Impact of Anxiety and Personality on Speaking Performance of Public Senior Secondary School

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Abstract

This study aims to find out the anxiety has an impact on speaking performance, to find out personality has an impact on speaking performance, and to find out student's strategies to reduce anxiety in speaking performance. This research took place at SMA Negeri 3 Makassar. The population of this research was the second-grade students of SMA Negeri 3 Makassar. The researchers used convergent parallel. This research uses quantitative and qualitative design. The sample of the questionnaire is 30 students and Interviews with 5 students were taken using a purposive sampling technique. There are four students had high-level anxiety (13,3%), ten students had medium-level anxiety (33,3%), and sixteen students had low-level anxiety (53,3%). (2) students' explanations in interviews regarding strategies to reduce their anxiety have several strategies that they do such as preparation, relaxation, positive thinking, resignation and looking away. The researchers can conclude that different levels of anxiety and personality can have an impact on speaking performance. But students at SMA Negeri 3 Makassar have a good strategy to reduce their anxiety when speaking performance.

Keywords: *Anxiety, Personality, Speaking Performance.*

1. Introduction

Students need to master four skills to learn English. they are speaking, listening, reading, and writing. Given that speaking is an essential part of communication, speaking is important.

Speaking is the action of expressing oneself at the moment, of accurately describing acts and situations, and of being able to communicate or articulate a series of thoughts, according to Ladouse in Nunan (1991: 23).

Some students say that English has become a difficult subject. This is because students still have significant gaps in their vocabulary and grammar skills, which disturbs their sense of self-worth. Speaking English at school continues to be a challenge for the students. According to Zhang (2009: 91), speaking is still the hardest ability for most English learners to master, and many are still unable to communicate effectively in oral English. When requested to talk in English, students usually feel anxious.

Throughout their schooling, students will encounter new situations and issues that are common to many students, such as anxiety. There will be fear while speaking up in class or presenting assignments to classmates and teachers. They lack self-assurance when speaking English. Anxiety starts to affect their speaking performance frequently. Some English-speaking students also still have difficulty with the language. As a result, the students' levels of achievement differ. Along with having different ways of thinking, they also have different ways of acquiring and processing information.

According to Matthew (2009), extrovert personality has a good effect on oral English fluency. Speaking fluency among participants was also substantially connected with extrovert and introvert personality. To assess the connections between extroverts' speaking fluency and accuracy According to research conducted by Matthew (2009), extroverts have a higher chance of succeeding. It has a small influence on the fluency and accuracy of speech production.

Essentially, disquiet feeling such nervousness will upset understudies in no question. It totally influences understudies learning exertion and execution. Restless understudies will think less plainly and most likely commit more errors. Besides, to play out an undertaking they need to work harder on the grounds that tension makes them stress and occupy their training interaction. Uneasiness has for some time been perceived by teachers as a likely issue in unknown dialect homeroom. Restless understudy will experience issues in their language learning and practice since tension influences perception handling.

In the educating and growing experience, particularly in unknown dialect understudies ought to comprehend that nervousness can influence their oral correspondence. They ought to know how to adapt and diminish their uneasiness about talking. There are numerous techniques for understudies to limit their uneasiness particularly when they act before the class.

2. Literature Review

2. 1. Definition of Speaking

Talking alludes to understudies creating bits of language and perceiving how data is taken care of once again into the educational experience. Subsequently, talking is yield situated, with the student's focus on imparting thoughts and messages to others. We tend to get things done, explore ideas, sort out some element of the world, or simply be together when speaking and listening, as Jones points out. We may be keeping track of events or committing memories to paper when we write.

Talking is a useful, communicated in language expertise. Everything revolves around how the understudies communicate in the language. Talking additionally alludes to understudies delivering lumps of language and checking how that data is taken care of once again into the securing system, according to Harmer (2007).

As indicated by Brown (2004:141) there five essential sorts of homeroom talking execution they are: Imitative, intensive, responsive, interactive, and lengthy (Monologues).

2. 2. Definition of Anxiety

Nevid (2005) made sense of that uneasiness is a personal express that has highlights of physiological excitement, disagreeable sensations of pressure, and a comprehension feeling that something awful is going to occur.

Nervousness in Brain research is characterized as a believing a combination of fears and worries about the future without a particular reason for the trepidation and is individualized.

2. 3. Types of Anxiety

Lazarus (2009) distinguishes between two kinds of tension: state nervousness and quality uneasiness.

a. State tension is a brief profound response that emerges in a circumstance certain thing that are seen as dangers, for instance stepping through an exam, going through a medical procedure, etc. This not entirely settled by abstract sentiments.

b. Quality nervousness is the demeanor to be restless in the face of different circumstances (character portrayal). This is an element or characteristic stable enough that coordinates an individual or deciphers something super durable state in the individual (natural) and related with such a character.

Students may develop a fear of learning the language if they realize they will not be able to keep up with their progress. It is the cause of poor language among students. Some argue

that having poor language skills are a source of worry. As a result, students with low language abilities are more likely to engage in fearful conduct. Communication apprehension, fear of poor appraisal, and exam anxiety are all symptoms of foreign language anxiety

2. 4. Definition of Personality

According to Roucek and Warren, is a collection of psychological, biological, and societal elements depending on one's own conduct. Physical conditions, character, sexuality, the neurological system, the maturation process of the individual in question, and other biological problems are among these biological components.

According to Yusuf and Nurihsan (2007) explained that the word personality is a translation from English which means personality. The word character itself comes from the Latin word persona which implies the veil utilized by entertainers in a game or show. Specialists act as per the statement of the veils they wear, as though the covers address specific character qualities. Subsequently, the underlying idea of the thought of character (in normal individuals) is conduct that is displayed to the social climate, the impression of self that is wanted so it tends to be caught by the social climate.

2. 5. Personality Types

According to Eysenck in Kussner (2017) the main difference between individuals' extroverts and introverts are not on behavior but biological factors and genetics in nature, one of which is the degree to which the physiological conditions mostly obtained from the process of genetic inheritance rather than the learning process.

Extrovert and introvert personalities are more popular than the other characters.
a. Extroverts personality, as per Eysenck, are portrayed by closeness and impulsivity, as well as charm, brilliance, confidence,

quick expertise, and showing taste in others.
b. Introvert character type is described by the attributes of differentiation with outgoing person people, for example, quiet, cautious, calm, insightful, critical, tranquil They will generally stay away aside from

2. 6. Extrovert-Introvert and performance

Extrovert-Introvert Character Types and Execution The investigation of the character highlights of social butterfly and thoughtful person language understudies' talking execution is acquiring prevalence. Matthew (2009) discovered that speaking fluency was strongly connected with extrovert and introverted personalities, with extrovert personalities having a beneficial impact on oral English fluency. However, Matthew (2009) discovered study to determine the relationship between extrovert and speaking fluency and accuracy, and finds that extrovert has a small impact on speech production in terms of fluency and accuracy.

3. Research Methodology

The research design used in this study is convergent parallel (The Convergent Parallel Design). This design is often known as a convergent design or a concurrent mixed method. The research was conducted in April 2022 in SMA Negeri 3 Makassar.

The subject of this study is students from SMA Negeri 3 Makassar, consisting of class 2. The sample is part of the population that has characteristics or circumstances Riduwan, (2015: 56). The sampling technique used in this study using a purposive sampling technique.

To collect and obtain data, the researchers used questionnaire and interview. This instrument is important to obtain rational and in-depth data and will serve to provide the answers to the research question listed in the problem statement.

The researchers analyzed the data using a questionnaire and interview protocol. The questionnaire used the Likers Scale which consisted of five-point scales they are always, rarely, sometimes, frequently and never. In interview protocol the method used in data analysis is according to Miles and Huberman in his book Qualitative Data Analysis which covers data condensation.

4. Findings

4. 1. Category of Student Anxiety

After the research distributed the foreign language causes anxiety scale and consist of 37 items of questionnaires from Liu (2007) the researchers identified the students to categorize into three level as in the table below:

Table 1. Students' Anxiety

No.	Score	Frequency	Percent	Category
1	>144	4	13,3%	High
2	108 to 130	10	33,3%	Medium
3	< 108	16	53,3%	Low
	Total	30	100%	

Table 1 indicated there were 4 students acquired high score, 10 students acquired medium score and 16 students acquired low score.

From the results of data the research has found impact of speaking anxiety that more than half of the students in the questionnaire result. Based on the questionnaires result :lack of confidence, trembled, Nervous, somatic aspect, and affective aspect

4. 2. The Student Personalities

Table 2. Students Personalities

No.	Score	Frequency	Percent	Category
1	>1-5	24	80%	Extrovert
2	6-10	16	20%	Introvert

From the consequences of the information, it just so happens, there is an effect on social butterfly and thoughtful character in talking execution, similarly as individuals with outgoing people are more sure to show up in front and self-observers are more reluctant to talk in front and have high nervousness. Be that as it may, character type isn't a deciding component for effective talking execution yet can likewise be impacted by various degrees of information and successive cooperation or great readiness.

4. 3. Strategies of reducing speaking anxiety for the high level student anxiety when speaking performance

a. Introvert

1) Preparation
Students reduce their anxiety by preparing the material first, then rereading the material and understanding the material. Material readiness is the activity utilized by understudies to plan what they need to say in their arrangement. To try not to let their anxiety interfere with their ability to concentrate, introvert students will prepare themselves thoroughly before the session.

2) Relaxation
When speaking in front of the class, students begin practicing their relaxation techniques by taking deep breaths and exhaling gently to feel more comfortable.

3) Positive Thinking
Students reduce their anxiety by thinking positively where students who are presenting do not care about what will happen and make sure themselves that everything will go well.

4) Resignation
Resignation is one method for decreasing uneasiness in an exhibition of talking. Understudies attempted to quiet down and attempt once more to show.

5) Look away
Look away can be one of the procedures for diminishing tension. Understudies deflects his eyes from his friends and looks like he only occasionally looks at his friends and thinks only the teacher is in class and usually lowers his head.

6) Trying to use simple words
Students trying to reduce their anxiety by use simple words such as using words that are easy to understand and remember.

b. Extroverts

1) Preparation
Although extrovert learners tend to be more confident, many of them also decide to prepare before class.

2) Socio affective
Their affinity to include the socio brimming with feeling frameworks in learning. Alongside their extrovertness, their socio loaded with feeling frameworks could lead them to be more special and dynamic understudies than the introvert understudies; subsequently, they will get more commitment during the developing experience. Besides, the friendly individual understudies' straightforwardness could help them with being less fretful and have the choice to learn well; along these lines, they only from time to time feel any difficulties when they do the tests, notwithstanding the way that with practically no preparation.

5. Discussions

In this segment, the conversation uncovers the translation of discoveries connected with effect of talking uneasiness and character on talking execution. In accordance with the aftereffects of quantitative information taken from survey and upheld by subjective information from interviews. The scientist found that uneasiness and character an affected talking execution and there are a few effects like physical viewpoint and emotional perspective. This finding also supported by the finding of the research conducted by Nunan (1999) who found the impact of speaking performance. Not only that personality also had impact on speaking performance as we know personality had a two characteristic namely, extrovert and introvert. The researchers found that impact of personality on speaking performance just as people with extroverts are confident to appear in front than extroverts. This finding also supported by the findings of the research conducted by Matthew (2009) who found that extroverts are more likely successful. It has a slight influence on speech production in terms of fluency and accuracy.

Fundamentally, disquiet feeling such nervousness will upset understudies in no question. Subsequently understudies should know how to lessen their nervousness. In the meantime, Kondo and Ling (2004: 262) write in the scholarly diary about techniques to diminish talking nervousness, for example, arrangement, unwinding, positive reasoning, peer chasing, and renunciation.

6. Conclusions

Given of the discoveries and conversation in the past section, that's what the analyst reasons:
a. The students were mostly categorized into low anxiety. Further, there were 16 of 30 students who were in low score anxious levels then from the discussion it was found that the impact of anxiety on speaking performance is lack of confidence, trembling, nervous, somatic aspect and affective aspects.

b. From the aftereffects of the information, it just so happens, there is an effect on outgoing person and loner. Thoughtful people are more reluctant to talk in front and have high tension. Character in talking performance, just as people with extroverts are more confident to appear in However, personality type is not a determining factor for successful talking execution however can likewise be affected by various degrees of information and successive cooperation or great arrangement.

c. The students who have high anxiety gave positive responses for the strategy to overcome anxiety speaking. The researchers have found some strategies that were by students in reducing anxiety in speaking performance. Those are preparation, socio-affective, relaxation, positive thinking, resignation, using simple words and looking away.

d. The learners' personalities influence the learners in adapting themselves to language learning situations. Their character assumes a part in figuring out what techniques in discovering that suit them best. Their character likewise impacts the level of their nervousness. Moreover, their nervousness is likewise viewed as one of the elements that cause understudies to pick the procedures, they utilized in learning unknown dialects. In general, introverted learners are more anxious than extroverted learners. In this way they will quite often be more cautious, normally make their arrangement before the class or the test, are probably going to feel uncomfortable at whatever point they are amended during their assignment execution, and will generally be hesitant in getting more info, either by asking the educator or by utilizing different sources like conversing with local speakers.

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