

**THE FACTORS CONTRIBUTING TO STUDENTS' ANXIETY IN
SPEAKING PERFORMANCE AT THE FOURTH SEMESTER OF
ENGLISH EDUCATION DEPARTMENT OF THE UNIVERSITY OF
MUHAMMADIYAH PROF. DR. HAMKA**

A PAPER

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VALIDATION SHEET

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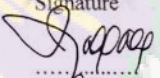



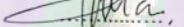
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ABSTRACT

PUNGKY MAUREN. 1601055059. The Factors Contributing to Students' Anxiety in Speaking Performance at the Fourth Semester of English Education Department of the University of Muhammadiyah Prof. Dr. Hamka 2019/2020 Academic Year. A paper; Jakarta: The Study Programme of English Education, The School of Teacher's Training and Education, The University of Muhammadiyah Prof. Dr. Hamka, 2020.

This research is aimed to get empirical evidence of the factors that contribute to students' anxiety in speaking performance. The writer uses mixed method in this research. The writer used quantitative approach because the writer used numeric data of the questionnaire about students' anxiety and used the qualitative approach because the writer used the phenomenology data to explore the factors that contribute to students' anxiety in speaking performance. The participants of the research consist of 124 students from the Public Speaking classes at the fourth semester of English Education Department to fill the questionnaire and 8 students to be interviewed. The data of the research show that 46% of the students experienced the anxiety of test, 35% of the student have problems with communication apprehension. And 19% of them were getting anxious in negative evaluation. All of these anxiety distribution shows that most of the student felt scared and nervous to speak up in English language in front of the class, they felt scared of difficult subjects, they fear of making mistakes, they felt afraid of being made fun of by some friends, they felt fear of a negative evaluation from the lecturer, lack of preparation, lack of vocabulary and lack of confidence. All of these become the factors that contribute to students' anxiety in their speaking performance during the *Public Speaking* class at the fourth semester of the 2019/2020 academic year,

Keywords: Students' Anxiety, Speaking Performance.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the scope of the study, the research question, the objectives of the study, and the significances of the study.

A. The Background of the Study

In learning English as a Foreign Language (EFL), there are four basic skills that the students have to master. They are listening, speaking, reading, and writing. Speaking has received the greatest attention among both students and teachers (Gantini, 2016). As stated in Burn & Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

In learning a foreign language, the students have to understand and know how to respond to each skill, including speaking. However, in learning English as a foreign language has always been a problematic thing for Indonesian students (Pasassung, 2003: ...). Most of the students express their fears and feelings when they speak in English. With this, we can say that speaking is a way to communicate and say things depending on the situation to deliver the message to speakers and to investigate thoughts to feel about a topic.

Besides, there are many students' problems in learning English, such as: many students lacking of vocabularies, some of them seldom to practicing in speaking English and sometimes when they speak English in the classroom, they were worried about making mistakes, they feel nervous and lacking of

confidence. That is why some of the students had anxiety when they speak in the classroom. Horwitz, Horwitz and Cope (1986) and Young (1990) stated that speaking a foreign language is often cited by students as their most anxiety-producing experience. Moreover, the problem of language anxiety not only happens to the beginner but also to the university students who usually deal with English.

Foreign language learners commonly express a feeling of anxiety, apprehension, and nervousness in learning to speak the language (Tanveer, 2017: ...). These feelings are considered to be a potentially harmful effect on communication in the target language. Necessary in her study (2011: ...) found that speaking anxiety inhibits students from speaking. Also, students with anxiety have a harder time mastering the goals for education than other students.

In this study, the writer would like to focus on the reasons for students' fear in speaking called feeling anxiety, and the variables may cause this.

B. The Scope of the Study

This study focuses on identifying factors that cause students' anxiety in speaking performance at the fourth semester of English Education Department of the University of Muhammadiyah Prof. Dr. Hamka. Moreover, the questioners and interview analysis attempt to find out the types of students' anxiety, the source of students' anxiety, and the solution or strategies to overcome the anxiety.

C. The Research Question

Based on the previous background above, the writer formulated a research question as follows:

What factors contribute to students' anxiety in speaking English?

D. The Objectives of the study

This study is intended to get empirical evidence of the factors that contribute to students in speaking anxiety.

E. The Significance of the Study

The study is expected to provide some significance; the writer will divide the consequences in this study into two categories:

1. Theoretically, in this study, the writer wants to support some theories and references as well as to enrich literature reviews about students' anxiety in speaking performance and also as references for someone who wants to research a similar study.
2. Practically, in this study, the writer will provide useful data from students to know the information about students' anxiety in speaking performance and be aware of anxiety itself.

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