STUDENTS ANXIETY IN ENGLISH PRONUNCIATION ABILITY OF MEMBER OF ZAWIYAH ENGLISH CLUB STUDENTS ANXIETY IN ENGLISH PRONUNCIATION ABILITY OFMEMBER OF ZAWIYAH ENGLISH CLUB

Muhammad Alfian Giffary
English Department of Tarbiyah and Teacher Training Faculty IAIN Langsa
alfiangiffary47@gmail.com

Abstract

The purpose of this study was to find the levels of students' anxieties of Zawiyah English Club members in English pronunciation. The type of research was qualitative. The subject of the research was 20 members of Zawiyah English Club at IAIN Langsa. The instrument used was questionnaire. Questionnaire consisted of 20 questions with a close type of questionnaire. After conducting the research, the researcher found that there were 13 respondents who had normal level of anxiety, namely SN (score 42), NY (score 42), SSH(score 42), WS(score 31), FN(score 27), NF(score 27), NEP(score 23), GA(score 38), ZA(score 38), JPA(score 44), FF(score 36), R(score 35), and M(score 29) and there were 7 respondents who had mild level of anxiety, namely HM(score 46), ML(score 48), S(score 50), IA(score 50), ASM(score 57), MFA(score 47), and EM(score 45).

Keywords: *Anxiety, Pronunciation, Phoneme*

INTRODUCTION

Being able to communicate both oral and written in English as a foreign language is one of the most needed basic motivations for Indonesian students to learn English (Vivi 2018). Mastering English as one of the world's international languages is also a requirement for those who want to find a more decent job in the world. As a result of learning English, students must master four skills to create basil for everyday communication, such as English language components, structure, vocabulary and pronunciation (Vivi 2018). Those four skills can be meaningful with allocating the ability for attention to learn its language. Components, structure, vocabulary, and pronunciation have an important role to support using daily communication skills.

Among three of English component should be mastered by student to support the English abilities, pronunciation is difficult and complicated for the student. The difficulty of pronunciation to learn does not mean the other two parts are easier than pronunciation. Grammar and vocabulary are tricky to learn, as they require strong activation for brain memorization as well as English grammar.

Most Indonesian students are difficult to pronounce English word correctly, for example when they

pronounce the word "children". It is because of difference sound from their mother tongues. Harmer states "that to all of these people, becoming aware of pronunciation issues will be very beneficial not only for their own use but also for their own understanding of spoken English" (Devi 2015). Understanding of our mistakes in the conversation is a benefit for speakers to improve again in pronunciation in the future, as Harmer said.

Pronunciation is a part of speech. Pronunciation is a way of pronouncing word in English. When using English we need to pay attention to pronunciation. English itself has a system of vowels, diphthongs, consonants, and clusters. Vowel in English are different from vowel in Indonesia, which only has /a, i, u, e, o/. In English, the vowels consist of /æ, e, ə, ɔ:, ɑ:, ɒ, ɜ:, i:, ʊ, u :, ʌ, ɪ/.

English itself is also written and pronounced differently. Sometimes there are people who are good at writing, but they are not good at speaking. For this reason, it is very necessary to learn pronunciation because it can affect someone's assessment of our speaking ability. These problems are not for Zawiyah English Club members, but for all students who learn English. Anxiety can effected speaking ability which causes errors in pronunciation.

Zawiyah English Club is official organization at IAIN langsa engaged in English development. Generally, Zawiyah English Club is a place for all students of IAIN Langsa in learning English. The problem of English learning process at Zawiyah English Club is pronunciation, because many students are unusual in pronouncing the vocabulary.

Based on the researcher's observation at Zawiyah English Club, the anxiety that often occurs in Zawiyah English Club members is an error pronunciation. The problem is their self-esteem to talk in English, mispronunciation English word, for example "*diamond*" /ˈdaɪ(ə)mənd/ they will pronounce /dɪamon/, and lack of vocabulary . This is one of all the anxieties in pronunciation practice.

Based on the researcher's experience in learning English at English department IAIN Langsa, there are many reasons to make the member of Zawiyah English Club anxiety in pronunciation practice. The error in pronunciation is due to lack of confidence in self-ability in English; feeling inferior to those who come from the English department, and etc. Regarding to the discussion above, it gives inspiration to the researcher to conduct a research entitled *"Students Anxiety in English Pronunciation Ability of Member of Zawiyah English Club".*

LITERATURE RIVIEW

Definition of Anxiety

Anxiety is a normal thing to feel when someone faces a situation or hears news that causes fear or worry. However, anxiety needs to be watched out for if it appears for no reason or is difficult to control, because it could be caused by an anxiety disorder (Alodokter, 2020).

Commonly anxiety can be identified as a feeling of being threatened, tension, apprehension, or worry.

Anxiety has several definitions. According to Carlos and Buskster, anxiety is "a kind of with some kind of physical attention or sinking reaction

such as rapid heartbeat, sweaty palms, and tightness stomach (Anggiyana, 2014). Anxiety arises in response to a certain place. Passer and Smith define anxiety as a state of tension and fear as a natural response to perceived threats (Anggiyana, 2014). This is what it means people naturally feel anxious when threatened. While according to Ormrod (2011 : 401), anxiety is a feeling of restlessness and apprehension.

Actually fear and anxiety are different, even though they have similar sound. Halgin and Whitbourne (2007:148) define the difference between anxiety and fear, where anxiety is more forward-looking and is a worry and anxiety that something terrible might happen, whereas fear is a natural response to a dangerous situation.

1.1. Type of Anxiety

Anxiety is a normal thing to feel when someone in a situation or hears news. However, anxiety needs to be watched out for if it appears no reason or is difficult to control, because it could be caused by an anxiety disorder. Anxiety is not always be the bad thing. Positive thoughts the anxiety can be used as motivation or encouragement to be able to overcome certain challenges (Alodokter, 2020). The example when someone do exam or job interview, anxiety can be motivated their own to learn or preparing for interview for best performance. The thing to remember is when anxiety arises without factor and interfere activities. In this case, you should suspect an anxiety disorder. Symptoms of anxiety that are felt can be different for each other, depending on the type of anxiety disorder suffered. To determine whether the anxiety that appears is normal or caused by mental disorders, it is necessary to carry out further examination by a psychologist or psychiatrist. The following are the types of anxiety disorders and their symptoms:

a. Generalized Anxiety Disorder (GAD)

A person who has generalized anxiety disorder can feel anxious or worried continuously and excessively about everything, from work, health, simple thing and natural things that happen every day, such as interacting with other people. For the simple thing, general anxiety disorder is prevalent, chronic, and debilitating disorder (Psynet APA, 2020). Although, the diagnostic criteria for this disorder have become more consistent in recent years with the publication of the DSM-IV in 1994, there is still debate about the basic criteria required for diagnosis and the duration of symptoms. The example, some research show that the minimum duration of GAD is 6 months and anxiety may not be necessary and may even miss out on a small but significant number of individuals who present with all other symptoms of GAD but for a shorter duration. For the result, every person with this anxiety disorder will find it difficult to carry out daily activities and work. In addition to the emergence of disturbing anxiety, every personal with generalized anxiety disorder may also feel tired, tense, nauseated, headache, hard to focus, congested, and insomnia (Alodokter, 2020).

b. Phobia

Phobia is a type of anxiety disorder that causes sufferers to have an excessive fear and tend to be irrational about certain objects, animals, or situations (Alodokter, 2020). Phobia sufferer will try to avoid situations and objects that can trigger fear, or try to deal with it while holding back fear and anxiety.

Someone who has a phobia may experience panic attacks or intense fear when they see something or are in a place that

triggers the phobia, such as spiders, blood, being in a crowd, dark places, high places, or enclosed spaces. Therefore, people with phobias will usually make every effort to distance themselves from the thing or situation that they fear.

c. PTSD (*post-traumatic stress disorder*)

The defining characteristic of a traumatic event is that it produces fear, helplessness, or anxiety in response to the threat of injury or death (Yehuda, 2002). Compared with people who did not experience traumatic events, people who had been exposed to such events had a higher risk of developing PTSD, as well as major depression, panic disorder, generalized anxiety disorder, and substance abuse(Yehuda, 2002). They may also have physical symptoms and conditions, particularly high blood pressure, asthma and chronic pain syndromes.

To receive a PTSD diagnosis, a person must exposure to extreme stressors or traumatic events in which he or she develops fear, helplessness, or dread and has at least three different types of symptoms, including reliving the event, avoiding memory of the event, and hyper arousal (Yehuda, 2002). Revisit Memories of events are unwanted memories of events in the form of distressing images, nightmares, or flashbacks. Avoidance symptoms include attempts to avoid memories of events, including people, places, and even thoughts associated with the event. Hyper arousal symptoms associated with insomnia, irritability, Difficulty concentrating, hyper vigilance, and increased startle response (North, 1999).

d. Panic Attacks

Person with panic disorder who can feel afraid or panic for no apparent reason. Anxiety and panic attacks due to this disorder can appear at any time and occur suddenly or repeatedly. Panic symptoms appear, people with panic disorder can usually feel a number of other symptoms, such as heart palpitations, cold sweats, dizziness, shortness of breath, and body shaking and feeling weak (Alodokter, 2020). People with panic disorder cannot predict when the disorder will appear or what triggers. Therefore, not a few people with panic disorder who distance themselves from the social environment for fear of having panic attacks recur in public places (Alodokter, 2020).

e. Obsessive Compulsive Disorder (OCD)

OCD is a form of mental health problem that causes sufferers to have uncontrollable thoughts and impulses that are repetitive (obsessions) and the emergence of compulsive behaviors (Halodoc, 2020). Examples of compulsive behavior include washing hands repeatedly after making direct contact with something that he thinks is not clean.

These thoughts and behaviors cannot be controlled by the sufferer. Although the sufferer may not have the thought or desire to do so, he seems powerless to stop it. This means that OCD can have a very significant influence on various aspects of the life of the sufferer. OCD is a common mental health problem in children, adolescents, and adults around the world. Most OCD diagnoses occur at age 19 and are more likely to affect boys than girls. Unfortunately, causes OCD is still not known for sure. However, there are several factors that increase the risk of developing this mental disorder in a person, such as

living environment, heredity or genetics, and brain structure and function, although these factors are still not certain to have a significant effect or not (Halodoc, 2020). Someone with mental disorder OCD exhibits symptoms of obsessions, compulsions, or both. These symptoms can greatly affect aspects of the sufferer's life. For example school, work, to relationships with other people.

Obsessions are characterized by recurring thoughts, impulses, or images that a person experiences as distracting, distracting, and mostly non-existent sense, which can cause anxiety and tension in the person. People with OCD often try to suppressor neutralize oneself by being aware of thoughts, impulses or imagine is the result of his own ideas (Fakhruddiana, 2006). While compulsion is characterized by the emergence of repetitive thoughts or behaviors intended to respond to obsessions that arise and are used to prevent or reduce the anxiety (distress) caused by the obsession or to avoiding events or situations that feel scary (Fakhruddiana, 2006).. So Obsessive-Compulsive Disorder (OCD) is defined as an anxiety disorder that involves unwanted thoughts and impulses or actions repetitive actions intended to suppress these thoughts and impulses(Durrand and Barlow, 2006).

OCD symptoms can come and go, subside over time, or even get worse. You can prevent symptoms from appearing by avoiding conditions that can trigger obsessions. However, there are also those who choose to consume alcoholic beverages or sedatives to reduce symptoms.

1.2. Factor of Anxiety

In Horwitz (1986:125) journals entitled "*Foreign language classroom anxiety*" language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties: communication apprehension (CA), test anxiety, and fear of negative evaluation. In speaking English (foreign language) provide information to understand the source or cause it can come from.

a. Communication Apprehension (CA)

According McCroskey (2013:278), the original conceptual of CA viewed CA as "a broadly based anxiety related to oral communication. The next concepts are mirror modifications of this definition. Some view from McCroskey that CA is "an individual's level fear or anxiety related with either real or anticipated communication with another people or peoples" (Tanveer, 2007).

Students' personality traits such a shyness and reticence are considered too frequently precipitate CA. these feelings of shyness differential from individual to individual, and from situation to situation. According McCroskey and Bond in Tanveer (2007: 34) conclusion about seven CA factors, namely low intellectual skills, low speech skills, voluntary social introversion, social alienation, communication anxiety, low social self- esteem, and ethnic/cultural divergence in communication norms.

b. Test Anxiety

Test anxiety is a situational personality trait that is usually associated with two psychological components: anxiety and emotionality (Howard, 2010). Test anxiety is an important personal and social issue for a number of reasons, one of which is the ever-present test.

It is a very unpleasant experience that plays an important role in the personal phenomenology of many people and affects performance and personality development (Howard, 2010). The Anxiety Index test reflects self-interest in how well people perform tasks and evaluates their work.

c. Fear of Negative Evaluation

Fear of negative evaluation is the next level of "examination anxiety" foreign language anxiety because it is not limited to taking a test situation but can occur in any situation, evaluative such as an interview to enter a university or speaking in a foreign language class (Tanveer, 2007). This has a broader meaning that it relates not only to the teacher's evaluation of students but also the perceived reactions of other students.

Believing that although communication apprehension, test anxiety, and negative evaluation are useful concepts for the definition of foreign language anxiety, it is more than a conglomeration of these three concepts "we understand foreign language anxiety as a distinct complex of self- perceptions, beliefs, feelings, and behaviors (Ravica, Ummi and Evi, 2010). "Related to language learning in the classroom arising from the uniqueness of the language learning process". What makes language learning a distinct and unique process is its interaction with the concept of "self".

1.3. Strategies to Reduce Students' Anxiety

Based on research by Kondo and Ying-Ling in 2004 in an article by Ravica, Ummi, and Evi (2010:4) about strategies that become references for overcoming foreign language anxiety: namely, preparation, relaxation, positive thinking, looking for peers and resignation.

3.1 Pronunciation Concept

The word "pronunciation" indicates that this is not about an alternative theory of English phonology, nor is it an attempt to justify the use of a phonemic framework, except in relation to ease of understanding mentioned in the previous section (Alan, 2004). The term "pronunciation" includes both phonetics and phonology. In addition, it includes the rhythm of English that is "Supersegment" which actions on a longer path of speech than sounds or phonemes. How prosodic processing emphasizes words and phrases, and how pitch, loudness, and length help create rhythm and intonation. The use of the word "pronunciation" also indicates that it refers to spelling, especially vowels and consonants. So there are instructions on how learners pronounce what they read and how they converse in conversation.

Pronunciation is the action of pronounce the true sounds of letters in words, and the true accents and quantity of syllables (Devi, 2004). Pronunciation is the kind to use the correct rhythm, stress, and intonation of a word. However, pronunciation is the action result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some normal level of correctness. Many words can be sound in different ways on various individuals, depend on many factors, such as: the area in which us grew up and the area in which we are now live (Devi, 2004). There are many reasons why pronunciation is important, for the example improved pronunciation shows that students have become native-like in their categorical of sounds. This means it is not only about sound like narrative speaker, but also makes learners know which sound in word.

4.1. Zung Self-rating Anxiety Scale

Zung Self-rating Anxiety Scale (ZSAS) is a questionnaire used to record problems and assess the quantity of anxiety levels (Sarah, 2016). Zung has revealed its validity and reliability and the results are good. The study showed that the internal consistency of the psychiatric and non-psychiatric samples was adequate with good overall correlation of items and good test reliability.

The Zung Self-rating Anxiety Scale (ZSAS) contains 20 questions: 5 positive questions and 15 negative questions describing anxiety symptoms. Each item is assessed based on the frequency and duration of symptoms that occur: (1) rarely or never, (2) sometimes, (3) often, and (4) almost always experiencing these symptoms. The scores for each question are added up to become 1 (one) global score with a score range of 20-80 (Sarah, 2016). The Zung Self- rating Anxiety Scale (ZSAS) has been widely used as a screening tool. This questionnaire is also often used to assess survivors and after a person has received therapy for the anxiety disorder they are experiencing (Sarah, 2016). But in this study, the researcher made adjustments to achieve the results and purposes of this study by conducting an assessment of the scope to be studied.

METHOD

The research was a qualitative research. According to Creswell (2018:225), qualitative research methods consist of data analysis steps and the methods used to present the data, interpret it, validate it and demonstrate the potential results of learning. Furthermore, since the structure of the qualitative drafting of the project can vary considerably from one study to another, the section on methods should also include written commentary on the nature of the final product. Therefore, the researcher applies a qualitative descriptive by showing the narrative not the numbers, and do the data the information is more objective and easier to understand. Therefore, the researcher would like to analyze the difficulties that most students make when translating Indonesian into English. The method of studying the case allows the author to examine a specific student in an attempt to examine the author to try to understand the language anxiety case.

The object of study was a member of the Zawiyah English Club. Zawiyah English Club or abbreviated as ZEC was formed on October 12, 2012 and is one of the student activity units at IAIN Langsa (UKM-ZEC). Zawiyah English Club was formed because a group of IAIN Langsa students wanted to learn English together. They decided to from the Zawiyah English Club as an official organization that oversees the field of education, especially English. ZEC currently has 20 management people from various majors at IAIN Langsa. Every year ZEC opens recruitment for those who want to join as a member or organizer. In 2021 the number of new members who were successfully recruited amounted to 80 people from every department at IAIN Langsa. The number of members of the Zawiyah English Club who became the research object was 20 people.

Suharsimi Arikunto (2011:100) defines data as the result of the researcher's notes in the context of facts and data. The degree of data divides the types of data into two categories, namely primary data and secondary data. In this thesis, the researcher had primary data and secondary data. Primary were data taken from a

questionnaire. The researcher gave a questionnaire with 20 questions which were distributed to 20 members of Zawiyah English Club. Secondary data were from all reference books related to students' anxiety in pronunciation written by some experts.

In this research, the researcher used questionnaire in collecting data. Questionnaire is a data collection technique that consists of a list that is arranged systematically for respondents to fill out. The questionnaire is made up of several parts, including instructions for completion, information about the participant's personality (name, address, gender, occupation, age, and so on), and a list of questions compiled methodically. There are several types of questionnaires that are generally used in research, including:

a. Closed questionnaire is a list of questions with answers related to research, and the participant is not given the option to provide answers other than those provided.

b. Open questionnaire is contains questions without any alternative answers obtained by the researcher. Participants are free continuing providing answers to questions presented here.

c. Semi-open questionnaire includes questions with many alternative answers provided by the researcher, but the survey method also provide the own answers if none of the answer options match the respondent's opinion or condition (Rahmadi,2011).

The questionnaire made by the researcher consisted of 20 questions. This questionnaire was distributed to 20 member of Zawiyah English Club. This type of questionnaire was a closed questionnaire which meant that the students only chose one answer that had provided by the researcher and the students did not need to explain their answers.

2. RESULT AND DISCUSSION

From the data that has been collected, the researcher found the level of anxiety of 20 respondents. The interpretation of anxiety level in taken from zung selfa's scale, namely the score of normal level of anxiety is 20-40; the score of mild level of anxiety is 45-59; the score of the moderate level of anxiety is 60-74; and the score of severe level of anxiety is 75-80. The average score they got was 39.85. It showed that almost all respondents were at the normal anxiety level and mild anxiety level. There were 13 respondents who had normal level of anxiety, namely SN (score 42), NY (score 42), SSH(score 42), WS(score 31), FN(score 27), NF(score 27), NEP(score 23), GA(score 38), ZA(score 38), JPA(score 44), FF(score 36), R(score 35), and M(score 29) and there were 7 respondents who had mild level of anxiety, namely HM(score 46), ML(score 48), S(score 50), IA(score 50), ASM(score 57), MFA(score 47),andEM(score45).

3. CONCLUTION

After conducting the research, the researcher found that there were 13 respondents who had normal level of anxiety, namely SN (score 42), NY (score 42), SSH(score 42), WS(score 31), FN(score 27), NF(score 27), NEP(score 23), GA(score 38), ZA(score 38), JPA(score 44), FF(score 36), R(score 35), and M(score 29) and there were 7 respondents who had mild level of anxiety, namely HM(score 46), ML(score 48), S(score 50), IA(score 50), ASM(score 57), MFA(score 47), and EM (score 45).

REFERENCES

Alan Crutendent, "*Grimson's Pronunciation of English*" Eight Edition, London: Routledge, 2014.

Alodokter.com, "*Mengenal Anxiety yang mengganggu dan berbagai*

jenisnya,” https://www.alodokter.com/mengenal-anxiety-yang-mengganggu-dan-berbagai-jenisnya, accessed on 17 June 2022, 2020.

Anggiyana Musthachim, *Students' Anxiety in Learning English (Case at the 8th Grade of SMP South Tangerang)*, Skripsi Journalistic Studi Program Faculty Tarbiyah and Teaching Training of UIN Syarif Hidayatullah 2014.

Arikunto, S. *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta. 2011.

Creswell. *Research Design*. California: Sage publications.2018.

Devi Mulatsih and English Education Department, Swadaya Gunung Jati University, Cirebon, Indonesia , "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon," *Journal of English Language and Learning*, Volume 2 No. 2, May 2015.

Durand, V.M. and Barlow, D.H. *Essentials of Abnormal Psychology*. CA: Thomson Wadsworth 2006.

Fuadah Fakhruddiana, “Penghayatan Dan Zikir Surah An-Nas Untuk Mengurangi Gejala Obsessive-Compulsive Disorder (OCD)”, *Jurnal Fakultas Psikologi Universitas Ahmad Dahlan*, 2006.

Halodoc.com, “*Obsessive Compulsive Disorder”*, https://www.halodoc.com/kesehatan/ocd, accessed on 21 June 2022, 2020.

Horwitz, E.K., *Foreign language classroom anxiety*, Modern Language Journal, 1986.

Howard Bell, "Test Anxiety", *Minnesota Medicine*, Volume 93, Issue 11, 2010.

Jeanne Ellis Ormrod, *Educational Phycology: Developing Learner*, Boston: Pearson Education Inc., 2011.

McCroskey, J. C. ‘The Communication Apprehension Perspective’, *Avoiding Communication: Shyness, Reticence, and Communication Apprehension*, 1984.

Muhammad Tanveer, *Investigation of the Factors That Cause Language Anxiety for ESL / EFL Learners in Learning Speaking Skills and the Influence It Casts on Communication in the Target Language*, Journalistic Study Program Faculty of Education of University Glasgow, 2007.

North CS, Nixon SJ, Shariat S, et al., *Psychiatric Disorders Among Survivors of the Oklahoma City bombing,* Oklahoma: JAMA 1999.

Psynet.apa.org, “*Generalized Anxiety Disorder”,* https://psycnet.apa.org/record/2021-46049-003, accessed on 20 June 2022, 2020.

Rachel Yehuda,” Post-Traumatic Stress Disorder”, England: The New England Journal of Medicine Volume 364 no. 2 January, 10, 2002.

Ravica Rayani, Ummi Rasyidah, and Evi Kasyulita, "Students' Anxiety in English Learning (A

Study At the Eight Grade of Smp N 1 Tambusai)", *Article*, 2016.

Rahmadi, S. M. *Pengantar Metodologi Penelitian.* Banjarmasin: Antasari Press.2011.

Ricard P. Halgin and Susan Krauss Whitbourne, *Abnormal phycology: Clinical Perspective on physiological Disorder*, New York: McGraw-Hill, 2007.

Sarah Damayanti R.P. Marbun, *Perbedaan Tingkat Kecemasan Dan Depresi Pada Mahasiswa Sistem Perkuliahan Tradisional Dengan Sistem Perkuliahan Terintegrasi (Studi Observasi pada Mahasiswa Angkatan 2012 dan 2013 Program Studi Pendidikan Dokter Fakultas Kedokteran Universitas Diponegoro)*, Semarang: Universitas Diponegoro, 2016.