

An Analysis of EFL Students' Speaking Anxiety in 3rd Semester English Education Study Program in State Islamic University of Fatmawati Sukarno Bengkulu Academic Year 2023/2024

Analisis Kecemasan Berbicara Siswa Pembelajar Bahasa Inggris Sebagai Bahasa Asing pada Mahasiswa Semester 3 Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Fatmawati Sukarno Bengkulu Tahun Ajaran 2023/2024

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ABSTRACT

This study aims to determine the causes of anxiety of English Education Students, semester III when learning to speaking English. This is done because there are still many students who experience anxiety but do not understand what causes anxiety in the students themselves. This research is a qualitative research with data collection method using Observation, Interviews, and Documentation. To analyze the data, the researcher used data triangulation with data reduction, data presentation and drawing conclusions, so that from the data analysis the researcher found that there were three types of anxiety in third semester students majoring in English Education, UIN Fatmawati Sukarno Bengkulu, namely State Anxiety, Trait Anxiety and Specific- Situation Anxiety which if explored the three types of anxiety are caused by communication apprehension, Test Anxiety and Fear of Negative Evaluation. By knowing the causes of student anxiety, it will be easier for teachers and students to find solutions to overcome anxiety when speaking English.

Keywords : *EFL, Students, Speaking Anxiety*

1. Introduction

Language serves as a fundamental tool for communication in our daily lives, facilitating the exchange of knowledge and the engagement in discussions with others. It's essential to recognize that language and culture are intertwined, as both play symbolic roles in representing a nation and are deeply connected to the attitudes and behaviors of linguistic communities. Linguists have provided various definitions of language, with Chaer (1995:14) highlighting its dynamic, arbitrary, creative, diversified, and compassionate characteristics as a metaphor for the sound system. According to Chaer (1995:60), language is more than just a substance; it embodies a form that reflects its dynamic nature and its capacity for creativity and diversity.

In practical situations, the ability to speak proficiently holds utmost importance when assessing a student (Bahrani,2012). Articulating thoughts with clarity is an essential element of everyday communication, and initial impressions often hinge on one's proficiency in this skill. As highlighted by Harun et al. (2022, p. 488), "Speaking stands out as a pivotal aspect of communication in English as a Foreign Language (EFL) education, demanding particular attention and instructional focus (Becker, 2016).

Anxiety is limited to the circumstances surrounding language acquisition; it is included in the general category of anxiety reactions. Psychologists distinguish between those who

become anxious in a variety of settings and people who get anxious only in certain ones using the term "particular anxiety reaction." Researchers have discovered a wide range of phobias, including those connected to schooling, like sitting tests, and intellectual disciplines, like math or science. Researchers and theorists of second languages often link anxiety to language acquisition. Numerous individuals concur that anxiety stands as a significant barrier to acquiring a second language. Consequently, innovative language teaching methods, such as community language learning and suggestopedia, have been specifically crafted to alleviate students' anxiety. Therefore, individuals engaged in the study and instruction of languages should possess the ability to identify the indicators and repercussions of anxiety in the context of foreign language learning.

Anxiety during verbal communication has been a consistent theme in previous research, particularly when students interact with teachers or peers. Erdiana et al. (2020, p. 335) emphasize the common occurrence of anxiety when students are compelled to speak in front of an audience. Their study reveals that speaking in front of the class is a significant trigger for anxiety, and the presence of peers exacerbates this anxiety. Furthermore, an earlier investigation by Gumartifa (2021) brings to light that six out of fifteen twelfth-grade students specifically experienced anxiety related to speaking English. Additionally, Ansari (2015, p. 48), in a study involving thirty upper secondary students, observed that approximately ten of them faced anxiety linked to the English language. These findings underscore the widespread nature of speaking anxiety among students, emphasizing the need for a nuanced understanding of the factors contributing to this phenomenon. Recognizing and addressing these sources of anxiety can be instrumental in creating supportive learning environments that promote effective communication skills and alleviate the challenges associated with language learning. Teachers and educators play a vital role in implementing strategies that mitigate speaking anxiety and empower students to express themselves confidently in the target language.

The research conducted by Chen and Hwang (2020, p. 817) revealed a significant negative impact of anxiety on speaking exam performance. The findings highlighted that trait anxiety exhibited a more substantial influence compared to the other three anxiety categories considered in the study. This suggests that individuals with higher levels of trait anxiety might be more vulnerable to situation-specific anxieties such as language anxiety or test anxiety, along with the mobilization of state anxiety during the examination. The study's outcomes lend support to the notion that negative affectivity, particularly in the form of trait anxiety, can be a persistent condition that predisposes individuals to various forms of anxiety in specific situations, including language testing scenarios. This aligns with previous research indicating a robust connection between worry and adverse physiological arousal, affectivity, and study habits within an educational context. Understanding the nuanced interplay between different facets of anxiety and their impact on language exam performance is crucial for educators and test designers. It emphasizes the importance of incorporating strategies to address anxiety and create a conducive testing environment. Moreover, these findings underscore the significance of recognizing individual differences in anxiety levels and tailoring interventions to better support learners in managing anxiety and optimizing their performance in language assessments.

The following reasons are most likely the root cause of this issue: First of all, speaking incorporates writing and listening. It requires a far deeper comprehension of language and the capacity to use that understanding immediately. It suggests that a proficient English speaker needs a sophisticated linguistic component in order to improve spoken English. Secondly, the most likely reason for this is because spoken English is not as common in Indonesia. Language learners thus find it difficult to use their English in casual settings. The majority of students only engage in very little English practice in class. Most of them did not utilize it outside of the classroom since they do not live in a setting where they are required to speak English frequently. An additional component may possibly be connected to an English speaker's perception of anxiousness. When speaking in English, especially when giving a presentation in

front of a class, English speakers have to deal with a number of emotions, such as unease, sweating, and anxiety. Often, the speaker is already experiencing this nervous feeling in their minds before they even start speaking. Speaking anxiety is a term used frequently in the literature to describe this type of event.

Three class B students were interviewed by the researcher on September 15, 2023, based on observations made at UIN Fatmawati Sukarno Bengkulu. Based on these interviews, the researcher discovered that a number of students struggled with their English practice, as seen by their nervousness or stuttering when speaking the language. The pupil becomes terrified as a result, making it difficult for him to accurately deliver the material some of students' stay silent when asked to speak, according to them this is because they are unable to express the meaning that is on their mind, this is also makes them avoid speaking and prefer to remain silent. They admitted that they experienced a decrease in interest in learning foreign languages, especially when asked to speak a foreign language in class, they are afraid of making mistakes in speaking a foreign language so they keep quiet, they often experienced anxiety, causing the students' forget what they had prepared to speak in front of class. Scholars acknowledge that this issue has the potential to impede the efficient exchange of knowledge.

A. Research Question

Based on the focus and sub-focus of the researcher, the researcher formulated the research questions as follows:

1. How is EFL Students' speaking anxiety on 3rd semester English students in UIN Fatmawati Soekarno Bengkulu in academic year 2023/2024?
2. What are the factors that contribute to EFL students' speaking anxiety in the third semester of English Education Study Program UIN Fatmawati Sukarno Bengkulu?

B. Research Objectives

1. To analyze Students' speaking anxiety on 3rd semester English students in UIN Fatmawati Soekarno Bengkulu in academic year 2023/2024
2. To discover the causes of speaking anxiety in EFL students' in the English study program at UIN Bengkulu.

2. Research method

This research use qualitative method. The goal of this study is to represent the phenomenon of knowledge received through observational situations, hence it is descriptive. Researchers can describe naturally and objectively based on their observations. A qualitative method is a complete synopsis of the explicit events experienced by people or the educational body of people. In this study, researchers will find, identify, analyze and describe the results of students' anxiety in the learning proses of speaking English (an analysis at the third semester English department students' in state Islamic University Fatmawati Sukarno Bengkulu Academic year 2023/2024).

A. Time and Place of the Research

This research will be conducted at UIN Fatmawati Sukarno Bengkulu, Faculty of Education, Department of Languages, English Education Study Program, 3rd semester students who learning the Public Speaking course. The researcher determined the 3rd semester of English education study program students class A, B, C, and D. because at that time they had a public speaking course.

B. Data Source

- a. Primary data
Primary data in this research are the resuts of interviews with students.
- b. Secondary data

Secondary data in this research are documents from school and book/journal

C. Technique Data Collection

1. Observation

Observation in qualitative research is one of the oldest and most fundamental thing in research (McKechnie L. E. F. 2008). This approach involves collecting data using one's senses, especially looking and listening in a systematic and meaningful way" The researcher collected data using observational field notes while participating in the teaching and learning process in the English speaking class. By using the field notes the author will get data in the form of events that occurred during the process of learning speaking English for English education study program students.

2. Interview

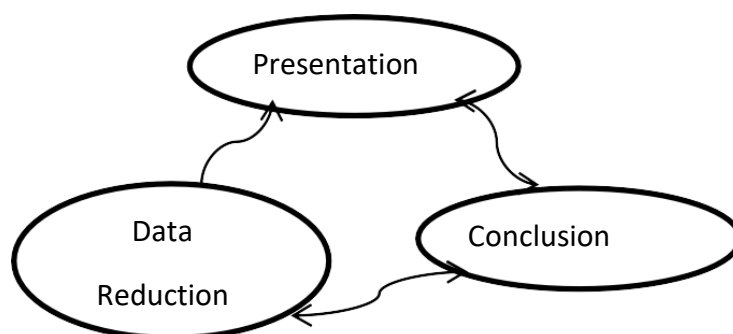
A scheduled, face-to-face contact between the interviewer and the interviewee to exchange information is called an interview, according to Mamik (2015, p. 108). Researchers conducted interview techniques with the aim of digging in-depth information from respondents regarding character card games as character education learning model for parents. The interview is also used to answer the formulation of the study, related to the objectives of the of students' anxiety in the learning proses of speaking English (in third Semester English Department Students' in State Islamic University Fatmawati Sukarno Bengkulu) The interview instrument is a guide for researchers in interviewing research subjects to explore as much as possible about the what, why, and how of the problems given by the researchers.

3. Documentation

In collecting data, the researcher will carry out several series of activities such as the following. First, the researcher came to the class and observe the students in learning speaking. Second, after observing students learning speaking, the researcher conduct interviews with students base on the instruments that the researchers had prepared. Third, during the learning process as a researcher also takes note what was found in the classroom, then during the learning process the researcher also took some documentation in the form of photo.

D. Technique data Analysis

Descriptive analysis is the method used in this study's data analysis. The researcher gathers, organizes, and displays the data using this method. The qualitative method is a type of research that excludes all mathematical and statistical techniques. The methodology for data analysis used in the aforementioned system following based on Rizal (2020:67):



3. Results and Discussion

A. Results of the Research

A. Result

1. Types of Students Anxiety in Learning Speaking

The focus of this study is in this area on the types of students' anxiety in speaking class. In this research which was made the research has taken data through observation in the form of field notes and interviews. So, research has found types anxiety students face during English speaking lessons. Observations and interviews with students were carried out to obtain data on factors that contribute to students' anxiety in speaking. Researchers found three types of factors that cause students to be anxious in learning to speak English, they are state anxiety, trait anxiety and specific-situation anxiety.

For more details see the figure following :

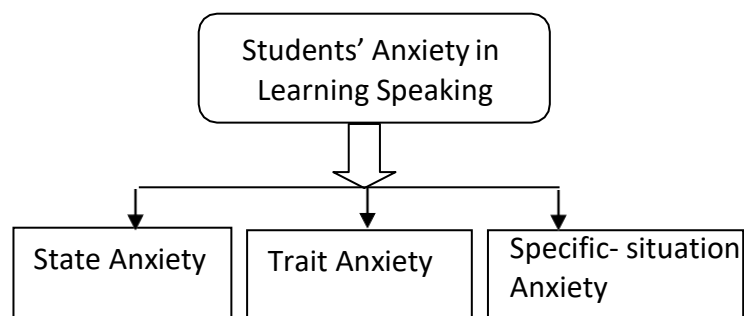


Figure 1. Types of students' anxiety

a. State Anxiety

The researcher found that the students feel panic when they want to speak in English. This type is including they started to panic when have to speak English. It came from the interview that says my feeling that cannot speak English is panic. As the interview respondent said that:

I sometimes feel nervous when I have to stand in front of the class or when the lecturer gives me an opportunity like to read or do grammar. I know that's my problem and I usually feel nervous and make my body sweat. It really makes me panic and embarrassed, because I can't translate into English and my lack of vocabulary makes me lose everything in my mind, I can't focus on what I'm doing **(Respondent 4)**.

In this case, some of the answers to questions regarding the third semester students of English department in State Islamic University Fatmawati Sukarno Bengkulu interview, some of them felt anxious and nervous when the lecturer asked to come to the front of the class and they felt nervous, afraid and anxious when taking an English speaking exam which was done orally. With the fear of being asked by the lecturer to come to the front of the class, students are afraid of being made fun of by their classmates and afraid of being laughed at when they make a mistake. Thus, when students feel insecure about themselves, it will have an impact on student learning outcomes. So that when they come to the front of the class and are asked to explain something or are asked to come to the front of the class, it will make the student anxious, nervous, and afraid of making mistakes and afraid of being laughed at by classmates.

The anxiety comes because of the students are seldom to practice speaking English, because they their English is difficult language. Form this situation the students felt uncomfortable with the teacher when teaching in the class. As the student said that:

I was afraid if I was asked to come to the front of the class, so I had to memorize it in a short time, because I did not really understand speaking, I was afraid that I would be wrong and my friends would laugh at me later. So I prefer to stay silent in class, if asked who wants to come forward I just keep quiet, so I'm afraid **(Respondent 11)**

In this case, the students were afraid when asked by the lecturer to come to the front of the class, while it was clear that there was little time to study. Therefore, it was clear that the students were afraid of making mistakes and remained silent in front of the class. They also find it difficult to understand the lessons from the lecturers because In this situation, students feel uncomfortable with the teacher when teaching in class.

From the data above it can be known that the students felt afraid when the teacher asked them the questions. Based on the researcher observation by using field note on Monday 11th June 2024, the situation in the class while learning English was passive. The students always silent and looked confuse about the material that the teacher explained to them. The students have may problems with their English such as vocabularies, pronunciation the words and also the grammars rules. All of these make the students felt nervous in learning English. As the student also said that:

I do not have that much vocabulary for now. Limited vocabulary is one of the inhibiting factors in speaking when appearing in front of the class, forgetting the meaning of a word can make me forget everything I want to say. It was very embarrassing and made me nervous to be in front of the class. Lack of vocabulary makes me not confident in learning English. I am also still lazy to remember a lot of vocabulary **(Respondent 25)**

In this case, it is clear that the ownership of the English vocabulary of the third semester English language education students is still small based on the results of interviews that have been conducted. This vocabulary limitation is an inhibiting factor in learning to speak English itself because with the lack of vocabulary ownership, students cannot express their thoughts. Sometimes all this makes students feel nervous in learning English. With minimal vocabulary, it will make it difficult for students to express their thoughts and make them not confident in class and will be more silent because they don't know what to say.

So, state anxiety from the explanation above, it is clear that the occurrence of state anxiety for English education study program students in semester III in speaking English is that they panic at the beginning of learning, then the trigger is also because they do not practice English so they are not used to it and coupled with vocabulary that is still This lack triggers state anxiety in English education study program students.

b. Trait anxiety

Trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed. According to the students, unclear explanation may also contribute to their anxiety in speaking English. The interview indicated that most of the students get so bothered when they do not understand a lesson. They told that they started to feel uneasy when they do not understand what teacher said.

Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure. From the interview answer can see that :

I really like learning English, but when teaching in class sometimes the teacher explains too fast. So I hope he does not teach so soon. And also my friends do not laugh too much when I speak English, so when the teacher asks me about the material given from him, usually I can not answer correctly. I have difficulty and get confused when asked to do English assignments if I do not understand **(Respondent 27)**

In this case, the third semester English education study program students feel less confident and afraid of being wrong when speaking English, they sometimes feel they do not understand the learning in class based on what the lecturers say in class such as the lecturer explaining too quickly so that the students do not understand the material, so they had to ask friends again to make sure what the lecturer explained. With students who find it difficult to explain lessons from lecturers, these students are hampered in the learning process. And of course they feel afraid when asked suddenly by the lecturer who teaches in the class.

Many complained that the students could not understand the materials because they could get clear explanation from the teacher. Based on the researcher's observation by using field note on Monday, 12 June 2024 the students still asked to their friends about the teacher's explanation, it cause they could understand the teacher's explanation clearly. A few even showed carelessness by chatting with their friends next to them or drawing something maybe to reduce their anxiousness. As the students also said that:

I feel anxious when asked to come to the front of the class, there I have to read stories to my friends, after that sometimes I am asked to explain in English about the material we learned that day, so when I come forward in front of the class I feel anxious so that sometimes the results are not optimal because of anxiety earlier **(Respondent 27)**.

Based on the results of interviews with English education study program students in semester III, it was found that students were worried, afraid to be asked by the lecturer who was teaching suddenly to speak English or read English texts because they felt their English was not good. The difficulties faced by these English education study program students became known to feel nervous because they were asked to come to the front of the class and explain the material learned today, this made students feel nervous because they could not understand the material well. In addition, the student stated that:

Yes, I used to feel nervous when I did not have any preparation and was told to come to the front of the class. Sometimes I feel nervous because I am still in the process of learning English, the lecturers continue to encourage me to be able to speak English well. I really like it and I only feel anxious when I have to be in front of the class, I'm still shy to speak in front of my friends **(Respondent 19)**

In this case, based on the results of interviews that students like English speaking lessons but they feel anxious when they have to be in front of the class and they are still shy to speak in front of their friends. Lecturers continue to encourage them to be able to speak English well. Can conclude that almost all students have anxiety when asked by the teaching lecturer to come to the front of the class because they do not have adequate English speaking skills.

From the data above it tells the student felt anxious because they seldom to practice speaking English. They are afraid to come in front of the class and they

felt anxious because the teacher ask them to explain the material in front of the class.

So, trait anxiety from the explanation above, it is clear that the occurrence of state anxiety for English education study program students in semester III in speaking English is that they are not confident when speaking English, then what triggers them is also because they are afraid of being wrong and do not understand the material and coupled with not being used to it. speaking in front of that triggers the occurrence of trait anxiety in English education study program students.

c. Specific-situation Anxiety

This type when the students should have the assignment of examination from the teacher to speak about their experiences or describe about things. As the student say:

I worry about it at certain times. During exams and when you have to work independently about explaining something or someone else. So I am not so confident to answer all the directions from the teacher. There was a time when the teacher gave us an assignment to tell something, which was clearly based on our experience, so there we were very limited in explaining because we did not have a lot of vocabulary, because we still memorized a little bit now **(Respondent 20)**

English education study program students during exams and work independently about explaining something or someone else they become excessively anxious. So they are not so confident to answer all the directions from the teacher. Students do not have a lot of vocabulary, because they still memorize a little bit now. From the data above, students must have good speaking skills in the middle of the semester, they must explain about their experiences and have interesting explanations.

From the data above the students feel anxiety because they have to do examination or they have practice to do by their own experience. They have to explain the topic that the teacher gave it to them. They also fell anxiety because they have homework about describing the things. From the data above the students should have good speaking performance when they have mid semester, they have to explain about the experiences and it should interesting explanations. Based on the explanations above it can be known that there are three kinds of State Anxiety, where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific- situation anxiety, where the students should do examination about speaking.

So, specific-situation anxiety from the explanation above, it is clear that the occurrence of specific-situation anxiety for the third semester English education study program students in speaking English, namely when speaking English or taking exams independently, triggers specific-situation anxiety in English education study program students.

2. The Causes of Anxiety Faced by the Students

This part of the study focuses on what causes contribute to students' anxiety in speaking performance. In an Impossible Situation, which was made the research has taken data through observation in the form of field notes and interviews. So, research has found factors of student anxiety and what anxiety students face during English speaking lessons. Observations and interviews with students were carried out to obtain data on factors that contribute to students' anxiety in speaking. Researchers found three types of factors that cause students

to be anxious in learning to speak English, including communication apprehension, test anxiety and fear negative evaluation.

For more details see the figure below :

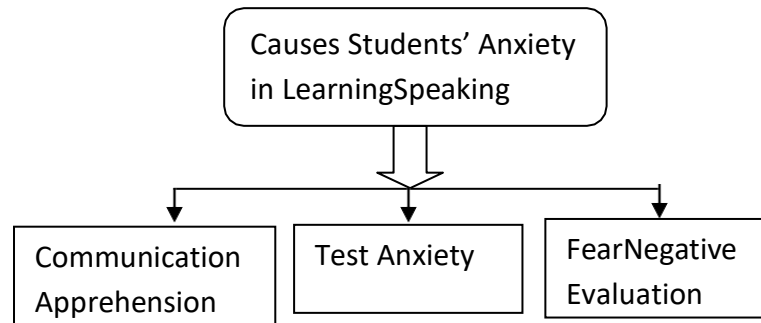


Figure 2. Causes of students Anxiety

a. Communication apprehension

Communication apprehension in foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood; that is why many talkative people are silent in the class. As the students said:

I have, especially since I am a person who does not easily understand the material from the lecturer, not to mention when asking a friend he explains but I do not understand what he is explaining, actually I don't really like English, I actually want Mandarin but in Bengkulu it is not available yet and coincidentally at UIN I was accepted in the Language major which I have taken, but because I like learning languages I will try to continue to be enthusiastic about learning. Speaking classes are often scary classes for me. because I am very bad at pronouncing English sentences, maybe because I lisp so it is a bit difficult to pronounce them, plus I am a person who panics easily When I have to present using English I am afraid of making mistakes. I feel afraid of making mistakes and feel very nervous to speak English
(Respondent 3)

In this case, the third semester English education study program students find it difficult to show their abilities, they feel nervous, doubtful, worried. The researcher found that the students' anxiety element concerned several problems. When they don't understand lectures, they start to feel uncomfortable with learning. The data above show that students feel difficult to understand because they are weak in English. They are seldom to practice English in their activities. They feel shy when they practice speaking English in front of the class and friends. Is it clear from the data above it can be known that the students did not understand well the subject about speaking English. They have problem in their speaking such as vocabularies, grammar and also they seldom to practice speaking English.

I have, especially since I am a person who does not easily understand the material from the lecturer, not to mention when asking a friend he explains but I do not understand what he is explaining, actually I don't really like English, I actually want Mandarin but in Bengkulu it is not available yet and coincidentally at UIN I was accepted in the Language major which I have taken, but because I like learning languages I will try to continue to be enthusiastic about learning. Speaking classes are often scary classes for me. because I am very bad at pronouncing English sentences, maybe because I lisp so it is a bit difficult to pronounce them, plus I am a person who panics

easily When I have to present using English I am afraid of making mistakes. I feel afraid of making mistakes and feel very nervous to speak English
(Respondent 3)

The data above show that students feel difficult to understand because they are weak in English. They are seldom to practice English in their activities. They feel shy when they practice speaking English in front of the class and friends. To see the full interview transcript can see in appendix 6.

So, communication apprehension from the explanation above, it is clear that communication apprehension is caused because English education study program students find it difficult to understand the explanation of the material explained by the lecturer and the next is because they do not like English lessons so that communication apprehension occurs.

b. Test Anxiety

Test anxiety refers to a type of performance anxiety resulted from a fear of failure. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as “unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations As the student said:

Yes sir, because of the lack of preparation, we were afraid when there would be a test, to evaluate our grades or exams, we become anxious, it felt like we were afraid of getting angry with the lecturer, if we couldn't explain it well. Besides that, we were also afraid of not being able to master the material that had been taught by the lecturer. **(respondents 4)**

In this case, based on the results of interviews that students like English speaking lessons but they feel anxious when they have to be in front of the class and they are still shy to speak in front of their friends. Lecturers continue to encourage them to be able to speak English well. Almost all students have anxiety when asked by the teaching lecturer to come to the front of the class because they do not have adequate English speaking skills.

According to the data above the students fell anxiety because almost the students feels anxiety, it make the students could not be confidence to speak in front of the class. So the students must memorize the word and also the sentences that they are going to present in front of the class.

English pronunciation plays a big role in making me feel insecure to speak English. I rarely want to go to the front to speak English because I'm actually afraid that my friends will laugh at me. I'm afraid that when I go to the front I will make a mistake. Especially when I say something, I'm afraid of making a mistake in speaking or pronouncing it. I feel so embarrassed when my friends laugh at me when I make a mistake **(Respondent 10).**

From the data above the student feel afraid because they could not say the right word in English, so they afraid if they have to do the test. Actually it is good for the students because the teacher could know the students skills in speaking, but for the students they are not ready yes to follow the test. To see the full interview transcript can see in appendix 6.

So, test anxiety from the explanation above, it is clear that test anxiety is caused because these English education study program students are less prepared when the exam will be carried out, then what triggers also test anxiety is that students' English pronunciation is still not good because this pronunciation is one of the factors for someone to become confident in speaking English. Because of this, there is an anxiety test for students.

c. Fear of Negative Evaluation

In case of foreign language learner, the fear occurs in a situation where students have to speak in front of familiar audience or examiner. Students concern about opinion from important people such as teachers, friends, or parents. This can be clearly seen in a statement below

If in front of the class is not too often but I've ever. Sometimes I feel ashamed or afraid to make mistakes, I'm afraid if I make a mistake, I will get a bad grade, I am also afraid that my friends will laugh at me. When I try to speak in front of the class I feel nervous, sometimes I forget what sentence I want to say. I was ashamed when I forgot the material in my mind while the other friends saw me. That is because I laugh with my friend and they will also say to me about, "You are very arrogant when speaking English, even though you speak very badly and there are still many mistakes (**Respondent 11**)

Fear of poor evaluation of the results of learning English students often occur and the lack of confidence makes everything chaotic during the exam. Sometimes they feel ashamed or afraid to make mistakes, afraid if their make mistakes will get bad grades and fear friends will laugh at each other. Based on the data above the students feel anxiety because they have to speak in front of the class and they did not prepare well enough to speak about the topic.

Based on the explanations above it can be concluded that there are there factors caused the students' anxiety in learning English, such as communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

So, the fear of negative evaluation from the explanation above is clear that the fear of negative evaluation is because these English education study program students are less prepared when going to the front of the class or exams and are afraid of a bad evaluation of student.

B. Discussion

This part presents the discussion of the research findings. There were two research question proposed in this study. This research focused on the students' anxiety in learning English at the third semester English Education Study Program students of UIN Fatmawati Sukarno Bengkulu academic year 2023/2024. In this case, the students' anxiety in learning English at the third semester English Education Study Program students of UIN Fatmawati Sukarno Bengkulu considered that factors.

In the research that researchers have done, researchers found several things about the anxiety of English Education Study Program students in English speaking lessons, namely the types of student anxiety and the causes of the anxiety. The types of anxiety experienced by English Education Study Program students are state anxiety, trait anxiety and specific-situation anxiety. State anxiety can occur during certain situations, for example when going to do an exam, job interview and so on. Trait anxiety is basic anxiety that comes from individuals, for example, anxiety because they are afraid to be asked and asked by the lecturer to come to the front of the class but Students are anxious because they do not understand the material. Then this type of anxiety, specific-situation anxiety, can occur only in certain situations, for example during exams. Then the causes of anxiety for English Education study program students in speaking English lessons are communication apprehension, test anxiety and fear of negative evaluation.

There were three kinds of students' anxiety in learning English at the forth semester English Education Study Program students of UIN Fatmawati Sukarno Bengkulu based on Horwitz (2011:31) theory, they are State Anxiety that most of the students have problems with their speaking skill which can be seen when they speak such as nervous, stress and also confidence, this result where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific- situation anxiety, where the students should do examination about speaking.

There were three factors caused the students' anxiety in learning English at the forth semester English Education Study Program students of UIN Fatmawati Sukarno Bengkulu. based on Horwitz (2011:127) theory, they are communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

There have been many researchers who have investigated anxiety, such as research conduct by Atanasius, Syahrial and Gita entitled Students' Speaking Anxiety in English Class This study aimed to assess the level of speaking anxiety among third-grade students in English classes at SMPN 15 Bengkulu and to identify the primary factors contributing to their anxiety. Using a descriptive quantitative approach, the researcher collected data via a questionnaire, specifically the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1983), and analyzed the results with SPSS software. The study's population consisted of 163 third-grade students across seven classes (A through G). To manage the sample size, 20% of students from each class were randomly selected. The findings indicated that the majority of these students experienced a mildly anxious level of speaking anxiety, with fear of negative evaluation identified as the most significant contributing factor. The results suggested that most students felt nervous about speaking either in groups or individually, especially when being evaluated by the teacher in front of the class. In conclusion, it was found that students tended to avoid speaking due to concerns that their classmates would laugh at or judge them, which heightened their anxiety and often led to silence instead of participation. The difference with the research I did was that I focused on what types of English Education Study Program students experienced in the third semester of UIN Fatmawati Sukarno Bengkulu and the causes, while the research by Atanasius, Syahrial and Gita (2020:44) found that the presentation of student anxiety or the level of student anxiety at third-grade students in English classes at SMPN 15 Bengkulu was.

The next research conducted by Rajitha (2020:1053) with the title of a study of factors affecting and causing speaking anxiety. This previous research and the research that I researched have something in common, namely examining each other about the anxiety faced by students in speaking English. This research concludes several anxiety factors faced by the final year Art and Science college students' in English speaking class. The anxiety factors consist of seven factors. The result were (1) language factor, (2) grammar factor, (3) pronunciation factor, (4) peer factor, (5) stage fear, (6) lack of confidence, and (7) shyness factor. Is different from the research that the researchers did, namely that it was found that there were several factors causing anxiety in English Education Study Program students, namely communication apprehension, test anxiety, and fear of negative evaluation. So, communication apprehension from the explanation above, it is clear that communication apprehension is caused because English Education Study Program students find it difficult to understand the explanation of the material explained by the lecturer and the next is because they do not like English lessons so that communication apprehension occurs. Next is test anxiety is caused because these English Education Study Program students are less prepared when the exam will be carried out, then what triggers also test anxiety is that students' English pronunciation is still not good because

this pronunciation is one of the factors for someone to become confident in speaking English. Finally, fear of negative evaluation is because these English education study program students are less prepared when going to the front of the class or exams and are afraid of a bad evaluation of student learning outcomes because of this, so there is a fear of negative evaluation of the students.

Finally, the research conducted by Pratiwi (2020:55), entitled an analysis of students speaking anxiety. The similarity between the research I did and the previous research was analyzing the anxiety experienced by students in speaking English. The results of the study by Eka Ardina Pratiwi showed that there were four students who still felt anxious when speaking English in the class and there were six factors of students speaking anxiety, they were: over self- prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal and low self-efficacy. Based on the result of the questionnaire, the researcher found the dominant factor of students speaking anxiety. The dominant factor that makes the students feel anxious in Speaking was "over sensitivity toward threat," the students difficult to speak up in English language in front of the class because they felt afraid to make a mistake, felt shy when they want to speak English , felt nervous, less confident because of laughed by the teacher and other students so that before being called by the teacher students felt anxious. Meanwhile, the research that I have done shows that I found factors that cause students' English speaking anxiety, namely communication apprehension, test anxiety and fear of negative evaluation. With this research, it is hoped that students will be more active in learning English, especially in speaking. This research is a benchmark for lecturers who teach so that problems are not found as found by researchers about explaining material too quickly so that students find it difficult to understand the material. In order not to find obstacles for students in learning to speak English, students need to prepare themselves even more because when anxiety attacks students, it will cause harm to the students.

Some students cannot speak English because of the anxiety they feel. The anxiety experienced by the English Education Study Program students was partly due to lack of confidence, nervousness, lack of English vocabulary, poor pronunciation, and fear of making mistakes when speaking English. This is an obstacle for students in speaking English which causes students' English to be not good. With this anxiety, it affects the process and the acquisition of student learning outcomes. So from the explanation that has been described, it is so great the influence of anxiety itself on student learning outcomes.

4. Conclusion

After completing the research, it can be conclude that three kinds of students anxiety in learning English speaking at the English Education Study Program of UIN Fatmawati Sukarno Bengkulu Academic year 2023/2024 were state anxiety, where the students feel panic and they could stress when they want to speak in English trait anxiety, where the students feel nervous when the students could not understand the teacher explanation and specific-situation anxiety, where the students should do examination about speaking. There were three factors caused the students' anxiety in learning English at the English Education Study program students of UIN Fatmawati Sukarno Bengkulu academic year 2023/2024 were communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

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