

**AN ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH
SPEAKING CLASSROOM AT THE THIRD SEMESTER
STUDENTS OF ENGLISH DEPARTMENT IN MAKASSAR
MUHAMMADIYAH UNIVERSITY**
(Descriptive Qualitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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JANI UTAMA PUTRA
10535595614

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Jani Utama Putra**
Nim : 10535595614
Jurusan : Pendidikan Bahasa Inggris
Judul proposal : An Analysis Of Students' Anxiety In English
Speaking Classroom At The Third Semester
Students Of English Department In Makassar
Muhammadiyah University

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Jani Utama Putra
10535595614



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SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Jani Utama Putra**
Nim : 10535595614
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan Dan Ilmu Pendidikan

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Makassar, Desember

Yang Membuat

Umami Khaerati Syam, S.Pd, M.Pd

NBM. 977 807

Jani Utama Putra

10535595614

MOTTO

**Do it and never complain
is the key to reach a
success**

I can finished this thesis
Because of Allah,
my beloved parents,
and all my friends
Thank you for
supporting me guys.

ABSTRAK

Jani Utama Putra (NIM: 10535595614). an Analysis Of Students' Anxiety In English Speaking Classroom. (A Case Study At The Third Semester Students Of English Department In Makassar Muhammadiyah University). The paper of English Education Department at Faculty Of Teacher Training And Education Makassar Muhammadiyah University, guided by Dr. Hj. Andi Tenri Ampa, M.Hum and Eka Prabawati Rum, S.Pd., M.Pd.

This study was carried out to investigate foreign language anxiety at the Third Semester Students of English Department In Makassar Muhammadiyah University. Specifically, it sought to identify what factors that may contribute to anxiety in English learning environment based on the students' perspectives.

The method used in this study was qualitative method with case study approach. Fifteen anxious students were selected as the participants. The data were gathered through questionnaire and classroom observations.

The result of the study showed the most influencing factor of students in speaking was English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar was a factor of motivation, the second was shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, friend / classmate, while the fear of mistake factor is the lowest factor experienced by students in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

Keywords: *Students' speaking, anxiety, and English*

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In the name of Allah S.W.T, the Beneficent, the Merciful. Praise be to Allah, Lord of the world who has blessed the writer in completing this paper. Sholawat and Salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

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Hopefully, this paper can be useful to the readers, particularly to the writer. Also, the writer realized that this paper is far from being perfect. It is a pleasure for him to receive constructive criticism and suggestion from anyone who read his paper.

Makassar, Desember 2018

Jani Utama Putra

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CHAPTER I

INTRODUCTION

This chapter deals with background, problems statement, objectives of the research, significance of the study, and scope of the study.

A. Background

Speaking is the ability to say articulation sounds or words to express and convey thoughts, ideas, and feelings. The purpose of speaking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the message in question can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be conveyed or communicated. Through speaking students can give opinions, suggestions, and ask questions to someone or listeners verbally.

In addition, speaking is a very important skill that must be learned by students, students are asked to practice speaking English in everyday life, especially in class. Learning to speak will help students to get habits and fluency so that they can improve their speaking skills, because by getting used to speaking will contribute greatly to improving students' ability to speak English.

Even so, many students still feel that speaking English is very difficult. This is due to the ability of grammar and vocabulary that students have is still very lacking so that students' self-confidence become disturb. The students feel uncomfortable in talking because they are afraid of making mistakes in

speaking English so their friends will laugh and criticize. Therefore, one of the problems experience by many students in speaking English in class is a feeling of anxiety.

Anxiety is a feeling of fear, anxiety or hesitation in speaking. In the teaching and learning process, many students experience anxiety when they give opinions, answer questions and speak in learning English. This can be seen from students when they are asked to speak in front of their fellow students, they are not able to reproduce the true meaning, sound or intonation in the target language even after practicing constantly and regularly. But when they are in front, everything seems lost. They forget the words they have prepared beforehand. The cause of all this is none other than the feelings of anxiety experience by students.

There are several definitions of anxiety which are found by the writer. According to Carlson and Buskist (1997: 570) 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.

Based on the results of previous research by Musthachim (2013) shows that the anxiety of students speaking English in the classroom is very disturbing to the performance of students in the presentation, especially in learning to speak English. There are at least six factors found in this study, they are speaking in front of the class, being laughed at by others, incomprehensible input, teachers, student trust, lack of preparation. The similarities to the previous research with the current research are both aimed at finding the factors that are experienced by students in English speaking classroom. And the difference in the previous research was done specifically for junior and senior high school level. whereas research that is now more focused on higher levels such as on campus. In the lecture environment, student anxiety problems in EFL are very much experienced by students, especially in the 3th semester.

As a student at the University of Muhammadiyah Makassar, the researcher looked at many occasions where many participants of experienced feelings of anxiety and discomfort when they tried to speak in an English class. This can be seen when the lecturer asks students to formulate questions, speak performance and give opinions in English, but the students just keep quiet. Their anxiety can interfere with their explanation and performance and also prevent them from succeeding in mastering speaking English.

With regard to the statement above, the researcher interested in investigating the factors cause English language speaking anxiety in class among students of Muhammadiyah University of Makassar in semester 3.

B. Problem Statement

Based on the background above, the researcher formulated a research question as follow: What factors cause the students' anxiety in English speaking classroom?

C. Objective of the Research

Based on the study question, the objective of the research was to find out the factors cause the students' anxiety in English speaking classroom.

D. Significance of the Research

The results of this research are expected to support information about the factors influence students' anxiety in English speaking classroom. In addition, this research is also expected to be useful for lecturers and teachers to be able to classify students' anxiety in English speaking classes, especially in speaking skill.

E. Scope of the Research

In this research, the researcher focused on the factors causing students' anxiety in English speaking classroom. The researcher will attempt to find out and analysis how students feel anxiety in class speaking. There are two factors of students' anxiety in English speaking classroom. They are

external and internal factor. Because anxiety is considered as part of the factors that interfere with students in improving the performance of speaking English. This research conducted by observing and questionnaire of student performance in an English class.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part deals with the concept of anxiety, concept of speaking skill and oral presentation, and conceptual framework.

A. Concept of Anxiety

According by Bourne (2010: 6) anxiety is physiological, behavioral, and also psychological reaction all in one. On a physiological case, anxiety may include bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth, or sweating. On a behavioral case, it can sabotage the ability to act. Psychologically, anxiety is a subjective state of apprehension and uneasiness. In its most extreme form, it can cause people to feel detached from themselves and even fearful of dying or going crazy.

Besides that, problems associated with anxiety in language learning have been well proved. For example, in Horwitz, and Cope (1986) observed that in foreign language classes, anxious learners had difficulty in speaking and indiscriminating the sounds and structures of a target language message. Anxiety has been considered a very negative factor in learning a foreign language especially in learning to speak the language.

Horwitz et al (1986: 125) anxiety is a major obstacle to be overcome in learning to speak another language". Speaking is a problem because the spontaneity allows the speaker no preparation time in which to monitor and correct what he or she wants to say, thus the risk of being wrong in an oral

class is high (Horwitz & Young, 1991). Students with anxiety will have difficulty concentrating and processing input in class and consequently the output of the language is negatively affected. They tend to withdraw from voluntary participation and are unwilling to take risks. They are apprehensive, worried and even fearful in the classroom (MacIntyre & Gardner, 1991) Such conditions interfere with learning and anxious students are thus deprived of many opportunities to practice the target language. Anxiety is therefore considered a major obstacle to developing language skills, and particularly speaking skills. When students are nervous, they tend to make more mistakes.

From some statement above, the researcher concluded that the feelings of students in English speaking classroom can lead to confidence and concentration of students becomes lost, so that when students are nervous or anxious, they tend to make more mistakes. The more mistakes they make, the more nervous they are, and the less likely they are to do well in speaking skills.

1. Factors The Students Make Anxiety

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

a. The internal factor

Regarding to internal factors consists of :

1) 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.

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). 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. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity by Hieu, (2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

From some of the opinions above, the researcher can conclude that. When students experience fear of making mistakes, it is caused by feelings of students who are negative about things like they make mistakes when learning a language. Their friends will laugh and berate, so students lose enthusiasm to produce good language and prefer to be silent.

2) Shyness

Shyness is an emotional thing that many students suffer from at 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 best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is 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.

This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. 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 students.

Researcher concluded that feeling ashamed of students when speaking English in class was very much experienced. This problem is very dangerous in producing language especially for students who are learning English.

3) Lack of Confidence

According to cubukeu (2007;133), an anxious' students will performance un successfully 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.

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

In the opinion above, the researcher concluded that the problem of lack of confidence in students could result in students becoming easily frightened when told to come forward by the teacher and causing students to just be silent not to dare to produce language. This factor is very dangerous to improve student language performance. Where the teacher must also play an important role in overcoming this problem.

4) Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) 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) 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 to learn is urgent for every teacher.

The above opinion can be concluded that, the lack of motivation of students also influences performance in learning English in students. Where student learning motivation greatly influences student performance in producing language. The weakness of student learning motivation results in the weak language produced by students, while high motivation will cause students to be enthusiastic to learn English more actively, especially speaking in class.

b. The external factor

Regarding to the internal factors consists of :

1) 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.

In the above statement, the researcher concluded that Embarrassment makes students not feel comfortable when speaking in class. This can make the concentration of students disturbed so they cannot produce the correct language. In the world of education to be able to communicate fluently, students must be confident in any situation.

2) Limited vocabulary

Those sentences showed one's difficulty in regarding vocabulary (Tanveer, 2007;30). However limited vocabulary might hindered the process of learning language. Thus limited vocabulary should be noted as one of factors contributing anxiety.

The researcher concluded that the lack of vocabularies in learning English interfered in the process of speaking English, because a student had no vocabulary, they would have difficulty communicating. Because vocabulary is the first key in mastering English. People who don't have a lot of their vocabulary will have difficulty producing language.

3) Grammatical error

According to Richard (1971:157) a grammatical category is a set of syntactic features that express meanings from the same conceptual domain occur in contrast to each other, and are typically expressed in the same fashion. The change in the perceived role of the first language began with the observation that the number of errors in the second language performance that could be attributed to first language influence was far smaller than had been imagined previously.

The statement above can be concluded that, the occurrence of a grammatical error in communication can be caused by the habit of using the first language so that when trying to use a second language will result in a person's concentration is low and cause communication performance using a second language becomes stiff. In the world of education, especially in Indonesia, there are often grammatical errors experienced by students where English becomes their second language.

4) Friends/classmate

Classmate are also having important role in learning language. Yet, friend 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 Tsilapkides (2009;39) fear of negative evaluation from peers was

common factor appeared in language learning. Yet, even it was a natural sense, classmate still become factor contributing student anxiety in learning process.

Researcher concluded that besides friends, they could help train students to speak English. Classmate can also have a negative influence in learning languages. Examples in language classes, when students do presentations in class. Sometimes students feel anxious to start talking because they are afraid that if they make mistakes their friends will laugh at them and make fun of them.

5) Lack of preparation

Many previous studies stated that preparation become one of major factors that make students anxious liu, (2007; 129) also mention “preparation”, in their top list how to overcome anxiety, hence, it is obvious that lack of preparation become one of the issues contributing students’ anxiety in speaking class.

Researcher concluded that the lack of preparation of students in preparing the material when they wanted to do a percentage in the classroom was also a problem factor experienced by most students in producing language. Example when students will do percentages in class. Students will feel anxious to speak in front of a teacher or friend because they do not know the material they will explain.

2. Factors Associated with Foreign Language Anxiety

a. Self Perceptions

According to Horwitz et al. (1986: 128), perhaps no other field of study poses as much of a threat to self-concept as language study does. This self-concept forms the basis of the distinction, made by Horwitz et al (1986: 128) between language anxiety and other forms of academic anxieties. They posited, the importance of the disparity between the 'true' or 'actual' self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science" (1986: 128).

The term self-esteem has been used in much the same meaning as self- concept and has been found to be strongly linked with language anxiety. Krashen 1980: 15 cited (in Young, 1991: 427) suggests, "the more I think about self- esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety". Individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem (Horwitz et al, 1986: 129).

In the above statement, the researcher concluded that, each individual has a different level of self-esteem. When students appear in the EFL class, the student tends to be anxious, afraid, shy and causes the student's performance to be disturbed in conveying what he knows, because what he thinks is the impact of negative thoughts from friends who previously experienced anxiety.

b. Learners' Beliefs about Language Learning

As language learning poses a threat to learners' self-concept, in response learners may generate some particular beliefs about language learning and its use. Research on language anxiety suggests that certain beliefs about language learning also contribute to the student's tension and frustration in the class by Horwitz et al, (1986: 127). Such beliefs have been found to cast a considerable influence upon the ultimate achievement and performance in the target language. The researchers use terms such as erroneous or irrational to indicate certain widely held beliefs about language learning which can be a source of anxiety Gynan, 1989 cited (in Onwuegbuzie., et al 1999: 220). Horwitz 1988 cited (in Ohata, 2005: 138) noted that a number of beliefs derived from learner's irrational and unrealistic conceptions about language learning, such as 1) some students believe that accuracy must be sought before saying anything in the foreign language, 2) some attach great importance to speaking with excellent native or first language like accent, 3) others believe that it

is not ok to guess an unfamiliar second/foreign language word, 4) some hold that language learning is basically an act of translating from English or any second/foreign language, 5) some view that two years are sufficient in order to gain fluency in the target language, 6) some believe that language learning is a special gift not possessed by all. These unrealistic perceptions or beliefs on language learning and achievement can lead to frustration or anger towards students' own poor performance in a second/foreign language. According to Young (1991: 428) erroneous beliefs about language learning can contribute greatly to creating language anxiety in students. In his review of literature on language anxiety, Ohata (2005: 138) explained that unrealistic beliefs can lead to greater anxiety and frustration, especially when the beliefs and reality clash. He elaborates that if the learners start learning second or foreign language with the belief that pronunciation is the single most important aspect of language learning, they will naturally feel frustrated to find the reality of their poor speech pronunciation even after learning and practicing for a long time. These beliefs are most likely to originate from learners' perfectionist nature. The perfectionist learners like to speak flawlessly, with no grammar or pronunciation errors, and as easily as the native speaker – these high or ideal standards create an ideal situation for the development of language anxiety.

Researcher can conclude that students are more confident in using the first language than using a second language (EFL) in the learning process of speaking English. Because students have high anxiety when they use a foreign language that is not controlled by them. What they think is that foreign language skills that are less likely to have a negative impact on their peers who have a higher ability than them.

c. Instructors Beliefs about Language Teaching

Just like learners' beliefs about language learning, some instructor's beliefs about language learning and teaching have also been found to be a source of anxiety. Brandl 1987 cited (in Onwuegbuzie et al., 1999: 220) asserted that instructors' belief that their role is to correct rather than to facilitate students when they make mistakes exacerbates second/foreign language anxiety in students. Further, he stated that the majority of instructors considered their role to be less a counselor and friend and objected to a too friendly and in authoritative student- teacher relationship. The researchers also reported that students realize that some error corrections are necessary but they consistently report anxiety over responding incorrectly and looking or sounding 'dumb' or 'inept' Koch and Terrell, Horwitz, 1986, 1988, and Young, 1990: cited (in Young 1991: 429). Young (1991: 429), realizing this phenomenon, stated that the problem for the students is not necessarily error

correction but the manner of error correction when, how often, and most importantly, how errors are corrected. In addition to error correction, some instructors have been reported not to promote pair or group work in fear that the class may get out of control, and think that a teacher should be doing most of the talking and teaching, and that their role is more like a drill sergeant's than a facilitator's; these beliefs have been found to contribute to learner's language anxiety (Young, 1991: 428). Recognition or awareness of these beliefs by both the learners, as well as the teachers, is essential for effective alleviation of language anxiety in learners.

d. Classroom Procedure

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. For instance, Koch and Terrell 1991, cited (in Horwitz, 2001: 118) found that more than half of their subjects in their Natural Approach classes (a language teaching method specifically designed to reduce learner's anxiety) expressed that giving a presentation in the class, oral skits and discussion in large groups are the most anxiety-producing activities. They also found that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. In addition, students were found to be more relaxed speaking the target language when paired with a classmate or put

into small groups of three to six than into larger groups of seven to fifteen students. Similarly, Young (1991: 429) found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak.

From some of the opinions above the researcher concluded that in foreign language learning educators must act as motivators when there are students who make mistakes so that students are not too worried when they make mistakes when the percentage in class. Students are more happy when responding to something with their own volition rather than having to be told by the lecturer to respond to something.

3. Anxiety as a Normal Emotion

Anxiety is a normal emotional reaction that is experienced sometimes by everyone. Everyone feels anxious now and then. It's a normal emotion. Many people feel nervous when faced with a problem at work, before taking a test, or making an important decision.

At the most basic level, anxiety is an emotion. Simply stated, an emotion is a subjective state of being. It is often associated with changes in feelings, behaviors, thoughts, and physiology. Anxiety, like all emotional states, can be experienced in varying degrees of intensity. For instance, we might say we are happy. But unlike the emotion "happiness," which has several different words to convey these differing levels of intensity (intensity ranging from happiness to joy), anxiety is a

single word that represents a broad range of emotional intensity. At the low end of the intensity range, anxiety is normal and adaptive. At the high end of the intensity range, anxiety can become pathological and maladaptive. While everyone experiences anxiety, not everyone experiences the emotion of anxiety with the same intensity, frequency, or duration as someone who has an anxiety disorder. Subjectively, it is experienced as a negative affective state most often accompanied by physiological arousal, which occurs in response to perceptions of threat or anticipation of harm. As a normal emotional reaction, anxiety fluctuates according to the situation, increasing when threat is perceived and decreasing when the threat disappears. The primary function of anxiety reactions is to prepare the person to respond adaptively to the threat (Shibley, et al 2002: 150).

Adaptive anxiety or anxiety as a normal emotion may be considered a useful emotion that leads to survival strategies. In this sense, anxiety is a normal emotion that occurs when an individual copes with a potentially dangerous situation, constituting a mechanism for alertness or alarm (Hommer,et al 1987). In this case, the symptoms of anxiety, which are identical to the pathological condition, disappear once the stressful stimulus disappears. Meanwhile, in most cases, it leads to coping with the emergency situation. As the best strategy is chosen, the probability of ensuring survival increases.

Researchers concluded the statement above that not always the anxiety experienced by each person is something negative, that is something that is normal for most people. not everyone experiences emotional anxiety with the same intensity, frequency, or duration as someone who has an anxiety disorder. Subjectively, it is experienced as a negative affective state most often accompanied by physiological arousal, which occurs in response to threat perception or anticipation of danger. On the other hand, feelings of anxiety can benefit others or can actually be harmful to others, depending on how someone uses the situation experienced by the person.

4. The Symptoms of Anxiety

The anxiety and worry are associated with several symptoms of arousal or distress, at least some of which are present more days than nor for a period of six months or longer. Further, distinguishing pathological worry, as it appears in generalized anxiety disorder, from normal worry is that frequency, intensity, duration of the worry and associated anxiety are far in excess to the actual probability or impact of the feared event and that the worry is experienced as difficult to control. The lifetime prevalence rate for generalized anxiety disorder is approximate 5% (Shibley et al., 2002: 156).

Recent theories of generalized anxiety disorder have attempted to provide functional accounts for the presence of the excessive worry. For example, active worrying has been found to decrease spontaneous

aversive emotional imagery and is associated with a dampening of physiological arousal. Accordingly, it has been suggested that some individuals may adopt worry as a strategy to regulate their anxiety.

Anxiety is a survival instinct that has evolved over millions of years in order to protect us. It is a series of reflexes and responses that affect our mind and body as we become prepared to avoid or deal with dangerous situations. You are scared, your senses are heightened. Your sight and hearing have become more sensitive, able to pinpoint the slightest movement or sound. Your breathing and heart beat have become more rapid, you feel light headed and dizzy, want to go to toilet or throw up, your limbs feel shaky and your whole body is now charged with energy, full of anxiety, ready to fight or flee, possibly for your life (Rachman 1993: 99).

Furthermore. According to Nur (1993: 14) the students conditions like loosing face, looking foolish. As result of anxious feeling of afraid at making mistakes may end in the situations where they do not want to speak anymore, particularly by using English. Anxiety is general symptoms that can be rooted in previous failure, being afraid to ankle mistakes to be citizen, being afraid to lose face or lack of self-confidence. This can block the students performance in speaking inside and outside classroom.

Get anxious in certain situations is normal, everyone does. And most people even experience increased anxiety frequently. Things like

tests, interviews, public speaking, dating and competitive sports can make anyone pretty anxious. Rachman (1993: 165) divided anxiety in three parts there are:

a. Anxiety protects us in two main ways

- 1) It helps to prepare our body for action, making us more alert and ready to fight or flee from any imminent threat to our survival. This is responsible for the direct physical sensations (such as rapid heartbeat, fast breathing, being jittery and on-edge, trembling etc.) that we feel when anxious. In real danger we can go from being totally relaxed to extremely anxious in an instant which is panic.
- 2) It causes us to plan ahead for any potential dangers and how to deal with them-an excellent survival strategy (it's better to deal with a danger or avoid it before we get into the situation) but an unfortunate effect of this is that we can get anxious/nervous just thinking about situations.

From the statement above, the researchers concluded that, anxiety is a survival instinct that has evolved over millions of years to protect us. This is a series of reflexes and responses that affect our minds and bodies as we prepare to avoid or face dangerous situations. You are afraid, your feelings increase. Your vision and hearing become more sensitive, able to show a little movement or sound. Your breathing and heart rate have become faster, you feel light and

dizzy, want to go to the toilet or vomit, your limbs feel shaky and your whole body is now filled with energy, full of anxiety, ready to fight or escape. For a student when experiencing anxiety when learning a foreign language, the feeling must be prevented and must be avoided in order to get good results when they study in English speaking classroom.

b. Symptoms associated with anxiety

Anxiety can cause a large range of symptoms that affect our body, mind and behavior.

1) Body

- Our heartbeat speeds up and breathing becomes faster and more shallow. This may lead to feelings of tightness across the chest.
- We start to feel shaky, dizzy and light-headed; our legs feel like jelly and we often start to sweat.
- The mouth feels dry and it becomes hard to swallow.
- We might feel sick, our stomach churning
- And need toilet more often.

2) Mind

- We may feel frightened (for no apparent reason) and begin to worry about things more and more.
- Or start to believe that we are physically ill, having a heart attack or stroke, or going mad.

- We may feel that other people are looking us more.
- And worry that we may lose control or make a fool of ourselves in front of others.
- Often there is an overwhelming urge to escape and get to a safe place

3) Behavior

Depending on what we find stressful

- We may begin to make excuses to avoid going out or doing certain things.
- And rush out of places or situations where we feel anxious.
- Often we start to avoid things and situations that make us feel anxious.
- And may have a drink or take a tablet before doing something we find stressful.

In the content above. The researcher concluded that, the symptoms that occur when a person experiences feelings of anxiety are able to affect the body, such as the speed of our heart rate and breathing becomes faster and shallower. This can cause feeling of tightness in the chest. next thought, like we may feel that other people pay more attention to us and worry that we might lose control or fool ourselves in front of others. And behavior, like depending on what we find full of pressure. We might start making excuses to avoid going out or doing certain things.

B. Concept of Speaking Skill

Speaking is a productive skill, like writing. It involves using speech to express other meanings to other people. It is the most essential way in which the speaker can express himself through the language. Brown, 1994 cited in Florez, M. A. C (1999) also states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Brown & Yule (1983) there are three functions of speaking, three parts of the expended version of Brown and Yule's framework (after Jones 1996 and Burns 1998):

1. Talk as interaction

It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey the message to other people. The main intention in this function is social relationship.

2. Talk as transaction

Talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, speaker 1 and speaker 2 usually focus on meaning or talking what their way to understanding.

3. Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. The function of speaking as performance is happened at

speeches, public talks, public announcements, retell story, telling story, classroom presentation and so on.

Anxieties, simply in speaking, is a kind of troubled feeling in the mind and have both negative and positive effect and which motivated and facilitates learning. Furthermore, McIntyre and Gardner (1999: 284) defined language anxiety as the feeling of tension and apprehension specifically associated with second language context including, speaking, listening, and learning.

In the content above, the researcher concluded that in speaking there are some parts that need to be considered, namely talk as interaction, talk as transaction, and speaking as performance. Students are usually more anxious when told to do activities or percentages orally compared to a normal percentage. but the practice of verbal communication must be familiarized so that the students' ability to do the presentation in the classroom is better and avoid feelings of anxiety and self-confidence.

C. Conceptual framework

The illustration of possible factors causing language anxiety of students in classroom is described below:

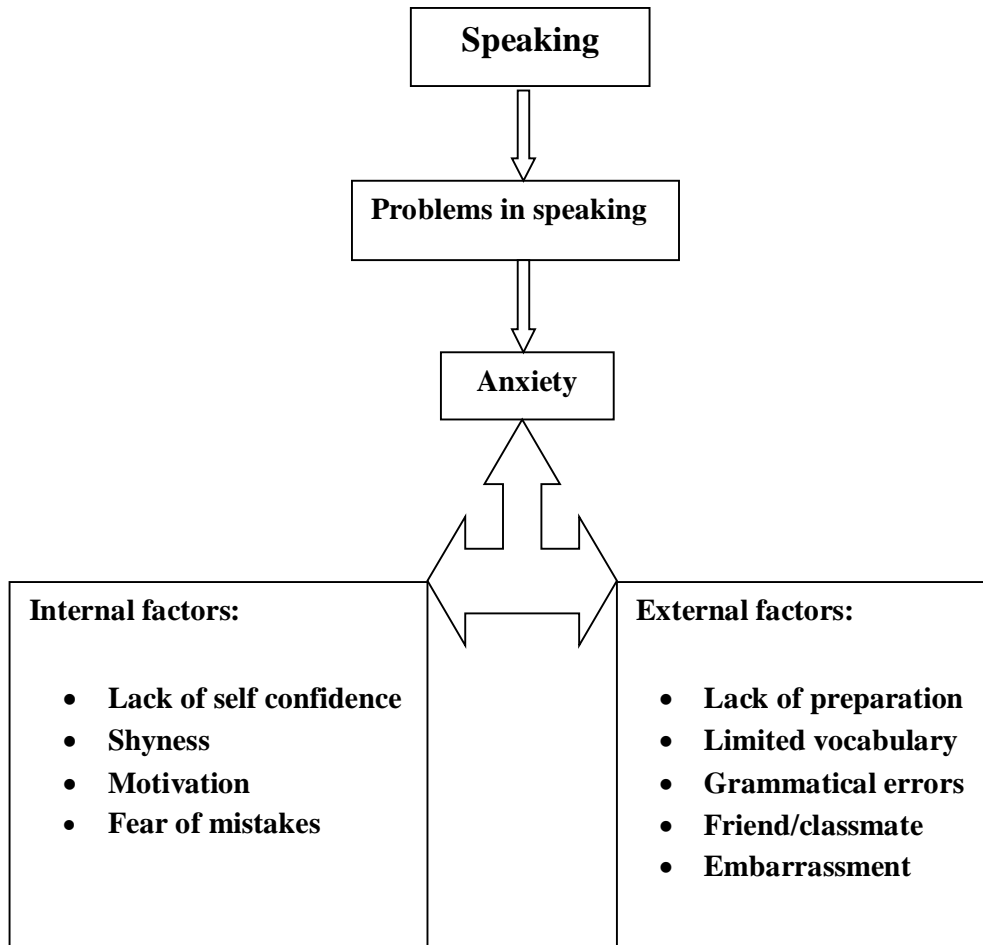


Figure 2.1 Conceptual Framework.

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

CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the design of the research, subject of the research, indicator, research instrument, procedure of collecting data, and technique of data analysis.

A. Research design

The researcher conducted descriptive qualitative research, because the researcher found out the data at the field on the fact of students' speaking anxiety at English learning classroom. Ari et all (2010: 453) state that basic qualitative study also called basic interpretative study by some, provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of you from perspective of those involved. The researcher used this research design because the researcher analyzed the factors of students' speaking anxiety in English learning classroom.

B. Population and Sample of the Research

According to Gay (2000: 122) is the group of interest to the researcher to which she or he likes the result of the study to be generalized. The population of this research was the 3th semester students at Muhammadiyah University of Makassar.

As states by Gay (2000: 121) that sampling is the way for selecting a number of individuals representing the large group from which they are

selected. Consequently, the degree to which the sample represents the population is the degree to which the results are generalizable.

This research applied purposive sampling. Purposive sampling is to focus on particular characteristics of a population that are of interest, which will enable you to answer your research questions. Gay and Airasian (2000: 138) state that purposive sampling referred to as judgment sampling, the researcher selects a sample based on his or her experience or knowledge of the group to sample. In short, the researcher would only focus to observe the students who only have speaking anxiety in English learning classrooms at the 3rd semester, they were (3A, 3B, 3C, 3D, 3E, 3F, and 3G). Then, the researcher chose one class as a sample. The researcher would choose class 3E because previously the researcher has joined as a student in that class before and saw many students in that class have anxiety when they speak in English class.

C. Variable and Indicator

The indicators of this research were the internal factors (lack of self-confidence, shyness, motivation, fear of making mistakes) and external factors (limited vocabulary, grammatical errors, friend/classmate, embarrassment, lack of preparation) that cause the students' anxiety in speaking English.

D. Research Instrument

In this research, the researcher used questionnaire because the researcher did not involve in the teaching in learning process. The questionnaire is adopt from a final version of PSCAS (public speaking class anxiety scale) by yaikhong and usaha (2012). PSCAS itself contains of 14 statements aimed to know what causes of students' anxiety in speaking English. The researcher will observe the students anxiety during speaking class that collect the data and analysis them with use a questionnaire. This research engages with the students of English department of muhammadiyah university of Makassar in speaking. They have pass two kinds of speaking levels, those are interpersonal and transactional speaking for discussion. As for the instruments that research use are arrange based on aspects of the PSCAS aspect. Instruments of collect data in this research as follows:

1. Indicator of internal factor
 - a. Lack of self confidence
 - b. Shyness
 - c. Motivator
 - d. Fear of making mistakes
2. Indicator of external factor
 - a. Limited vocabulary
 - b. Grammatical errors

- c. Friend/classmate
- d. Embarrassment
- e. Lack of preparation

E. Procedure of Collecting Data

The purpose of this research to give a detail analysis of factors causing language anxiety of students in classroom, the following procedure of collecting data cover several types:

1. The researcher attended class as students while observing students studying in English speaking class. Before participating in class activities, the researcher asked permission to lecturer who teach to make observation until class time end.
2. The researcher observed the situation of students when speaking in class until the researcher gets enough data. In making observation, the researcher noted the student's appearance and the words produced by students when they learn and speak.
3. At the end of class time, the researcher asked the students for permission to ask for a few minutes to be questionnaire and give explain how to answer the questionnaire. And then the researcher gives the questionnaire to the students at third semester of E class of English education department of makassar muhammadiyah university
4. The students answered and collected the questionnaire to the researcher.

F. Technique of Data Analysis

Data collection techniques used a questionnaire. The researcher use a final version PSCAS questionnaire adopted from Yaikhong and Usaha (in 2012). According to 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 (2017), 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 consisted of favorable and unfavorable statements. A favorable is an appropriate statement or one that illustrates student anxiety speaking in public, while unfavorable statements are statements that did not fit or did not describe the anxiety of student speaking in public.

The scale used in this research is Liker Scale used to measure attitudes, opinios, and perception 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 make 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), 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 , etc, means score number 1, score number 2, score number 3, and so on until score number 25. (Sharma in yaikhong & Usaha, 2012)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. The chapter presents the finding and discussion.

A. Finding

The results of the data analysis were presented in this part. The questionnaire was used conducts to find out the factors students' anxiety in speaking English. The data collected from class 3E at the third semester students of English Education Department of Muhammadiyah University of Makassar.

The factors cause of students' anxiety in speaking English in class 3E at the third semester students of English Department of Muhammadiyah University of Makassar. Are as follows:

1. The Internal Factor

The researcher explained the result of the analysis of internal factor that cause students' anxiety in speaking English. Follows the table and figure below.

Table 4.1 Internal factors (EF) students' anxiety in speaking English

No	Indicator component	Score(%)
1	Lack of self confidence	65.33%

2	Shyness	98%
3	Motivation	123.33%
4	Fear of making mistakes	40%

Based on the 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 65.33%. Loading factors of shyness than its score was 98%. Loading factor of motivation than its score was 123.33%. Loading factor of making mistakes than score was 40%. Based on the table 4,1 above motivation was higher than all factor.

The internal factors students' anxiety in speaking English

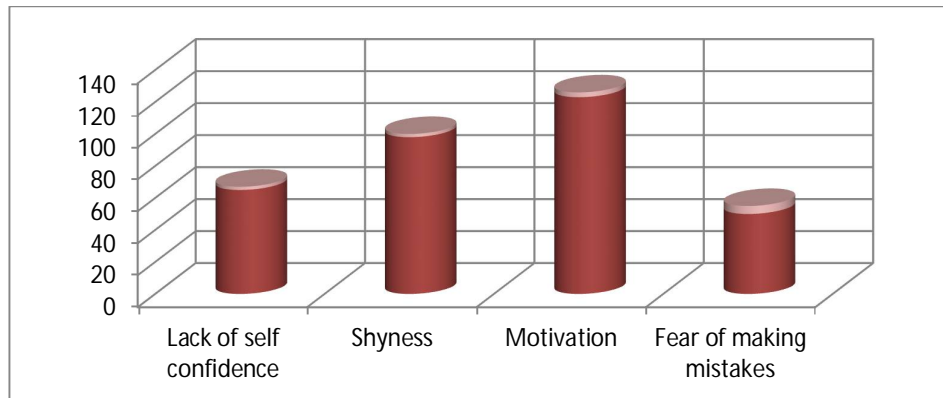


Figure 4.1 the internal factors students' anxiety in speaking English

Based on the figure 4,1 above it shows that there were four internal factor of students' anxiety in speaking English. It shows that the different numbers of factor of students' anxiety in speaking English. The number of

students' motivation was highest then the all of the internal factors of students anxiety in speaking English. The number of students' shyness was higher than fear of making mistakes and lack of self-confidence. The number of students' fear of making mistakes was the lowest.

The researcher concluded that internal factor that most influence students in class 3E at the third semester of student English Education Department of Muhammadiyah University of Makassar was motivation factors, while the lowest internal factor was a factor of fear of making mistake.

2. The External Factor

The researcher explained the result of the analysis of external factor that cause students' anxiety in speaking English. follows the table and figure below.

Table 4.2 The external factors students' anxiety in speaking English

No	Indicator component	Score(%)
1	Lack of preparation	74.66%
2	Limited vocabulary	100%
3	Grammatical error	70.66%
4	Friend/classmate	68.66%
5	Embarrassment	142.66%

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 for lack of preparation has a score of 74.66%. The loading factor for limited vocabulary has a score of 100%. The loading factor for grammatical error has a score of 70.66%. The loading factor for friend/classmate has a score of 68.66%. The loading factor for embarrassment has a score of 142.66%.

Based on table 4.2 the embarrassment score was higher than all other factors.

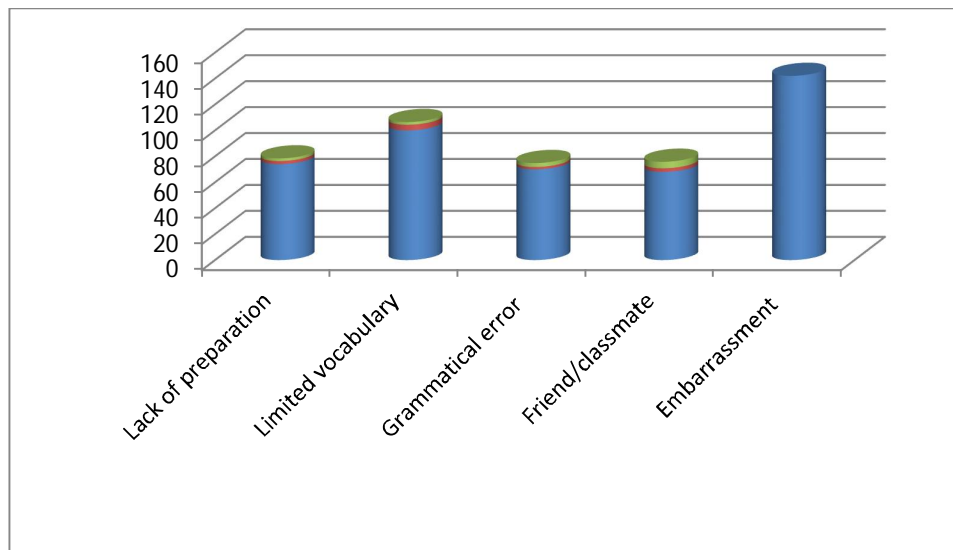


Figure 4.2 the external factors students' anxiety in speaking English

Based on figure 4.2 above, it shows that there were five external factors of students' anxiety in speaking English. It shows that there were 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 higher than lack of Preparation. The number lack of preparation was higher than friends/classmate. The number of students' grammatical error was higher than friend/classmate was the lowest.

The researcher concluded that external factors that most influence students in class 3E at the third semester of student English Education Department of Muhammadiyah University of Makassar are embarrassment factors, while the lowest external factors are friend / classmate factors.

B. Discussion

The research had been done in give the questionnaire. To make discussion clear, the researcher described the result of data analyzed as follow:

The discussion consisted of the factors students' anxiety in speaking English that divided 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 in class 3E at the third semester students of English Education Department of Muhammadiyah University of Makassar.

1. The internal factors that cause the 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 confidence, shyness, and lack of motivation and the total items of questionnaire were 6 items.

a. 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.

Based on the data 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. Motivation included internal factor because the loading factor with a strong internal factor than its score was 123.33% and the number of motivation was higher than all of internal factors. It means that motivation was the most internal factors that influenced students' anxiety in English speaking in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

Zua (2008) in Juhana (2012:103) further adds that motivation is an inner energy, no matter what kinds of motivation the learners process 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 score than those who have weaker motivation of success showing that building students motivation.

b. Shyness

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

Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Shyness included internal factor because the loading factor with a strong internal factor that its score 98%, it means that shyness was the second highest score on internal factor that influenced students anxiety to speaking English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

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 in one of the 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 in important role in speaking performance done by the student.

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 lack of self confidence.

Loading factors that given meaning as expected and each factor can ready be interpreted clearly, lack of self-confidence was the moderate factor and lack of self-confidence included internal factor because the loading factor with a strong internal factor that its score 65.33%, it means that lack of self-confidence was the third highest score on internal factor that influenced students' anxiety to speaking English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

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

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 40%, it means that fear of making mistakes was the less and the low internal factors then all internal factors that influenced

students anxiety to speaking English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

Robby (2010), fear of making mistake become 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 that cause the students' anxiety in speaking English

It was previously stated that were five external 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

142.66% much more powerful than all of external factors and the number of embarrassment was the higher factor that influenced students' anxiety to speak English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

Kessler, (2010:361) in learning second/foreign language, embarrassment because one of highest factors contributing students' anxiety. The expect 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 external factor because the loading factor with a strong external factor that its score 100% and the number of limited vocabulary was the second higher after embarrassment. It means that limited vocabulary was the second highest score on external factor that influenced students anxiety to speaking English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

According to tanveer, (2007:50). However limited vocabulary might 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 item of the limited vocabulary.

Loading factors that given meaning as expected and each factor can ready be interpreted clearly, lack of preparation included external factor because the loading factor with a strong external factor that its score 74.66% and the number of lack of preparation was the moderate factor and the third highest score on external factor that influenced students' anxiety to speaking English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

Many previous studies stated that preparation become one major factor that make students anxious Liu, (2007:129) also mention "preparation" in their top lists how to overcome anxiety. Hence, it is obvious that lack of preparation become one of the issue contributing students' anxiety in speaking class.

d. 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 grammatical error.

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 external factor because the loading factor with a strong external factor that its score 70.66% and the number of grammatical error was the fourth higher after lack of preparation. It means that grammatical error was enough factors that influenced students' anxiety to speaking English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

e. Friend/classmate

Friend/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 Friend/classmate.

Loading factor that given meaning as expected and each factor can ready be interpreted clearly. Friend/classmate included external factor because the loading factor with a strong external factor that its score 68.66% and be number of Friend/classmate

was the low. It means that friend/classmate was the less factors that influenced students' anxiety to speaking English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

All the factors between internal factors which consist of lack of self-confidence, shyness, motivation and fear of making a mistake. And external factors consisted of lack of reparation, limited vocabulary, grammatical error, friend / classmate, and embarrassment.

After the researcher observed the factors above experienced by students in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar. The researcher concluded that the most influencing factor of students in speaking was English in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar was a factor of embarrassment, the second was motivation, limited vocabulary, shyness, lack of preparation, grammatical error, friend / classmate, lack of self-confidence while the fear of mistake factor is the lowest factor experienced by students in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

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 internal and external factors. Based on the results factor analysis though a final version of PSCAS questionnaire adopted from Yaikhong & Usaha in (2012). Loading factor Embarrassment its score was 142.66%. And from all factor influencing students' anxiety in speaking English, factor Embarrassment that has the highest score from all of factors in speaking English classroom. This means that Embarrassment is the factor that most influence students' anxiety in speaking English especially in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar. And from all of factors influencing students' anxiety in speaking English factor fear of making mistake has the lowest score from all of factors in speaking English classroom, it score was 40%. it means that fear of making mistake was the less and the low factors then all factors that influenced students' anxiety in speaking English especially in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

B. Suggestion

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. To speaking English in the classroom, students should avoid embarrassment because embarrassment is a failed disease in doing something.

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APPENDIX

APPENDIX 1 : Catatan Lapangan Observasi

Setting : 3E Class of English department at University
Muhammadiyah of Makassar

Observer : Jani Utama Putra

Peran : Mengamati Subjek Penelitian (3E Class of English
department at University Muhammadiyah of Makassar)

Tanggal : 21 November 2018

Durasi : 60 menit

04:00 – 04:05 : Dosen masuk membuka kelas dan kemudian menyapa siswa.

04:05 – 04:10 : Dosen membagikan kertas soal tentang telling story, dimana ada 7 soal. Soal itu adalah :

1. What is the interesting place you have ever been to and what did you do there?
2. What is the most interesting experience you have had?
3. What is the strongest thing you have ever seen?
4. What happened on your first day at this class?
5. Where did you go and what did you do on your last holiday?
6. What was the happiness day in your life? What happened and what did you do?
7. What is the funniest thing that was ever happened to you?

Setelah semua siswa mendapatkan soal tersebut, dosen member intruksi kepada siswa tentang soal tersebut. Setelah soal itu

selesai dijawab oleh siswa, siswa akan mempresentasikan tugas tersebut didepan.

04:10 – 04:30 : Siswa mulai mengerjakan tugas tersebut dan siswa mulai berdiskusi dengan teman temannya.

04:30 – 04:33 : Dosen menanyakan tentang tugas tersebut. apakah sudah selsai atau tidak?

04:33 – 05.10 : Siswa mulai mempresentasikan tugasnya perindividu dan dosen sudah mulai memanggil siswa satu persatu ke depan untuk berbicara bahasa inggris tentang tugas telling story mereka yang sudah dikerjakan.

Setiap siswa mempresentasikan tugasnya. Selama aktivitas berbicara bahasa inggris, tidak sedikit siswa yang terlihat gugup, gelisah bahkan menolak saat sampai pada gilirannya, mereka berkata “aduh blumpa siap”. Suara mereka mengecil, ada juga yang berbicara sangat cepat sehingga tidak jelas apa yang dikatakan. Sebagian kecil siswa sering kali salah dalam pengucapan bahkan setelah dikoreksi oleh dosen. Meski terlihat kesulitan, dengan terbata-bata beberapa siswa berusaha dengan sangat keras, diantara mereka ada yang bertanya apakah kata yang diucapkan benar atau tidak “begitumi mam?” katanya. Sementara beberapa siswa yang menyimak, diantara mereka ada yang serius menyimak dengan baik ada juga yang tidak (berbicara dengan temannya, melamun, main hp dll.)

05:10 – 05:15 : Setelah semua selesai dan dosen meminta siswa untuk mengumpulkan hasil tulisan dari kegiatan menulis pengalaman berlibur dengan bentuk telling story. siswa duduk kembali ke kursi masing masing.

05:15 – 05:15 : Dosen Mmemberikan ceramah tentang meningkatkan speaking skill dan menutup kegiatan belajar hari itu.

05:15 – 05.20 : Kelas berakhir

APPENDIX 2 : 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	I feel confident while I am speaking English.					
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.					
24	I do not have a lot of vocabulary.					
25	I am lazy to memorize new vocabulary and rarely use it.					

APPENDIX 2 : PSCAS Quistionnaire (terjemahan)

No	Item	SA	A	U	D	SD
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	Dikelas berbicara, saya bisa menjadi sangat gugup. Saya lupa hal hal yang saya ketahui.					
5	Saya merasa percaya diri ketika saya berbicara bahasa inggris.					
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 berbicara bahasa inggris.					
11	Saya dapat merasakan hati saya berdebar ketika saya akan dipanggil.					
12	Saya merasa santai saat saya 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 ketika berbicara bahasa inggris.					
16	Semakin banyak tes bahasa inggris yang saya miliki, semakin membingungkan saya.					
17	Bagian bagian dari tubuh saya terasa sangat tegang dan kaku ketika berbicara bahasa inggris.					

18	Saya merasa cemas ketika saya berbicara bahasa inggris.					
19	Saya ingin berbicara lebih sedikit karena saya merasa malu ketika berbicara bahasa inggris.					
20	Saya tidak suka menggunakan tubuh dan badan saya secara expresif saat berbicara bahasa inggris.					
21	Saya mengalami kesulitan untuk mengordinasikan gerakan saya saat berbicara bahasa inggris.					
22	Saya merasa sulit untuk melihat penonton dimata saya saat berbicara bahasa inggris.					
23	Bahkan 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 (PSCAS Questionnaire)

Name :

Class :

Nin :

No	Item	SA	A	U	D	SD
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	Dikelas berbicara, saya bisa menjadi sangat gugup. Saya lupa hal hal yang saya ketahui.			√		
5	Saya merasa percaya diri ketika saya berbicara bahasa inggris.				√	
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 berbicara bahasa inggris.		√			
11	Saya dapat merasakan hati saya berdebar ketika saya akan dipanggil.		√			
12	Saya merasa santai saat saya 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 ketika berbicara bahasa inggris.		√			
16	Semakin banyak tes bahasa inggris yang saya miliki, semakin membingungkan saya.				√	
17	Bagian bagian dari tubuh saya terasa sangat tegang dan kaku ketika berbicara bahasa inggris.				√	
18	Saya merasa cemas ketika saya berbicara bahasa inggris.				√	
19	Saya ingin berbicara lebih sedikit karena saya merasa malu ketika berbicara bahasa inggris.			√		
20	Saya tidak suka menggunakan tubuh dan badan saya secara expresif saat berbicara bahasa inggris.		√			
21	Saya mengalami kesulitan untuk mengordinasikan gerakan saya saat berbicara bahasa inggris.				√	
22	Saya merasa sulit untuk melihat penonton dimata saya saat berbicara bahasa inggris.		√			
23	Bahkan 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 4 : Score of student answers (Internal Factors)

Internal factor						
Respondent	IN 1	IN 2		IN 3		IN 4
	Item 1	Item 19	Item 23	Item 14	Item 18	Item 9
S1	2	2	5	4	3	2
S2	4	3	3	4	3	2
S3	3	4	4	2	4	2
S4	2	2	2	2	3	3
S5	4	1	1	4	3	1
S6	3	2	2	4	2	2
S7	5	4	4	1	3	2
S8	4	1	2	1	1	3
S9	4	1	2	4	2	2
S10	4	3	4	4	2	2
S11	1	1	2	5	1	1
S12	1	3	2	5	3	2
S13	2	1	2	4	1	2
S14	5	5	5	5	5	5
S15	4	2	3	4	3	2
S16	4	3	1	3	1	1
S17	4	3	1	3	3	1
S18	5	2	1	5	4	1
S19	3	2	4	4	2	4
S20	2	4	3	2	4	2
S21	5	1	1	5	2	4
S22	1	2	5	4	3	3
S23	4	5	2	5	1	2
S24	1	2	4	4	1	1
S25	3	3	1	4	3	2
S26	2	3	2	3	2	1
S27	3	1	2	5	3	2
S28	4	1	4	3	2	1
S29	5	1	5	4	3	1

S30	5	1	2	4	1	1
Sum, score(%)						
	98	147	185	60		
	65,33%	98%	123,33%	40%		

NB:

IN 1: Lack of self-confidence (item 1)

S : Student

IN 2: Shyness (item 19,23)

IN 3: Motivation (item 14, 18)

IN 4: Fear of mistake (item 9)

APPENDIX 5 : Score of student answers (External Factors)

External factor								
Respondent	IN 1	IN 2		IN 3	IN 4	IN 5		
	Item 3	Item 24	Item 25	Item 5	Item 8	Item 2	Item 13	Item 17
S1	4	2	3	4	2	2	2	2
S2	5	2	1	4	2	5	2	2
S3	4	4	4	3	5	3	2	4
S4	4	2	3	3	2	3	4	3
S5	2	3	1	4	5	2	2	1
S6	4	2	2	2	2	2	2	2
S7	5	3	3	3	5	5	2	2
S8	2	1	2	4	2	2	2	2
S9	2	2	2	5	2	1	3	2
S10	4	2	2	2	4	4	3	2
S11	4	2	1	5	1	4	2	1
S12	2	3	2	5	3	3	3	2
S13	4	1	2	4	4	1	3	2
S14	5	5	5	5	5	5	5	5
S15	5	4	2	4	3	5	2	3
S16	2	1	3	3	2	3	3	2
S17	2	1	2	3	2	3	3	2
S18	4	5	5	4	1	1	4	1
S19	4	1	2	4	5	3	2	2
S20	4	3	4	3	5	3	2	4
S21	4	4	4	5	5	5	5	4
S22	2	1	2	5	5	5	3	2
S23	2	3	2	5	5	3	2	1
S24	4	1	1	3	2	2	3	1
S25	5	2	4	2	5	3	2	2
S26	4	1	2	3	5	3	2	2
S27	4	3	2	3	5	5	2	2
S28	5	2	5	5	3	2	2	1

S29	5	3	3	4	3	4	3	2
S30	5	2	3	1	3	3	5	4
Sum, score (%)								
	112	150	106	103	214			
	74,66%	100%	70,66%	68,66%	142,66%			

NB:

IN 1: Lack of preparation (item 3)

S : Student

IN 2: Limited vocabulary (item 24, 25)

IN 3: Grammatical error (item 5)

IN 4: Friend/classmate (item 8)

IN 5: Embarrassment (item 2, 13, 17)

Documentation



(Student is speaking English in the classroom)



CURRICULUM VITAE

Jani Utama Putra is a student of English Department in Muhammadiyah University of Makassar. He was born on 31st December 1995 in Lombok Tengah. He is the first son. He has two brothers. In 2002, he started his elementary school at SD Tansang-Ansang and graduated in 2008. Then, he continued his junior high school at SMPN 1 Pujut graduated in 2011. After that, he continued his senior high school at SMA Negeri 1 Pujut and finished his study there in three years. In 2014, he was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of his study, he could finished his thesis in 2018 entitle “An Analysis Of Students’ Anxiety In English Speaking Classroom At The Third Semester Students Of English Department In Makassar Muhammadiyah University.