STUDENTS' ANXIETY IN SPEAKING ENGLISH AT MTs BUSTANUL ULUM TODDOLIMAE MAROS

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Abstract: This research was conducted to find out the types and factors of students' anxiety in speaking English at MTs Bustanul Ulum Toddolimae Maros. The purpose of this study was to determine the types and factors of students' anxiety in speaking English at MTs Bustanul Ulum Toddolimae Maros. The researcher used descriptive qualitative approach. Data were collected through observation checklist and interview. The results showed that there were 3 types of anxiety in speaking English: communication anxiety, test anxiety, and fear of negative evaluation. Four anxiety factors experienced by students in their speaking anxiety are personal and interpersonal anxiety, learners' beliefs about language learning, language testing, and classroom procedures.

1. INTRODUCTION

English consists of four skills that need to be taught: listening, speaking, reading, and writing (Newton & Nation, 2020). Those four skills are equally important and have their own goal to be reached as a requirement of English mastery. English speaking skills are one of the anxiety factors that occur in learning English. Based on the observation in MTs Bustanul Ulum Toddolimae Maros, the researcher found signs of anxiety in students speaking English. Many of them are restless, creating avoidance and reducing class participation.The most important part of learning a second or foreign language is speaking since it is a skill that allows us to communicate and is measured by our capacity to have a conversation in that language (Imran & Sulviana, 2022).

Reveals that psychological factors hinder students from speaking. These include fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation.Problems and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University (Al Nakhalah, 2016). International Journal of Humanities and Social Science Invention. In reality, anxiety is a common problem experienced by most students of English Department students (Gumartifa & Syahri, 2021). It is believed that anxiety can have negative impacts that may result in physiological and behavioral symptoms in learners. For example, it can change the learners' behavior, make them unwilling to study, complicate their concentration, etc.

Speaking is considered the most challenging skill because most students usually have some difficulties and need help expressing their ideas, even in a simple form of conversation (Saputri, 2017). It requires great courage and preparation to speak the new language well. Learning to speak became the most difficult for most people when they learned a foreign language. They have

to learn about grammar, pronunciation, and vocabulary at the same time. Nevertheless, it is not easy to master speaking, especially for low self-confidence students. Speaking anxiety has often been the focus of research in language learning to date. The lavel of enxiety experienced when speaking English and the extent to which it affects the quality of students' speaking (Darmawati, 2017). Therefore, it is important to apply English learning strategies that are in accordance with their habits and challenges (Indahyanti et al., 2023). Speaking is an oral competency that is crucial to interpersonal communication. Speaking is a means through which people convey their desires to others when they transmit their thoughts, feelings, and ideas to them (Nonci, 2023).

The observation in class IXB MTs Bustanul Ulum Toddolimae Maros, the researcher found signs of anxiety in students speaking English. Many of them are restless, creating avoidance and reducing class participation. They are afraid and embarrassed to practice the target language, English, for fear of being wrong. One of them thought that if he made a mistake, the teacher would be angry, and the teacher and his friends would make fun of him. So, they prefer to remain silent and sit passively. Some also believe that English is a complex subject, so such a belief can affect their self-esteem and make them worry in class.

2. LITERATURE REVIEW

2.1. The Concept of Anxiety
Anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach" (Nur & Baa, 2022). Furthermore, anxiety arises as a response to a particular situation. The paper defines anxiety as a state of tension and apprehension as a natural response to a perceived threat. It means that people naturally feel anxious when they are threatened.

Defines language anxiety as the worry and negative emotional reactions aroused when learning or using a second language (Zheng, 2008). Furthermore, Beger (2003) states anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education.

2.2. Types of Students' Speaking Anxiety
Figure out that there are three kinds of anxiety in language learning. They are communication apprehension, test anxiety, and fear of negative evaluation (Rodriguez, 2022).

1. Communication Apprehension.
   Communication apprehension is an unpleasant subjective experience regarding worry or tension in the form of feelings of anxiety, tension, and

emotions experienced by a person both in formal and informal communication situations, communication in groups or individuals with individuals characterized by physical and psychological reactions (Winarni, 2013).

2. 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 fear of failure or doing poorly in the text. Learners who experience text anxiety consider the foreign language process, especially oral production, a threatening situation rather than an opportunity to improve their communicative competence and speaking skills.

3. 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 natural or an attempt to learn a new language but as a danger for them, especially in front of their teachers or friends, boarder in the sense that it pertains evaluation of students but also to the perceived reaction of other students as well.

2.3. Factors of Students' Speaking Anxiety

According to Young 1991, the factor causes the anxiety in speaking English can be divided as follows:

1. Personal and Interpersonal Anxieties

Personal and interpersonal matters are significant sources of language anxiety. As Young (1991) explained, low self-esteem and competitiveness are the two significant causes of language anxiety in this area. According to Gaspersz (2022) that the higher the self-concept, the higher the interpersonal communication anxiety and the lower the self-concept of students, the low the interpersonal communication anxiety of students.

2. Learner beliefs about language learning

Certain beliefs about language learning also affect the students' tension and frustration in the classroom. Also stated that learner beliefs about language learning can contribute significantly to creating language anxiety in students. The most important aspect of L2 learning in learner beliefs about language learning is pronunciation, even though the other is close to the other learner aspect, such as vocabulary, communication, traveling to a country where the language is spoken, translation, or making friends.

3. Instructor beliefs about language teaching

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 the role of language teachers may sometimes correspond to student's needs or expectations toward the teacher.

4. Classroom procedures

Many learners feel that some error correction is necessary. The manner of error correction is often cited as provoking anxiety. Those studies investigating anxieties concerning 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.

5. Language testing

This would lead to other psychological 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 time while caring about grammar errors simultaneously. Studied that if an instructor has a communicative approach to language teaching but then gives primarily grammar tests, this likely contributes to students complaining and experiencing frustration and anxiety.

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3. METHODS

This research uses method descriptive research qualitative approach. According to Mukhtar (2013:10) qualitative descriptive research method is a method used by researchers to find knowledge or theory on research at a certain time. The method applied in this study is a qualitative descriptive method. The qualitative research focuses on understanding how participants experience phenomena at a given time, with a particular context and different meanings for research (Tenny et al., 2022). Some data collection techniques include observations and interviews. In this study, the researchers performed observations with checklist sheets to find out the factors and types of anxiety. Also, they conducted interviews to validate the data collected in this study about the factors that influence the student's anger in speaking English and the types of anxiety. This activity is carried out in class IX B at MTs Bustanul Ulum Toddolimae Maros.

4. RESULTS

4.1. Type of Students' Anxiety

Based on the result of observation, the type of anxiety has been categorized in to 3 types of anxiety, regarding the types of students' anxiety in speaking English the research concluded that there are 3 classifications of students' anxiety types with different students as follows:

1. Communication apprehension

Based on the research, communication apprehension is the first factor that researchers found in this observation. Communication apprehension was found in 9 students who felt anxious when speaking English in front of the class, they felt afraid because of the students' lack of confidence when introducing themselves using English in front of the class. The researcher

also saw that there were also some students who could clearly speak well, but because they suddenly became confused and panicked the students did not introduce themselves in English and could not do their best because of their limited English skills and there were also some students who felt nervous because their friends were watching the students speaking English. This is in accordance with the results of preliminary observations that researchers captured that as for the reasons why students experience communication problems, namely feeling anxious about speaking English in front of the class, feeling suddenly confused and panicked when speaking English in front of the class and nervous when speaking English when their friend pay attention to these students. There were 9 students who felt communication was an anxiety problem. This research shows that there are two reasons why students experience communication problems they feel anxiety and panic when speaking English in front of the class.

2. Test anxiety

   The observation revealed that test anxiety is the second most common factor found in students who experience anxiety is English text. Most of the students were seen that there were 10 students were afraid of the English oral exam because when asked if there was an English oral exam today, he seemed reluctant to come forward or perform in front of the class in English. while there were some students their anxiety was caused by fear when their friends corrected their mistakes when speaking in English and also students felt forgetful/blank when speaking English in front of the class as well as stammering when speaking English. The anxiety when facing exams made students less confident that they would fail in their speaking performance. Most of the students felt afraid of the English oral exam, felt afraid of their peers, and stuttered and blanked when speaking in English.

3. Fear of Negative Evaluation

   From the observation results, it was found that 9 students experienced anxiety caused by the fear of receiving negative judgments from their peers, such as the fear of being laughed at by their friends for making mistakes in speaking English. There are also students who feel anxious when the teacher constantly corrects mistakes in speaking English. This is experienced by students when they perform in front of the class introducing themselves in English; they appear nervous when speaking English in front of the class. The students look nervous because they have had bad experiences in their speaking performances. When they make mistakes, their friends sometimes laugh at them because their English pronunciation is read by reading English words without paying attention to the correct pronunciation in English, for example, "kall me" is read as "call me". This is also reinforced by the observations made by the researchers when they presented their tasks. Some students appeared unprepared beforehand, looking nervous when speaking English due to their limited knowledge of the material they possessed. The type of anxiety in the fear of negative evaluation is how anxiety arises from the fear of mistakes experienced by students and their friends at the time they also laughed at the students'

mistakes in speaking English in front of the class, such as pronunciation errors. The result of observation checklist shows in the table below:

Table 4.1 The Result of Observation Checklist

No.	Type of Students' anxiety	Statement	Frequency	percentage
1.	Communication apprehension	1. Communication problems they feel anxiety 2. Panic when speaking English in front of the class.	9	60%
2.	Test anxiety	1. Feeling afraid of the English oral exam 2. Felt afraid of their peers 3. Stuttered and blanked when speaking in English	10	70%
3.	Fear of negative evaluation	1. The fear of mistakes experienced by students and their friends at the time they also laughed at the students' mistakes in speaking English in front of the class, such as pronunciation errors.	9	60%

4.2. Factors of Students' Anxiety Based on The Interview Results

Based on the interview results, most students mentioned that the factors they experience in their speaking anxiety are fear or nervousness in speaking English and making mistakes, followed by a lack of vocabulary and improper pronunciation to convey their ideas, unexpected tasks, lack of confidence, and fear of negative evaluation. Regarding the factors of student anxiety in speaking English, the research concluded that in that question, there are 5 classifications of student anxiety factors. However, the research only obtained 4 factors, with a different number of students. The result of interview process shows in the table below:

Table 4.2 The Result of Interview Process

No.	Factors Anxiety	Statement	Frequency	percentage
1.	Personal and interpersonal anxiety	The lack of confidence or embarrassment when speaking English is caused, responded because he was being watched by friends and teachers. He does not have a good enough vocabulary. laughed at because	9	65%

		still stuttered when reading English.		
2.	Learner Beliefs about language learning	Students do not know much grammar and pronunciation in English.	10	70%
3.	Language Testing	Peer evaluations, will trigger students' anxiety in speaking performances.	9	65%
4.	Classroom Procedures	The student feels scared when the teacher suddenly asks him to present or recite English in front of the class.	10	70%

Based on the results of the interviews, anxiety factors have been categorized into 4 anxiety factors, regarding students' anxiety factors in speaking English the research concluded that there were 4 classifications of students' anxiety factors with different students as follows:

1. Personal and interpersonal anxieties
   The personal and interpersonal anxiety factors, consisting of 9 students, that most influence the anxiety disorders found in the study are the students' lack of self-confidence, such as being shy, especially when speaking English in front of the class and their friends. Some students are afraid when their friends laugh at their mistakes in English due to the lack of vocabulary the students have when speaking English. This lack of self-confidence makes it difficult for students to convey their ideas, especially when the research assigns an unexpected task to speak in English. The students may not be familiar with the topic and do not have much knowledge of the vocabulary they want to express in English.

2. Learner beliefs about language learning in anxiety
   In the students' beliefs about language learning factors, the fear of making mistakes is the first factor found in this interview, which consisted of 10 students who experienced it. The fear of making mistakes is mostly found in students who are afraid of making mistakes due to their limited English proficiency. The fear of making mistakes in grammar, vocabulary, and pronunciation is the most frequently examined reason that makes them anxious in their speaking performance. This is consistent with the initial observation results. The research found that students made grammatical and pronunciation mistakes in delivering their self-introductions.

3. Anxiety in classroom procedure

   In the classroom procedure that involves speaking performances, there are 10 students who feel uncomfortable speaking English in front of the class and also become anxious due to the classroom situation, especially their classmates and when the teacher corrects them. Only 3 students feel comfortable speaking English because they actually like the language.

4. Language testing anxiety

Language tests are one of the techniques for collecting student grades. There are 9 students with various types of assignments given by the teacher in class, such as presentations in front of the class and English memorization. These tasks are usually done in front of the class or at each student's desk. The assignment becomes a source of anxiety if students are suddenly asked to present it in front of the class.

5. DISCUSSION

1. Types of students' anxiety in speaking English

Based on the results of checklist observations conducted by researchers related to research questions. The following are the answers regarding the interview results which are the factors that cause students' anxiety in speaking English. The researcher also categorized it into three types of anxiety because the researcher only got three type of speaking English anxiety, the researcher saw in the observation that many experienced these 3 factors, namely communication apprehension, text anxiety and fear of negative evaluation. The first is communication anxiety. Based on the observation findings, there were 9 students who experienced communication anxiety in their speaking performance. There are 2 types of student mistakes, namely feeling afraid or panicking because they are worried that the audience does not understand what the student is saying, such as improper pronunciation and lack of confidence in speaking English, the researcher has observed the students, the researcher found this because the students seemed to feel discomfort due to the lack of confidence of the students so that the students felt afraid and panicked, worried that the audience did not understand what the students said due to the emergence of shyness in students, the researcher saw that students were embarrassed because they were afraid of wrong grammar or mention in English such as limited language knowledge. In addition, Listiyaningsih & Giyoto (2018) states that fear of making mistakes is one of the problems that occur when speaking English students.

The Second, based on the results of the researcher's observations, the researcher found that the anxiety about exams in students in speaking English is the type that students experience the most in their speaking performance. There were 10 students who experienced anxiety when they were afraid of the oral exam, nervous about speaking English when speaking English and students felt that they forgot or blankly what to say when speaking English in front of the class. which has the potential to affect their grades or reputation. While nervous and students feel forgotten or blank due to fear of being wrong so that the impractical expectations experienced by the student, let alone speaking in front of friends who pay a lot of attention to students. That speaking in front of people is one of the phobias commonly experienced by students and feelings of embarrassment make their minds go "blank" forgetting what to say.

Finally, the researcher obtained the factor anxiety in speaking English, namely language testing. Researchers state that one of the methods to collect student grades is through student English assessment. The teacher gave various assignments, such as speeches, presentations, and impromptu speeches, to 9 students. These tasks are usually done either in front of the classroom or from their own seats. Presentations in front of the class can trigger anxiety for students, because students feel nervousness and are tested for anxiety in students because they are suddenly given assignments by the teacher, as evidenced by the data. According to Maqsood & Ijaz (2013), one of the factors that affect students' academic anxiety is the fear of evaluation.

2. Factors causing students' anxiety in speaking

The discussion consists of factors that cause students' anxiety in speaking English found by researchers by giving interviews. the results found by researchers to find out the factors that cause students' anxiety in speaking English in class IX B students at MTs Bustanul Ulum Toddolimae Maros are 4 consisting of personal and interpersonal anxiety, learner benefits about language learning, classroom procedures, and language testing. researchers get the results of these 4 factors because they are reported from the results of interviews because each of these factors has a significant impact on students' experiences and anxiety in learners, especially in English speaking situations. The first is a factor found by researchers through interviews with each student that causes students' anxiety in speaking English (Putra, 2018). Referring to the results of the researchers' findings, the researcher classified the first is Personal and interpersonal anxiety factors consisting of 9 students that most affect anxiety disorders are lack of confidence, especially speaking English in front of the class, and most students are afraid of being criticized by their peers who make fun of English mistakes and also feel that there are people who do not know much vocabulary so that they stutter when students speak.

The researcher got answers from students why students feel less confident, especially speaking English in front of the class because it is more speech anxiety when speaking, especially in situations that demand spontaneity. As for what researchers found, some students are afraid of being criticized by their friends who make fun of their mistakes. The researcher found the results of interviews also from students who felt that they did not know much about English vocabulary due to lack of self-confidence This feeling of insecurity Students who felt that they did not know much vocabulary also felt insecure or anxious about their ability to communicate in English. According to Gaspersz (2022) that the higher the self-concept, the higher the interpersonal communication anxiety and the lower the students' self-concept, the lower the students' interpersonal communication anxiety.

The second is learners' beliefs about language learning, a factor identified by the researchers in interviews with 10 students regarding their beliefs about language learning, such as the fear of making mistakes. This fear is

mostly present in students with limited English proficiency who are worried about making mistakes. The most common reason found by researchers is because for anxiety about their speaking performance is the fear of making mistakes in grammar, vocabulary, and pronunciation. vocabulary, or pronunciation, because they are afraid of being insulted or considered incompetent by others, especially by classmates or teachers. According to Young (1991) states that learners' beliefs about language learning can influence the creation of language anxiety in students. Confidence in learning is pronunciation.

The third researcher named the factor anxiety in speaking English, namely the classroom procedure, there were 10 students who felt anxious because of the classroom environment, especially the presence of their peers and the corrections made by their peers when speaking English in front of the class. Based on the results of the interviews, some students experienced anxiety and felt corrected because they were afraid of being laughed at by their peers when they made mistakes when speaking English in front of the class. Many students felt that some correction to mistakes was necessary, sometimes the way to correct mistakes was one of the triggers of anxiety. And the last language testing one method for gathering student grades is through language assessments. The teacher assigns various tasks, such as speeches, presentations, and impromptu speeches, to 9 students. These tasks are typically performed either in front of the class or from their own seats. Presenting in front of the class can be anxiety-inducing for the students, as evidenced by the data. One of the factors that affect student academic anxiety is fear of evaluation (Maqsood & Ijaz, 2013).

6. CONCLUSION

Types of students anxiety in speaking English MTs Bustanul Ulum Toddolimae Maros, that most students experience is anxiety in test anxiety, most students are afraid to perform in front of the class in English and as for suddenly blunt when using English in front of their friends due to lack of confidence from students such us communication apprehension anxiety which only a few students experience it and also negative evaluation only a few students experience it on par with communication apprehension. Factor anxiety in speaking English, the anxiety factor is only 4 categories, which can be concluded that students are more domain in having anxiety factors such as learning beliefs about language learning and classroom procedure.

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