

The Anxiety in Speaking English by the Second Semester Students of English Department of FKIP UKI Toraja

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Abstract

The objective of this research was to find out what factors cause the anxiety in speaking English by the Second Semester Students of English Department of FKIP UKI Toraja. In this research, the researcher used descriptive qualitative research with survey design. The researcher used interview as the way to get the data. The subject of this research was the Second Semester Students of English Department of FKIP UKI Toraja. The researcher used semi structure interview which consist of 10 questions. The data were analyzed by three steps, they are data reduction data display, and conclusion. The result of this research showed that mostly factors which caused the students anxiety in speaking English was difficult to adjust their accent with the British and American accents. And followed by less of self-confidence, and the other factors was listener understanding, pronunciation, and friends reaction. In this research, the researcher can concluded that British and American accent was the factor which mostly caused the students anxiety in speaking English by the second semester students of English Department of FKIP UKI Toraja.

Key words: *Anxiety, Speaking English*

Introduction

Increasing students' speaking ability as foreign language is very important and useful for students' achievement in educational field and the lecturer has to consider and figure out the way about how to help students can speak out their English well without having the feeling of anxiety. As Girik Allo (2019) did a research about Students' Self-Confidence in Speaking Skill. He found that describing people could improve students' self-confidence in speaking. It was proved by the mean score of the students in questionnaire one (Q1) is 67.88 (precisely self-confidence level) and students mean score in questionnaire two (Q2) is 79.76 (medium self-confidence level). It means that the students have shown raising the self-confidence level from precisely into the medium after learning using describing people.

According to Horwitz (1986:125), anxiety is the part of humanity area. And it has a broad definition. Generally, anxiety can be defined as "subjective feeling of tension, apprehension, nervousness, and worried. According to the researcher personal interview with some of them he found that some of the second semester students still feel anxious and scared to speak their English, for instance when they stand in front the class and the lecturer ask them to speak in English or to read English text, it can be seen from their body language that they looks anxious to use english in daily activity especially in English Class. Consequently, they are unable to express their ideas and thought, it is usually caused by some factors, such as lack of vocabulary, fear, and less of self-confidence.

One of the technique that can be used by the lecturer to increase students' speaking ability is the lecturers have to investigate whether there are any possible cause of anxiety in speaking English in public area. Through this way, the lecturers are able to know and comprehend the cause of anxiety in speaking, so that the lecturers are able to figure out solutions and tips to help students releasing and throwing away the feeling of anxiety in speaking English.

Based on the explanation above, the researcher is interested to conduct the research entitle "**The Anxiety in Speaking English by the second semester students of English Department of FKIP UKI TORAJA**".

Review of Related Literature

Defenition of Speaking

There are four basic skills in the English language. They are listening, speaking, reading, and writing, (Orwig, 1999 as cited in Girik Allo, 2018). Speaking is the productive skill in the oral mode. It is classified into three speaking situations: interactive, partially interactive, and non-interactive. Speaking plays an important role in communication, especially in oral communication because human being needs to conduct their life in order to build some relationship with others.

Matthew (2006: 45) He stated that speaking is a process where people can share information, ideas and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message. It can be said that, when the students talk about their ideas or opinion, there is an interaction between the speaker and the listener to clarify the information intended. In other words, the speaker has to be able to convey the ideas clearly in process of speaking, as the result, the listener can receive and understand what the speaker means. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

Anxiety Concept

Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. Anxiety can give negative impact to the someones" personality if he or she cannot manage it. There are several definition about anxiety they are discussed as follows: Sarason and Spielberger (in Darmawanti 1998) states that anxiety is a reaction to an experience for individuals perceived as a threat. Anxiety is a feeling of uncertainty, panic, fear, without knowing what they fear and cannot shake the feeling of restlessness and anxiety.

Mac inyre (2002: 46) He stated that anxiety is reported in the majority of literature as a complex, ambiguous, and difficult to isolate from individual variable. Sumadinata (2004) says that a person who was worried because of a situation that could not give a clear answer, cannot expect anything for help, and no clear hope will get results. Anxiety and worry are lightweight and become a motivation. While anxiety and worries that a strong and negative can cause physical and psychological disorders.

Method

The researcher in this study employed the quantitative research with survey design. Survey design as (Antonius, 2003 cited in Girik Allo, 2018) said that Surveys consist in asking a large number of people some specific questions. In this research, the researcher used interview as the way to get the data. The subject of this research was the Second Semester Students of English Department of FKIP UKI Toraja. The researcher used semi structure interview which consist of 10 questions. The data were analyzed by three steps, they are data reduction data display, and conclusion.

Results

Internal Factors

This section is also a major part of the research articles and is also usually the longest part of an article. Discussion of the research presented in this section are the result. The process of data analysis such as statistical calculations or other processes for the achievement of its research. Please present the discussion narratively.

Attitude

Based on the researcher experience in the interview with the six students from the second semester, He found that those students which already been interviewed, none of them who have negative respon towards the attitude in this case attitude in learning and speaking english. It can be seen in the following conversation.

Researcher : *Do you like to speak in English ?*

Student 1 : *Yes, I like. Because when i speak in English it give me challenge to speak in that language.*

Student 2 : *Yes, I like to speak in English because speak in English can improve my language.*

From the explanation above, the researcher concluded that attitude in this case attitude in learning or speaking English was not caused the students the anxiety in speaking English.

Aptitude

Based on the researcher experience in the interview, He found that the statements from the six students were positive towards the aptitude, The students who have high language aptitude, those students are surely having less anxiety in learning English subject and also speaking subject. It can be seen in the following conversation of the interview which have been extracted below:

Researcher : *What is your motivation to learn about speaking subject ?*

Student 1 : *I want to learn about speaking subject because i want to improve my pronunciation which is still different with my pronunciation before.*

Student 2 : *My motivation to learn speaking subject is to improve my pronunciation which is still different with my pronunciation before.*

From the interview result above , all the six students stated the positive respon towards the aptitude factors, the answers from the six students can be conclude that aptitude factors was not caused the students anxiety in speaking English.

External Factors

The lecturer or the subject

According to the result of interview, the researcher found that from all the six students, one of them have different answer, she stated a negative respond towards the lecturers in learning process, it is can be seen in the following interview result.

Researcher : *How is your respon towards the lecturer of speaking subject ?*
student 1 : *Comfortable, because the lecturer is quite explicit and not fussy.*

Student 2 : *I feel comfortable because the lecturer is friendly to the students and also to the other lecturer.*

From the interview result above, it indicates that the student 3 has different learning style and absorption which caused her difficult to archieved and to understood the lesson from the lecturer. from all the six students only student 3 who has negative respond towards the lecturer or the subject, based on the explanation above the researcher can concluded that the factors of lecturer or the subject is only affected the students anxiety in English for student 3, but the other students didn't have problem with that factor.

The Teacher Method In teaching

Based on the interview result, the researcher found that all the students have positive respon towards the the lecturer/teacher method in teaching. It can be seen from the interview result as follows :

Researcher : *How is your opinion towards the teaching method/technique by the lecturer of speaking subject ?*

Student 1 : *According to me, the method in teaching by the lecturer of speaking subject is quite good because the lecturer of speaking subject using variuos method in teaching.*

Student 2 : *According to me, the teaching method by the speaking subject lecturer is quite good they apply interesting style in teaching and easy to understand.*

Based on the interview result above, it showed that all the answers from the six students were positive and the answers were also described that the teacher method in teaching was not one of the factor which caused the students anxiety in speaking English.

Material used

Based on the interview result, the researcher found that all the answers from the six students were positive according the interview trancription as described below:

Reseacher : *How is your opinion about material used by the lecturer in teaching speaking subject.*

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Student 1 : *I think that's good, because the given material by the lecturer is easy to understand.*

Student 2 : *I think that's good, because the lecturer give the understandable material in teaching.*

According to the interview transcription above, it can be seen that the six students have positive response towards material used in teaching, according to the six students, material used by the lecturer was more interesting because the material were implemented into various types of teaching style. Based on the explanation above, the researcher concluded that material used was not one of the factors which caused the students anxiety in speaking English.

Family

According to the result of interview which have been extracted, The researcher found that the family was not one of the factors which caused anxiety in speaking, it can be seen in the following interview transcription:

Researcher : *How about your family, do they give support to you when you speak in English ?*

Student 1 : *Yes, because they want me to speak in English correctly and properly.*

Student 2 : *Yes, because they want me to be able to speak in English.*

Based on the interview transcriptions above, The researcher can conclude that family was one of the factors who gave support in learning English, it was not the factor which caused students anxiety in speaking.

Friends and Society

According to the result of interview, The researcher found that the answers from all the students indicated that the response from friends and society showed that the students sometimes felt anxious when they speak in English or with the people in a society, it was provided as the following interview transcription :

Researcher : *How is the response of your friends when you speak in English with them ?*

Student 1 : *Usually they get confused whether they understand or the **bad pronunciation** which cause them difficult to understand.*

Student 2 : *Sometimes they **don't understand** what i am talking.*

Based on the interview result above, the researcher concluded that the responses from friends and society could be one of the factors which caused the students anxiety when they speak in English.

From all the 7 seven factors explanation about internal and external factors, where internal factors consist of attitude and aptitude, in this internal factors as what have been described in the previous sub-chapter above, it is mostly showed that internal factors was not one of the factors which caused the students anxiety when they speak in English.

Discussion

Data from the interview was taken from the six students of the second semester students of English Department of FKIP UKI Toraja to answer the research question “What factors cause the anxiety in speaking English by the second semester students of English Department of FKIP UKI Toraja?”. The finding data from interview were described and analyzed according to the theory of (Cunningsworth 2007:11) according to him there are two main factors that cause anxiety in speaking, namely internal and external factors, internal factors consist of attitude and aptitude. And external factors consist of the lecturer or the subject, the teachers’ method in teaching, material used, family, and friends and society. But the researcher were also described some finding data related to the result of interview. In this research, The factors caused students anxiety in speaking English were the lecturer, or the subject, Friends and society or friends reaction (negative reaction), listener understanding, self-confidence, pronunciation, difficult material, students local accent. The factor which caused the students anxiety in speaking English was mostly caused by the students’ local accent, all of the answers from the six students mostly stated that they felt difficult to adjust the local accent (Torajan accent) with the British and American accent.

Conclusion

Based on the finding data in the previous chapter, The researcher can concluded that the second semester students of English Department of FKIP UKI TORAJA felt the anxiety in speaking English and some of the factors which caused the students anxiety by the second semester students were provided as follows : The lecturer or the subject, Friends and society or friends reaction, Listener understanding, Self-confidence, Pronunciation, Difficult Material, Difficult to adjust the accents (british and american accents).

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