

## An Analysis Of Students' Anxiety On English Speaking At The First Year Students Of English Department In Muhammadiyah University Of Sumatera Barat

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### **Abstrak**

*Tujuan dari penelitian ini adalah untuk menemukan faktor-faktor yang mempengaruhi kecemasan siswa dalam berbicara bahasa Inggris, tipe –tipe kecemasan siswa dalam berbicara bahasa Inggris, dan solusi alternatif untuk mengurangi kecemasan berdasarkan persepsi mahasiswa pada mahasiswa tahun pertama jurusan pendidikan bahasa Inggris di Universitas Muhammadiyah Sumatera Barat. Penelitian ini adalah penelitian deskriptif kualitatif. Peserta dari penelitian ini terdiri dari 10 orang mahasiswa yang mengalami kecemasan di sebuah kelas dari jurusan bahasa Inggris di Universitas Muhammadiyah Sumatera Barat. Data dikumpulkan dari hasil angket terbuka dan hasil wawancara. Hasil dari penelitian ini menunjukkan ada 5 faktor yang mempengaruhi kecemasan mahasiswa dalam berbicara bahasa Inggris, faktor yang paling mendominasi adalah kurangnya kosa kata. kemudian faktor-faktor lain seperti takut melakukan kesalahan, kurang percaya diri, khawatir terhadap penilaian teman sekelas dan jenis-jenis tugas yang diberikan oleh dosen juga telah ditemukan. Kemudian dari faktor-faktor ini 3 jenis dari kecemasan yang dialami oleh mahasiswa telah dikategorikan. Jenis yang paling banyak yaitu hambatan berkomunikasi, takut terhadap penilaian negatif dan yang paling sedikit dialami adalah kecemasan terhadap tugas. Selain itu peneliti juga menemukan 3 solusi alternatif dari mahasiswa untuk mengurangi kecemasan mereka dalam berbicara bahasa Inggris. Solusi yang pertama adalah meningkatkan kepercayaan diri, yang kedua adalah belajar lebih giat dan yang ketiga adalah para mahasiswa harus mempunyai pemikiran yang positif.*

**Kata Kunci :** Berbicara, Kecemasan.

### **Abstract**

The purposes of this research are to find out the factors that cause students' anxiety, the types of student's anxiety in speaking English and the alternative solutions to overcome student's anxiety based on student's perspective at the first year students of English Department in Muhammadiyah University of Sumatera Barat. This research is descriptive-qualitative research. The participants are 10 students who experienced anxiety in the class at first year students of English Department in Muhammadiyah University of

Sumatera Barat. The data were taken from the results of open-ended questionnaire and the answers of interview. The results of this research show that there are 5 factors that cause students' anxiety in English speaking. The most dominant factors is Lack of Vocabularies, Then the others factors such as Fear of Making Mistakes, Lack of Confidence, Worry about Friends/Classmates Point of View and Types of Task that was Given by the Lecturer have also found. From these factors then three types of anxiety have been categorized. The most common type is Communication Apprehension, then Fear of Negative Evaluation and the least is Test Anxiety. Additionally 3 alternative solutions to overcome students' anxiety based on students' perspective was found out. Firstly is Increase Self Confidence, secondly is Study Hard, and lastly is the Student should have Positive Mindset.

**Keywords :** *Speaking, Anxiety.*

## INTRODUCTION

In learning English, there are four skills that were studied by the students such as listening, reading, writing and speaking. Speaking becomes an essential thing, because one of the goals of learning a language is to be able to use that language. One of the functions of the language is as a tool for communicating with the other people. It means that speaking is one of the important skills that should be mastered by the language learners. As English language students, they are asked to practice English in their daily activities, especially in the class. As a student who learns a language, the student should be able to speak well and fluently apart from just learn about grammar. As a prospective English language students, those students must also be able to meet other people's expectations or stereotype that as a student who has been studied English for several years, they should can speak English fluently. Beside of that the most important thing is the English language skills of students who will graduate from the University will be measured through the tests such as TOEFL, TOEIC or others. Dealing with this, the head of Muhammadiyah University of Sumatera Barat issued a policy that graduates are required to take an English exam which is called the "English Proficiency Test" as one of the requirements to finish their studies at this university. One of the skills that is needed to take this test definitely is speaking. However, in speaking English, the students faced some problems. One of that problems is anxiety. Yahya (2013) says "anxiety is a popular psychology phenomenon which is related to fear, self esteem and worry". Case studies at several universities have showed that there are still many English students who are not fluent in speaking English and one of the most dominant causative factors is anxiety. For example, a result of study that was conducted by third semester students of the FKIP English Education Study Program Tanjungpura University in Pontianak, shows that 21.27% of the problems that were faced by the students when speak in English was anxiety. Campbell and Ortiz (1991) found language anxiety among university students to be 'alarming' and estimated that up to one half of all language students experience debilitating levels of speaking anxiety. Speaking anxiety is a feeling of fear, anxious or hesitation in speaking. In the teaching and learning process, many students experienced anxiety when they give opinions, answer questions and speak in learning English. This can be seen from students when they are asked to speak in front of their fellow students, they are not able to reproduce the true meaning, sound or intonation in the target language even after practicing constantly and regularly. When they are in front, everything lost. They forget the words which they have been prepared beforehand. The cause of all this is none other than the feelings of anxiety that was experienced by the students (Putra 2018). Being able to speak proficiency in English is one of the objective points in English Learning. However, students have a different personality especially in psychological condition. Some problems that was faced by the students such as nervous, afraid of making a mistake, unconfident and upset on their English speaking skill are called anxiety (Darmawati, 2017). So, it can be concluded that speaking's anxiety is an uncomfortable feeling or unconditional feeling when someone speaks. Liu (2006) said that speaking anxiety can give a negative

effect to the students. It can hinder the student to try to speak English, and at the end it affects the student's speaking ability. First year students were chosen as the participants in this research because based on the results of classroom observations that had been carried out, there were still many students who experienced anxiety when they speak in English. In addition, it is also hoped that this anxiety can be overcome by knowing the causes and types of anxiety from as early as possible, so that prospective graduates students who have fluent speaking skills were born. Since speaking anxiety is one of the serious problem that were faced by the students, speaking anxiety becomes an urgent thing to be studied. It is important to conduct a research on speaking anxiety in order to find out the strategies to overcome students speaking's anxiety. Therefore, a research with the title, "*An Analysis of Student's Anxiety on English Speaking at the First Year Students of English Department in Muhammadiyah University of Sumatera Barat*" was conducted.

## METHODOLOGY

This research is descriptive qualitative research. The student's anxiety on English speaking was described. Heigham and Crocker (2009), said that a qualitative research focused on understanding how participant experiences a phenomenon at a certain time, with a particular context, and the multiple meanings of it for them. They added that there are several data collection techniques through descriptive qualitative research such as observations, interviews, open-ended questionnaire, and diaries. In this research, the questionnaire was used to observe the factors and the types of anxiety and also an interview to validated the data gather in this research about the factors influencing the students' anxiety on English speaking, the types of students' anxiety on English speaking and the alternative solutions to overcome the students' anxiety on English speaking at the first year students on English Department of Muhammadiyah University of Sumatera Barat.

## RESULT AND DISCUSSIONS

The source of the data in this research was taken from 10 English department students of Muhammadiyah University of Sumatera Barat. While the data of this research was conducted from the result of the questionnaire and the semi-structured interview. The data of this research was collected on Friday, 28<sup>th</sup> July 2022.

**Table 4.2 The Result of the Questionnaire**

No	Question	Answer	Frequency	Notes
1	How do you feel about your experience of learning English? (positive, negative, good, pleasant, stressful, anxiety-provoking, hard etc)	Positive, Good, Pleasant	5	5 of 10 students feel positive, good and pleasant while their learning English.
		Anxiety, Stressfull, Hard	10	10 out of 10 students feel Anxiety, Stressfull, Hard when their learning English.

2	Do you think learning and speaking English as a foreign language is very difficult? What kind of difficulties or problems do you feel when speaking English? (difficulties in learning and remembering vocabulary, grammar, accent and pronunciation).	Yes (learning and remembering vocabulary)	8 out of 10	They got difficulty in speaking English because they don't have enough vocabulary.
		Yes (grammar)	7 out of 10	They feel hard in speaking because they can't use grammar correctly.
		Yes (pronunciation and accent)	5 out of 10	They think their pronunciation were still not good enough.
		Other	1 out of 10	She didn't know how to arrange a sentence while speaking.
3	What disturbs you the most in learning and speaking English? (Learning in the classroom, when required to speak, giving presentation in the class, etc.)	When required to speak	10 out of 10	They feel anxious when the lecturer asked them to speak suddenly especially in front of the class.
		Giving presentation	4 out of 10	They feel uncomfortable when they did a presentation in front of their friend and their lecturer, because they were not confident enough and afraid of negative evaluation.
		Other	3 out of 10	The most situation that disturb them in speaking was when the lecturer give them unexpected question, because sometimes they don't know how to answer it.
4	What kind of situation cause more stress or anxiety for you? And why? (speaking in front of people, teacher in class and friend)	Speak in front of public, lecturer and class	10 out 10	They feel more anxious when speak in front of people or friends.

5	What do you feel, if you are going to called to presentation your task or retell the material of learning in the classroom? (afraid, nervous, fear of failure)	Afraid	4 out of 10	When the lecturer called their name to present their task or retell the material in the class, they felt afraid, nervous, fear of failure, and also anxious.
		Nervous	9 out of 10	
		Fear of failure	6 out of 10	
6	What are the reason of your anxiety when you speak English? (Give the answer based on your experience!)	Lack of confident	7 out of 10	They revealed that they don't have confident enough to speak English especially in front of the class.
		Lack of vocabularies	7 out of 10	Lack of vocabularies also made the student feel anxious.
		Fear of making mistakes	6 out of 10	Fear of making mistake in pronunciation and grammar also can trigger the anxiety in speaking.
		Worry of friends' point of view	2 out of 10	The other reasons that make students feel anxious because of their friend/classmate point of view
		Types of task that was given	4 out of 10	Some unexpected tasks can also make the students feel anxious when speak in English

**Table 4.3 The Result of Semi-Structured Interview**

No	Question	Answer	Frequency	Finding
1	In English Learning, there are four skills they are reading, listening,	Speaking	9	9 out of 10 students said that the most hard skill to learn is speaking .

	speaking and writing. Which one do you think the mostly hard to learn for you?	Reading	1	1 out of 10 students revealed that the most hard skill to learn is reading .
2	What are the difficulties that make you hard in learning speaking?	Unconfident	3	They feel anxious because they are not confident enough, have lack vocabulary and hard to produce a grammatically sentence. <i>NN : Kesulitannya karena Pronunciation yang belum bagus, kepercayaan diri yang kurang dan vocab yang masih kurang banyak kak.</i>
		Memorizing vocabularies	8	
		Pronouncing the word	3	
3	Have you ever been given the task to perform in the class like speech, presentation or the other oral activity?	Yes, I have	10	They usually get a task to do oral activity in the class. <i>R : Apakah kalian pernah diberi tugas untuk tampil seperti pidato, presentasi atau aktivitas berbicara lainnya didepan kelas?</i> <i>NN : Pernah kak</i> <i>FR : Pernah kak</i>
4	In English learning, what do you feel when you have to do oral presentation in front of your friend and lecturer? Are you feeling anxious, nervous or any others?	Nervous	8	When they were asked to do oral activities they feel nervous. <i>KHS : Gemetar kak, sehingga apa yang saya bicarakan jadi ngak jelas.</i> <i>IGC : Kalau Indah gemetar juga sih kak, takut diketawain.</i>
		Anxious	3	Anxiety is also one of the feelings that students felt when do oral activities. <i>EKP : Iya kak. kadang grogi, tremor, dan cemas juga kak.</i> <i>MF : Sama kak, grogi, cemas, tangan jadi dingin dan tiba-tiba sakit perut juga kak.</i>

		Afraid	1	Afraid for making mistake was also felt by the student when she/he did oral activities in the class. <i>R : Apa yang dirasakan oleh Niken dan Mulya pada saat melakukan aktivitas berbicara bahasa Inggris itu sendiri?</i> <i>MFP : Takut kak</i>
5	Can you explain the reason of your anxiety based on your experience?	Fear of making mistakes	3	<i>R : Bisakah kalian menjelaskan alasan kenapa rasa cemas dan grogi itu bisa muncul?</i> <i>NN : Takut salah sih kak, tidak sempurna dalam performa.</i>
		Lack of vocabularies	5	<i>EKP : Kadang kalau ditanya dosen kita kekurangan vocab, jadinya panik kak, karena ngak tau mau jawab apa.</i>
		Not confident	3	<i>MF : Kalau saya kurang percaya diri kak dan kosa kata saya yang masih kurang banyak kak.</i>
		Fear of friend's point of view	3	<i>MFP : Mungkin karena takut diketawain kak dan merasa kalau kita itu yang paling ngak kompeten.</i>
		Unexpected task	2	<i>KHS : Kalau saya ketika ditunjuk tiba-tiba oleh dosen kak, saya agak lambam dalam menyusun kata kak, dan takut salah juga.</i>
6	How is your friend reacted if you making a mistake in speaking?	Positive	7	<i>R: Nah ketika misalnya kalian melakukan kesalahan saat berbicara bahasa inggris apa reaksi dari teman-teman?</i> <i>RP : Biasanya diperbaiki sih kak.</i> <i>DWS : Iya kak, dikoreksi gitu.</i>
		Negative	3	<i>EKP : Kadang teman-teman khilaf kak, jadi mereka tertawa.</i> <i>MF : Ada yang diam ada juga yang ketawa kak</i>

7	How do you reduce your anxiety in speaking English?	Increase self confidence	4	<i>R : Bagaimana cara kalian mengurangi rasa cemas saat berbicara bahasa Inggris? KNS : Kalau menurut saya kak, kita harus meningkatkan kepercayaan diri, jangan pernah takut salah, lakukan saja selagi bisa kak.</i>
		Study hard	5	<i>EKP: Kalau menurut Elsi kak lebih giat lagi belajarnya kak, ingin menambah ilmu lagi kak. R: Bagaimana dengan Fara? MF: Sama sih kak, harus lebih giat lagi belajarnya.</i>
		Positive thinking	3	<i>FR: Kalau menurut Dila ya kak, kita harus berpikir positif kalau kita bisa.</i>

## CONCLUSION AND SUGGESTION

This research was conducted to find out the students' anxiety on English speaking at the first year students of English Department of Muhammadiyah University of Sumatera Barat. This research is descriptive qualitative research. The data were collected from students' answer in questionnaire and interview and the source of the data was taken from the first year students on English Department of Muhammadiyah University of Sumatera Barat. Five factors that cause students' anxiety on English speaking have been found. The dominant factor was Lack Of Vocabularies. Then was followed by Afraid of Making Mistakes. Third, Lack of Confidence. Most of the students feel anxious because they were un-confident of their ability in speaking English and they do not believe to themselves. The fourth was Types of Tasks that was Given by the lecturer. Lastly was Worry of Friends' Point of View. The types of anxiety was categorized after grouping these five factors. The first type is Communication Apprehension, secondly Fear of Negative Evaluation and lastly is Test Anxiety. Some strategies to overcome students' anxiety on English speaking based on students' perspective have been found by did an interview. The first one is Increase Self-Confidence. Then is Study Hard. The last strategies is the students have to Think Positively. The researcher concludes that there are five factors that can cause students' anxiety on English speaking which can be categorized into three types of anxiety. In addition, three ways to overcome this anxiety have also been found based on the students' perspective.



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