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Maharida.

This research aimed to know about the causes of the students' anxiety in speaking English at the 1st Semester English Students of Makassar Muhammaiyah University. The method of this research was descriptive qualitative and quantitative method. The populations in the speaking class B 1st semester English students of Makassar Muhammadiyah University in 2018/2019 academic year. In this research, the writer used the purposive sampling technique, where the writer took 24 students as the sample. Based on the data analysis, it was found that the percentage of the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire the causes of the students' anxiety in speaking English at the 1st Semester English Students of Makassar Muhammaiyah University. The finding of this research show that most of the students are at there were 2 students 8,3% who experience anxious level, and the range score for anxious level. There were 15 students 62,5% who experience mildly anxious level, it means a half of the respondents. There were 7 students 29,2% that had relaxed level, and the range score of this level. The writer found that there were no respondents who are in very anxious and very relaxed level in this research. It concluded speaking English at the 1st Semester English Students of Makassar Muhammadiyah University.

Keywords: Students' Causes, Anxiety, Speaking English

ABSTRAK

Ulul Asma, 2018. Penyebab Kecemasan Mahasiswa dalam Berbicara Bahasa Inggris (Deskriptif penelitian pada Mahasiswa Bahasa Inggris Semester Pertama Universitas Makassar Makassar). Tesis Jurusan Bahasa Inggris. Fakultas Pendidikan dan Pelatihan Guru, Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam dan Maharida.

Penelitian ini bertujuan untuk mengetahui tentang penyebab kegelisahan siswa dalam berbicara bahasa Inggris di Mahasiswa Bahasa Inggris Semester I Universitas Muhammadiyah Makassar. Metode penelitian ini adalah metode deskriptif kualitatif dan kuantitatif. Populasi pada mahasiswa kelas B semester 1 berbahasa Inggris Universitas Muhammadiyah Makassar pada tahun akademik 2018/2019. Dalam penelitian ini, penulis menggunakan teknik purposive sampling, dimana penulis mengambil 24 siswa sebagai sampel. Berdasarkan analisis data, ditemukan bahwa persentase Skala Kecemasan Kelas Bahasa Asing (FLCAS) kuesioner penyebab kegelisahan siswa dalam berbicara bahasa Inggris. Temuan ada 2 siswa 8,3% yang mengalami tingkat kecemasan, dan skor rentang untuk tingkat kecemasan. Ada 16 siswa 66,7% yang mengalami tingkat cemas ringan. Ada 6 siswa 25% yang memiliki tingkat santai. Kesimpulan di Semester 1 Mahasiswa Bahasa Inggris Universitas Makassar Muhammadiyah, penulis menemukan bahwa tidak ada responden yang berada dalam tingkat yang sangat cemas dan sangat santai dalam penelitian ini.

Kata Kunci: Peyebab Siswa, Kecemasan, Berbicara Bahasa Inggris.

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Praise and great gratitude submitted to almighty god, Allah SWT who always gives her gracious mercy and tremendous blessing that help the writer finishing this thesis with the title is The Causes of The Students' Anxiety in Speaking English (A Descriptive Study in the 1st Semester English Students of Makassar Muhammaiyah University). This thesis is as a requirement in accomplishing the S-1 Degree at the English Education Department Faculty of Teacher Training and Education in Makassar Muhammadiyah University. The writer would like to thank to all of those who give the contribution so that this proposal can be finish. The writer would like to deliver this thank to:

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Last but far from least, the writer very sincere thanks to who are not mentioned personally here, without their patience, guidance, support and cooperation this paper could have never been written.

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Makassar,   Januari 2019

Ulul Asma

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CHAPTER I

INTRODUCTION

A. Background

English is very important as a media of communication in several activities, such as teaching and learning activities, international conference, and particular conversation with foreigners. English is use in many fields such as politics, culture, art, trading, education, and business. In this globalization era, there is a global competition in the world in those fields. Ability to communicate in English as the international language is prominent. Indonesia needs to improve its human resources with sufficient skills and abilities including English speaking skill to enable them to communicate with people worldwide.

Therefore, mastering English is very important for Indonesian people in order to improve their competitiveness nowadays. According to Brown (2001:113), the aims of English learning are to enable students to participate in short conversation, ask and answer questions, find the way to express the idea, and collect information from others. One of the expect goals of speaking is to enable students to express the meaning in simple short spoken conversation both transactionally and interpersonally to interact with immediate environment (Permendiknas, 2006:133).

Students' anxiety is a real problem that majority of students face in learning English as a foreign language. According to Horwitz (1986: 125), some learners may claim to have a mental block against anxiety when they come to learn to speak a second

or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process.

The psychological factors should be identified early before reducing and controlling them to cope with the mental block. In the recent approach such as Communicative Language Teaching (CLT), students are expect to interact with other people through pair or group works. Conversely, the demand on communication in the modern language classes may enhance students' anxiety, as there are more chances for their weaknesses to be expos in front of others (Tanveer, 2007: 2). So, there is a dilemma about how to conduct teaching and learning activities which are suitable for all students. The condition makes the anxiety in English speaking performance important to be investigated. Anxiety is a kind of disadvantage that makes students unable to perform their competence. Actually, they know something about what they have to say but they cannot show it due to anxiety.

Therefore, the problem should be identified to get some solutions to encourage students' confidence and competence. This research used descriptive qualitative and quantitative method to investigate the causes of the students' anxiety in speaking English study in the 1ˢᵗ semester of Makassar Muhammadiyah University.

B. Problem Statement

Considering about the issues above in the background, the problem in this research is as follow:

What are the causes of students' anxiety in speaking English in the 1ˢᵗ semester of Makassar Muhammadiyah University?

C. Objective of The Research

In relation to the problem statements above, the objectives of the research is: To find out the causes of students' anxiety in speakeng English in the 1st semester of Makassar Muhammadiyah University?

D. Significance of The Research

The finding of the study are hope to gave benefits for Makassar Muhammadiyah University, for teachers, for writers, and for students:

1. Makassar Muhammadiyah University

   This research can be use as library development and as a reference for those who will do similar research. Therefore, the results of this study are expect to contribute to the studies and theories relate to the issue.

2. For Teachers

   The output of this research can be an idea for speaking teacher to develop their teaching strategies. Still, the teacher can help their students anxiety when they are performing their speaking skill within and outside the classroom.

3. For writers

   Though this research, the writer can be able to improve his knowledge in writing good paper, and to improve his knowledge students' anxiety in speaking English.

4. For students

   This paper may become a basic knowledge for foreign language students who were learning to sharpen their oral skill.

E. Scope of The Research

In a research it is very important to make scope of the research to get the relevant data. This scope focus on knowing the causes of the students' anxiety in speaking English 1ˢᵗ semester of Makassar Muhammadiyah University in academic years 2018-2019.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previews Related Research Findings

Ula (2016) conducted a research about "An Analysis of Speaking Anxiety in The Production of English In Speaking Class (A Study in the 2nd Semester Students of International Class Program (KKI) of IAIN Salatiga. To speak in foreign languages students certainly will experience various obstacles. One of the barriers is from psychological aspect, which is anxiety. This study is intended to know the level of students' anxiety and figure out how the students' speaking ability can be described from their anxiety level.

Amanda (2010) conducted a research about "Strategies Teachers Use to Help Students with Test Anxiety in Limited Resource Environments". This study focuses on test anxiety and how teachers can identify and assist students who exhibit this form of anxiety cope and succeed academically. The literature reviewed for this study varied from how researchers determine the extent of test anxiety, what scales and models researchers prefer to use in determining test anxiety to strategies and methods researchers found to assist student with test anxiety. This research project was designed to determine what strategies practicing teachers have used and found successful to help improve student performance for those who experience test anxiety.

Diao (2013) in his journal, "Anxiety of Speaking English in Class Among International Students in A Malaysian University", He said that an investigates 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' perspectives of teachers' reaction to their feelings of anxiety. Horwitz's et.al (1986) categorization of variables that lead to foreign and second language anxiety is used as the theoretical framework. Data collection involves observations and interviews of 8 international postgraduate students of a Malaysian university and data was analyzed through discourse analysis. Findings indicate that Nigerians generally are not anxious of speaking. Differently, Iranians and Algerians suffer more from anxiety as a result of fearing negative evaluation and communication apprehension. The conclusions point out that the lecturers' strategies and students' reactions to their strategies are not related to cultural backgrounds but to affective filters and learning skills common to all human beings.

Yusuf (2014) conducted a research about Learning English is very important, because English has became an international language, which is used by most communities in the world. Many countries use English as their second language. English lesson serves as a means of self-development of students in science, especially speaking as one of the English skill that must be concerned by whole learner in communication. Speaking ability is the main part in communication, but sometimes students have an anxiety which impedes their ability to perform successfully in foreign language class. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system. Concerning to this problem, the students needs to strategies to reducing anxiety in speaking English and teacher needs to help students' anxiety about learning English especially in speaking as easy as possible. The strategies that the students use very useful to reduce anxiety in speaking

class. Some students have suggested a variety of strategies to successfully in reducing students' anxiety.

The similarity of previous research whit this research about Anxiety. It can be conclude that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen   in the future.

B. Speaking

1. The Nature of Speaking

In learning English as a foreign language, there are four important skills that people should be mastered of. Those are divided into productive skills (speaking and writing) and receptive skills (listening and reading). These skills are interconnected. The qualification in each skill is needed to become a good communicator, but the ability to speak skillfully will give several benefits for the speaker. One of which, the speaker can deliver his idea, opinion, or thoughts directly and this can be more effective way to communicate with other people.

Numerous experts of language learning have proposed plenty definitions of speaking. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). While Chaney (in Kayi, 2006) states that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts. Kayi (2006) adds that speaking is the pro of several elements related to anxiety, ductive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Nunan (2003:48) speaking is the productive aural/oral skills; it consists of producing systematic verbal utterances to convey meaning. Other definition about speaking comes from Lado (1961: 240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc with the language she has.

Speaking is one of the skills need in learning a language. Speaking is defined as "An interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 1994 as cited in Liauw 2012). In other words, speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. Also, speaking skills are the ability to perform the linguistic knowledge in actual communication. The ability functions to be expressing one idea, feeling, thoughts, and needs orally (Ali, 2013).

Speaking is a means to communicate the ideas that are arranged and developed with the listeners' need. Speaking is an instrument which tells to the listener directly, does the listener or speaker understand or not, when she pay attention and enthusiastic or not. In conclusion, speaking is the communication way that produces a group of words or utterances and the listener only hears sounds or word pronunciation in the communication process. Its purpose is telling information about something. So, speaking ability has relation with the listening ability. Both of them are filling each other.

2. Speaking in EFL Learning

Learners do not have an instant knowledge for communication outside their classroom in English as a foreign language context. There are many ways to obtain that knowledge, such as through language class, special media, speaking module, or an occasional tourist. However, efforts must be made to create a lot of speaking opportunities for learners (Brown, 2001:116).

Communicative language teaching in the EFL context is clearly a greater challenge for students and the teacher. It has important role at achieving the goal of the speaking class, that is, to master the speaking skill appropriately. Hopefully, students not only learn English for academic purpose but also learn to use in certain activities. However, students have a lack of motivation and difficulties in seeing the relevance of learning English.

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language one needs to pay attention to precise details of the language. It is also important to organize the discourse so that the interlocutor understands what the speaker says (Cameron: 2001).

To master the speaking skill, learners need a lot of practice. According to Pinter (2005) speaking practice starts with practicing and drilling set phrases and repeating models. Accordingly, in the EFL teaching process, the teacher should not burden over demanding tasks to the students just for the sake of fluency and accuracy. Fluency and accuracy are the results of hard and long learning processes.

It is very slowly and gains in a very small increase. However, the most important thing is that the students learn something in the process.

3. The Component of Speaking

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the researcher would explain each of items one by one.

a) Pronunciation

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

b) Grammar

A conversation will be good-look when the speaker using grammar in those situation. Norton (2004) cites grammar is the set of formal pattern in which the words of language are arranged in order to convey a larger meaning. The meantime, Harmer (2001) points out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be

summed up that by having good grammar, the speaker can convey/ produce the words or sharing information correctly.

c) Vocabulary

Vocabulary is an important aspect in learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive (Harmer, 2001). Finally, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

d) Fluency

Lambardo (1984) defines fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well. Fluency can be defines as the ability to speak fluently, accurately, smoothly and readily. It is one

of the main elements of speaking ability in order to make interlocutor understand well about ideas or messages which want deliver by speaker.

e) Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

4. Appropriate Speaking Performance

It is important for students to master the components of speaking in order to be able to conduct appropriate oral performance. In line with that statement, both students and teachers need to know the factors that can determine a good speaking performance. For teachers, these factors can be assessment criteria to justify students' performance. For students, these can be their consideration to achieve the higher level of speaking proficiency. Thornbury (2005: 127) explains several criteria to identify the characteristic of appropriate speaking performance.

The first are grammar and vocabulary. It is related to produce oral performance with the accurate and appropriate use of syntactic forms and vocabulary in order to achieve the task requirements at each level. The range and appropriate use of vocabulary are also important here.

The second is discourse management. It is dealing with students' ability to express ideas and opinions in coherent, connected speech. It requires students to construct sentences and to produce utterances in order to convey information and to express or justify opinions. The students' ability to maintain a coherent flow of language with an appropriate range of linguistic resources over several utterances is the main concern here.

The next is pronunciation. It refers to the students' ability to produce comprehensible utterances to fulfill the task requirements refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning. The last is interactive communication. This refers to the students' ability to interact with the interlocutor and other students by initiating and responding appropriately and at the required speed and rhythm to fulfill the oral performance requirements. It includes the ability to use functional language and strategies to maintain or repair interaction in conversational turn-taking, and a willingness to develop the conversation and move the task towards a conclusion. Students should be able to maintain the coherence of the discussion and may ask the interlocutor or other students for clarification.

5. Characteristics of Spoken Language

Based on Brown (2001: 270), there are some characteristics of spoken language necessary for learners as the speakers to be mastered. He explains the characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult.

The first characteristic is clustering. Fluent speech is not word by word but phrasal. Through such clustering, learners are able to organize their output cognitively and physically (in breath groups).

The second, through redundancy of language, learners will get an opportunity to make the meaning of their speech clearer. They can use the feature of spoken language as their own advantage.

The third is reduced forms. In teaching spoken English, there are some special problems caused by contractions, elisions, and reduced vowels. Learners who do not learn informal words and expressions or the shortened form of them (colloquial contractions) possibly develop too formal or unnatural quality of speaking which can stigmatize them.

The fourth is performance variables. In the spoken language, there is a process of thinking that allows the speakers to use a kind of performance hesitations, pauses, backtracking, and corrections which can be an advantage for them. The speakers of English can insert certain fillers as a thinking time so it is not just silent. The hesitation phenomena are one of the most conspicuous differences between native and nonnative speakers of a language.

The fifth is colloquial language. It is important for students to be familiar with the words, idioms, and phrases of colloquial language and they should get practice in producing the forms. Then, another important characteristic of fluency is rate of delivery. Here, learners should be able to achieve an appropriate speed along with other attributes of fluency.

The next, stress, rhythm, and intonation are the most important characteristic of English pronunciation. The stress-timed rhythm and its intonation patterns communicate important meaning of the spoken language.

The last, interaction which means learning to practice spoken language with interlocutors is important to maintain the creativity of conversational negotiation as the richest component of the speaking skill.

Understanding several factors related to difficulties on speaking, such as pronunciation, choosing proper vocabulary and expression, using correct grammar, and using appropriate intonation is also important for students in order to avoid making errors in the oral performance. Although it is obvious that language learning cannot be without mistakes, those can be sources of anxiety in some individuals because those cause the difficulty of making positive social impressions when speaking a new language (MacIntyre & Gardner, 1989: cited in Horwitz & Gregersen, 2002: 562). Errors in social settings are mostly neglected if they do not interfere with meaning because people consider it impolite to interrupt and correct somebody who is trying to have a conversation with them. Interlocutors only react to an error if they cannot understand the speech and try to adjust their speech with the speaker in their effort to negotiate for meaning (Lightbown and Spada, 2006: 32). It is only in the classroom environment that feedback on errors is provided frequently. This leads many learners to frustration and embarrassment by making them conscious about their lack of ability in English.

6. Classroom Speaking Activities

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to get involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase their motivation in learning English. According to Brown (2001:266-268), the following are types of classroom speaking performance:

a) Imitative

Drills offer learners an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

b) Intensive

Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to master some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activity, where learners are going over certain forms of language.

c) Responsive

A good deal of students' speech in the classroom is responsive: short replies to the teacher or student-initiated questions or comments. The replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

d) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiotive nature to them than responsive speech does.

e) Interpersonal dialogue

Interpersonal dialogue is carried out of the purpose of maintaining social relationship rather than for the transmission of fact and information. For learners, it is a little bit difficult to deal with this kind of conversation because they can involve some or all of factors, such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert. In order to get the whole information of the conversation, learners need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in the conversation.

f) Extensive (monologue)

Learners at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. The monologues can be planned or impromptu.

C. Anxiety

1. The Nature of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation.

Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

There are several definitions of anxiety which are found by the writer. According to Carlson and Buskist, anxiety is "a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach." Furthermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

Although anxiety and fear sounds similar, both are actually different. Halgin and Whitbourne describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.

Furthermore, According to Barlow, as cited in Passer and Smith, anxiety responses consist of emotional component, feeling of tension; cognitive component worry, physiological responses increase heart rate blood pressure; and behavioral of certain situations.

From the definition explain above, it can be conclude that anxiety is a feeling threaten, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

Three main categories of anxiety can be distinguished as trait anxiety, situation-specific anxiety, and state anxiety. More explanation about these types will be defined below by some experts.

a. Trait Anxiety

According to Speilberger (1983) trait anxiety refers to a stable inclination to become nervous in a variety of situations. People who have high level of trait anxiety are commonly nervous people; they lack of emotional stability (Goldberg, 1993). Furthermore, Speilberger defined that student who has anxious trait is possibly felt anxious in any condition. On the other hand, people with low anxiety are disposed to be calm and relax and more emotionally stable.

b. Situation-specific Anxiety

Anxiety in language learning is categorized into situation-specific anxiety (MacIntyre in Young, 1991 and Horwitz et al. 1986). It refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a). It is occurs in specific type of situation or event such as public speaking, test-taking, or class participation (Ellis, 1994). Each situation is different, therefore, a person may be nervous in one situation but not in others.

c. State Anxiety

MacIntyre defines state anxiety as "moment-to-moment experience of anxiety. This anxiety is the transient emotional state of feeling nervous that can

fluctuate over time and vary in intensity". It has an effect on learners emotion, cognition, and behavior. In terms of cognition, when people experience state anxiety, they are more sensitive to what other people are thinking of them (Carver & Scheier, 1986).

2. Anxiety as A Psychological Factor

Anxiety is generally experienced by all human beings. It can transpire due to many reasons and different people will experience different kinds of anxiety. The feeling of anxiety can ensue at anytime and anywhere and thus, there may be times where it could be spotted by others especially if the anxiety reactions are physical. Gaudry and Spielberger (1971: 7) believe that "the presence of signs such as tremor in the limbs, sweating of the hands and forehead and flushing of the neck and face, is deemed to be an indication of anxiety". The physical reactions mentioned by Gaudry and Spielberger (1971) are some of the common anxiety indicators, but there are many other obvious indicators such as fidgeting or stuttering that are exhibited by anxious people. Liebert and Morris (1967), cited in Woodrow (2006), have identified two types of anxiety reactions. The first type is emotionality which involves physiological reactions such as the racing heart and behavioral reactions which include stammering and fidgeting. The second type of anxiety reaction is worry which signifies a cognitive reaction. An example of this is self-deprecating thoughts or task irrelevant thoughts. The feeling of worry in this context is normally related to what the anxious person thinks of him or herself. The thoughts that are playing in the mind of the anxious person could be negative ones which then result in the high level of anxiety.

Anxiety as a psychological factor

Anxiety reactions

Emotionality   Worry

Physiological   cognitive

racing heart, stammering   negative self- perceptions

fidgeting
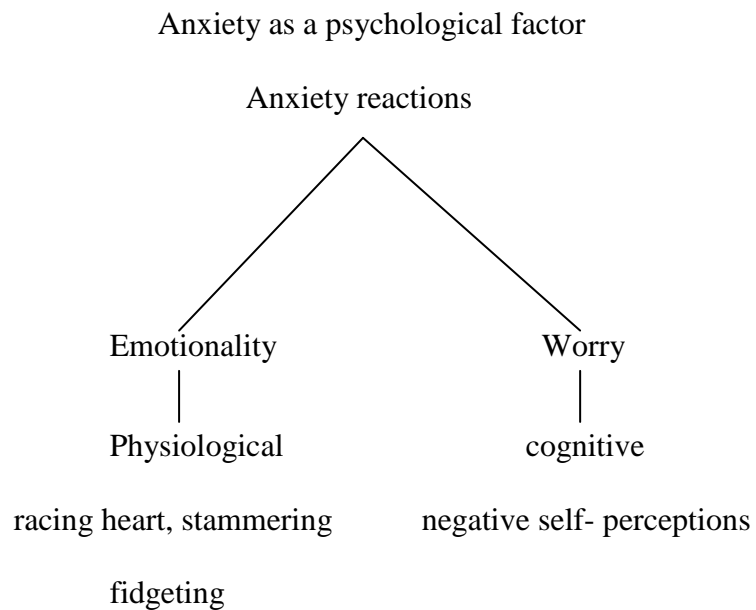
figure 2.1 Anxiety

On the other hand, there are also occasions where anxiety may not be noticeable as the anxious person might have only physiological reactions which are only known by the person experiencing it. Some of the physiological reactions that could arise from anxious or stressful situations are increase heart rate and blood pressure. These physiological reactions could only be identified in more controlled laboratory situations (Gaudry & Spielberger, 1971).

3. **Foreign Language Anxiety**

a. **Definition of FLA**

Foreign language anxiety is a form of situation-specific anxiety from a theoretical perspective. MacIntyre (1999:27) defines language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language". Another definition of language anxiety is stated by MacIntyre & Gardner (1994:284) as "the feeling of tension and apprehension specifically

associated with second language contexts, including speaking, listening, and learning". It is important to understand the role of anxiety in language learning because it ranks high among factors that can influence language learning, regardless of whether the setting is formal or informal. Foreign language anxiety is common among foreign language learners (Young, 1991) and it is seen as one of the great obstacles of foreign language learning and achievement. One of negative effects of anxiety in language learning is student with higher anxiety will get low achievement.

b. Some of The Causes of Anxiety

In foreign language anxiety, there are three primary components identified by Horwitz, Horwitz, & Cope (1986). They are communication apprehension (CA), test anxiety, and fear of negative evaluation. More definitions will be explained below.

1) Communication Apprehension (CA)

Communication apprehension according to Horwitz et al. (1986) is a type of shyness characterized by fear or anxiety about communicating with people. It is arises when someone has to talk with others in everyday communication situations. Apprehensive people will have difficulty in speaking in public or listening to a spoken message. Besides of that, they have inability to understand others and make their self understood (MacIntyre & Gardner, 1989).

Students' personality traits such as shyness, quietness, and reticence are considered frequently precipitate CA. The feeling of shyness is different

from one individual to another individual, and from situation to situation. According to McCroskey and Bond (1980 as cited in Tan Veer, 2007), there are seven factors that could result in students' quiet: (1) Low intellectual skill, (2) low speech skill, (3) voluntary social introversion, (4) social alineation, (5) communication anxiety, (6) low social self-esteem, and (7) ethnic/cultural divergennce in communication norms.

2) Test Anxiety

The second component in language anxiety refers to test anxiety. When someone is confronted with test-taking situation, they feel afraid of failure in a test (Brown, 1994). Students might have unpleasant experience in previous test, and this will lead to negative opinion about taking a test (Chan & Wu, 2004). Learners who are experience this type of performance anxiety; they will get difficulties in facing test or quizzes.

3) Fear of Negative Evaluation

The next constituent in language anxiety is fear of negative evaluation. This type of apprehension is broader than test anxiety situation (Horwitz et al. 1986). Students feel worried about others" evaluations; there also avoidance of evaluation situations and expectations of being evaluated negatively (Watson & Friend, 1969). It may happen in any social condition such as interviewing for a job. In foreign language class, the evaluation appears from teacher and peers.

4) English Classroom Anxiety

Na (2007) and Lucas et al (2011) in their research about students' English language anxiety add one more component of students' language anxiety that is English classroom anxiety. English classroom anxiety includes how students' though their English class generally. There are some sources of language anxiety. Young (1991) states 6 sources of language anxiety.

a) Personal and Interpersonal

Language anxiety can arouse when someone has low self-esteem. People with low self esteem often worry about what others think about them. At that moment anxiety will appear.

b) Personal belief about language learning

Belief is very important in language learning. Once belief becomes unrealistic, it will lead language learners to feel anxious.

c) Instructor beliefs about language teaching

Young (1991) quotes Brandl about instructor's belief of their role in class. Most instructors play their role as the centre of the class. Instructors who think their role in class is teaching and talking who believe their role is like a commander instead of facilitator, who feels wrong in pair is bothering the class, may be contributing to learner language anxiety.

d) Instructor-learner interaction

Some experts believe that harsh manner of correcting learners' errors is often cited as provoking anxiety. Learners who are corrected in front of their friends will feel pressured for not

performing well and look so terrible. Their tense feeling results on anxiety.

e) Classroom procedure

Having to speak in front of class is the primary centre of classroom procedure which arouses learners' anxiety. Oral quizzes and having to respond orally in the target language are other strong sources of anxiety.

c. **Levels of Anxiety**

Anxiety can be categorized into three levels; low, moderate, high anxiety. To measure the levels of students' anxiety, Horwitz et al. (1998) developed a test called Foreign Language Classroom Anxiety Scale (FLCAS). This test consist of 25 items questionnaires, and the students have to answer the questionnaires by checking one of five points scale (start from Strongly Agree to Strongly Disagree) which suitable with their answer. By knowing students' level of anxiety, teacher can determine what methods can be used for the students in teaching speaking skill. For instance, teacher can motivate students with low anxiety to maintain their confidence. On the other side, they can give special treatment for students who have high anxiety. Indeed, an appropriate method is required to create successful language learning

4. **Student's Strategies to Overcome FLA**

Many students are dealing with state anxiety, which might occur when they have to perform speaking task in class or in real life situations. This kind of anxiety might prevent students from enjoying practicing with peers, doing oral reports in

class, or engaging in conversations with other English speakers (Woodrow, 2006). As the subject of learning, students itself must find ways to help them reduce the anxiety. According to Li-Shih Huang (Associate Professor of Applied Linguistics and Learning and Teaching Centre Scholar-in-Residence at the University of Victoria, Canada), there are some strategies that students can used to overcome their anxiety:

a. **Allow for planning, preparation, and practice time**.

First, the students can make planning what, when, and where they can practice their speaking. Adequate planning time and enough preparation enable learners to become familiar with what they want to say and build success. In practice time, students can work individually, in pairs, and in small groups before proceeding with speaking in a whole class, so that students can rehearse and modify what they want to express.

b. **Take a few deep breaths**.

To release tension and slow down the heart rate, students should try relaxing their shoulders and breathing through the nose, holding the breath and tightening the stomach muscle, fists, and toes. It can give composure and relaxing effect towards their mind and body. If the students feel calm, students can memorize the things they want to say. So they can speak fluently and clearly to the audience.

c. **Think positively**.

Students should think positively, imagine the good things and rule out the fear. They can visualize themselves as fluent and confident speakers, so that they can deliver the speech to the audience well, because no one wants to spend time listening to an unimportant talk or engaging in a bad conversation. Also when students accidentally doing a mistake. As a speaker, students may mispronounce something or stumble over some words, but do not let that bother us. They can just let go of the mistakes, because most the audience will not even notice.

d. Dress appropriately for the presentation.

To boost up students' confident when they are giving a presentation, they should dress nicely for the occasion. Wear something that makes us confident yet comfortable. If the students are seems too uncomfortable, instead of focus on students' speech, the audience will give attention to their inconvenience. Also, there are ten strategies to deal with language anxiety offered by Hauck & Hurd (2005). The strategies are listed below:

1). Use positive self-talk (I can do it; it doesn't matter if I make mistakes; other mistakes).

2). Actively encourage myself to take risks in language learning, such as guessing meanings or trying to speak even though I might make some mistakes.

3). Imagine that when I am speaking in front of others, it is just a friendly informal chat.

4). Tell myself when I speak it won't take long.

5). Give myself a reward or treat when I do well.

6). Be aware of physical signs of stress that might affect my language learning.

7). Write down my feelings in a day or notebook.

8). Share my worries with other students.

9). Let my tutor know that I am anxious.

10).Use relaxation techniques e.g. deep breathing, consciously speaking more slowly, etc.

D. Conceptual Framework

The focus in this research to find out the causes of the students anxiety in English speaking. The conceptual framework of this research describes it the following.
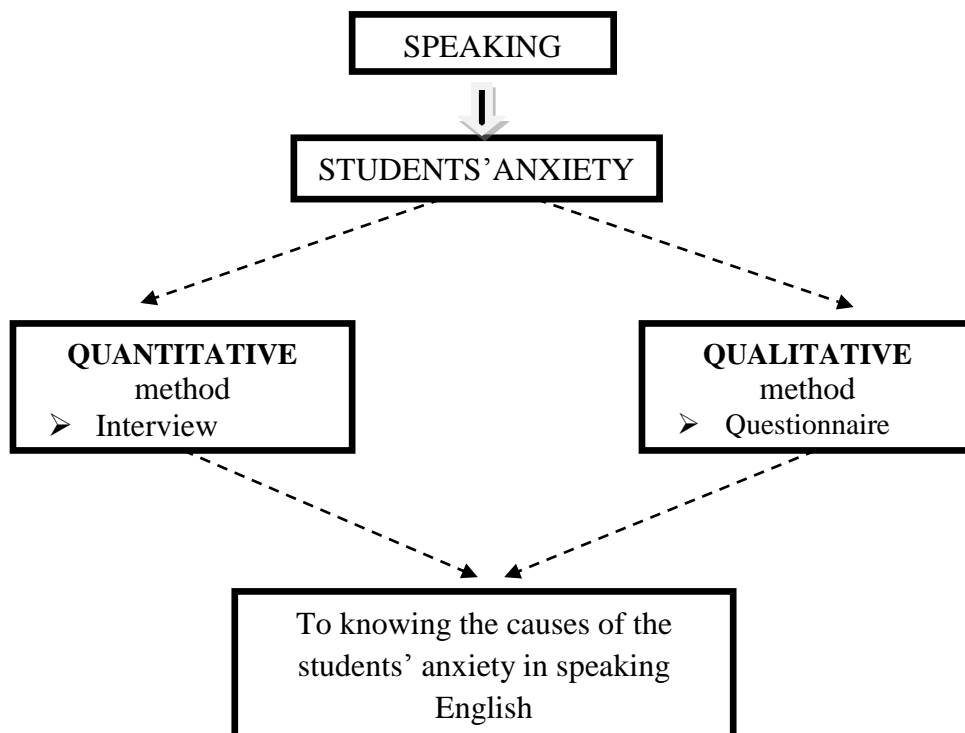
Figure 2.2 Conceptual Framework

There are some problems related to students' learning process in speaking English 1st semester of Makassar Muhammadiyah University. One of the problems is anxiety. The existence of anxiety affected students' performance in the English classroom and caused difficulties to show their best. Dealing with the anxiety problem, there should be quantitative and qualitative methods to settle that.

Finally, the writer thinks that it is important to conduct a study to investigate the causes of the students' anxiety in speaking English of Makassar Muhammadiyah University in academic years 2018-2019.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This study was investigated the causes of student's anxiety in speaking English. This research was conducted a descriptive quantitative and qualitative method to investigate the causes of the student's anxiety in speaking English. The writer chose descriptive quantitative and qualitative method to explore the data detail, depth collecting data that involving multiple sources of information (Christensen &Johnson, 2008). It was investigating the causes of the students' anxiety in speaking English.

B. Population and Sample

1. Population

Population was a complete set of elements (person or object) that possess some common characteristic define by the sampling criteria establish by the writer. The population was an aggregate or totality of all the objects, subjects, or member that conform to a set of specifications

In this research, the populations in the speaking class 1st semester English students of Makassar Muhammadiyah University. There were eight classes with total number of populations were 204 student

2. Sample

Sample is a part of population which wants to be analyze. Therefore sample shall be seen as a notion to population and it is not population itself (Bailey, 1994: 83).

The writer used the Purposive Sampling technique. A purposive sample was a non-probability sample that was selected based on characteristics of a population and the objective of the study. Purposive sampling was also known as judgmental, selective, or subjective sampling. In this research, the writer select 24 (3 males and 21 females) students class B at 1st semester of English department in Makassar Muhammadiyah University as a sample.

C. Instrument of the Research

In this study, the writer used FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire and interview as a techniques in collecting the data.

1. FLCAS Questionnaire

The first instrument used in this research were 25 items of questionnaire developed by Horwitz et al. (1986) called FLCAS (Foreign Language Classroom Anxiety Scale). FLCAS questionnaire used to gain the data from the respondents and to measure students' the causes of the students' anxiety in speaking English.

The writer used Likert Scale to get data FLCAS questionnaire from the students. Likert scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specified specifically by the writer, here in after refer to as research variables (Sugiyono, 2015:134). Likert Scale usually have five potential choices (strongly agree "SA" (5), agree "A" (4), Undecided "UnD" (3), disagree "DS" (2), strongly disagree "SDS" (1)) 'but sometimes go up to ten or more.

2. Interview

In qualitative research, the interview was one of the ways to collect the data. The writer conducted face to face interview to some students' who had experience anxiety to speaking in English. According to Cross & Stewart (1995, as cited in Johnson & Christensen, 2008, p.208) "The qualitative interviewing process that they used in their research study followed by the open-ended question that they used to elicit information about the students' experience". Each 6 participants was interviewed about 2-5 minutes. The interview was focused on knowing the causes anxiety to speaking English. In minimizing misunderstanding, the interview was done in Indonesian language between the researcher and the participants.

D. Procedure of Data Collection

The writer gave FLCAS questionnaire for the sample that consist of 25 closed-ended questions, the writer gave 30 minutes for the students to answer the question base on their own think. In gathering the data, the writer used the following procedures:

1. The writer conducted observation for one meeting before administering FLCAS questionnaire.

2. The writer explains how to answer the FLCAS questionnaire.

3. The writer gave FLCAS questionnaire to the sample of the research.

4. The writer collected the FLCAS questionnaire to the writer.

And than The writer interview 6 students from class B speaking English in the 1st semester of Makassar Muhammadiyah University. The writer gave 2-5 minutes it consist 3 numbers for the students to answer the question base on their own think.

E. Techniques of Data Analysis

There are some procedures in doing the analysis of data that the writer apply in research. Firstly, collect the data which to be analyze. Secondly, classify the answer base on the questions. From the data of questionnaire, the writer used likert scale as a measure of data.

Table 3.1

Likert Scoring Table (Adopted from Horwitz et al. 1986)

Statement	Scoring				
	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Table 3.2

FLCAS Anxiety Level Adopted from Oetting's

Range	Level
120-144	Very Anxious
96-119	Anxious

72-95	Mildly Anxious
48-71	Relaxed
24-47	Very Relaxed

<div align="right">Adopted from Oetting's Scale</div>

Further, the data were calculated manually with range of score started from 24 up to 144. After the writer found the result of each students' anxiety level, of 24-47 it is categorized "Very Relaxed" it mean, "Relaxed", "Mildly Anxious", "Anxious", and "Very Anxious". The scoring table was adapted from Oetting's Scale (cited in Mayangta, 2013)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding covers the causes of the students' anxiety in speaking English in the 1st semester English students of Makassar Muhammadiyah University in academic years 2018-2019.

1. FLCAS Questionnaire

The writer used a close questionnaire called Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire as the first instrument in this research. The questionnaire adopted from Horwitz, Horwitz, & Cope (1986). The FLCAS consists of 25-item questionnaire on how anxious foreign language learners feel in the classroom. The respondents of this research, those are all the first semester students of Makassar Muhammadiyah University. The result of students' responses toward FLCAS questionnaire.

a.   Item 1

Table 4.1 I never feel quite sure of myself when I am speaking language.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	11	45,8%
3	Undecided	11	45,8%
4	Disagree	1	4,2%
5	Strongly Disagree	0	0%
Total		24	100%

Table 4.1 showed that 1 students (4,2%) said "strongly agree", 11 students (45,8%) said "agree", 11 student (45,8%) said "undecided", 1 student (4,2%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were has balance between agree and undecided that never feel quite sure when they are speaking language.

b. Item 2

Table 4.2 tremble when I know that I am going to be called on to   speaking class.

No.	Opinion	Frequency	Percentage
1	Strongly agree	3	12,5%
2	Agree	11	45,8%
3	Undecided	7	29,2%
4	Disagree	3	12,5%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.2 showed that 3 students (12,5%) said "strongly agree", 11 students (45,8%) said "agree", 7 student (29,2%) said "undecided", 3 student (12,5%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were agree that that they are going to be called on to speaking class.

c. Item 3

Table 4.3 I start to panic when I have to speak without preparation in language class.

No.	Opinion	Frequency	Percentage
1	Strongly agree	7	29,2%
2	Agree	7	29,2%
3	Undecided	9	37,5%
4	Disagree	1	4,2%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.3 showed that 7 students (29,2%) said "strongly agree", 7 students (29,2%) said "agree", 9 student (37,5%) said "undecided", 1 student (4,2%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided that they are going to be called on to speaking class.

d. Item 4

Table 4.4 In language class, I can get so nervous I forget things I know.

No.	Opinion	Frequency	Percentage
1	Strongly agree	2	8,3%
2	Agree	11	45,8%
3	Undecided	5	20,8%
4	Disagree	6	25%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.4 showed that 2 students (8,3%) said "strongly agree", 11 students (45,8%) said "agree", 5 student (20,8%) said "undecided", 6 student (25%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were agree that they get so nervous.

e. Item 5

Table 4.5 I feel confident when I speaking English

No.	Opinion	Frequency	Percentage
1	Strongly agree	6	25%
2	Agree	5	20,8%
3	Undecided	11	45,8%
4	Disagree	2	8,3%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.5 showed that 6 students (25%) said "strongly agree", 5 students (20,8%) said "agree", 11 student (45,8%) said "undecided", 2 student (8,3%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided that they feel confident when they speaking English.

f. Item 6

Table 4.6 I feel very self- conscious about speaking the foreign language in front of other students.

No.	Opinion	Frequency	Percentage
1	Strongly agree	3	12,5%
2	Agree	8	33,3%
3	Undecided	7	29,2%
4	Disagree	6	25%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.6 showed that 3 students (12,5%) said "strongly agree", 8 students (33,3%) said "agree", 7 student (29,2%) said "undecided", 6 student (25%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were agree that they feel very self- conscious about speaking the foreign language in front of other students.

g. Item 7

Table 4.7 I get nervous and confused when I am speaking English

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	4	16,2%
3	Undecided	10	41,2%
4	Disagree	8	33,3%
5	Strongly Disagree	1	4,2%
	Total	24	100%

Table 4.7 showed that 1 students (4,2%) said "strongly agree", 4 students (16,2%) said "agree", 10 student (41,2%) said "undecided", 8 student (33,3%) said "disagree", and 1 student (4,2%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided that they get nervous and confused when they are speaking English.

h. Item 8

Table 4.8 I am afraid that the other students will laugh at me when I speak the foreign language.

No.	Opinion	Frequency	Percentage
1	Strongly agree	2	8,3%
2	Agree	3	12,5%
3	Undecided	12	50%
4	Disagree	6	25%
5	Strongly Disagree	1	4,2%
	Total	24	100%

Table 4.8 showed that 2 students (8,3%) said "strongly agree", 3 students (12,5%) said "agree", 12 student (50%) said "undecided", 6 student (25%) said "disagree", and 1 student (4,2%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided they are afraid that the other students will laugh at me when they speak the foreign language.

i. Item 9

Table 4.9 I get nervous when teacher asks me to speak English which I have prepared in advance.

No.	Opinion	Frequency	Percentage
1	Strongly agree	2	8,3%
2	Agree	5	20,8%
3	Undecided	13	54,2%
4	Disagree	2	8,3%
5	Strongly Disagree	2	8,3%
	Total	24	100%

Table 4.9 showed that 2 students (8,3%) said "strongly agree", 5 students (20.8%) said "agree", 13 student (54,2%) said "undecided", 2 student (8,3%) said "disagree", and 2 student (8,3%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided they get nervous when teacher asks me to speak English which prepared in advance.

j. Item 10

Table 4.10 They have no fear of speaking English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	4	16,7%
2	Agree	6	25%
3	Undecided	12	50%
4	Disagree	2	8,3%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.10 showed that 4 students (16,7%) said "strongly agree", 6 students (25%) said "agree", 12 student (50%) said "undecided", 2 student (8,3%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided they no fear of speaking English.

k. Item 11

Table 4.11 I can feel my heart pounding when I going to be called on.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	16	66, 6%
3	Undecided	12	50%
4	Disagree	2	8,3%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.11 showed that 1 students (4,2%) said "strongly agree", 16 students (66, 6%) said "agree", 12 student (50%) said "undecided", 2 student (8,3%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were agree they can feel their heart.

l. Item 12

Table 4.12 I feel relaxed while speaking English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	4	16,7%
3	Undecided	14	58,3%
4	Disagree	3	12,5%
5	Strongly Disagree	2	8,3%
	Total	24	100%

Table 4.12 showed that 1 students (4,2%) said "strongly agree", 4 students (16,7%) said "agree", 14 student (58,3%) said "undecided", 3 student (12,5%) said "disagree", and 2 student (8,3%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided they I feel relaxed while speaking English.

m. Item 13

Table 4.13 It embarrasses me to volunteer to go out first to speak English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	4	16,7%
3	Undecided	14	58,3%
4	Disagree	4	16,7%
5	Strongly Disagree	2	8,3%
	Total	24	100%

Table 4.13 showed that 0 students (0%) said "strongly agree", 4 students (16,7%) said "agree", 14 student (58,3%) said "undecided", 4 student (16,7%) said "disagree", and 2 student (8,3%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar

Muhammadiyah University were undecided it embarrasses me to volunteer to go out first to speak English.

n. Item 14

Table 4.14 I face the prospect of speaking English with confidence.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	7	29,2%
3	Undecided	12	50%
4	Disagree	4	16,7%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.14 showed that 1 students (4,2%) said "strongly agree", 7 students (29,2%) said "agree", 12 student (50%) said "undecided", 4 student (16,7%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided they face the prospect of speaking English with confidence.

o. Item 15

Table 4.15 I enjoy the prospect of speaking English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	5	20,8%
2	Agree	12	50%
3	Undecided	4	16, 7%
4	Disagree	2	8,3%
5	Strongly Disagree	1	4,2%
	Total	24	100%

Table 4.15 showed that 5 students (20,8%) said "strongly agree", 12 students (50%) said "agree", 4 student (16, 7%) said "undecided", 2 student (8,3%) said "disagree", and 1 student (4,2%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were agree they I enjoy the prospect of speaking English.

p. Item 16

Table 4.16 The more speaking tests I have, the more confused I get.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	5	20,8%
3	Undecided	7	29,2%
4	Disagree	11	45,8%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.16 showed that 1 students (4,2%) said "strongly agree", 5 students (20,8%) said "agree", 7 student (29,2%) said "undecided", 11 student (45,8%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar

Muhammadiyah University were disagree the more speaking tests they have, the more confused they get.

q. Item 17

Table 4.17 Certain parts of my body feel very tense and rigid while speaking English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	9	37,5%
3	Undecided	8	33,3%
4	Disagree	4	16,7%
5	Strongly Disagree	2	8,3%
	Total	24	100%

Table 4.17 showed that 1 students (4,2%) said "strongly agree", 9 students (37,5%) said "agree", 8 student (33,3%) said "undecided", 4 student (16,7%) said "disagree", and 2 student (8,3%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were agree certain parts of my body feel very tense and rigid while speaking English

r. Item 18

Table 4.18 I feel anxious while waiting to speak English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	12	50%
3	Undecided	7	29,2%
4	Disagree	4	16,7%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.18 showed that 1 students (4,2%) said "strongly agree", 12 students (50%) said "agree", 7 student (29,2%) said "undecided", 4 student (16,7%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were agree they feel anxious while waiting to speak English.

s.   Item 19

Table 4.19 I want to speak less because I feel shy while speaking English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	2	8,3%
2	Agree	2	8,3%
3	Undecided	14	58,3%
4	Disagree	6	25%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.19 showed that 2 students (8,3%) said "strongly agree", 2 students (8,3%) said "agree", 14 student (58,3%) said "undecided", 6 student (25%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar

Muhammadiyah University were undecided they want to speak less because they feel shy while speaking English.

t. Item 20

Table 4.20 I dislike using my voice and body expressively while speaking English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	3	12,5%
3	Undecided	14	58,3%
4	Disagree	6	25%
5	Strongly Disagree	1	4,2%
	Total	24	100%

Table 4.20 showed that 0 students (0%) said "strongly agree", 3 students (12,5%) said "agree", 14 student (58,3%) said "undecided", 6 student (25%) said "disagree", and 1 student (4,2%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided they dislike using my voice and body expressively while speaking English.

u. Item 21

Table 4.21 I have trouble to coordinate my movements while speaking English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	7	29,2%
3	Undecided	11	45,8%
4	Disagree	4	16,7%
5	Strongly Disagree	1	4,2%
	Total	24	100%

Table 4.21 showed that 0 students (0%) said "strongly agree", 3 students (12,5%) said "agree", 14 student (58,3%) said "undecided", 6 student (25%) said "disagree", and 1 student (4,2%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided they have trouble to coordinate my movements while speaking English.

v. Item 22

Table 4.22 I find it hard to look the audience in my eyes while speaking English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	2	8,3%
2	Agree	6	25%
3	Undecided	12	50%
4	Disagree	3	12,5%
5	Strongly Disagree	1	4,2%
	Total	24	100%

Table 4.22 showed that 2 students (8,3%) said "strongly agree", 6 students (25%) said "agree", 12 student (50%) said "undecided", 3 student (12,5%) said

"disagree", and 1 student (4,2%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided they find it hard to look the audience in my eyes while speaking English.

w. Item 23

Table 4.23 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.

No.	Opinion	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	12	50%
3	Undecided	9	37,5%
4	Disagree	3	12,5%
5	Strongly Disagree	0	0%
	Total	24	100%

Table 4.23 showed that 0 students (0%) said "strongly agree",12 students (50%) said "agree", 9 student (37%) said "undecided", 3 student (12,5%) said "disagree", and 0 student (0%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were agree even if they ere very well-prepared they feel anxious about speaking English because other students would laugh me when I speak in foreign language.

x. Item 24

Table 4.24 I do not have a lot of vocabulary.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	4,2%
2	Agree	6	25%
3	Undecided	13	54,2%
4	Disagree	3	12,5%
5	Strongly Disagree	1	4,2%
	Total	24	100%

Table 4.24 showed that 1 students (4,2%) said "strongly agree", 6 students (25%) said "agree", 13 student (54,2%) said "undecided", 3 student (12,5%) said "disagree", and 1 student (4,2%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar Muhammadiyah University were undecided do not have a lot of vocabulary.

y. Item 25

Table 4.25 I am lazy to memorize new vocabulary and rarely use it.

No.	Opinion	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	1	4,2%
3	Undecided	7	29,2%
4	Disagree	10	41,7%
5	Strongly Disagree	6	25%
	Total	24	100%

Table 4.25 showed that 0 students (0%) said "strongly agree", 1 students (4,2%) said "agree", 7 student (29,2%) said "undecided", 10 student (41,7%) said "disagree", and 6 student (25%) said "strongly disagree". So, we can conclude that most students at the first semester English students of Makassar

Muhammadiyah University were disagree they are lazy to memorize new

vocabulary and rarely use it.

Chart 4.1

(The highest score Percentage of Students' Preference)
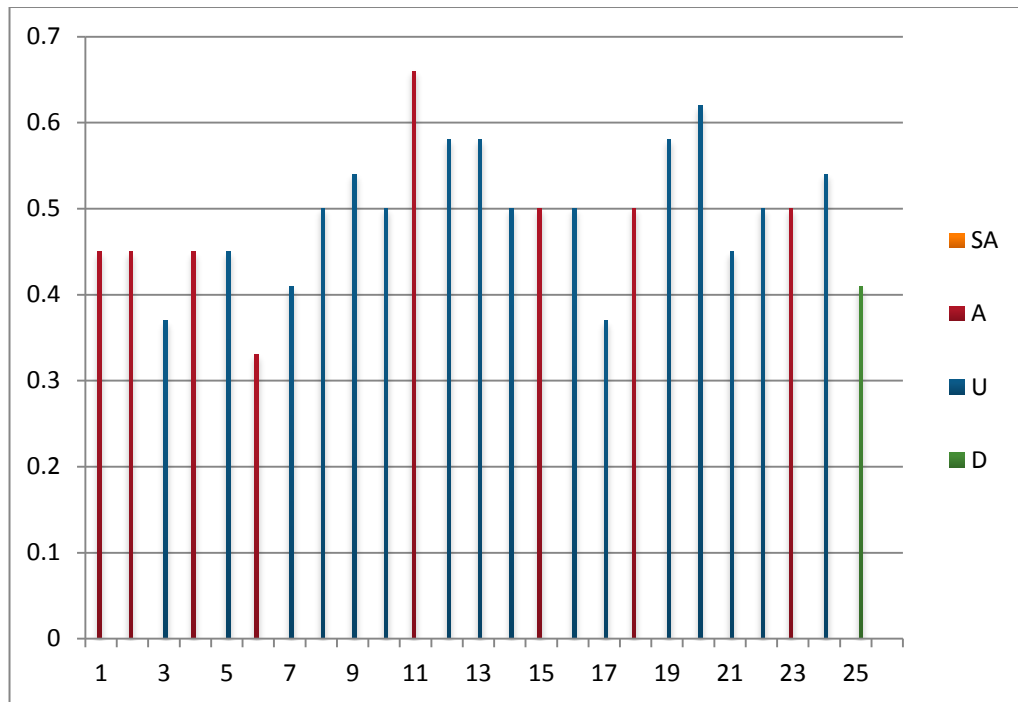
By which:

SA: Strongly Agree   **U** : Undecided

A : Agree   **D** : Disagree   **SD**: Strongly Disagree

In the previous table and chart shows the result of the highest and the

lowest percentage of students' preference in FLCAS questionnaire. The writer found

that 66% respondents give the highest response "Agree" to the statement number 11,

I can feel my heart pounding when I going to be called on (Saya dapat merasakan

hati saya berdebar ketika saya akan dipanggil) and While 33,3% respondents give

the lowest response "Agree" to the statement number 6, I get nervous and confused

when I am speaking English (Saya merasa gugup dan bingung ketika saya berbicara bahasa Inggris).

2. The Likert Scoring to get data FLSCA questionnaire

To make the readers easy to understanding students' responses, the writer summarize the result and divided into positive and negative responses as followed in the chare below:

Chart 4.2

The summary of students' response in FLCAS in positive and negative statement)
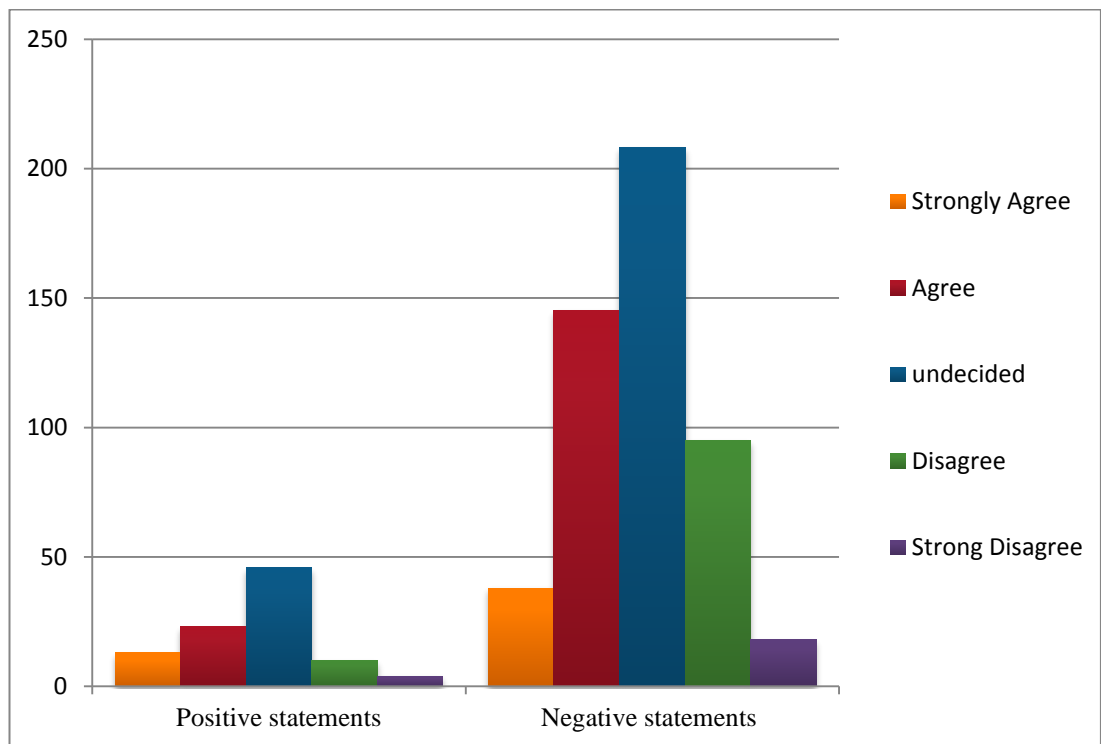
Based on the table and the chart above, the writer found out that: the positive statement has the highest score in "Undecided" (46 responses) and the lowest score in

"Strongly Disagree" (4 response). Then, the negative statement has the highest score in "Undecided" (208 responses) and the lowest score in "StronglyDisagree" 18 responses).

3. **The causes of the students' anxiety level in speaking English**

Table 4.26

FLCAS Anxiety Level

Range	Level	Result
120-144	Very Anxious	
96-119	Anxious	Anxious: 2 Respondents (8,3%)
72-95	Mildly Anxious	Mildly Anxious: 15 Respondents (62,5%)
48-71	Relaxed	Relaxed: 7 Respondents (29,2%)
24-47	Very Relaxed	

Based on 25 items of statement in FLCAS questionnaire, there were varieties of responses from the all respondents. The writer found out that, there were 24 students who had different levels of anxiety in speaking skill. (1) There were 2 students (8,3%) who experience "Anxious" level, and the range score for "Anxious" level started from 96-119. (2) There were 15 students (62,5%) who experience "Mildly Anxious" level, it means a half of the respondents are in range score 72-95. (3) There were 7 students (29,2%) that had "Relaxed" level, and the range score of this level is started from 48-71. The writer found that there were no respondents who are in "Very Anxious" and "Very Relaxed" level in this research.

Chart 4.3
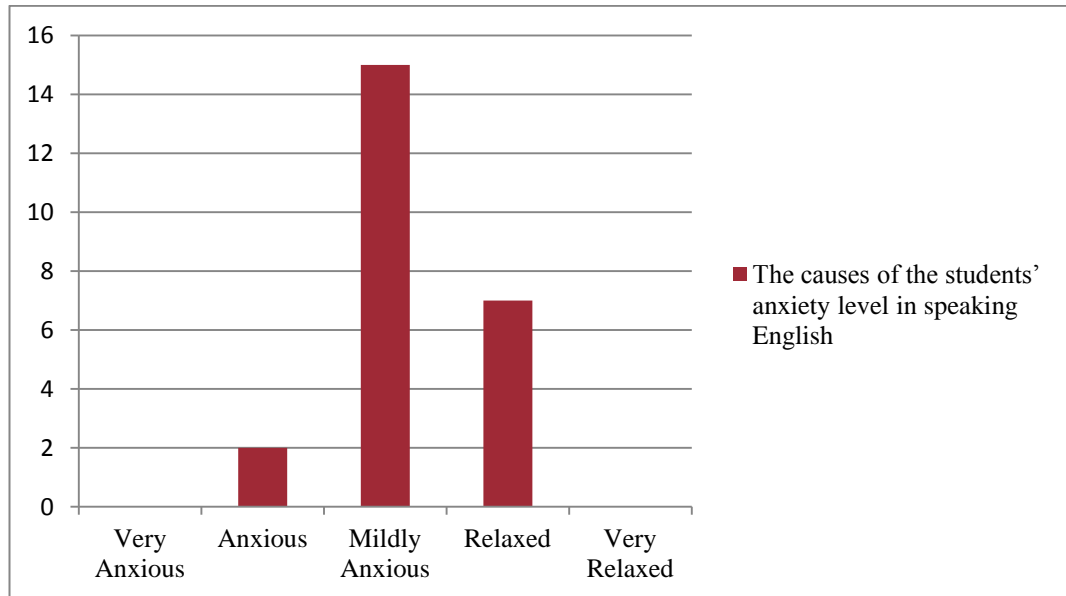
From the chart above, it can be seen that most of the students had level of anxiety in high and low level (anxious and mildly anxious). It means that many students have problem in anxiety in speaking English. From 24 students only 7 students are relaxed and the writer found that there were no respondents who are in "Very Anxious" and "Very Relaxed" level in this research.

4. The Result of Interview

There were six participants in this study and all of participants come from the same class, the reason to focus on this class is related to the access. They were named NA, CA, KA, HA, IN, KKH. They all are the the students' in speaking English class B 1st semester of Makassar Muhammadiyah University in academic years 2018-2019. The writer chose 6 participants because based on to some students' who had experience anxiety to speak English.

a. Do you anxious to speak in English in front of class?

"No, emm sometimes". (NA)

"I am anxious, and depends on the lecture who teaches". (CA)

"Emmm sometimes I am anxious and sometime not". (KA)

"Of course, I am anxious". (HA)

"Yaa sometimes I am anxious and sometimes not". (IN)

"I am very anxious". (KKH)

b. What are the factors make you anxious to speak in English?

"Lack of understand what material will be delivered". (NA)

"Lack of vocabulary, grammar". (CA)

"Lack of vocabulary, grammar and pronunciation" (KA)

"I am afraid to make mistake, shame with friends'. (HA)

"I am afraid to make mistake, shame with friends". (IN)

"I can't speak English well. I am afraid to make mistake". (KKH)

c. How do you anticipate anxious when you to speak in English?

"Hard practice". (NA)

"Increase vocabulary and improve grammar". (CA)

"Study hard, grammar is better". (KA)

"Study hard and multiplying vocabulary". (HA)

"Practice with friends". (IN)

"stabilize material". (KKH)

B. Discussion

Language anxiety refers to the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz, Horwitz, & Cope, 1986). Most studies are already revealed a negative relationship between anxiety and students' performance. The writer show that high anxiety would impede students in learning foreign language such as Young (1986) and Aida (1994). However, research on Indonesian causes of the students' anxiety in speaking English as a foreign language is still limited. The purpose of this study was to describe the causes of the students' anxiety in speaking English study in class B 1st semester of Makassar Muhammadiyah University.

From the total of 24 respondents, only 2 Respondents experience the "Anxious" level and the most of the respondents are in the normal level of anxiety. It can be seen from the table above, although these students are having anxiety feeling. The writer found that in this causes, anxious feeling might not occur when they are performing speaking in test situation.

Later on, more than 15 Respondents are in the level of mildly anxious. It can be a normal condition when many people are also feeling tense or nervous when they have to perform something in front of other people.

Meanwhile, there are 7 Respondents which in the level of "Relaxed" and their score are in satisfactory and excellent category. It means, they have no problem with their anxiety level. The writer found that there were no respondents who are in "Very Anxious" and "Very Relaxed" level in this research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the result of the study, it can conclude as followed:

1. The positive statement has the highest score in "Undecided" (46 responses) and the lowest score in "Strongly Disagree" (4 response). Then, the negative statement has the highest score in "Undecided" (208 responses) and the lowest score in "Strongly Disagree" 18 responses).

2. The writer found that 66, 6% respondents give the highest response "Agree" to the statement number 11 (I can feel my heart pounding when I going to be called on) and While 33,3% respondents give the lowest response "Agree" to the statement number 6 (I get nervous and confused when I am speaking English).

3. The result of this research show that most of the students are at (1) There were 2 students (8,3%) who experience "Anxious" level, and the range score for "Anxious" level started from 96-119. (2) There were 15 students (62,5%) who experience "Mildly Anxious" level, it means a half of the respondents are in range score 72-95. (3) There were 7 students (29,2%) that had "Relaxed" level, and the range score of this level is started from 48-71. The writer found that there were no respondents who are in "Very Anxious" and "Very Relaxed" level in this research.

B. Suggestion

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by student, teacher and future researcher to improve the quality of English teaching and learning especially in speaking skill.

1. For teacher/ lecturer

The teacher should be aware of foreign language anxiety in English class, because anxiety has become important factor which affects student's language learning process. Therefore, it is necessary for English teacher (lecturer) to knowing the level of students' anxiety at the beginning in order to treat the students properly during the learning process. Good acknowledgement of the existence of students' anxiety will absolutely influence the teacher's way in teaching English. Administrating FLCAS (Foreign Language Class Anxiety Scale) at the beginning of the semester to the students will help the teacher knowing the anxiety level from each student. Thus, the teacher can find the solution to help student reducing anxiety. Moreover, they can arrange the material which suitable with the students, so it can improve the quality of English learning process.

2. For Students

Each student is definitely has anxiety feeling in different level. For the students who have high anxiety, they need to get involved to reduce anxiety in classroom. The students should cooperate with one another in order to create a comfortable environment in the class. The students with low anxiety level should not ridicule

other students with high anxiety; they should to help them when they get difficulties. They should realize that making mistakes in learning foreign language is common and it is naturalness.

3. For Future writers

Due to the limitations of this study, the writer hopes that the future writer will conduct a better research about language anxiety in different skills area such as writing, reading, and listening. The issues about language anxiety will never be expired, because most of foreign language learners are definitely face this problem. Therefore, further investigations about certain methods that can help students reduce their anxiety in learning English are extremely needed.

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APPENDICES

Appendix A

ANGKET

Anda dimohon kesediaannya untuk memberikan pendapat terhadap pernyataan mengenai sikap anda dalam pembelajaran berbicara (bahasa inggris). Angket ini bukan merupakan tes. Tak ada jawaban yang benar atau salah tentang pernyataan tersebut, jawaban anda tidak akan mempengaruhi nilai pelajaran anda. Namun, informasi yang anda berikan akan sangat berharga untuk perbaikan pembelajaran dalam pembelajaran (Bahasa inggris). Setelah anda membaca dengan seksama, putuskanlah bagaimana pendapat anda tentang pernyataan itu dengan menuliskan *checklist* pada pernyataan yang sesuai dengan pendapat anda, yaitu:

SS : Sangat Setuju
S : Setuju
N : Netral
TS : Tidak Setuju
STS : Sangat Tidak Setuju

Selamat bekerja dan jawablah dengan sejujur-jujurnya. Tidak lupa saya ucapkan terimakasih.

No	Item	SS	S	N	TS	STS
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. Sehingga 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 gugup dan bingung ketika saya berbicara bahasa Inggris.					
7.	Saya merasa sangat tidak percaya diri saat berbicara bahasa Inggris di depan siswa lain.					
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 berbasa Inggris.					
11.	Saya dapat merasakan hati saya berdebar ketika saya					

	akan dipanggil.					
12.	Saya merasa santai saat berbicara bahasa Inggris.					
13.	Saya merasa malu menjadi sukarelawan terlebih dahulu untuk berbicara bahasa Inggris.					
14.	Saya menghadapi proses berbicara bahasa Inggris dengan percaya diri.					
15.	Saya menikmati penglaman berbicara bahasa Inggris.					
16.	Semakin banyak tes berbicara yang saya miliki, semakin membingunkan saya.					
17.	Bagian bagian tertentu dari tubuh saya terasa sangat tegang dan kaku kekita berbicara bahasa Inggris.					
18.	Saya merasa cemas ketika menunggu dipanggil 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 mengkoordinasikan gerakan saya saat berbicara bahasa Inggris.					
22.	Saya merasa sulit untuk melihat penonton saat berbicara bahasa Inggris.					
23.	Bahakan jika saya sudah mempersiapkan diri dengan baik, saya merasa cemas berbahasa Inggris.					
24.	Saya tidak punya banyak kosakata.					
25.	Saya malas menghafal kosakata baru.					

APPENDIX B

Summarizing of Students' Response

No	Name Code	Positive Statement						Negative Statement					
		SA	A	U	D	SD		SA	A	U	D	DS	
1.	NS	1			2	1		3	9	7	1	1	
2.	NH		1	3					6	13	2		
3.	NI		1	3					7	12	2		
4.	ABR	3	1					1	2	10	6	2	
5.	ND	3		1				4	10	3	3	1	
6.	HKH	1	1	2				5	9	7			
7.	AMU	1	2	1						1	18	2	
8.	NS		1	2	1			5	9	7			
9.	SRA			4				5	11	5			
10.	AA		1	2	1					17	4		
11.	NAR			2	2				10	7	4		
12.	VA	1	1			2		7	11	2	1		
13.	NIS		2	2					3	13	5		
14.	MM		3	1				1	2	12	5	1	
15.	ENS		2	2					1	11	9		
16.	SHK			3	1				1	12	8		
17.	NA	1		3				1	3	8	8	1	
18.	KA		3	1					9	6	4	2	
19.	LI	1		2	1			1	9	6	2	3	
20.	CA		1	3					5	14	2		
21.	IN		3	1					9	6	3	3	
22.	RA	1		1	1	1			3	13	3	2	
23.	NA			3	1		96	2	11	5	3		504
24.	HR			4				3	5	11	2		
TOTAL		**13**	**23**	**46**	**10**	**4**		**38**	**145**	**208**	**95**	**18**	

Positive statements are in number : 10, 12, 14, and 15

Negative statements are in number : 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 16,

APPENDIX C

The Percentage of Students' Preference

No	Questioner	The Percentage of Students' Preference									
		SA	%	A	%	U	%	D	%	SD	%
1	I never feel quite sure of myself when I am speaking language.	1	4%	11	45%	11	45%	1	4%		
2	I tremble when I know that I am going to be called on to speaking class.	3	12%	11	45%	7	29%	3	12%		
3	I start to panic when I have to speak without preparation in language class.	7	29%	7	29%	9	37%	1	4%		
4	In language class, I can get so nervous I forget things I know.	2	8%	11	45%	5	20%	6	25%		
5	I feel confident when I speaking English	6	25%	5	20%	11	45%	2	8%		
6	I feel very self-conscious about speaking the foreign language in front of other students.	3	12%	8	33%	7	29%	6	25%		
7.	I get nervous and confused when I am speaking English	1	4%	4	16%	10	41%	8	33%	1	4%
8.	I am afraid that the other students will laugh at me when I speak the foreign language.	2	8%	3	12%	12	50%	6	25%	1	4%
9.	I get nervous when the language teacher asks me to	2	8%	5	20%	13	54%	2	8%	2	8%

	speak English which I have prepared in advance.									
10.	I have no fear of speaking English.	4	16%	6	25%	12	50%	2	8%		
11.	I can feel my heart pounding when I going to be called on.	1	4%	16	66%	12	50%	2	8%		
12.	I feel relaxed while speaking English.	1	4%	4	16%	14	58%	3	12%	2	8%
13.	It embarrasses me to volunteer to go out first to speak English.			4	16%	14	58%	4	16%	2	8%
14.	I face the prospect of speaking English with confidence.	1	4%	7	29%	12	50%	4	16%		
15.	I enjoy the prospect of speaking English.	5	20%	12	50%	4	16%	2	8%	1	4%
16.	The more speaking tests I have, the more confused I get.	1	4%	5	20%	7	29%	11	45%		
17.	Certain parts of my body feel very tense and rigid while speaking English.	1	4%	8	33%	9	37%	4	16%		
18.	I feel anxious while waiting to speak English.	1	4%	12	50%	7	29%	4	16%		
19.	I want to speak less because I feel shy while speaking English.	2	8%	2	8%	14	58%	6	25%		
20.	I dislike using my voice and body expressively while speaking English.			4	16%	15	62%	4	16%	1	4%
21.	I have trouble to coordinate my movements while speaking English.	1	4%	7	29%	11	45%	4	16%	1	4%

22.	I find it hard to look the audience in my eyes while speaking English.	2	8%	6	25%	12	50%	3	12%	1	4%
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.			12	50%	9	37%	3	12%		
24.	I do not have a lot of vocabulary.	1	4%	6	25%	13	54%	3	12%	1	4%
25.	I am lazy to memorize new vocabulary and rarely use it.			1	4%	7	29%	10	41%	6	25%

Appendix D

1. Do you anxious to speak in English in front of class?

2. What are the factors make you anxious to speak in English?

3. How do you anticipate anxious when you to speak in English?

DOCUMENTATION

CURRICULUM VITAE

ULUL ASMA is a student of English Department in Muhammadiyah University of Makassar. She was born on 21st april 1996 in Sungguminasa. She is the fourth daugther of marriage between Muh Yatim and Nuraeni. She has 2 brothers (Alif Ikhsan and Muh. Anugrah) and 2 sisters (Ulfa Fajrih and Ummu Klasum).

In 2002, she started in elementary school at SDI Bonto Cinde Tacciri, graduated in 2008. Then she continued her junior high school at SMPN 2 Barombong and graduated in 2011. After that she continued her senior high school at SMAN 1 Pallangga and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle "The Causes of The Students' Anxiety in Speaking English" (A Descriptive Study in the 1st Semester English Students of Makassar Muhammadiyah University).