

AN ANALYSIS OF STUDENTS' ANXIETY FACTORS IN ENGLISH SPEAKING PERFORMANCE: A DESCRIPTIVE STUDY AT THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION

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Abstract

In learning English, the ability to speak English is one of the skills that students need to master, but there are still many students who feel anxious when speaking in front of many people. This study aims (1) to investigate what anxiety factors are faced by second-semester students and (2) to find out the most dominant anxiety factor faced by the students in English speaking performance. The data were collected by using observation and questionnaires. There were 28 students in the second semester of FKIP Universitas Tanjungpura Pontianak 2022 taken as the subject of this research. In this study, the researcher uses qualitative research as the design. There were seven anxiety factors faced by students in English speaking performance. The factors were grammatical issues (72,49%), lack of vocabulary (71,42%), lack of preparation (62,14%), fear of making mistakes (61,18%), classmates (60,47%), lack of confidence (58,47%), and lack of motivation (49,51%). Meanwhile, the dominant anxiety factor faced by the students was grammatical issues. In conclusion, there were various factors of anxiety faced by the students when performing in English.

Keywords: Speaking, anxiety factors

Published by:



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1. Introduction

Speaking is one of the four fundamental language abilities that is used as a medium of expression to communicate one's thoughts and emotions. The purpose of speaking is to communicate. In this case, the sending and receiving of messages or news between two or more persons is known as communication. It means the speaker must comprehend what will be delivered or communicated to successfully deliver the message. In the educational area, speaking is an important skill that students must acquire. For that reason, the students are asked to practice speaking English in speaking class. Practicing speaking can help students develop their speaking skills better. For example, in the classroom, students must use English in the teaching and learning process when expressing their thoughts, asking questions to clarify their comprehension, and during group discussions. In addition, students can express their thoughts, make comments, and ask questions to someone or a group of people through speaking.

The ability to speak English well is crucial for English students at FKIP Tanjungpura University. Students must practice to get the most out of their language proficiency because these abilities give them an advantage in both education and work. However, this will be challenging for students who have vocabulary and grammar issues. On the other hand, students' grammar and vocabulary abilities are still severely lacking, causing their self-confidence to struggle. It is supported by Leong & Ahmadi (2017) Speaking English requires speakers to have a thorough understanding of many important concepts, including pronunciation, grammar, vocabulary, fluency, and comprehension. This causes students to be anxious when speaking students were anxious about speaking because they are worried about making errors in English. As a result, one of the issues that many students have when speaking English in class is anxiety.

Anxiety is what we feel when we are worried, tense, or afraid – particularly about what we think could happen in the future. It means when students talk in English, they are often nervous and fearful of making mistakes, which obstructs the learning and teaching process in the classroom. In the teaching and learning process, students face fear when giving comments, answering questions, and speaking in English. When students are required to speak in front of their peers, they demonstrate this behavior. It indicates that, even after practicing continuously and consistently, they are unable to duplicate the correct meaning, tone, or intonation in the

target language. Also, they forget the words they planned ahead of time. The cause of all this is none other than the feelings of anxiety experienced by students.

There was much research conducted on Analyzing Anxiety in English Speaking Performance. The first previous study comes from Mitha et al. (2018) from the English Education Department Universitas Negeri Padang. This study showed the anxiety of students speaking because students were afraid of the consequences of failing the speaking test. It came about as a result of their communication fear, which requires extra preparation for all aspects of their performance so that they feel comfortable and confident when performing, regardless of negative criticism from peers and lecturers. Based on the result, of the researcher when students want to speak English, good preparation has a big impact on their anxiety level.

The next research was conducted by Suryadi (2021) at the English Education Department University of Kepulauan Riau. This study found that peer seeking was the most effective method for students to overcome speaking anxiety in the classroom; all of the students agreed that peer seeking was the most effective strategy. Based on the result, the researcher found that lack of confidence was the primary reason for students' fear of speaking English. The students intended to improve their self-confidence in speaking English and their English ability in speaking English.

Another research was conducted by Al-Hakim & Syam, (2019) from Universitas SembilanBelas November. They found the students' anxiousness about studying English was caused by three things. The student's ability to communicate in English was the first factor. The second was anxiety about receiving bad feedback from lectures or classmates. The third source of concern was when an English-speaking exam was scheduled. In this case, students must use five tactics to overcome their fear of speaking English: preparation, relaxation, positive thinking, peer seeking, and surrender.

Based on previous studies conducted by researchers related to anxiety in speaking, this research comes differently. This research focused on investigating what anxiety factors are faced by the students in speaking English. Also, figure out the dominant anxiety factor faced by the students. On the other hand, the other related research focused on the methods to overcome speaking anxiety in the classroom. It indicates that there was a big difference in the purpose of conducting this research to the previous research. In addition, the main problem of this research was still the same, which was feeling anxious in students speaking. Considering all the statements above, the researcher was interested in analyzing students' Anxiety Factors in English Speaking Performance. The researcher used descriptive qualitative research to analyze their anxiety about English speaking performance.

This research question is what anxiety factors are faced by second semester students in English speaking performance, and what are the dominant anxiety factors faced by students in English speaking performance. There are also research objectives this is to investigate what anxiety factors are faced by second semester students in the English Speaking Performance, and to find out the dominant anxiety factors faced by students in the English Speaking Performance. This research is expected to support information about students' anxiety in English speaking performance. Apart from that, this research is also expected to be useful for lecturers in being able to classify students' anxiety in their English speaking performance, especially in speaking skills. This research helps researchers determine whether students feel anxious when speaking English. The results of this research allow researchers to conclude that students' anxiety levels have a big influence on the teaching and learning process in the classroom, and it is hoped that this research can help and provide information about students' anxiety in their English speaking performance to other researchers.

2. Method

In this study, the researcher utilized qualitative methods to examine the factors contributing to students' anxiety when speaking English. The research, descriptive in nature, extensively utilized analysis to delve into the subject matter. Qualitative research, emphasizing process and meaning, was guided by a theoretical framework to ensure relevance. As noted by Aspers and Corte (2019), qualitative research adopts a multimethod approach, employing an interpretative, naturalistic stance towards its subject matter, focusing on understanding activities in terms of individuals' assigned meanings. This investigation, conducted on second-semester students of the English education study program at Universitas Tanjungpura, utilized questionnaires as the primary data collection tool. The chosen classes, B1 and B2, comprised 28 students, with a distribution of 9 males and 19 females. These classes were selected due to their relevance to the research topic and observed passivity among students during interactions with lecturers.

The questionnaire employed closed-ended questions, facilitating data collection and classification based on predefined criteria. Adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) theory, the questionnaire employed a Likert Scale to gauge students' perspectives on anxiety factors related to speaking English. Following data collection, the researcher undertook a structured data analysis process. This involved identifying, categorizing, displaying, and verifying the data. Through this process, the researcher identified both internal and external factors contributing to students' anxiety in speaking English. Internal factors

included lack of confidence, fear of making mistakes, and lack of motivation, while external factors encompassed grammatical issues, lack of vocabulary, lack of preparation, and influence from classmates. The culmination of this analysis provided insights into students' anxiety levels and the most prevalent factors impacting their English-speaking performance.

3. Result and Discussion

The findings of the research about students' anxiety in English speaking performance in the second semester of English Education were described. The data from the research were collected through observation and questionnaires. The data for the research were collected through observation and questionnaires. The researcher collected the data by observing the student's learning process in speaking English. Observations were carried out three times in two classes. This is the following diagram that shows the main result of the data analysis.

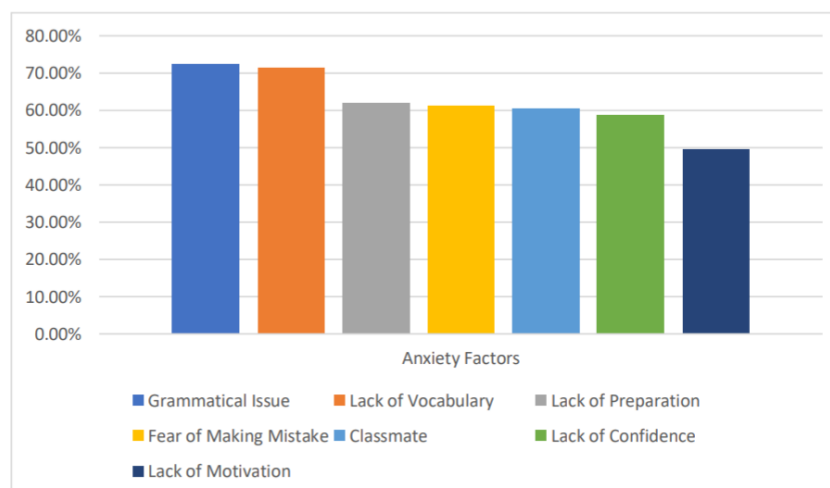


Figure 1. Research Finding

Based on the diagram above, shows the anxiety factors result. The diagram is based on the number of students who agreed, undecided, and disagreed with the questions. It can be concluded that seven factors of anxiety faced by the students in speaking English performance. There were grammatical issues (72,49%), lack of vocabulary (71,42%), lack of preparation (62,14%), fear of making mistakes (61,18%), classmates (60,47%), lack of confidence (58,74%) and lack of motivation (49,51%).

In detail, the most dominant factor faced by the students was a grammatical issue. There were two related questions in the questionnaire. Those were questions number 3 and 15. Question number (3). When speaking English, I struggle to create complete sentences. Question number (15). When I am speaking English, I feel uneasy and confused about the sentences I should use. The diagram above shows the grammatical issue had 72,49% which means agreed.

Based on this result, it can be concluded that the grammatical issue caused students to experience anxiety in their English-speaking performance.

The second factor was a lack of Vocabulary, there was one related question in the questionnaire. There were two related questions in the questionnaire. Those were question number 6 and 18. Question number (6). I have difficulty remembering and using new vocabulary. (18). I forget the English vocabulary I have when I feel nervous. The diagram above showed that lack of vocabulary had 71,42% which means agreed Based on this result, it can be concluded that the lack of vocabulary caused students to experience anxiety in their English-speaking performance.

The third factor was a lack of preparation, there were three related questions in the questionnaire. Those were numbers 7, 14, and 20. Question number (7). I find it a challenge to use gestures when speaking in English. Question number (14). I will feel anxious when asked to talk in English. And the last number (20). I am difficult to begin a conversation in English. The diagram above showed a lack of preparation has 62,14% which means agreed. Based on this result, it can be concluded that the lack of preparation caused students to experience anxiety in their English-speaking performance.

The fourth factor was fear of making mistakes, there were three related questions in the questionnaire. Those were numbers 2, 9, and 17. Question number (2). When I am speaking English, I never hesitate. Question number (9). I find it awkward to speak English, therefore I would rather not say anything. Question number (17). I still get nervous when the lecturer asks me to speak English. The diagram above showed fear of making mistakes had 61,18% which means agreed. Based on this result, it can be concluded that fear of making mistakes caused students to experience anxiety in their English-speaking performance.

The fifth factor was the classmates, there were three related questions in the questionnaire. Those were numbers 4, 12, and 16. Question number (4) I am anxious when I am speaking English in class while my friends are there. Question number (12) When I am speaking English, I worry that other students will laugh at me. Question number (16) I feel very confident when I am speaking English in front of other students. The diagram above showed that classmates had 60,47% which means agreed. Based on this result, it can be concluded that classmates caused students to experience anxiety in their English-speaking performance.

The sixth factor was a lack of confidence, there were four related questions in the questionnaire. Those were questions number 1, 5, 8, and 11. Question number (1). I feel confident when I am speaking English. Question number (5). My bodily parts feel shaking and uncomfortable when I am speaking English. Question number (8). I have done my best to

prepare, but I still get nervous when I am speaking. Question number (11). I am very relaxed when speaking English. The diagram above showed a lack of confidence had 58,74% which means enough. Based on this result, it can be concluded that the lack of confidence caused students to experience anxiety in their English-speaking performance.

The last factor was the lack of motivation, there were three related questions in the questionnaire. Those were numbers 10, 13, and 19. Question number (10). When I am speaking English, I am anxious. Question number (13). I enjoy it when I am speaking English. Question number (19). I am not afraid to speak English. The diagram above shows that lack of motivation is 49,51% which means enough. Based on this result, it can be concluded that the lack of motivation caused students to experience anxiety in their English-speaking performance.

In this part, the researcher discussed the findings of the research through observation and a questionnaire. The purpose of this research was to investigate what anxiety factors the students faced in English Speaking Performance at Universitas Tanjungpura and to find out the dominant factor that influences students' anxiety in English Speaking Performance. In this research, seven findings indicated anxiety factors.

The first finding shows that a factor that causes students anxiety from the result of observation the grammatical issues when speaking in front of the class. This can be seen from the symptoms of grammatical issues such as the mistake of using verbs in the third person subject and using mixed language between English and Indonesian for the word they don't know. It is similar to the questionnaire result that most students agreed to the anxiety factor questions. The grammatical issue made the students confused about the sentences they wanted to say. It is supported by Damaiyanti (2021) that grammatical issues are knowledge gaps caused by learners' incompetence (they do not know what is right); mistakes are occasionally performance mistakes (learners are unable to apply what they have learned).

The second finding, the research found that one aspect contributing to students' anxiousness was the lack of vocabulary when speaking English in front of the class. This is evident from the anxiety symptom that results from lack of vocabulary, such as they are inconsistent and struggling, or failing to recognize appropriate words. It is similar to the survey's result that almost all of the students accepted the significance of anxiety questions. Students found it challenging to learn and apply unfamiliar words when speaking in English because of a lack of vocabulary. According to Aouatef (2015), someone cannot effectively communicate or express their ideas in both oral and written form without having the right vocabulary.

The third finding shows that a factor that causes students anxiety from the result of

observation was the lack of preparation when speaking English in front of the class. This can be seen from the symptom of anxiety that arises due to lack of preparation such as creating short dialogue when speaking, speaking in a hurry, and being confused when asked by others suddenly. It is similar to the questionnaire result that most students agreed to the anxiety factor questions. Lack of preparation made students challenged to use gestures when speaking English and feel anxious when asked to talk in English. It is supported by Lestari (2016), a lack of preparation made students feel anxious, and good preparation made students more confident in speaking English.

The fourth finding shows that a factor that causes students anxiety from the result of observation was the fear of making mistakes when speaking English in front of the class. This can be seen from the symptom of anxiety that arises due to fear making mistakes such as students tend to be silent in interactions in the classroom for fear of making mistakes when speaking. It is similar to the questionnaire result that most students agreed to the anxiety factor questions. Fear of making mistakes made students unsure and nervous about their ability to speak English. It is supported by Dita et al. (2020), that most students fear making mistakes because they worry that their classmates will laugh at them.

The fifth finding shows that a factor that causes students anxiety from the result of observation of the classmates when speaking English in front of the class. This can be seen from the symptom of anxiety that arises due to their classmate such as they look nervous when giving a presentation in front of the class. It is similar to the questionnaire result that most students agreed to the anxiety factor questions. Classmates made students reluctant to participate in class activities that involved speaking English. They may not dare to ask, answer questions, or share their opinions with classmates. It is supported by Ningsih (2017), students preferred not to participate in class activities because of their anxiety, which was caused by their fear of receiving poor grades from others.

The sixth finding, the research found that one aspect contributing to students' anxiousness was a lack of confidence in front of the class, which was experienced by many students. This can be observed from the students' faces, which show anxious or nervous looks as they inhale deeply before speaking and moving their bodies. It is similar to the questionnaire result that most students had agreed to the questions related to the anxiety factor. Lack of confidence made students uncomfortable and nervous when speaking English. It is supported by Nunan in Januariza & Hendriani (2016) that students who are confident in their ability to communicate in English always feel anxious when speaking.

The last finding shows that a factor that causes students anxiety from the result of

observation was the lack of motivation when speaking English in front of the class. This can be seen from the symptom of anxiety that arises due to lack of motivation such as the students do not have the initiative when getting questions from the lecturer. It is similar to the questionnaire result in that most students disagreed with questions related to this anxiety factor. The question on the questionnaire indicated that most students felt speaking English it difficult to develop their understanding of learning. That is why the student was not confident in speaking English. In this case, the lack of motivation influenced the students' confidence in speaking English. It is supported by Mauliya et al. (2020) If a student cannot be motivated, every effort will be unsuccessful, especially when the environment does not support them, such as severe worry or an activity that is too difficult. In addition, a lack of motivation will hinder progress.

Based on the explanation above, the dominant factor grammatical issues. It can be seen from the diagram of anxiety factors that grammatical issues became the most related anxiety factor faced by the students based on the questionnaire analysis.

4. Conclusion and Recommendations

After analyzing the research results in the previous chapter, the researcher put forward several conclusions which can be stated as follows. This research focuses on investigating what anxiety factors are faced by students and finding out the most dominant anxiety factors in the English language education study program at Tanjungpura University for students in the second semester of the 2023 academic year. The researcher concludes as follows:

Seven anxiety factors faced by students in speaking English. There are grammar problems (72.49%), lack of vocabulary (71.42%), lack of preparation (62.14%), fear of making mistakes (61.18%), classmates (60.47%), lack of self-confidence (58.47%), and lack of motivation (49.51%). Based on the results of factor analysis through a questionnaire adopted from Yaikhong & Usaha 2012, the grammatical problem score was 72.49%. This means that grammar problems are the most dominant anxiety factor faced by students in English speaking performance.

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