**THE STUDENTS’ ANXIETY TO SPEAK ENGLISH IN SPEAKING CLASS: A CASE STUDY OF THE SECOND SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF MUHAMMADIYAH UNIVERSITY OF PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

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**Abstract**

The aims of this research are to find out the level of the students’ anxiety, to describe the causes of students’ anxiety and to describe the students’ anticipation reducing their anxiety to speak English at the second semester of English Department students of Muhammadiyah University of Purworejo in Academic Year 2012/2013. Here, the researcher used qualitative analysis. The instrument that is used here is questionnaire and interview. Most of students belong to the category of anxiety level of high. The frequency of the students who belongs to this category was 17 students. The percentage of this category was 56.62%. The frequency of the category of anxiety level of medium was 9 students. The percentage of this category is 31.02%. The frequency of the category of anxiety level of low is 3 students. The percentage of this category is 10.34%. Most of students said that the possible cause of their anxiety is because they do not have enough opportunities to speak English, and are prevented from practicing by affective factors, such as fear of making errors and poor evaluation, afraid of being laughed at or losing face, feeling hesitant, and not confident. There are six strategies to anticipate students’ anxiety in speaking class, namely: (1) organizing variety of communicative activities, (2) fluency prior to accuracy, (3) prompt encouragement/motivation, (4) creating good learning atmosphere, (5) designing interesting interactive teaching materials/tasks, and (6) feedback from students.

Key Words: Students’ Anxiety, Speaking Class, Speaking English.

**INTRODUCTION**

English is an international language that is used to communicate with other people throughout the world. People can get a lot of information related to developments in science and technology when they master English well. There are four skills in teaching and learning a language. They are listening, speaking, reading, and writing, but out of the four skills, speaking is considered the most essential skill to be mastered.

Speaking is an essential tool for communicating, thinking, and learning. Through speaking, students learn concepts, develop vocabulary, and perceive the structures of the English language which are the essential components of learning. Burns and Joyce (1997: 54) states that the need of speaking skill mastery for language learners in language programs is highly important in order to participate in the second language environment. Richard (1990: 122) explains the typical learners’ problems in speaking like speaking slowly, taking too long to compose utterances, being incapable to participate actively in conversation, speaking English unnaturely, speaking with poor grammar and poor pronunciation. He also states that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students, so students’ anxiety to speak English very important to be solved because it can be influence their speaking ability.

David (1998: 356) defines anxiety as an emotion characterized by feelings of anticipated danger, tension, and distress and by sympathetic nervous system arousal. Moreover, in context of language, anxiety is subjective feelings of apprehension and fear associated with language learning and use. Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety. The researcher intends to take up that problem, through this research entitled:”The Students’ Anxiety to Speak English in Speaking Class: A Case Study of the Second Semester of English Department Students of Muhammadiyah University of Purworejo in the Academic Year 2012/2013”.

**RESEARCH METHOD**

Here, the researcher applies descriptive qualitative research. The instrument that is used here is called questionnaire and interview. In collecting the data, the researcher follows the following steps: giving the questionnaire to the students of the second semester of English Department, conducting the interview, calculating the percentage from the data of questionnaire, making the transcripts of interview, generalizing the data of interview, and making conclusion.

**RESEARCH FINDINGS AND DISCUSSION**

The result of this research show that most of students belong to the category of anxiety level of high. The frequency of the students who belongs to this category is 17 students. The percentage of this category is 56.62%. The frequency of the category of anxiety level of medium is 9 students. The percentage of this category is 31.02%. The frequency of the category of anxiety level of low is 3 students. The percentage of this category is 10.34%. The following chart figured out the level of the students’ anxiety level:

Chart 1. Histogram of student’s anxiety

Based on the chart above, it can be clearly seen that most of the students feel anxious to speak English in speaking class. We can see it that the highest category of the students’ anxiety to speak English in speaking class was the category of high. The second category is the category of medium while the third category is the category of low. For the category of very high and very low there is no student who belongs to these categories. The possible cause of their anxiety is because they do not have enough opportunities to speak English, and are prevented from practicing by affective factors, such as fear of making errors and poor evaluation, afraid of being laughed at or losing face, feeling hesitant, and not confident. There are six strategies to anticipate students’ anxiety in speaking class, namely: (1) organizing variety of communicative activities, (2) fluency prior to accuracy, (3) prompt encouragement/motivation, (4) creating good learning atmosphere, (5) designing interesting interactive teaching materials/tasks, and (6) feedback from students.

**CONCLUSION AND SUGGESTION**

The researcher takes some conclusions to answer the formulation of the problem of this research. First, the researcher concludes that most of students belong to the category of anxiety level of high. The frequency of the students who belongs to this category is 17 students. The percentage of this category is 56.62%. The frequency of the category of anxiety level of medium is 9 students. The percentage of this category is 31.02%. The frequency of the category of anxiety level of low is 3 students. The percentage of this category is 10.34%.. Second, the possible cause of their anxiety is because they do not have enough opportunities to speak English, and are prevented from practicing by affective factors, such as fear of making errors and poor evaluation, afraid of being laughed at or losing face, feeling hesitant, and not confident. Third, there are six strategies to anticipate students’ anxiety in speaking class, namely: (1) organizing variety of communicative activities, (2) fluency prior to accuracy, (3) prompt encouragement/motivation, (4) creating good learning atmosphere, (5) designing interesting interactive teaching materials/tasks, and (6) feedback from students.

Based on the conclusion mentioned above, it is suggested that the students should make speaking English as their hobby and the students should share and be active in conversation with their friend. Moreover, the students should improve their grammar and should be more creative and interested in understanding English. In addition, it is advisable for the teachers to care about the students in speaking class. It is suggested to the teacher to manage the class more seriously especially to manage the class and to give more practice to students to speak English.

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