

**FACTORS INFLUENCING THE STUDENTS' ANXIETY IN
SPEAKING ENGLISH AT THE SECOND SEMESTER
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

(A DESCRIPTIVE QUALITATIVE RESEARCH)



A THESIS

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ABSTRACT

AndiNirwana, 2018. *Factors influencing the students' anxiety in speaking English at the second semester of Muhammadiyah University of Makassar.* thesis majoring in English education Faculty of teacher training and education of Muhammadiyah University of Makassar. Supervised by Sulfasyah as the first consultant and Maharida as the second consultant.

Type of research is descriptive qualitative involving the whole class as a research class with the aim of finding out the influencing factors of the students' anxiety in speaking English at the second semester of Muhammadiyah University of Makassar. Which population was class A to G students in the second semester of the English education department Muhammadiyah University of Makassar. The sample of this research consisted of 35 students where the researchers took 5 students in every class by using random sampling technique. The researcher obtained the data by using questionnaire sheet consisted of 17 items, that refer to external and internal factors that influence students' to become anxiety to speak English. From the data that has been obtained, the researchers analyzed the questionnaire using the percentage technique by Sudjana, 2005: 30.

Based on the result, the loading factor variable afraid of making mistakes and motivation was 42%. It showed that in internal factors the number of afraid of making mistakes and motivation factors that influenced students' anxiety to speak English at the second semester of English education department Muhammadiyah University of Makassar . Based on the result, the loading factor variable lack preparation was 51%. It showed that in external factors the number of lack preparation was the higher then all factors.

Keywords: **Anxiety, Speaking**

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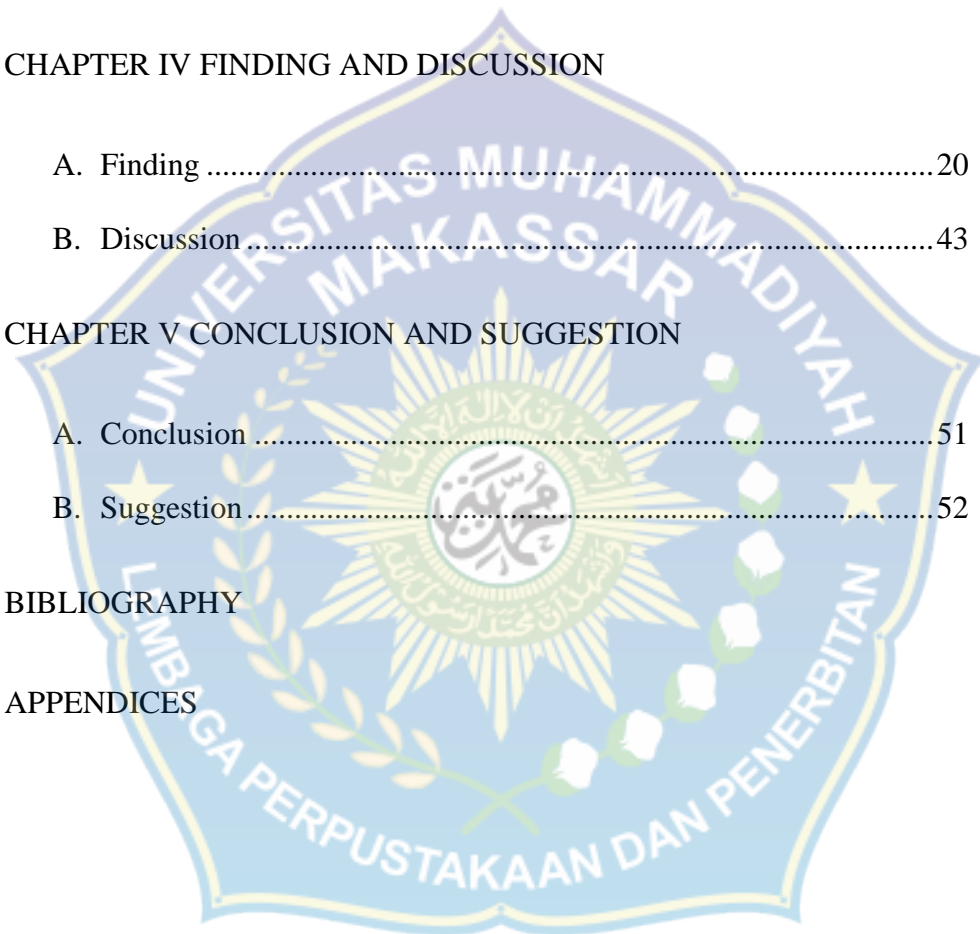
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CHAPTER I

INTRODUCTION

A. Background

English has two main skills namely productive skill refer to speaking and writing and receptive ones are reading and listening

Regarding to productive skill, speaking is one of interesting topic to discuss because speaking is one of way to finding information through oral communication in the world. The person who knows and understands English we can easily communicate with the other people all over in the world because English is a international language and can make the person get a job, spread news, and social transact his business in this study, the writer focuses in teaching speaking.

Chastian in Reski (2010:1) states that learning to speak is obviously more difficult, it means that more effort is required by the students' and various interesting activities are also required by the teacher. Furthermore, he states that it is not enough for the students' to hear and speech only. The teacher will need to give the students' ample opportunity to practice their speaking.

The students' sometimes have problems when they speak something, one of them are anxiety. Anxiety experienced in communication in English can influence students'' adaptation to the target environment and ultimately the achievement of their education goals. Anxiety reactions can be categorized as

reflecting worry or emotionality (Leibert and Morris 1917). Emotionality refers to psychological reactions, such as blushing or racing heart, and behavioral reactions, such as stammering and fidgeting. Although extensive research has focuses on the concept of anxiety, it can not defined by purely objective or concrete means. Students' anxiety to speak English in the classroom is a problem commonly found in teaching speaking. Consequently students' can improve their speaking ability.

From the background above, the researcher interested in doing research entitle Factors Influencing the Students' Anxiety in Speaking English at the Second Semester Muhammadiyah University of Makassar.

B. Problem Statement

Based on the background above, the researcher would like to formulate the research questions as follow "What factors cause students' anxiety to speak English at the second semester Muhammadiyahuniversity of Makassar".

C. Objectives of the Research

Based on the research question, the objectives of the research as follows "to find out what the factors cause students' anxiety to speak English at the second semester Muhammadiyah University of Makassar".

D. Significance of the Research

The result of the research is hoped to benefits for reference to know factors of students' anxiety in speaking English, for other writers that who are interested in analyzing anxiety, this research can be a reference.

E. Scope of the research

Based on the research questions above, the researcher focuses on analyzing the external factors (lack preparation, limited vocabulary, grammatical errors, friends/classmates, embarrassment) and internal factors(afraid of making mistakes, lack of self confidence, shyness, motivation)of students' anxiety in speaking especially at the second semester of English education students' academic year 2017/2018 of Muhammadiyah University of Makassar.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Those researcher have found strategies that are more efficient, interesting and easier in teaching learn process. The result of the researchers are cited below :

1. Tanveer (2007) in his journal. "Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it cats on communication in the target language" He found that the most anxiety provoking skill in L2/FL (English) learning is speaking skill. Almost all research subjects acknowledged that people feel anxious and nervous while speaking English in front of others. Some ESL/EFL learners even expressed that they feel 'stupid' why they cannot speak English well and others maintained that they try to skip or escape the situations, which demand speaking in front of others either in the classroom or out of the classroom.
2. Woodrow (2006) in her journal "Anxiety and Speaking English as a second Language" she found that the most frequent source of anxiety was interacting with native speakers. Evidence for two types of anxious language learner emerged; retrieval interference and skills deficit. There was an indication from the study that English language learners from Confucian Heritage Cultures (CHCs), China, Korea and Japan were more anxious language learners than other ethnic groups.

3. Wörde (2003) in her journal “Students’ Perspectives on Foreign Language Anxiety” she found that’ study appear to corroborate other studies in suggesting that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety seems to increase language acquisition, retention, and learner motivation. Therefore, it is suggested that awareness of foreign language anxiety be heightened and taken seriously by teachers and students’ alike. This may be accomplished by means of workshops or presentations elaborating foreign language anxiety and exploring the positive motivational aspects of anxiety reduction. To better understand the many ways in which students’ experience anxiety

★ Based on the previous findings above, Tanveer concerns to find the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it has on communication in the target language, the similarity between this research is focusing find the factors that cause language anxiety . Woodrow concerns to finding Anxiety and Speaking English as a second Language and research from Wörde. Wörde concerns to finding Students’ Perspectives on Foreign Language Anxiety, the difference between this research is Woodrow concern to perspective in foreign language.

B. Concept of speaking

1. Speaking

Speaking is oral communication that play essential role in human communication and interactions. There are some definitions are given by experts about speaking, such as: Brown (2001:267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently.

Another definition is from Richards and Renandya (2002:2) state that effective oral communication requires that ability to use the language appropriately in social interactions requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such us pitch, stress, and intonation. Moreover, nonlinguistic elements such us gestures, body language, and expressions are needed in conveying message directly without any accompanying speech.

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

Based on the definition above, the writer can conclude that speaking is always related to communication. Speaking itself can be state the skill to use

the language accurately to express meaning in order to transfer or to get knowledge and information from the other people in the whole life situation.

2. Speaking Goal

Speaking is the way to communication from the speaker to the listener. Someone who speaks they should be able to express their feelings to get the target language/communication. By this communication means the people can interact to order by the language. As the writer said before speaking is the main point in the success of learning language. Harmer remarks, "whatever activity the students' is involved if is genuinely communicative and if it is really promoting language use, the students' should have a desire to communicate." When using a communicative activity, it is important to strive from the classroom in which students' feel comfortable and confident, feel free to take a risk and have an opportunity to speak.

3. Kinds of speaking performance

Brown (2004:271) describes six categories of speaking skill area. Those six categories are as follows :

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation.

b. Intensive

This the students' speaking performance that is practicing some phonological and grammatical aspects of language it is usually places students' doing the task in pairs (group work), for example reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interactions and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversation and games.

f. Extensive (monologue)

Teacher gives students' extended monologue in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students' need to know at least the pronunciation, vocabulary, and language functions that they are going to use.

C. Anxiety

The term 'anxiety' in general, has been defined by Scovel (1978, p.134) as "a state of apprehension, (and) a vague fear". It is a complicated phenomenon to describe since it arises from various sources. People usually are not able to specify the exact emission of their nervousness and anxiety. However, it is worth mentioning that although there are several studies that have dealt with such an area, Horwitz was the second investigator of foreign language classroom anxiety (Liu, 2006). Horwitz claims that anxiety experienced by L2 learners is unique to the learning process and completely different from other types of anxiety (1986). Anxiety as a feeling always feel uncomfortable and often think that he/she is in dangerous position (Yesilyurt, Yavus, and Aydin 2006:8)

Language anxiety according to MacIntyer and Gardner (1994, p. 284), is a type of anxiety that can be defined as "the feeling of tension and

apprehension specifically associated with second language contexts, including listening, speaking and learning". Anxious students' usually show some "signs of panic" such as "panic state white face (and) cold trembling hands" (Ganschow & Sparks, 2001, a35).

1. Factors happening the students' make anxiety

There are two factors happening the students' anxiety, that is the internal and external factors.

1). External factors

Regarding to the external factors consist of :

a. Lack preparation

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

b. Limited vocabulary

Those sentences showed one's difficulty in regarding vocabulary (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. Grammatical errors

Grammatical errors can be avoided particularly in learning second/foreign language. Students' are accustomed to use their mother tongue taken for granted. However students' should memorize and understand the structures of the second/foreign language that might unfamiliar.

Concerning to linguistics difficulties, grammar is to be the second most important for ESL/EFL learners when they learn to speak second/foreign language (Tanveer, 2007:49) in short, grammar has a big opening to set up learners' anxiety in learning second/foreign language. Anxiety is a normal and often healthy emotion and self confidence is self assurance in one's personal judgment, ability, power, etc. One's self confidence increases from experiences of having mastered particular activities.

d. Friends/classmates

Classmates are also having important role in learning language. Yet, friends often make anxious situation makes learners feel nervous and uncomfortable when they speak.

Feel uncomfortable when being stared at by other students' while speaking is one of anxiety source which commonly experienced by language learners. According to Tsiplakides (2009:39) fear of negative evaluation from peers was common factors appeared in language learning. Yet, even it was a natural sense, classmate skills become factors contributing students' anxiety in learning process.

e. Embarrassment

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

2). Internal factors

Regarding to the external factors consist of :

a. Afraid of making mistakes

One of factors students' anxieties in speaking is afraid of making mistakes. As Liao reported, "I like to speak English, but I am become in front of others, I will be nervous and can't say any words, because I am afraid others will laugh at me if I make mistakes"(as cited in Liu, 2007:130).

b. Lack of self confidence

According to cubukeu (2007:133), an anxious student will perform unsuccessfully in his/her foreign language learning. In the other way those who good in a language class are they with little anxiety. In brief, lack of self confidence is one of important factors needed to be concerned, because it is determined to one successful learning.

c. Shyness

Shyness is an emotional thing that many students' suffer from at some time when they are required to speak in English class. This

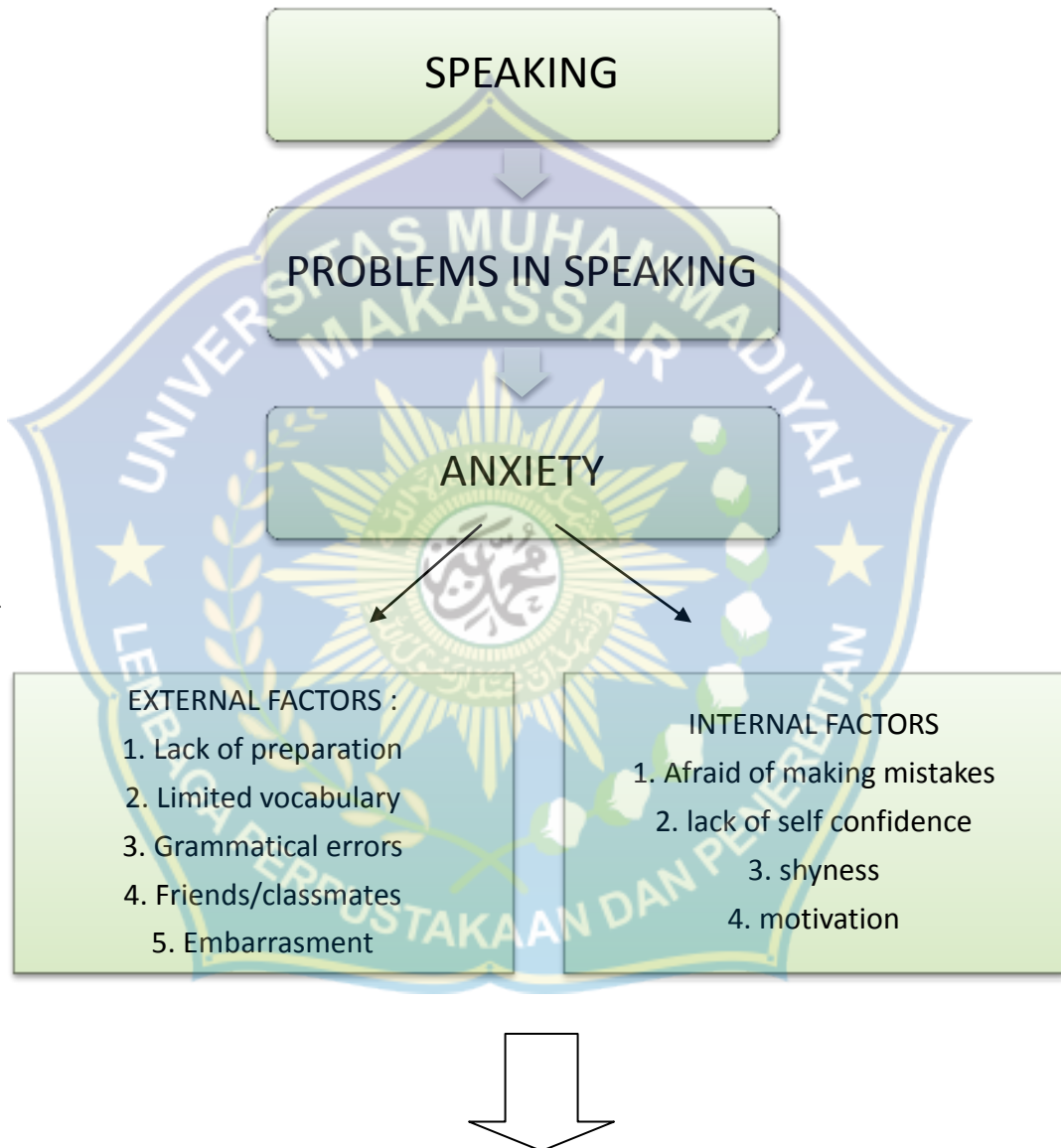
indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspects is also quite important in order to help the students' do their best in their speaking performance in the classroom (Gebhard, 2002:2). In line with this, Baldwin (2011:13) further explains that speaking in front of people is one of common phobias that students' encounter and feeling of shyness makes their mind go blank or 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 student.

d. Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007:24). With regard to the issue of motivation in learning, Nunan (1999:234) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) in Juhana (2012:103) further add that motivation that 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 scores than those who have weaker motivation of success showing that building students' motivation.

D. Conceptual framework



GOAL

Finding out the factor of the students' anxiety to speak English

Based on the conceptual framework, the researcher would like to used descriptive research to analyze the factors that influenced the students' anxiety to speak English that consist of external and internal.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive qualitative method, where the researcher only described factors influencing the students' anxiety in speaking English at the second Semester of Muhammadiyah University of Makassar.

B. Population and Sample

1. Population

The population of this research was the second semester of English education department students' from class A until class G academic year 2017/2018 of Muhammadiyah University of Makassar.

2. Sample

The sample of this research was the second semester English education department students' academic year 2017/2018 of Muhammadiyah University of Makassar. The population was more than 100 subjects. The researcher can take about 10-15% or 20-25% (4-5 students' in every class) or more out of the population because the researcher think that the number of 10 to 25 percent already includes the opinion of all students'.

The researcher used random sampling technique to select the sample, to find out factors influencing the students' anxiety to speak English.

C. Indicators

The indicators of this research was the internal and external factors that may influencing the students' anxiety to speak. Internal factors including; afraid to make mistakes, lack of self confidence, shyness and motivation. External factors including; lack preparation, limited vocabulary, grammatical errors, friends/classmates and embarrassment.

D. Research Instrument

The instrument using of this research was questionnaire, to collect the data about the factors influencing the students' anxiety to speak English. The questionere consists of 17 items about 10 items internal and 7 items external factors cause students' anxiety to speak English by using close ended questions with five options, including strongly agree, agree, netral, disagree, strongly disagree. The maximal score are 90% and the minimum score are 20%.

E. Procedure of Data Collection

The following procedures to collect data:

1. The researcher explained the purpose of his arrival in class and then explains how to answer the questionnaire and tell the students' 30 minutes to answer questions.

2. The researcher gave the questionnaire to the students' at the second semester Muhammadiyah University of Makassar
3. The students' answered and collects the questionnaire to the researcher.

F. Technique of Data Analysis

In analysis the questionnaire, the researcher used the percentage technique :

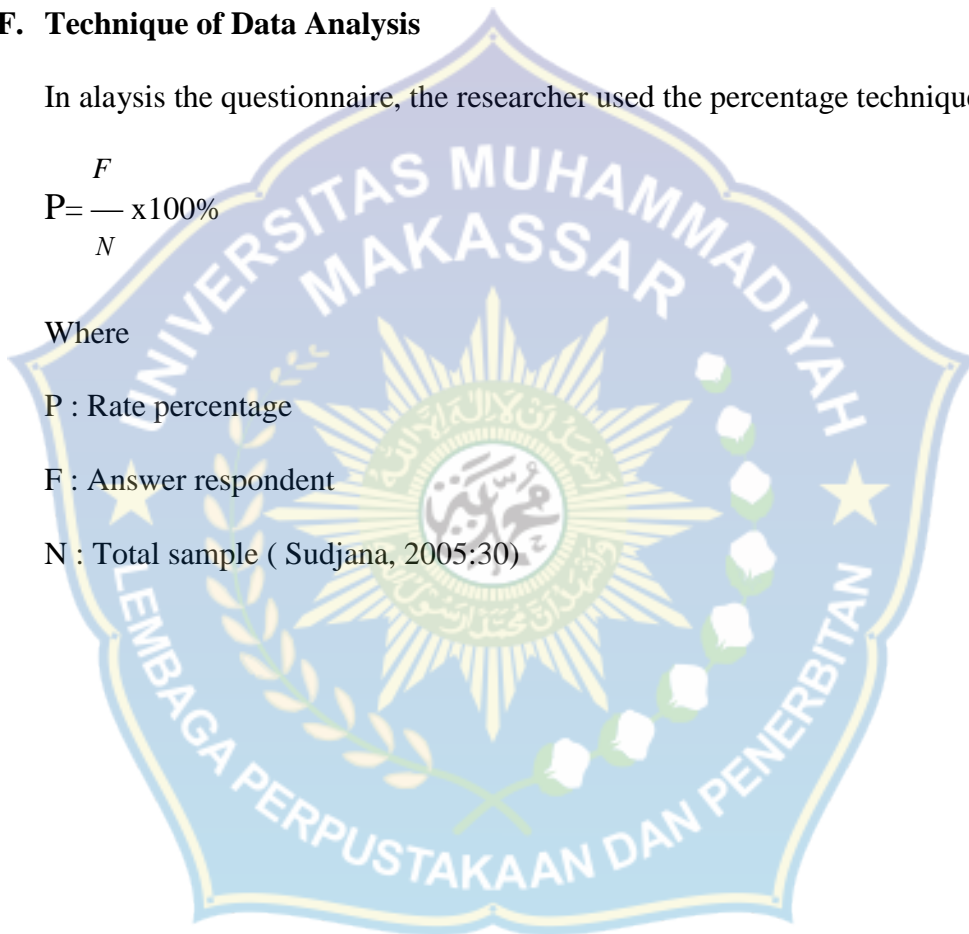
$$P = \frac{F}{N} \times 100\%$$

Where

P : Rate percentage

F : Answer respondent

N : Total sample (Sudjana, 2005:30)



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consisted of the following of the research and discussion that contain of the data analysis in detail.

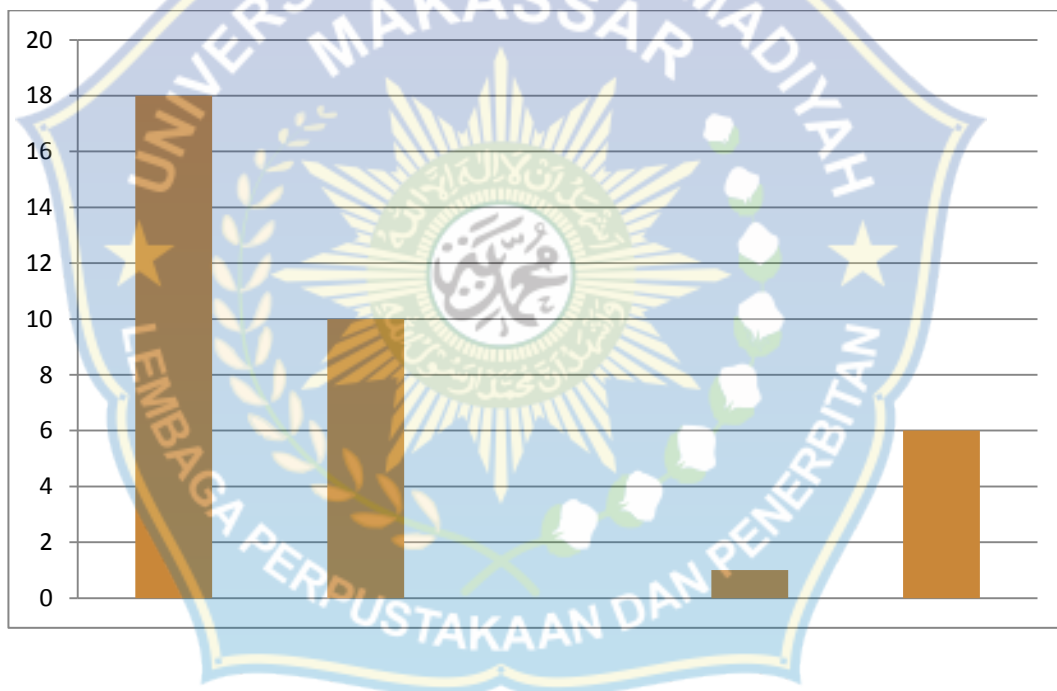
A. Findings

The result of the data analysis collected by using questionnaire was presented in this part. Questionnaire was used conduct to find out the factors influencing the students' anxiety in speaking English. The data collected from the second semester of English education department Muhammadiyah University of Makassar.

Factors of students' anxiety in speaking English at the second semester Muhammadiyah university of Makassar, was divided into two factors, namely external and internal factors. This data was acquired from 35 students' as respondents, where the researcher take 5 students' in each class, which consists of a class A until G. The data was presented below :

Table 4.1

No.	Statement	SA	A	NT	SDS	DS
1.	Iam anxious to speak English because I don't really know the wording that is good might in the word(Grammar)	18	10	-	1	6

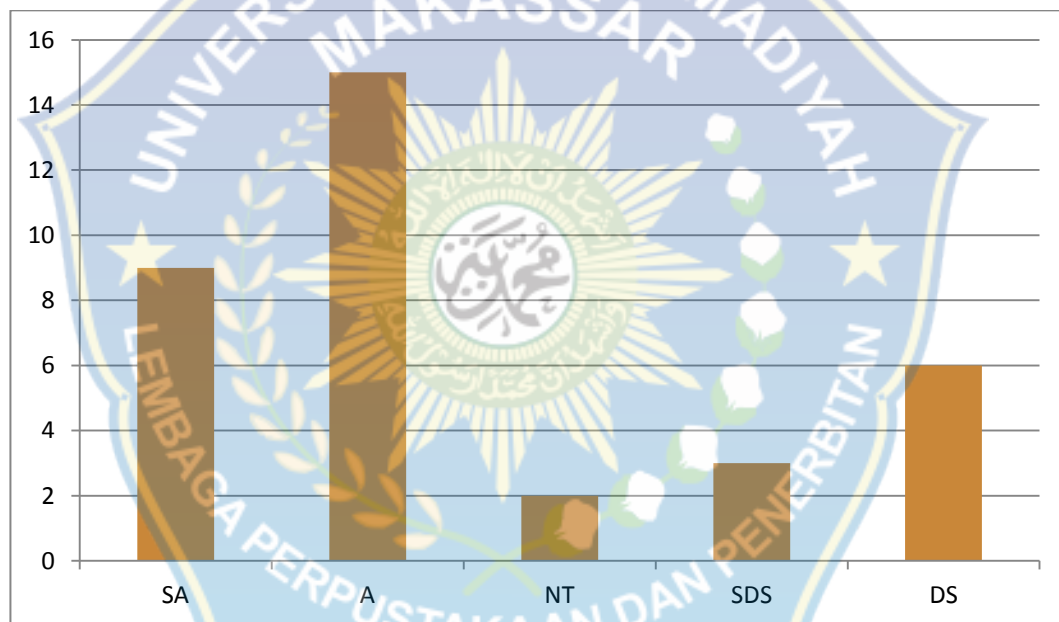


In the second statement, the students'' who answered Strongly agree were 18 students'' (51%), the students'' who answered Agree were 10 students'' (28%), the students'' who answered Neutral were 0 students'' (0%), the students'' who answered Strongly disagree were 1 students'' (2%), and students'' who answered Disagree were 6 students'' (17%) if

the students'' anxious to speak English because they don't really know the wording that is good or not.

Table 4.2

No.	Statement	SA	A	NT	SDS	DS
2.	I Worry about making mistakes	9	15	2	3	6

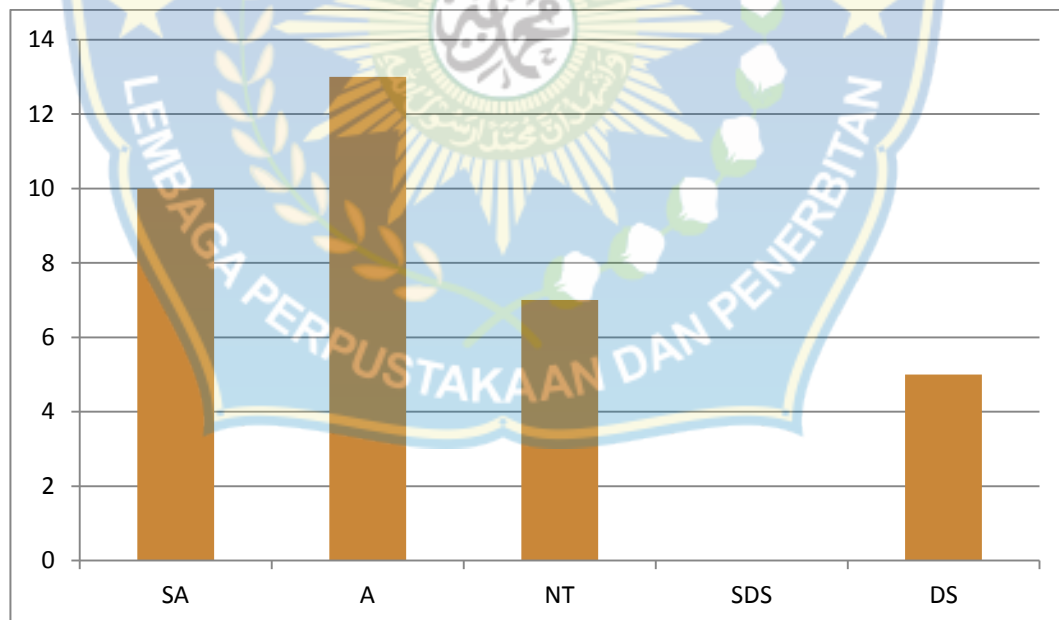


In the second statement, the students'' who answered Strongly agree were 9 students'' (25%), the students'' who answered Agree were 15 students'' (42%), the students'' who answered Neutral were 2 students'' (5%), the students'' who answered Strongly disagree were 3 students''

(8%) and the students'' who answered Disagree were 6 students'' (17%) if the students'' worry about making mistakes.

Table 4.3

No.	Statement	SA	A	NT	SDS	DS
3.	I am anxious that the other students' would laugh at me when I speak in a foreign language.	10	13	7	-	5

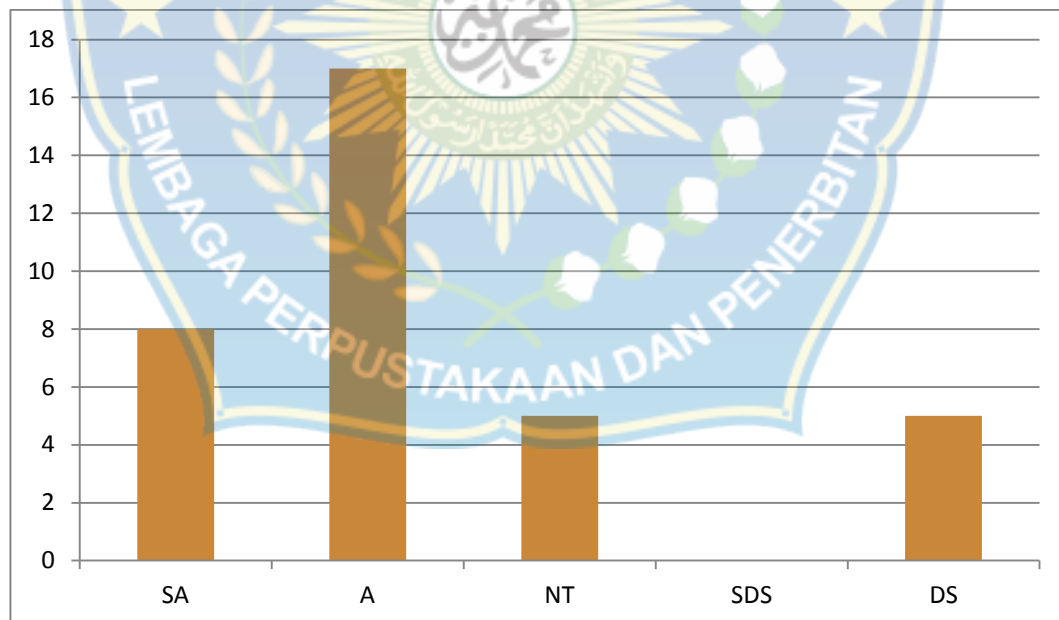


In the third statement, the students'' who answered Strongly agree were 10 students'' (28%), the students' who answered Agree were 13 students'' (37%), the students'' who answered Neutral were 7 students''

(20%), nonstudents'' who answered Strongly disagree, and the students'' who answered Disagree were 5 students'' (14%), if the students'' anxious that the other students'' would laugh when they speaking English.

Table 4.4

No.	Statement	SA	A	NT	SDS	DS
4.	Iam anxius to speak English because I do not Speak English Properly	8	17	5	-	5

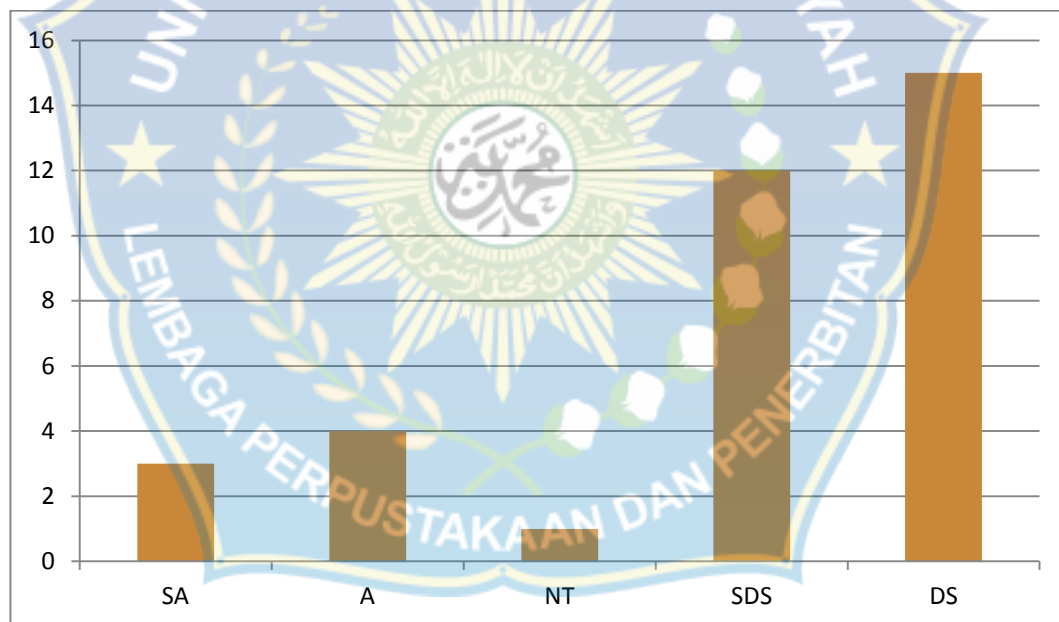


In the fourthstatement, the students'' who answered Strongly agree were 8 students'' (22%), the students'' who answered Agree were 17 students' (48%), the students'' who answered Neutral were 5 students''

(14%), none students'' who answered Strongly disagree, the students'' who answered Disagree were 5 students'' (14%), if the students'' anxious to speak because they don't speak properly.

Table 4.5

No.	Statement	SA	A	D	SDS	DS
5.	Iam not Interester in the Subject of English, so I Was not motifated to learn.	3	4	1	12	15

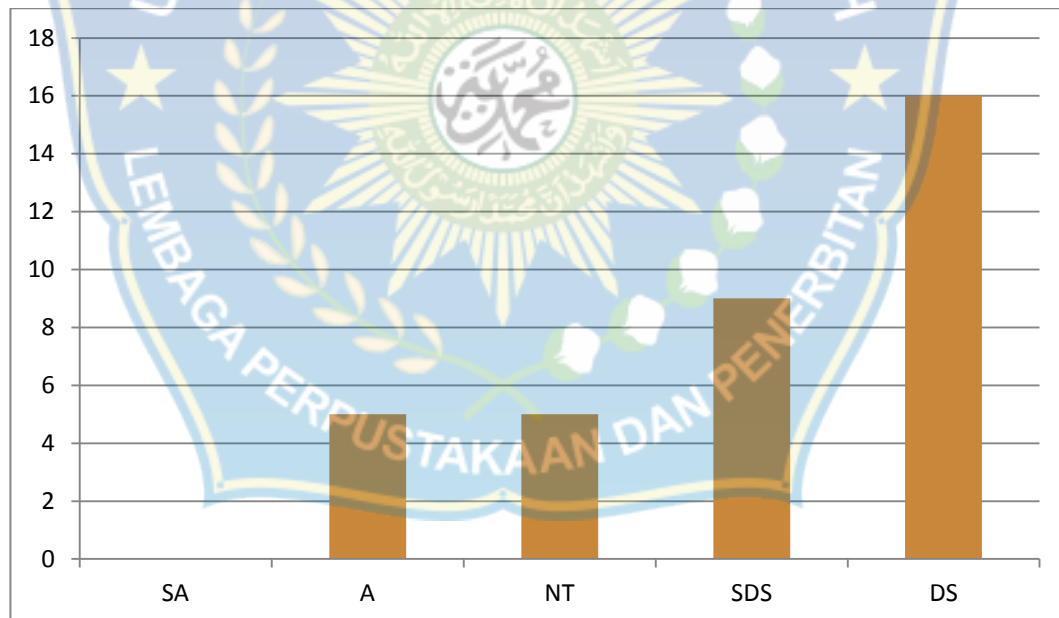


In the fifth statement, the students'' who answered Strongly agree were 3 students'' (22%), the students'' who answered Agree were 4 students'' (11%), the students'' who answered Neutral were 1 students'' (2%), the students'' who answered Strongly disagree were 12 students''

(34%), and the students'' who answered Disagree were 15 students'' (42%), if the students'' do not interest in the Subject of English, so they was not motivated to learn.

Table 4.6

No.	Statement	SA	A	NT	SDS	DS
6.	. I don't like the English Lasso, so I was lazy to learn and practice English at home.	-	5	5	9	16

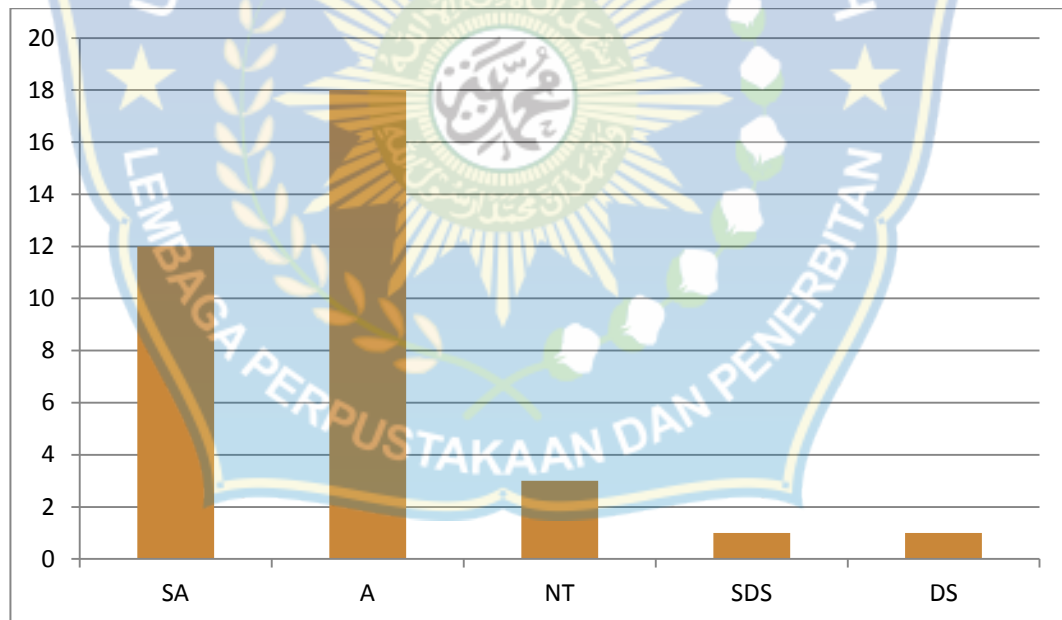


In the sixth statement, the students'' who answered Strongly agree were 0 students'', the students'' who answered Agree were 5 students'' (14%), the students'' who answered Neutral were 5 students'' (14%) the

students'' who answered Strongly disagree were 9 students'' (25%), and the students'' who answered Disagree were 16 students'' (45%), if the students'' don't like English Lessons.

Table 4.7

No.	Statement	SA	A	NT	SDS	DS
7. .	I began to get worried when I have to speak English without Preparation.	12	18	3	1	1

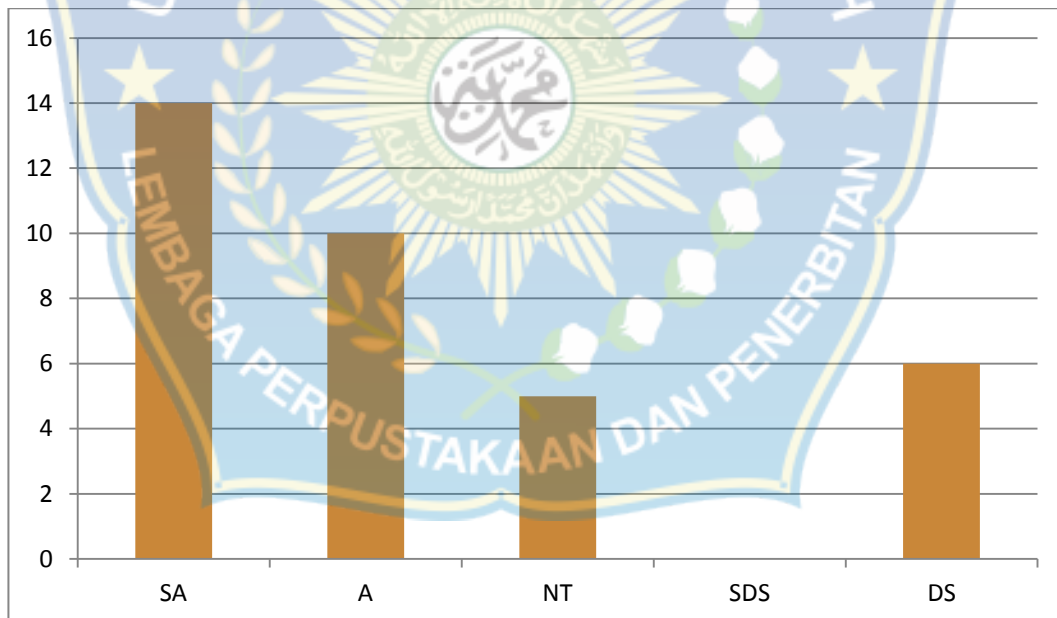


In the seventh statement, the students'' who answered Strongly agree were 12 students'' (34%), the students'' who answered Agree were 18 students'' (51%), the students'' who answered Neutral were 3 students''

(8%) the students'' who answered Strongly disagree were 1 students'' (2%), and the students'' who answered Disagree were 1 students'' (2%), if the students'' began to get worried when they have to speak English without preparation.

Table 4.8

No.	Statement	SA	A	NT	SDS	DS
8.	I always anxiety when speaking English.	14	10	5	-	6

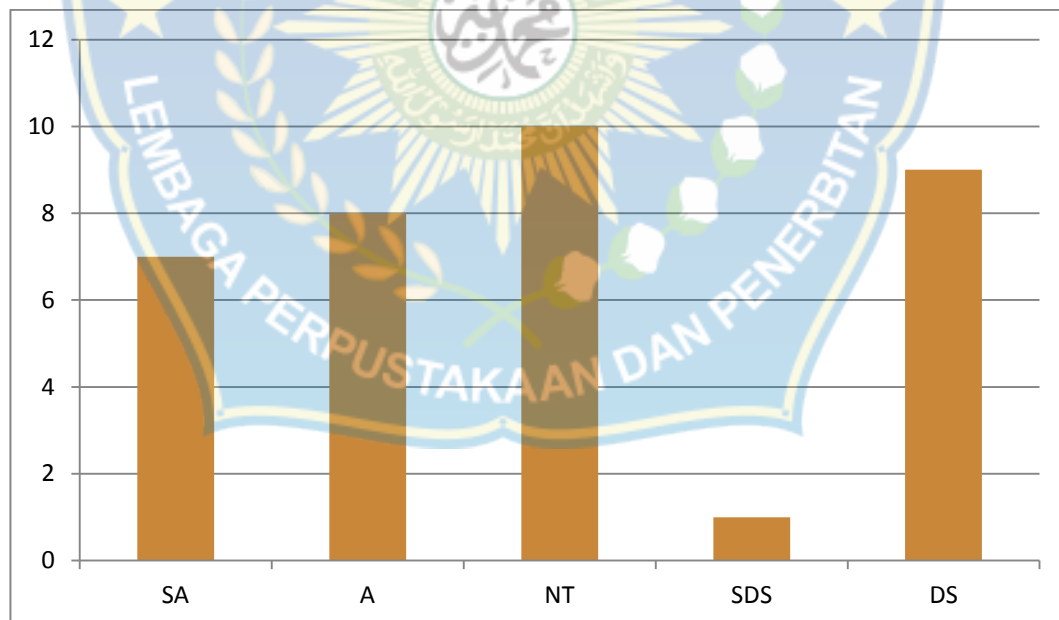


In the eighth statement, the students'' who answered Strongly agree were 14 students'' (40%), the students'' who answered Agree were 10 students'' (28%), the students'' who answered Neutral were 5 students'' (12.5%), the students'' who answered Strongly disagree were 0 students'' (0%), and the students'' who answered Disagree were 6 students'' (15%).

(14%), the students'' who answered Strongly disagree were 0 students'', the students'' who answered Disagree were 6 students'' (17%), if the students'' always anxiety when speaking English.

Table 4.9

No.	Statement	SA	A	NT	SDS	DS
9.	I've never felt quite sure of myself when I speak English in my class.	7	8	10	1	9

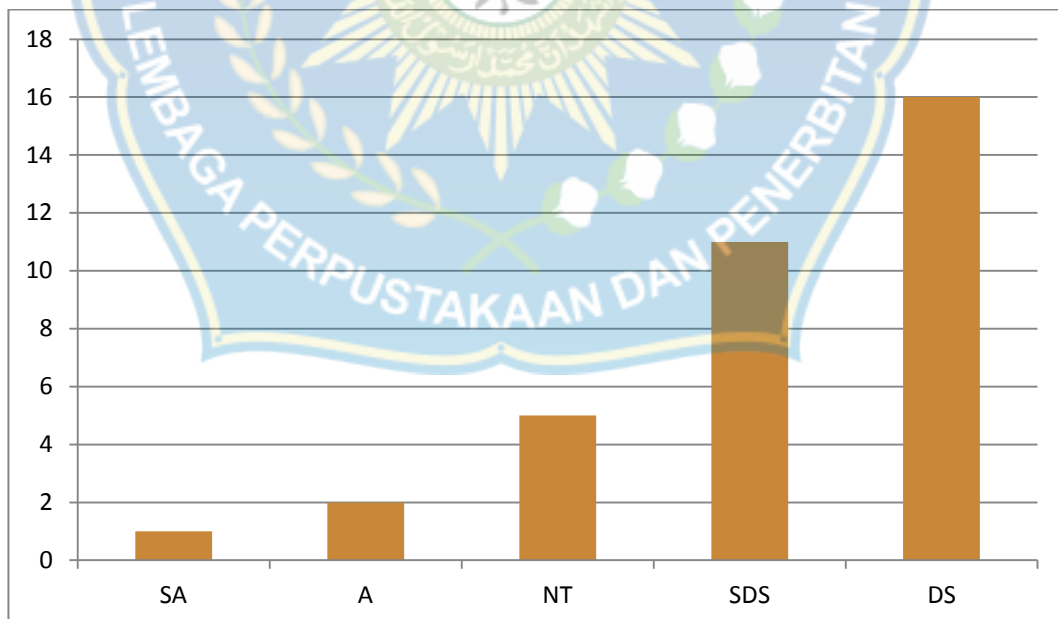


In the ninth statement, the students'' who answered Strongly agree were 7students'' (20%), the students'' who answered Agree were

8students'' (22%), the students'' who answered Neutral were 10students'' (28%) the students'' who answered Strongly disagree were 1 students'' (2%) and the students'' who answered Disagree were 9 students'' (25%), if the students'' never felt quite sure when speak English in the class.

Table 4.10

No.	Statement	SA	A	D	SDS	DS
10.	I'm not interest in things related to English language support, like wathcing English movies.	1	2	5	11	16

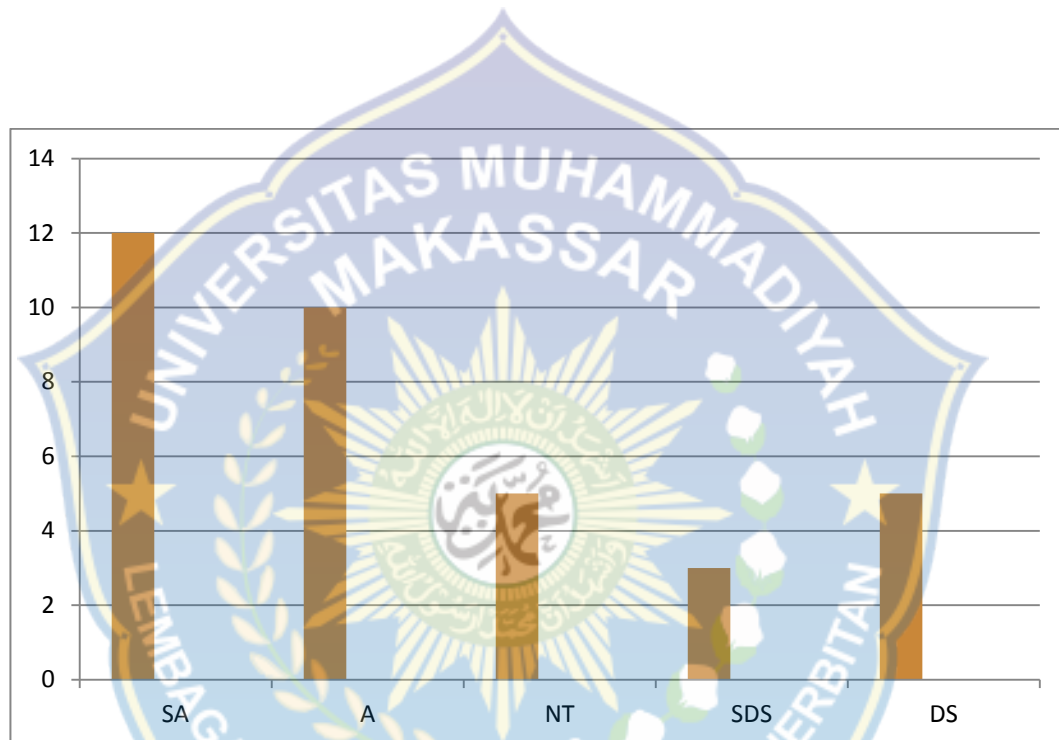


In the tenth statement, the students'' who answered Strongly agree were 1 students'' (2%), the students'' who answered Agree were 2students'' (5%), the students'' who answered Neutral were 5students'' (14%) the students' who answered strongly disagree were 11 students'' (31%), and the students'' who answered Disagree were 16 students'' (45%), if the students'' do not interest related to English language support, like watching English movies.



Table 4.11

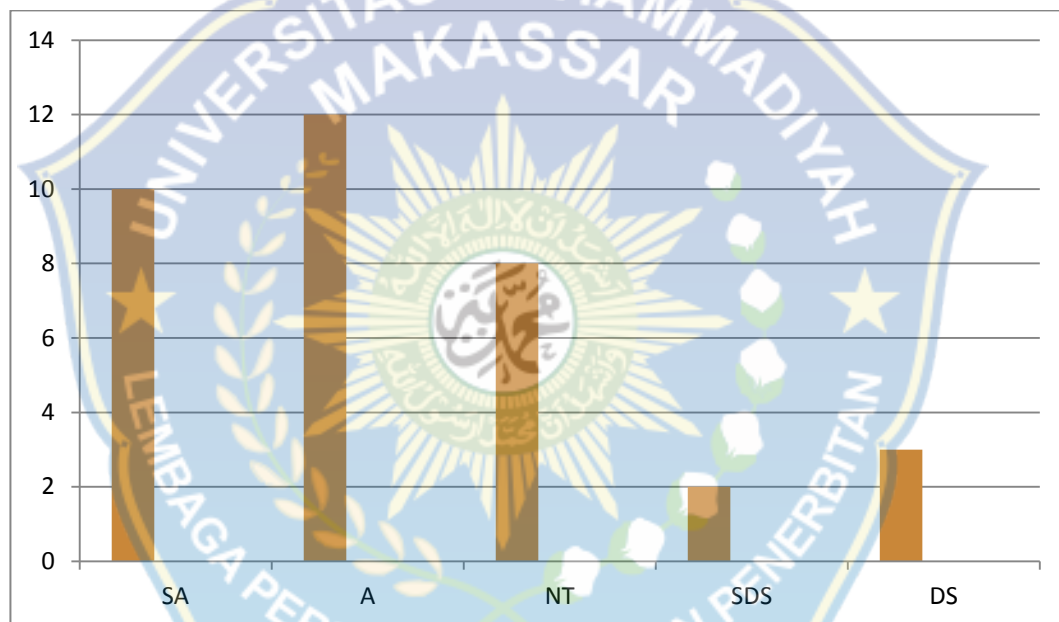
No.	Statement	A	SA	NT	SDS	DS
11.	I was nervous when I knew that I would be called.	12	10	5	3	5



In the eleventh statement, the students'' who answered Strongly agree were 12students'' (34%), the students'' who answered Agree were 10 students'' (28%), the students'' who answered Neutral were 5students''(14%), the students'' who answered Strongly disagree were 3 (22%), the students'' who answered Disagree were 5 students'' (14%), if the students' was nervous that knew would be called to speak up in the class.

Table 4.12

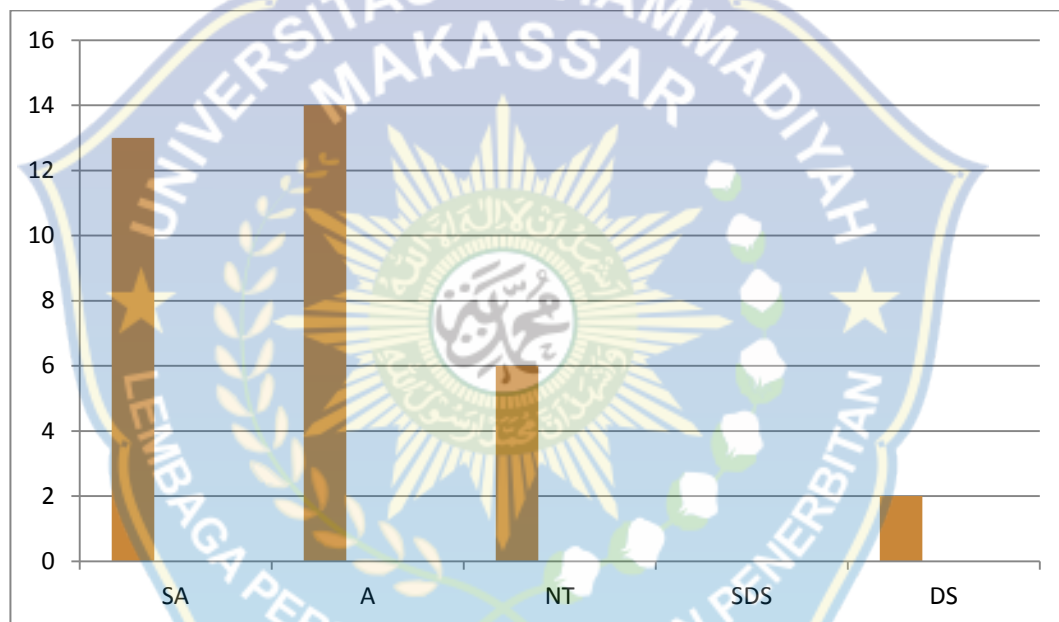
No.	Statement	SA	A	NT	SDS	DS
12.	I am anxious to speak English because of fear mistakes in the use of tenses.	10	12	8	2	3



In the Twelfth statement, the students'' who answered Strongly agree were 10students'' (28%), the students'' who answered Agree were 12students'' (34%), the students'' who answered Neutral were 8students''(22%), the students' who answered strongly disagree were 2 students'' (5%), and the students'' who answered Disagree were 3 students'' (8%), if the students'' anxious to speak English because of fear mistakes in use of tenses.

Table 4.13

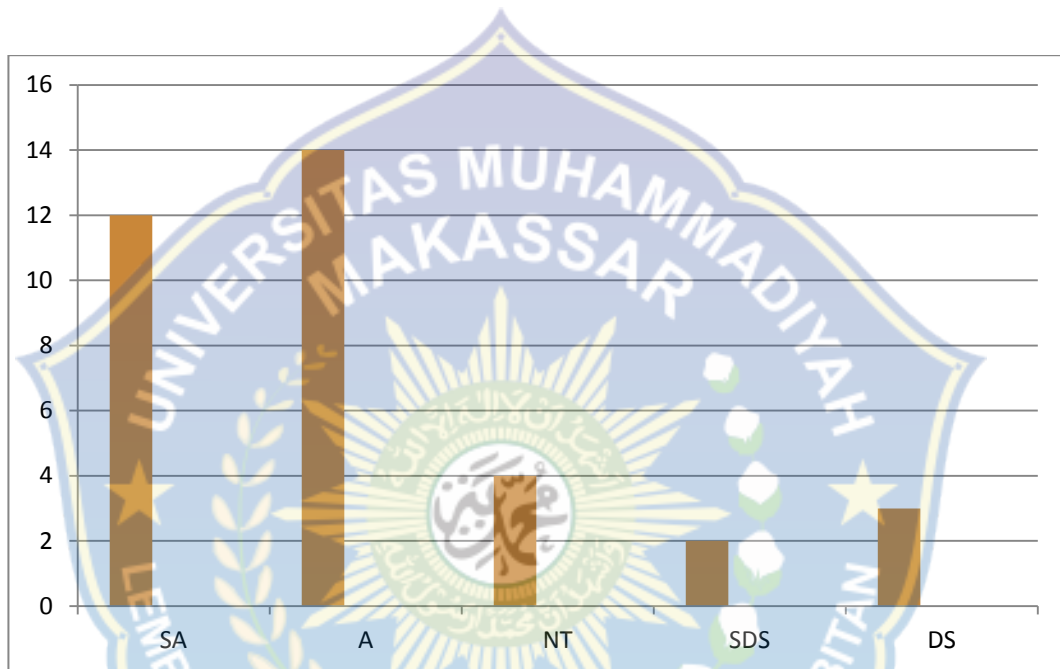
No.	Statement	SA	A	NT	SDS	DS
13.	. I asked a friend if there is word of English that Is unknown.	13	14	6	-	2



In the thirteenth statement, the students'' who answered Strongly agree were 13students'' (37%), the students'' who answered Agree were 14 students'' (40%), the students'' who answered Neutral were 6students'' (17%), the students' who answered strongly disagree were 0 students'', and the students' who answered Disagree were 2 students''(5%), if the students'' asked a friend if there is word of English that is unknown.

Table 4.14

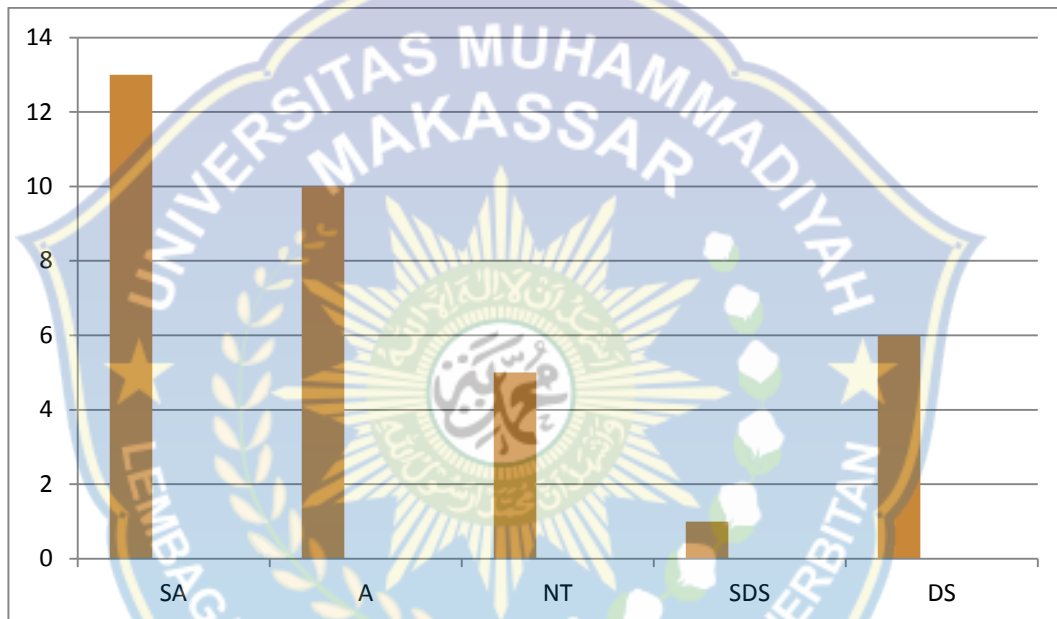
No.	Statement	SA	A	NT	SDS	DS
14.	I don't have a lot of vocabulary.	12	14	4	2	3



In the fourteenth statement, the students' who answered Strongly agree were 12 students' (34%), the students' who answered Agree were 14 students' (40%), the students' who answered Neutral were 4 students' (11%), the students' who answered strongly disagree were 2 students' (5%) and the students' who answered Disagree were 3 students' (8%), if the students' don't have a lot of vocabulary.

Table 4.15

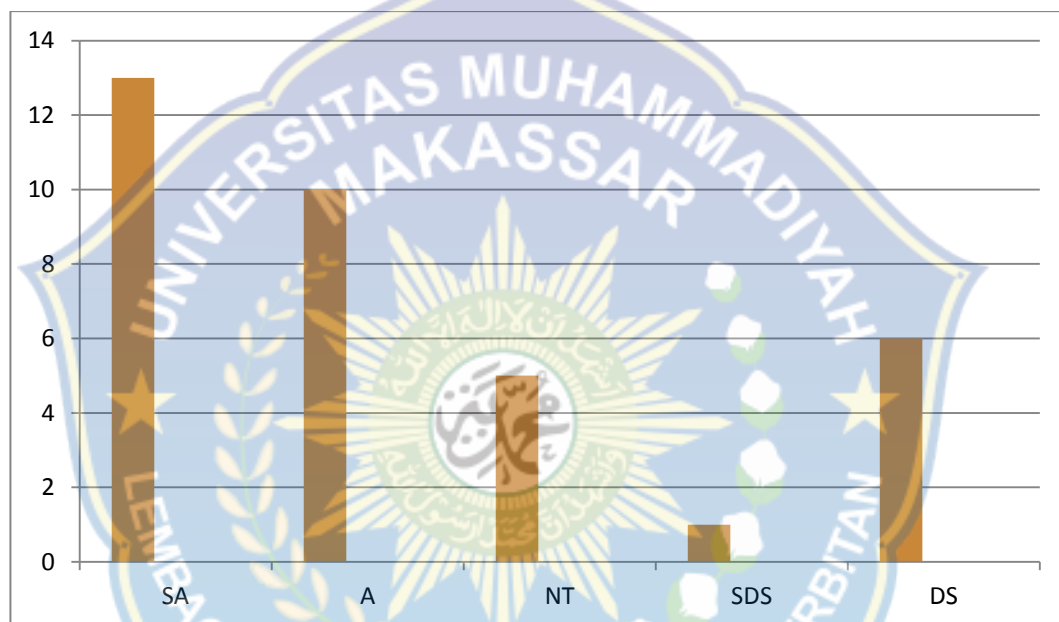
No.	Statement	SA	A	NT	SDS	DS
15.	I worried that other students'' will laugh when I speak.	13	10	5	1	6



In the fifteenth statement, the students'' who answered Strongly agree were 13students'' (37%), the students'' who answered Agree were 10 students' (28%), the students'' who answered Neutral were 5 students'' (14%) the students'' who answered strongly disagree were 1 students''(2%) and the stuueems ' who answered Disagree were 6 students'' (17%), if the students'' worried that the other students'' will laugh when they speak.

Table 4.16

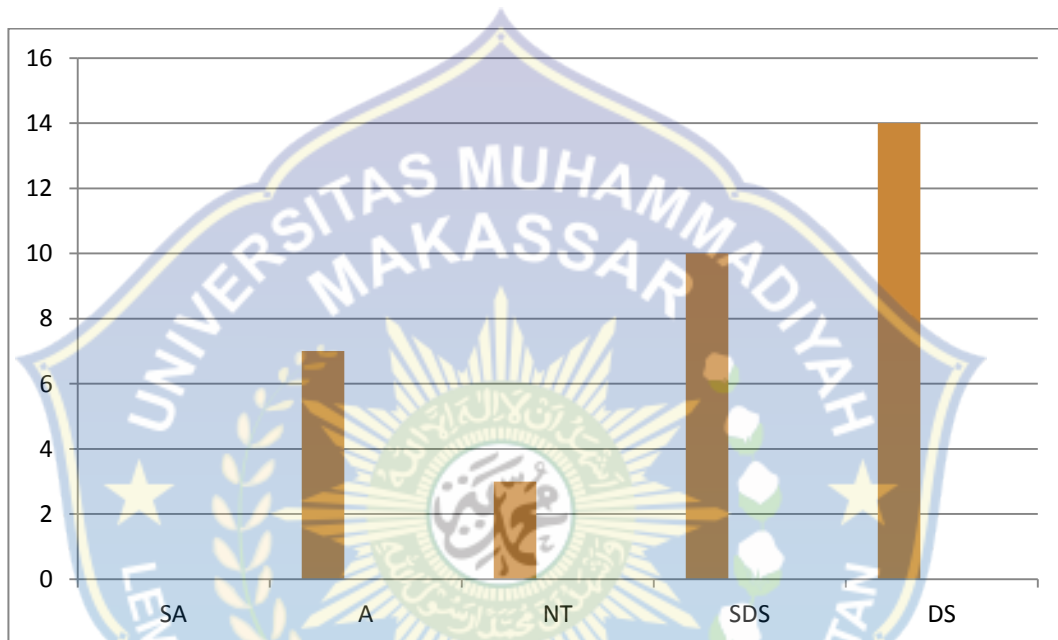
No	Statement	SA	A	NT	SDS	DS
16	I am afraid that I will make grammatical errors visible	13	10	5	1	6



In the sixteenth statement, the students'' who answered Strongly agree were 13students'' (37%), the students'' who answered Agree were 10 students' (28%), the students'' who answered Neutral were 5 students'' (14%) the students'' who answered strongly disagree were 1 students''(2%) and the students'' who answered Disagree were 6 students'' (17%), if the students'' afraid will making grammatical errors.

Table 4.17

No	Statement	SA	A	NT	SDS	DS
17	I am lazy to memorize new vocabulary and rarely to use it.	-	7	3	10	14



In the seventeenth statement, the students'' who answered Strongly agree were 0 students'', the students'' who answered Agree were 7 students'' (20%), the students'' who answered Neutral were 3 students'' (8%) the students'' who answered strongly disagree were 10 students''(28%) and the students'' who answered Disagree were 14 students'' (40%), if the students'' lazy to memorize new vocabulary and rarely to use it.

1). The External Factors Students' Anxiety in Speaking English

The researcher gave questionnaire and analyzing used percentage technique from sudjana, 2005:30 to know the factors influencing students' anxiety in speaking English namely : lack preparation, limited vocabulary, grammatical errors, friends/classmates and embarrassment.

Table 4.18 The External Factors Students' Anxiety in Speaking English

External factors	percentage
Lack preparation	51%
Limited vocabulary	40%
Grammatical errors	37%
Friends/classmates	37%
Embarrassment	48%

Based on the table 4.18, 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 errors, friends or classmates and embarrassment. The loading factor lack preparation than its score was 51%. The loading factor limited vocabulary an its score was 40%. Loading factor grammatical errors than its score was 37%. Loading factor friends or classmates than its score was 37%. Loading factor embarrassment than its score was 48%. Based on the table so lack preparation score was higher than

all factors of students' anxiety in speaking. The number of embarrassment was higher limited vocabulary and the number of friends or classmates and grammatical errors got percentage of the same as well as a factors that the lowest.

2). Table 4.19 The Internal factors Students' Anxiety in Speaking English

Internal factors	percentage
Afraid of making mistakes	42%
Lack of self confidence	40%
Shyness	34%
Motivation	42%

The researcher gave questionnaire to the students' to know the factors influencing students' anxiety in speaking English namely: afraid of making mistakes, lack of self confidence, shyness and lack of motivation.

Based on the table 4.19, the researcher found that there were four variables that have a strong correlation with internal factors namely: afraid of making mistakes, lack of self confidence, shyness and lack of motivation. Loading factor afraid of making mistakes than its score was 42%. Loading factor lack of self confidence than its score was 40%. Loading factors shyness than its score was 34% and load factor lack of motivation than its score was 42%. Based on the table 4.2 afraid of making mistakes and lack of motivation score was higher than all factors of the students' anxiety in

speaking, the number of lack of self confidence was highest than shyness, and the number of shyness was the lowest.

B. Discussions

Darmaida Sari (2017) in his journal "*Speaking Anxiety as a factor in studying EFL*" said that It has become a common belief that anxiety has been the most dominant factor influencing students' not to speak English in the classroom. Students' can feel threatened, unsafe and uncomfortable when asked to speak English in front of their peers in the classroom. Many feelings are experienced by students' when they are in an English classroom, such as apprehension, fright, even fear (Horwitz, Horwitz & Cope, 1986, p. 126). Anxiety is not only faced by the English Foreign Language (EFL) students' but also by the English second Language (ESL) students'. Even students' who are categorized as smart also experience feelings of anxiety when they have to convey their ideas in English in front of their classmates.

The researcher conducted interviews with several English teachers at SMA Negeri 5 Banda Aceh to find out the problems faced by the students' in speaking classes. Some of the English teachers surprisingly revealed some problems such as: students' are rarely willing to come forward to speak English orally in front of their classmates, they prefer to note all the teacher's explanations on speaking skills rather than to practice English orally in the front of the class. Students' prefer to answer questions on a worksheet provided by the English teacher rather than to practice their speaking skills directly in the classroom. On other occasions, the teachers also explained that when the students' were forced to speak directly

in front of their classmates, many were reluctant to speak; only some students' were willing to speak in front of the class but with limited intensity. Sometimes, the students' look at notes to read them when asked to speak. The teachers added that students' seem to have very high levels of anxiety to speak English orally in the front of the class. Even, if they speak in the English classroom, most of them prefer to speak in Indonesian rather than in English. Students' preferred to be good listeners rather than being active speakers in their classroom. This indicates that these students' are afraid to speak in English, a foreign language. There are several factors of anxiety that hinder and prevent these students' from performing well in speaking in the classroom, such as "communication apprehension; test anxiety; and fear of negative evaluation" (Horwitz, Horwitz & Cope, 1986, p. 127).

A lot of studies have been conducted that show that anxiety due to various factors greatly affects performances in speaking English, in particular factors such as proficiency in communication, level of confidence, the inter language system of the students' and their level of determination to study a foreign language. Anxiety is not only experienced by EFL students' but also by ESL students'.

Second, a study conducted by Naghadeh et al. (2014) with Iranian English major students' at Payame Noor University in which the position of English is a second language showed that there was a significant relationship between anxiety faced by students' and their speaking ability. Naghadeh et al. (ibid) have written that the higher the anxiety faced by the students' in oral communications, the lower the speaking ability of those students'.

Second, a study by Osboe et al. (2007) revealed that anxiety has affected the level of students' confidence at a university in Japan. Their data showed that students' who were asked to perform in front of the class individually tended to have less confidence which affected their appearance whilst speaking. But, the researchers found that the same students' would have high confidence and speak lots of English if they were placed in small discussion groups or in pairs.

Third, Mahmoodzadeh (2012) investigated foreign language speaking anxiety faced by Iranian students' within their inter-language system and found that these students' had high levels of anxiety in their inter-language system when speaking English. The findings revealed that females were more susceptible and had higher levels of anxiety than males. That researcher also found that students' with low levels of proficiency may not have high anxiety in their inter-language system. Students' with high proficiency were more vulnerable to experience high anxiety in the inter-language system.

Based on the above comparison and based on the results of the questionnaire and analyzing used sudjana,2005:30 percentage technique in order to know the factors influencing students' anxiety in external and internal in speaking English at the second semester of English department students' Muhammadiyah university of Makassar.

1. The External Factors Students' Anxiety in Speaking English

It was previously stated that there were five factors influencing the students' anxiety in speaking English, namely lack of preparation,

embarrassment, limited vocabulary, friends/classmates and grammatical errors and the total items of questionnaires were 10 items.

a. Lack of preparation

Lack of preparation is the one part of factors that influence students' anxiety that focused on from external factors.

Based on data analysis result it showed that variable lack of preparation included external factors because the loading factor with a strong external factor than its score 51% much more powerful than internal factors and the number of lack preparation was the higher than all factors. It means that lack of preparation was the most factors that influenced students' anxiety to speaking English.

b. Embarrassment

Embarrassment is the one part of factors that influence students' anxiety that focused on from external factors.

Based on data analysis result it showed that variable embarrassment included external factors because the loading factor with a strong external factor than its score 48% much more powerful than internal factors and the number of embarrassment was the second higher after lack of preparation. It means that embarrassment was the second factors that very influenced students' anxiety to speaking English.

c. Limited vocabulary

Limited vocabulary is the one part of factors that influence students' anxiety that focused on from external factors.

Based on data analysis result it showed that variable limited vocabulary included external factors because the loading factor with a strong external factor than its score 40% much more powerful than internal factors and the number of limited vocabulary was the third higher after embarrassment. It means that limited vocabulary was enough factors that influenced students' anxiety to speaking English.

d. Friends/classmates

Friends/classmates is the one part of factors that influence students' anxiety that focused on from external factors.

Based on data analysis result it showed that variable friends/classmates included external factors because the loading factor with a strong external factor in its score 37% much more powerful than internal factors and the number of friends/classmates was the fourth higher after limited vocabulary. It means that friends/classmates was the less factors that influenced students' anxiety to speaking English.

e. Grammatical errors

Grammatical error is the one part of factors that influence students' anxiety that focused on from external factors.

Based on data analysis result it showed that variable grammatical errors included external factors because the loading factor with a strong external factor than its score 37% much more powerful than internal factors and the number of friends/classmates was the fourth same like limited vocabulary. It means that grammatical errors was the less factors that influenced students' anxiety to speaking English.

2. The Internal Factors Students' Anxiety in Speaking English

It was previously stated that there were four factors influencing the students' anxiety in speaking English, namely afraid of making mistakes, lack of motivation, shyness and the total items of questionnaires were 7 items.

a. Afraid of making mistakes

Afraid of making mistake is the one part of factors that influence students' anxiety that focused on from internal factors.

Based on data analysis result it showed that variable afraid of making mistakes included internal factors because the loading factor with a strong internal factor than its score 42% much more powerful than internal factors and the number of afraid of making mistakes was higher than all factors. It means that grammatical errors was the most factors that influenced students' anxiety to speaking English.

b. Motivation

Lack of motivation is the one part of factors that influence students' anxiety that focused on from internal factors.

Based on data analysis result it showed that variable motivation included internal factors because the loading factor with a strong internal factor than its score 42% much more powerful than internal factors and the number of motivation was higher than all factors. It means that lack of motivation was the most factors that influenced students' anxiety to speaking English.

c. Lack of self confidence

Lack of self confidence is the one part of factors that influence students' anxiety that focused on from internal factors.

Based on data analysis result it showed that variable lack of self confidence included internal factors because the loading factor with a strong internal factor than its score 40% much more powerful than internal factors and the number of lack of self confidence was the second higher than afraid of making mistake and motivation. It means that lack of self confidence was moderate factors that influenced students' anxiety to speaking English.

d. Shyness

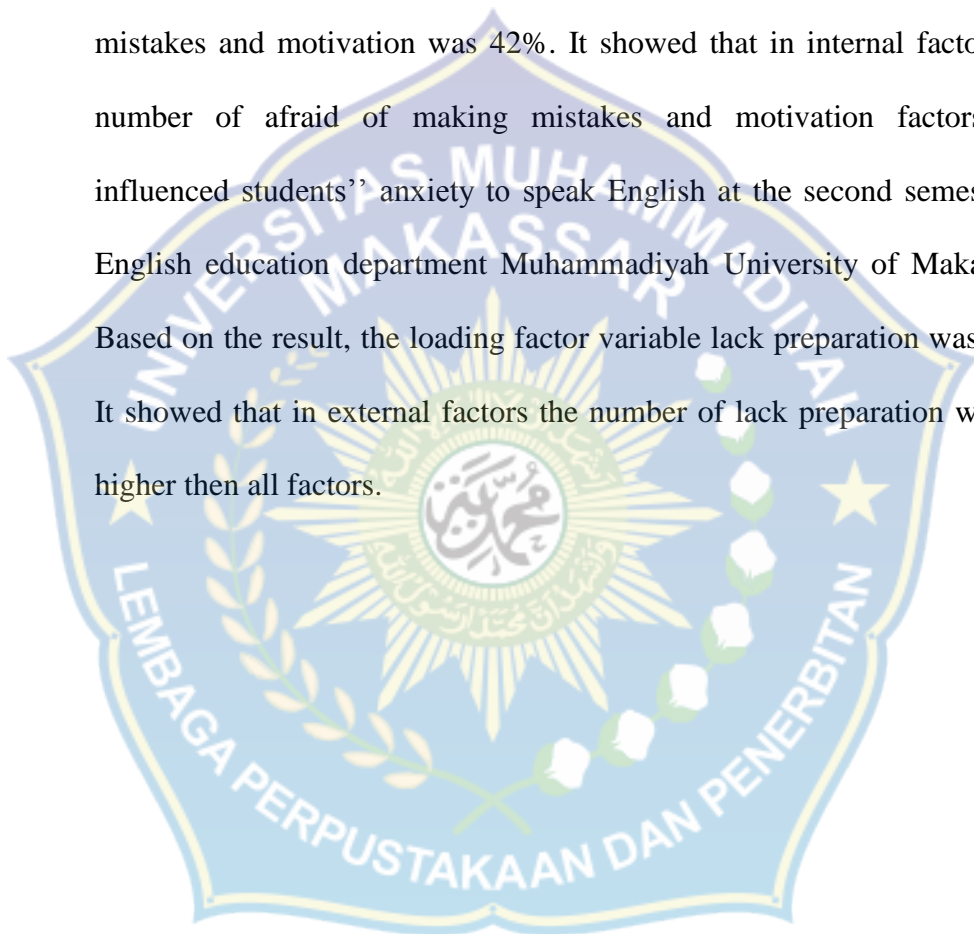
Shyness is the one part of factors that influence students' anxiety that focused on from internal factors.

Based on data analysis result it showed that variable shyness included internal factors because the loading factor with a strong internal

factor than its score 34% much more powerful than internal factors and the number of lack of self confidence was the third higher than lack of self confidence. It means that shyness was the less factors that influenced students' anxiety to speaking English.

Based on the result, the loading factor variable afraid of making mistakes and motivation was 42%. It showed that in internal factors the number of afraid of making mistakes and motivation factors that influenced students' anxiety to speak English at the second semester of English education department Muhammadiyah University of Makassar .

Based on the result, the loading factor variable lack preparation was 51%. It showed that in external factors the number of lack preparation was the higher then all factors.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and finding in the previous chapter, the researcher comes to the following conclusion:

1. Based on the result, the loading factor variable lack preparation was 51%. It showed that in external factors the number of lack preparation was the higher then all factors. It means that lack of preparation was the factor that influenced students'' anxiety in speaking English at the second semester of English education department Muhammadiyah University of Makassar.

B. Suggestion

English teachers are expected to be able to understand the character of each of their students'' in their classroom, especially because the anxiety level of each student be different one from another. The English teachers should be able to position themselves as the protectors of their students' in the classroom. English teachers should be able to create a comfortable teaching-learning process for their students'', rather than making the teaching-learning process become frightening and threatening to their students''. And for students'' are expected to learn more, do not be lazy to keep learning to get used to speaking English in daily life so that confidence can arise piecemeal.

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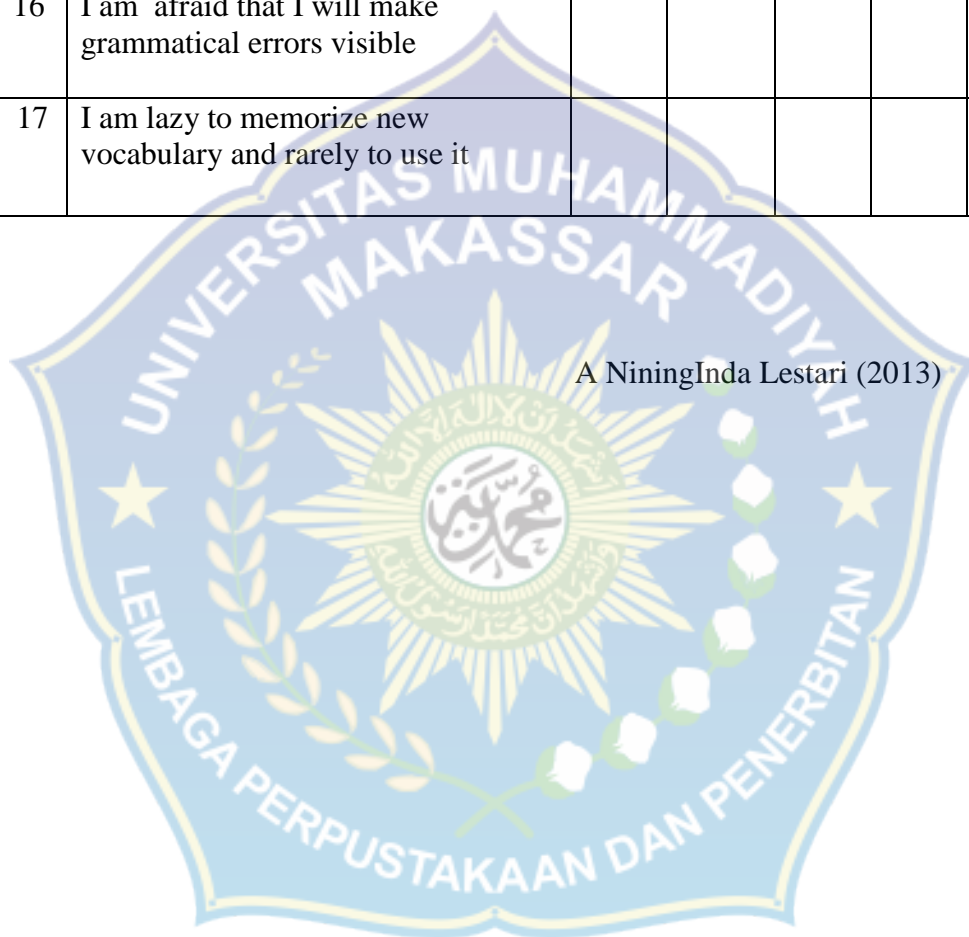


APPENDIX A

Questionnaire

No	Questions	SA	A	NT	SDS	DS
1	I am anxious to speak English because I don't really know the wording that is good might in the wording (Grammar)					
2	I Worry about making mistakes					
3	I am anxious that the other students would laugh at me when I speak in a foreign language					
4	I am anxious to speak English because I do not speak English properly					
5	I am not interested in the subject of English, so I was not motivated to learn					
6	I don't like the English lesson, so I was lazy to learn and practice English at home					
7	I began to get worried when I have to speak English without preparation					
8	I always feel anxiety when speaking English					
9	I've never felt quite sure of myself when I speak English in my class					
10	I'm not interested in things related to English language support, like watching English movies					
11	I was nervous when I knew that I would be called					
12	I am anxious to speak English because of fear of mistakes in the use					

	of tenses					
13	I asked a friend if there is word of English that Is unknown					
14	I don't have a lot of vocabulary					
15	I worried that other students' will laugh when I speak					
16	I am afraid that I will make grammatical errors visible					
17	I am lazy to memorize new vocabulary and rarely to use it					



A NiningInda Lestari (2013)

Questionnaire Sheet

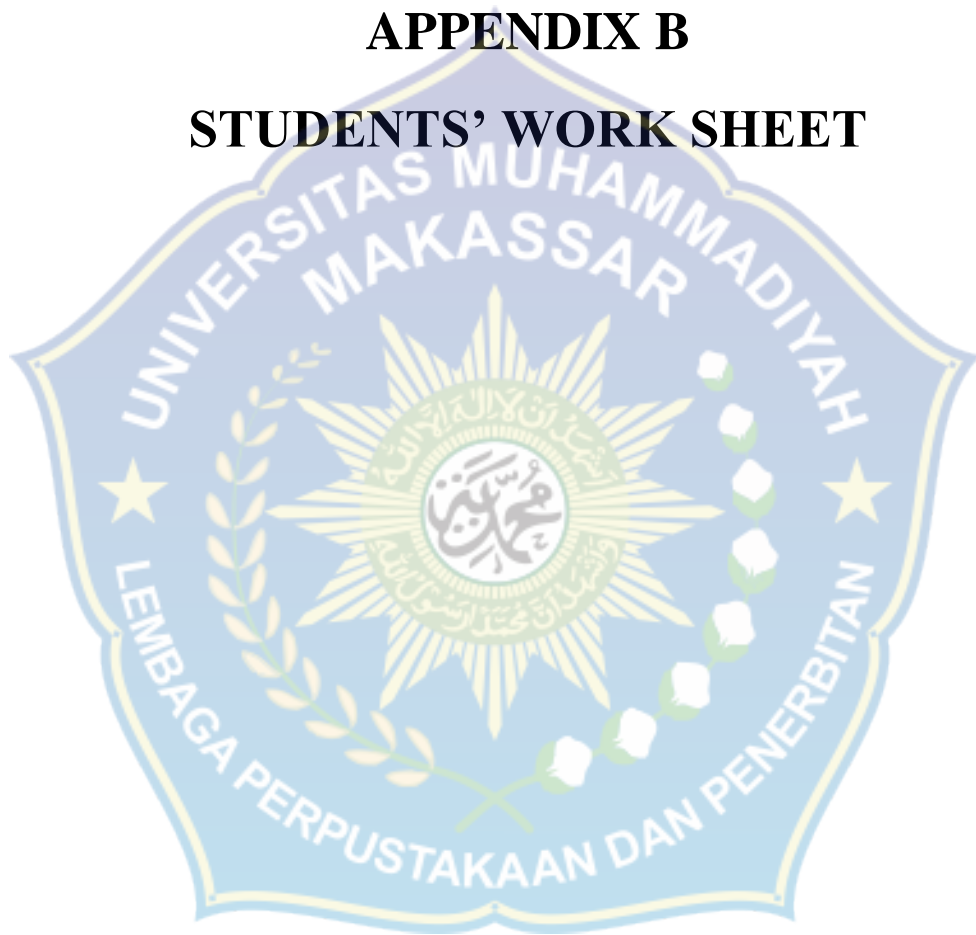
No	Questions	S A	A	N T	SD S	D S
1	Saya cemas untuk berbicara Bahasa Inggris karena saya kurang mengetahui susunan kata yang benar (grammar)					
2	Saya khawatir membuat kesslahan					
3	Saya takut ditertawai teman sekelas					
4	Saya cemas untuk berbicara Bahasa Inggris karena saya kurang menguasai Bahasa Inggris dengan baik dan benar					
5	Saya tidak tertarik dengan pelajaran Bahasa Inggris sehingga sayatidak termotivasi untuk belajar					
6	Saya kurang menyukai pelajaran Bahasa Inggris sehingga saya malas belajar dan latihan di rumah					
7	Saya cemas jika harus berbicara Bahasa Inggris tanpa persiapan					
8	Saya selalu grogi ketika berbicara Bahasa Inggris					
9	Saya tidak pernah merasa yakin pada diri sendiri ketika saya harus berbicara Bahasa Inggris di kelas					
10	Saya tidak tertarik dengan hal-hal yang berhubungan dengan Bhs Inggris seperti menonton film berbahasa Inggris					
11	Saya gugup ketika tau akan dipanggil kedepan kelas untuk berbicara					
12	Saya cemas berbicara Bahasa Inggris					
13	Saya bertanya kepada teman jika ada pembicaraan Bahasa Inggris yang tidak dike					
14	Saya tidak memiliki kosa kata yang banyak					

15	Sayacemasbahwasiswa lain akanmenertawakansayaketikasayaberbicaraBahasa Inggris					
16	Sayatakutbahwasayaakanmembuatkesalahankosa kata					
17	Sayamalasmenghafalkosa kata barudanjarangmenggunakannya					

A NiningInda Lestari (2013)



APPENDIX B
STUDENTS' WORK SHEET



APPENDIX C

CALCULATING STUDENTS' WORK SHEET

No	Questions	SA	A	NT	SDS	DS
1	Saya cemas untuk berbicara Bahasa Inggris karena saya kurang mengetahui susunan kata yang benar (grammar)	18 (51%)	10 (28%)	-	1 (2%)	6 (17%)
2	Saya khawatir membuat kesalahan	9 (9%)	15 (42%)	2 (5%)	3 (8%)	6 (17%)
3	Saya takut ditertawai teman sekelas	10 (28%)	13 (37%)	7 (14%)	-	5 (14%)
4	Saya cemas untuk berbicara Bahasa Inggris karena saya kurang menguasai Bahasa Inggris dengan baik dan benar	8 (22%)	17 (48%)	5 (14%)	-	5 (14%)
5	Saya tidak tertarik dengan pelajaran Bahasa Inggris sehingga saya tidak termotivasi untuk belajar	3 (2%)	4 (11%)	1 (2,8%)	12 (34%)	15 (42%)
6	Saya kurang menyukai pelajaran Bahasa Inggris sehingga saya malas belajar dan latihan di rumah	-	5 (14%)	5 (14%)	9 (25%)	16 (45%)
7	Saya cemas jika harus berbicara Bahasa Inggris tanpa persiapan	12 (34%)	18 (51%)	3 (8%)	1 (2%)	1 (2%)
8	Saya selalu grogi ketika berbicara Bahasa Inggris	14 (40%)	10 (28%)	5 (14%)	-	6 (17%)
9	Saya tidak pernah merasa yakin pada diri sendiri ketika saya harus berbicara Bahasa Inggris di kelas	7 (20%)	8 (22%)	10 (28%)	1 (2%)	9 (25%)

10	Saya tidak tertarik dengan hal-hal yang berhubungan dengan Bhs Inggris seperti menonton film berbahasa Inggris	1 (2%)	2 (5%)	5 (14%)	11 (31%)	16 (45%)
11	Saya gugup ketika tau akan dipanggil kedepan kelas untuk berbicara	12 (34%)	10 (28%)	5 (14%)	3 (8%)	5 (14%)
12	Saya cemas berbicara Bahasa Inggris	10 (28%)	12 (34%)	8 (22%)	2 (5%)	3 (8%)
13	Saya bertanya kepada teman jika ada pembicaraan Bahasa Inggris yang tidak diketahui	13 (37%)	14 (40%)	6 (17%)	-	2 (5%)
14	Saya tidak memiliki kosa kata yang banyak	12 (34%)	14 (40%)	4 (11%)	2 (5%)	3 (8%)
15	Saya cemas bahwa siswa lain akan menertawakan saya ketika saya berbicara Bahasa Inggris	13 (37%)	10 (28%)	5 (14%)	1 (2%)	6 (17%)
16	Saya takut bahwa saya akan membuat kesalahan kosa kata	15 (37%)	10 (28%)	5 (14%)	1 (2%)	6 (17%)
17	Saya malas menghafal kosa kata baru dan jarang menggunakannya	-	7 (20%)	3 (8%)	10 (28%)	14 (40%)

From the result above, the researcher used the percentage technique:

$$P = \frac{F}{N} \times 100\%$$

Where

P : Rate percentage

F : Answer respondent

N : Total sample (Sudjana, 2005:30)

For example in the first item :

$$P = \frac{18}{35} \times 100\% = 51\%$$



APPENDIX D

THE RESULTS OF STUDENTS' WORK SHEET

Based on the result of data analysis and finding in the previous chapter, the researcher comes to the following conclusion:

Based on the result, the loading factor variable lack preparation was 51%. It showed that in external factors the number of lack preparation was the higher then all factors. It means that lack of preparation was the factor that influenced students' anxiety in speaking English at the second semester of English education department Muhammadiyah University of Makassar.



CURRICULUM VITAE

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