

**THE CORRELATION BETWEEN THE THIRD YEAR STUDENTS'
ANXIETY IN SPEAKING PERFORMANCE AND THEIR SPEAKING
ABILITY AT THE ENGLISH DEPARTMENT OF BUNG HATTA
UNIVERSITY**

THESIS



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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
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THESIS

*Submitted in Partial Fulfillment of the Requirement
for Getting the Strata One (S1) Degree*



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**ENGLISH DEPARTMENT
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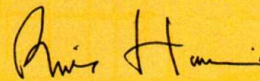
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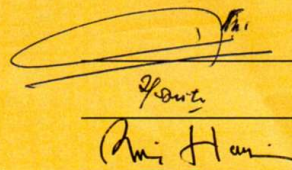
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The image shows three handwritten signatures, each on a horizontal line. The first signature is a stylized cursive signature, the second is a more legible signature, and the third is a signature that appears to read 'Fitriana Harmaini'.

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. First of all, the researcher would like to express her deepest gratitude to Allah SWT, who has blessed her with strength, health, inspiration, opportunity, and patience to complete this thesis, entitled **“THE CORRELATION BETWEEN THE THIRD YEAR STUDENTS’ ANXIETY IN SPEAKING PERFORMANCE AND THEIR SPEAKING ABILITY AT THE ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY.”**

She also wishes to send Sholawat and Salam to Prophet Muhammad SAW. Ultimately, the researcher was able to finish her thesis. The primary aim of this thesis is to fulfill a partial requirement for obtaining a Strata One (S1) degree from the English Department, Faculty of Teacher Training and Education, Bung Hatta University.

Many people have helped and provided motivation, advice, and support to the researcher in writing this thesis. Consequently, she would like to express her gratitude to her advisor, Drs. Khairul, M.Sc., who provided guidance, time, input, and expertise, enabling her to complete this thesis. Moreover, her thanks are also extended to Dr. Yetty Morelent, M.Hum., the Dean, and Dra. Zulfa Amrina, M.Pd., the Vice Dean of the Faculty of Teacher Training and Education.

Additionally, she would like to express her sincere appreciation to Fitriana Harmaini, S.S., M.A., the Head of the English Department, and all the lecturers who taught and guided her during her studies at the English Department of Bung Hatta University.

Furthermore, the researcher’s deepest appreciation goes to her beloved parents, Asmorni AN and Rismadalena, for their unwavering support, motivation, and prayers throughout the writing of this thesis. She would also like to thank her brothers, Ocrisyavindo Putra and Yourgy Thoriq, for their support and care. Additionally, she extends her gratitude to the second scorer, Ladhysa, who assisted in calculating the raw scores for this thesis and provided support throughout the process. Her thankfulness also goes to all her friends at the English Department who cannot be mentioned individually here.

In conclusion, the researcher hopes that this research will be useful and provide valuable insights to readers. She acknowledges that this thesis is not perfect and welcomes suggestions and constructive criticism from readers.

Padang, August 2024

The Researcher

ABSTRACT

Putri, Vinny Yuliamanda (2023): The Correlation between the Third Year Students' Anxiety in Speaking Performance and their Speaking Ability at the English Department of Bung Hatta University

Advisor: Drs. Khairul, M.Sc

The purpose of this research was to determine the correlation between third-year students' anxiety about speaking performance and their speaking ability in the English Department at Bung Hatta University. This study employed a correlational research design. The population consisted of third-year students enrolled in the 2020/2021 academic year. Due to the limited number of students, the researcher used a total sampling technique, resulting in a sample size of 27 students. Data were collected using a questionnaire and speaking tests. The reliability index for the questionnaire was 0.71, while the reliability index for the speaking test was 0.57.

The results of the data analysis showed that the calculated r-value ($r_{\text{calculated}}$) was 0.455, while the r-table value (r_{table}) at a significance level of 0.05 with a degree of freedom ($df = n-2$) was 0.3809. This indicates that $r_{\text{calculated}}$ is higher than r_{table} ($0.455 > 0.3809$). Therefore, it can be concluded that there is a significant correlation between third-year students' anxiety about speaking performance and their speaking ability. Consequently, the null hypothesis (H_0), which states "there is no significant correlation between third-year students' anxiety about speaking performance and their speaking ability in the English Department at Bung Hatta University," is rejected.

Based on these results, it can be interpreted that students' anxiety about speaking performance does have a significant correlation with their speaking ability. In other words, high anxiety in speaking performance is associated with higher speaking ability, while low anxiety is associated with lower speaking ability.

Keyword: correlation, anxiety, speaking ability

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the hypotheses, the purpose of the research, the significance of the research, and the definition of key terms.

1.1 Background of the Problem

Learning a foreign language mostly serves to improve the learners' ability to communicate in that language. One of the most important aspects of communicating in a foreign language is speaking it. Therefore, speech becomes a crucial ability that must learn in communication. Students who are interested in studying English must master the four fundamental language skills; that is speaking, listening, reading, and writing skills (Putra, 2017).

As already discussed above, speaking is a crucial language skill for students to learn, and it is also considered as more complex language skill since it involves oral communication and requires various aspects dealing with language or non-language. To possess speaking ability learners ought to have knowledge of the essential elements of language including grammar, vocabulary, and pronunciation (Putra, 2017). Grammar is a way to organize the sentence and create a good language. Students need to know it in order to be able to express their ideas using the sentences that are grammatically correct (Hirai; 2010). Understanding grammar can help you become proficient in a language both orally and written. The next element of speaking ability that must be mastered in order to possess language skills is vocabulary. It is a list or set or collection of terms or words that particular language speakers might use (Indriati, 2014). The other part of language that must be possessed in expressing

ideas orally is pronunciation. Dalton in Sulistyorini & Wibowo (2021) defines the pronunciation as the way of producing significant sound which is used as a part of a code of particular language and to achieve meaning in the context of use. In a nutshell, Thornbury (2005) declares the lack of vocabulary, poor grammar, and making mistakes in pronouncing words are the things that might make people speak poorly and make them feel extremely anxious.

As a matter of fact, generally most students who learn English as a foreign language find it quite challenging to speak English fluently. There are some non-languages influencing factors and one of them is anxiety (Miskam & Saidalvi, 2019). Anxiety is a medical condition in which a person has persistent anxieties that they find difficult to regulate (Rokach, 2020). It is thought that worry plays a big part in hindering students' ability to talk, particularly with regard to fluency. Studies that support the impact of worry on students' speaking fluency also exist. For instance, Shen & Chiu (2019) examined the variables that affect students' hurdles in speaking English. The study discovered that one of the key elements causing students have difficulties to express their ideas orally is anxiety in the form of uneasiness, fear of making mistakes, and lack of confidence. Fears of uncertainty, fear of receiving a poor grade from classmates and professors, and worry of not meeting one's standards and goals are what constitute anxiety in the context of learning a foreign language (Horwitz & Cope, 1986). This indicates that students are likely concerned with how their peers or teachers will assess their work and fear that they won't be able to meet expectations.

In addition, some students are often anxious to speak in English with many people, in front of class or even with a friend. They are too terrified of speaking English because if they are fails in pronunciation and voice, they are afraid of being laughed or teased by other students. Students need to be courageous when they want to speak out their ideas or when they want to ask something that they do not yet comprehend with other English students.

Because if they have good grammar and language skill, then it is useless because they do not want to speak using English. It means that if the students are not so anxious, they will gain English more successfully (Putra, 2017).

Based on the discussion above, the researcher would like to do a research on the correlation between the third year students' anxiety in speaking performance with their speaking ability at the English Department of Bung Hatta University. This research is carried out with the hope of being able to help teachers dealing with students who suffer from speaking anxiety.

1.2 Identification of the Problem

Anxiety is one of the individual characteristics of the people. Anxiety is described as an uncontrollable state that can make the language learning situation problematic and stressful. It is true that learners bring many individual characteristics to the learning process (Sener, 2015). According to Tianjin (2010) that Learner's differences in second or foreign language learning can be interpreted not only in terms of cognitive factors such as language aptitude and learning style, but also affective factors, such as motivation and anxiety. Woodrow (2006) said that anxiety experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals.

Speaking is categorized as productive skill along with writing (Nunan, 2003). He also adds that speaking is the way to convey messages or meanings from one person to another. The medium used to produce the verbal utterances deliver to the listener is called as oral skill. Thornbury (2005) states that speaking is activities in real life situation that is done by the speaker to express his ideas to the listener or the interlocutor. The activities can be planned or unplanned. What is meant by planned here is the speakers already prepared the topics, the ideas or information they want to deliver such as in a presentation or a meeting. Meanwhile,

the unplanned activities are the condition where the speakers do not plan what they want to talk about and do it spontaneously such as in communicating through phone and chatting with friend they meet. Speaking is a productive skill which involves three stages namely producing, transferring and processing information (Martha & Ardi, 2013). Speaking can be only separated from listening in limited activities such as monologue and storytelling in which the listener or the interlocutor does not give any responds or feedbacks.

1.3 The Limitation of the Problem

Based on the identification of the problem above, the issue of this study is limited to the correlation between the third-year students' anxiety in speaking performance and their speaking ability at the English Department of Bung Hatta University.

1.4 The Formulation of the Problem

Based on the identification above, the following questions will be used to formulate the research problem: "To what extent is there a significant relationship between the third-year students' anxiety in speaking performance and their speaking ability at the English Department of Bung Hatta University".

Hypotheses

Based on the formulation of the problem above, the researcher proposes the hypotheses of this study as follows:

1. H_a : There is a significant correlation between students' anxiety in speaking performance (X) and their speaking ability(Y).
2. H_0 : There is no significant correlation between students' anxiety in speaking performance (X) and their speaking ability(Y).

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1.5 The Purposes of the Research

The main purpose of this research is to find out the correlation between the third-year students' anxiety in speaking performance and their speaking ability at the English Department of Bung Hatta University.

1.6 The Significance of the Research

Theoretically, the findings of this research are expected to support the existence of ideas relating to the teaching, learning, and acquisition of a second or foreign language. Practically, they can be empirical information for lecturers, students and next researchers. For the lecturers, they know their relativity students' anxiety correlation with speaking ability. For the students, they may get information about their anxiety and their speaking ability and how to deal with it. For the next researchers, they may get information about anxiety, speaking proficiency and correlation between them and can also use this research as a reference for further study.

1.7 Definition of Key Terms

The terminologies used in this research are defined below in order to avoid misunderstandings and misinterpretations about them.

1. Correlational study aims to establish the existence and strength of a relationship between (two or more quantifiable variables) (Refnita, 2018).
2. Anxiety are feelings of unease, annoyance, self-doubt, apprehension, or worry. (Ump, 2002)
3. Speaking skill is the ability to express thoughts and ideas to other people orally (Hussin et al., 2022).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some literatures that are related to this study. It deals with speaking and anxiety.

2.1 Speaking

2.1.1 The Definition of Speaking

Speaking is a crucial ability for students to learn since it involves oral communication and a variety of skills, including grammar, vocabulary, pronunciation, fluency, and comprehension (Harmer, 2020). In learning English as a second or foreign language, students must develop a variety of abilities, including speaking. The best approach to communicate thoughts and feelings is through speech. There are various ways that experts describe speaking; therefore, many of them define speaking in different ways.

According to Simamora (2016), speaking is an oral expression that requires not only the use of the proper sounds in the proper rhythm and intonation pattern, but also the proper word selection and inflection when used in the proper order to convey the proper meaning. Speaking is categorized as an active skill by Nematovna (2016). Speakers think about everything, including ideas, words, and grammar. Finally, all words and grammar must be clearly pronounced. This is much more difficult than listening.

Brown (2001) defines speaking ability is always linked to communication. Speaking ability can be defined as the ability to use language accurately to express meanings in order to transfer or obtain knowledge and information from others in all aspects of life. Speaking is a method used by the speaker to convey a personal or impersonal message to the listener (Dewi, 2017; Sun & Yang, 2015). The speaker can deliver messages through an active

conversation, and the message will be properly received, processed, and responded to by the hearer.

2.1.2 The Components of Speaking

Harmer (2007, p. 343) defines five components of speaking ability: comprehension, grammar, vocabulary, pronunciation, and fluency.

- a. **Comprehension:** According to Hussin (2020), understanding is an important factor to evaluate since speakers respond to messages more readily the more, thoroughly they understand the information.
- b. **Pronunciation** is the act or result of producing speech sounds such as articulation, vowel formation, accent, and inflection. We all know that pronunciation is one of the elements of speech that has a strong relationship with vowel and consonant, stress and intonation. As a result, English teachers should have the highest standard of pronunciation, so that students can imitate them during the teaching and learning process.
- c. **Vocabulary;** According to Richards and Renandya (2002), vocabulary refers to the appropriate diction used in communication, a critical component of language proficiency and serves as the foundation for how well learners speak, listen, read, and write.
- d. **Grammar;** According to Hirai (2010), grammar is a way to organize the sentence and create a good language. Students must be able to arrange a correct sentence in conversation. Students' ability to manipulate structure and distinguish appropriate grammatical form in appropriateness. Grammar is an important aspect of English because it not only improves the sentence but also refers to its meaning. As a result, in order to write or speak more clearly and effectively, students must study grammar. (Heaton's, 1978)
- e. **Fluency;** Richard, Platt and Weber (In McCarthy, 2005) defines fluency as "the characteristics that give speech the qualities of being natural and normal, including native

like use of pausing, rhythm, intonation, stressing, rate of speaking, and use of interjections and interruptions." Fluency refers to how well you communicate naturally; in this case, fluency refers to self-assurance, smoothness, and content. According to Nuan (2002), speaking in a foreign language is difficult for foreign learners because effective oral communication requires good fluency in addition to vocabulary in order to use the language appropriately in social interaction.

2.1.3 Types of Speaking

According to Brown (2004) there are five types of speaking: imitative, intensive, responsive, interactive, and extensive. The ability to imitate (parrot back) a word, phrase, or possibly a sentence is referred to as imitative speaking. Intensive speaking extends beyond imitative speaking to include any speaking performance intended to practice some phonological or grammatical aspect of language. Responsive speaking is interaction at the somewhat limited level of a brief conversation, a standard greeting and small talk, a simple comment or request, and the like. Speaking that is interactive; a complex interaction that may include multiple exchanges and/or multiple participants. Speeches, oral presentations, and storytelling are examples of extensive speaking.

1) Imitative

At the imitative level, it is probably already clear what the student is trying to do. At this level, the student is simply trying to repeat what was said to them in a way that is understandable and with some adherence to pronunciation as defined by the teacher. It doesn't matter if the student comprehends what they are saying or carrying on a conversation. The goal is only to reproduce what was said to them. One common example of this is "repeat after me" experience in the classroom.

2) Intensive

Intensive speaking entails using a limited amount of language in a highly controlled environment. A simple example would be reading aloud a passage or responding directly to a simple question. Competency at this level is demonstrated by achieving specific grammatical or lexical mastery. This is determined by the teacher's expectations.

3) Responsive

Responsive is slightly more complex than intensive, but the distinction is, to say the least, hazy. At this level, the dialogue consists of a simple question followed by one or two follow-up questions. Conversations are taking place at this point, but they are brief.

4) Interactive

The distinctive feature of intensive speaking is that it is usually more interpersonal than transactional. Speaking for the sake of maintaining relationships is what is meant by interpersonal. Transactional speaking is used to share information, as is common at the responsive level. The context or pragmatics of interpersonal communication is a challenge. When attempting to communicate, the speaker must consider the use of slang, humor, ellipsis, and so on. This is far more complicated than simply saying yes or no or giving directions to the bathroom in a foreign language.

5) Extensive

Some types of monologs require extensive communication. Speech, story-telling, and other activities are examples. This requires extensive planning and is not typical of impromptu communication.

2.1.4 Indicators of Speaking

According to Vanderkevent (1990) that speaking as oral communication has three indicators:

a. The Speakers

Speakers are the people who create sound. They can be used to express one's thoughts or feelings to the listener. So, if there are no speakers, the opinion, feelings, or feelings will not be expressed.

b. The Audience

Listeners are individuals who receive or acquire the speaker's opinion or feeling. If there are no listeners, speakers will write down their thoughts.

c. The Expressions

The utterances are the words or sentences that the speakers use to express their opinions. If no utterance is made, both the speakers and the listeners will use sign.

2.2 Anxiety

2.2.1 Definition of Anxiety

In our daily lives, we must have encountered a wide range of activities and emotions. When we are required to do something unfamiliar, appear, or perform in public, we experience an unpleasant feeling known as anxiety. We may find that our minds go blank and that we are unsure of the emotions we are experiencing. Anxiety is one type of uneasy feeling, such as being concerned about something clement or severe. This feeling can manifest itself in a variety of ways, including sweating, racing heartbeats, and even feeling out of breath. Some people are able to overcome their anxiety, while others are not. They frequently struggle to deal with this feeling, which has an impact on their performance (Steimer, 2002).

According to Ump (2002)"Anxiety is associated with a sense of unease, frustration, self-doubt, dread, and worry".Anxiety is "a psychological construct, generally depicted by a psychologist as a state of apprehension, a vague fear that is the only roundabout related to an object," according to Schovel. Finally, students who are anxious about learning a foreign

language may find it less enjoyable. A review of the literature reveals that students lose confidence as a result of anxiety, in which they are concerned about their performance and fear of negative consequences for their actions.

Furthermore, Passer and Smith in Rahman (2021) defined anxiety as "a state of pressure and apprehension as a natural reaction to perceived threat," implying that people's anxiety will manifest itself naturally. when they are in a life-threatening situation foreign language anxiety was defined by MacIntyre and Gardner (Gardner, 1994) as "the feeling of pressure related to the second language environment, which includes speaking, listening, and learning." Based on the explanation above, it appears that anxiety has a significant impact on these two skills, listening and speaking, which are taught in the EFL classroom. However, foreign language anxiety, which is associated with frustration, fear, and worry, occurs when a foreign language, such as English, is learned.

According to those statements, anxiety is a type of abstract feeling associated with apprehension or worry that occurs when someone is confronted with a terrible or even threatening situation. Because this feeling is somewhat abstract, it cannot be expressed in a single sentence. People who are anxious are more likely to think of negative outcomes than positive outcomes. Anxiety, on the other hand, is a normal emotion because it is the brain's reaction to stress and warns people of the possibility of danger ahead (Hansa D. Bhargava, 2020)

Many studies have been conducted to investigate the impact of anxiety on language learning. This is consistent with Teimouri's explanation, who stated that anxiety is probably the most researched affective variable in second language acquisition because second language acquisition researchers have been investigating the relationship between L2 learners' anxiety and linguistic and non-linguistic variables for more than a half-century

(Teimouri et al., 2019). Ana Fergina conducted a study to investigate whether anxiety has a positive or negative impact on learners, and the findings indicated that the learners experienced anxiety when asked to do oral presentations in the classroom. Furthermore, the subject under investigation spoke English as a second language. As a result, he or she was nervous about speaking English in front of the class.

Moreover, teachers should determine whether the anxiety stems from the threat of learning a foreign language or from another factor. The following section will go over the various types of anxiety.

2.2.2 Types of Anxiety

Alpert and Haber (1960) classified anxiety into two types: facilitative anxiety and debilitating anxiety (Nur *et al.*, 2022). Facilitative anxiety; also known as "helpful" anxiety, produces positive results, whereas Debilitative anxiety; produces negative results (He, 2018). We may think of anxiety as a negative emotion that should be avoided, but for some people, anxiety about completing a task is a positive factor. Some researchers have discussed the benefits of facilitative anxiety, particularly in the language learning process, which is closely related to competitiveness. They claimed that one of the keys to success is anxiety. Competitiveness may obstruct progress in some cases, such as feeling pressured to pursue others' progress, but it may also increase motivation to study harder. As a result, it becomes beneficial anxiety.

Furthermore, Horikawa & Yagi (2012) stated in Principles of Language Learning and Teaching that there are two types of anxiety: trait anxiety and state anxiety; The trait perspective occurs when a person has a permanent intent to be anxious. It is a general personality trait, which does not change across several situations. Palopo, (2017) claim that trait anxiety indicates to "stable personality differences in anxiety proneness" (p. 99). This aspect of anxiety remains stable over time because it is a feature in the personality of an

individual. According to (Lukasik *et al.*, 2019), trait anxiety can damage cognitive functioning and interrupt memory. The state perspective is defined as an emotional state. Naser Oteir & Nijr Al-Otaibi (2019) explains the state anxiety to be “the emotional reaction or pattern of response that occurs in an individual who perceives a particular situation as personally dangerous or threatening, irrespective of the presence or absence of objective danger”. Young said that the state anxiety can also be defined as a feeling of nervousness that can change over time and fluctuate in rigor (Naser Oteir & Nijr Al-Otaibi, 2019) Test anxiety distinctly exemplifies the state anxiety whereby students experience anxiety from a particular test, but this feeling can change over time. The state anxiety affects the emotions, cognition, and behaviors of a person.

Some researchers have adopted the situation-specific anxiety concept as an alternative to the state anxiety concept. Trait anxiety is an inherent, usually long-term stable personality characteristic that Schovel (1978 cited in Nihal, 2010) describes as "a more permanent predisposition to be anxious," which means that people are more anxious in many cases or situations in general. Every person's reaction will be unique. Several conditions may cause anxiety in some people, while others may experience a sense of relaxation.

2.2.3 Causes and Risk Factors of Anxiety

Prastiyowati (2019) claims that anxiety is a complicated affective construct linked to sensations of unease, annoyance, self-doubt, apprehension, or worry. A more enduring propensity to be nervous, trait anxiety is a relatively stable personality trait. State anxiety is a brief form of anxiety that develops in reaction to a specific anxiety-inducing event, such a crucial test (Horwitz, 2001). The persistent and complex nature of some concerns is referred to as situation-specific anxiety (Gardner, 2001). According to Horwitz *et al.* (2012), consideration of language anxiety in relation to performance evaluation within academic and social contexts, drew parallels between it and their related performance fears.

There are three factors of anxiety in speaking English as already stated by Horwitz and Cope (2012).

1. Communication Concern

According to Horwitz *et al.* (2012), a type of shyness known as communication apprehension is characterized by worry, anxiety about communicating with people, or difficulties speaking in groups and engaging in speech communication in public (stage fright). According to Lucas *et al.* (2011), communication apprehension manifests as worry and anxiety when speaking to others, difficulties speaking in front of an audience, trouble listening to or picking up spoken words, and difficulty speaking in public. This form of anxiety stems from the learners' personal knowledge that they will have trouble understanding people and making themselves understood when learning a second language.

2. Test Anxiety

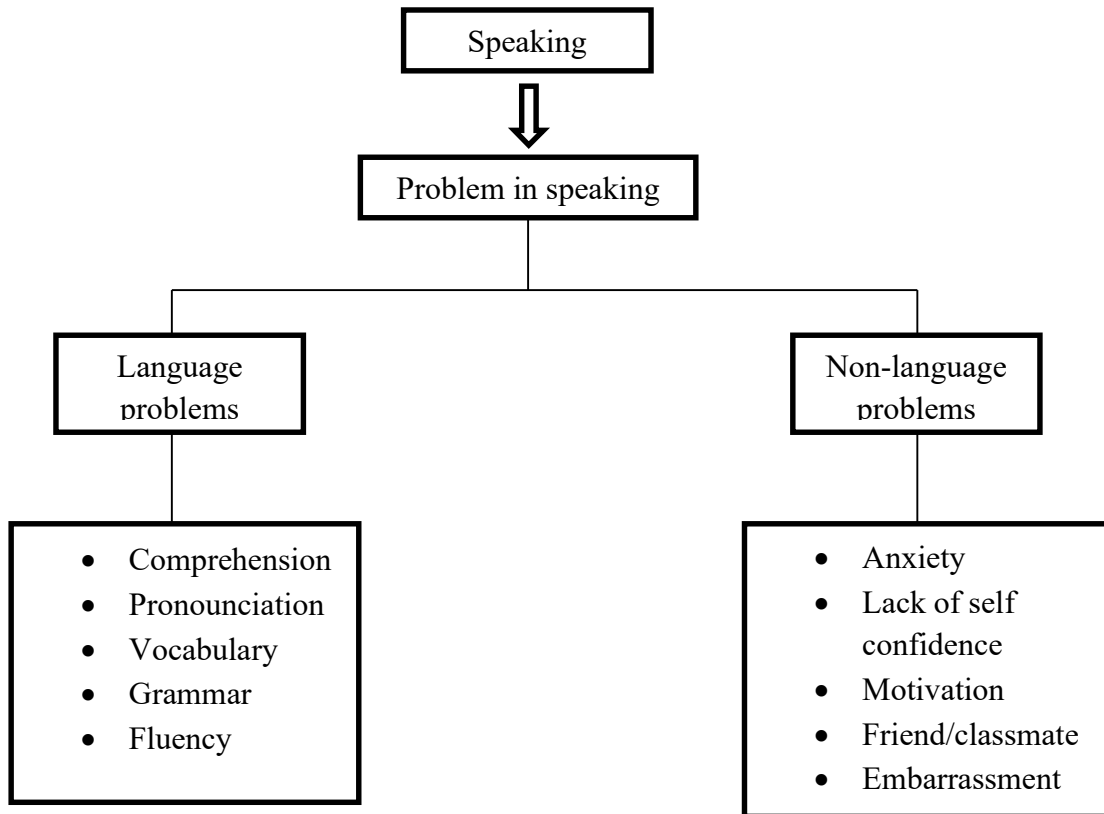
Test anxiety is a form of performance anxiety brought on by a concern with failing. Horwitz, among others (2012). Students who are test-anxious frequently place unreasonably high standards on themselves and believe that anything less than a perfect test result is failure. As tests and quizzes are frequently repeated and even the best and most prepared students frequently make mistakes, students who are test-anxious in foreign language classes may experience significant difficulty. These students also face difficulties when taking formal exams or other evaluative situations.

3. Concern about Rejection

Fear of negative assessment is anxiety about other people's opinions, according to Horwitz *et al.* (2012). This could also entail avoiding settings when people are being evaluated and the fear that they will receive a bad evaluation.

2.3 Conceptual Framework

The diagram below is an illustration of potential causes of anxiety in students during class:



Based on the conceptual framework, the researcher performs a descriptive study to examine the internal and external elements that cause students' anxiousness to speak English.

2.4 Review of Previous Related Research

In this research, the researcher reviewed two related studies. The first study was done by Jani (2018), entitled “*An Analysis of Students’ Anxiety in English Speaking Classroom at The Third Semester Students of English Department in Makassar Muhammadiyah University*”. The results of this study showed that the most influential factor affecting the English-speaking ability of third-semester students in Class 3E of the English Education Department at Muhammadiyah University of Makassar was motivation, the second was shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, friend/classmate,