

An Analysis of the Students' Anxiety in English Speaking Course at Universitas Qomaruddin

Khoirul Anwar¹, Eva Nur Mazidah²

Universitas Qomaruddin

Corresponding email: kumabearputit@gmail.com

ABSTRACT

This research focuses on analyzing the types, factors and level of students' anxiety in English speaking course. The participant of this research was 27 students from the fourth semester of English Language Education Program, Faculty of Teacher Training and Education Universitas Qomaruddin in 2021/2022 academic year. This research used three instruments namely observation checklist, questionnaire sheet and interview guidelines. This researcher used FLACS questionnaire as its main instrument to identify the cause and the level of students' anxiety in speaking English. Whereby, an observation had done by the researcher for three times to validate the behavior and the problems experienced by the participant. To collect more information about the anxiety did by the participants, an interview section was held by the researcher. The researcher used purposive sampling and chose 8 participants based on their anxiety score. Based on the calculated data done by the researcher on observation sheet, it showed that the category of students' level of anxiety was on moderate level with the total score 1956 and its average (mean) was 72,44; the types of students' anxiety were communicative apprehension, test anxiety and fear of negative evaluation in which students showed wrong attribution of body signal, lack of vocabulary, low English proficiency, over self-prediction toward fear, over sensitivity toward threat, irrational faith and lack of preparation which became the factors caused students' anxiety. Their way to overcome their anxiety were to make a good preparation, to try to relax, to think positive, to have peer seeking, and to withdraw.

Keywords: students' anxiety, speaking

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INTRODUCTION

Speaking is one skill that must be mastered by the students as foreign language learners. Speaking is an ability that must be possessed by someone to communicate or socialize with others. Harmer (2007) stated speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language. As one of the productive skills in English language, English speaking skill is measured to be a significant skill that has to be realized by the learners. The notion lies upon some components of speaking like conversational discourse, pronunciation, accuracy, and fluency, affective factors also the interaction effect or negotiating meaning (Brown, 2001). Being able to speak fluently in English is the one of

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important point in English Learning.

However, students sometimes have different characters especially in psychological condition. Some problems faced by the students are when they try to speak English but they do not feel confident and afraid of making mistakes and when they see a friend speak up fluently but they feel nervous and upset with their poor speaking skill. These conditions are called anxiety (Darmawati, 2017). The research on anxiety suggests that anxiety like self-esteem, and it can be experienced at various levels (Horwitz, 2002). Anxiety also can affect physiological reactions, such as an accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, anxiety appears as a response to certain situations. The results of poor test performance and inability to perform in class can also contribute to a teacher's inaccurate assessment that the students lack either some necessary aptitude for learning a language or sufficient motivation to do the necessary work for a good performance (Horwitz, 2011). These conditions show that anxiety is a real case to overcome by students.

Additionally, in relation to some anxiety conditions above, Young in Ohata (2005) offered an extensive list of the potential sources of language anxiety. She argued that language anxiety can arise from personal and interpersonal anxieties, learner beliefs about language learning, teacher beliefs about language teaching, classroom procedures/ instructor-learner actions and language testing. Those are the potential sources that may a factor of students' anxiety (Nelso, 2021; Mayangta, 2013; Huda, 2018). Every student may sometimes have different levels of anxiety. They can be shown by their psychological reaction such as when they feel stressed and emotion (Darmawati, 2017). In addition, Horwitz in Tanveer (2007) has stated foreign anxiety concerns performance evaluation within academic and social context. There are three related performances of anxiety namely communication apprehension, test anxiety, and fear of negative evaluation.

Nevertheless, speaking is also a tough skill to be mastered by EFL learners. Based on the objective condition, there are so many EFL students' express inability to speak English fluently. For this reason, the researcher conducted preliminary research in Universitas Qomaruddin. In this research, the researcher had an informal interview to the fourth semester students at Universitas Qomaruddin. From the interview, they admitted that speaking anxiety was a serious problem in learning English. They said even they had followed the English-speaking course for about three semesters they still did not have enough vocabulary mastery and less knowledge of grammar in English. Another reason was because they were lack of confident and afraid of making mistakes. The COVID-19 also became the external reason and it was affected by their previous ways of learning at the senior high school and at the university. Hence, it made them not fluent to speak English. Then, they appeared to be shy, uncomfortable, have no confident and loss for words in practicing speaking English. Thus, it can be concluded that vocabulary mastery, grammar knowledge, student' self-problem affected their achievement and performance in speaking skill.

Previous research on analyzing students' anxiety in speaking was conducted by Gopang in 2015. This research involved undergraduated students at Lasbela University in Baluchistan. There were 15 female and 20 male students as the participants in this research. They were studying English as a major subject. In collecting data, this research used questionnaire which was designed by Woodrow in 2006. Every statement in questionnaire consisted of five points with liker scales. Another previous research was conducted by Mayangta in 2013. The research was about the students' speaking anxiety in an EFL classroom. This research was aimed to investigate students' speaking anxiety in EFL classroom. This research was addressed to second graders of Junior High School in Bandung. This research used two kinds of questionnaire. The first questionnaire was open-ended questionnaire, which was developed by Horwitz, et al. (1986). The second questionnaire was open ended questionnaire made to obtain the sources of students speaking anxiety and their coping strategies.

The similar research about students' anxiety in learning English was also conducted by Musthachim in 2014. The research was a qualitative method research by using case study method.

This research investigated foreign language anxiety of EFL junior secondary school students at the 8th grade of SMPN 9 South Tangerang. The similar research was conducted by Sulfiani in 2020. The research was about an analysis on the English-speaking anxiety of the third semester students of English Department in Muhammadiyah University of Makassar. There were some factors caused students' anxiety in speaking English. Those are fear of making mistakes, lack of vocabulary, lack of confident, unsupportive classmate and the type of the task given by the lecturer.

Hence, the researcher wants to focus on analyzing the factor that affect students' anxiety in speaking performance at the fourth semester students in Universitas Qomaruddin. For this reason, this research is entitled "An analysis of students' anxiety in speaking class at the fourth semester students of in Universitas Qomaruddin". Based on this title, there are three goals to identify namely (1) to find out what factors caused the students' anxiety in speaking English on English speaking class at Universitas Qomaruddin (2) to identify the types of anxiety do the students have based on their experience on English speaking class at Universitas Qomaruddin (3) to identify the levels of anxiety do the students have based on their experience on English speaking class at Universitas Qomaruddin.

METHOD

The design of this research is qualitative (Sugiyono, 2010). This research was conducted at the fourth semester of Universitas Qomaruddin located at Bungah village No. 1 Bungah, Gresik. At the Universitas Qomaruddin, there are two faculties, namely the Faculty of Teacher Training and Education and Faculty of Engineering. The researcher focuses on analyzing the student's anxiety at the fourth semester students of English Language Education Study Program which consist 27 students. The reason for choosing this class was because the fourth semester students have adapted to the university environment. But, in the result of preliminary research showed that the anxiety still became a serious problem. There were several data collection techniques such as observations, interviews, and questionnaire to investigate the problem of the research. In this research, the researcher made the observation checklist that describe the natural behavior of students in the classroom. Next, the questionnaire adapted was aimed to find out the type and level of anxiety experienced by the students. The last, an interview section did to validated the data after deploying the questionnaire.

FINDING

Finding on Observation Sheets

The researcher adapted the observation sheet according to Sulfiani (2020). The observation sheet containing of 7 items of statements that had been check listed appropriately with the statements that the students' presence in their speaking performance.

Table 1 Observation sheet meeting 1

No	Statements	Yes	No	Frequency
1	Students not prefer to sit on the front row.	X		8 Students
2	Students are not volunteering themselves to answer lecturer question firstly. (keep silent)		X	25 Students
3	Students have nothing to say for a while (Students are going blank)	X		10 Students
4	Students are using speech fillers. (umm, anoo, eeeehhh, hmmm, etc.)	X		8 Students
5	Students make grammar mistakes.	X		8 Students

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6	Students make unnecessary movements while speaking English.	X	10 Students
7	Classmates make an excessive laugh.	X	8 Students

Table 1 shows that all of the statement of students' behavior presence in their speaking performance were experienced by the students, except that there are 25 students who are not volunteering themselves to answer lecturer question.

Table 2 Observation sheet meeting II

No	Statements	Yes	No	Frequency
1	Students not prefer to sit on the front row.	X		11 students
2	Students are not volunteering themselves to answer lecturer question firstly. (keep silent)		X	24 students
3	Students have nothing to say for a while (Students are going blank)	X		12 students
4	Students are using speech fillers. (umm, anoo, eeeehhh, hmmm, etc.)	X		12 students
5	Students make grammar mistakes.	X		7 students
6	Students make unnecessary movements while speaking English.	X		12 students
7	Classmates make an excessive laugh.	X		12 students

Similar to Table 1, Table 2 shows that all of the statement of students' behavior presence in their speaking performance were experienced by the students, except that there are 24 students who are not volunteering themselves to answer lecturer question.

Table 3 Observation sheet meeting III

No	Statements	Yes	No	Frequency
1	Students not prefer to sit on the front row.	X		1 student
2	Students are not volunteering themselves to answer lecturer question firstly. (keep silent)	X		24 students
3	Students have nothing to say for a while (Students are going blank)	X		7 students
4	Students are using speech fillers. (umm, anoo, eeeehhh, hmmm, etc.)	X		7 students
5	Students make grammar mistakes.	X		9 students
6	Students make unnecessary movements while speaking English.	X		6 students
7	Classmates make an excessive laugh.	X		12 students

In the third observation, Table 3 shows that all of the statement of students' behavior presence in their speaking performance were experienced by the students.

Observation Sheets shows that all of the statement of students' behavior presence in their speaking performance were experienced by the students. The first statement which prefer to sit in back row was scored 38,7% the main reason was because of they are shy, not confident and feel more comfortable to sit on the back row than in front row. Following by the second students are not volunteering themselves to answer lecturer question firstly was scored 93,7%. The students only answer the greeting and general question from the lecturer. Students rarely answered the lecturer question who covers or related about the course. The third, students have nothing to say for a while

had 35,8%. The reason was because they have low confident while the lecturer and classmates are paying attention at them. Moreover, lack of preparation was become another reason why they cannot speak fluently. While the fourth was the students are using speech fillers had 33,3%. It caused because the students had a lack of preparation. Another reason was because the students felt the stage fright. Students make grammatical mistakes become the fifth statements which contain 29,6%. Mostly, the students stated that they have a lack of vocabulary, another reason was they lack of understanding about the grammatical structure, and nervous or feeling afraid also brought impact that cause the students made grammatical mistakes. the sixth students make an unnecessary were on 34,5%. Mostly, students did the unnecessary movement while they had nothing to say such as putting their head down, watching other students and sometimes starting to scratch their body. While the last statement was the students made an excessive laugh were 39,5%. Most of them started to laugh after their friend making a mistake during the debate or class presentation. While another reason was because the lecturer did not pay attention at them while they were on small group discussion (making a joke each other).

The researcher had done the observation for three times. On the first and the second meeting, the lecturer conducted a debate class. While the third meeting, the lecturer asked the students to deliver a public speaking (delivering speech) in front of the class. During the observation, the researcher wrote some notes and noticed that several students had not brought the printed paper who asked by the lecturer for debate class. Several students also did not know about what was the motion (topic) of the debate, even the lecturer already told them on the previous meeting. In the first and second meeting, the lecturer arranged the students to move the chair to start a debate class, the lecturer arranged the students to make a group which consist of 4 students, the group was divided into 2 groups, those are affirmative and negative group. The lecturer asked one student to perform as the adjudicator to notice the process and declare the winner of the debate. While the third meeting, the students were required to deliver a speech. In this case, students have to perform one by one in front of the class while the lecturer called them. In the first wave, the students were allowed to bring their speech text. But, in the second wave, the students were not allowed to bring and to read their speech text. Some students so surprised and trembled because the lecturer called them randomly to perform one by one, and most of students who delivered speech in the second wave was going blank after the lecturer call them. Lack of preparation became the main reason why they did not perform maximally, while the second reason was because the students were feeling afraid of being evaluated by the lecturer and their friends. During the course, the lecturer asked the students to speak English 100%. Unfortunately, students were preferred to use Bahasa than using English during the course. The students really enjoyed the debate class. But, sadly almost a half of students did not attend the class (absent) on the first and second meeting because rainy day was become the main reason why they did not attend the class. In conclusion, the teaching style also affect students' interest.

Finding on Observation sheet

The questionnaire became the next main instrument on this research. It provided several answer options that could be chosen by students. To find out the level of anxiety of the students during speaking, the researcher assessed and categorized each student based on their responses in the FLCAS (Foreign Language Classroom Anxiety Scale) (adapted from Horwitz, 1986). The researcher used FLCAS because it had function to measure the level of anxiety perceived by foreign language learners and it had been used by some researchers. It showed its high reliability and validity. The 5-point scale was ranged from "Strongly Disagree" (SD), "Disagree" (D), "Neither Agree nor Disagree" (NA), "Agree" (A), and "Strongly Agree" (SA).

Table 4 Questionnaire for Respondents' Anxiety

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NO	STATEMENTS	SD	D	Frequency		
				NA	A	SA
1	I never feel quite sure of myself when I am speaking English in my English class.	0	2	7	15	3
2	I start to panic when I have to speak without preparation in language class.	2	0	2	13	9
3	In English speaking class, I can get so nervous when I forget things I know.	0	3	1	16	7
4	I get nervous and confused when I am speaking in my English class.	1	3	4	15	4
5	I don't understand why some people get so upset over speaking English.	0	2	7	13	5
6	Even if I am well prepared for speaking English, I feel anxious about it.	2	0	5	14	6
7	I often feel like not going to my speaking English class.	1	11	6	8	1
8	It embarrasses me to volunteer answers in my English class.	2	0	8	15	2
9	I worry about the consequences of failing my speaking English.	2	3	2	16	4
10	More I study for an English test, the more confused I get.	2	7	8	8	2
11	I feel more tense and nervous in my speaking class than in my other courses.	1	5	5	12	4
12	I find myself thinking about feeling that have nothing to do with the course.	1	7	9	10	0
13	I can feel my heart pounding when I'm going to be called on in speaking class.	1	0	1	16	9
14	I tremble when I know that I'm going to be called.	1	0	6	15	5
15	It frightens me when I don't understand what the lecturer is saying in the speaking English.	0	1	5	16	5
16	I keep thinking that the other students are better than I am in speaking English.	1	0	5	13	8
17	I get nervous when I don't understand every word the English lecturer says.	0	3	5	14	5
18	I feel overwhelmed by the number of rules you have to learn to speak English.	2	3	7	14	1
19	I am afraid that the other students will laugh at me when I speak English.	3	2	6	12	4
20	I am afraid that my English lecturer is ready to correct every mistake I make.	2	6	4	13	2
	TOTAL	22	60	104	268	86

In
total
there
were
22
SD

points, 60 D points, 104 NA points, 268 A points, and 86 SA points. The following the recapitulation of each respondent.

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Table 5 Score of Students' Anxiety

		No	Code Name	SCORE
		1	A N T T	72
		2	A S A A	71
		3	C Y	84
		4	D M A L	74
		5	D K	85
		6	D A P S	63
		7	E M	93
		8	F M	72
		9	I P	83
		10	K T M	79
		11	K I	85
		12	K I I	77
		13	L R	66
		14	L N	81
		15	M H	76
		16	M E P	79
		17	M R M R	36
		18	M A Q	59
		19	M F F	86
		20	N F Z	63
		21	R A M	70
		22	S W	78
		23	S N R	40
		24	T N	72
After data been	25	T M	61	the had
	26	Y F	75	
	27	Y R	76	
TOTAL SCORE			1956	

organized the data, the researcher started to calculate the data to find out the level of students' anxiety. To calculate the score percentage the researcher uses the formula below.

$$P = \frac{f}{n} \times 100\%$$

$$F = 1956$$

$$N = 27$$

$$P = \frac{1956}{27} \times 100\% = 72,44\%$$

Description:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

f = Frequency

n = Number of samples which observed

Based on Huda (2020), After the data above had been calculated, to find the average value the researcher used the formula below;

$$M_x = \frac{\sum x}{n}$$

$$X = 1956$$

$$N = 27$$

Description:

Mx = mean (average)

x = total of variable

n = Number of samples which observed

$$M_x = \frac{1956}{27} = 72,44$$

Based on the result the participants categorized into some levels based on the frequency. It started from “Not Exist”, “Low Anxiety”, “Moderate Anxiety”, and “High Anxiety”.

Table 6 The Detail of Students' Anxiety Level

NO	Anxiety Level	Number of Participants	Total Anxiety Score
1	High Anxiety	7	597
2	Moderate Anxiety	18	1283
3	Low Anxiety	2	76
4	Not Exist	0	0
	Total	27 Students	1956

As shown Table 6 there were 7 participants with high anxiety, 18 participants with moderate anxiety, and 2 participants with low anxiety. In short, most students were mostly in moderate anxiety level.

Finding on Interviews

An interview had been done to investigate the factors causing the students anxiety on English speaking course. The researcher used purposive sampling to obtain the data from the interview section. The researchers handpick the sample based on the basis of the judgement of their typicality or possession of the particular characteristics being sought (in this case, the researcher used the result of questionnaire). In this way, the researcher built up the sample that was satisfactory to their specific needs. As its name suggested, the sample had been chosen for a specific purpose (the level of anxiety). The researcher through the interview was held by face-to-face and via online with the participants. There were 8 participants in this interview section which were attended by the 4th semester students of English Language Education Program Universitas Qomaruddin. The interview was held at Ruang Baca Universitas Qomaruddin and Whatsapp voice note. Based on the research had been done by the researcher, the researcher found that lack of preparation, fear of making mistake, fear of negative evaluation, become the main reason that making students being worst in speaking.

R : In English learning, what do you feel when you are going to task to do oral presentation in front of your friends and lecturer? do you feel anxious, nervous or any others?

RAM ; Of course I feel anxious, nervous and afraid to say the wrong things.

The knowledge about English proficiency such as the vocabulary and grammatical structure was also important as the tools of speaking to present their ideas. But the students mostly had lack of the knowledge, sometimes they feel difficult even they have prepared something well, it means instead of having a lack of the English proficiency, the students also had a communicative problem that caused them not perform to speak English fluently.

R : What are the difficulties that make you hard in learning speaking?

MRMR : Umm... Okay. I think the difficulties that make me hard to learn speaking is umm.... Ther are some problems they are we have to pronounce it well. Moreover.... the other problem cause, cause... are the lack of vocabularies are lack of understanding the grammatical structure.

In another case, the students were feeling so trembled while the lecturer called them to perform (deliver speech without text) in front of the class, it provided that several students feel their body vibrated abnormally, their heart was beat faster, and their hand was shaking.

R : Do you ever feels your body vibrating abnormally while speaking English?

SNR : Yes Ever. When I hold something on my hand (paper or book) are always vibrate for fear of being wrong and nervous because many people see it. That so far I had to be relax and I try myself to be better.

Tabel 7 The recapitulations of the types and factors caused students fell anxiety.

NO	Participants Name	Types of Anxiety	Factors Caused Students Anxiety
1	M F F	Fear of Negative Evaluation Communicative Apprehension	Wrong attribution body signal Lack of vocabulary Low English proficiency
2	K I L	Fear of Negative Evaluation Anxiety Test Communicative Apprehension	Over self-prediction toward fear Over sensitivity toward threat Wrong attribution body signal Low English proficiency
3	I P	Anxiety Test Communicative Apprehension	Over self-prediction toward fear Wrong attribution body signal Low English proficiency Over sensitivity toward threat
4	N F Z	Fear of Negative Evaluation	Over sensitivity toward threat Low English proficiency
5	M S A C P	Communicative Apprehension	Over self-prediction toward fear Lack of vocabulary Low English proficiency Lack of Preparation
6	S N R	Anxiety Test	Low self-efficacy Irrational faith Over sensitivity toward threat Lack of Preparation
7	R A M	Lack of Preparation Communicative Apprehension	Lack of vocabulary Low English proficiency Over self-prediction toward fear
8	M R M R	Communicative Apprehension	Lack of vocabulary Irrational faith Lack of Preparation

Table 7 showed that there are three types of anxiety of the students' speaking performance. From the finding of factor anxiety, the researcher categorized into three types qualified of the factors. They were communication apprehension, test anxiety and fear of negative evaluation. While the detail of factors experienced by the students were showing that the students felt wrong attribution body signal, lack of vocabulary, low English proficiency, over self-prediction toward fear, over sensitivity toward threat, irrational faith and lack of preparation.

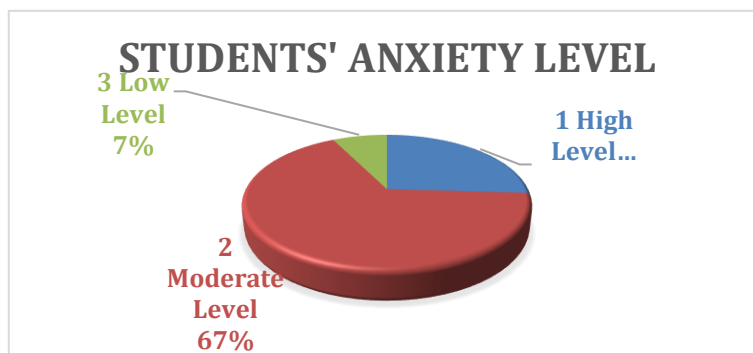
DISCUSSION

Based on calculated data had been collected by the researcher on observation sheet, it showed that 7 students experienced high level of anxiety, 18 students experienced moderate level of anxiety and 2 students experienced low level of anxiety. In general, the final result presented that the categorize of students' level of anxiety was on Moderate level with the total of anxiety score was 1956 and its average (mean) was 72,44. Whereby, the result of interview presented the general factor caused students felt anxious was because communicative apprehension, test anxiety and fear of negative evaluation in general. While, in specific were the students felt wrong attribution body signal, lack of vocabulary, low English proficiency, over self-prediction toward fear, over sensitivity toward threat, irrational faith and

lack of preparation It was proven by the result of observation, the researcher found that several students had not brought the printed paper who asked by the lecturer. Several students also did not know about what was the motion (topic) of the debate, even the lecturer already told them on the previous meeting. In the first and second meeting, the lecturer asked the students to move the chair to held a debate class, the lecturer asked the students to make a group and every group consist of 4 students, the group was divided into 2 groups, those are affirmative and negative group. The lecturer asked one student to perform as the adjudicator. While the third meeting, the students was offered to deliver a speech. In this case, students have to perform one by one in front of the class while the lecturer called them. In the first wave, the students were allowed to bring their speech text. But, in the second wave, the students were not allowed to bring and to read their speech text. Some students were so surprised and trembled because the lecturer called them randomly, and most of students who delivered speech in the second wave was going blank after the lecturer call them. Lack of preparation became the main reason why they did not perform maximally, while the second reason was because the students were feeling afraid of being evaluated by the lecturer and their friends. During the course, the lecturer asked the students to speak English 100%. Unfortunately, students were preferred to use Bahasa than using English during the course. The students really enjoyed the debate class. But, sadly almost a half of students did not attend the class (absent) on the first and second meeting because rainy day was become the main reason why they did not attend the class. In conclusion, the teaching style also affect students' interest.

The researcher has categorized the types of anxiety and the researcher found that the result of the questionnaire was so varied. The communicative apprehension consisted of 11 questions with the total score 1088 with the average 98,9 and it scaled with the lowest score was 21 and the highest score was 53. The second anxiety test was consisted of 5 questions with the total score 499 and it scaled with the lowest score was 8 and the highest one was 23 who were achieved by 3 students. Next, Fear of Negative Evaluation was consisted of 4 questions with the total score 369 and it scaled with the lowest score was 4 and the highest one was 18 who were achieved by 2 students.

Figure 1 Percentage of Students' Anxiety Level



Based on the result above, the researcher assumes that some of students were having a problem with their communication apprehensive, it provided that only 2 students who achieved less than 28 points. The researcher hopes that their friend and lecturer can support them to improve their confident to minimize their communication problem. While based on the test anxiety, several students still feel trembled after task to perform in front of the class, it provided that only 2 students who achieved less than 13 points. In addition, fear of negative evaluation become so important since the students also feel afraid to be evaluated by the lecturer and their friend, it provided that only 3 students who achieved less than 10 points. To reduce their anxiety, hopefully the lecturer and friend not evaluated them massively to build their confident.

There are some researches that were conducted by the researchers related with analysis of students' anxiety in language learning. One of them was conducted by Gopang in 2015. This research

paper is designed to address the concerned issue found in students of Lasbela University, Baluchistan. The study describes anxiety in speaking English as a Second language. The participants of the study were 35 undergraduate (15 female and 20 male) students studying English as a major subject. A set of questionnaires (adopted from Studies of Woodrow (2006), based on five-point likert scale was distributed to collect the data. Data were analyzed using SPSS. It also focuses on performance of students affected by language anxiety and including the situations in which they feel anxious. The findings of the present study indicate that students experience anxiety moderately inside and outside the class. More importantly, the results show students feel moderately anxious in oral presentations, participation in conversation with native speakers.

Another previous research was conducted by Mayangta (2013). The research was designed to investigate students' speaking anxiety in EFL classroom in a junior high school. There were 32 students of a junior high school in Bandung who participated in this research. This qualitative research investigated the levels of students' anxiety, the sources of their speaking anxiety and their anxiety coping strategies. The data were collected using Foreign Language Classroom Anxiety Scale (designed by Horwitz et al., 1986) and an open-ended questionnaire. The research found most of the students were mildly anxious (43.8%). In addition, there were three very anxious students (9.4%), seven anxious students (21.9%) and eight relaxed students (25%). The findings show that the sources of students' anxiety in speaking English were personal and interpersonal anxiety, learner's beliefs about language learning, instructor-learner interactions, classroom procedures and perceived levels of English proficiency. Most of the students applied positive thinking strategy followed by preparation, relaxation and resignation strategy.

The similar research about students' anxiety in learning English was also conducted by Musthachim in 2014. The research was a qualitative method by using case study method. This research investigated foreign language anxiety of EFL junior secondary school students at the 8th grade of SMPN 9 South Tangerang. As the result, speaking in front of the class, being laughed at by others, incomprehensible input, students' belief about language learning, teacher personality, and the lack of preparation were the factors which cause students feel anxious in learning English.

Another similar research was conducted by Sulfiani in 2020. The research was about an analysis on the English-speaking anxiety of the third semester students of English Department in Muhammadiyah University of Makassar. There were some factors caused students' anxiety in speaking English. Those are fear of making mistakes, lack of vocabulary, lack of confident, unsupportive classmate and the type of the task given by the lecturer. The researcher concludes that there is a relationship between anxiety and speaking English, and also variety of strategies to cope students' anxiety in speaking English. Based on previous research, those are different with what researcher has. Hence, in this research, the researcher wants to focus on analyzing the factor that affect students' anxiety in speaking class at the fourth semester students at Universitas Qomaruddin in academic year of 2021 – 2022. After analyzing the result of questionnaire, the researcher found that speaking anxiety of the fourth semester students English Language Education Program of Universitas Qomaruddin Gresik had the average score 72,44 with the highest score experienced was 93. whereby, the lowest score was 36. Based on the result of the interview section, the researcher found the factors cause students' speaking anxiety in English Language Education Program were, students feel wrong attribution body signal, lack of vocabulary, low English proficiency, over self-prediction toward fear, over sensitivity toward threat, irrational faith and lack of preparation

CONCLUSION

Based on the data of the research result held in English Language Education Program, Faculty of Teacher Training and Education Universitas Qomaruddin in the academic year of 2021/2022, The researcher was drawing the conclusions about (1) What factors caused the students' anxiety in speaking English on English speaking class at Universitas Qomaruddin (2) What types of anxiety do the students have based on their experience on English speaking class at Universitas Qomaruddin (3) What levels

of anxiety the students have based on their experience on English speaking class at Universitas Qomaruddin as followed: (1) after analyzing the result of questionnaire, the researcher found that speaking anxiety of the fourth semester students English Language Education Program of Universitas Qomaruddin Gresik had the average score 72,44 with the highest score experienced was 93. whereby, the lowest score was 36. It means that the students have variety of anxiety level. But, in average we can conclude that the students' level of anxiety was on moderate level of anxiety (2) after classifying the data, the researcher found the types of students' anxiety were lack preparation, anxiety test and communication apprehension (3) based on the result of the interview section. the researcher found the factors cause students' speaking anxiety in English Language Education Program were, lack of preparation, anxiety test and communication apprehension.

From the conclusion above, there are some suggestions that are proposed by the researcher: (1) based on the research, it has known that anxiety is a real problem faced by English Language Education Program. The lecture must realize that class atmosphere and classroom environment affect the students' comfort in teaching and learning process. Before the students are prepared to speak in front of the whole class, the teacher could familiarize the students to actively speak in everyday life, may use pairing methods, or in small groups. When students, in this case freshmen have been accustomed to speak in English with their friends, then presentation in front of the class is not a big problem for them, and the anxiety can be minimalized (2) for the students, it is suggested for students to familiarize themselves with speaking English in everyday life in the classroom. When students are used to talking to friends and in small discussion forums using English, then speaking in front of the class as a presenter will not be a big problem (3) for the readers, after reading the study, the researcher hopes that this research can be one of some references to take consideration in learning process (4) for another researchers, after doing this research, the researcher may get useful knowledge of English proficiency, especially about the speaking anxiety in speaking English course.

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