An Analysis on the English-Speaking Anxiety of the First Semester Students of Aquatic Resource Management Study Program

Armita Permatasari

Universitas Muhammadiyah Sinjai, Indonesia; mitapermatasari27@gmail.com

ARTICLE INFO

ABSTRACT

This study aimed at finding out the factors that causing student's' anxiety in English speaking and the types of student's' anxiety in English speaking. This research employed descriptive-qualitative method. The population of this research consisted of 196 the first semester students of Agricultural faculty at Universitas Muhammadiyah Sinjai. This research used purposive sampling technique in choosing sample; the sample of this study was 15 students of Aquatic Resources Management study program Agricultural faculty. The researcher used observation checklist, open-ended questionnaire and interview in collecting data. The result of this study showed that there are five factors that causing students' anxiety in speaking English, the first factor that mostly provoking students to be anxiety is afraid of making mistake when the students have perception about their low ability in English proficiency and afraid to going wrong in their performance. The second factor was lack of vocabulary. The third was lack of confidence. Most of students anxious because they were un-confident of their ability in speaking. The fourth was friends/classmates. The types of anxiety that students experienced in their speaking performance, the most type of anxiety was test anxiety. The second was communication apprehension and the lowest was fear of negative evaluation. Furthermore, the lecturer of speaking must recognize the anxious students and give treatment based on their types of anxiety.

Corresponding Author:
Armita Permatasari
Universitas Muhammadiyah Sinjai, Indonesia; mitapermatasari27@gmail.com

1. INTRODUCTION

Speaking is one of the most important skills that need to be developed by English language students. Learning to speak English can help the students to make a habit and being fluency in speaking. Learners often evaluate their success in language learning as well as the effectiveness of their English course basis of how much they feel they have improved in their spoken language

proficiency. It is mean that speaking is one skill of language development that should be mastered by the target language learner.

Being able to speak proficiency in English is one of the objective points in English learning. However, students have a different personality especially psychological condition. Some problem of students faces when they try to speak English but they feel nervous of afraid going wrong and when they saw friend speak up fluency but they feel unconfident and upset by English speaking skill they have. These conditions are called anxiety.

Anxious situations like when we feel nervous, worried and fearful. People struggle, trembled, perspire, and our hearts beat quickly (Tobias in (Awaliyah & Irianti, 2022)). The anxious students are also inhibited when attempting to utilize any second language fluency he or she managed to acquire. According to Young in (Alshammary, 2020) offers an extensive list of the potential sources of language anxiety, she argues that language anxiety can arise from 1) personal and interpersonal anxieties, 2) learner beliefs about language learning, 3) teacher beliefs about language teaching, 4) classroom procedures/ instructor-learner actions and 5) language testing. Those are the potential sources that may a factor of students' anxiety.

Every student sometimes may have different types of anxiety. It shows by their psychological and psychological reaction such as when they feel stress and emotion. (Awaliyah & Irianti, 2022). In addition, Horwitz in (Alshammary, 2020) stated foreign anxiety concerns performance evaluation within academic and social context, there are three related performance anxiety, that are: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. Communication apprehension is a type of anxiety of shyness characterized by fear of anxiety to communicating with people. Language anxiety frequently shows up in testing situations students commonly report to counselor that they "know" a certain grammar point but "forget" it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously. The problem can also be isolated in persistent "careless" errors in spelling or syntax. The students realize usually sometime after the test, that they know the correct answer but put down the wrong one due to nervousness. If the student realizes they were working preventable errors during the test, anxiety and errors-may escalate. However, learners commonly report various kind of evaluative situations in which their knowledge and performance of foreign language is monitored by people around them as the most stressful situations contributing to anxiety. They fear to making mistakes and as a result get corrected by the teacher in front of their classmate.

Anxiety as one of obstacles in speaking, it has a big impact in language learning development especially in speaking performance and they can't success to acquiring English for badly. Juhanna in (Liu, 2021) stated that the very limited chance to practice can be the causes of being not confidence, shyness, and silence that impede a natural communication. In addition, anxious students may "freeze" or "blank" and be unable to provide information on test that they know before the test (Badrasawi et al., 2021). In many cases, they may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class. If the students want to success in speaking, they must be lower their anxiety and have to expect that they can success to acquiring English.

Based on the previous research by Putra (2018), shows that the anxiety of the students in class 3E at the third semester students English Education Department in Muhammadiyah University of Makassar in speaking English in the classroom is very disturbing to the performance of the students in the presentation, especially in learning to speak English. The result of the study showed that the most influencing factor students' anxiety was motivation, the second was shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, friend/classmate, and then the fear of making mistakes factor is the lowest factor that experienced by students. The similarity with the previous study is the current research is both find the factors that experienced by students in English speaking classroom. The difference is this research is going to find out the types of student's anxiety in speaking classroom.

At the students of Universitas Muhammadiyah Sinjai, the researcher is going to look at many occasions where many participants of experience feeling of anxiety and discomfort when they are trying to speak in English class. This can see when the lecturer asks the students to formulate or answer the questions, speaking performance, or oral task, but the students just keep quiet. The interference with their explanation and performance also prevent them from succeeding in mastering speaking English. Therefore, this research aimed to find out factors that causing anxiety and analyzing the students' types of anxiety in English speaking class of the first semester students' Aquatic Resources Management Study Program in Universitas Muhammadiyah Sinjai.

Based on the explanation above, the researcher interests to conducts the research with the title, "An analysis on the English-speaking anxiety of the first semester students' of Aquatic Resources Management Study Program in Universitas Muhammadiyah Sinjai". Based on the backgrounds' research above, the researcher would like to formulate the problem as follows:

a. What are the factors that causing anxiety the first semester students of Aquatic Resources Management Study Program in Universitas Muhammadiyah Sinjai?

b. What are the types of anxiety in speaking the first semester students of Aquatic Resources Management Study Program in Universitas Muhammadiyah Sinjai?

Based on the research questions, the objectives of research as follows:

a. To find out factors that causing students' anxiety in speaking English of the first semester students of Aquatic Resources Management Study Program in Universitas Muhammadiyah Sinjai

b. To find out the type of students' anxiety in speaking English of the first semester students of Aquatic Resources Management Study Program in Universitas Muhammadiyah Sinjai

Theoretically, this research is expected to explore information for the students of Aquatic Resources Management Study Program about students' anxiety in speaking English and its implication towards enhancing student self-confidence when speaking. Practically Significance, by this research, the students can determine the types of their anxiety and factors that cause their anxiety in speaking English, additionally they can figure it out and can speak fluency. By this research, the lecturer can determine the types and factors that cause students' anxiety in speaking English, so they can establish the strategy to teach based on student's problem in order the lecturer can help the to overcome student's anxiety in speaking English. This research is expected to provide information that can be a reference for the next researcher about the types and factors that cause students' anxiety in speaking English.

This research is limited to the analyzing the factors that causing anxiety and the types of anxiety at the first semester students of Aquatic Resources Management Study Program in Universitas Muhammadiyah Sinjai by using open-ended questionnaire. The factors of anxiety are focus personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, classroom procedures, language testing by Young in (Sholikhi, 2022) and the types of anxiety are focus on types anxiety (communication apprehension, test anxiety and fear of negative evaluation) by Horwitz et al (1986).

Matthew in (C.-Y. Tien, 2018), stated that speaking is any process in which people share information, ideas feeling. It involves all of body language mannerism and styles anything that adds meaning to a message. it means that there is interaction between the speakers and listener. The speaker must be able to convey the ideas clearly in speaking order to the listener can understand and get the message or meaning clearly.

According to Tarigan in (Firdaus et al., 2022) speaking is related of pronunciation words that aims to convey what will be conveyed either feelings, ideas or ideas. Therefore, to convey the message effectively, the speaker must understand what will be communicated. It means people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society. According to Brown (2000: 271) in (Atma, 2018) identified six types of speaking performance in classroom, as follows:

a. Imitative. Imitative speaking is kind of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This usually performed in drilling form.

b. Intensive. Intensive speaking is one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. For example, in self-initiated or pair work activity forms.

c. Responsive. Responsive speaking was meant by being able to give replies or answers to the question or comment in meaningful and authentic one.

d. Transactional (dialogue). Transactional here was meant to the students be able to conveying or exchanging specific information in an extended form or responsive language.

e. Interpersonal (dialogue). Interpersonal speaking purposed to maintain social relationship than for the transmission of fact about information. The conversation is little trickier for learners because they can involve some factors such as, slang, ellipsis/sarcasm, a casual register and etc.

f. Extensive (monologue). Extensive speaking here mostly in the form of monologue, in the practice, the advance levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

According to Suleimenova (2012) in (Al Mamun, 2021)anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry about everyday things. Meanwhile (Hakim & Syam, 2019) stated that anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. In other opinion, Horwitz et al in (Tran, 2022) added that anxiety is subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Based on statements above, the researcher concluded that anxious is a feeling distress, nervousness, shyness, worried, fearful of something bad happened. According to (Santoso & Perrodin, 2022), there were some presence of speaking anxiety that was due to its indicators, as follows:

a. Physically perceptible reactions towards anxiety can be observed from several indicators. Physically, include nervousness, arms and limbs that vibrate or tremble, sweat, mouth or throat feel dry, difficulty speaking, difficulty breathing, heart palpitations or tight-knit, dizziness, feeling weak or numb, frequent urination, feeling sensitive, or irritable (Nevid in (C. Tien, 2018)). In addition, Rink in (Santoso & Perrodin, 2022)) other visible reaction are body movements such as excessive hands moving, hair wagging, or head scratching. Moreover, it may also activate the motor component of emotions, i.e. performing of a smile or other facial expressions (Szyszka in (Santoso & Perrodin, 2022)).

b. Behavior of students such as going blank, forgetting the utterance that have prepared, being unable to say what they knew, being afraid of making miscommunication, and avoiding speaking (Occhipinti in (Santoso & Perrodin, 2022)). In addition, Schlenker and Learly in (Santoso & Perrodin, 2022) contribute that speaking anxiety can also see from the use of speech fillers, such as "uh uhh", or "hmm..".

According to Young (1991) in (Nurilahi & Suhartono, 2022), language anxiety could be arisen from:

a. Personal and Interpersonal Anxieties. The probably issues that are most commonly cited and discussed source of language anxiety are Personal and interpersonal (Young, 2010). It was investigated in correlation with the other social and psychology construct. For example, people that have low self-esteem may worry about what their friends are think, in fear in their negative responses or evaluation. Those are psychology phenomena, belong to low self-esteem and competitiveness, may become the seeds of students to speak in fear of anxiety.

b. Learner beliefs about language learning. Certain beliefs about language learning also affecting the students' tension and frustration in the classroom (Horwitz et al, 1968). Young (1991) in (Nurilahi

& Suhartono, 2022)also stated that learner beliefs about language learning can contribute greatly to creating language anxiety in students. Gynan in (Syahfutra, 2021)added that the most important aspect of L2 learning in learner beliefs about language learning is pronunciation, even though the other close to the other learner aspect, such as vocabulary, communication, travelling to country a country where the language is spoken, translation or making friends. Horwitz cited in (Nurilahi & Suhartono, 2022) presented various kinds of learner beliefs, suggesting that some of them are derived from the learners' irrational and unrealistic learners' such as : 1) some learners were concerned about the correctness of their speech in comparison to native speaker, like accent or pronunciation, 2) some believed that two years is enough time in language learning to achieve a native like fluency, 3) some believed that language learning is learning about how to translate, and 4) some others believed that success of L2 learning limited to a few individuals who are gifted for language learning. As several of these beliefs are unrealistic for the language learner and it can contribute the anxiety. For example, if the learner set their self from the beginning they can be sound as good native or if the learner believed that the most important in language learning is pronunciation, the perfection is how to speak like native, they are going to frustrated and stressed by found the reality of their imperfection of pronouncing even they have been do more practice. The stressed also can contribute the learners if they believe should be mastered English by two years.

c. Instructor beliefs about language teaching. According to young (1991: 428) in (Nurilahi & Suhartono, 2022) instructor beliefs about language teaching are a further source of language anxiety. Instructor beliefs about language teaching can also become a source of creating language anxiety among L2 learners. The teacher believed that on the role of language teachers may not always correspond to student's needs or expectations toward the teacher. For example, when a teacher believes that his role in class is constantly correct students' errors, some of the students might become quite anxious about their performance.

d. Classroom procedures. Many learners feel that some error correction is necessary the manner of error correction is often cited as provoking anxiety. Those studies investigated anxieties in relation to instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class. In addition, some of the classroom activities, such as oral presentation or oral skits in front of the class are also listed as potential of anxiety.

e. Language testing. This would lead to other psychology stresses, such as the fear of losing self-confidence or feeling inferior to others. In addition, sometimes students felt pressured to think they had to organize their ideas in a short period of time while caring about grammar errors at the same time. Madsen et al in Young (1991: 429) studied that if an instructor has a communicative approach to language teaching but then gives primarily grammar tests, this likely contribute students not only complain, but also experience of frustration and anxiety. In addition, (Zulfikar, 2022) states that In Indonesia, testing sometimes called as the technique to collect a score of the students. All the students afraid if they get bad score, it is important to students. For example, of testing which make students anxious such as when the teacher gives a test in short period will make the students anxious and pressured, the teacher doing a test before gives notification to students (unprepared students), and the teacher gives unfamiliar and ambiguous task and formats.

Moreover, because language anxiety concern of performance evaluation within an academic and social context, it is useful to describe with three performance anxieties. The primary sources of language anxiety explicated by Horwitz in (Firdaus et al., 2022) are communication apprehension, fear on negative evaluation and test anxiety.

a. Communication Apprehension. Communication apprehension is quite relevant to the conceptualization of foreign language anxiety. Learners who exhibit communication apprehension do not feel comfortable communicating in the target language (TL) in front of the others, due to

their limited knowledge of the language, especially in relation to speaking skill. Generally, communication apprehension refers to type of anxiety experienced in interpersonal communicative setting, especially in the classroom where the learners have little control of the communicative situation and their performance is constantly monitored by the teacher and peers. Communication apprehension has a great influence on students' communication competence. Learners who typically have difficulty speaking in front of the other people are liked to be able to learn a foreign language and develop their communication skill.

b. Fear of negative evaluation. Fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability. Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their friends. As a result, they keep silent most of the time and refuse to participate in language classroom activities.

c. Test anxiety. Test anxiety is an anxiety of performance evaluation by others emerging from a fear of failing the performance and fear of making mistakes. Test anxiety is a form of performance anxiety, in which the learner feels the fear or failure and doing badly in text. Learners who experience text anxiety consider the foreign language process and especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skill.

The illustration of factors that causing students' anxiety in speaking English has described below:
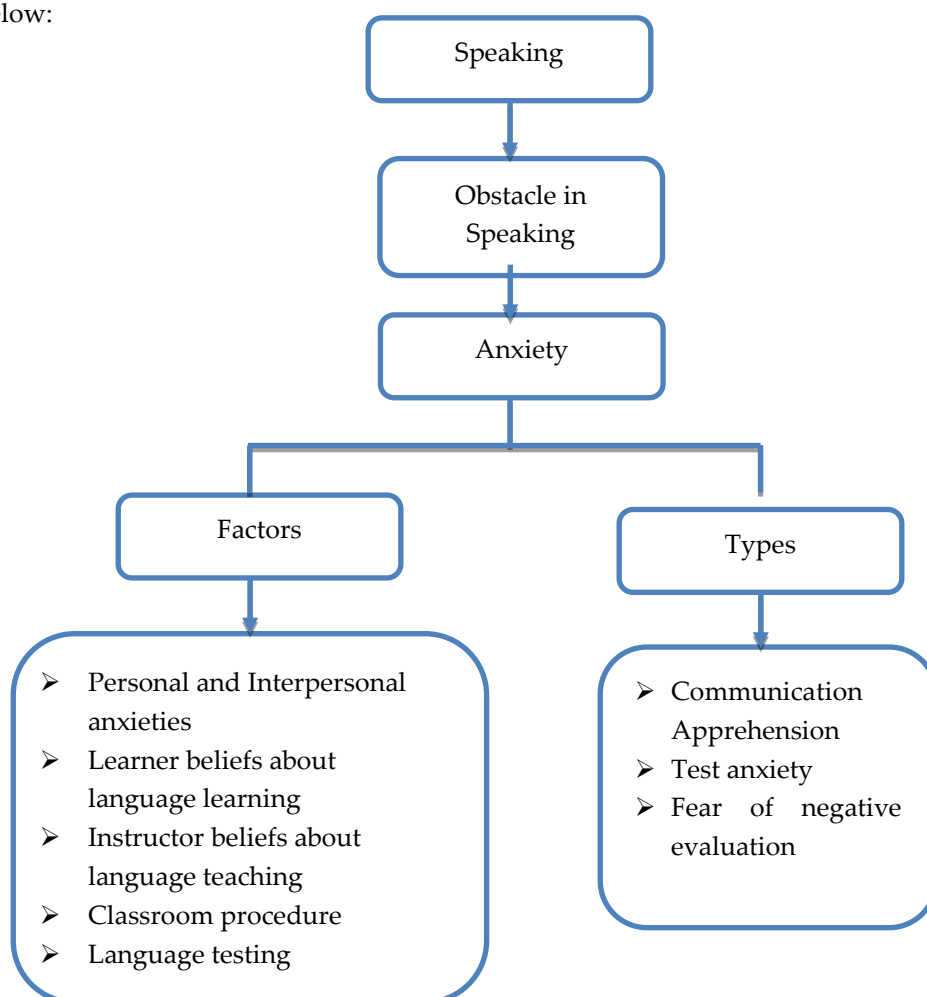

Figure 1. Conceptual Framework

2. METHODS

This research used descriptive research and qualitative as the approach. It supported by (Sugiyono, 2012) that a qualitative research focused on understanding how participant experience a phenomenon at a certain time, with a particular context, and the multiple meaning of it for them. (Sugiyono, 2012) add that there are several data collection techniques such as observations, interviews, open-ended questionnaire, and diaries. In this research, the researcher did observation by checklist sheet before distributed questionnaire to find out the factors and type of anxiety and also did an interview to validated the data gather in this research about the factors influencing the students' anxiety in English speaking and types of students' anxiety in speaking English at the first semester of Aquatic Resource Management study program Universitas Muhammadiyah Sinjai

The population of this research consisted of 196 the first semester students of Agricultural faculty at Universitas Muhammadiyah Sinjai. This research used purposive sampling technique in choosing sample; the sample of this study was 15 students of Aquatic Resources Management study program Agricultural faculty.

The indicators of this research were the factors of anxiety they are personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, classroom procedures, language testing that cause students anxiety in speaking and the types anxiety (communication apprehension, test anxiety and fear of negative evaluation). The research instrument that was used in this study were

a. Observation. Observation became first data gathering used to gather the data to get the real situations in speaking class. According to (Sugiyono, 2012) observations is the conscious noticing of participants' behavior in the natural setting, such as classroom, or any other environment where the language is being studied. The observation conducted in the third semester class to directly see and understand how the anxiety appearing during the speaking performance. The observation sheet conducted to collect the data.

b. Questionnaire. The questionnaire was the main instrument to collect data. By used this method, the researcher could be device the data from open questionnaire. Open questionnaire was open-ended question to seek the potential source of anxiety and also the type of anxiety in speaking English. According to Teresa et al, open questionnaire or free response question are not following by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. Open- ended questionnaire used to get students' response about a factor behind their anxiety in speaking, and the type can be identified by their answer.

c. Interview. After distributed questionnaire, the researcher also did an interview to support and validate the information from students. According to (Sugiyono, 2012) , an interview is aim to dig deeper the respondents' experiences, view, and feelings. A semi-structure interview used to gather the data in this research. Semi-structure interview is an in- depth interview that uses to find the problem as fair, when the interviewee is asking about their opinions and ideas. In addition, (Sugiyono, 2012) states that semi-structured interview is an interview where the interviewer has designed the topic to explore but is prepare to allow respondents to open up important new findings.

In collection the data, some procedures did by researcher to be collected the data as follows:

a. Researcher attended the speaking class of the participants.

b. Researcher observed by observation checklist the activities in speaking class and carefully gave attention to the learner who speaks in front of the class to collect some information by some indicators.

c. After speaking class conducted, researcher distributed questionnaire sheet and the researcher explained the purpose and how to answer the questionnaire to the participants.

d. After conducted the questionnaire, interview done to observed the factors caused anxiety deeply and supported also validated answer of questionnaire.

e. And the last, the researcher presented the data in qualitative descriptive method.

According to (Sugiyono, 2012), data analysis included the steps of reduction or words, display the data, and draw conclusian or verification.

a. The first step was reduction process. It could be carried out immediately after the data would obtain. Questionnaire and interview result arranged in the form of pattern and group according to the research question. In this process, the research would be collected all information that have correlation with students' anxiety in speaking English,

b. The second step was display data. The data was grouping more specific. Data from reduction data would be more categorized in short term. In this process, the research took data that concern in factors of students' anxiety and the types of speaking anxiety.

c. The last step was conclusion process. The researcher found out the structure of students' anxiety in speaking English. Furthermore, it would be discussed base on the theory and reinforce with data and information from analysis students' answer from questionnaire and interview, the researcher drew conclusion of the factor's anxiety. The researcher analyzed the answer of questionnaire and interview to be determined the types of students' anxiety in speaking English.

3. FINDINGS AND DISCUSSION

The results of the data analysis were presented in this part. The data have been collected by applying three instruments; namely observation, questionnaire and interview to obtain more accurate and valid data.

a. The result of observation process

The data were collected by observation checklist, it done by researcher with observed the students' speaking performance in twice of meeting. The observation checklist consists of 7 items statement which have been checklist appropriate with the statements that the student's presence in their speaking performance. They were 2 statements about students' presence about physical and behavioral before speaking and 5 statements about students' presence of physically and behavior during speaking. The result of observation checklist shown in the table below:

Table 1. Students' Physical and Behavior Presence in Speaking Performance

No	Statement	Frequency	Percentage
1	Students prefer sitting on the back row than front row.	1	6%
2	Students keep silent when the lecturer asking a question (not volunteering themselves to answer firstly)	14	93%
3	Students are going blank (i.e making pause)	14	93%
4	Students using speech fillers (i.e. umm…,uh uhh…)	14	93%
5	Students making grammar mistakes	9	60%
6	Students making unnecessary movements	9	60%
7	Students making excessive laugh	11	73%

Table 1 shows that all of the statement of students' physical and behavior presence in their speaking performance were experienced by the students. The first statement which prefer to sit in back row was scored 6%, following the second, the third and four that was students keep silent when lecturer asking a questions, students are going blank and using speech fillers were 93%, loading the fifth and sixth that were making grammar mistakes and unnecessary movements were 60% and the last statement that students making excessive laugh was 73%.

b. The result of questionnaire

The researcher used open-ended questionnaire consists of 6 items, all of the items were about the difficulties that they faced in speaking performance, 2 items that researcher used as main question

that would be answer the research question. The researcher conducted 4 statements which taken from the theory of source anxiety; a) I am afraid to making mistakes such as grammar, pronunciation, vocabulary), b) I am afraid to being evaluated negatively by my friends, c) I am not confidence with my English skill (Unconfident), and d) The lecturer too formal.

Based on the result open-ended questionnaire conducted by researcher, the researcher found that the most factors of student's anxiety in speaking was afraid to making mistakes, followed with they not confidence with their English skill and afraid to being evaluated negatively by their friends. The researcher also found that unexpected task as one caused students' anxiety. The lecturer belief about language teaching wasn't provoking them to be anxiety.

c. The result of interview

The interview was supported and validated by open-ended questionnaire. The interview guidelines consisted of 7 numbers which the factor was analyzed by the answer. Based on the result of interview, mostly students mentioned that the factors that they were experiencing in their speaking anxiety was they were afraid to making mistakes, followed by they haven't enough vocabulary to speak their ideas, the un-expectable task, lack of confidence, and fear of friend's evaluations.

Table 2. Result of open-ended questionnaire and Interview

No	Open-ended Questionnaire	Interview
1	Fear of making mistakes in grammar/pronunciation/vocabulary	Fear of mistakes, especially in grammar and pronunciation
2	Unconfident students	Haven't enough vocabulary to speak their ideas
3	Fear of negative evaluation by friends	Un-expectable task
4	Unexpected task	Lack of confidence
5		Fear of friends' evaluations

1) the factors of students' anxiety in speaking English

From the table 2 about the factors of students' anxiety in speaking English, the researcher concluded that there were five classifications of the factor's anxiety of students with different number of students as follow:

a) Fear of making mistakes

Fear of making mistakes was the first factors that found in this questionnaire. Fear of making mistakes was mostly found in the students before they were going to speak in front of their friends and lecturer. They were afraid to making mistakes because their limited English proficiency. Being afraid to making mistakes in grammar, vocabulary and pronunciation were the most checked reason which made them anxious in their speaking performance. It was pursuance with result of observation early. The researcher captured that the students made grammatical mistakes and mispronunciation in delivering their speeches. The finding showed that the students' limited knowledge in English was clearly. It was supported by the result of interview of the students, as follows:

R : Dapatkah kalian menjelaskan alasan dari Anxiety atau kecemasan yang kamu rasakan? (R: Can you explain the reason of your anxiety that you feel?)

WML : Kalau saya miss takut salah pengucapan atau salah grammarnya jadi nanti temanku nda mengerti, dan takut dinilai negative .(I am afraid to making mistakes to mispronouncing and also making grammatical errors, so my friend doesn't understand what I say, I am afraid to being evaluated negatively). (Resource: Interview 6)

In the line of WML, she has difficulty to speak because she afraid about her grammatical. She hasn't good enough knowledge about grammar so she didn't know to make sentence properly in speaking. From those mistakes, she also fears of being laughed of friend. It was also showed by

observation checklist when she was speaking. She didn't prepare well so it made her performance going worst.

b)   Lack of vocabulary

The second factors that mostly found in students who were anxiety, it was lack of vocabulary. Mostly the students mentioned that the difficulty of speaking was they had hard memorized the vocabularies. The vocabulary needed to producing language in speaking. So, it was hard for students conveyed their ideas especially when the lecturer gave task unexpectedly to speak. The students might be unfamiliar with the topic and also unfamiliar about the vocabulary that they were going to be produced. The interview showed that:

R: Apa kesulitan kalian dalam Speaking? (What is your difficulty in speaking?)

SIY : Menghafal kosa kata miss. (It is memorizing vocabulary, miss)

R : Nurul bagaimana?I (How about Nurul)

NHZ : Kalau saya miss pengetahuan vocabularyku masih terbatas. (I have limited vocabulary)

(Source: Interview 2)

From those statement, the researcher conclude that lack of vocabulary could be provoked the students to be anxiety of speaking. The students who have not enough vocabulary would be hard to be conveyed their ideas in speaking.

c)   Lack of self-confidence

Based on the questionnaire result, there were students with this aspect as factor of anxiety. Unconfident students were also the second factors that provoking anxiety. Unconfident students it causes by self-perception that they have about speaking. The students were unconfident because of their unrealistic or irrational expectation about their ability in speaking. The result of Interview confirmed that:

R : Dapatkah kalian menjelaskan alasan dari Anxiety atau kecemasan yang kamu rasakan? (R: Can you explain the reason of your anxiety that you feel?)

SIY : kesulitannya mungkin saya kurang PD miss, karna saya belum lancar berbicara. (The difficulties maybe because I am not PD because I haven't spoken fluency)

(Resource: Interview 2)

Based on data above, SIY didn't confidence because she hasn't mastered English proficiency knowledge, so it was making her cannot speak fluently as what her expected. It was also showed by her performance in speaking when the researcher observed her, she did many mistakes in pronouncing a word and looked like unprepared well.

d)   Friends/ classmates

In speaking performance, the students became anxious because of the situation of class especially their friends. Based on Interview, there were some students anxious because when they made mistake, their friends would be laughed.

R : Kalau anda bagaimana? (How about you?)

AMN : Kalau saya tidak pd karena grammarku miss, takut dinilai negative sama teman. (I am not confident with my grammar sis, I am afraid to being evaluated negatively by my friends).

R : Bagaimana reaksinya temanta ketika naliat ki salah? (How are your friends react to you, if you make mistakes,?)

RAR : Kadang ketawa kadang diamji miss. (Sometimes they laugh, sometimes they just silent)

R : Tidak takut ki di nilai negative? (Don't you afraid to evaluate negatively?)

RAR : Tidak miss (Not really, miss)

AMN : Kadang ketawa miss jadi merasa nda pd ka RAR. (Sometimes they are laugh and I am becoming unconfident, miss) (Source: Interview 5)

In the line of AMN, she actually has not good knowledge about grammar so when she was speaking and there was mistake, she made, her friends would laugh to her. It provoked her to be

anxious before perform and being unconfident. Friends also sometimes laugh to students who were speaking, but because they have self-confident, they would be ignored it. Those showed in the line of RAR interview

e) Types of task

There are some kinds of task given by the teachers in the class, such as speech, presentation, impromptu speech. The tasks were usually performed in front of the class or in students' own seats. The task became something that causes anxiety if the students were asked to present the task in front of the class. Their anxiety regarding to this factor shown on the following data:

Hal apa yang paling mengganggumu dalam belajar bahasa Inggris? (belajar dalam kelas, ketika saya diharuskan untuk berbicara memberikan presentasi didepan kelas) What disturbs you the most in learning and speaking English? (Learning in the classroom, when required to speak, giving presentation in the class, etc.) Answer: yang paling mengganggu adalah ketika saya diharuskan untuk berbicara di epan teman-teman, Karen itu membuat saya nervous/ gugup. Mungkin karena belum terbiasa berada di depan teman-teman dan dosen hehe. The most obstacle in speaking are when I should be spoken in front of my friend unexpectedly, I am quite nervous. Because I am not accustomed to speak in front of friends and lecturer, hehe (Question 2, AMN).

Based on the data above, the student felt quite anxious when the lecturer was asking her to speak unexpectedly in front of her friends. This made her unable to show her best during her speaking performance. It was also shown when the researcher observed her speaking performance. Even she has prepared before, but the lecturer pointed randomly and she was choosing to be performed, she didn't really show her best in speaking because she felt unconfident. The lack of practice to speaking also provoked her to be anxiety. The students also anxious when the lecturer was tasking her to speak unexpectedly and they have lack of knowledge about English proficiency. The interview showed that:

R : Apa kesulitan kalian dalam Speaking? (What is your difficulty in speaking?)

RHR : Saya dari kecil sudah diajar bahasa Inggris sama mamaku, tapi saya orangnya pemalu jadi susahka berbicara apalagi di depan teman- teman. (I have been learning English when I was child, my mother taught me. I am shyness person, so I hard to speak especially in front of my friends).

R : bagaimana? (How about you)

LL : Kalau saya miss kalau disuruhki speaking tiba-tiba, karena pengetahuan vocabularyku masih terbatas. (If we tasking to speak unexpectedly, it is because of I have limited vocabulary).

(Source: Interview 3)

In the line of LL, the data showed that the students are anxious because if they were tasked speaking unexpectedly, he would become silent because he has not enough vocabulary to produce language. The students need preparation and knowledge before they initiate oral performance.

2) Types of students' Anxiety

Based on the result of questionnaire and interview, the factors of anxiety have been categorized in to 3 types of anxiety, as follows:

Table 3. Types of student's anxiety

No	Name of Respondents	Anxiety Factors	Types of anxiety
1	SIY	• Lack of confidence • Lack of vocabulary	• Communication apprehension
2	LL	• Fear of making mistakes • Lack of vocabulary • Type of task	• Test anxiety • Communication apprehension
3	AMY	• Type of task	• Communication apprehension
4	AJ	• Lack of confidence	• Communication apprehension

5	SS	• Lack of confidence • Fear of making mistakes	• Communication apprehension • Test anxiety
6	RAR	• Lack of confidence • Lack of vocabulary	• Communication apprehension
7	NTS	• Friends evaluation • Type of task	• Fear of negative Evaluation • test anxiety
8	AMN	• Fear of making mistakes • Friends evaluation	• Test anxiety • Fear of negative evaluation
9	FT	• Fear of making mistakes	• Test anxiety
10	NHZ		• Test anxiety, • Communication apprehension • Fear of negative evaluations
11	ASF	• Lack of confidence • Lack of vocabulary	• Communication apprehension
12	WML	• Fear of making mistakes • Friends evaluation	• Test anxiety • Fear of negative evaluation
13	RFL	• Fear of making mistakes • Friends evaluation	• Test anxiety • Fear of negative evaluation
14	MRW	• Lack of confidence • Friends evaluation • Lack of vocabulary	• Communication apprehension • Fear of negative evaluation
15	SRN	• Lack of vocabulary • Type of task	• Communication apprehension • Test anxiety

Table 3 shows that there are three types of anxiety of the students' speaking performance. From the finding of factor anxiety, the researcher categorized into three qualified of the factors. They were communication apprehension, test anxiety and fear of negative evaluation. The result of Interview was showing that communication apprehension was experienced by 7 students, followed by test anxiety 9 students and fear of negative evaluation by 6 students.

a) Communication apprehension

Based on the questionnaire results, there were six students who clearly stated that they were anxious since they were unconfident. This finding was verified by the follow up interview. From the interview, this type of speaking anxiety was experienced by 8 students in speaking performance. They were SIY, LL, RHR, SS, RAR, NHZ, ASF, MRW, and SRN. The researcher found one student who was clearly stated that he was learned English from his childhood, but because of he was shy so he never has got his best performance. He was RHR. Other students who have unconfident about their English fluency, they were RAR and SIY. And the researcher also found the student who anxious when she didn't understand the topic clearly, so she couldn't be produced language to convey her ideas. Besides those reasons, the researcher also found the students' who anxious because they were afraid if their audience wouldn't understand what they were speak or miscommunicating. It was because he couldn't be pronounced the language clearly or the grammar was broken.

R : Dapatkah kalian menjelaskan alasan dari Anxiety atau kecemasan yang kamu rasakan? (R: Can you explain the reason of your anxiety that you feel?)

WML : Kalau saya miss takutka salah pengucapan atau salah grammarnya jadi nanti temanku nda mengerti, dan takut dinilai negative juga.(I am afraid to making mistakes to mispronouncing and also making grammatical errors, so my friend don't understand what I say, I am afraid to being evaluated negatively) (Source: Interview 6)

From the statements, the researcher concludes that there six students were typing as communication apprehension of their anxiety. This research pointed that there were two causes of

students that experienced communication apprehension. They were unconfident, their unrealistic reason of students.

b) Test anxiety

Based on the questionnaire result, there were 10 out of 15 students who acknowledged that they are anxious in speaking performance since they were afraid to making mistakes. This finding has confirmed by following interview. The result of interview showed that test anxiety experienced by 10 students, they were LL, AMY, SS, NTS, AMN, FT, NHZ, WML, F and SRN.

Based on interview, LL and FT revealed that their anxiety provoked by limited knowledge about grammar since they were making mistake in applied it in sentence. FT also stated that she anxious because of afraid to being evaluated negatively. But the researcher made decision to choose test anxiety because she mentioned firstly n her answer it was about fear of making mistakes. She also was mentioned that she afraid of making mistakes in grammar on the questionnaire sheet. LL, ASF, J and SRN revealed that they were anxious because of them have limited vocabulary. When the lecturer tasked them to speak, especially when the topic was unfamiliar it was making them hard to speak and worry about being success in speaking.

R : Dapatkah Dian menjelaskan alasan dari Anxiety atau kecemasan yang kamu rasakan? (R: Can you explain the reason of your anxiety that you feel?)

SRN : Saya nervous miss karna saya khawatir kalo nanti dosen bertanya diluar topic dan saya tidak bisa menjawab karena vocabularyku kurang. Apalagi di tunjuk tiba-tiba untuk speaking. (I am nervous sis because I am worry if later the lecturer asking me out of the topics that has been decided and I can't answer it because my vocabulary is limited. Moreover, I am nervous when I am task to speak unexpectedly). (Source: Interview 8)

In the line of SRN, she was anxious when she going to be tasked unexpectedly to speak. Because sometimes the lecturer asked her out of the topic that she prepared before. She couldn't answer it because she has limited vocabulary and it was making her hard to speak.

From statements above, the researcher conclude that the test anxiety was demanded the students to think they were going to be failed in their speaking performance. The students mostly felt afraid to making mistake in speaking because of their limited vocabulary, the unknown topic and grammatical errors.

c) Fear of negative evaluation

From the Interview result, there were 6 students revealed that their anxiety was caused by afraid to being evaluated negatively by friends. They were AMN, NTS NHZ, WML, F and MRW. Based on the result of interview, NHZ was revealed herself about afraid to being evaluated negatively by her friends, even it bad comment or laughed. She experienced when she was in speaking performance. The interview showed her feeling in being anxiety, as follow:

R : Kalau Tri bagaimana? (How about you?)

AMN : Kalau saya tidak pd karena grammarku miss, takut dinilai negative sama teman. (I am not confident with my grammar miss, I am afraid to being evaluated negatively by my friends).

R : Bagaimana reaksinya temanta ketika naliat ki salah? (How are your friends react to you, if you make mistakes,?)

RAR : Kadang ketawa kadang diamji miss. (Sometimes they laugh, sometimes they just silent)

R : Tidak takut ki di nilai negative? (Don't you afraid to evaluate negatively?)

RAR : Tidak miss (Not really, miss)

AMN : Kadang ketawa miss jadi merasa nda pd ka. (Sometimes they are laugh and I am becoming unconfident, sis) (Source: Interview 5)

In the line of AMN, she was anxious because she has bad experiences in her speaking performance. When she was making mistakes, her friends sometimes making it was funny to be laughed. It was also confirmed by the result of observation that researcher did when she performed to

present her task. She looked hasn't prepared before, she hesitated in speak because the limited knowledge of the material she has. Her friends more active questioned but she didn't know the answer exactly. Her friends started to whisper each other about the answer that they already knew, until there was one of them asked her about the right answer. It was making her look so shy and down. The other students S, NHZ, and MRW, also experienced it in their speaking performance. MRW was the students that always unconfident to speak. After doing Interview, she revealed that she has experienced of laughed by friends in speaking performance. It was because lack of vocabulary that made her hard to speak. The researcher was observed her in her speaking performance, although she brought a paper of her speaking concept, she still looked afraid of something. When she started to speak, she sounded lower and her friends could hear it exactly. She going blank and making excessive laugh, it shown that there was something wrong with her. After the interview done, she revealed that she has anxiety about being laughed by friends when she making mistakes.

Based on the statements above, the researched conclude that sometimes friends brought positive vibes to students' improvement, but sometimes they were not. Unsupportive friends could be provoked the students to be failed in their speaking performance and being anxiety in speaking.

This research had been done by early observation, conducted questionnaire and doing interview. To make discussion clear, the researcher described the result of data analyzed as follow:

(1) The factors causing students' anxiety in speaking

The discussion consisted of the factor's students' anxiety in speaking English that divided with gave open-ended questionnaire and interview, in order to know the factors caused students' anxiety in speaking English at the first semester students of Aquatic Resources Management Study Program of Universitas Muhammadiyah Sinjai. There were some factors that causing students' anxiety in speaking English. Referring to the findings, the researcher classified those factors in to 5 categories: they were fear of making mistakes, lack of vocabulary, lack of confidence, friends/classmates and type of task.

a. Fear of making mistakes. Based on finding there were 8 students experienced it in their speaking performance. The kinds of making mistakes are when the students making wrong pronounce or using appropriate grammar and still have a lack vocabulary. The lack vocabulary also found as one factor that students experienced in speaking anxiety. Moreover, (Firdaus et al., 2022) that fear of making mistakes become one of factors that contributing students' anxiety in speaking.

b. Lack of vocabulary. Based on findings, there were 8 students showed that the most of their difficulties in speak is because they have lack vocabulary. Sometimes, the lecturer asked them out of the topic but the students were lack vocabularies to express their idea. Lack vocabulary contributed the students to be anxious to speaking English. The previous research also found the lack of vocabulary as one of factors that caused anxiety. (Elbalqis & Pradana, 2022) stated that the anxiety which made he forgot the whole idea he (participant) wanted to say appeared when he tried to remember one word, he wanted to use express his idea.

c. Lack of confidence. Based on the result analysis, the researcher found 6 students which have lack of self-confident as the students experienced personal and interpersonal anxiety. They were unconfident to speak because of their self and there was unconfident because the outside factors. Nervous, shy, unconfident and low knowledge about English proficiency becoming insides factors that provoked them to be anxiety. Self-confidence was the second factors of students' anxiety in speaking English that found in this research. This supported by research result (Santoso & Perrodin, 2022).

d. Friend/Classmate. Based on the result, the researcher found that there 5 of students who afraid to being evaluated negatively by their friend. They experienced when the unsupportive friends made them performance going to be worst. For example, when the students making mistakes in pronounce or grammar, their friends constantly laugh or whisper to each other. Those conditions made the students feel blank and feel bad of their selves. The previous researcher by (Firdaus et al., 2022) state that peer related fears or worries, it came light, were not the result or consequences

of actual negative experiences with classmates, such as friends laugh when making mistakes, this is actually psychological disorder because they think other people greater and considered doing the wrong thing is big problem. But mostly of the students didn't put attention too much to their friends' negative evaluation.

e. Type of task. The previous finding by (Chen et al., 2022) stated the tasks became something that causes anxiety if the students were asked to present the activities in front of the class. When they practiced to speak in front of their friends, their confidence had certain effect to their performance. Based on the result, there 3 students experienced it in their speaking performance. Type of task like speaking in front of friends and lecturer such as giving presentation or impromptu speech made the students quite anxious. The students mostly anxious because they were tasked in unexpectedly by lecturer, they constantly fear of making mistakes and afraid of being evaluated negatively by friends or lecturer.

(2) The types of students' anxiety in speaking English

Based on the result of the answer of open-ended questionnaire that researcher has been conducted which related to the research questions. Those was answer about the factors that caused students' anxiety in speaking English, the researcher also categorized it into three types of anxiety according to Horwitz et all (1986) in (Santoso & Perrodin, 2022), they were communication apprehension, test anxiety and fear of negative evaluation.

a. Test anxiety. According to Horwitz in (Santoso & Perrodin, 2022)test anxiety is an anxiety of performance evaluation by others emerging from a fear of failing the performance and fear of making mistakes. Based on the findings, test anxiety was the most type that students experienced in their speaking performance. There were 10 students become anxious when the lecturer asking them to speak unexpectedly in from of the others. Most of them think they afraid to fail in their speaking performance, besides because of lack preparation, it also because they have lack knowledge of English proficiency in speaking such as pronunciation, vocabulary and grammar. Those also happen in students who afraid of to making mistakes.

b. Communication apprehension. Communication apprehension was the second type of anxiety that the students experienced in speaking performance. Based on the findings above, there were 8 students who were typically shyness and unconfident to speak in front of the other people. There was student's unconfident because their proficiency in English is lack, there also student's anxiety because they rarely speak in front of their friends. There also students who are afraid if their speech doesn't deliver the message clearly. Communication apprehension has a great influence on students' communication competence. Learners who typically have difficulty speaking in front of the other people are liked to be able to learn a foreign language and develop their communication skill (Horwitz, 1986) in (Santoso & Perrodin, 2022).

c. Fear of negative evaluation. The lowest type of students' anxiety in speaking English was fear of negative evaluation. Fear of negative evaluation is similar with test anxiety. The 6 students who experienced fear of negative evaluation is anxious because of the unsupportive friends which give them negative vibes when they were making mistakes, such as laughing or whispering. This result is also in line with (Elbalqis & Pradana, 2022).

4. CONCLUSION

Based on the research findings and discussions, the researcher came to the following conclusion; the researcher concluded there are five factors that causing students' anxiety in speaking English, the first factor that mostly provoking students to be anxiety is afraid of making mistake when the students have perception about their low ability in English proficiency and afraid to going wrong in their performance. There were 8 of 15 students experienced it. The second factor was lack of vocabulary that experienced by 8 students who were hard to speak because of they have lack vocabulary to produce language. The third was lack of confidence, which 6 students experienced it.

Most of students anxious because they were un-confident of their ability in speaking. The fourth was friends/classmates which 5 students experienced it. Unsupportive friends provoking students to become anxious. The lowest factor was types of anxiety which 3 students experienced it. The types of anxiety that students experienced in their speaking performance, the most type of anxiety was test anxiety that experienced by 10 students. The second was communication apprehension experienced by 8 students and the lowest was fear of negative evaluation with 6 students.

Based on the conclusion above, the researcher would like to give the following suggestions for:

The lecturer of speaking must recognize the anxious students and give treatment based on their types of anxiety. The lecturer also can build friendly class with their students in helping students to reduce their anxiety and speak comfortably with less pressure about fear of making mistakes or being evaluated negatively. The students who are have anxiety, must find their own way to deal with it. They should ask help to their lecturer or sharing with friends about their problem in speaking. They have to build their self-confidence and bravely to speak in front of their friends or public.

REFERENCES

Al Mamun, A. (2021). English Language Anxiety of Tertiary Level Learners in Bangladesh: Level and Sources. *English Language Teaching*, *14*(11). https://doi.org/10.5539/elt.v14n11p49

Alshammary, M. S. (2020). The Impact of Using Cambly on EFL University Students' Speaking Proficiency. *English Language Teaching*, *13*(8). https://doi.org/10.5539/elt.v13n8p12

Atma, N. (2018). Teachers' role in reducing students' English speaking anxiety based on students' perspectives. *Asian EFL Journal*, *20*(7).

Awaliyah, F., & Irianti, L. (2022). Investigating Students' Speaking Anxiety In Classroom Interaction Through Zoom Meeting. *Journal of English Education Program (JEEP)*, *9*(1). https://doi.org/10.25157/(jeep).v9i1.7572

Badrasawi, K. J. I., Kassim, N. L. A., Zubairi, A. M., Johar, E. M., & Sidik, S. S. (2021). English Language Speaking Anxiety, Self-Confidence and Perceived Ability among Science and Technology Undergraduate Students: A Rasch Analysis. *Pertanika Journal of Social Sciences and Humanities*, *29*(3). https://doi.org/10.47836/pjssh.29.s3.16

Chen, I.-J., Cheng, K.-R., & Chuang, C.-H. (2022). Relationship Between Language Anxiety and English Speaking Performance. *English Language Teaching*, *15*(11). https://doi.org/10.5539/elt.v15n11p78

Elbalqis, P., & Pradana, S. A. (2022). Portraying Students' Speaking Foreign Language Anxiety Level During Online And Offline Learning. *English Education: Jurnal Tadris Bahasa Inggris*, *15*(1). https://doi.org/10.24042/ee-jtbi.v15i1.11412

Firdaus, R. H., Wahyudin, W., & Rohbiah, T. S. (2022). Students' Anxieties in EFL Speaking Class. *Journal of English Language Teaching and Cultural Studies*, *5*(2). https://doi.org/10.48181/jelts.v5i2.16739

Hakim, R. N. A. Al, & Syam, H. (2019). An Analysis of Students' Anxiety in Speaking English. *Paper Knowledge . Toward a Media History of Documents*, *6*(2).

Liu, M. (2021). Changes in and effects of TED talks on postgraduate students' english speaking performance and speaking anxiety. *Journal of Language and Education*, *7*(3). https://doi.org/10.17323/JLE.2021.11632

Nurilahi, R., & Suhartono, L. (2022). An Analysis On The Cause Of Students' Speaking Anxiety In Efl Classroom. *Journal of English Education Program*, *3*(2). https://doi.org/10.26418/jeep.v3i2.54273

Santoso, W., & Perrodin, D. D. (2022). Factors Contributing to Students' Speaking Anxiety: A Case Study at Students' Junior High School. *Anglophile Journal*, *2*(1). https://doi.org/10.51278/anglophile.v2i1.305

Sholikhi, F. (2022). Communication students' anxiety in speaking skill practice. *ELT Forum: Journal of English Language Teaching*, *11*(1). https://doi.org/10.15294/elt.v11i1.49533

Syahfutra, W. (2021). Students' Speaking Anxiety in English Education Study Program. *ELT-Lectura*,

8(1). https://doi.org/10.31849/elt-lectura.v8i1.5920

Tien, C.-Y. (2018). English speaking anxiety in EFL university classrooms in Taiwan. *European Journal of English Language Teaching*, *4*(2).

Tien, C. (2018). European Journal of English Language Teaching English Speaking Anxiety In Efl University Classrooms. *European Journal of English Language Teaching*.

Tran, T. T. L. (2022). An Investigation into the Causes of Students' Anxiety in Learning English Speaking Skills. *International Journal of TESOL & Education*, *2*(3). https://doi.org/10.54855/ijte.222312

Zulfikar, Z. (2022). Investigating High-School Efl Learners' Foreign Language Anxiety: A Case Study At SMA 4 Banda Aceh. *English Education: Jurnal Tadris Bahasa Inggris*, *15*(1). https://doi.org/10.24042/ee-jtbi.v15i1.12046