CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points: introduction that concerns with background of the problems, setting of the problem, formulation of the problem, purpose of the problem, significant of the problem and definition of the key terms as will be elaborated in the following sections.

A. Background of The Research

Language is a means of communication and symbols used by humans to interact. Language and the way humans interact are different in every condition and region. Pourhosein Gilakjani claims (2016; 34), stating that "human communication is a complex process."(Gilakjani, 2017). To say something and convey information, one requires communication. The speaker conveys information to someone. The language used by speakers is understandable. In order to communicate effectively, the speaker must simultaneously listen and speak.

For communication, English is a very important language. The international language that is utilized in a variety of technologies and events is English. As a result, learning English is crucial to adapting to the modern world. English contains a number of skills, including listening, reading, writing, and speaking.

When learning English, speaking is an essential skill. Additionally, from elementary school to college, English is taught. From elementary school to college, the addition of vocabulary and the preparation of speaking sentences are the lessons learned. Abd El Fattah Torky (2006) claims 34) defined speaking as a two-way process that includes the genuine expression of one's thoughts, ideas, or feelings.(Torky, 2014) Brown backs up this assertion

(2001; 275) English speaking skills are considered as vital skills that must be recognized by learners as one of the dynamic abilities in English knowledge.(Torky, 2014) The idea is based on various aspects of speaking, such as speaking skills. Affective variables include speech, pronunciation, correctness, and fluency in negotiating the meaning or effect of the interaction.

In some countries, including Indonesia, learning English is considered difficult because the written word and pronunciation are different. The benefits of learning English are very important in real life because in this modern era sophisticated tools use English and it is unavoidable. However, some students are still not interested in learning English and tend to avoid learning it. And some students are afraid to speak English because they have little knowledge of English. This fear can boomerang causing anxiety because of limited vocabulary, fear of being wrong, mistakes in sentence composition, embarrassment and the influence of friends. This anxiety will increase when learning English begins and increase when the teacher invites to answer or give opinions by speaking English.

Anxiety is an emotional disturbance that is not good by chance and usually arises when you are the center of attention in an activity. Maclntyre and Gardner (2015) claim 40), "the feeling of tension and apprehension specifically associated with text, including speaking, listening, and learning in a second language" is the definition of anxiety.(Male, 2018) To put it another way, anxiety is a response to a particular scenario. When they are in danger, they plan ahead. Anxiety is what makes thinking not going well. Therefore, students who experience anxiety disorders tend to have difficulty in speaking and giving their opinions. Feelings are the root of everything.

In this case, there are still problems regarding the anxiety of speaking English in the second semester students of the mechanical engineering study program, where some students experience anxiety in speaking English. Seen some symptoms were found. First, because of the ability to speak English is a very complex thing to remember the nature of what is involved in the conversation, not all students in English class have courage to speak. Lots students feel anxious in English class and there are also those who tend to be silent. Second, anxiety makes students nervous and afraid, which can lead to poor oral performance. So that students have difficulty in speaking English. Third, one of the personal factors that are highly correlated with anxiety is self-confidence. Confidence involves performance appraisal and evaluation students themselves. Self-confidence can also negatively affect when students consider themselves lacking and limited in the target language. Fourth, students can feel speaking anxiety when their speaking ability is evaluated. One of the reasons is perfectionism because students often place unrealistic demands on themselves and feel that something less than simply a perfect test result is a failure. Another important reason is that students are afraid of being evaluated unfavorably by their peers.

The researcher is interested in examining the problem study titled "Students' Anxiety in Speaking English at Second Semester of Mechanical Engineering Study Program at University of Pasir Pengaraian" in light of that issue.

B. Setting of The Research

The analysis of speaking anxiety in English uncovers a number of causes based on the background of the study. First, because of the ability to speak English is a very complex thing to remember the nature of what is involved in the conversation, not all students in

English class have courage to speak. Lots students feel anxious in English class and there are also those who tend to be silent. Second, anxiety makes students nervous and afraid, which can lead to poor oral performance. So that students have difficulty in speaking English. Third, one of the personal factors that are highly correlated with anxiety is self-confidence. Confidence involves performance appraisal and evaluation students themselves. Self-confidence can also negatively affect when students consider themselves lacking and limited in the target language. Fourth, students can feel speaking anxiety when their speaking ability is evaluated. One of the reasons is perfectionism because students often place unrealistic demands on themselves and feel that something less than simply a perfect test result is a failure. Another important reason is that students are afraid of being evaluated unfavorably by their peers.

C. Limitation of The Research

In the second semester of the Mechanical Engineering program at the University of Pasir Pengaraian, the purpose of this study was to identify the factors that contribute to students' anxiety when speaking English. To avoid misunderstanding and misinterpretation, this research is limited. Additionally, it is anticipated to limit the scope of analysis.

The researcher restricts research on the factors that cause anxiety when speaking English in the second semester of the Mechanical Engineering Study Program at the University of Pasir Pengaraian on the basis of the preceding research setting.

D. Formulation of the Research

The following research question was formulated by the researcher in light of the preceding explanation: In the second semester of the Mechanical Engineering program at the University of Pasir Pengaraian, what factors cause students' anxiety when speaking English?

E. Purpose of the Research

The purpose of this research is as follows: Describe the factors that cause students' anxiety in speaking English in the second semester of the Mechanical Engineering Study Program at University of Pasir Pengaraian.

F. Significance of the Research

The researcher hopes that the result of this research gives beneficial both academic and practical.

1) For students, this research is expected to help students find out how high their anxiety is in speaking English so that students can reduce their anxiety.

2) Knowing about students' anxiety can help teachers improve their teaching quality, particularly in terms of students' speaking skills.

3) For researchers, adding information regarding the anxiety experienced by second-semester Mechanical Engineering students at the University of Pasir Pengaraian by English-speaking students.

4) For further researchers, this research is expected to be used as reference material for future researchers in the same research but in a broader and deeper scope.

G. Definition of the Key Term

There are so many terms involved in this research. Therefore, in order to avoid misunderstandings regarding terms used, the following terms must be defined:

1. Speaking

As stated by Chaney (2007; According to 290, "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of

contexts," speaking is the art of communicating.(Asilestari, 2018) Speaking is an essential skill for learning a language. Someone who Fragment in the language means successful in learning the language. Therefore, understanding the meaning through communication is based on how it is conveyed to the listeners.

2. Anxiety

As stated by Horwitz (2011; 278) defines anxiety as "fear and fear that does not" "ordinary and extraordinary are frequently indicated by physiological signs (such as sweating, tension, and increased pulse) by doubts about reality and threats posed by nature, as well as by self-doubt about one's ability to cope with it."(Tran, 2012)

CHAPTER II

REVIEW OF RELATED LITERATURE

A very important part is discussed in this chapter. The researcher discusses the conceptual framework, the related theory review, and the related findings review in this chapter. It includes the definition of speaking, concept anxiety, and anxiety factors in a review of related theories.

A. Concept of Anxiety

a. Definition of Anxiety

According to Seligman, Walker & Rosenhan (2001: 146) anxiety is psychological and physiological state characterized by somatic, emotional, these cognitive and behavioral feelings are feelings of fear and worry that do not pleasant.(Basri, 2019) Restlessness, worry and feelings of fear can create anxiety even though there is no psychological pressure therefore the word 'to burden' can be interpreted as anxiety. Stress is considered a normal reaction to anxiety. Anxiety prevents students from developing speaking skills and impairs their performance in speaking English, this often happens in English learning classes.

According to Bourne, anxiety (2010: 6) is an integrated physiological, behavioral, and psychological response.(Putra, 2018) Biological reactions such as a racing heart, muscle tension, and sweating, nausea, dry mouth, or excessive sweating are the effects of anxiety. Therefore, anxiety can destroy concentration on one thing.

Anxiety, according to Gursoy (2016: 740), Anxiety, fear, and a lack of self-confidence are all negative emotions that can stymie the learning and speaking of the target language.(Basri, 2019) Many people are interested in teach English various psychological variables.

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Anxiety when speaking in a foreign language is caused by a number of circumstances. For starters, pupils will be nervous. When they are required to convey in the company of others' Emotions, self-esteem, and so on psychological elements can induce anxiety, attitude, fear, and motivation, to name a few. When students are compelled to speak in front of the class, instructional elements make the relationship between lecturers and students uneasy. Woodrow (2006; 309) explained that anxiety in language Foreigners can have a negative effect on speaking English for some students.(Woodrow, 2006)

Second, when speaking ability is evaluated, students can feel anxiety. Sometimes student demand from themselves something unrealistic such as perfectionism and feel that anything less than a perfect test result is a failure. Other reason is that students are afraid of being evaluated unfavorably by their peers. According to Cubukcu (2007; 142), a common factor in learning is fear of evaluation negative.(Male, 2018) But it's a feeling that natural, classmates or peers be a contributing factor to student speaking anxiety in the process study them.

Based on the preceding, the researcher concludes that when students are frightened or upset when studying English, their concentration will be disrupted, resulting in a loss of confidence and focus. They will make more blunders if they are nervous. They get worse the more blunders they make. They are less likely to speak well the more frightened they are.

b. **Categories of Anxiety**

Anxiety can be classified into three categories, according to Elis (1994: 479-480)(Januariza & Hendriani, 2016), namely:

1) Trait anxiety

   Define as "a more lasting anxiety tendency." It's preferable to think of it as a personality trait. Furthermore, according to Pappamihiel (2002, referenced in Riasati, 2011: 908)(Januariza & Hendriani, 2016), trait anxiety is a person's

inclination to be tense or anxious regardless of the situation. Indeed, anxiety is a component of a person's personality, and as a result, is irreversible and difficult, if not impossible, to remove. Attribute anxiety is a condition in which a person is concerned about a certain trait. In a number of situations, you're more likely to feel worried. It will be difficult to learn a language if anxiousness becomes a trait. Furthermore, this concept is likely to be important to what (Spielberger, 1983 cited in Kondo, 2009: 130) states: "Trait anxiety is described as an anxiety that is inherited from one's parents."(Indrianty, 2016a)

2) State anxiety

Define as apprehension felt at a specific point in time as a reaction to a specific scenario (Spielberger, 1983)(Zsido et al., 2020). It's a mix of trait anxiety and situational anxiety. State anxiety is referred to as situational anxiety by Horwitz (1986).(Yaikhong & Usaha, 2012) As the name says, this form of anxiety is triggered by a specific scenario and thus is not universal permanent. It is a feeling of uneasiness or tension that occurs at a specific time in response to something external stimulus. It occurs when students are exposed to a situation or event that is unfamiliar to them. They find it stressful.

3) Specific-situation anxiety

refers to the persistent and multifaceted nature of some issues (MacIntyre & Gardner, 1991a: mentioned in 2001: 113)(Rahmah et al., 2022) . It is sparked by a specific setting or event, such as taking an exam, giving a public speech, or taking part in class (Ellis, 1994: 480).(Januariza & Hendriani, 2016) On the other hand, situation-specific anxiety is defined by (Spielberger, 1983).(Zsido et al., 2020) An

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individual's inclination to be worried at a specific moment and in a specific setting. Anxiety caused by a specific situation can be thought of as a kind of trait anxiety that occurs in a certain situation. As a result, language is important. Anxiety can be categorized as situational anxiety.

c. Factors of Anxiety

Fatma and Ernawati (2012; 43) The students' anxiety is influenced by two things: internal and external factors.(Ofori et al., 2020)

1) The internal factors

   a) Shyness

   Shyness is one of the sources of anxiety experienced by students. This is supported by Gebhard (2000; 36) which states that shyness is one of the difficulties faced by every student when learning a new language and is a factor that makes students hesitates to speak in English class.(Humaera, 2015) This shows that shyness can be a source of problems in student activities, especially in speaking class.

   Baldwin asserts (2011; 37) "statement that speaking in front of people is one of the more common phobias that students face and that they feel shyness makes their mind go blank or that they will forget what to say" It can occur when English is spoken and mistakes are made due to a lack of vocabulary and English knowledge.(Baldwin-Edwards, 2011)

   b) Self Confidence

   According to He and Chen (2010; 37) the main cause of students' confidence is their low ability in speaking English. In this case, as they add, any students think

that their English is bad and feel that they cannot speak English well.(Cabe & Selatan, 2012) The other hand, Brown (2007; 168) the other cause of students' lack confidence also deals with the lack of encouragement from the teacher.(Ofori et al., 2020) Ansari and Oskrochi (2004) claim 37) Self-confidence ambition and one's own ambitious influence are all linked to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations.(Tridinanti, 2018) As a result, a person with a high level of self-assurance is more likely to achieve favorable and fruitful results. Self-assurance is defined as something that has faith that it will work effectively and succeed.

c) Fear of Mistake

As stated by Robby (2010; 470), and one of the reasons students hesitate to speak English is the fear of making a mistake.(Januariza & Hendriani, 2016) Concerning the apprehension of making mistakes, Darajat (2003: 94) says that mixed anger will form fear, as well as feeling pressure or frustration and inner conflict experienced by a person where emotional disturbance (frustration) is a state of mixed emotional processes that can prevent a person from achieving the desired goal.(Susilawati, 2017) As stated by Hieu (2011; 470) Students frequently withdraw from the speaking activity.(Januariza & Hendriani, 2016) As a result, it is critical for the teacher to persuade the students that making mistakes is not a bad thing because they can learn from them.

d) Motivation

Literally, motivation is the passion or need to do something. Zua, as stated in 2008; 469), adds that motivation comes from within.(Januariza & Hendriani, 2016) She asserts that students' interest in their studies will increase regardless of their level of motivation. As stated by Babu (2010; 469) that students hesitate to speak English in the classroom due to a lack of motivation to learn. According to him, the reason for this situation is that teachers do not encourage students to communicate in English.(Januariza & Hendriani, 2016)

2) The external factors

a) Grammatical error

According to Burt and Kiparsky (in Putri and Dewanti, 2017:2), a grammatical error is an error that violates the grammatical rules of a language and makes one's handwriting look unsightly to the reader.(Erlangga et al., 2019) The grammatical meaning is an error that makes someone's written text unsuitable for the reader because the error violates all the grammatical rules of a language. When writing a text, the writer should consider the grammatical rules that he will use in his writing. Grammatical rules help writers make sentences that are understandable. If a writer does not strictly follow grammatical rules in a particular language, then he is completely wrong in his writing.

b) Limited of Vocabulary

An important role that influences the learning process is vocabulary. Important skills for learning to read, speak, write and listen are also acquired from vocabulary. People who cannot communicate and express their feelings

effectively orally and in writing are people who do not have adequate vocabulary. They can speak, read and listen at their own pace, if they have a large vocabulary. According to Wilkins in Thornbury (2004: 13) say that without grammar very little can be communicated, without vocabulary can't anything.(Sinta, 2022) That is, even a person has good grammar, but it can't be helped if he doesn't know a lot of vocabulary.

c) Friends/classmates

Classmates also have an effect on the language learning process. However, friends can also be one of the causes of not being confident in speaking English. One of the mistakes in speaking English also affects people's feelings which makes the speaker lose focus and are embarrassed to speak English. Tsilakkides argues (2009; 39) Peer criticism of one's fear of learning a new language is a frequent occurrence. However, despite common sense, classmates are one of the factors that contribute to student anxiety during the learning process.

d) Lack of preparation

According to Liu (2007;129), numerous previous studies indicate that preparation has emerged as one of the primary causes of students' anxiety.(Putra, 2018) also include "preparation" on their top list of ways to get over anxiety, so it's clear that students' anxiety during speaking class comes from a lack of preparation. This is backed up by Zaidner (1998, p.66, cited in Kondo and Ying-Ling, 2004, p.263), who says that there is a lot of evidence that anxious people have a lot of thoughts that aren't related to the task in an evaluation setting.(Rayani et al., 2016)

In this study, researchers used anxiety factors from Ernawati and Fatma (2012; 43) consisting of two factors, namely internal factors and external factors.(朝倉, 2019) The researchers here group a number of categories that fall under both internal and external factors. Motivation, self-confidence, shyness, and fear of making a mistake are all internal factors, while grammatical errors, a limited vocabulary, friends and classmates, and a lack of preparation are external factors. The study's authors will discuss the factors that contribute to students' anxiety when speaking English.

d. Kinds of language Anxiety

Several variables can contribute to learning anxiety. Based on (Horwitz, 1986; 127), students may experience anxiety as a result of issues related to the three dimensions of anxiety when learning a foreign language.(Armanzo, 2019) First, apprehension regarding communication; second, a dread of receiving a negative evaluation; and third, a general sense of anxiety. The description of these components will provide insight into the source of anxiety and lay the groundwork for the concept of foreign language anxiety. The following aspects will be discussed because speaking ability is the focus of this study:

1. Communication apprehension

   Horwitz et al. (1986:128, cited in Tanver, 2007) state that 11) Put it this way: "a type of shyness characterized by fear or anxiety about communication with other people" is the definition of communication apprehension.(Male, 2018) On the other hand, Masood (2012; 468) "Communication apprehension is a kind of anxiety concerns about learners' incapability to sufficiently express the thought and build communication with other individuals and make them understand what the speaker said".(Male, 2018)   According to Tanveer (2007:13) says that communication

apprehension can be seen in most ordinary communication circumstances, or it might be part of a broader anxiety tendency that can be found in many people aspects of a person's life and personality characteristics such as shyness, silence, and Reticence is thought to be a common cause of communication anxiety.(Male, 2018)

2. Fear of Negative Evaluation

   Fear of negative evaluation is an extension of the second component of foreign language anxiety because it is not limited to test-taking environments. It can happen in any social, evaluative situation, like a job interview or speaking in a language class (Horwitz et al., 2004. 127, 1986).(Naser Oteir & Nijr Al-Otaibi, 2019) It is also a boarder in the sense that it concerns not just the professors' judgment of students, but also the students themselves the pupils, but also to their perceptions of other students' reactions (Tanveer, 2007: 14).(Naser Oteir & Nijr Al-Otaibi, 2019)

3. Test anxiety

   The discussion of foreign language anxiety is closely linked to an understanding of test anxiety. According to Horwitz et al. (quoted in Tanveer, 2007: 12), test anxiety is a sort of performance anxiety caused by a fear of failing. In the language classroom, test anxiety is very common.(Mulyani, 2018) Because of the nature of its continual performance evaluation Because test anxiety is dealt with in a unique way, when it comes to oral communication, the other two elements might be concentrated on assessing attitudes in the classroom of English oral communication.

e. The Symptoms of Anxiety

Anxiety and worry are associated with several symptoms: passion or distress, at least some of which are present more days than usual for a period of six months or more. Furthermore, differentiating pathological worry, as it appears in generalized anxiety disorder, from normal worry is that the frequency, intensity, duration of worry and associated anxiety are far exceeding the actual likelihood or impact of the feared event and that the anxiety experienced is difficult to control. Shibley et al. say that (2002: 156) Over the course of a person's lifetime, an estimated 5% of people have generalized anxiety disorder.(Putra, 2018)

Over millions of years, anxiety has evolved as a survival instinct to protect us. As we prepare to avoid or face a dangerous situation, it is a series of reflexes and responses that affect our minds and bodies. Your senses are heightened and you are afraid. You feel dizzy and lightheaded, need to go to the bathroom or pee more frequently, your limbs feel wobbly, and your entire body is now filled with energy, full of anxiety, and ready to fight or flee, possibly for your life (Rachman, 1993: 99).(Putra, 2018)

Everyone experiences moments of stress at some point. The majority of people even frequently experience elevated anxiety. Dating, competitive sports, interviews, tests, and public speaking can all cause anxiety. Rachman's 1993: 165) distinguishes three types of anxiety(Putra, 2018):

a) Anxiety protects us in two main ways

    1) It helps our bodies get ready for action, makes us more alert, and makes us ready to fight or run from threats that could kill us. Direct physical sensations like a fast heart rate, rapid breathing, and restlessness—the trembling we experience when we are anxious are all caused by it. When we were really in danger, we could go

from being completely relaxed to being very anxious and panicking in a split second.

2) It forces us to prepare in advance for any potential dangers and how to deal with them. This is a good survival strategy because it is better to deal with danger or avoid it before we get into it. However, the unfavorable result is that we may just become anxious or nervous when we think about the situation.

The researcher came to the conclusion that anxiety is a survival instinct that has evolved over millions of years to protect us based on the statement above. Our lives are affected by this collection of responses and reflexes. Our bodies and minds must be prepared as we prepare to avoid or face danger. Emotions rise when you are afraid. You will be able to detect even the tiniest movement or sound as your vision and hearing become more sensitive. You feel light and airy, and your heart rate and breathing have increased. Your limbs are wriggling, you're dizzy, and you want to vomit or go to the bathroom. You're ready to take on the world because your entire body is suddenly overflowing with anxiety and energy. Fight or flee. When a student is suffering from anxiety, when studying a new language, this sensation must be avoided to be avoided if they want to achieve high outcomes when studying in English in a classroom setting.

b) Symptoms associated with anxiety

Anxiety can manifest itself in a variety of physical, mental, and behavioral symptoms.

1) Body

a. Our breathing becomes shallower and faster, and our heart rate increases. Feelings or tightness across the chest may result from this.

      b. We begin to feel shaky, faint, and dizzy; We frequently begin to sweat and have jelly-like legs.

      c. The mouth becomes dry, making it difficult to swallow.

      d. We may experience nausea and vomiting.

      e. And use the bathroom more frequently.

2) Mind

      a. For no apparent reason, we might feel scared and start to worry more and more.

      b. Or we might start to believe that we are physically ill, going mad, or having a heart attack or stroke.

      c. We might think that more people are looking at us.

      d. We also worry that we might lose control and fool ourselves and others.

      e. Frequently, there is a strong desire to flee and find safety.

3) Behavior

Depending on our stress level

      a. We might start to find reasons not to go out or do certain things.

      b. We also have to get out of places or situations that make us anxious quickly.

      c. Before doing something that makes us feel stressed, we might have a drink or take a tablet.

According to the aforementioned statements, the researcher came to the conclusion that the body can be affected by the symptoms of anxiety, such as a faster heart rate and shallower breathing. Next, this can make us feel tight in the chest, as if others are paying more attention to us, and we may worry that we might lose control or fool ourselves in front of others. Additionally, our behavior is influenced by what we perceive to be stressful. We might start using justifications to avoid certain activities or going out.

f. The Cause of Anxiety

Nevid Jeffrey S, Spencer A, & Greene Beverly (2005:164) the symptoms of anxiety are divided into three parts(*No Tit.כצןle*, n.d.), namely:

a. The physical symptoms of anxiety are: restlessness, shaking limbs, sweating a lot, breathing hard, heart beating fast, feeling weakness, chills, irritability or irritability.

b. Behavioral symptoms of anxiety are: avoidance behavior, shaken, clingy and dependent.

c. Cognitive symptoms of anxiety are: worrying about something, feeling disturbed by fear of something that will happen in the future, belief that something scary will happen soon, fear of the inability to cope with the problem, thoughts are mixed confusion or confusion, difficulty concentrating.

g. Types of Anxiety

Anxiety is a change in mood, this change occurs from within itself without any external factors. Mustamir Pedak (2009:30) divides anxiety into three types(Salehi & Marefat, 2014), namely:

a. Rational anxiety is fear caused by an actual threat, such as waiting for test results. This fear is considered a normal constitutive element of our basic defense mechanism.

b. Irrational anxiety, which means they experience these emotions under certain circumstances, is not usually perceived as threatening.

c. Fundamental anxiety is the question of who he is, what his life is like, and where his life is going. This anxiety is known as existential anxiety which has a fundamental role in human life.

According to Kartono (2006: 45) classifying anxiety into two(Salehi & Marefat, 2014), namely:

a. Mild anxiety is classified into two categories, namely mild and mild. Short-lived mild anxiety is a normal anxiety that occurs in child's people due to threatening situations and the individual's inability to process the anxiety that occurs. Worry old light is anxiety which can be overcome, but because the individual does not immediately address the cause of anxiety, worry will last a long time in individuals.

b. Severe anxiety is anxiety that is too serious and ingrained in a person. This anxiety is divided into two that is serious anxiety short and long. Severe but brief anxiety can hurt people when faced with situations similar to those that cause anxiety. Meanwhile, severe but long-lasting anxiety will damage the individual's personality.

From some of the opinions above, it can be concluded that anxiety is fear and worry when the situation is very threatened where there is no certainty in the future and the fear that something bad will happen. Anxiety can be characterized by various symptoms that appear such as anxiety, feeling uneasy, difficult to concentrate, fear of something that will happen in the future and feeling unable to cope with the problem. Anxiety also occurs because individuals feel guilty for doing things that are against their conscience.

From some of the symptoms, factors, and definitions above, this anxiety is included in the type of rational anxiety, where rational anxiety is a fear due to a threatening object. With the various kinds of anxiety experienced by individuals, it can cause specific anxiety disorders, namely unwanted fears which are anticipation of specific objects. that can happen. Individuals do not pay attention to the problems that exist, so individuals do not learn effectively, and will eventually become more anxious.

B. Concept of Speaking

a. Definition of Speaking

Various experts in language learning have proposed a variety of definitions of speaking. Cora and Knight, according to 9) "state that speaking is the ability to perform and produce oral language, use it in the appropriate context and in a variety of situations with other speakers of the same language, and also choose the appropriate expression to use it in a variety of situations".(Lindsay & Knight, 2008)

One of the most important aspects of learning English is speaking. What Rivers in Erwadi (2004:) deems necessary for students to learn a target language: 7), is the capacity to use language in communication because speaking is a challenging and one-of-a-kind skill.(Yaikhong & Usaha, 2012) Foreign language students, in particular, should learn. When students take an active role in the learning process, it will be made easier. Because there is an adage that says, "Communication is the key to success." According to this theory, we learn to read by reading, and we learn to write by writing to communicate by means of communication. A linguistic talent is speaking. Is a mode of communication by which one can communicate expressed his or her thoughts, feelings, and knowledge toot hers are

spoken. Direct communication skills are required exchanges in which one person converses with another directly.

In linguistics, the term "speaking" has a variety of definitions. Speaking, according to Hornby, implies stating something to communicate one's thoughts and opinions. Speaking, according to Kushartanti (2005:32), is a set of words spoken by one and understood by another somebody else it refers to the act of delivering a message or a thought opinion.(Woodrow, 2006)

b. The Elements of Speaking

The researcher can explain the component of speaking in each situation based on the explanations of several specialists. The following is my theory: There are four aspects listed below. Hormaililis (2003: 6) has a significant influence on speaking ability.(Woodrow, 2006) They are as follows;

1) Grammar

   According to Warriner in Ramli (2003: 6), communication in speaking flows easily if the grammar is understood. As a result, speakers must be mindful of the situation.(Woodrow, 2006) They use grammatical structures in their speech. In to put it another way, grammar is the set of rules that govern how we communicate. We put together something significant that is a part of which we are a language's words to communicate Massages that are easy to understand.

2) Fluency

   Speaking is the act of verbally replicating words. It indicates that there is a process of sharing ideas between two or more people. There is a speaker and a listener.

Consequently, it is It's just as crucial to be fluent as it is to have the ability to communicate effectively additional aspects of speaking ability According to Longman in Hormailis (2003: 17), that fluency is a property or state of being fluent of being able to communicate effectively Using the is a skill language that is both spontaneous and self-assured without any unnecessary delays or hesitation.(Woodrow, 2006)

3) Pronunciation

Pronunciation is the act of producing speech sounds for the purpose of communication, and it is very important. According to Kelly (2000: 11) recommends that you use the tension and the anxiety to your advantage. Incorrect intonation might cause issues.(Woodrow, 2006)

4) Vocabulary

One of the most important aspects that support speaking activity is vocabulary. Blintz (2011:44) defines vocabulary as the words we need to know to communicate effectively: words used in speaking (expressive vocabulary) and listening (receptive vocabulary) mean that comprehension and use of a language cannot be achieved without first developing a robust vocabulary base.(Woodrow, 2006) In addition, the students ought to be able to identify words and comprehend their meanings. Therefore, a student has knowledge of the word's meaning when they are able to effectively recognize and use it in a variety of contexts, speak, write, and pronounce it.

c. Types of Speaking

a) Imitative

The ability to just repeat back (imitate) a word or phrase or possibly a sentence is at one end of a spectrum of sorts of speaking performance sentence. While this is only a phonetic level of spoken communication, creation, as well as a variety of prosodic, lexical, and Language's grammatical features could be concluded in the performance criterion.

b) Responsive

Interaction and understanding tests were incorporated in responsive assessment activities, but only at a very low level of very short talk straightforward request, typical pleasantries and light conversation as well as feedback and the like.

c) Extensive

The production of short lengths of oral language tailored to test is a second sort of speaking that is widely used in assessment contexts exhibit mastery of a limited set of skills phonological grammatical, phrasal, and lexical relationship (like prosodic element-intonation, for example) (stress, tempo, and junction). Extensive examples Directed response activities, for example, are among the evaluation tasks. Completing sentences and dialogues and reading aloud limit illustrated activities with clear instructions to simple sequences and levels of sentence relationships.
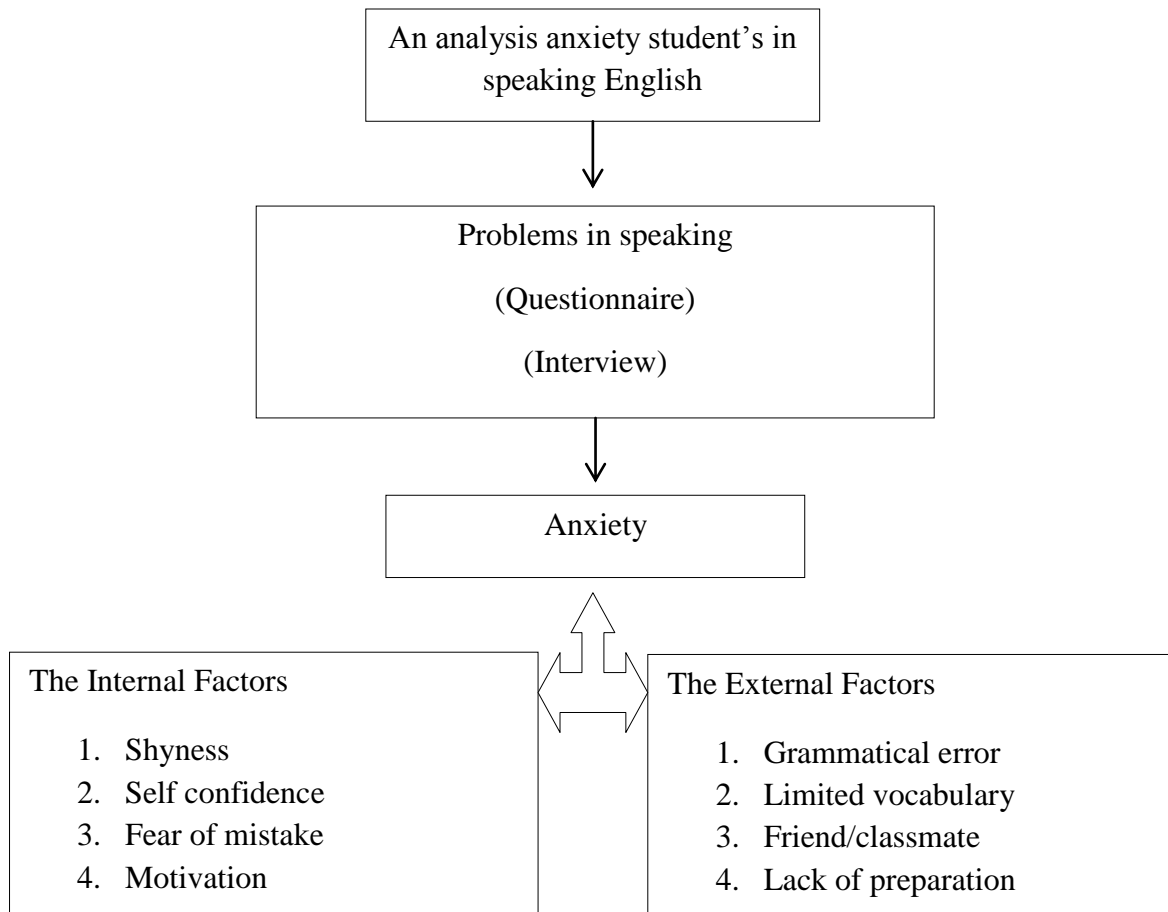
C. Conceptual framework

Figure1. Conceptual Framework

The researcher used descriptive qualitative research to examine the internal and external factors that influence students' anxiety about speaking English using the conceptual framework presented above.

CHAPTER III

RESEARCH METHODOLOGY

The research method is discussed in the chapters. The researcher provides an explanation of the research's design, setting, population and sample, instrument, data collection method, and data technique.

A. Research Design

This research used descriptive and qualitative design. Data collection by triangulation, purposive and snowball data collection, inductive or qualitative data analysis, and research results that emphasize meaning rather than generalization are all examples of the descriptive qualitative method, which collects data in a natural setting with the goal of interpreting the ongoing problem (Setiawan & Anggito, 2018: 8).(Vioreza et al., 2022) This research design was used because the researcher investigated the causes of speaking anxiety among second-year Mechanical Engineering students at the University of Pasir Pengaraian.

B. Setting of Research

This research was carried out at Pasir Pengaraian University. Locate in Tuanku Tambusai Street, Rambah Hilir Sub District of Rokan Hulu Regency. The participants of this research are students 22 in the second semester of the Mechanical Engineering Study Program at the University of Pasir Pengaraian.

C. Population and Sample

The population of this research was all 22 second semester of the 2021/2022 academic year of the Mechanical Engineering Study Program at the University of Pasir Pengaraian. If were known that the number of small populations, for example 30 or less than

30, the entire population should be used as a sample, which was called the census technique (Sugiyono, 2017:85).(Fitria & Ariva, 2018)

Because the population in the study was less than 30 then all the population is taken as a sample with the term saturated sample. With the following details:

Table 1: Population of Research

No	Class	Total
1.	Regular	17
2.	Non-regular	5
		22

D. Instrument of The Research

The questionnaire and the interview were two of the instruments used by the researcher in this study.

1. Questionnaire

In this research, the researchers use a questionnaire close ended. According to Hyman and Sierra, (2016; 157) close-ended questions are available questions which are multiple choice that researchers might like. The questionnaire is adopted from the final version of the FLCAS (Foreign Language Classroom Anxiety Scale) by Horwitz et al (1986; 24).(Horwitz et al., 1986) FLCAS itself contains of 33 a statement that aims to find out what causes students' anxiety in speaking English. The research engages students of the Mechanical Engineering Study Program at University of Pasir Pengaraian.

Table 2. Instrumen Questionnaire

Factors	Indicators	Item Number	Total
The Factors Internal	• Shyness • Self confidence • Fear of mistake • Motivation	• 1, 2, 3 • 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 • 15, 16, 17 • 18, 19, 20	20
The Factors External	• Grammatical error • Limited vocabulary • Friends/classmate • Lack of preparation	• 21 22 • 23, 24, 25 • 26, 27, 28, 29 • 30, 31, 32, 33	13
		Total	33

(Horwitz, 1986)

2. Open ended Questionnaire

Researchers use questionnaire open ended in which the technique of collecting the data gave several questions to the respondents. According to Zuell.C (2016; 1) "all survey questions that do not include a set of response options are known as open-ended questions".(Züll, 2016) Questionnaire open ended should be the way to get information about data samples classified into each level and types of speaking anxiety. Respondent to this questionnaire open ended carried out from the sample whether analyzed speaking anxiety using a questionnaire.

E. Technique of Collection Data

The data collection procedure was still under research. In collecting data, researchers used questionnaires and interviews. For the 2021/22 academic year, this study was carried out in the second semester of the Mechanical Engineering Study Program at the University of Pasir Pengaraian. The researcher began data collection by handing out a questionnaire to second-year Mechanical Engineering Study Program students at the University of Pasir Pengaraian. Second, the collected data were analyzed using likert scale. Third, the

researcher interviewed the students. Fourth, the interview consisted of five questions to strengthen the data that has been taken from the questionnaire. Finally, the researcher was analyzing what are the factors that cause anxiety.

F. Technique of Analyzing the Data

In this research, the researcher uses the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz et al (1986: 931).(Horwitz et al., 1986) According to Sugiyono (2012: 199), "questionnaires are data collection techniques that are carried out by giving a set of questions directly or written questions to respondents to be answered".(Bimrew Sendekie Belay, 2022) The questionnaire uses an anxiety level questionnaire of speaking students who have prepare by researchers with reference to aspects of anxiety in the form of a questionnaire close.

The statements in the questionnaire described language learning in speaking classes as assessed as the level of anxiety that respondents felt they were experiencing in a particular situation. There are two types of statements in the questionnaire that are positive and negative. A number two positive statement is, "I am usually at ease during tests in my language class," a number five positive statement is, "It wouldn't bother me at all to take more English class," and a positive statement is, "I feel confident while I am speaking English.", 8 "I would not be nervous speaking English with native speaker", 9 "I feel very self-conscious about speaking English in front of other student", 10 "When I am on my way to English class, I feel very sure and relaxed", 15 "I don't worry about making mistakes in English class", 19 "I don't understand why some people get so upset over English classes", 22 "English class moves so quickly I worry about getting left behind", 32 "I don't feel pressure to prepare very well for English class". While the negative statements are 1 "I

tremble when I know that I'm going to be called on in English class", 3 "It embarrasses me to volunteer answers in my English class", 4 "I never feel quite sure of myself while I am speaking English", 7 "In an English class, I can get so nervous I forget things I know", 11 "I can feel my heart pounding when I am going to be called on in English class", 12 "I feel more tense and nervous in my English class than in my other class", 13 "I get nervous and confused when I am speaking English", 14 "I would probably feel comfortable around native speakers of the English language", 16 "I worry about the consequences of failing my speaking English", 17 "The more I study for a language test, the more confused I get", 18 "I often feel like not going to my English class", 20 "During language class, I find myself thinking about things that have nothing to do with the course", 21 "I feel overwhelmed by the number of rules you have to learn to speak English", 23 "It frightens me when I don't understand what the teacher is saying in English", 24 "I get upset when I don't understand what the teacher is correcting", 25 "I get nervous when I don't understand every word the language teacher says", 26 "I keep getting the impression that the other students speak better than I do.", 27 "I am afraid that my friends to correct every mistake I make", 28 "I always feel that the other student speak English better than I do", 29 "I am afraid that the others students will laugh at me when I speak English", 30 "I start to panic when I have to speak English without a preparation in advance", 31 "Even if I am well prepared for English class, I feel anxious about it", 33 "I get nervous when teacher asks questions which I haven't prepared in advance". The scores for the data, which range from 20 to 100 points, are determined by hand. Student results are provided after each FLCAS (foreign language classroom anxiety scale) score. Based on Oetting's Scale, it categorized several levels of anxiety into one category, ranging from "very anxious," "anxious," and "very relaxed."

Table3. FLCAS Anxiety Scale Adapted from Oetting's Scale

Range	Level
4.1-5	Very Anxious
3.1-4	Anxious
2.1-3	Middle Anxious
1.1=2	Relaxed
>-1	Very Relaxed

(Elaine K.Horwitz, 1986)(Horwitz et al., 1986)

Table4. Likert Scale

Items	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

(Sharma in Yaikhong & Usaha, 2012)(Yaikhong & Usaha, 2012)

FLCAS was managed by researchers, and the likert scales that were gathered from the data were analyzed by hand. The average score is used to calculate language anxiety to determine the percentage of anxiety. The following formula is used to determine the average value:

$$\bar{X} = \frac{\sum X}{N}$$

Where: $\bar{X}$ = Median/average

$\sum X$ = Total score of students

N = Total number of students   (Gay, 1981: 298)

While to analyze the percentage technique by using this formula:

$$P = \frac{f}{n} \text{X} 100$$

Notation: P = Percentage

F = Number of correct

N = Number of samples