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A STUDY ON ENGLISH LITERATURE STUDENTS' ANXIETY IN LEARNING ENGLISH

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Abstract:

The research is aims to describe types and causes of speaking anxiety English literature faculty students, Makassar Islamic university. Towards students from semester 5 and 3, there are six students of English literature who are the subject of study. This study used descriptive qualitative method by using online studies by calling and watching a video. Data were taken from the speaking students in a learning video. Research result show there are 39 types of anxiety and 20 causes anxiety which is found from the expression and the way students speak in English, namely 6 types of reality or objective anxiety, 7 types of neurotic anxiety, and 6 types of moral anxiety.

Keywords: Anxiety, Speaking, English, Literature Students.

According to Gufon (2011), individuals who experience anxiety are influenced by several things, including due to negative experiences of behavior that have been carried out, such as fears of failure. Feel frustrated in certain situations and the uncertainty of doing something. The dynamics of anxiety, in terms of the theory of psychoanalysis, can be caused by the presence of bad pressures from past behavior and mental disorders. In terms of cognitive theory, anxiety occurs because of a negative self-evaluation. Negative feelings about their abilities and negative self-orientation.

Based on the view of humanistic theory, anxiety is a concern about the future, namely worrying about what will be done.

Speaking anxiety is a phenomenon experienced by some people in expressing something they want to say but it is difficult to be issued because there is a concern about what will happen next, speaking anxiety can occur to anyone and under any circumstances. Many things are worried one of them when speaking or issuing an opinion, the speaker would feel anxious about what opinions would be discussed later, and that is what causes a person to be difficult to express his opinion.

According to Durand & Barlow (2006), anxiety is a state of mood oriented to the future that is characterized by the existence of concern because individuals cannot predict and control the events that would come. This means that anxiety is a feeling of worry about the circumstances to come.



Meanwhile, the researcher considers that student's anxiety in speaking resulted from their unpreparedness when expressing undesirable things, usually this happens because the person does not have extensive information knowledge or lack of interest in reading which consequently would have an impact on himself and that's which is the main reason for them to be difficult to put together words. So there would be feelings of fear, anxiety, discomfort and very high tension. circumstances Where a person feels scared until even when an urgent situation the speaker would feel his health disturbed because of the encouragement of someone to express his opinion but the speaker feels afraid to express it.

In finding of anxiety, researcher use the theory of psychoanalysis from Sigmund Freud, freud himself is the pioneer of psychoanalysis, has studied a lot about this anxiety, in his theoretical framework, anxiety is seen as a major component and plays an important role in the dynamics of an individual's personality behavior.

Freud (2006) states that divided anxiety into three types, namely:

1. Reality or Objective Anxiety

An anxiety that comes from the fear of dangers that threaten in the real world. Such anxieties include fear of fires, tornadoes, earthquakes, or wild animals. This anxiety leads us to behave in how to deal with danger. It is not uncommon for the fear that originates in this reality to become extreme. A person can be terrified of going out of the house for fear of an accident or of lighting a match for fear of a fire.

2. Neurotic Anxiety

This anxiety has its foundation in childhood, on the conflict between instinctual gratification and reality. In childhood, sometimes several times a child experiences punishment from the parents for fulfilling the needs of an impulsive id. Especially those related to the fulfillment of sexual or aggressive instincts. Children are usually punished for overexpressing their sexual or aggressive impulses. Anxiety or fear for it develops because of the hope of satisfying certain impulses of the Id. The neurotic anxiety that arises is the fear of being punished for exhibiting impulsive behavior dominated by Id. The thing to note is that fear occurs not because of fear of that instinct but is a fear of what will happen when that instinct is satisfied. The conflict that occurs is between the Id and the Ego which we know has a basis in reality.



3. Moral Anxiety

This anxiety is the result of the conflict between the Id and the superego. Basically it is a fear of an individual's own conscience. When an individual is motivated to express instinctual impulses that are contrary to the moral values referred to in the individual's superego, he will feel ashamed or guilty. In everyday life he will find himself a "stricken conscience". Moral anxiety explains how the superego develops. Usually individuals with a strong conscience and purity will experience greater conflict than individuals who have conditions of less moral tolerance. Like neurotic anxiety, moral anxiety also has a basis in real life. Children will be punished for breaking the rules set by their parents. Adults will also get punishment if they violate existing norms in society. Shame and guilt accompany moral anxiety. It can be said that it is the individual's inner conscience that causes anxiety.

Orchs as cited in Asnur (2010) states that obtained several symptoms of Anxiety that may occur separately or in combination:

1. The voice might be sound quivers, too slow or too fast, and monotonous or unemphatic.
2. The verbal fluency look stammers halting, too many awkward pauses, hunt of words or speech blocked.
3. The mouth and throat are allows repeatedly and breathes heavily.
4. The facial expressions, there is no eye contact, roll eye, tense face muscle, grimaces or twitches, and have a deadpan expressions.
5. The arms and hands will be rigid or tense, fidget, waves and hard about, motionless or stiff
6. Gross body movements, it will sways or paces or feet is shuffles.

Durand & Barlow (2006) states that anxiety does not have a simple single-dimensional cause but comes from many sources. Then according to Adler, et al (1997) as cited in Rahmawati & Nuryono (2014), anxiety occurs because of two specific factors, namely negative experiences in the past and irrational thoughts. Negative experiences in the past are unpleasant experiences that have happened to a person, causing the individual to fear that the same event will be repeated. Like if an individual gets an unpleasant experience, for example having had a bad experience at school, meeting with people who are not pleasant then decides to move to a new school. So, it is an experience that raises student anxiety in dealing with new situations.



Then the mind is irrational. Psychologists argue that anxiety occurs not because of an event but rather confidence or beliefs about how anxiety will occur.

This study aims to describe the types and causes of anxiety in speaking English by students of English literature, the intended students are students from semester 5 and 3 who are fluent in English and meet the criteria, but besides that they can still feel anxiety.

METHOD

This type of research method applied in this research was a qualitative descriptive method. Qualitative descriptive method is a type of research method that produces data descriptive in the form of written or oral words from people and observable behavior. Through this method, the researcher would collect and analyze data obtained from the field by observation as detailed as possible so that it gets quite perfect results.

The object investigated by researcher in this research was Makassar Islamic University students, especially 3rd and 5th semester students on the class of 2018 and 2019 with total 6 people.

The research subjects were selected using random sampling technique.

This research took place at the Makassar Islamic University. Precisely, in the Faculty of Literature and Humanities, and those researched were students from the 2018 and 2019 batches, 3rd and 5th semester.

In collecting data, the researcher carries out the following procedures:

- 1) The data collection stage, in this section the researcher collected data, in the form of students' speaking learning videos from youtube and several others, the researcher collect directly from student submissions and in the form of speaking video too.
- 2) In this observation researcher conducted scrutinize through the video talking in front of the camera sent by students by watching. By making observation to the student. The researcher would easily observe the behaviors and attitudes shown by students through existing videos. That way researcher would understand, look for answers and find evidence related to the phenomenon of anxiety that happened.



3) Then after watching and scrutinize to some of these videos, the researcher made an observation sheet to be filled in or checklist, in it which there is a type of anxiety according to Orchs.

4) Interview

1. Researcher interviewed selected students about speaking anxiety in learning English and what are the problems faced so that the emergence of anxiety. The interviews were conducted unstructured and the number of questions provided by the researcher was 15 questions.
2. In conducting interviews, the researcher first contacted the students via WhatsApp, and asked whether the student was willing to be interviewed and the result, from the number of people that the researcher contacted, only 6 people were willing to be interviewed.
3. Then due to the pandemic situation which made it impossible to meet. So researcher conducted interviews in a way calling by phone the students one by one.

5) Record

1. In recording, the researcher prepared 2 cellphones at once, 1 for calling and 1 for recording telephone conversations.
2. After that, the researcher would record during the interview. The researcher recorded the conversation between the researcher and the selected student.
3. Then the researcher recorded the results of the interview.

RESULT

In this study found several types of anxiety that can be seen from the results of observations through the speaking learning video, it was found that six students experienced anxiety when speaking in English, the first student seemed unempatic when speaking, Besides that a hoarse voice, hesitating and stuttering was also very clear as he spoke. It is proven by his way of conveying seems very monotonous, when he spoke he exhaled very often and occasionally swallow hard, the vocabulary used also sometimes sounds the same and shows a tense face, on his part body too very often rocking erratically, besides that he also always avoided eye contact with the camera and preferred to roll his eyes to the left, right and up. The second student was



not much different from the first student. The second student rarely participates in class, he also experiences a type of anxiety such as monotonous, unempatic, hoarse, stammering, hesitating, repeating words frequently, panting breaths, very frequent gulped, no eye contact, eye rolling, and a body that looks very often swaying erratically. This student also showed a flat, stiff, trembling, too slow, and tense expression. The third student was also not much different from the first and second students, this student seemed to really like using his body movements to speak, then the fourth student looks very fluent when speaking but on his facial expression he looks worried and does not focus his eyes on the camera, same as some of the students who have been mentioned before, he always looks left, right and up. He always avoided direct contact with the camera. The fifth student stated that while in class he had to hold something in his hand to reduce his anxiety, This student is also not much different from some of the students already mentioned. Furthermore, the last student, the nature of this student looks calm when he speaks, kind of anxiety his too much less that is visible compared to some of these students.

a. Reality Or Objective Anxiety

Table 9: Reality or Objective Anxiety (Unempatic)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Unempatic”	“Unempatic”	“Unempatic”	“Empatic”	“Unempatic”	“Empatic”

Table 10: Reality or Objective Anxiety (Allows repeatedly)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Allows repeatedly”	“Allows repeatedly”	“Dont allows repeatedly”	“Dont allows repeatedly”	“Allows repeatedly”	“Dont allows repeatedly”



Table 11: Reality Or Objective Anxiety (Grimaces too often)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Grimaces too often”	“Grimaces not very often”	“Grimaces not very often”	“Grimaces not very often”	“Grimaces too often”	“Grimaces not very often”

Table 12: Reality Or Objective Anxiety (Too slow)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Not too slow”	“Too slow”	“Not too slow”	“Not too slow”	“Too slow”	“Not too slow”

Table 13: Reality Or Objective Anxiety (Tense face muscle)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Not tense face muscle”	“Tense face muscle”	“Tense face muscle”	“Tense face muscle”	“Tense face muscle”	“Not tense face muscle”

Table 14: Reality Or Objective Anxiety (Too fast)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Not too fast”	“Not too fast”	“Not too fast”	“Too fast”	“Not too fast”	“Too fast”



a. Neurotic Anxiety

Table 15: Neurotic Anxiety (Stammers halting/awkward pauses)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Stammers halting/awkward pauses”	“Not stammer and not halting”	“Stammers halting/awkward pauses”	“Stammers halting/awkward pauses”	“Stammers halting/awkward pauses”	“Stammers halting/awkward pauses”

Table 16: Neurotic Anxiety (Fidget;waves and hard about)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Fidget;waves and hard about”	“Fidget;waves and hard about”	“Fidget;waves and hard about”	“Fidget;waves and hard about”	“Not fidget; and not waves and hard about”	“Not fidget; and not waves and hard about”

Table 17: Neurotic Anxiety (No eye contact)

Student KK	Student MM	Student DD	Student TN	Student TN	Student TN
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“No eye contact”	“No eye contact”	“No eye contact”	“No eye contact”	“Eye contact”	“Eye contact”



Table 18: Neurotic Anxiety (Roll eye)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Roll eye”	“Roll eye”	“Roll eye”	“Roll eye”	Eye don’t roll”	“Roll eye”

Table 19: Neurotic Anxiety (Tremble)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Not tremble”	“Tremble”	“Tremble”	“Tremble”	“Tremble”	“Tremble”

Table 20: Neurotic Anxiety (Hunt of woods)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Hunt of woods”	“Hunt of woods”	“Hunt of woods”	“Hunt of woods”	“Not hunt of woods”	“Not hunt of woods”

Table 21: Neurotic Anxiety (Rigid or tense)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Not rigid or tense”	“Rigid or tense”	“Rigid or tense”	“Rigid or tense”	“Rigid or tense”	“Not rigid or tense”



a. Moral Anxiety

Table 22: Moral Anxiety (Monotonous)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Monotonous”	“Monotonous”	“Monotonous”	“Not monotonous”	“Monotonous”	“Monotonous”

Table 23: Moral Anxiety (Hoarse)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Hoarse”	“Hoarse”	“Not hoarse”	“Hoarse”	“Not hoarse”	“Not hoarse”

Table 24: Moral Anxiety (To allows repeatedly)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“To allows repeatedly”	“To allows repeatedly”	“To allows repeatedly”	“Not to allows repeatedly”	“To allows repeatedly”	“Not to allows repeatedly”

Table 25: Moral Anxiety (Breathes heavily)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Breathes heavily”	“Breathes heavily”	“Breathes not heavily”	“Breathes heavily”	“Breathes not heavily”	“Breathes not heavily”



Table 26: Moral Anxiety (Body sways too often)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Body sways too often”	“Body sways too often”	“Body not sways too often”	“Body sways too often”	“Body not sways too often”	“Body not sways too often”

Table 27: Moral Anxiety (Deadpan expressions)

Student KK	Student MM	Student DD	Student TN	Student KV	Student IC
First student	Second student	Third student	Fourth student	Fifth student	Sixth student
“Expressions not deadpan”	“Deadpan expressions”	“Deadpan expressions”	“Expressions not deadpan”	“Deadpan expressions”	“Expressions not deadpan”

Then the factor that trigger student anxiety, among them, the first when they have to face the situation which is tense for their bodies sometimes it makes them stress so they find it hard to think, the second the existence of social interaction and communication which includes problems with the environment which will they facing, the third they feel a lack of security and comfort, the fourth they accommodate too many negative thoughts in their brains, then the fifth factor, they will more easily experience emotions because there are too many thoughts in their head, due to the burden of thoughts. The seventh and eighth the existence an environment that does not support and a bad environment that makes it uncalm, then the factors of the ninth and tenth due to there was suppressed emotions and found no way out to her own feelings. The eleventh and the twelfth feel that they are less competent and sometimes they are afraid to do wrong, the thirteenth classroom environment in which there are friends and lecturers, the fourteenth is noticed, the fifteenth there are thoughts that are inconsistent with speech, the sixteenth was unprepared or not used to speaking in front of many people, the seventeenth and eighteenth there is a sense of panic and an emotional response to



situations that trigger student anxiety, the nineteenth and the twentieth lack of memorization of English vocabulary and there is pressure.

DISSCUSSION

Anxiety phenomenon of students in the environment Literature Faculty of the Makassar Islamic University appeared in some situations, such as when students presenting an assignment in front of the class or even when consulting with several lecturers on campus, etc. Also, other factors are their relationship with other students in campus environment, especially in the classroom, because some individuals feel uncomfortable with the situation in the classroom.

The reason for the condition of students because students in the semester has experienced a drastic shift because students are required to be more independent. Interaction patterns that occur between lecturers and students no longer provide comprehensive guidance, but more consultative (giving advice or recommendations). Psychological changes can experience a reduction or also enhancement depending on the capabilities contained in each individual to adapt to their environment.

According to Adi (2001), in the Indonesian Practical Dictionary, students are those who are studying in tertiary institutions. Takwin (2008) states that students are literally people who study in tertiary institutions, whether in universities, institutes or academies. Those who are registered as students in tertiary institutions can automatically be called as students.

Students in the world of lectures are required to learn independently in solving problems without the help of others and equip themselves with the knowledge to prepare themselves in the future. Therefore, students must be able to interact with their environment and communicate with individuals and with groups in their environment. Therefore, to carry out the demands in carrying out these developmental tasks, students are expected to have competence in establishing interpersonal relationships with others, including the ability to communicate effectively and interactively, the ability to hear, and the ability to provide reciprocity in communication.

During studying in college, a student acquires science by the disciplines they follow, also demanded to be active and dare to express their opinions. During class a student not only be a passive listener, but also they



are required to be active in giving questions, provide responses to questions, and express an opinion on a matter, so students must be able to convey it well Muthmainnah, M. (2023).

Students of the Literature Faculty are fewer students than other faculties. However, literature faculty students are linguists in their field. Starting from oral until the picture story in the human era not yet recognize letters until contemporary classic, literary science shows that there are various ways in playing words with fun goals, entertaining, and educating Al Yakin, A., et al 2023. Not only that, students from the literature faculty can communicate with everyone by using English. Usually, this class learns about literary works that are appointed into a film or vice versa, and students from this faculty must be able to analyze and compare the film version with the literary version Muthmainnah, A. R., Atmowardoyo, H., Salija, K., & Asrifan, A. (2020) .

Besides literature, students in this faculty also learn linguistics. Linguistics is often classified into many other linguistic sciences. One of them is Psycholinguistics. Psycholinguistics is the study of linguistics associated with aspects of psychology. Psychology is usually found in humans in the form of psychiatric behavior or mental processes.

According to Bertens (2006), psychoanalysis is a branch of science developed by Sigmund Freud and his followers, as a study of human psychological function and behavior.

According to Syawal (2018), psychoanalytic theory is a theory that seeks to explain the nature and development of human behavior. The elements that are prioritized in this theory are motivation, emotion and other internal aspects. This theory assumes that behavior develops when there are conflicts of these psychological aspects

CONCLUSION AND SUGGESTIONS

CONCLUSION

In this case, Sigmund Freud's psychoanalytic theory is very suitable for analyzing the types of anxiety in the Uim English literature faculty. because the theory explains that anxiety is an affective situation that is felt to be unpleasant, followed by physical sensations, which warn a person about the danger that threatens. These unpleasant feelings are usually vague and difficult to pinpoint, but they are always felt. In this case, it is the



anxiety in students while speaking. The anxiety in students is sometimes difficult to understand because it sticks out towards a person's psychology / mental. Therefore, to examine anxiety more clearly, we must look carefully at the body movements of students when speaking English. and research regarding anxiety in student movements in line with the theory put forward by Sigmund Freud about anxiety.

SUGGESTIONS

In this research the author hopefully more and more students will research more on anxiety. If we experience anxiety for a long time, anxiety is a one of dangerous factor for our body and mental health. Through research on anxiety, the writer, reader or further researcher can find out more about the symptoms, effects, and types of anxiety that exist and this is very useful for preventing anxiety and add knowledge for all of us in writing a thesis that discusses anxiety later. It is very also hoped that this research can be useful for readers and further researchers so that this research can be used as a reference, especially in analyzing anxiety through film objects, or different objects.



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