

**AN ANALYSIS THE CAUSES OF STUDENTS' ANXIETY IN
EXPRESSING OPINION IN THE SPEAKING CLASS**

**(A DESCRIPTIVE STUDY AT THE SECOND SEMESTER OF ENGLISH
DEPARTEMENT MUHAMMADIYAH UNIVERSITY OF MAKASSAR)**



A Thesis

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MOTTO

“For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease”

(Q.S. Al Insyirah : 5-6)



ABSTRACT

Risaldi, 2019. This final project is about An Analysis The Causes of Students' Anxiety in Expressing Opinion in The Speaking Class (A Descriptive Study at the Second Semester of English Departement Muhammadiyah University of Makassar) . A thesis of English Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, guided by Ummi Khaerati Syam and Maharida.

This research aimed in finding out the causes of students' anxiety in expressing opinion in the speaking class.

The research applied descriptive research design. The research subject is the second semester students of Muhammadiyah University of Makassar by using purposive sampling technique. The instrument of the research was questionnaire.

The result of research about students' anxiety at second semester students of Muhammadiyah University of Makassar showed in the following explanation. Based on the data analysis of students' speaking anxiety found that there are two factors of anxiety that is External and Internal factor. In internal factor the number of lack of confidence was highest then all factors. It means that lack of confidence was the most internal factors that influenced students' anxiety in speaking English in While External factor the number of embarrassment was the higher then all factors. It means that embarrassment was the most factors that influenced students' anxiety in speaking English.

Keywords : Speaking, Anxiety, External factor, Internal factor.

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The Researcher

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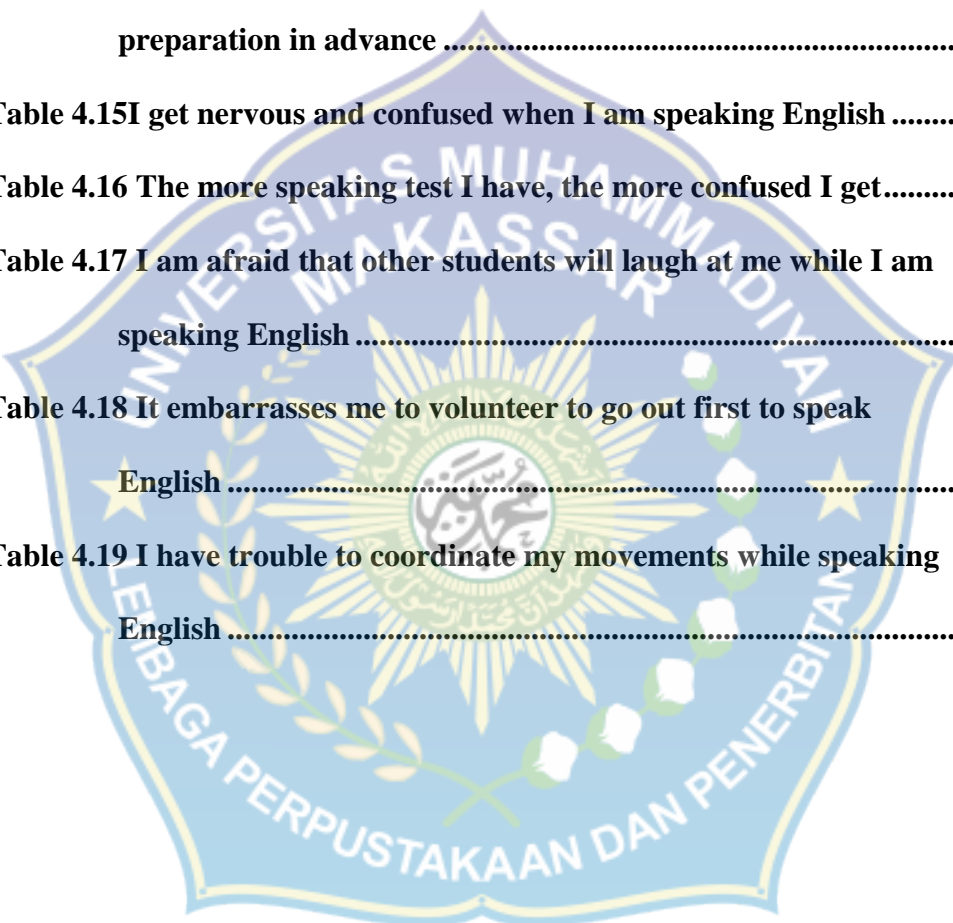
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CHAPTER I

INTRODUCTION

A. Background

Since English is a foreign language in our country, most student especially senior high school students are not familiar with it (Hetrakul, 1995). Kavin Hetrakul also said that they use English more frequent only inside the class and less frequent outside the class. Whereas, students' have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that make senior high school students have difficulties to communicate in English. This article will analyze the causes that make the students difficult to communicate in English and suggest some solutions that can overcome the difficulties. The main goal of teaching speaking is communicative efficiency. Teaching speaking means helping learners develop their ability to interact successfully in the target language. To do so, one must have communicative competence. Richards, Platt, and Weber (as cited in Nunan, 1999, p. 226) defined the characteristics of communicative competence as: Thus, to help students enhance their speaking skills, the teacher must help students improve their grammar, enrich their vocabulary, and manage interactions in terms of who says what, to whom, when, and about what. According to Mandini Aliya (2013) English mastery (English as a foreign language) is divided into two skills: receptive and productive Receptive and productive capabilities can be developed together so that these can be useful in the teaching learning processes.

Understanding written and spoken English is categorized as receptive skill; while writing and speaking are referred to as productive skill. In learning it, the four skills have their own level of difficulty.

Speaking is one of the ability in English which should be mastered by the students as learner of foreign language. Ladouse (cited in Nunan, 1991 : 23) argued that speaking as the ability to express oneself in the situation, the activity that report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It means that people may express their desire in a particular situation sequentially. But speaking is not as easy to do. It is not easy for students to do speaking. Whether speak in front of a lot of people or just speak with friend.

One phenomenon in education, from elementary to university student levels, students still find speaking exercises not fun and difficult. At the university level, there are many problems that often haunt new students in the learning process. one of the problems that often occurs in speaking learning is the sense of concern of students when they want to express their opinions in the learning process. Especially when lecturers give questions verbally to new students. Usually many things can disrupt and make students uncomfortable. for example, the gaze of friends who can make it down. Students often stammer in answering the lecturer's questions, although they can answer them in the written forms. It takes long time for them to answer the questions. In other words, this concern will make new students troubled in learning the language comfortably.

One of the most common problems among new students in speaking is students' anxiety in expressing opinions in class. In other words student anxiety is an obstacle that can be very disturbing because the reaction that occurs is in the form of avoidance from a sense of worry that is felt. Anxiety is a drive that is acquired or conditioned which functions to motivate avoidance responses (Mowrer, 1939). Therefore, avoidance responses are assumed to be strengthened by anxiety reduction. Fear is a conditioned response to pain. If a person experiences pain in certain situations, stimuli associated with that situation gain the ability to generate the same emotional reaction as the pain that initially arises (Miller, 1948). So it can be said that when the anxiety felt by students cannot be overcome then all ideas and thoughts will not be conveyed properly.

Then from the explanation above, more knowledge is needed by students to reduce the worry that can make them more confident in expressing their ideas and opinions in the classroom. Then, by increasing students' self-confidence, they will make them comfortable in following the learning process in the classroom, so that all the ideas in their minds can be expressed in a good form of delivery. Therefore, a more analytical approach is needed to find out all that.

Based on the phenomenon above the writer is interesting in analyzing the students fear to English department student in Muhammadiyah university of Makassar. Therefore, the proposal entitled “ An analysis the causes the students anxiety in Expressing Opinions in the speaking class“.

B. Problem Statement

Based on the background above, the researcher would like to formulate the research question as follow “What is the dominant factor that cause students' anxiety in expressing opinion in the speaking class?”

C. Objective of the Study

On the Problem Statement above, the objective of the study is “to find out what is the dominant factors that cause students' anxiety to expressing opinion in the speaking class?”

D. Significance of the study

The result of this research are expected to be useful information and a reference for the English students and for the teachers to add information of teaching and learning in the class especially for Speaking Class. In addition, this study is expected to provide additional information for the next researchers.

E. Scope of the study

In this research, the researcher observe and analysis factors that causes students' anxiety in expressing opinion in the speaking class at second semester English Department Muhammadiyah University of Makassar.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

There are some researches related to this research.

The first research is a Study of Foreign Language Anxiety of Male and Female Elementary School Students in Learning English by Channa Soim (2014). The objective of the research is to find out whether or not there is a significant difference in foreign language anxiety between male and female Elementary School students in learning English. This study involved 38 students of 4th grade students of SDN Samirano in the academic year of 2013/ 2014 as the subjects of the study. The data is collected by using one instrument i.e. a questionnaire. The result of the data analysis show that foreign language anxiety of SDN Samirano students has mean score 60.58 and average mean of each item 1.86. The results show that being afraid to speak in English, test anxiety, and fear of being less competent and making mistakes are three main constructs of the students' anxiety

The second research is , “Anxiety of Speaking English in Class Among International Students in Malaysian University” Diao Zhiping (2013). He said that the study investigates the reasons international students suffer anxiety and explore how they cope with their fear and anxiety when speaking English in class. The study also examines teachers perspectives and reactions towards learners anxiety and investigates the students speaking. Findings indicate that Nigerians generally are not anxious of speaking. Differently,

Iranians and Algerians suffer more from anxiety as a result of fearing negative evaluation and communication apprehension. The conclusions point out that the lecturers' strategies and students' reactions to their strategies are not related to cultural backgrounds but to affective filters and learning skills common to all human beings. Keywords: anxiety, speaking English, coping strategies, international students

The third research "Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with regard to Language Proficiency and Gender" by Emre Debreli. The research investigate the phenomenon in an EFL context and analyzes the levels of EFL students' speaking anxiety and the sources that make them anxious. It also explores whether there is any relationship between anxiety and students' language proficiency level and gender. Data are gathered from 196 Turkish and Turkish Cypriot students through questionnaires (Foreign Language Classroom Anxiety Scale), as well as through semi-structured interviews with 10 students who participated in the questionnaires. The findings indicate that the students generally has low level of speaking anxiety, although students with a higher level of language proficiency has a higher level of anxiety compared with that for students with a lower level of language proficiency.

The fourth is, "*Students' Perceptions of Language Anxiety in Speaking Classes*" by Naci (2013) . He found that a considerable number of foreign as well as second language learners suffer from language anxiety when they step into the language classroom. To this end, this study aims at

exploring learners' perceptions of language anxiety in speaking classes at a north-eastern state university in Turkey. Through a purpose sampling procedure, 30 students from different proficiency levels were interviewed. Findings from the semi-structured interviews are discussed with reference to learners' perceptions of learning English. Possible sources and manifestations of language anxiety from the learners' perspectives are examined and their suggested ways to lower language anxiety are discussed. Findings from the semi-structured interviews are discussed with reference to learners' perceptions of learning English. Possible sources and manifestations of language anxiety from the learners' perspectives are examined and their suggested ways to lower language anxiety are discussed.

The fifth is , “The Effect of English Language Achievement” by Kashani and Vahid (2011). The aim of their research was to explore English Language learning anxiety among 38 third year high school students in English classrooms and its relationship with overall English achievement then who have less English language anxiety. The results of the Pearson correlational analysis indicated that English achievement was modestly correlated with all four anxiety variables ($p < 0.01$). Of the four types of anxiety, English Classroom anxiety had the highest correlational value. Finally, possible anxiety provoking factors leading to these findings are examined and discussed, and some pedagogical implications are proposed.

The sixth research is *Speaking Anxiety: Factors Contributing To the Anxiety in Speaking Class of the First Year Students of the English*

*Department Faculty of Letters, Jember University, did by Imam Wahyudi Antoro et. All (2015).*The research aim to investigate what factors contributing to speaking anxiety and why speaking anxiety happens on the first year students of English Department Faculty of Letters in JemberUniversity. The participants of this research are 50 students. To obtain the data, questionnaire and interview are conducted. The results show that self-perception or self-esteem, presentation in the classroom, fear of making mistakes, social environment, gender, culture differences, formal classroom environment are determined as the source of the participants' speaking anxiety. Meanwhile the reason which evoke the occurrence of speaking anxiety are: first is self-perception, that is because of language difficulties(lack of vocabulary, worry about structure and speaking English correctly), concern about others perception, low self-confidence, lack of motivation and lack of communication and afraid of making mistakes. Second is presentation in the classroom, that is because they are become the center of attention, afraid of question from others learners and they do not prepare the material. Third is fear of making mistakes that is because they do not master the material, lack of vocabulary and pronunciations. Fourth is social environment, they have limited exposure to target language and judgment from other people. Fifth is gender. That is because each gender has different topic to discuss and different perception about the opposite gender. Sixth is a cultural difference. That is because different topic and different accent between Javanese, Madurese and Chinese. Seventh is formal

classroom environment. That is because they are monitored by the lecturer and formal characteristic of the lecturer.

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

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

B. Some Pertinent Ideas

1. Speaking

a. Definition of Speaking

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

Another definition is from Richards and Renandya (2002:204) state that effective oral communication requires the

ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

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

In short, speaking is always related to communication. Speaking its self can be state the skill to use the language accurately to express meaning in order to transfer or to get knowledge and information from other people in the whole life situation.

b. Speaking Goal

Speaking is the ability to speak articulation sounds or words to express, express and convey thoughts, ideas, and feelings. Tarigan, (2008:16) speaking is related of pronunciation words that aims to convey what will be conveyed either feelings, ideas or ideas. Therefore, to convey the message effectively, the speaker must understand what will be communicated. Someone who speaks them

should be able to express their feelings to get the target language communication. With this communication means people can interact with other languages.

c. Kind of Speaking Performance

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

1) Imitative,

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

2) Intensive,

intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair wor activity;

3) Responsive,

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

4) Transactional

In this case transactional is mere done in the dialogue.

It is aimed at conveying or exchanging specific information, an extended form of responsive language

5) Interpersonal,

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

6) Extensive,

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

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

in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

2. Anxiety

a. Definition of Anxiety

There are some assumptions of anxiety. As we know the anxiety is a negative feeling that someone having in certain time. Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-self-confidence, so that they can't get maximal of their life. For the people who learn about a foreign language, anxiety may impact in their acquisition of the language. Someone with high anxiety can create a negative effect especially in foreign language class. It is because, as we know, to learn a foreign language we have to practice or perform the language in order to show the ability that we have. If the anxiety is had by students, it may be they will get low understand.

To know the anxiety, the researcher will show the viewpoint about anxiety from the experts. In psychology dictionary, the meaning of anxiety is "*suatu dorongan sekunder mencakup suatu reaksi penghindaran yang dipelajari*" (Chaplin, 2004). It means the anxiety made someone control her/his self to do more in their life.

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system. Not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of anxiety.

There is an overall basic distinction between fear and anxiety. Anxiety is a vague unpleasant emotional state with qualities of apprehension, dread, distress, and uneasiness. Fear is similar to anxiety except that fear has a specific object. When some optimal level of stimulation or arousal is exceeded, one experiences anxiety. Anxiety is manifested in three ways: in a person's thoughts (cognitively), in a person's actions (behaviorally), and in physiological reactions.

There are three reasons for the motivation of fear and anxiety from the cognitive perspective; loss of control, inability to make a coping response, and state anxiety versus trait anxiety. Loss of control refers to a situation when there are unpredictable or uncontrollable events in one's life which lead to anxiety and/or depression. Unpredictability which may be associated with a task may cause anxiety (Seligman, 1975).

If this anxiety was raised in language class, it can influence students' motivation to learn the foreign language. Language anxiety

is a type of anxiety specifically associated with second/foreign language learning contexts (Young, 1991).

With regard to state anxiety, Mac Intyre (1999) noted that state anxiety had an effect on emotions, cognition, and behavior. In terms of the effect on emotions, persons with state anxiety have higher levels of arousal and more sensitive autonomic nervous system. They tend to perceive an unpleasant feeling even above a minimal level of anxiety.

According to Horwitz et al. (1986), there are three components of language anxiety are identified: communication apprehension, test anxiety, and fear of negative evaluation. People with communication apprehension are shy about communicating with others and have difficulty speaking in public and listening to spoken messages. In language classes, students are required to communicate with each other and sometimes asked to speak in dyads, in groups, or in public. Students with communication apprehension tend to develop language anxiety. Test anxiety associates with language anxiety because students hold unrealistic expectations on language achievement. Every grade less than excellent, although viewed as a good grade for others, will be regarded as a failure for anxious students. Since tests and quizzes are frequently used in language classes, students with test anxiety may also develop language anxiety. Students' fear of negative evaluation

is similar to test anxiety but more extensive. In language classes, evaluation is not limited to a test taking situation. It may occur in any evaluative situation, such as group discussions or speaking in front of the classroom. Students who fear negative evaluations from others may also develop language anxiety.

b. Characteristic of Anxiety

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

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

c. The Level of Anxiety

Stuart and Sundeen (1998:175-176) Say There are four levels of anxiety: “Weight Anxiety”, “Anxiety”, Mildly Anxiety”, and “Panic”.

1) Weight Anxiety

Weight Anxiety is greatly reduces the perception of one’s land. One tends to focus on something that is detailed and specific and can’t think about anything else. All behaviors aimed at reducing tensions. That person can take a lot of direction to focus on one other area.

2) Anxiety

Anxiety is a normal feeling of human that comes out because worrying about something. According to Stevenson (2008), anxiety is feeling of uneasiness and fear which usually along with feeling of something terrible experience will occur.

3) Mildly Anxiety

Mildly anxious associated with stress in daily life and causes people to be vigilant and increase the perception of land. Anxiety to motivate learning and produce growth and creativity.

4) Panic

Panic is a sudden sensation of fear, which is so strong as to dominate or prevent reason and logical thinking, replacing

it with overwhelming feelings of anxiety and frantic agitation consistent with an animalistic fight-or-flight reaction.

d. Factors Happening the Students Make Anxiety

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

1) The external factors

Regarding to the internal factors consists of:

a) Lack of preparation

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

b) Limited vocabulary

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

c) Friends/classmates

Classmate are also having important role in learning language. Yet, friends often make anxious situation makes

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

d) *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.

2) The internal factors

Regarding to the internal factors consists of:

a) *Lack of self confidence*

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

concerned, because it is determined to one successful learning.

b) Shyness

Shyness is an emotional thing many students suffer from as some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their speaking performance in the classroom (Gabhard, 2000:2). In line with this, Baldwin (2011:13) further explains that speaking in front of people in one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the student.

c) Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007:24). With regard to the issue of motivation in learning,

Nunan(1999:234) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) in Juhana (2012:103) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners poses 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) 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.

e. Factors of anxiety

There are some factors that cause the anxiety, they are:

1) Self-perception or Self-esteem

According to Horwitz et al. (1986), perhaps no other field of study poses as much of a threat to self-concept as

language study does. They believe that any performance in Second language is likely to challenge an individual's self-concept as a competent communicator, which may lead to embarrassment. Self-concept is "the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as object" (Laine, 1987). This self-concept forms the basis of the distinction, made by Horwitz et al. (1986), 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"

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. (Young, 1991) 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). According to Terror Management Theory (TMT), “People are motivated to maintain a positive self-image because self-esteem protects them from anxiety” (Onwuegbuzie et al., 1999).

2) Presentation in the Classroom

The results claim that another source of speaking anxiety in the classroom. It shows that 9 students have chosen this source as factor of speaking anxiety. They feel anxious to speak English because when they speak English in front of the class they will lose confident and forget the materials. Price (1991) states “frustration of not being able to communicate effectively”. Doing presentation in front of the class using foreign language has been reported as one of causal factors that could emerge the existence of anxiety in students and it is regarded as the most anxiety-provoking activity in the class.

The learners feel anxious to present in speaking class. This is because when the student is presenting, they become the center of attention. Different learners give different reason. They feel anxious to do presentation in the classroom because they are afraid of the questions from other learners and lecturer. In addition, the presenters do not prepare the materials. The presenter should master the material because if there is mistake

the audience will laugh and it makes the learners unconfident and lose the materials he/she prepared.

3) Fear of Making Mistakes

The results support the finding another source of speaking anxiety in classroom is fear of making mistakes. Seven students chose this. They feel anxious to speak English because when they make mistakes, other students will correct it. Furthermore, the students just keep silent and keep quiet in the classroom. Jones states (2004) "Classroom is always a problem... you find many people watching you and try to correct you, laugh at you, you will be blamed for any mistakes, and you have to be correct because it is a class. $1+1=2$, you have to say 2, if not say 2, of course, it will be wrong". There are some reasons why fear of making mistakes becomes source of speaking anxiety.

The learner feels anxious to speak English in fear of making mistakes because they do not really master the material. Another student gives different reason. They are afraid of making mistakes because they are lacked of vocabulary and do not know how to pronounce the word.

4) Social Environment

The results review social environment is one factor of speaking anxiety on the students. It shows that 6 students chosen

this source, they feel anxious because the environment of the learner does not use English as daily language. In Lightbown and Spada, (2006), a Saudi male learner said in this regard “we could practice English only in the class, out of the class, no practice lack of chances or practice trouble when you find a chance to speak”.

There are some reasons why social environment becomes the factor of speaking anxiety. The learners feel unconfident to speak English because it is hard to find partner of speak. Other reason is negative judgment by other people. Many students speak English only when they are in the classroom. But when they are at home; they do not use English to communicate.

5) Gender

The results shows one source of speaking anxiety is gender. Gobel and Matsuda (2003) asserted that gender-related anxiety research has yielded conflicting results. Spielberg (1983), in her study on state anxiety found, “females are more emotionally stable than males in their reactions to highly stressful and relaxing circumstances”. Similarly, in (Gobel and Matsuda, 2003) of Japanese college students, male students have been found to feel more anxiety when they perceived their spoken Japanese less competent than that of others; however, such a relationship was not observed among female

students. On the contrary, (Gobel and Matsuda 2003) examined Foreign Language Japanese language class anxiety based on gender and found that female learners are more anxious than male counterparts.

6) Cultural Differences

Based on the result of the questionnaire, there are 4 students who chose this source as factor of speaking anxiety in the classroom. They feel anxious to speak English because they think that other students may not understand what other students say. They feel anxious to speak English because they think that other students from different culture may not understand what other student says. Jones (2004) in his research claims that in two cultures Pakistani and Omani, Pakistani said that “you do not know how others are going to interpret what you say” and the Omani said that “it is cultural aspect that you were losing face when you are talking in wrong things”. One source of speaking anxiety is cultural differences. They feel anxious to speak English because they belong to different ethnic or group. Meanwhile, another reason why cultural different becomes a factor of speaking anxiety is different accent.

7) Formal Classroom Environment

Based on the result of the questionnaire, there are 3 students who choose this source as factor of speaking anxiety.

They feel anxious to speak English because the situation of the class is too formal, and they are monitored by the teacher. (Onwuegbuzie et al., 1999) states: Such expressions of the fear of being negatively evaluated under formal classroom environment lend support to the previous research that learners feel more anxious in highly evaluative situations, particularly in the Second Language/Foreign Language classroom where their performance is constantly monitored by both their teacher and peers.

Based on the previous study, learners will feel highly anxious to speak the foreign language / Second Language when they are in evaluative situation or when monitored by the teacher and friends. There are some reasons why formal classroom environment becomes a factor of speaking anxiety. The learners feel anxious to speak English in the classroom because they are monitored by the lecturer. In addition, the character of the lecturer is also a factor of speaking anxiety.

C. Conceptual Framework



Figure 2.1 Conceptual framework

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

factors are consist of : Lack of self-confidence, shyness, motivation and fear of mistake. While External Factors are consist of: Lack of Preparation, Limited vocabulary, Grammatical errors, Friend/classmates and embarrassment. Then the researcher will find out the factors of the students' anxiety to speak English.



CHAPTER III

RESEARCH METHOD

A. Research Design

The type of research in this study is descriptive research. The researcher use descriptive method in which this method will describe what actually happens to procedures about method which is useful in research. It is use as guidance to conduct the research from the beginning to the end of the work. The description of students' anxiety in speaking class is exploring using this method.

This Study employes qualitative method. According to Gay L.R., et al (2006:399), qualitative research is the collection, analysis, and interpretation of narrative and visual data in order to gain insights into a particular phenomenon of interest. Furthermore, the purpose of qualitative research focuses and deals with promoting a deep understanding of a particular phenomenon, such as environment, a process, or even belief.

This research use the qualitative method to describe factors influencing the students' anxietyin the Speaking Class . The research employes this method to collect and analyze data which suitable with the purpose of this research in order to get information about what factors can cause the students anxiety in speaking.

B. Research Subject

The subject of this research is the second semester students of Muhammadiyah University of Makassar. The research selected 25 students as

participants. The participants selected using purposive sampling method. Purposive is used because there are criteria for participants. The participants involve as subject and they are students who feel anxiety in speaking. The participants selected participants who must actively attend classes until the end of the class and fulfill questionnaire with pleasure without coercion.

C. Research Instrument

In this study, the researcher will use questionnaire and non-participant observation because the researcher will not involve in the teaching in learning process. The questionnaire that use in this study is Close questionnaire which consist of 25 items.

D. Procedure of Data Collection

In gathering the data, the researcher use the following procedures:

1. The researcher will conduct observation for one meeting before administering questionnaire.
2. The research will explain how to answer the questionnaire.
3. The researcher will give the questionnaire to the second semester students of English Department University of Makassar.
4. The students will answer and collect the questionnaire to the researcher.

E. Technique of Data Analysis

Data collection techniques use a questionnaire. Researcher use a final version PSCAS (Public Speaking Class Anxiety Scale) questionnaire adopt from Yaikhong & Usaha in 2012. The questionnaire use an anxiety level questionnaire of public speaking students who have prepared by researchers

with reference to aspects of public anxiety in the form of a questionnaire close.

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

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

The scale will use in this research is Likert scale. Likert scale use to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Likert scale a graduation from very positive to very negative (Sugiono, 2013). Instrument research will use 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), and Strongly Disagree (SD).

Total the score based on the response category:

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

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

Explanation:

P= Percentage

F= The Frequency of items

N= Total respondent

(Sugiyono, 2012:137)



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research and discussion about the findings. They are follows;

A. Findings

In this chapter, the researcher presented the finding data. The results of the data analyzed collected by used questionnaire was presented. Questionnaire was used conducts to find out the internal and external factors students' anxiety in speaking English. The data collected from the speaking class at second semester English Department Muhammadiyah University of Makassar..

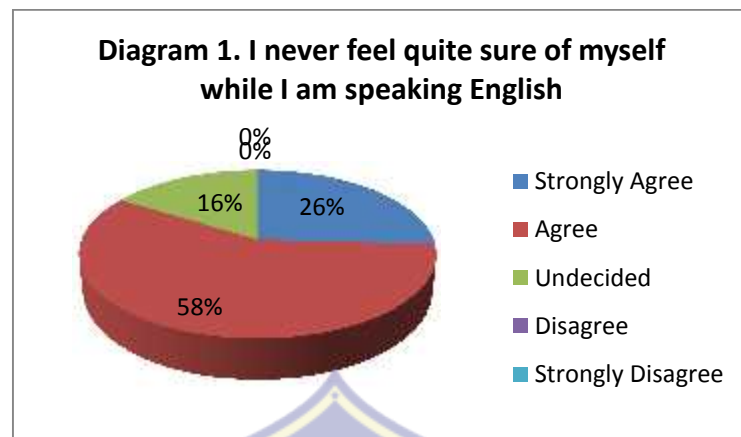
1. The Internal Factors of Students' Anxiety in Speaking English

There are 11 question of Internal factors they are number 1, 2, 4, 9, 11, 17, 18, 19, 20, 22, 23, 24 and 25. The result data from the questionnaire that obtained by the researcher:

a. Lack of Confidence

Table 4.1 I never feel quite sure of myself while I am speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	8	25,81
2.	Agree	18	58,06
3.	Undecided	5	16,13
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		31	100

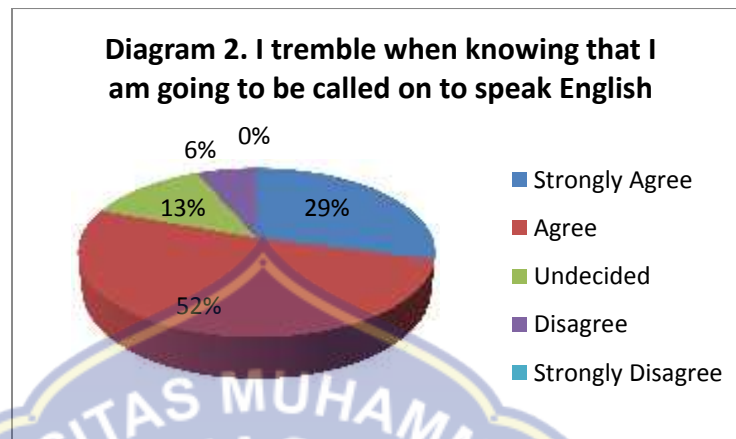


Based on the table 4.1 and the diagram 1 above, percentages of data showed that there were 31 students responds, there were 8 students or 25,81% from the total number of the students whose strongly agree with the statement. The other 18 students or 58,06% from the total number of the students agree with the statement. Meanwhile, there were 5 students or 16,13% from the total number of the students answered undecided with the statement. None of the student's whose answered disagree and None of the student's whose answered strongly disagree with the statement. The result showed 83,87% students never feel quite sure while they are speaking English

Table 4.2 I tremble when knowing that I am going to be called on to speak English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	9	29,04
2.	Agree	16	51,61
3.	Undecided	4	12,90
4.	Disagree	2	6,45
5.	Strongly Disagree	0	0

Total	31	100
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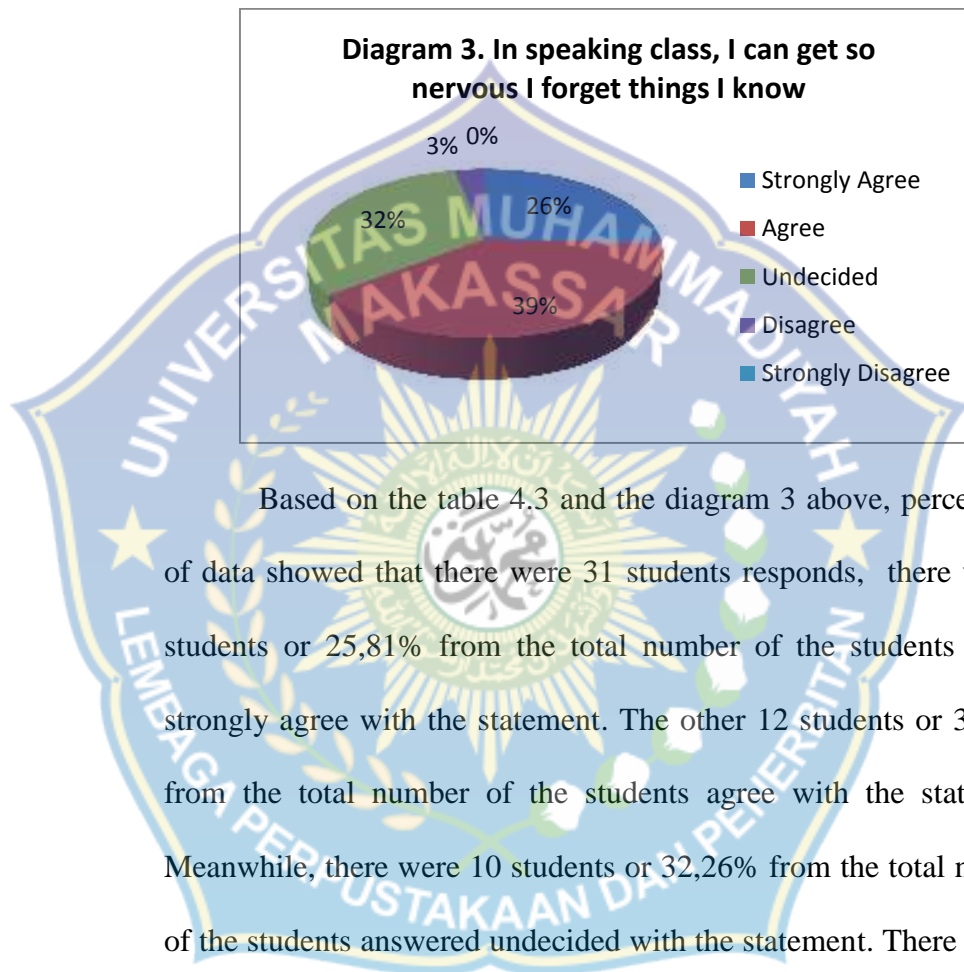


Based on the table 4.2 and the diagram 2 above, percentages of data showed that there were 31 student's responds, there were 9 students or 29,04% from the total number of the student's whose strongly agree with the statement. The other 16 students or 51,61% from the total number of the students agree with the statement. Meanwhile, there were 4 students or 12,90% from the total number of the students answered undecided with the statement and 2 students or 6,45% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result show 80,65% students tremble when knowing that they are going to be called on to speak English.

Table 4.3 In a speaking class, I can get so nervous I forget things I know

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	8	25,81
2.	Agree	12	38,71

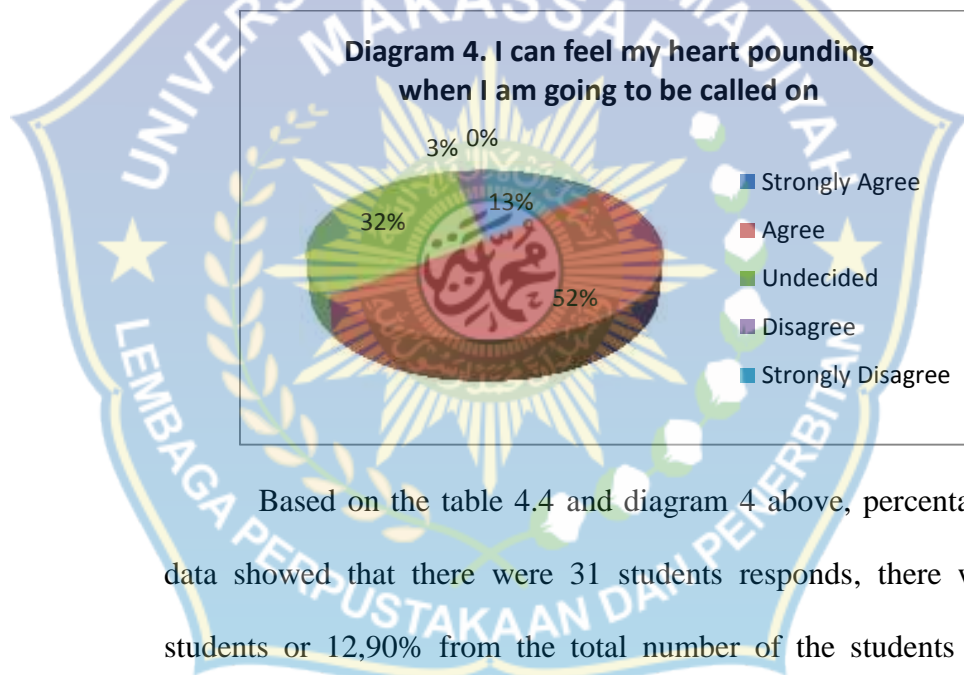
3.	Undecided	10	32,26
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100



Based on the table 4.3 and the diagram 3 above, percentages of data showed that there were 31 students responds, there were 8 students or 25,81% from the total number of the students whose strongly agree with the statement. The other 12 students or 38,71% from the total number of the students agree with the statement. Meanwhile, there were 10 students or 32,26% from the total number of the students answered undecided with the statement. There were 1 students or 3,23% answered disagree with the statement and None of the student's whose answered strongly disagree with the statement. The result showed 64,52% students can get so nervous in a speaking class and they forget things they know.

Table 4.4 I can feel my heart pounding when I am going to be called on

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	4	12,90
2.	Agree	16	51,61
3.	Undecided	10	32,26
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100



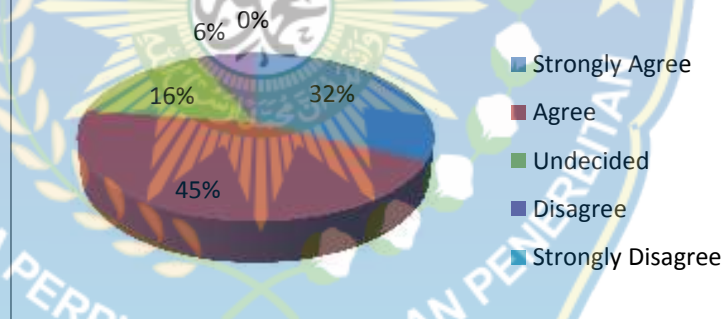
Based on the table 4.4 and diagram 4 above, percentages of data showed that there were 31 students responds, there were 4 students or 12,90% from the total number of the students whose strongly agree with the statement. The other 16 students or 51,61% from the total number of the students agree with the statement. Meanwhile, there were 10 students or 32,26% from the total number of the students answered undecided with the statement and 1 students or 3,23% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The

result showed 64,51% students can feel their heart pounding when they are going to be called on.

Table 4.5 Certain parts of my body feel very tense and rigid While speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	10	32,26
2.	Agree	14	45,16
3.	Undecided	5	16,13
4.	Disagree	2	6,45
5.	Strongly Disagree	0	0
Total		31	100

Diagram 5. Certain parts of my body feel very tense and rigid while speaking English

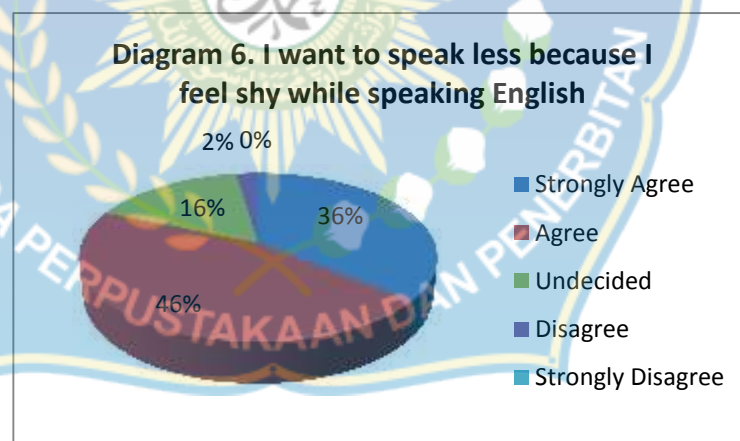


Based on the table 4.5 and the diagram 5 above, percentages of data showed that there were 31 students responds, there were 10 students or 32,26% from the total number of the students whose strongly agree with the statement. The other 14 students or 45,16% from the total number of the students agree with the statement. Meanwhile, there were 5 students or 16,13% from the total number of the students answered undecided with the statement. There were 2

students or 6,45% answered disagree with the statement. None of the students who answered strongly disagree with the statement. The result showed 77,42% students Certain parts of their body feel very tense and rigid while speaking English

Table 4.6 I always feel that the other students speak English better than I do

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	11	35,48
2.	Agree	14	45,16
3.	Undecided	5	16,13
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100



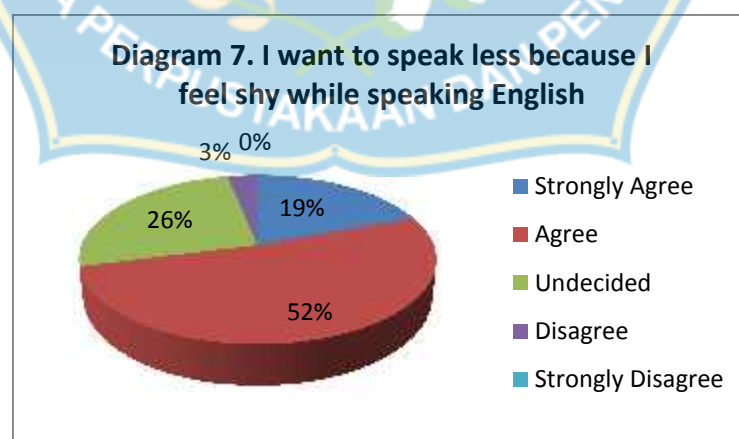
Based on the table 4.6 and the diagram 6 above, percentages of data showed that there were 31 students responds, there were 11 students or 36,48% from the total number of the students whose strongly agree with the statement. The other 14 students or 45,16% from the total number of the students agree with the statement.

Meanwhile, there were 6 students or 16,13% from the total number of the students answered undecided with the statement. There were 1 students or 3,23% answered disagree with the statement and none student's answered strongly disagree with the statement. The results show 80,64% students always feel that the other students speak English better than they do.

b. Shyness

Table 4.7 I want to speak less because I feel shy while speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	19,35
2.	Agree	16	51,61
3.	Undecided	8	25,81
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100

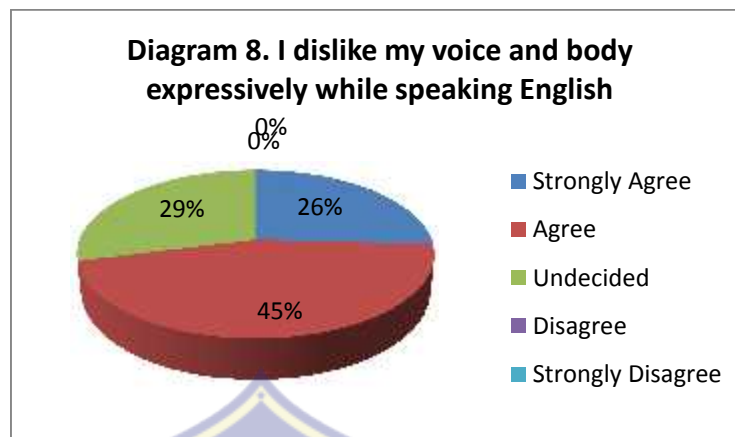


Based on the table 4.7 and the diagram 7 above, percentages of data showed that there were 31 students responds, there were 6

students or 19,35% from the total number of the students whose strongly agree with the statement. The other 16 students or 51,61% from the total number of the students agree with the statement. Meanwhile, there were 8 students or 25,81% from the total number of the students answered undecided with the statement and 1 students or 3,23% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result showed 70,96 % students want to speak less because they feel shy while speaking English

Table 4.8 I dislike using my voice and body expressively while speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	8	25,81
2.	Agree	14	45,16
3.	Undecided	9	29,03
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		31	100

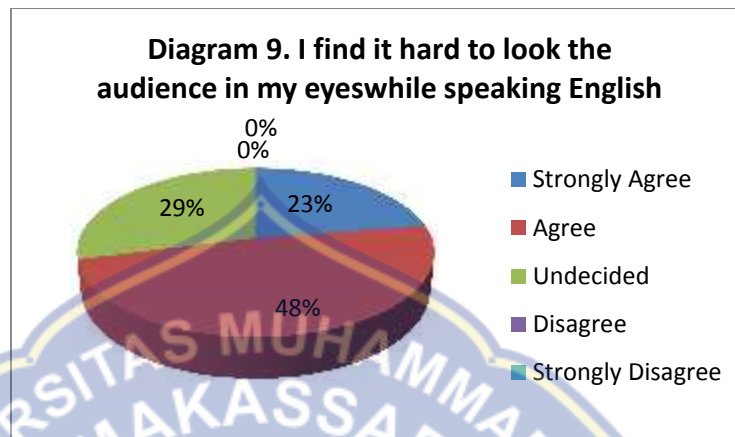


Based on the table 4.8 and the diagram 8 above, percentages of data showed that there were 31 students responds, there were 8 students or 25,81% from the total number of the students whose strongly agree with the statement. The other 14 students or 45,16% from the total number of the students agree with the statement. Meanwhile, there were 9 students or 29,03% from the total number of the students answered undecided with the statement. None of the student's whose answered disagree with the statement and None of the student's whose answered strongly disagree with the statement. The result shows 70,97% student's dislike using their voice and body expressively while speaking English

Table 4.9 I find it hard to look the audience in my eyes while speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	7	22,58
2.	Agree	15	48,39
3.	Undecided	9	29,03
4.	Disagree	0	0

5.	Strongly Disagree	0	0
Total		31	100

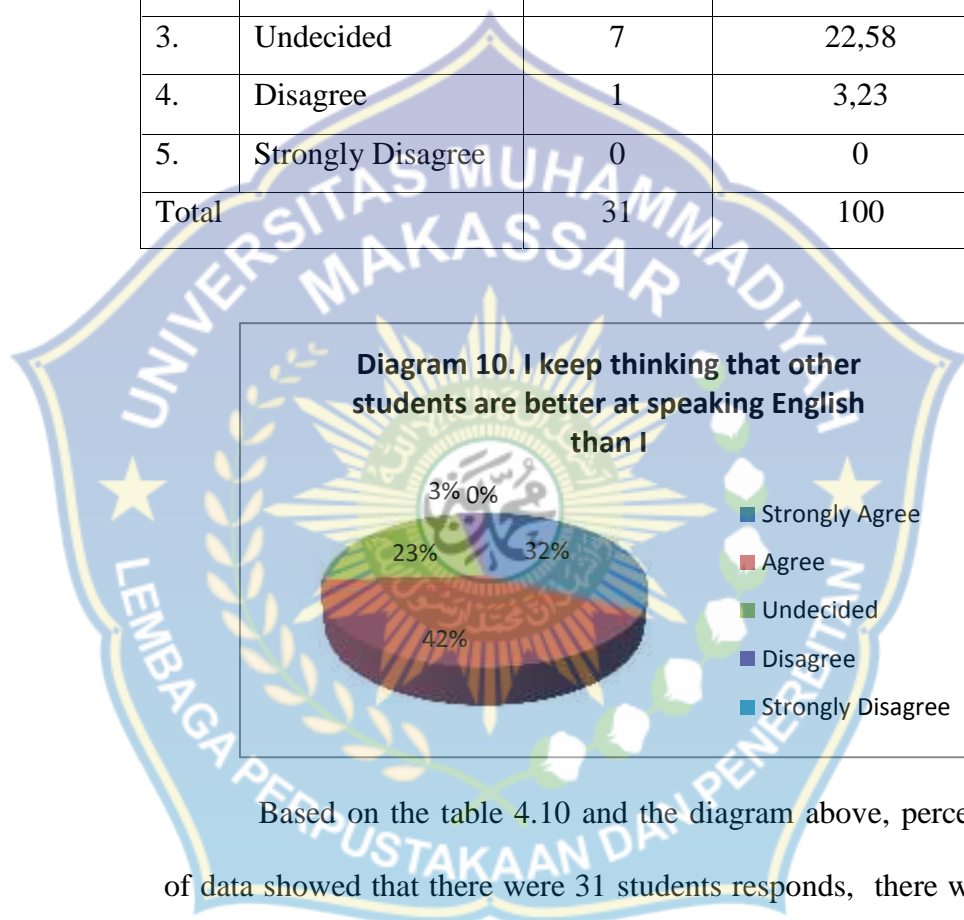


Based on the table 4.9 and the diagram 9 above, percentages of data showed that there were 31 students responds, there were 7 students or 22,58% from the total number of the students whose strongly agree with the statement. The other 15 students or 48,39% from the total number of the students agree with the statement. Meanwhile, there were 9 students or 29,03% from the total number of the students answered undecided with the statement. None of the student's whose answered disagree with the statement and None of the student's whose answered strongly disagree with the statement. The result shows 70,97% students find it hard to look the audience in their eyes while speaking English.

c. Motivation

Table 4.10 I keep thinking that other students are better at speaking English than I

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	10	32,26
2.	Agree	13	41,94
3.	Undecided	7	22,58
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100



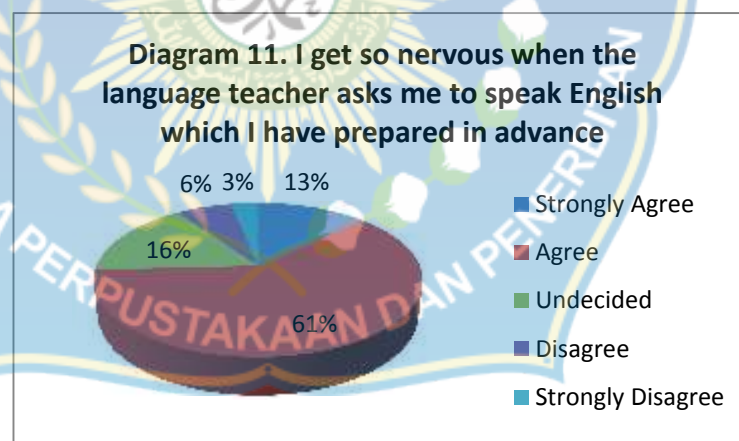
Based on the table 4.10 and the diagram above, percentages of data showed that there were 31 students responds, there were 10 students or 32,26% from the total number of the students whose strongly agree with the statement. The other 13 students or 41,94% from the total number of the students agree with the statement. Meanwhile, there were 7 students or 22,58% from the total number of the students answered undecided with the statement. There were 1 students or 3,23% answered disagree with the statement and none of

the student's answered strongly disagree with the statement. The result shows 74,2% keep thinking that other students are better at speaking English than them.

d. Fear of Mistake

Table 4.11 I get so Nervous when the language teacher asks me to speak English which I have prepared in advance

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	4	12,90
2.	Agree	19	61,29
3.	Undecided	5	16,13
4.	Disagree	2	6,45
5.	Strongly Disagree	1	3,23
Total		31	100

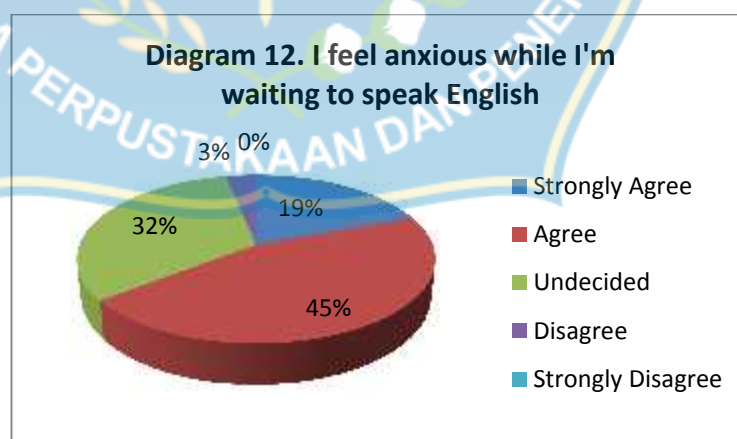


Based on the table 4.11 and the diagram 11 above, percentages of data showed that there were 31 students responds, there were 4 students or 12,90% from the total number of the students whose strongly agree with the statement. The other 19 students or 61,29% from the total number of the students agree with

the statement. Meanwhile, there were 6 students or 19,35% from the total number of the students answered undecided with the statement. There were 2 students or 6,45% answered disagree with the statement and 1 student's or 3,23% answered strongly disagree. The result showed 74,19% students get so nervous when the language teacher asks them to speak English which they have prepared in advanced

Table 4.12 I feel anxious while I'm waiting to speak English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	19,35
2.	Agree	14	45,16
3.	Undecided	10	32,26
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100

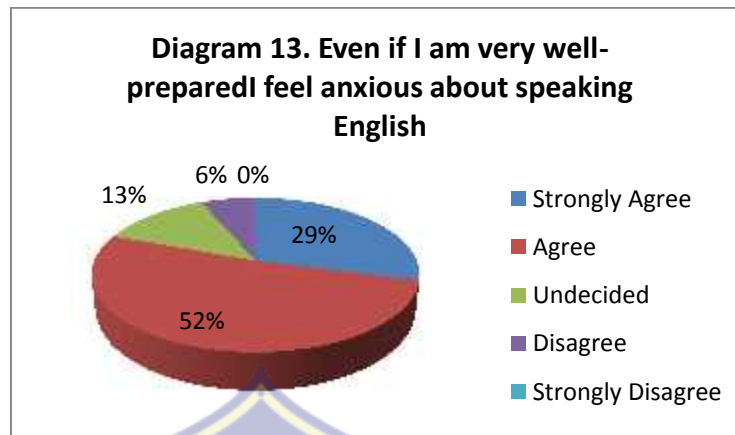


Based on the table 4.12 and the diagram 12 above, percentages of data showed that there were 31 students responds,

there were 6 students or 19,35% from the total number of the students whose strongly agree with the statement. The other 14 students or 45,16% from the total number of the students agree with the statement. Meanwhile, there were 10 students or 32,26% from the total number of the students answered undecided with the statement. There were 1 students or 3,23% answered disagree with the statement and none student's answered strongly disagree with the statement. The result showed 64,51% students feel anxious while they are waiting to speak English

Table 4.13 Even if I am very well-prepared I feel anxious about speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	9	29,04
2.	Agree	16	51,61
3.	Undecided	4	12,90
4.	Disagree	2	6,45
5.	Strongly Disagree	0	0
Total		31	100



Based on the table 4.13 and the diagram 13 above, percentages of data showed that there were 31 student's responds, there were 9 students or 29,04% from the total number of the student's whose strongly agree with the statement. The other 16 students or 51,61% from the total number of the students agree with the statement. Meanwhile, there were 4 students or 12,90% from the total number of the students answered undecided with the statement and 2 students or 6,45% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result show 80,65% students tremble when knowing that they are going to be called on to speak English.

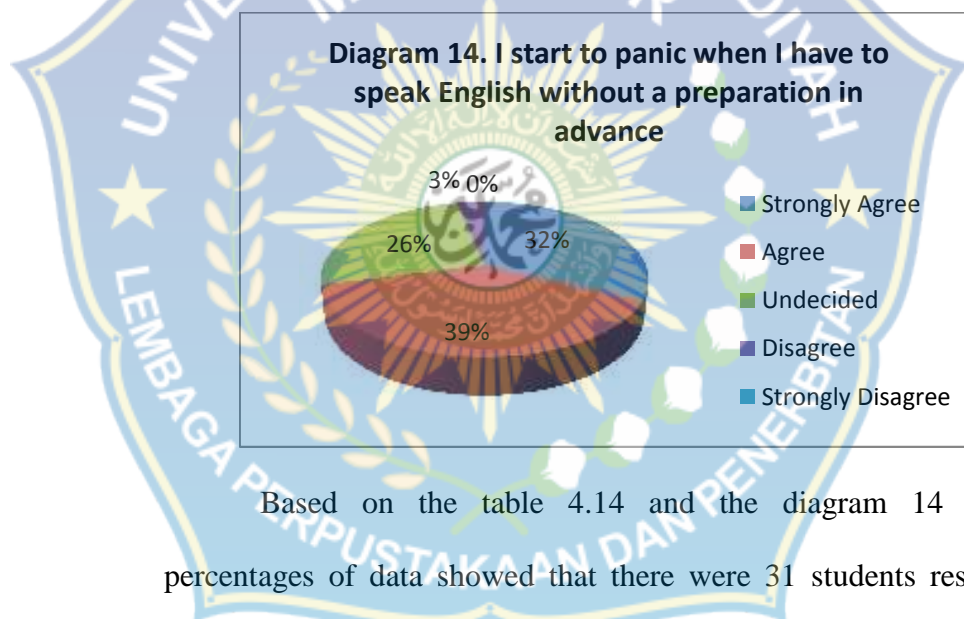
2. The External Factors of Students' Anxiety in Speaking English

There are six question of External they are number 3, 7, 8, 13, 16 and 21. The result data from the questionnaire that obtained by the researcher:

a. Lack of Preparation

Table 4.14 I start to panic when I have to speak English without a preparation in advance

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	10	32,26
2.	Agree	12	38,71
3.	Undecided	8	25,80
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100



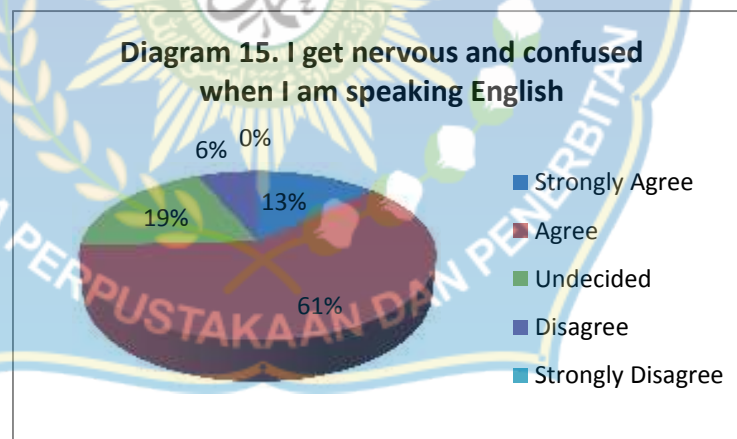
Based on the table 4.14 and the diagram 14 above, percentages of data showed that there were 31 students responds, there were 10 students or 32,26% from the total number of the students whose strongly agree with the statement. The other 12 students or 38,71% from the total number of the students agree with the statement. Meanwhile, there were 8 students or 25,80% from the total number of the students answered undecided with the statement. There were 1 students or 3,23% answered disagree with the

statement and none student's answered strongly disagree with the statement. The result shows 70,97% students start to panic when they have to speak English without preparation in advance.

b. Limited Vocabulary

Table 4.15 I get nervous and confused when I am speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	4	12,90
2.	Agree	19	61,29
3.	Undecided	6	19,36
4.	Disagree	2	6,45
5.	Strongly Disagree	0	0
Total		31	100



Based on the table 4.15 and the diagram 15 above, percentages of data showed that there were 31 students responds, there were 4 students or 12,90% from the total number of the students whose strongly agree with the statement. The other 19 students or 61,29% from the total number of the students agree with

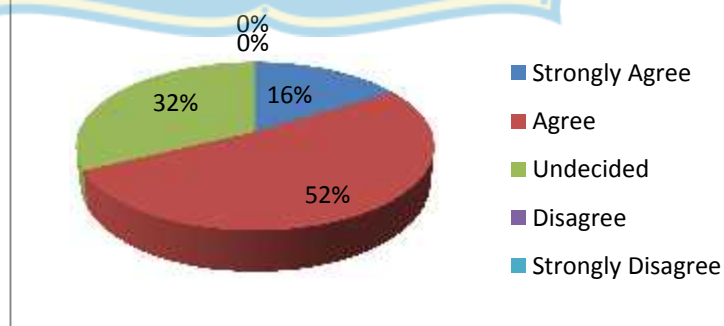
the statement. Meanwhile, there were 6 students or 19,36% from the total number of the students answered undecided with the statement and 2 students or 6,45% answered disagree with the statement. None student's answered strongly disagree with the statement.. The result shows 74,19% students get nervous and confused when they are speaking English.

c. Grammatical Error

Table 4.16 The more speaking test I have, the more confused I get

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	16,13
2.	Agree	16	51,61
3.	Undecided	10	32,26
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		31	100

Diagram 16. The more spekaing test I have, the more confused I get

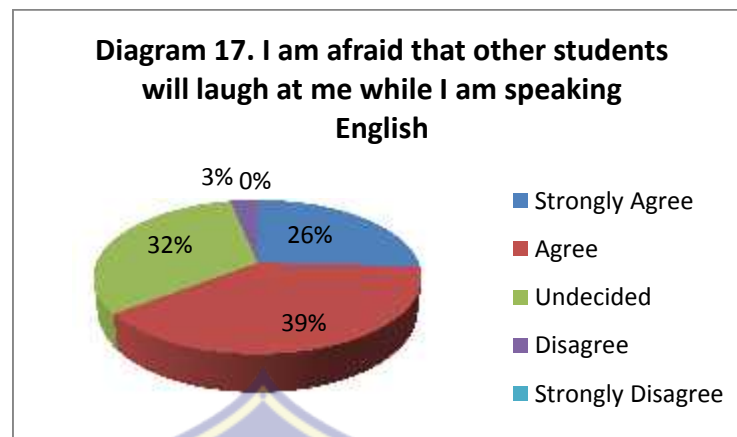


Based on the table 4.16 and the diagram 16 above, percentages of data showed that there were 31 students responds, there were 5 students or 16,13% from the total number of the students whose strongly agree with the statement. The other 16 students or 51,61% from the total number of the students agree with the statement. Meanwhile, there were 10 students or 32,26% from the total number of the students answered undecided with the statement. None of the student's whose answered disagree with the statement and none of the student's answered strongly disagree with the statement. The results show 67,74% students feel The more speaking test they have, the more confused they get.

d. Friends/Classmate

Table 4.17 I am afraid that other students will laugh at me while I am speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	8	25,81
2.	Agree	12	38,71
3.	Undecided	10	32,26
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100



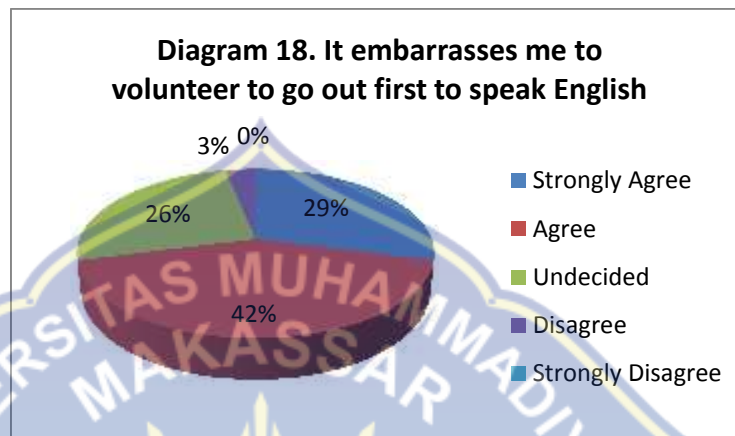
Based on the table 4.17 and the diagram 17 above, percentages of data showed that there were 31 students responds, there were 8 students or 25,81% from the total number of the students whose strongly agree with the statement. The other 12 students or 38,71% from the total number of the students agree with the statement. Meanwhile, there were 10 students or 32,26% from the total number of the students answered undecided with the statement and 1 students or 3,23% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result shows 64,52% student's afraid that other students will laugh at them while they are speaking English

e. Embarrassment

Table 4.18 It embarrasses me to volunteer to go out first to speak English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	9	29,03
2.	Agree	13	41,93
3.	Undecided	8	25,81

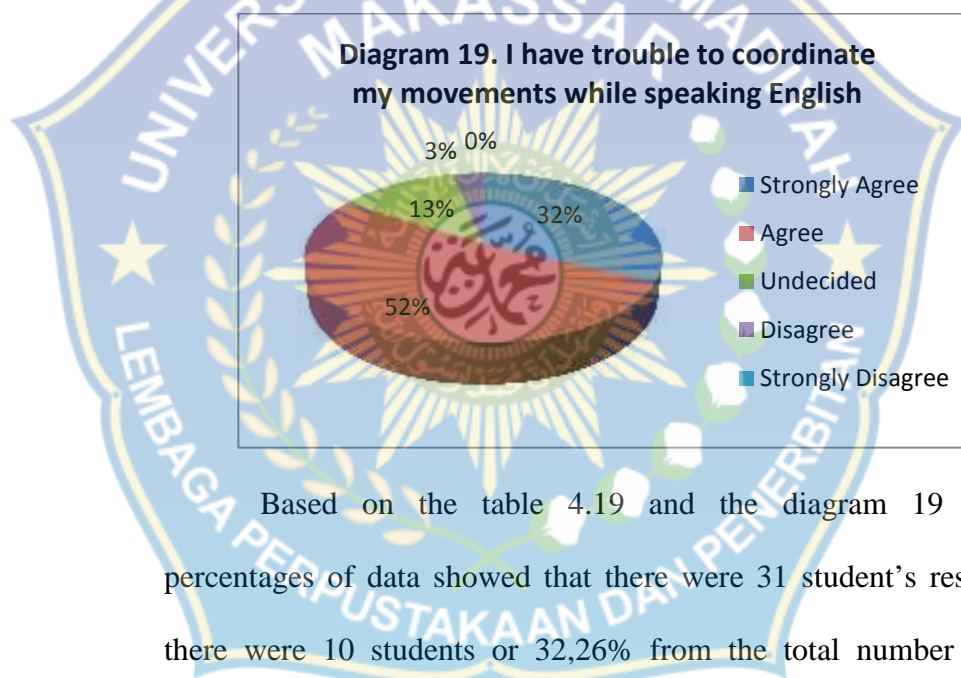
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100



Based on the table 4.18 and the diagram 18 above, percentages of data showed that there were 31 students responds, there were 9 students or 29,03% from the total number of the students whose strongly agree with the statement. The other 13 students or 41,93% from the total number of the students agree with the statement. Meanwhile, there were 8 students or 25,81% from the total number of the students answered undecided with the statement and 1 students or 3,23% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The results shows 70,96% students agree It embarrasses them to volunteer to go out first to speak English.

Table 4.19 I have trouble to coordinate my movements while speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	10	32,26
2.	Agree	16	51,61
3.	Undecided	4	12,90
4.	Disagree	1	3,23
5.	Strongly Disagree	0	0
Total		31	100



Based on the table 4.19 and the diagram 19 above, percentages of data showed that there were 31 student's responds, there were 10 students or 32,26% from the total number of the students whose strongly agree with the statement. The other 16 students or 51,61% from the total number of the students agree with the statement. Meanwhile, there were 4 students or 12,90% from the total number of the students answered undecided with the statement. There were 1 students or 3,23% answered disagree with the statement and. None of the student's whose answered disagree with

the statement. The results shows 83,87% have trouble to coordinate their movements while speaking English.

B. Discussion

The researcher had done by giving the questionnaire to make discussion clear, the researcher would like to describe the result of data analyzed as follow:

The discussion consists of the factors students' anxiety in speaking English that divided into internal and external factors. The discussion of the research detects to give the questionnaire and analyzing uses a final version PSCAS questionnaire adopted from Yaikhong & Usaha (2012) in order to know the students' anxiety in internal and external factors that cause students' anxiety in expressing opinion in the speaking class at second semester English Department Muhammadiyah University of Makassar.

1. The Internal Factors Students' Anxiety in Speaking English

The result of the questionnaire shows that the most internal factor that influences students' anxiety in Speaking English is Lack of Confidence. The data analyst shows that Lack of confidence is 83,87%, shyness is 70,97%, Motivation is 74,2% and Fear of making mistake is 73,11%. The most internal factor that influence student's anxiety is Lack of confidence. The result were showed in the following table:

Table 4.20 The result of the internal factors that influence students' anxiety in expressing opinion

No.	Internal Factor	Percentage (%)
1.	Lack of Confidence	83,87
2.	Shyness	70,97
3.	Motivation	74,2
4.	Fear of Making Mistake	73,11

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

The result of this research are in the line with the result of previous study from "Speaking Anxiety: Factors Contributing To the Anxiety in Speaking Class of the First Year Students of the English Department Faculty of Letters, Jember University, did by Imam Wahyudi Antoro et. All (2015)."The results show that self-perception or self-esteem, presentation in the classroom, fear of making mistakes, social environment, gender, culture differences, formal classroom environment are determined as the source of the participants' speaking anxiety.

2. The External Factors Students' Anxiety in Speaking English.

The result of the questionnaire shows that the External factor that influence students' anxiety in Speaking English is embarrassment. The

data analysis shows that Lack of preparation is 70,97%, Limited Vocabulary is 74,19%, Grammatical Error is 68%, Friend/Classmate is 64,52% and Embarrassment is 83,87%. The most external factor that influence student's anxiety is embarrassment. The result were showed in the following table:

Table 4.21 The result of external factors that influence students' anxiety in expressing opinion

No.	Internal Factor	Percentage (%)
1.	Lack of Preparation	70,97
2.	Limited Vocabulary	74,19
3.	Grammatical Error	67,71
4.	Friends/Classmate	64,52
5.	Embarrassment	83,87

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). Thus embarrassment factors need to be alarmed in learning language

The result of this research are in line of previous study from "Speaking Anxiety: Factors Contributing To the Anxiety in Speaking Class of the First Year Students of the English Department Faculty of Letters, Jember University, conducted by Antoro et. All (2015)." The results show that self-perception or self-esteem, presentation in the

classroom, fear of making mistakes, social environment, gender, culture differences, formal classroom environment are determined as the source of the participants' speaking anxiety.

The most Internal and External factors that influence students anxiety at speaking English are different from the previous research "Study of Foreign Language Anxiety of Male and Female Elementary School Students in Learning English by ChannaSoim (2014).: The results show that being afraid to speak in English, test anxiety, and fear of being less competent and making mistakes are three main constructs of the students' anxiety.

In summary, the most factors that cause students' anxiety to Speak English in the second semester students English Departement Muhammadiyah University of Mkaasar are Lack of confidence and embarrassment. The students never feel quite sure of their self while speaking English and they always think that the other students are better than them. Some students also embarrases to volunteer to go out first to speak English.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

Based on the result of factor analysis through a final version PSCAS questionnaire adopted from Yaikhong & Usaha 2012. The factor lack of confidence score was 75,27%. It showed that in internal factors the number of lack of confidence was highest than all factors. It means that lack of confidence was the most internal factors that influenced students' anxiety in speaking English at the second semester students English Department Muhammadiyah University of Makassar.

Based on the result of factor analysis through a final version PSCAS questionnaire adopted from Yaikhong & Usaha 2012. The factor Embarrassment score was 77,41%. It was showed that in external factors the number of embarrassment was the higher than all factors. It means that embarrassment was the most external factors that influenced students' anxiety in speaking English at the second semester students English Department Muhammadiyah University of Makassar.

B. Suggestion

1. For Teacher/Lecturer

Language teachers have two ways to follow while they are dealing with the anxious learners: a) they can provide their learners some ways to cope with their anxiety, b) they can make the learning contexts as comfortable places in which learners feel relax and do not get tense. Every teacher should keep in mind that there are lots of learners in every classroom who feel high anxiety and these learners usually keep quiet and do not interact to the in-class activities and avoid to answer the questions voluntarily. So, teachers should provide their learners some relaxation activities which motivate them and prevent them to feel in vague.

2. For Learners

Learners must bear in their mind that nobody is aware of their fright except if there are outward signs of nervousness. However, nervousness can be controlled. Learners must focus on getting their message across to the audience and not be afraid to make mistakes. Mistakes are the best way of learning so that we are less likely to keep making them. Many native English speakers do not speak another foreign language, so the fact that the learners are able to converse in a foreign language at all says a lot.

3. For Further Researcher

This research can be conducted again by including all learners who are studying at second semester students English Department Muhammadiyah University of Makassar. So that, the results will be more consistent and will be able to be generalized. To the next researchers, they can investigate more about the students' anxiety in other skills, not only about Anxiety of Speaking, but also in other skills like reading listening or writing.



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APPENDICES

APPENDIX 1 : PSCAS Questionnaire

NO	ITEM	SA	A	U	D	SD
1.	I never feel quite sure of myself while I am speaking English					
2.	I tremble when knowing that I am going to be called on to speak English					
3.	I start to panic when I have to speak English without a preparation in advance					
4.	In a speaking class, I can get so nervous I forget things I know					
5.	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 test 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 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 keep thinking that other students are better at speaking English than I					
25.	I always feel that the other students speak English better than I do					

Adopted from Yaikhong&
Usaha in 2012



APPENDIX 2 : PSCAS Questionnaire Translate

NO	ITEM	ST	S	RR	T	ST
1.	Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris					
2.	Saya gemetar ketika mengetahui bahwa saya akan dipanggil untuk berbicara bahasa Inggris					
3.	Saya mulai panik ketika saya harus berbicara bahasa inggris tanpa persiapan terlebih dahulu					
4.	Di kelas berbicara, saya bisa menjadi sangat gugup. Saya lupa hal-hal yang saya tahu.					
5.	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 berbicara bahasa Inggris					
9.	Saya sangat gugup ketika guru bahasa meminta saya untuk berbicara bahasa Inggris yang telah saya persiapkan sebelumnya					
10.	Saya tidak takut berbahasa Inggris					
11.	Saya dapat merasakan hati saya berdebar ketika saya akan dipanggil.					
12.	Saya merasa santai saat berbicara bahasa Inggris					
13.	Memalukan untuk saya menjadi sukarelawan pertama untuk berbicara bahasa Inggris					
14.	Saya menghadapi prospek berbicara bahasa Inggris dengan percaya diri					
15.	Saya menikmati pengalaman berbicara bahasa Inggris					
16.	Semakin banyak berbicara yang saya miliki, semakin membingungkan saya.					
17.	Bagian-bagian tertentu pada tubuh saya terasa sangat tegang dan kaku ketika berbicara bahasa Inggris					
18.	Saya merasa cemas ketika menunggu untuk berbicara bahasa Inggris					

19.	Saya ingin berbicara lebih sedikit Karena saya merasa malu ketika berbicara bahasa Inggris.					
20.	Saya tidak suka menggunakan suara dan tubuh saya secara ekspresif saat berbicara bahasa Inggris					
21.	Saya mengalami kesulitan untuk mengoordinasikan gerakan saya saat berbicara bahasa Inggris					
22.	Saya merasa sulit untuk melihat penonton saat berbicara bahasa Inggris					
23.	Meskipun saya sudah mempersiapkan diri dengan baik, saya cemas untuk berbicara bahasa Inggris					
24.	Saya selalu berfikir bahwa siswa lain lebih bagus dalam berbicara bahasa Inggris daripada saya.					
25.	Saya selalu merasa bahwa siswa lain berbicara lebih bagus daripada saya.					

Adopted from Yaikhong& Usaha in 2012



APPENDIX 3 : Score of Students Answer (Internal Factor)

INTERNAL FACTOR													
RESPONDE N	IN 1						IN 2			IN 3	IN 4		
	1	2	4	11	17	25	19	20	22	24	18	23	9
S1	4	5	2	3	5	3	4	4	3	5	3	4	2
S2	4	4	4	4	3	4	4	5	3	2	5	4	4
S3	4	5	5	3	4	4	4	5	4	3	4	3	4
S4	5	4	2	3	4	5	3	3	4	4	4	5	4
S5	4	4	5	4	5	3	5	3	4	4	4	4	3
S6	2	3	4	4	4	4	5	4	5	4	3	4	4
S7	4	4	4	4	4	4	4	5	3	5	3	5	4
S8	2	4	3	4	5	5	4	4	4	3	4	4	3
S9	4	2	2	4	5	5	3	4	4	4	4	2	1
S10	3	4	3	2	4	2	5	3	3	4	3	4	4
S11	4	5	5	3	3	4	1	4	4	3	5	5	4
S12	4	4	3	3	4	4	3	3	4	4	4	4	5
S13	4	4	4	4	4	3	4	5	5	3	5	4	4
S14	4	5	5	5	3	4	4	4	4	5	4	2	3
S15	4	4	4	4	4	5	5	4	5	5	3	5	4
S16	4	4	2	4	2	5	3	5	3	4	3	4	4
S17	4	4	5	4	5	5	4	5	4	4	4	3	4
S18	4	5	5	4	5	4	4	3	4	5	3	4	5
S19	4	4	4	4	5	4	3	4	5	3	5	4	3
S20	2	5	4	3	3	3	4	4	3	5	4	4	4
S21	4	5	5	5	4	4	3	4	4	5	3	5	4
S22	4	5	4	5	5	5	4	3	4	4	3	3	4
S23	3	4	4	4	4	4	5	4	3	4	4	5	2
S24	5	2	4	3	4	4	4	5	4	5	5	4	5
S25	3	4	3	3	2	3	4	3	5	3	3	3	4
S26	5	5	4	3	5	5	3	3	5	4	4	5	4
S27	4	4	5	4	3	4	4	4	4	5	4	5	5
S28	5	3	3	5	5	5	5	4	3	4	5	5	4
S29	5	3	4	4	4	5	3	4	4	4	4	4	3
S30	3	3	2	4	4	4	4	3	5	5	4	4	4
S31	3	4	4	3	4	5	4	5	3	3	2	4	4

NB :

IN 1 : Lack Of Self-Confidence

IN 2 : Shyness

IN 3 : Motivation

IN 4 :Fear of Mistake

APPENDIX 4 : Score of students Answer (External Factor)

EXTERNAL FACTOR						
RESPONDEN	IN 1	IN 2	IN 3	IN 4	IN 5	
	3	7	16	8	13	21
S1	4	4	3	3	5	4
S2	4	4	3	5	4	4
S3	3	4	5	4	4	5
S4	5	3	4	4	3	4
S5	5	4	5	5	4	4
S6	4	4	4	4	4	5
S7	3	2	3	4	2	5
S8	5	4	4	3	4	4
S9	4	4	4	3	5	3
S10	3	3	3	4	5	5
S11	4	4	5	5	4	4
S12	5	4	4	5	3	4
S13	3	4	4	3	5	4
S14	3	3	3	4	4	5
S15	5	4	4	4	5	3
S16	5	3	4	3	3	4
S17	4	4	3	3	4	4
S18	2	5	3	4	4	4
S19	4	4	4	4	3	3
S20	4	4	5	5	4	4
S21	3	2	4	3	4	5
S22	3	4	4	4	5	5
S23	5	5	3	5	3	3
S24	4	5	4	4	5	4
S25	4	4	4	3	4	4
S26	5	4	5	4	4	5
S27	4	3	4	3	5	2
S28	3	4	3	3	3	4
S29	4	3	4	5	3	5
S30	5	5	4	2	5	5
S31	5	4	3	5	3	4

NB :

IN 1 : Lack of Preparation

IN 2 : Limited Vocabulary

IN 3 : Grammatical Error

IN 4 : Friends/Classmates

IN 5 :Embarrassmentt

APPENDIX 5 : Analysis of Item in Questionnaire

The Internal Factors of Students' Anxiety in English Speaking

Statement	OPINION					Total
	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	
1	8	18	5	0	0	31
2	9	16	4	2	0	31
4	8	12	10	1	0	31
9	4	19	5	2	1	31
11	4	16	10	1	0	31
17	10	14	5	2	0	31
18	6	14	10	1	0	31
19	6	16	8	1	2	31
20	8	14	9	0	0	31
22	7	15	9	0	0	31
23	9	16	4	2	1	31
24	10	13	7	1	0	31
25	11	14	5	1	0	31
Total	100	197	76	14	4	

The External Factors of Students' Anxiety in English Speaking

Statement	OPINION					Total
	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)	
3	10	12	8	1	0	31
7	4	19	6	2	0	31
8	8	12	10	1	0	31
13	9	13	8	1	0	31
16	5	16	10	0	0	31
21	10	16	4	1	0	31
Total	46	88	42	6	0	

APPENDIX 6 : DOKUMENTATION





APPENDIX 6 : DOCUMENTATION





CURRICULUM VITAE



The researcher, **Risaldi** was born on February 25th, 1997 in Takalar , South Sulawesi. He is the second son from two siblings from the marriage of Basri and Haleni . He began her study at SD INPRES Bontokanang and graduated in 2009. Then he continued his education at SMPN 3 Galesong Selatan and graduated in 2012. Afterwards, she continued her study at MA Muhammadiyah Bontorita and graduated in 2015. In year 2015, he was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of his study, he could finish his thesis by the title *An Analysis the causes of Students' anxiety in Epression Opinion in The Speaking Class (A Desciptive Study at The Second Semester of English Departement Muhammadiyah University of Makassar).*

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