

**THE STUDENTS' ANXIETY FACTORS IN SPEAKING
IN THE YOUTUBE VIDEO PROJECT AT MAN 5 MANDAILING NATAL**

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Abstract

The study aims to analyze the anxiety factors students experience using the youtube video project and also to analyze the youtube video project to minimize anxiety experienced by students. The study employed qualitative descriptive method with the open-ended question within the question of the student there are 3 questions asked in this research. The study was conducted at the MAN 5 Mandailing Natal in the 10th grade, 35 students participated in the study. Based on the research, 19 students who developed anxiety when creating a YouTube video project and 16 others said that they did not have anxiety when they created it. There are three critical factors that are causing students to develop anxiety when making the YouTube video project: communication apprehension, test anxiety and fear of negative infections. In the study it also found that students love in using YouTube as a medium to cope the students' anxiety when learning speaking was greatly diminished when using the video you tube project.

Keywords: *Student's anxiety, speaking, YouTube video project*

INTRODUCTION

In learning language, anxiety became one of the most interesting topics to discuss. The effect produced by this anxiety can affect students in learning. However, it has attracted the interest of educators in language educational environments since it is a main obstacle to foreign language acquisition that students must overcome (Wu, 2010; Zheng, 2008). One-third of all foreign language learners are believed to have some level of language anxiety (Horwitz, 2001). In recent years, there has been a lot of attention and study into language anxiety. Speaking is the most affected by language learners' worry when it comes to language abilities.

Oral communication is a two-way process that involves both a listener and a speaker (Byrne, 1984:8). Speaking includes both productive and receptive abilities. As a productive skill, a speaker generates and uses language by expressing ideas while also attempting to convey the ideas or message through, which is known as the message providing or encoding process. There has been a lot of research itself in terms of all language skills. Speaking may have its own set of studies. The speaking skill has received the most attention in anxiety studies among the four language abilities. This hypothesis is further supported by the fact that speaking is likely to be more difficult than other skills. There are several factors that might impact students' speaking abilities. Language anxiety is a common issue that affects students' speaking performance among these variables.

Based on the problems experienced by the student, several prior studies provided the answer that a video project could be used as a media for anxiety experienced by the student while speaking English. A study conducted by Hafner and Miller (2011) and Vanderplank, (2010) proved that the video project is believed to be one of the effective media to teach speaking to students. In light of the use of the video project, students are encouraged to do so, and also, the project appeals to them. In another study, (Angela Bayu Pertama Sari & Dwi Iswahyuni, 2019) the use of the You Tube video project helps students to cope with their anxiety, they become more confident, and also students say that they are more interested in the use of videos You Tube project to overcome their anxiety than any other method. Eventually, the use of video content became more interesting and also gave students a new experience when the video they were sharing will be watched by the public on the YouTube platform. Many researchers believe that You Tube is a very promising new innovation for students in language learning (Roodt & Pier, 2013).

The research gap from previous studies in terms of You Tube usage as a contributor to students' anxiety. Previous research has established that video projects are an important medium for reducing students' anxiety in class. However, there has been little discussion on using the YouTube platform to reduce students' anxiety when speaking. According to the anxiety issues experienced by students and the use of the video project to counter them in this study. researchers focus on the problems experienced by the student at MAN 5 Mandailing Natal. The purpose of the research that researchers are going to do is to provide explanations about students after using the video method for this project is still undergoing anxiety or not. Furthermore, while students are still having anxiety, what factors are actually causing them to be overloaded, and researchers would also like to provide an explanation for the use of the media video project to over meet anxiety experienced by students.

As a result of this study, researchers aim to raise the issue of the project's video use to contribute to language education. According to early research, fewer researchers have used the theme for using this YouTube video to address the game of anxiety imposed by students, and which researchers would like to illustrate that the user of the YouTube project can reduce the impact of anxiety on students as well as on what the students experience over the years. Researchers hope that in research can help teachers as well as teachers to overcome the anxiety manifested by students with the use of this You Tube video project.

LITERATURE REVIEW

Anxiety is one of the most categorized conditions of psychic phenomena. Generally, this anxiety is explained as a form of human response to unexpected situations. Especially, it can be identified as a particular nervous, excited, uneasiness and alarm that a person feels when confronted by a situation that he feels is difficult to express himself. Additionally, anxiety arises in response to specific situations. anxiety is a tense state and fear that someone experiences in response to a perceived threat to himself (Passer and Smith, 2009, p. 546).this means that it is only natural to feel anxious when they feel threatened. Although according to Ormrod, anxiety is an uneasiness and concerns about a situation with uncertain results (Ormrod, 2011, p. 401). Anxiety about communicating is a type of shame characterized by fear or anxiety by communicating with people. According to McCroskey j.c. communication concerns are fears or anxieties experienced in someone dealing with them audibly or anticipating communication with others (Jason S. Wrench, et. Al., 2014).

Anxiety in communicating can play a major role in foreign language anxiety because individual interaction is a major focus in foreign language classes. In this class students who are learning a foreign language are required to communicate with the target language in order to speak fluently in a foreign language. Certainly, in order to achieve that all students must be able in speaking and also have good listening skills. The limitations that students have in the target language will certainly bring them into the language advanced phase. These concerns are

actually arising from students who think that they won't be able to understand properly through the listening of what the target language is saying. Hence, it affects their ability to speak.

According to Horwitz (2007), this description was general for the causes of students' anxiety when speaking English (foreign language). Providing an understanding of the sources or reasons. It might be the result of communication apprehension, test anxiety, or a fear of negative evaluation. As the first anxiety factor, communicative apprehension is a type of shyness marked by panic or anxiety about speaking with others. This concern is common among EFL students in English classes. Students are ashamed to speak English to the teacher and/or their peers. These students believe that someone is monitoring them and looking for grammar errors; as a result, they are uneasy when asked to speak English. Students believe that their English language is lower and shy to show it to their classmates.

Meanwhile, test anxiety is a sort of performance anxiety caused by a fear of failing. This component is generally present when students take an English language test, particularly an oral exam. In this environment, students feel pressured and uncomfortable. Even students who have properly prepared for an oral English exam can make mistakes on the day of the examination. During the exam, they appear to lose their talent. Students make unusual mistakes and appear to be confused about what they are supposed to perform on the test. "Test anxiety is a type of anxiety that acts as a motivator to study more and perform better," describe Yamashiro and McLaughlin (2001). Horwitz and Cope (1986), on the other hand, show that students who knew the answer before the exam usually experience forgetting as a result of their anxiety, which causes them to lose memory power and provide incorrect responses in a test. Fear of negative evaluation is characterized as anxiety about other people's evaluations, avoidance of evaluating circumstances, and the fear that others would negatively judge one. This aspect causes students to be afraid to demonstrate their talents directly in English because they fear that their classmates will criticize their performance. Students also felt nervous when their teacher corrected them, causing their self-esteem to fall in front of their friends. In particular, while providing feedback to students, the teacher is not justified in providing just negative criticism, which may isolate one or more students. Even when students' answers are incorrect, the teacher's commentary on their responses must include an element of positive reinforcement to inspire them.

METHOD

This research is qualitative research with descriptive analysis. The research population is 10th grade students at MAN 5 Mandailing Natal. The total of samples in this study were 35 students in IIs class. The source of the data from open-ended question, the question asked to the 35 students that joining in IIs class at English Subject. The students answered it in a written form. The researcher collecting the data from open-ended question to the students and they answered on the paper, the questions are: (1) Do they feel anxious when they make a video You Tube using English? (2) What the factors that caused students anxiety in You Tube video project? (3) Do they prefer using You Tube for speaking class to solve their anxiety problem? The data were further enhanced with data obtained through the observation of the video project's final project which may be watched on YouTube. The researcher then observed the students' performances in the videos and made notes.

The descriptive qualitative analysis used in this study was developed by (Miles, Huberman, & Saldana, 2014). This analysis was conducted in three stages. The first cycle was coding, which analyzed the data using in vivo coding, concentrating on the students' words, brief phrases, and languages. Then it moved on to the second cycle, which was pattern coding, which classified the data. The last category was the narrative description, which expanded and described the outcome of the correlate.

FINDINGS AND DISCUSSION

Based on the findings of research, 19 students who developed anxiety while doing the YouTube video project and 16 others did not have anxiety. To define anxiety by students, researchers will explain the points below.

Students have anxiety when making the YouTube video project

There were 19 students who developed anxiety while doing the YouTube video project, and they said there were somethings that made them feel unstable when they were doing it. The study of eight students who admitted that they were nervous about their in flawless English pronunciation, fearing that this would affect their labor as they made video recordings. Furthermore, they say that their skills in grammar also lack so little as they fear their grammar is not understandable because their grammar is still short and their audience will be difficult to understand what their videos mean. From this it was learned that students still had difficulties in their English-language ability that proposed feelings of insecurity.

Futhermore, the reason why students to feel anxiety is that they are nervous, ashamed and also fearful of the comments and responses others will give to their produce. This is confirmed with five students who claim to be nervous about doing this project's video, they say that they get nervous when they find out that their video gets uploaded to YouTube and it affects their mentality and makes them nervous and embarrassed if they have to be seen by a lot of people and not necessarily people they know and they also say this is like their normal test and are afraid of making a mistake that will give them a bad grade. The latest is that they're afraid of the comments people will make on their videos, which is natural to the 6 students who say they're nervous and anxious about the comments they're about to give they're afraid of getting negative comments and it affects their confidence when they do video recording.

Students didn't feel anxious when making YouTube video project

In this class there are 16 students who claim to have no trouble doing this video project. They are less than students who have anxiety, which is a range of three students. But it is also proof that the YouTube is a potent measure of anxiety given by students. Students say the thing that makes them feel less anxious as they are about to do a YouTube video project is because they believe that YouTube videos can help them to overcome their anxiety, as many as 9 students say that YouTube video helps them to eliminate the anxiety they experienced when speaking in English language. This is because they can record first and watch the results and also be able to edit and repair the part that they still lacked perfectly; this surely was not their feeling when doing speaking speaking directly in class.

There are seven overwhelming students who say they are not afraid to do wrong in their grammar and pronunciation because they believe that it is this process of learning, their positive thoughts that alleviates the anxiety they feel when they make a YouTube video project. Then students also argue that using YouTube as a medium is so much fun, they feel freer to speak up and express according to what they want. They can also correct a mistake they made and take back the video until they have a satisfying result.

Factors that caused students anxiety in You Tube video project

After discovering that there were 19 students who developed anxiety while conducting a YouTube video project, researchers attempted to categorize the factors they experienced into 3 factors consistent with horwitz 'theory (2011) which suggests that the students' three sources of anxiety were communicative apprehension, anxiety test and fear of negative evaluation.

a. Communicative Apprehension.

Students felt anxiety because they had very little experience using English, eight students claimed felt anxiety and fear because of their grammar, pronunciation and intonation is bad. They fear that people will not understand what they want to said and that the message in their

videos will not be passed out properly. Their fear makes a mistake in grammar as well as pronunciation over their mentality so that they feel anxious and afraid to speak in English. Communication apprehension (CA) is defined by Horwitz et al (1986: 128) as "a kind of shyness marked by dread or worry about speaking with people." Communication apprehension in foreign language learning comes from the personal knowledge that one would almost certainly have problems understanding people and making oneself understood. According to students, they are afraid to make a mistake when they recorded a video and their friend and others didn't understand what they wanted to share.

b. Anxiety test as explained by Horwitz et al. (1986) "predicated to a type of performance anxiety stemming from a fear of failure." Students are so afraid of making a mistake when making their YouTube video this is because they feel that making this video will be judged like a normal test and will be given a bad score by others. It makes them afraid of making a mistake and then makes them nervous when making this video assignment. A test of anxiety is quite advanced in language contains because of its evaluative continuous nature. There are five students who say they're nervous about making a video because they feel like their regular tests at school, they're afraid of failing and getting a bad score.

c. Fear of negative evaluation is an extension of the second component (anxiety test) of second/foreign language anxiety since it may arise in any social, evaluative scenario, such as an interview for a job or speaking in second/foreign language class (Horwitz et al., 1986: 127). It is also wider in the sense that it refers not only to the teacher's evaluation of the students but also to other students' perceived reactions (Shamas, 2006: 10). Six students say that the comments people will give will make them afraid to make this video, they are afraid they will only get negative comments from people. Video making can be re-created to minimize their mistakes, and they won't have to face off with people who watch their videos, but they are afraid of the negative comments in YouTube that they will only be covered by negative comments that say their performance is so poor and undeserving of the audience.

You Tube is prefer media to use to overcome students' anxiety

As many as 28 students out of 35 students agree that YouTube is a good medium to handle their anxiety. While students may feel anxiety while doing video projects on YouTube, however, they claim their anxiety can be overheated by using these videos, as they fear the potential mistakes, but they feel that their own mistakes can be minimized, because they can take videos several times. The results of this study are consistent with the findings of Vanderplank (2010) and also (Hafner & Miller, 2011) who said that the YouTube video project can help students become effective learning media and can also help them to control their emotions. It also conforms to the findings of Angela Bayu and Dwi Iswahyuni (2019) which says that the YouTube video project you can act as a medium to handle anxiety imposed by students.

As a result, it made the students feel better about studying English. Finally, three students stated that they were not anxious because they were used to speaking in English. The more opportunities the students had to speak in English, the less worried they felt as a result of their exposure to English. It was consistent with (Kasbi & Elahi Shirvan, 2017) who stated that when students were given more opportunities to speak, they were more willing to speak since the issue was known to them. Thus, 28 students evaluated the learning environment of the YouTube video project to be favorable, which reduced their anxiety.

The findings of the study explained that 35 students surveyed by 19 were still developing anxiety while conducting the YouTube video project, and 16 did not feel anxiety. 9 students who feel anxiety are due to 3 factors; Communication Apprehension, Anxiety test and also Fear of Negative Evaluation. The three factors experienced by the students in this video project are actually based on their own perception. They perceive themselves to be lacking in the English language that makes them anxious that people won't understand what they explain and present, which gives a stimulus to their brains and their bodies responding to their concerns. It's the

resistance that makes them nervous and scared. The second was that they thought the full assessment would be negative when people would not necessarily give such an assessment of their appearance.

Although, the findings found that as many as 19 students still feel anxiety while conducting a YouTube video project, 28 students say that the video project helps them to cope with their anxiety, resulting from the discovery that as many as 12 This certainly goes hand in hand with research from Vanderplank (2010) and also (Hafner & Miller, 2011) that video project on YouTube is a choice that can be used as an effective learning medium. According to the research done by (Ellis, 2012), video project learning provides a less threatening learning environment as compared to individual learning activities that put people under stress. Then, (Tercan & Dikilitas, 2015) noted that teaching speaking skills should take place in a socially non-threatening atmosphere.

CONCLUSIONS

The study aims to find out whether anxiety overages students when they create the YouTube video project using English and also to find out what factors overheating anxiety that experienced by students. The study found that there were three factors were responsible for the anxiety manifested by students: communication apprehension, which is that students felt anxious by their little experience in speaking English. Test anxiety, when students feel that doing a project is a test they cannot do and that makes them anxious, and fear of negative evaluation, students fear the comments and perceptions that people will give in their videos.

However, there are some students who feel calm when they do this video project because they have positive thoughts about what they do, making it fun for them and the learning environment becomes more varied and creative and not intimidated by the circumstances. In the study, too, students agree that using the YouTube video project can help them cope with the anxiety they feel, the learning being done becomes fun and they feel more confident to speak English. They also say that using the YouTube video project is an exciting strategy to counter their anxiety. As a result, a YouTube video project may be one option for creating that type of learning environment. What can be concluded from this study is that although 19 students claim that they are too overheated to create a YouTube video project, 35 students surveyed as many as 28 agree that the YouTube video project is helping them cope with their anxiety. It proves that the video of the YouTube project is a treatment that can be used for students to cope with their anxiety. And students believe that this YouTube video project is helping them to improve their English skills.

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