

**STUDENTS' ANXIETY IN LEARNING SPEAKING ENGLISH OF
SECOND YEAR STUDENTS AT UNIVERSITY OF ISLAM MALANG**
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This study aims to find out what factors affect students' anxiety in learning speaking English of second year students at University of Islam Malang. The approach used in this study was descriptive research and qualitative research. It was supported by Ary (2010), who stated that qualitative research was the study of social processes from the perspective of human participants in natural setting. The subjects of this study chose 40 students of third semester in A class Faculty of Teacher Training and Education in the English Department. To get the required data, the researcher distributed the questionnaire to the participants via Google Form. 30 items of the FLCAS questionnaire were given to the third semester A class students of the English department at the University of Islam Malang. Based on the results of the analysis, there were two factors influencing students' anxiety in learning speaking English that was internal and external factors. Based on results factor analysis through a final version of FLCAS questionnaire adopted from Horwitz (1986), the score of the lack of preparation was 681, which factor of lack of preparation has the highest score from all the factors that influenced students' anxiety in learning speaking English. It means that lack of preparation was the factor that most influence students' anxiety in learning speaking English. Furthermore, of all the factors that influenced students' anxiety in learning speaking English, the one with the lowest score was the factor of grammatical error. Grammatical error score was 100. It means that grammatical error were the less and the low factor then all factors that influenced students' anxiety in learning speaking English at of second year students at University of Islam Malang.

INTRODUCTION

Language distinguishes and respects the cultural uniqueness of a country or region or within a community, it also helps to define the culture of any society (Pappas & McKelvie, 2021). English was not only used to talk to native speakers, but English was also used by people who have different mother tongues and it also used when people from different countries meet each other (Rohmah, 2005).

In Indonesia, English was one of the subjects that must be studied by students. Of course, learning the right language can help students develop themselves, their minds, and their personalities. In other words, speaking English was an important part of life, especially in language learning and teaching activities because it was one of the 4 productive skills that must be mastered in foreign language learning (Bahadorfar & Omidvar, 2014). However, they often express feelings of stress, or anxiety about learning to speak English and claim to have, as noted above, mental barriers to learning English. Anxiety was a psychological construction that were excessive anxiety and excessive panic when they feel uncomfortable. In speaking a language, someone needs vocabulary to be further developed into a sentence that is in accordance with the language structure so that the information conveyed by the speaker can be understood by the listener (Siagian & Adam, 2017).

Anxiety was a mixed feeling of fear and concern about the future without a specific cause for that fear (Chaplin, 2000). According to Ernawati & Fatma (2012), internal and external factors were two factors that influence students' anxiety in learning speaking English. Regarding to the internal factors consists of: lack of self-confidence, shyness, motivation, and fear of making mistakes. While regarding to the external factors consists of: lack of preparation, limited vocabulary, grammatical error, friends/classmates, dan embarrassment.

METHOD

This study used descriptive research and qualitative as the approach. It was supported by Ary (2010) who stated that qualitative focuses on understanding social phenomena from perspective of the human participants in natural settings. The researcher find out the factors that influence students' anxiety in speaking English.

This research was conducted at University of Islam Malang, which was located at Jl.MT Haryono No.193Kec. Lowokwaru, Kota Malang, Jawa Timur. This research applied the purposive sampling. Purposive sampling focuses on particular characteristics of a population that are of interest, which answer research questions. Researcher selected samples based on his or her experience or knowledge of the group to sample. Then, researcher chose one class as a sample. Researcher chose third semester students.

The subjects of this study chose 40 students of third semester in A class Faculty of Teacher Training and Education in the English Department. The researcher concerned with questionnaire to explain the anxiety scale of students in speaking English. The researcher conducted this research to solve students' anxiety problems in learning speaking English.

The researcher used questionnaire to collect the data of study. To quantify the level of student anxiety, the researcher gave a Foreign Language Classroom Anxiety Scale (FLCAS) questioner by Horwitz to the participants. Furthermore, the questionnaire to make it easier for participants to understand. After that, the questionnaire that has been translated into Bahasa Indonesia then check for validity, so that the questionnaire was valid and appropriate by a professional person. The researcher used Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire with 30 items developed by Horwitz (1986). The questionnaire uses Likert scale from 5 (strongly agree) to 1 (strongly disagree).

The scale used in this research was Likert scale. Likert scale used 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 used Likert scale was makes in the form of checklist (✓). The checklist was given on the available column and the statement was in accordance with the alternative subject state the answer used Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

The factors cause of students' anxiety in speaking English in class 3E at the third semester students of English Department of University of Islam Malang. Are as follows:

1. The Internal Factor

The researcher explained the result of the analysis of internal factor that cause students' anxiety in speaking English. Follows the table and figure below:

Table 4.1 Internal Factors Students' Anxiety in Learning Speaking English

No	Indicator Component	Score
1.	Lack of self-confidence	602
2.	Shyness	375
3.	Motivation	286
4.	Fear of making mistakes	536

According to Table 4.1, the researcher found that there were four internal factors that affect students' learning speaking English in class specifically: lack of self-confidence, shyness, motivation, and fear of making mistakes. From the existing data, the factor of lack of self-confidence the score was 602. In the questionnaire, the questions that show the factor of lack of self-confidence were question number 1, question number 4, question number 11, question number 14, question number 6 and question number 24. The factor of shyness the score was 375. Then, the questions that show the factor of shyness were question number 16, question number 22, and question number 27. The factor of motivation the score was 286. The questions that show the factor of motivation were question number 13 and question number 18, and then the factor of fear of making mistakes the score was 536. The questions that show the factor of fear of making mistakes were question number 2, question number 10, question number 28 and question number 29. Based on Table 4.1 above, the factor of lack of self-confidence was higher than all factors.

The Internal Factors Students' Anxiety in Learning Speaking English

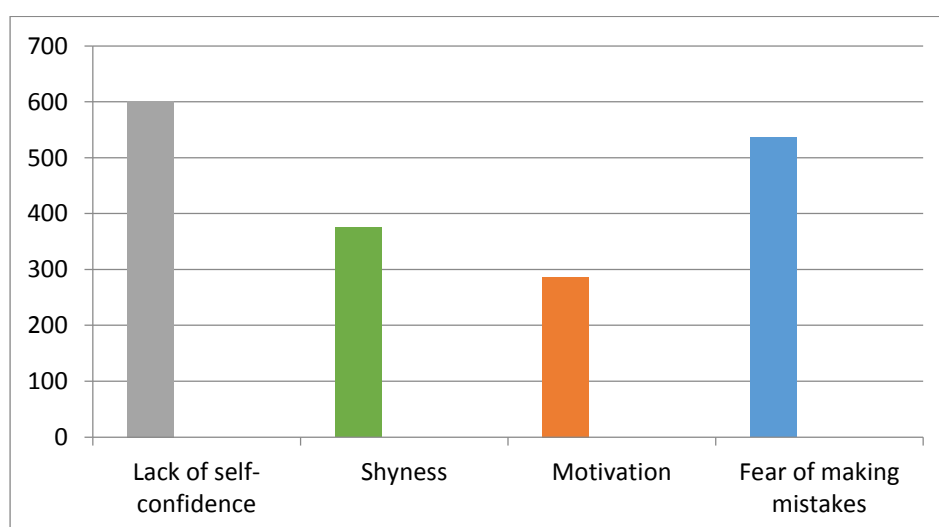


Chart 4.1 the Internal Factors Students' Anxiety in Learning Speaking English

2. The External Factor

The researcher explained the result of the analysis of external factor that cause students' anxiety in speaking English. Follows the table and figure below:

Table 4.2 External Factors Students' Anxiety in Learning Speaking English

No	Indicator Component	Score
1.	Lack of preparation	681
2.	Limited vocabulary	392
3.	Grammatical error	100
4.	Friends/classmates	542
5.	Embarrassment	273

Based on Table 4.2, the researcher found that there were five external factors that affect students' learning speaking English in class specifically: lack of preparation, limited vocabulary, grammatical error, friends/classmate, and embarrassment. From the data listed in Table 4.2, the factor of lack of preparation the score was 681. In the questionnaire, the questions that show the factor of lack of preparation were question number 9, question number 12, question number 17, question number 20, and question number 30. The factor of limited vocabulary the score was 392. The questions that show the factor of limited vocabulary were question number 8, question number 25, and question number 26. The factor of grammatical error the score was 100. The question that shows the factor of grammatical error was question number 19. The factor of friends/classmates the

score was 542. The questions that show the factor of friends/classmates were question number 5, question number 7, question number 15, and question number 21. And then, the factor of embarrassment the score was 273. The questions that show the factor of embarrassment were question number 3 and question number 23. According to the data above, then the factor of lack of preparation was higher than all factors.

The External Factors Students' Anxiety in Learning Speaking English

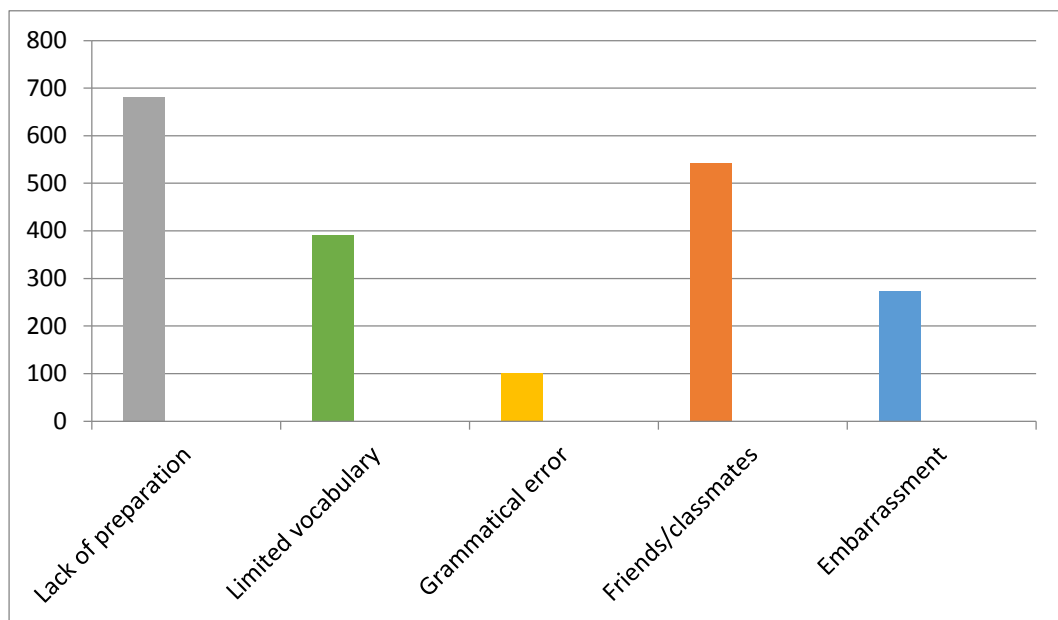


Chart 4.2 the External Factors Students' Anxiety in Learning Speaking English

From the previous statement it was stated that there were four factors that influence students' anxiety in learning speaking English, namely lack of self-confidence, shyness, motivation, fear of making mistakes, and the total items of questionnaire were 15 items. Lack of self-confidence was one part of factors that influencing students' anxiety in learning speaking English that focused on internal factors. In the questionnaire there were six items of the lack of self-confidence. Lack of self-confidence was included as an internal factor because based on the

data analyzed used a final version FLCAS questionnaire adopted from Horwitz (1986) this factor has score was 602, it means that lack of self-confidence was a strong internal factor that influenced students' anxiety in learning speaking English and the number of lacks of self-confidence was higher than all internal factors. Shyness was the second factor that influencing students' anxiety in learning speaking English that focused on internal factors. In the questionnaire there were three items of the shy. Shy score was 375 based on the data analyzed that has shown in the previous explanation, it means that shyness was the moderate factor that influenced students' anxiety to speaking English. Motivation was the third factor that included as an internal factor that influenced students' anxiety in learning speaking English. There were two item of the motivation the questionnaire. Motivation score was 286 based on the data analyzed that shown in the table 4.1, it means that motivation was the less and the low factors then all factors that influenced students' anxiety to speaking English. Fear of making mistakes was the fourth or the last factor that included as internal factor that influenced students' anxiety in learning speaking English. In the questionnaire there were four items of the fear of making mistakes and it score was 536 based on the data analyzed that has shown in the table 4.1. Limited vocabulary was the second factor that influencing students' anxiety in learning speaking English that focused on external factors. In the questionnaire there were three items of the limited vocabulary. Limited vocabulary which includes external factors has score was 392. It means that limited vocabulary was the moderate factor that influenced students' anxiety in learning speaking English. Grammatical error was the third factor that included as an external factor that influenced students' anxiety in learning speaking English. There was one item of grammatical error in the questionnaire.

Grammatical error that included external factor has score was 100 based on the data analyzed that has shown in the table 4.2 and the number of grammatical errors was the lowest of other external factors. Friends/classmates was the fourth factor that included as external factor that influenced students' anxiety in learning speaking English. In the questionnaire, there were four items of the friend/classmate. Friends/classmates including external factor has score was 542. It means that the number of friends/classmate factor was the second highest score in external factor rather than other external factors that influenced students' anxiety in learning speaking English Embarrassment was the fifth or the last factor that included as external factor that influenced students' anxiety in learning speaking English and in the questionnaire, there were two items of embarrassment. Embarrassment score was 273 based on the data analyzed that has shown in the table 4.2. It means that embarrassment was enough factor that influenced students' anxiety in learning speaking English.

CONCLUSION AND SUGGESTION

Based on the results of the analysis, there are two factors influencing students' anxiety in learning speaking English that was internal and external factors. Based on results factor analysis through a final version of FLCAS questionnaire adopted from Horwitz (1986), the score of the lack of preparation was 681, which factor of lack of preparation has the highest score from all the factors that influenced students' anxiety in learning speaking English. It means that lack of preparation was the factor that most influence students' anxiety in learning speaking English. Furthermore, of all the factors that influenced students' anxiety in learning speaking English, the one with the lowest score is the factor of grammatical errors. Grammatical errors score was 100. It means that grammatical

errors were the less and the low factor than all factors that influenced students' anxiety in learning speaking English at of second year students at University of Islam Malang. For researchers, it is recommended for further research so that researchers are more detailed by using quantitative to determine the level of effective results of student anxiety (high and low). And it is recommended for lecturers to understand students better when they seem to have signs of anxiety when learning speaking English in the classroom because with the lecturer help, it will at least be able to minimize student anxiety.

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