



## AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT 2<sup>nd</sup> SEMESTER ENGLISH DEPARTMENT STUDENTS OF VICTORY UNIVERSITY SORONG

**Peter Manuputty<sup>1</sup>**  
Universitas Victory Sorong  
[petermanuputty3@gmail.com](mailto:petermanuputty3@gmail.com)

**Erlin Pasanea<sup>2</sup>**  
[erlinpasanea@gmail.com](mailto:erlinpasanea@gmail.com)

### ABSTRACT

*The objective of this research to find out the factors that causing students anxiety in speaking English and the types of students' anxiety in speaking English at the second semester students' of English department in Victory University of Sorong. Purposive sampling techniques and descriptive-qualitative methods were used in this research. Subject of this research are Second Semester of Victory University. Respondents consisted of 4 students who experienced anxiety in class, of second semester students of English Department in Victory University of Sorong. The data gathered through close-ended questionnaire, and interview. The results of this research showed that there are 5 factors that causing students' anxiety in speaking English. There are 5 factors that causing students' anxiety in speaking English for the research result. Fear of making mistakes are the most factors, lack of confidence, lack of vocabulary, friends/classmates and type of task. And researcher also find out 3 types of anxiety that the students experiencing in their speaking anxiety, the most factor is communication apprehension, following by test anxiety and fear of negative evaluation.*

**Key words:** Analysis, Speaking, Anxiety

### ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang menyebabkan kecemasan mahasiswa dalam berbicara bahasa Inggris dan jenis-jenis kecemasan mahasiswa dalam berbicara bahasa Inggris pada mahasiswa semester dua jurusan pendidikan bahasa Inggris Universitas Victory Sorong. Teknik Purposive Sampling dan metode deskriptif-kualitatif digunakan dalam penelitian ini. Subjek dari penelitian ini merupakan mahasiswa semester 2 Universitas Victory Sorong. Responden terdiri dari 4 orang mahasiswa yang mengalami kecemasan di kelas, yaitu mahasiswa semester dua Jurusan Bahasa Inggris di Universitas Victory Sorong. Data dikumpulkan melalui kuesioner tertutup dan wawancara. Ada 5 faktor yang menyebabkan kecemasan mahasiswa dalam berbicara bahasa Inggris dari hasil penelitian ini. Faktor yang paling mendominasi adalah takut melakukan kesalahan, diikuti oleh kurangnya



kosakata, kurang percaya diri, teman sekelas dan jenis tugas. Dan peneliti juga menemukan 3 jenis kecemasan yang dialami siswa dalam kecemasan berbicara mereka, faktor yang paling banyak adalah kecemasan komunikasi, diikuti oleh kecemasan tes dan ketakutan akan evaluasi negatif.

**Kata kunci:** Analisis, Berbicara, Kecemasan.

## 1. Introduction

People are social beings. Humans need to be able to communicate with others because they are social beings. Communication as the process through which an individual seeks to send messages to others in order to promote understanding and information. Speaking is often how the communication process is carried out. According to Agus M.Hardjana (2016:15) states that communication is an action where someone gives a message through certain media to other people. According to Deddy Mulyana (2015:11) states that Communication is the process of sharing meaning through verbal and non verbal behavior done by two or more people. Communication is a process of transfer information, understanding, and understanding of someone, a place, or something to something, place or person Andrew E. Sikula (2017:145).

Learning English might be challenging. These challenges include pronunciation issues. For non-native speakers learning English, several aspects of pronunciation are challenging, including how words are stressed, how vowels and consonants are pronounced, and how the mouth closes and opens. Finding opportunities to actively speak English, which is a crucial ability in learning the language, can be difficult for English learners.

One of the most crucial abilities is the ability to speak. This skill is crucial in the workplace as well as in the field of education. The ability to communicate well might be seen as a plus or extra value for someone. One of the things that the majority of people undertake these days is to improve their English-speaking abilities. Many people are aware of the advantages that speaking English can bring to their professional, social, and academic lives. As we learned from the sentence above, speaking anxiety can be brought on by both a lack of opportunity and poor pronunciation.



Speaking anxiety is the fear one experiences before speaking in front of a group of people, such as while giving a presentation, participating in a meeting, or addressing a class. Physical signs of this worry may include palpitations, cold sweats, trembling, or nausea. Speaking anxiety can also impair confidence when giving a speech in front of an audience and interfere with one's ability to talk successfully. Speaking anxiety can, for some people, be a significant obstacle to attaining both professional and personal objectives, such as receiving a promotion at work, giving crucial project presentations, or developing one's career

Students in junior high and high school are not the only ones who experience this. However, students in higher education still experience this, as is the case with English education students in victory Sorong University's second semester. Since they still find English challenging and still experience nervousness while speaking and being questioned by their lecturer, they choose to keep quiet. Therefore, lack of confidence, vocabulary, and pronunciation are the factors that affect this.

With this study, the researcher intends to help the community, particularly students and those working in education, improve their skills. Hopefully they will also have more bravery to speak as well. Never be hesitant to speak your mind since it is from such conversations that we begin to mold ourselves into better people. So, with all due respect to the researcher's earlier comment. Researchers are interested in investigating the causes of the English-speaking anxiety that second-semester English education students at Victor Sorong University suffer as well as potential treatments for this worry.

## **2. REVIEW OF RELATED LITERATURE**

. Based on the introduction in chapter I, in this chapter, the researcher describes some theories related to definition of speaking, speaking components, definition of anxiety, types of anxiety, factors that make students' anxiety



## **A. Definition of Speaking**

According to Hardiyanto (2018:106) Speaking is an important part of learning process in teaching English as foreign language. Speaking is used to demonstrate that what you are saying is true in general, to communicate ideas, and to engage in conversation with someone about anything.

According to Kuning (2020:78) states that speaking is the ability of people in talking English that used to delivered information with fluently and good pronunciation. This is in harmony with what Babikir (2016) mentioned, he highlighted that speaking is more than memorizing vocabularies and grammar rules. Speaking implicates not only knowing the linguistic characteristic of the language but a practice of it through oral activities. speaking is a process of thinking and reasoning so that one can be accepted and understood well by other people or listeners. Speaking has closely related to listening skills. Both are one unity.

Speaking is communication, which is when we, as social beings and human beings, utilize words, sounds, and other means to express ideas, emotions, and other things. Therefore, communication between humans requires speech in order for us to understand one another.

## **B. Speaking Components**

There are three components in speaking.

### **a. The Speakers**

Speakers are a people who produce the sound.

### **b. The Listeners**

The listener is the person who listens to the conversation

### **c. The Utterances**



The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

five speaking skill components are grammar , comprehension, vocabulary, fluency, pronunciation Comprehension

Comprehension is having the capacity to comprehend something. Speaking effectively requires listening to what others are saying. In an oral communication, the subject must both initiate and reply to speech.

a. Grammar

For students, grammar is a vital microskill. Grammar is concerned with placing the appropriate statement in a discourse.

b. Vocabulary

People cannot effectively communicate with others or express their thoughts in written or vocal dialogue without proper language mastery.

c. Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak.

d. Fluency

Many language students aim to become fluent speakers. The capacity to communicate with a reasonable rate, few pauses, and "ums" or "ers" is referred to as fluency.

**C. Definition of Anxiety**

Anxiety often makes a person fail when unable to speak and failed to show that they actually understood English well enough. According to Ormrod in Juwitawati (2018) Anxiety is feeling of nervous and restless about certain situation.

A condition of worry, dread, or fear is referred to as anxiety and is frequently accompanied by bodily symptoms including perspiration, shaking, a rapid heartbeat, and trouble



focusing. Almost everyone experiences anxiety at some point in their lives, but it rarely lasts for very long. It's crucial to keep in mind that anxiety can appear on its own or in combination with other symptoms of different mental illnesses. Susilowati (2019:14) state that anxiety is a feeling of nervous, uneasiness, and fear of something.

#### **D. Types of Anxiety**

The various types of the trigger for speaking anxiety are : Communication apprehension

Anxious students in foreign language classes sometimes avoid speaking in front of their peers and wait until the end of the lecture to ask questions, expecting that someone else will do. Communication apprehension (CA) is described as "a type of shyness characterized by fear or anxiety about communicating with people

##### **b. Test anxiety**

Test anxiety "refers to a type of performance anxiety arising from a fear of failure." Because language classes constantly evaluate student performance, test anxiety is fairly common. More than any other academic subject, second/foreign languages call for ongoing evaluation by the teacher the only fluent speaker in the group for high anxiety pupils

##### **c. Fear of negative evaluation**

Communication anxiety was directly associated to dread of receiving a poor review. Fear of a negative evaluation is a continuation of the second aspect (test anxiety) of second/foreign language anxiety because it can happen in any social setting and affects not only the students' perception of their own behavior but also that of other students.

#### **d. The Factors That Make Students Anxious**

##### **a. Internal Factors**

###### **1. Fear of making mistakes.**

Students may feel afraid of making mistakes or looking stupid in front of their friends.

###### **2. Feeling unprepared**

Students may feel unprepared or not have enough preparation in speaking English, especially if they have not prepared well beforehand.

###### **3. Lack of confidence**



Is a lack of self-confidence that can make a person feel like they can't do anything and that what they do will be in vain.

b. External factors

1. Pronunciation

The way we speak or create the sound of words is called pronunciation. The study of word pronunciation is referred to as pronunciation in the third edition of the Cambridge Advanced Learners Dictionary. The concise oxford learners dictionary's eleventh edition notes that pronunciation refers to how a word is said. It is clear that pronunciation refers to the science or process of how words are spoken.

2. Limited Vocabulary

means having a limited vocabulary or word choice. This may hinder one's capacity for successful communication, particularly in scenarios where a wider vocabulary is needed, such as when conversing in a foreign language or with individuals from various cultural backgrounds. It may be challenging for those with limited language to properly and concisely explain their ideas or opinions. One can work to increase their vocabulary by reading more, practicing the pronunciation of new words, and paying attention to how words are used in various settings. This can help them overcome vocabulary constraints.

3. Grammatical error

Grammatical mistake, is a divergence from learners' application of specific language norms and includes inaccurate forms, semantic meanings, and uses of the foreign language due to learners' poor understanding of the rules of the foreign language.

### 3. RESEARCH METHOD

According to Sugiyono (2015: 209) states that the research method Qualitative research is used by researchers on natural object conditions. The research that the writer used is descriptive qualitative method to describe students' speaking anxiety. This research was designed to analyze students' speaking anxiety. Technique of data collection is questionnaire. This method uses organized interviews or questionnaires to get information from randomly chosen, representative individuals. Online, over the phone, in person, or via mail are all acceptable survey methods. Second technique is Interview. This method entails the researcher and the respondent speaking



face to face. Interviews can be unstructured (more flexible and follow the flow of the conversation) or structured (questions are set). Interviews according to Sugiyono (2016: 194) state that "Interviews are used as a data collection technique if the researcher wants to conduct a study.

Descriptive analysis is used by the writer in analyzing the data. The analyze data were data reduction, data display and conclusion or verification.

### **1) Data Reduction**

The reducing procedure came first. After the data is obtained, it could be done right away. The results of the questionnaire and interview were grouped in groups and patterns in accordance with the study question. In this process, all data related to students' nervousness when speaking English will be gathered for the study.

### **2) Data Display**

Displaying the data was the next stage. More precise grouping of the data was used. In the short run, data from reduction would be better categorized. This technique involved gathering information about speaking anxiety types and causes affecting students.

### **3) Conclusion**

The conclusion procedure was the final phase. The structure of the pupils' speaking English fear was discovered by the researcher. In addition, the researcher would describe the theory and support it with facts and information from an examination of the students' responses to a questionnaire and an interview before coming to a conclusion about the elements that contribute to anxiety. In order to identify the various forms of students' nervousness in speaking English, the researcher studied the responses to the questionnaire and interview.

## **4. RESULT AND DISCUSSION**

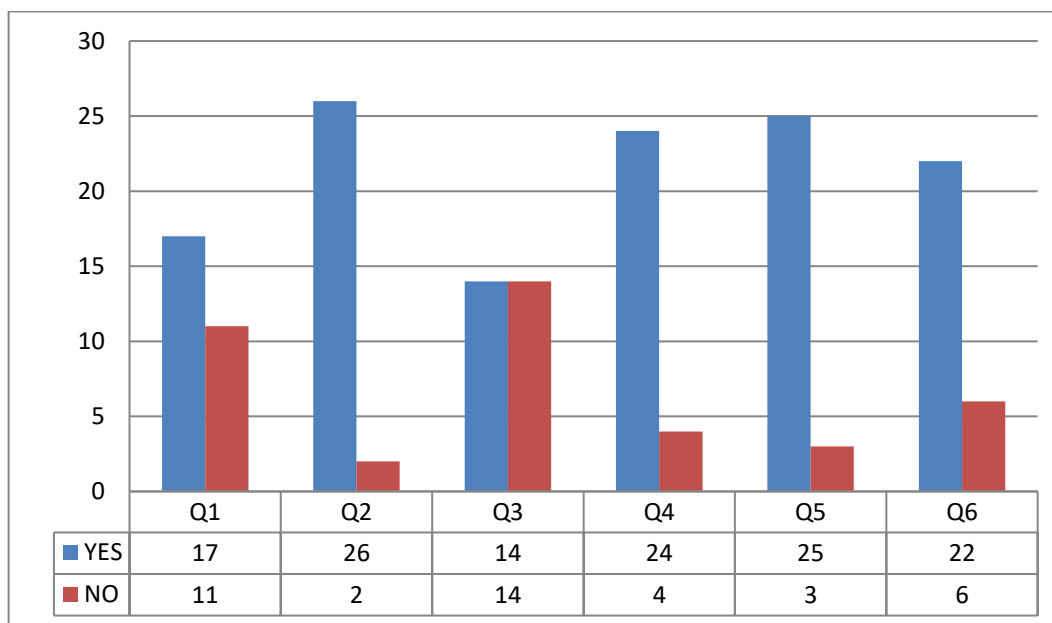
### **4.1 Result**

University of Victory Sorong was founded by *Mrs. Filiani Marunduri* and *Mr. Edward Kalami*. UNVIC Sorong is under the guidance of the Victory Sorong Foundation. The background of the establishment of this university is based on the founder's desire to provide



education and educate the younger generation in Papua. UNVIC Sorong was established on *June 5, 1992*, which at that time was still called Akademi Victory Sorong. Victory University Sorong is located at Jl. Basuki Rahmat Km. 11.5 Klasaman, Sorong District, Sorong City, West Papua with B accreditation. Victory Sorong University has 5 Faculties and 9 Study Programs namely Public Administration (Administrasi Publik), Accounting (Akuntansi), Development Economics (Ekonomi Pembangunan), Law (Hukum), Forestry (Kehutanan), Management (Manajemen), Information Systems (Sistem Informasi), Indonesian Language and Literature Education (Pendidikan Bahasa dan Sastra Indonesia), and English Language Education (Pendidikan Bahasa Inggris).

#### 4.1.1 Results of Questionnaire



**Diagram 4.1.2 Frequency of Questionnaire**

#### 1. Internal factors

- Fear of making mistakes

Based on the result above, it shows that 17 students in choosing YES and 11 students in choosing NO for the options in the first statement. The results show that more students say that they feel afraid when speaking English. There are many factors that can cause students to feel



afraid when speaking English, one of which is the limited vocabulary that causes a lack of confidence owned by each student. When students feel afraid to speak due to their lack of vocabulary, it is certain that speaking skills can be hampered or not run well.

- Feeling unprepared

The second statement shows that many students chose the YES option that they need a lot of preparation in speaking English. This can be seen from the questionnaire results which show 26 students chose the YES option and 2 students chose the NO option. So many students choose the YES option on this statement is not without reason, because many students realize that when we learn a foreign or new language that is beyond our ability, it takes a careful preparation to be able to master these abilities. The main thing in preparing to learn something is a strong will, high self-confidence and also the courage to try. If these three things have been owned by students, then the preparation needed to learn a new language can certainly run and produce something good.

- Lack of confidence/shyness

In line with the first statement, in the third statement the researcher also asked the same thing about students' feelings. In the third statement, the researcher asked if students felt embarrassed when speaking English and many students answered YES. This can be seen from the results of the questionnaire which shows that 14 students YES and 13 students NO. Shyness is also one of the factors most experienced by students. Feeling embarrassed if they pronounce a word incorrectly, feeling embarrassed to speak if their vocabulary is very minimal, and there are many other things that can make students feel embarrassed to speak English. This feeling of embarrassment certainly has an impact on the development of students' speaking skills. for example, a student has good English skills and knowledge, but still feels embarrassed to show it, it is certain that this ability will not be developed properly and may even be underestimated. the student's ability can be underestimated by others, because the student prefers to save his ability rather than show it for reasons of embarrassment.

- Communication Apprehension

For the sixth and final statement, it shows that many students feel more anxious when speaking in front of a group in a large classroom presentation. This can be seen from the questionnaire results where 22 students answered YES and 6 people answered NO. When a



student is required to speak in front of the class and anxiety arises, then it is a natural thing to feel. Yes, the anxiety that arises when speaking to others is natural. Even for people who choose courage or the ability to speak quite skillfully or have an extroverted personality sometimes feel anxious, if they think they will make a mistake when speaking later. Especially if this is experienced by someone who has an introverted personality, then it is certain that anxiety will exist.

In the overall questionnaire results there are internal factors, this is because the questions from the questionnaire made by the researcher are only 6 questions. Therefore, it will be further clarified by the interviews conducted by researchers.

#### **4.1.2 Result of Interview**

In the interview section, researchers conducted interviews with students. The interview objects are two male students and two female students. For student selection criteria, the researcher will conduct interviews with student representatives who are considered by the college as the most capable students in learning English. The researcher will interview these students about their anxiety when trying to speak English and how they overcome their anxiety when speaking English.

To find out the factors that make students experience anxiety, the researcher divides them into two parts, namely Internal Factors (fear of making mistakes, feeling unprepared, lack of confidence) and External Factors (pronunciation, limited vocabulary, grammatical errors).

##### **1) Internal Factor**

###### **a. Fear of making mistakes**

*W.M : Kayak takut salah. Cemas (Like afraid of being wrong. Anxious)*

*(Resource: Interview 2)*

###### **b. Feeling Unprepared**



*W.M : Pernah, kayak kemaren kita tugas presentasi buat 5 tips cara belajar yang baik menurut kita. Dan disitu saat menyampaikan itu jadi blank, trus tidak tau mau menyampaikan apalagi dan kata-katanya terbata-bata. Ini tugas/pr cuman pas maju ya gitu. (Once, like yesterday we had a presentation assignment for 5 tips on how to learn well according to us. And there when delivering it became blank, then did not know what to say and his words were stammering. This is an assignment/homework only when come forward.)*

*(Resource: Interview 2)*

### c. Lack of Confidence

*L.I.M.W.S : Pernah, sa pernah ikut lomba pidato bahasa inggris, itu tuh sudah pake teks tapi sa kayak masih salah karna orang terlalu banyak trus bikin kek sa punya insecure jdi sa kek takut khawatir dan sa gugup. Dari sa pu pengalaman bukan satu kali sa ikut pidato itu sudah berulang ulang kali sa ikut” (Once, I participated in an English speech competition, it was already using text but I still seemed wrong because there were too many people and it made me insecure so I was afraid to worry and I was nervous. From my experience, it was not the only time I participated in the speech, I participated repeatedly.)*

*(Resource: Interview 4)*

## 2) External Factors

### a. pronouciation



*C.J.C.P: Untuk salah ucap si sering ya, tapiikan karena kita juga belajar jadi kita harus belajar (For misspeaking, yes often, but because we are also learning so we have to learn.)*

*(Resource: Interview 3)*

#### b. Limited Vocabulary

*V.A.L : Kita masih baru belum banyak kosakata jadi apa yang dikasih dengar sama dosen itu masih loading dulu. Ini apa itu apa gitu (we are still new, we don't have much vocabulary so what we hear from the lecturer is still loading first. What is this, what is that).*

*(Resource: Interview 1)*

#### c. Grammatical Errors

*V.A.L: Cemas, yang paling bikin cemas itu ketika belajar grammar.. grammar yang pertama, karena kita kalo mau bicara harus sesuai grammar juga, krna kalo kita salah satu kata saja salah verb saja itu kita sudah beda artinya (Anxious, the most anxious is when learning grammar... grammar is the first, because if we want to speak, we have to be in accordance with grammar too, because if we get one word wrong, one verb wrong, we already have a different meaning)*

*(Resource: Interview 1)*

## 4.2 DISCUSSION

### 4.2.1 The Factors of Anxiety

- Limited Vocabulary & Fear of making mistakes.

Based on the findings, it can be shown that students still feel fear when making mistakes when they are required to speak in front of the class. This is felt by students not without



reason, because English is a foreign language and that means students have to learn a new or foreign language. In addition, students also feel afraid to speak because they know that their vocabulary is still lacking or limited (questionnaire results, statement 1 and 2. Interview results, question 4).

- Feeling unprepared

Based on the findings, it can be found that students say that preparation before speaking is indeed needed. When students do not prepare, then they will definitely experience obstacles. Some ways that can be done include breathing or practicing speaking in front of the glass (questionnaire results, statement 2 and 5).

- Pronunciation & Lack of Confidence

Based on the findings, it can be found that when students make mistakes when speaking English, this can have an impact on their confidence. One example is when students make mistakes in English pronunciation in front of the class. The more often they make mistakes, the more their confidence decreases (questionnaire results, statement 4).

#### **4.2.2 The Types of Anxiety**

- Communication Apprehension

Based on the findings, the students said that they still feel very nervous when they have to speak in front of the class or in public, even though they have practiced repeatedly (stage fright).

- Test Anxiety

Based on the findings, students feel anxiety when given the task to speak in front of the class. This is because students feel that their English skills are still lacking. They feel that



they have deficiencies in vocabulary, grammar and also pronunciation skills that are still not enough.

- **Fear of Negative Evaluation**

Fear of getting negative comments when making a mistake is certainly something that is not expected by all students, as well as by students. Based on the findings, students respond to friends or teachers when they make mistakes speaking English in front of the class. The responses given by friends varied from spontaneously commenting or justifying, secretly laughing or even some were just silent watching the incident. Then for the responses given by the teacher, they try to give direction and correct the mistakes made by the students.

## **5. CONCLUSION**

Based on the findings and discussion in the previous chapter, the researchers managed to find that there are 5 factors that affect students' anxiety when trying to speak English, including Limited Vocabulary, Fear of making mistakes, Feeling unprepared, Pronunciation and Lack of Confidence. The researcher also found The Types of Anxiety including Communication Apprehension, Test Anxiety and Fear of Negative Evaluation.

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