STUDENTS' ANXIETY IN SPEAKING CLASS OF ENGLISH DEPARTMENT UNIVERSITAS PUTRA INDONESIA YPTK PADANG

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Abstract

The aim of this research is to know the type of anxiety encountered by students in speaking class and to know the dominant factor of anxiety in speaking class. When the students want to able to speak well but they are afraid their friends will laugh at them. They do not have self-confidence to speak English, and also they feel inferior when the other students have more good ability in speaking. The type of this research is descriptive research. The respondent of this research are the English Department students of UPI YPTK Padang. Total respondent in this research are 26 students. In collecting the data, the researcher used questionnaire, interview and observation. First, the researcher distributes the questionnaire to the respondent, the questionnaire include 33 items based on the indicator about speaking anxiety. Based on the data from all instruments the researcher concluded that the dominant anxiety encountered by the students is *State Anxiety* that has high percentage from the other type of anxiety, that is 67%. Then, the dominant factor that influence on students speaking anxiety is *lack of preparation*, they feel anxiety because lake of preparation, so they do not know what should be conveyed.

Keywords: *Anxiety, Factors of Anxiety, Speaking, Types of Anxiety.*

INTRODUCTION

Speaking is the process of transferring information from the speakers into another people. The purpose of speaking is to inform, persuade, entertain the listener, etc. In speaking the students will express their opinion through oral communication. They will talk, give opinion, give suggestion, and also they will describe something to someone or to the listener. Students who have well in speaking they will have high self-confidence in speaking.

In teaching learning process, speaking itself should be teach to the students, in order to make they can communicate well with written and also oral communication. In speaking class the students should be able to speak English. If they do not have ability to speak English, they will get some difficulties to express their idea in classroom activities and they will get difficult to reach the goal of teaching and learning. Thus, it is hope that students can speak English well with high self-confidence, good pronunciation, enjoy in their conversation, etc.

However, the students want to able to speak well but they are afraid that their friends will laugh at them when they speak English. They do not have self-confidence to speak English, and also they feel inferior that the other students have more good ability in speaking. Because of that, when they speak English they get nervous, anxious, and also they confuse how to speak well. If the students get nervous during speaking the students will forget the topic that will be talked, the students will not have concentration to speak. Each student have different factor that makes them anxiety when they speak English. It is supported by Nilsson at.al (2011:4) states that speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. In the other words, speaking anxiety is an experience that makes someone who will stand up in front of the class will have negative feeling. Speaking anxiety is can make the students fail to speak in front of the class when they cannot handle the anxiety well. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block ones capacity to act and speak.

Furthermore, the students have various factors that influence on their speaking anxiety like explained before, because of that the researcher interest in analyzing the college students' speaking anxiety, study at second semester of English Department UPI YPTK Padang in Academic Year 2017-2018.

METHODS

The method of this research was descriptive research, which emphasizes on describing the college students' anxiety in speaking class. In this research, the researcher had chosen UPI YPTK Padang as the place to conduct the research. The researcher had chosen the second semester students of UPI YPTK Padang in academic year 2017/2018. In this research the researcher just used the questionnaire, interview and observation as a instrumentation in order to get many sources to support this research, so the result of this research was accurate. The researcher analyzed the result of questionnaire used percentage formula was proposed by Arikunto (2006:235):

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage of the students score

F : Frequency of students score

N : The number of students

FINDINGS AND DISCUSSION

Speaking is oral communication that is needed by human being to fulfill their needs in transferring new information. According to Harmer (2001:129), speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Nunan (2003: 48) states that speaking is the productive aural/oral skill. It means, speaking is the oral communication between two people or more. In speaking, the speaker produces the language that way speaking is a productive skill. The speaker uses the language that speaker has acquired and produce a message through speech that speaker wants others to understand about what speaker said. Furthermore, Louma (2004:9) defines that speaking as interaction and speaking as a social and situations based activity. It

means that speaking is the way of someone's interaction and most of interactions happen in daily activities such as teaching, advising and giving direction that are done to form the speaking activities. Then speaking is a process to share the meaning between speaker and listener when they do interaction each other.

Anxiety is a feeling of worry, nervousness, or uneasy about something with an uncertain outcome. Most speakers who have experienced speech anxiety know the importance of being calm and confident when speaking. According to Scovel in Brown (2000: 151), anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry. It means that anxiety is a feeling that felt by the someone who will speak in front of the class.

In this research result and finding, contains of the result from questionnaire, interview and observation. Based on the result of the research, the researcher found that the students got nervous when the lecturer asked them suddenly to spoke. They got nervous because they had not preparation before. However, when the lecturer gave them time to prepare before they perform, they would be more comfortable, because they could made a script before, they could practice with their friends, they could made the good sentences by using dictionary, etc.

Moreover, the students also felt nervous although the lecturer gave them time to prepare before their performance. The students loss of concept about the topic what would they talk about. Based on the data from the researcher observation, the researcher found that some of the students still nervous when they spoke in front of the class, it can be seen from their performance the students got nervous and forgot about the what would they talk about whereas the lecturer gave them time a week to prepared.

In the other hand, every students had different anxiety in speaking, but based on the percentage the result of questionnaire about the speaking anxiety, it was showed that state anxiety was the dominant anxiety that encountered by the students in speaking class. In each types of anxiety they had not big difference. But in the

result of this research state anxiety had the big percentage then the other types of anxiety. After state anxiety, it was followed by trait anxiety that the anxiety come from the students' personality. The students felt anxiety because they belief that they were not surely with their ability, so they felt anxious in speaking class. After that situational anxiety was the last percentage of type's anxiety, that the anxiety that come from the certain situation.

Data : Graph of the Result of Questionnaire about Types Anxiety

From the percentage of the three types of anxiety above, the researcher found that state anxiety in the first position, it means the students felt anxiety because of danger situation, and also because of the other people, like the lecturer asked them to speak without preparation, it was made the students panic and did not know what would they talked. Then, the students do not understand about what lecturer said in English. Meanwhile, state anxiety is the dominant types that encountered by the students in speaking class because the total percentage was 67%.

Then, the result of interview showed tht the factors influence in students speaking anxiety were the students lack of preparation, they never practice to pronounce the words in English, and also they never practice to speak English, so if the lecturer asked them to speak, they would panic and getting the nervous, it was

make the anxious in speaking class. It support by the result of researcher observation that the students felt anxious when they had not preparation before. For example, the lecturer asked he/she to spoke suddenly they would be confused, but if the lecturer gave them times to prepare they more comfortable to perform in speaking class.

Related to the data from the result of the researcher describe tha the second semester students English department of UPI YPTK Padang in academic year 2017/2018 generally realize state anxiety in speaking class. It happens because the percentage of state anxiety is higher than other type that is 67%. It means that the second semester students in English department of UPI YPTK Padang in academic year 2017/2018 get state anxiety in speaking class.

Moreover, the factors that influence on the students' anxiety in speaking are they are lack of preparation, because the students still nervous when the lecturer asks them to speak. Based on the statement above the researcher has interpretation that the students get anxiety when the lecturer asks them suddenly to speak. The students feel nervous or anxious because they do not have good preparation to come in the speaking class.

According to Louma (2004:9), speaking as interaction and speaking as a social and situations based activity. It means that speaking is the way of someone's interaction and most of interactions happen in daily activities such as teaching, advising and giving direction that are done to form the speaking activities. Then, speaking is a process to share the meaning between speaker and listener when they do interaction each other.

Based on the theory above, the concept of speaking is how to communicate directly based on the activity in teaching learning process. Hence, if the lecturer asks to the students suddenly the students have to speak well, because they are in speaking class. In speaking class, all of the students should have ability to speak because the students have to prepare before they coming into the class. They should

have enough vocabulary; they should have good understanding about what the other speaks, etc.

From the statement above, the researcher concluded that the students felt anxiety because of the danger situation, like when the lecturer ask them suddenly to speak, they are nervous because they have not good preparation before they come into the class. The students are not ready to come into the class. In speaking class the students should talk actively, thus they have to ready to speak in front of the class whenever when the lecturer asks. However, the problem that why the students get nervous in speaking class because they are not ready to come in speaking class, they have lack of vocabulary, lack of reparation, etc.

CONCLUSION

Based on the research finding, the researcher formulated the conclusion into; the result of the entire instruments. The first, it shows by the percentage of the questionnaires that the researcher want to see the dominant types anxiety encountered by the students, it begin from the trait anxiety have percentage 60%, state anxiety have percentage 67%, then the last is percentage from the situational anxiety is 55%. It can be seen that the dominant types of anxiety that encountered by the students is state anxiety. It means that the students felt anxious from the danger situation.

Next, the result of interview showed that the students had low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, fear of losing face, fear of being focus of attention, fear of unable to follow and understand others, and the last inability to express ideas. Based on the students answer that the dominants factor that influence in speaking class was they were lack of preparation. Then, the result of observation is to make the data from the questionnaire and interview is more valid.

Considering the fact, the researcher suggested to the students to practice speaking English continuously in order to improve their speaking performance and speaking ability and also to reduce their anxiety in speaking class. The next

researchers can specified or relate this research to others variables because there are some problems that have not been solved by the researchers. For example, the next researcher can relate speaking anxiety in writing or in others skill toward each of students in same grade level.

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