

**SPEAKING ANXIETY OF FIRST SEMESTER STUDENTS OF
ENGLISH EDUCATION DEPARTMENT AT
MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018**



**Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor
Degree of Education in English Department**

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APPROVAL

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PUBLICATION ARTICLE


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TESTIMONY

Here with, I testify that in this publication article, there is no plagiarism of the previous literary work, which has been raised to obtain bachelor degree in any university, nor there are opinions or master pieces which have been written or published by others except those in which the writing are referred in this paper and mentioned in the literary review and bibliography.

Later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible for that.

Surakarta, January 20 2020

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SPEAKING ANXIETY OF FIRST SEMESTER STUDENT OF ENGLISH EDUCATION DEPARTMENT AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018

Abstrak

Berbicara adalah salah satu cara seseorang untuk menyampaikan maksud atau tujuan seperti melakukan presentasi atau berbicara di dapan umum, bertanya dan menjawab pertanyaan, meminta bantuan atau sekedar berbicara dengan teman atau keluarga. Namun berbicara juga merupakan sebuah masalah bagi sebagian orang yang mempunyai kecemasan berlebihan dan takut dikritik oleh orang lain, sehingga beberapa diantaranya lebih memilih untuk diam. Hal ini dapat dikatakan sebagai kecemasan berbicara. Penelitian ini bertujuan untuk mengidentifikasi tipe-tipe kecemasan berbicara, mendeskripsikan tipe kecemasan berbicara yang sering muncul, dan mendeskripsikan penyebab mahasiswa semester pertama dari jurusan pendidikan Bahasa Inggris di Universitas Muhammadiyah Surakarta tahun 2018 yang mengalami kecemasan berbicara. Penelitian ini dianalisa dengan menggunakan metode deskriptif kualitatif. Sasaran dari penelitian ini adalah 18 mahasiswa Pendidikan Bahasa Inggris dari Universitas Muhammadiyah Surakarta tahun 2018. Dalam penelitian ini, penulis menggunakan teori klasifikasi kecemasan berbicara dari Tercan dan Kenan (2015) dan teori dari Ghuftron dan Rini (2009) untuk mengidentifikasi penyebab kecemasan berbicara. Berdasarkan klasifikasi kecemasan berbicara dari Tercan dan Kenan (2015) terdapat tiga tipe kecemasan, yaitu kecemasan sifat, kecemasan keadaan, dan kecemasan situasi spesifik. Dalam penelitian ini, penulis menemukan 7 data kecemasan sifat, 8 data kecemasan keadaan, dan 6 data kecemasan situasi spesifik. Kecemasan keadaan adalah kecemasan yang lebih dominan ditemukan pada mahasiswa semester pertama sedangkan kecemasan situasi spesifik adalah yang paling sedikit dan kecemasan sifat hanya berbeda 5% dari persentasi data. Kemudian untuk penyebab kecemasan berbicara pada mahasiswa berdasarkan teori Ghuftron dan Rini (2009) terdapat dua penyebab, yaitu penyebab internal dan penyebab eksternal. Penulis menemukan 6 penyebab internal, seperti uncomfortable, gugup, gangguan psikologi, takut membuat kesalahan, malu, dan berpikiran negatif. Sedangkan untuk penyebab eksternal penulis menemukan 3 penyebab, yaitu takut pada dosen, takut diejek dan ditertawakan, dan takut di depan banyak orang. Hasil penelitian menunjukkan bahwa penyebab kecemasan lebih dominan datang dari diri mahasiswa itu sendiri.

Kata kunci: Kecemasan Berbicara, Penyebab Kecemasan Berbicara.

Abstract

Speaking is one way of someone to convey an intent or purpose such as making a presentation or speech in public, asking and answering questions, asking for help or just talking with friends or family. But speaking is also a problem of some people who have excessive anxiety and fear of being criticized by others, so some of them choose to silent. This can be said as speaking anxiety. The study aims to identify the types of speaking anxiety, describe the types of speaking anxiety that often arise, and describe the causes of first semester student from Department of English Education at Muhammadiyah University of Surakarta in 2018 who experience speaking anxiety. This research was analyzed using qualitative descriptive methods. The target from this study were 18 students from Department of English Education of Muhammadiyah University of Surakarta in 2018. In this study, the writer used the theory of speaking anxiety classification from Tercan and Kenan (2015) and the theories from Ghufron and Rini (2009) to identify the causes of speaking anxiety. Based on speaking anxiety classification by Tercan and Kenan (2015) there are three types of anxiety, namely trait anxiety, state anxiety and situation-speaking anxiety. In this study, the writer found 7 data of trait anxiety, 8 data of state anxiety, and 6 data of situation-specific anxiety. State anxiety is the dominant anxiety found in first semester students while situation-specific anxiety is the least and trait anxiety is only 5% different from the percentage of the data. And then for the causes of student speaking anxiety based on the theory of Ghufron and Rini (2009) there are two causes, namely internal and external. The writer found 6 internal causes, such as uncomfortable, nervous, psychologically disturbed, worry for making mistakes, shame, and negative thinking. While for external causes the writer found 3 causes, namely fear of the lecturers, fear of being mocked and laughed, and fear in front of many people. The results showed that the cause of anxiety was dominant coming from the students themselves.

Keywords: Speaking Anxiety, Causes of Speaking Anxiety.

1. INTRODUCTION

Speaking is an ability that must be possessed by someone to communicate or socialize with others. In English teaching, speaking is one of the main lessons besides reading, writing, and listening. According to Mora (2010), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Harmer (2007) stated 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' while Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in variety of situations. Anxiety is a fear or concern about something that is excessive that can affect someone's psyche. Anxiety can be classified as a disease that attacks people directly. According to Alwisol (2004) anxiety is an ego function to warn individuals about the possibility of a danger coming so that an adaptive reaction can be prepared accordingly. Anxiety functions as a mechanism that protects the ego because anxiety signals to us that there is danger and if no proper action is taken then the danger will increase until the ego is defeated.

First, Anthony et al. (2017) he studied about compared of anxiety in debate between male and female students. Second, Nessler (2018) in his study, Swedish teacher met to deal with speaking anxiety in English education that occurred among Swedish high school students. And then the aims of the study are find out speaking anxiety impacts on the advancement of student education and aspects of teaching where teachers in some cases must re-plan their planning and teaching materials to help all students achieve the teaching goals. Third, MacIntyre and Gardner (1989) they identifies foreign-language anxiety. There are three research method of this study, namely; first, questionnaire containing a series of anxiety scales was administered. Second, subjects were given four trials to learn 38 English-French pairs administered by computer and were tested prior to each trial. And third, involved French vocabulary production and free recall of the paired associates. Fourth, Putri (2014) she identifies students' Anxiety and its Correlation with the Speaking Performance of XI Grade Students at SMAN 1 Krian. The researcher also found a significant positive relationship in Social XI class between students who had the lowest anxiety value and speaking appearance. There is a significant negative relationship in class XI Social between students who have the highest value of anxiety and speaking appearance. Fifth, Nurlaila and Kurniasih (2016), their analyzed students' speaking anxiety in public speaking class in English Department of State University of Surabaya. The researchers found only 3 (three) causes of speaking anxiety. They are personal and

interpersonal, classroom procedure, and language test. Then, to solve this problem, the researchers found 5 (five) solutions to overcome and reduce speaking anxiety. They are planning for change, confronting anxiety-provoking situation, changing the way to communicate and improve the relationships, learning to make presentation with confidence, and stop trying to be perfect. Sixth, Mitha et al (2018) examined the type and the level of speaking anxiety faced by the fourth-semester students of English Education Study Program of English Department of State University of Padang. The result of the studied it was found that the level of students' speaking anxiety is at the middle level with the percentage was 82%. It was significantly different from other levels which had 9% for low level and also 9% for high level. The types faces by the respondents were in the fear of speaking test (44%), communication apprehension (34%), and feedback by peers and lecturer (22%). Then, Joni and Dharmayanti (2016) studied on the Effect of Anxiety in Speaking Activities. The results of this study contribute to the field of language teaching seen from the effective factors of students, especially the factors of self-anxiety during language learning. This study shows that of the 4 factors that cause self-anxiety that causes their lack of performance in speaking English, the subject of this study chose the category of communication anxiety, fear of negative research from others and anxiety about going to the test/test.

In this research, researcher will explain how to identify and collect data. The researcher used observation to see how many students experience speaking anxiety. After that researcher began interviewing students who experience speaking anxiety to ascertain whether they really feel anxiety and the causes of speaking anxiety that occur in them, then researcher begin to group according to the type and causes of speaking anxiety.

2. METHODS

In doing this research, the researcher uses a method to conduct analysis. Research methodology is the way of the researcher doing analysis to get the result of analysis and draw conclusion. Here is the research methodology used by the researcher. The researcher uses qualitative descriptive method, which in this study

there are observations, interviews and also questionnaire obtained after conducting interviews. The source of this research data is the result of interviews about speaking anxiety in the first semester of English language students conducted when students follow SEGA (Saturday English Gathering). This object of research is speaking anxiety of first semester student of English Department of Education at Muhammadiyah University of Surakarta. The researcher has observed outside the classroom on SEGA (Saturday English Gathering) twice with 20 minutes. The observations that researcher do on students are, how students speak when; answer questions, discussion with friends, conversations in English with their friends, conduct group debates with friends, and read texts or assignments given by their tutors.

According to Rivers (1978) through speaking someone can express ideas, emotions, and reactions to others or situations and influence others. Furthermore, someone can communicate or express what he wants to others and respond to other speakers. This means that to express one's ideas, the speaker must also present aspects of speech so that the message to be conveyed can be understood by the listener.

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

MacIntyre and Gardner (1989) Studied 94 first-year college students in Canada using nine anxiety scales: Classroom Anxieties, French Use Anxieties, Trait Anxieties, Computer Anxieties, Test Anxieties, Audience Sensitivity, State Anxieties, Paired Associates and Vocabulary Test. The results supported Horwitz et al (1986) generalizations concerning communicative apprehension and social-evaluative anxiety, which were shown to have a negative effect on production. The students with high communicative anxiety tended to have lower scores on free recall on the paired-associates learning task and oral and written vocabulary tests.

Thus, the researchers concluded that “the results presented tend to indicate that anxiety leads to deficits in learning and performance”. In addition, test anxiety was found to be a general problem and not specific to the language classroom. It influenced language course grades both positively and negatively. State anxiety was shown to be a product rather than a predictor of performance. The study revealed that communication apprehension and social evaluation were part of the elements of foreign-language classroom anxiety.

3. FINDINGS AND DISCUSSION

The data analyzed based on speaking anxiety, the researcher has found three types of Speaking Anxiety that is Trait Anxiety, State Anxiety and Situation-Specific Anxiety. From these three aspects the researcher has found 38% data Trait Anxiety. The researcher has found 44% data of State Anxiety, and 33% data of Situation-Specific Anxiety.

Based on the results above, the researcher has found internal and external factors that cause anxiety. Researcher has found 64% data of first semester students of Department of English Education experienced speaking anxiety is caused by internal causes. And 36% data of the first semester is caused by external causes.

The researcher found several types of causes that occur in first semester students who experienced speaking anxiety. They are Trait anxiety, State anxiety, and Situation-Specific anxiety. In the state anxiety, there are several factors that cause first semester students to experience speaking anxiety such as; uncomfortable, nervous, psychologically disturbed, worry for making mistake, shame, and negative thinking.

From the data analysis, researcher found that the most common speaking anxiety is Anxiety Trait. This type can occur in certain situations and times. Physical signs are seen from people who experienced this like; dry mouth, sweating, and heartbeat faster. The Trait anxiety has 8 questions, State anxiety has 9 questions, and Situation-Specific anxiety has 6 questions. As a percentage, 39% of the data contained trait anxiety, 35% of the data contained state anxiety, and 26% of the data contained situation-specific anxiety. The researcher also found two factors causes of speaking anxiety in first semester students of Department of

English Education. There are Internals cause and Externals cause. In the internal cause, the researcher found 6 causes of speaking anxiety derived from 14 statements of students who had been interviewed. The 6 causes concluded by uncomfortable, nervous, psychologically disturbed, worried for making mistakes, shame, and negative thinking, and then in the external cause researcher have found 3 causes of speaking anxiety in first semester of students of Department of English Education, namely fear of the lecturer, fear of being mocked and laughed, and fear in front of many people. The 3 findings derived from 8 statements of students who had been interviewed. And the last Indrianty research (2016) entitled students' anxiety in speaking English in one Hotel and Tourism Colleg in Bandung. In her studied, she found 2 types of anxiety were evidenced, trait anxiety and state/situational anxiety. And then she found 3 main sources of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation.

In conclusion, all the results of the research above, are relevant to Tercan and Kenan's theory (2015), that in some cases trait anxiety is formed because someone who is of nature tends to feel anxious in various situations. State anxiety is formed or experienced at a certain time, whereas for the last one, namely situation-specific anxiety reflects a recurring trait in certain situations (Spielberger, Anton and Bedell 1976).

4. CONCLUSION

The result of this research is answered the problem statements that are formulated. There are;

- a. There are three types of speaking anxiety in found this study, First, Trait anxiety focuses on the nature of someone who tends to feel anxious and various situations; nervous people lack emotional stability. Second, State anxiety focuses on temporary conditions that are experienced at a certain time; palms sweat, strain, worry, and heart rate faster than usual. Third, Situation-Specific anxiety focuses on reflecting the recurring nature of certain situations (Spielberger, Anton and Bedell 1976).

- b. There are two causes of speaking anxiety experienced by first semester student for Department of English Education at Muhammadiyah University of Surakarta in 2018; First is Internal cause. There are six points of internal cause that researcher found in this research, namely: (a) uncomfortable, (b) nervous, (c) psychologically Disturbed, (d) worry for making mistakes, (e) shame and, (f) negative thinking. Second is External cause. There are three points of external cause that researcher found in this research, namely: (a) fear of the lecturer, (b) fear of being mocked and laughed, and (c) fear in front of many people.

As a result of the findings, the researcher concludes that speaking anxiety experienced by students is not permanent. Students can speak casually in front of many people if they are accustomed to and more confident with their abilities. In this research, the findings can be used to avoid speaking anxiety which experienced by students.

5. SUGGESTION

- a. For the researchers

In this research, the researcher only limited the research on speaking anxiety experienced by the first semester students in Department of English Education at Muhammadiyah University of Surakarta to discuss. As in the previous chapter, that many of the first semester students experienced speaking anxiety. The researcher hopes that other researchers can continue to examine speaking anxiety whose subjects are students other than the first semester, with a greater number of participants to find out more causes of anxiety to find ways to overcome them.

There are many cases of speaking anxiety that have not been discussed in previous studies. It can be briefly stated that speaking anxiety is a study that is rarely studied and constructed. For this reason, we often experience speaking anxiety in our daily lives through ordinary presentations or conversations.

- b. For the writer

In this research, the researcher only limited research to research subjects. The researcher only took samples from 18 first semester students in English, and used interviews and closed questionnaires.

The findings of speaking anxiety from 18 students are still not enough to find out how much speaking anxiety is experienced by first semester students. To help students overcome speaking anxiety, the researcher have to know more about students skill to give solutions.

c. For the readers

In this research, researcher hope that what is written in this study can provide knowledge and benefits to readers, both for research and for self-knowledge.

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