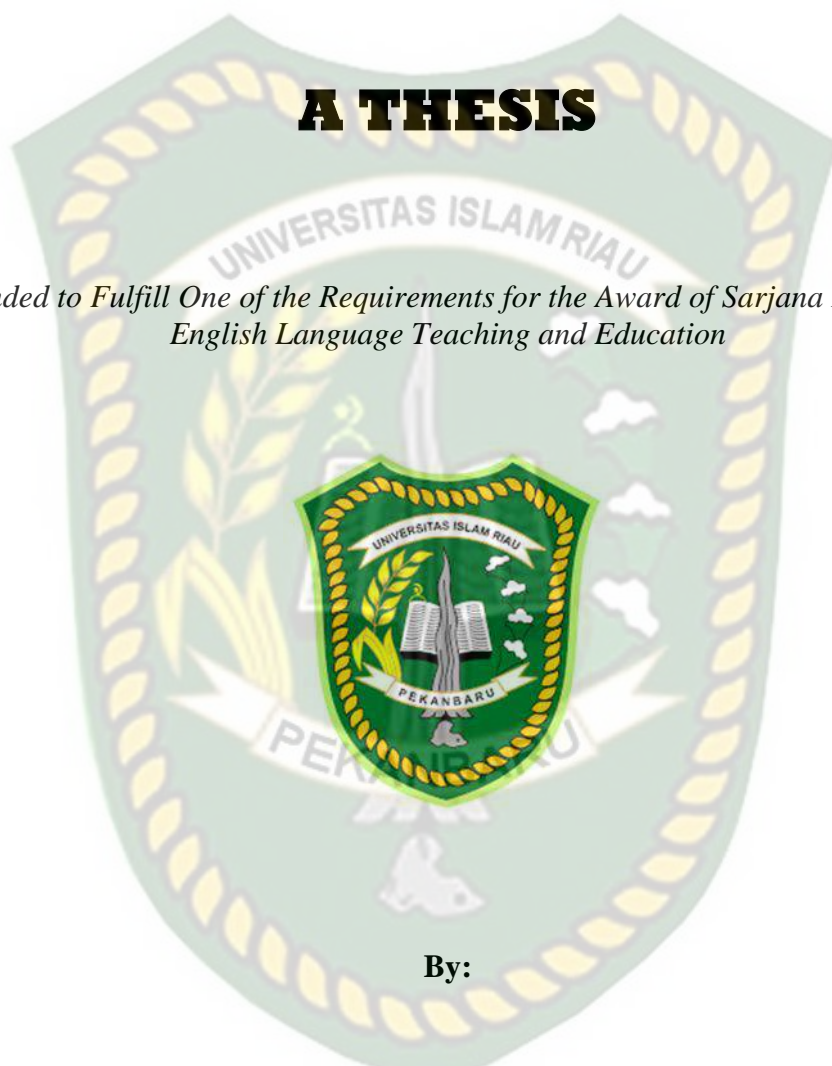


**AN ANALYSIS ON STUDENTS' ANXIETY IN SPEAKING
PERFORMANCE AT ENGLISH DEPARTMENT FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



By:

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**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2020**

THESIS

AN ANALYSIS ON STUDENTS' ANXIETY IN SPEAKING
PERFORMANCE AT ENGLISH DEPARTMENT FKIP UIR

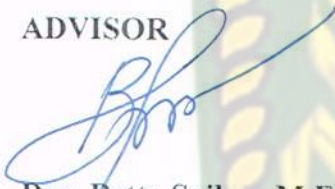
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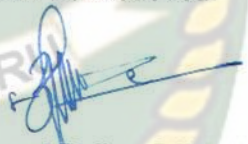
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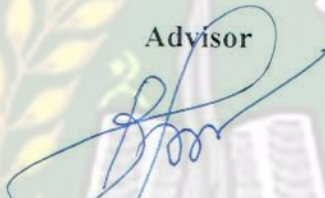
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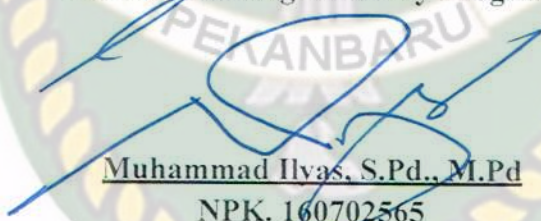
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No	Date	Guidance Agenda	Signature
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2	29 – 12 – 2019	Revised Chapter I	
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5	18 – 02 – 2020	Approved to join examination	
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8	13 – 09 – 2020	Revised Chapter IV and V	
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	23-11-2019	Revised title and Chapter I	Check the grammar & following the concept	
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4	27-04-2020	Join the seminar proposal	Revised chapter I, background & grammar	
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Pekanbaru,.....
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Acknowledge this thesis is definitely from her own ideas, except the quotations (directly or indirectly) which were taken from various sources and mentioned scientifically. She is responsible from the data and facts provided in this thesis.

Pekanbaru, October 5th, 2020

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Bismillahirrohmanirrohim,

In the name of Allah, the beneficial and merciful. All praise be to Allah SWT the lord of this universe. The writer has finished this thesis entitle “An Analysis on Students’ Anxiety in Speaking Performance at English Department FKIP UIR” as one the requirements for the Award of Sarjana Degree in English Study Program. In completing this thesis, the researcher has received valuable contribution, advise, motivation, support, help guidance from many people. Therefore, in this case the writer wants to express the deepest sincere thanks and gratitude for the following great people.

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4. I dedicate this thesis to my lovely father Mr. Herman Tagar (alm) and my beloved brother Yogi Alfian Faldhi Gusman (alm).
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Sincerely yours,
The researcher

Putri Mega Bintang Gusman

ABSTRACT

Putri Mega Bintang Gusman, 2020. An Analysis on Students' Anxiety in Speaking Performance at English Department FKIP UIR. Skripsi

Keyword: *Analysis, Anxiety, Speaking and Performance*

The objective of this research to investigate students' anxiety in speaking performance at English Department FKIP UIR. The subject of this research was the second semester in English Department at FKIP UIR, whose class A and B. the researcher tries to find out the students' level anxiety in speaking performance and the factors are affecting students' anxiety in speaking performance.

The method used in this study was qualitative research. The population of this research is the second semester of English Department at FKIP UIR consist of 95 students. In this research, the researcher used purposive sampling to obtain the sample. The sample of this research is second semester in academic years of 2020 which consist of 32 students. The data were gathered through questionnaire.

The result of this study, showed that anxiety was exist in second semester of FKIP UIR, Pekanbaru. It can be seen from the result of mean score questionnaire's result which is 93. It showed that most of students in second semester had moderate anxiety and there are some factors affecting student get anxiety.

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CHAPTER I

INTRODUCTION

1.1. Background of the Research

There are four basic skills that people should master, they are listening, speaking, reading, and writing. Speaking is the second of the four language skills, its shows speaking has an important role to establish the communication. The main communication tool throughout the world is language. Language makes people understand each other. As a human being, people should express their ideas, opinions, information, and feelings, and it can be express by communication, either directly or indirectly.

In the era of globalization which is growing nowadays, the role of communication has become increasingly important. The period of advancing science and technology is rapidly increasing, making the opportunity to communicate internationally more widely. One of the absolute requirements to achieve it, people should have good communication skills. That opportunity makes us recognize people from different countries and different backgrounds communicate with each other at least use an international language that is English.

English has been a global language that is used by almost all people over the world that make it as their second language in some countries. Even though in Indonesia English as a foreign language, most Indonesian consider that English is central. Central for media of communication in several activities, such as teaching and learning activities, international conferences, and particular conversations with

foreigners. English is used in many fields such as politics, technology, culture, art, trading, education, and business. That's way nowadays Indonesian improve their skill to speak English.

Then, to make someone communicate English fluently, of course, they should improve their speaking skills by practice. Studying grammar will never improve our speaking, listening to English alone will never improve our speaking. So, we have to speak up. Indonesian started using English since they in elementary school, but they also don't know how to speak English. Why? Because they don't have the mettle to practice speaking English. When someone practices speaking, of course, they make a mistake but most people felt embarrassed when making a mistake.

Rahmawati (2018) noted that speaking is one of the most significant parts of language learning. Due to the great influence on the process of language learning, speaking anxiety has played a crucial role in language learning. According to Melouah (2013), speaking anxiety is one of the most important affective variables that influence foreign language learning, often has a damaging effect on students' speaking performance of English.

Anxiety are related to emotion. If someone were faced emotional strain it could be inhibit or disturb the concentration of study or their work. Emotions are grouped in two kinds, sensory emotion and mental emotion. First, sensory emotion is the emotion evoked by the stimulus from the outside of body such as cool, sweat, tired and hunger. Second, mental emotion is the emotion has psychiatric reason. Example intellectual feeling, social feeling, morally feeling. It

means anxiety is connected with emotion that appear when we feel nervous or stressed about something. In foreign language students faced speaking anxiety that make them cannot delivery their idea and speak fluently even they are try best.

When it comes to speaking, we cannot say it is something easy and simple as we think. There are so many factors that hamper students to speak fluently such as speaking anxiety. Established on the interview that the researcher did before in the second semester, there are differences answer when the interviewer tries to get a different opinion from the students and in fact, they have a dissimilar judgment about anxiety. Especially at doing an oral presentation. Some of the students faced anxiety and said that they had difficulties way to solve it. But some of them try to a positive thought about anxiety, they assume that is not anxiety but it is only a lack of practice.

There is are some reasons students in the English Department ashamed to speak English in front of the class. Firstly, most of the students too afraid to communicate with the other because they lack confidence. They embarrassed to speak a foreign language because they not accustomed to English and usually speak Bahasa. It makes them should think twice to change their Bahasa to English. However, they tried to solve it by practice and try to use English commonly.

Secondly, they do not understand what the lecturer says, some of them afraid to speak in front of the class because they fearful lecturer will give them some of the questions and they do not know how to answer it. Their fear of performance makes them stammer in front of the class. It will be seen when they stop a lot

while explaining something. Such as a,a,a, because they think what the next word should come out. It will have an impact on their fluently when speaking. In the end, someone who has anxiety chose to keep silent while they have an idea because they cannot transfer what idea for.

Thirdly, they do not like to speak in front of people, when they try to present in front of the class she or he just blank when they presented. It makes their friend assumes that it's funny to see their friends stammer and just bubbling in front of the class and they assume he or she just not prepared well. It is in contrast to students' who have anxiety should struggle to do their best on all performance even it will destroy some of their explanations.

All of the people can get anxiety but they have a different way to solve it. The lower level they get the easier they can handle it. More highest levels of anxiety that faced students in speaking English, can become worst problem in students' performance because what they are prepared will be disturbed by their panic and it will destroy their appearance even though they had prepared everything well. So, all of them based on their anxiety level

Therefore, through this research, the researcher wants to find out what is the most levels of students' speaking anxiety that experience by a student of the English Department at the Islamic University of Riau in the second semester. Because speaking anxiety is affecting students' performance in the classroom and gives a bad impact on their achievement. Since anxiety can have main effect in speaking, it is important to know the students' anxiety. Therefore, the researcher wanted to investigate what the factors felt by student deeply.

Based on the background of the research above, the writer is interested in conducting research entitled *"AN ANALYSIS ON STUDENTS' ANXIETY IN SPEAKING PERFORMANCE at ENGLISH DEPARTMENT FKIP UIR."*

1.2.The Setting of the Problem

Anxiety becomes a real problem that the majority of the students faced in learning English as a foreign language. Even though anxiety is a normal human condition when they got stress because of the pressure of something. It can be a good thing or a bad thing depending on the levels of anxiety experienced by the student. Higher -level they have higher pressure they got. It can be impacted by their performance.

From the background, there are some problems faced by students in second semester of English Department at FKIP UIR. It can identify by the researcher as follow:

Firstly, most of students too afraid to communicate with the other because of lack of confidence and motivation. They felt not mastering in vocabulary and pronunciations. Their thoughtful about which vocabulary or how to pronounce is right will make them cannot express idea or opinion to the other. It caused, they don't know the right word to ensure the right context. That we know not all vocabularies in the dictionary with word in sentences considering the context of the meaning.

Secondly, their fear about performance make they stammer in the front of class. It will be seen when they stop a lot while they explaining something. Such as a,a,a, because they think what the next word should come out. It will have an

impact to their fluently when speaking. In the end someone who have anxiety chose keep silent while they have an idea because cannot transfer what idea for.

Finally, various troubles faced by the students in speaking need further analysis in order to specify in which aspect their weaknesses, whether on lack of confidence and fear about speaking.

1.3.Limitation of the Problem

Based on the problem above, there are some problem has been found by the researcher in this research. Therefore, the research will try to analyze the student's anxiety in speaking performance based on the three indicators of performance anxiety which are communication apprehension, fear of negative evaluation, and test anxiety and will focus on the level of students' anxiety in speaking performance and gender is dominant on this level.

1.4. Formulation of the Problem

The formulation of the problem in this study is:

1. Which anxiety level dominates students in speaking performance?
2. What are factors affecting students' anxiety in speaking performance?

1.5.The Objective of the Research

1. To find out which level dominates students in speaking performance.
2. To find out the factors affecting students' anxiety in speaking performance.

1.6.Significant of the Research

The researcher analyzes the anxiety in students' performance. It has been necessary to know level students' anxiety and the factors driving students to fell

anxiety using by analysis in speaking performance. The research is expected to be useful.

1. For the students.

The researcher hopes to take benefit from this research, students can improve their English speaking class. It will also be able to help the EFL learners and practitioners or teachers to get a deep understanding of the anxiety. So, they will gain more awareness related to anxiety. As a result, the study can be a consideration for the next research to find effective ways to cope with the problem.

2. For the lecturer.

The lecturer has a different point of view on students' anxiety not only assume that all students who cannot do well their performance not prepared. And the lecturer has good technique and find the solution to faced students' anxiety.

3. For the Researcher

The researcher enlarger her knowledge about anxiety in students' performance and how to fix it, because of the researcher one of them who has anxiety when doing students' performance.

1.7. The Definition of Term

There are several words in the study that need to be defined, in other words, to avoid misinterpretation and the ambiguity in the slang words. There are explains and kinds each term as follows:

1. **An Analysis**

An analysis is a process of studying or examining something in an organized

way to learn more about it or a particular study of something. (Cambridge Dictionary)

2. **Anxiety**

Anxiety state of person feels worry, nervous, less concentration and marked by heart palpitations when there pressure or threat on them. (Hidayati and Nurwanah: 2019).

3. **Speaking.**

Speaking is an essential tool for communicating, thinking and learning. It is the capability of someone to communicate orally with others. (Nguyen and Ho:2018).

4. **Performance**

Performance is the overtly observable and concrete manifestation or realization of competence. Which means performance can be observed by actual doing about something. Bad or good someone's competence can be measured by their performance (Brown: 2003:3)

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

The researcher took some of theories related to the topic for many sources which support the understanding of the problem formulated in Chapter I. This chapter is presented in nine sub headings. This chapter explains about the concept of anxiety, types of anxiety, levels of anxiety, speaking anxiety, speaking performance, types of speaking performance, the assessment criteria of speaking performance, factors affecting speaking performance and the last is factors of anxiety in speaking performance.

2.1.1 Concept of Anxiety

The word anxiety is derived from the Latin word 'angere" that has meaning to choke or strangle. According to Richard (2003), anxiety is the feeling of being very worried about something. Emery and Oltmanns (2012: 161) maintain that anxiety involves a diffuse emotional reaction that is associated with the anticipation of future problems and is out proportion to threats from the environment. Adding the opinion above, Hidayati and Nurwanah (2019) said that anxiety state of person fells worry, nervous, less concentration and marked by heart palpitations when there pressure or threat on them.

Based on the explanation above, anxiety is the feeling worried about something and it is connected with the problem in the future. In the other word it is the feeling anxious about something that has not happened yet. Felling anxiety also comes from the environment which means the environment plays an important role,

like how people respond to the others who have anxiety. If the environment has a good treat to people who get anxiety, it can help them to relive their feeling anxious and when the environment do the opposite treat it can be the worst thing. So, the conclusion is anxiety related with environment, how people treat person who get anxiety it can be affect their anxiety level.

Rather than, according to Griffin and Tyrrell (2007, p. 17) "Anxiety is a natural survival mechanism". Csoti (2003: 39) said that anxiety can be a useful part of someone's life, it will drive someone to achieve the full potential by making fell threatened by competitors and the adrenaline help them to perform well in the test, firing they brain to work at top speed.

This means anxiety is the common feeling when everyone feels worried, stressed and pressured to their job or school. Especially for foreign language anxiety such as speaking. Sometimes felling anxious will be a helpful part of students' performance because they felt worries and stress when the others prepare things better. That feeling makes them try to study and prepare all the things well.

The relationship between anxiety and performance can best be illustrated with an inverted "U", that is, "when anxiety is low, performance is also low. When anxiety is optimal, performance is high, but beyond an optimal level of anxiety, performance deteriorates" (Walker, 1997:17). In other words, everyone feels worried from time to time will have an impact at the end of their action. If people have a feeling of tension, fear, and worries continuously. It becomes a serious problem it keeps people from reaching their goals.

2.1.2. Types of Anxiety

Szyzka (2017, p. 55-58) identified four types of anxiety, which are: Firstly, trait anxiety. Trait Anxiety is "an individual's likelihood of becoming anxious in any situation" Spielberger (1966, cited in Szyzka, 2017, p 55). This means trait anxiety refers to the general level of stress which is related to the personality of the individual and it is connected to the experience, and report negative emotions like fears, worries, and nervousness crosswise over numerous circumstances. This is often a part of the character measurement of neuroticism versus emotional stability. Quality uneasiness likewise shows by rehashed worries about and revealing of body indications. Trait anxiety is characterized by a stable perception of environmental stimulus (events, others' statements) as threatening. The examples of the trait anxiety are social evaluation, physical danger, ambiguous, daily routine and other-undetermined.

Secondly, state anxiety According to Brown (2000) says state anxiety is experienced concerning some particular event or act. From Brown's explanation above state, anxiety faces anxious students always feel worried in variety situation but it just temporary condition at a particular situation. State anxiety is identified as an unpleasant emotional stimulation that occurs when a person comes into contact with frightening stressors or dangers is identified as state anxiety. Fear, tension, and apprehension in a particular situation are known as a temporary emotional condition. Rubbing the palms of the hands-on pants and licking the lips is physiological arousal and observable behavior indicators that relate to state anxiety.

However, the correlation between physiological and psychological measures of state anxiety is quite low and produces a different result.

Thirdly, situation-specific anxiety refers to a specific situation where students feel anxious in a specific situation. It has been identified that language learning anxiety is one of the situations specific anxiety.

The last, performance anxiety which together with interaction anxiety—triggered by fears in communicative situations— belongs to the realm of social anxiety. It is aroused by a specific type of situation or event such as public speaking, examination, or class participation.

2.1.3. Levels of Anxiety

Most people experience some level of anxiety from time to time. In any situation, feeling anxious is perfectly normal, such as taking a test for instance, or going for a job. But the other situation, anxiety should disappear too. It became more of an issue when felt overwhelmed by anxiety on a more frequent basis or even all the time. According to Videbeck (2011: 227) and Yusuf (2015: 86). levels of anxiety divided into four levels. That is:

1. Mild Anxiety

Mild anxiety associated with participation in student's daily life. This level is the most feeling attacked students based on a certain situation. People at this level have an uneasy feeling in their stomach and felt pulse increase slightly. Mild anxiety is a common feeling when students got pushed by something. It can be a positive one because the sensory stimulation increases and helps students focus attention to learn. This level also can motivate students to

make a change and achieve their goals. For example, it helps students to focus on studying and examination.

Psychological reaction: Sharpened sense, increased motivation, effective-problem-solving, increased learning ability, Easy to get angry.

Physiological reaction: Worry, difficulty sleeping, hypersensitivity to noise.

Cognitive: become more eager to learn.

2. Moderate Anxiety.

Moderate anxiety becomes severe and excessive more than mild anxiety. Students become nervous and anxious. This level allows students to focus on the important thing and the other aside. It means students can still process information, solve problems and learn new things with the help of the others. Students have difficulty concentrating independently but can be directed to the topic. For example, when the lecturer explained, the students' attention is not focused but the teacher can regain their attention and direct it back to the task and work.

Psychological reaction: Cannot connect thoughts or even individually and selective attentive.

Physiological reaction: muscle tension, sweating, pounding pulse, headache, dry mouth, high voice pitch, the faster rate of speech.

Cognitive: still get information but not optimal because less of focus.

3. Severe Anxiety

Severe Anxiety is the condition when students stop being able to think rationally and panic attacks. Students feel afraid and confused, agitated,

avoiding the other people and also difficult to think clearly.

Psychological reaction: Doesn't a response to redirection, feels awe, dread, cries, speaking in short, trembling.

Physiological reaction: headache, stammer, nausea, rigid stance, pale, heart pounding.

Cognitive: cannot solve problems, cannot complete the task.

4. Panic

Panic is the sudden sensation of fear that is so strong when facing a condition that felt dangerous or threatening. The people are unable to focus on something even if the smallest thing. This level is a loss of contact or relationship with real life. The people may experience hallucinations and delusions, inability to move or speak, and fell it impossible or to sit or stay, for example, the people having agoraphobia and another. Responses of panic anxiety, there are:

Psychological reaction: loss of rational thought, doesn't recognize potential danger, cannot process any environmental stimulus, cannot communicate verbally, delusional and hallucination.

Physiological reaction: silent, dilated pupils, increase blood pressure, pulse, dizzy and fainted.

Cognitive: cannot think anymore and cannot process the other said.

2.1.4. Speaking Anxiety.

Language anxiety is feeling anxious that arises when someone learns a second language such as English. Anxiety is a major factor that can hamper the

learning process. According to Sutarsyah (2017) state "language anxiety, a complex psychological construct, is regarded as an effective variable in the language learning". It means that language anxiety has also become one of the factors involved in the success of language learning, either it is positively or negatively.

According to Horwitz (1986:125), some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process. The psychological factors should be identified early before reducing and controlling them to cope with the mental block.

Foreign language anxiety consists of "self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz: 2001). Also, Fitriah (2019) said foreign language anxiety (FLA) is fear or apprehension occurring when a learner is expected to perform in a second or foreign language and it becomes a common phenomenon in the classroom.

From the expert above means felling of tension, fear, and apprehension associated with such foreign context as speaking, listening and learning and it is a unique process because learners are required to communicate using a language that they have not mastered perfectly and become a common phenomenon in classroom. There are three performance anxieties according to Horwitz (in Elaidi:2016).

1. Communication apprehension

Communication apprehension is defined as a feeling of shyness as the impact of

fear to communicate with other people. There is difference between public communication and ordinary communication. In the context of commonly communication, individuals feel comfort to convey their thoughts. It contrasts to communication in public, the individual automatically becomes the leader and takes full control of many people. Therefore, individuals who experience anxiety in public do not feel worried when communicating in normal situation. Individuals usually only become anxious because of dealing with communication situations in public.

People with communication apprehension have difficulties expressing their thought and idea in their target language. It is hard for them to speak and comprehend the message to others. Communication apprehension, which arises from learners' inability to adequately express mature thoughts and ideas. So, it can be concluded that communication anxiety in public is threatened, unpleasant situation followed by physical, psychological sensation due to not being able to adapt or face situation when communicating in public without a definite cause, which arises before or during communication. According to McCroskey (1984) said that communication apprehension divides into four type that is:

1. Traitlike Communication Apprehension.

The level of anxiety experienced is relatively stable and the time is relatively long when a person is faced with various communication contexts, such as in public speaking, meeting, interpersonal communication and group communication. Meanwhile, traitlike communication apprehension can also be seen as a reflection of the personality of someone

who experience speaking anxiety.

2. Context-Based Communication Apprehension

Context anxiety triggers communication apprehension due to a specific context. This is considered a psychological response caused by the specific context but not necessarily on others. For example, a person can have no problem talking to their best friend but can get anxiety while talking in front of the class such as public speaking, 70% of students suffer from a certain level of communication apprehension trigger by public speaking. There is other context that can create a similar response such as speaking in front of the class, small group discussion or meetings.

3. Audience Communication Apprehension

The communication apprehension experienced by a person when she or he communicates with certain types of people regardless of time or context. This particular audience will trigger an anxiety reaction. For example, someone who experiences communication anxiety with their parents will experience communication apprehension when delivering a speech where their parents are in that audience, even though they actually do not feel anxious when they will do public speaking activities. The individual will feel the same anxiety when she or he talks privately with their parents.

4. Situational Communication Apprehension

Situational communication apprehension relating to situations when someone gets unusual attention from others, such as when someone is doing public speaking, or is associated with other people who have a higher

social status or position. This anxiety is triggered by special combination of audience and context that involves different dimensions and creates a unique scenario.

Communication apprehension has a variable that has a low to high level. And in its practical application, the problem of communication anxiety can be overcome by threatening the individuals who experience it. The solution that should be done to overcome or reduce anxiety in communicating with others is through various individual efforts to involve themselves socially (Lewis & Slade, 1994).

2. Fear of negative social evaluation

Fear of negative evaluation is defined as the students who do not only get anxiety in taking the test. They can feel anxious and worry in every social evaluation situation, for example, interviewing for a job or speaking in a foreign language class. According to Putera and Yuniardi (2020) said that someone who have an anxiety often feel shackled by concerns about their success and ability to get recognition from others. From the explanation above, there is excessive demand that arise in them because of their unwillingness to fail, be rejected, humiliated or ridiculed by their social environment. This pressure goes straight with the doubts that also develop in them, so they overestimate the weakness that exist within them, which result in their lack of confidence in themselves.

Putera and Yuniardi (2020) also said anxiety can be caused by internal factors and external factors. External factors are a factors comes from outside the individual. These external factors are in the form of situational setting, or things that will naturally always continue and cannot predicted. Meanwhile, internal

factors are factors that come from within the individual, internal factors are closely related thoughts that arise due to external situations, both positively or negative thoughts. It means, fear of negative evaluation have a negative effect on individual development. Fear of negative social evaluation, will decrease from a learner's need to make a positive social impression on others.

3. Test anxiety

Test anxiety refers to a type of performance anxiety stemming from a fear of failure (Horwitz, 1986). It showed, test anxiety has appeared when the students worry to fail in the test. The students feel anxious in a test of foreign language class may get difficulty tests and quizzes since the test. Even, the students who most prepared often make errors in the test because of their anxious feeling. Test anxiety, an apprehension about academic evaluation.

According to Dawood (2016) said that test anxiety is psychological condition which students to experience extreme distress and anxiety in test situation. A little anxiety during exams is required that will help students to get motivated and learn. Which means, many people experience stress or anxiety before an exam. In fact, a little nervousness can actually help people perform their best. Cherry (2020), said there are few potential causes of test anxiety, include; fear of failure, poor testing history and unpreparedness.

From the explanation above, the symptoms of test anxiety can vary considerably and range from mild to panic. Some people experience only mild symptoms of test anxiety and they are still able to do fairly well on exams. Others students are nearly incapacitated by their anxiety, performing dismally on test or

experience panic attract before or during exams.

2.1.5. Anxiety Factors.

Anxiety can rise from any various sources. Such as in foreign language classroom anxiety it comes from classroom activities and the methods which related to teacher's instruction and task. For example, speaking activities it appears frequently as one of the anxiety provoking factor. According to Horwitz and Cope (2001) state that speaking in a foreign language as the most anxiety producing experience.

It is supported by the opinion of Kota Ohata (2005) said that language anxiety can arise from so many sources such as:

1. Personal and interpersonal anxiety

Commonly personal and impersonal are the most sources of anxiety, it was investigated in correlation with other social and psychological construct. For example, people with phobic balloon will feel trembling it is same as the students who feel trembling if students have bad impression or people with low self-esteem may worry what their friends think and they are afraid to get a negative response, result or evaluation. It was propped by the opinion of Jeffrey (2005:181) he said on factor of anxiety is over self-prediction toward fear. Person with anxiety often predict copiously about how great fear or anxiety in a situation.

Thus, some of the performance anxieties mentioned earlier might be the categorized largely into one psychological construct, those psychological phenomena, accompanied by the low self-esteem and competitiveness, can

become the place for the student's language anxiety, as often directly in the form of the performance anxieties.

2. Learners' beliefs about language learning

According to Horwitz (1986:127) state that learners' beliefs about language learning also contribute to the students' tension and frustration in the class. Ohata (2005) presents various kinds of learner's belief, suggesting that some of them from the learners' unrealistic and sometimes erroneous conceptions about language learning. Here is some result as follow:

- a. Some learners were concerned about the correctness of their speech in comparison to native-like accent or pronunciation
- b. Some believed that two years of language learning is enough to achieve a native- like fluency
- c. Some expressed that language learning means learning how to translate.
- d. Some others believed that success of second language learning limited to a few individuals who are gifted for language learning.

Moreover, when their thought not in line with the action, the unreasonable learners' beliefs or irrational faith from learners can increase anxiety when they try to speaking in front of the other because of self-defeating. For example, students would have thought "my heart will come out from the chest". That suggestion will disturb the plan, encourage the behavior to avoid, decreasing hope.

3. Instructors' beliefs about language teaching

According to Gilakjani (2017) said instructors' belief are related to some

factors to interact with students in the processes of teaching and learning. Teachers' beliefs affect what they say and do in classroom which forms their beliefs. Teachers' belief also impacts their teaching behavior, learner development, guide their decision- making interaction with the learners. Moreover, instructors' beliefs about language teaching can also become a source of creating language anxiety among learners. The lecturer' assumption about the students' role in understanding the language in teaching-learning process they provide may not always correspond to the students' need or expectations toward the students.

From the explanation from the expert, the researcher gets the point from the statement above, the students who does not understand or afraid about something can make their anxiety become increasing. The sensitivity of anxiety is a fear of anxiety people who high sensitively toward anxiety have excessive fear. They were afraid on emotions unmanageable resulted something that determine they easily feel panic when having sign of anxiety such as heart breathing and short breath.

4. Instructor- learner interaction

There is an interaction between learning and the environmental components in which the student grew up, and both negative and positive experiences have a strong impact on the success of language learning. The process of interaction between the instructor and learner is regarded as a factor causing anxiety for the students. If the learners do not understand the lecture's corrections or explanation, this can be cause for anxiety.

5. Classroom procedures

Jeffrey (2005) state that over sensitivity toward threat is like a fear of threat. Other people feel in safe situation but he/she will happen that makes afraid. Many learners feel that some error correction is necessary, the manner of error correction, individual treatment of other individuals is often said as provoking anxiety. Those studies that investigated anxieties in relation to instructor and learner interaction show that students are more concerned about how their mistake are corrected rather than whether error correction should be administrated in class, it will make them fear to speak in front of the class. The other one make students feel afraid to speaking is interaction between learner and learner.

6. Language Testing

Language testing is one of the factor which contribute the anxiety to the students. It would lead to other psychological stresses, such as the fear of losing self-confidence or feeling inferior to others.in addition, sometimes students felt pressured to think that they had to organize their ideas in a short period of the time while caring about grammar errors as the same time.

Low self-efficacy is tending to feel more anxious in a situation where doubt the ability its own, and anxiety will impede performance. People with low self-efficacy will less confidence on its ability to perform the task with success. They will have wrong attribution body signal, it means that the beat of heart will increase, the breath quickly and perspire.

2.1.6. Speaking Performance

Speaking becomes central in communication and as a tool that can make people easily understand what the others talked about. Speaking is also called oral communication which used more by people in their social communities.

Arniatika (2018) state speaking as the hardest skill is one of the productive skill that functions to express something from the speaker to the listener in the way of spoken language Nguyen and Ho (2018) also says that speaking is an essential tool for communicating, thinking and learning. It is the capability of someone to communicate orally with others.

Based on the theory Arniatika and Pham Ho, the authors define that through speaking, people can express their idea, thought and feeling to the other indirectly, they can directly communicate and interact with one another.

Furthermore, Arniatika (2018) said English is spreading around the world not only as of the role of the international language but also as the acknowledgment of English as a first, second and foreign language. In Indonesia students learn English as a foreign language when they were children, the government hopes when they learn English when was a child they will have many performances related to productive skill especially in speaking. But in fact, the students' speaking ability is still low. It is difficult for them to fulfill some aspect of speaking performance.

It supported opinion by Brown (2003:30), performance is the overtly observable and concrete manifestation or realization of competence. Which means performance can be observed by actual doing about something. Bad or good

someone's competence can be measured by their performance.

Most students in the English department try to employ different strategies to learn speaking skills. Sometimes, they do not feel the confidence to speak English even they are from the English department. The main point that should be considered. According to Syakur (2007), at least there are five components of the speaking skill related to comprehension, grammar, vocabulary, accent (varieties of pronunciation), and fluency.

First, comprehension is the ability to understand something. To conduct a good communication orally, speakers must understand what others say. Oral communication certainly requires a subject to respond to speech likewise to initiate it.

The second component is grammar. Grammar as one of the micro-skills is essential for students. Grammar is concerned with arranging a correct sentence in a conversation which is in line with the explanation. Students' ability to manipulate the structure and to distinguish appropriate grammar is appropriate. Students use grammar to learn the correct way to master oral and written forms of a language.

The third component is the vocabulary. Without sufficient mastering on vocabulary, people cannot communicate with others effectively or express their ideas both in oral and written discourse.

The next component is accent (varieties of pronunciation). The students can produce clearer language when they speak. It is related to the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary. There are two features of pronunciation, that is,

phonemes and suprasegmentally features.

The last component is fluency. In learning to speak, fluency is the goal of many language learners. Fluency can be determined as the ability to speak with reasonably fast speed and with a small number of pauses and "ums" or "ers".

2.1.7. Types of Speaking Performance

According to Brown (2004), there are five types of speaking performance, they are imitative, intensive, responsive, interactive and extensive monologue.

2. Imitative, Imitative is carried out not for the meaningful interaction, but for focusing on some particular element of language forms such as imitating a word, phrase, and sentence. The important thing focuses on imitating pronunciation.
3. Intensive, this is one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. It usually places students doing the task in pairs.
4. Responsive, it is short replies to teachers or students and it initiated questions or comments and giving interaction and direction. Responsive performance includes interaction and test comprehension but at the sometimes just short conversation like greetings and simple request.
5. Interactive, the difference between responsive and interactive speaking is in the length and complexity of the interaction. This is carried out to convey or exchange specific information, which is an extended form of responsive language.
6. Extensive (monologue), extensive oral production task includes speeches,

oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses).

2.1.8. The Assessment Criteria of Speaking Performance

Students need to master the components of speaking to be able to conduct the appropriate oral performance. In line with that statement, both students and teachers need to know the factors that can determine good speaking performance. For teachers, these factors can be assessment criteria to justify students' performance. For students, these can be their considerations to achieve a higher level of speaking proficiency. Thornbury (2005: 127) explains several criteria to identify the characteristic of speaking performance.

The first is grammar and vocabulary. It is related to produce oral performance with the accurate and appropriate use of syntactic forms and vocabulary to achieve the task requirements at each level. The range and appropriate use of vocabulary are also important here because it is marked for the accurate and appropriate in speaking.

The second is discourse management. It is dealing with students' ability to express ideas and opinions in coherent, connected speech. It requires students to construct sentences and to produce utterances to convey information and to express or justify opinions. The students' ability to maintain a coherent flow of language with an appropriate range of linguistic resources over several utterances is the main concern here.

The next is pronunciation. It refers to the students' ability to produce

comprehensible utterances to fulfill the task requirements, i.e. refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning.

The last is interactive communication. This refers to the students' ability to interact with the interlocutor and other students by initiating and responding appropriately and at the required speed and rhythm to fulfill the oral performance requirements. It includes the ability to use functional language and strategies to maintain or repair interaction, e.g. in conversational turn-taking, and a willingness to develop the conversation and move the task towards a conclusion. Students should be able to maintain the coherence of the discussion and may ask the interlocutor or other students for clarification. It is important to notice that grammatical accuracy is only one of the various factors. The teachers also need to remind themselves when assessing speaking that even native speakers produce non-grammatical forms in fast. It would be unfair to expect a higher degree of precision in learners than native speakers are capable of.

2.1.9. Factors Affecting Speaking Performance

Tuan and Mai (2015) classified students' speaking performance can be affected by some factors that come from performance condition, affective factors, listening ability, topical knowledge and feedback during speaking activities.

1. Performance condition

Students perform a speaking task under a variety of conditions. The performance condition can affect speaking performance. According to Nation and Newton (2009: 117), there are four types of performance

condition that includes time pressure, planning, the standard of performance and the amount of support.

2. Affective factors

Variety of affective variables including three categories that is motivation, self- confidence, and anxiety.

3. Listening ability

Speaking skills cannot separate from listening skills, when someone started speaking, of course, the other should listen. Every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she cannot understand what is said. It means speaking is closely related to listening.

4. Topical Knowledge.

Topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. Test tasks may be easier for those who process the relevant topical knowledge and more difficult for those who do not.

5. Feedback during Speaking Activities.

Most students want and expect their teachers to give them feedback on their performance. Teachers responses depend on their performance, how them on the stage, the activities, the types of mistake made and the particular students who made the mistake.

2.2. Past Studies

In this part of the study, some previous studies relating to this study will be references. Their studies were carried out to analyze students' anxiety in speaking. Pamungkas (2018) was studied about scholars consider that foreign language anxiety has notoriously inverted student's speaking performance due to the learning of the target language. In advance, research in the foreign language area was a course at the English department of Universitas Negeri Surabaya. To date, twenty- three students (5 males and 18 female) enrolled in academic speaking course A was participating in this study. This study analysis about students' anxiety level and the conclusion students have average moderate anxiety.

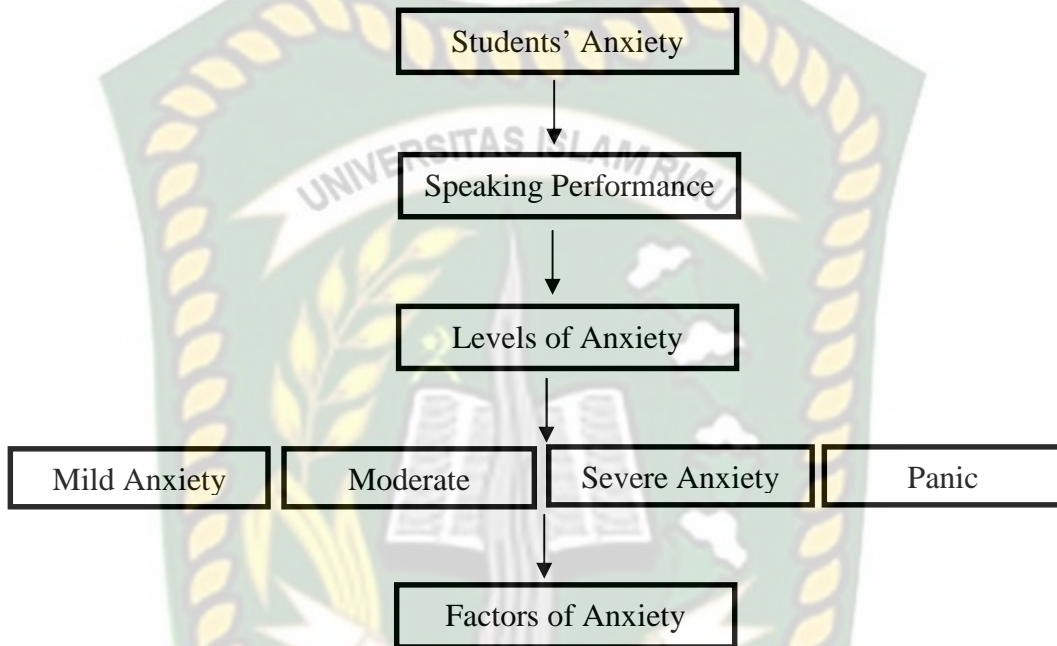
Another study was conducted by Rayani (2016) the aim of this study was conducted to investigate how are students' strategies in reducing their anxiety in speaking English and what factors affecting student's anxiety in speaking English, as well as the students. This study employed qualitative. The participant of this study was 30 students class in one junior high school in Dalu- Dalu. The data were obtained from the questioner and interviewing. The finding showed how are student s' strategies in reducing their anxiety in speaking English were: positive thinking, resignation, peer seeking, preparation, and relaxation. Moreover, factors affecting students' anxiety in speaking English were: fear speaking inaccurately, fear negative evaluation and low speech skill.

Another study was carried out by Ririn (2017). This study was conducted in an English study program at FKIP Universitas Islam Riau. This study was purposed to find out levels of anxiety in the sixth semester. The result shows that

the common of students have mild anxiety.

2.3. Conceptual Framework

Table. 2.1. Concept of Students' Anxiety



2.4. Assumption

Based on the problem of the research and theoretical framework, the researcher make assumes that there are dominant levels and some factors faced students' anxiety in speaking performance at English Department FKIP UIR.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of methodology, which is including the research design, source of the data, data collecting technique, and data analysis technique.

3.1. Research Design

The design of this research is a qualitative method to get the data method. It means in qualitative research has description quality and deposed analysis with a qualitative approach. According to Creswell (2009), qualitative research is an approach to explore and understand the problem of central. It supports opinion by Yusuf (2014:328) said that quantitative research conducted to describe anything in detail about something that activities or events or phenomena. In short, this is based on the process of an investigation involving description and interpretation that could be assigned without manipulating variables, place and time.

Based on the experts above, the researcher was conduct qualitative research collect actual and detail information, identifies problems, make comparisons or evaluation, and determines what other do in the face of similar problems and learns from their experiences to set plans and decisions at times which was come without manipulating variables, place and time or the other word all of the studies is fact. In this research, the researcher focuses on students' anxiety levels and gender are dominant in anxiety levels especially in English at second-semester students of FKIP Universitas Islam Riau.

3.2. Source of Data

3.2.1. The Population and Sample

Levy (2008) defined population is the entire set of individuals to which finding of the survey is to be extrapolated, or the terms are the universe and target population. The elements of populations are often grouped for purposes of sampling. In other words, a population is some people who live in a certain place and was chose to be a research sample. In this study, the population of this research is the second semester at English program FKIP Universitas Islam Riau. The second semester has two classes, there are A and B.

Table 3.1. The population of the Research.

Class	Number of students
A	49
B	46
Total	95

Besides, according to Creswell (2012:142) defined that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In another word, sampling is representative of the studies population or sample is the part of the population to study and represent the characteristics of the problem. Sampling technique is a way of taking samples. To determine the sample that will be used in research, there are various sampling technique used. The sampling technique that writer use is nonprobability sampling technique.

According Creswell (2012: 145) said that in nonprobability sampling the

researcher selects individuals because there are available, suitable, and represent some characteristic the investigator seeks the study. The researcher can involve participants who volunteer and who agree to be studied. In this technique, researcher use another type of nonprobability sampling that is purposive sampling.

Sugiyono (2015: 124) state purposive sampling is the technique with certain considerations. The determination of the sample used in this study is by the researcher uses this technique because of the imbalance between population and characteristic of a sample such as gender. There are more females than males in second semester English Department FKIP UIR.

So, the researcher decided to choose 32 students consisting of 16 males and 16 females from population A and B. The researchers choose 8 males and 8 females each class.

3.2.2. Location and Time of the Research

This research was conducted at the English study program of FKIP Universitas Islam Riau on Khairudin Nasution street in the academic year 2020. The time of this research starts from July to August 2020.

3.2.3. The instrument of the Research

1. Observation.

According to Suyitno (2018) observation activities concern with some principles; the researchers observe what is seen, heard, or felt and do not put attitudes and opinions, and all based on the fact. It means, the researcher should get the data based on the fact not opinion and it is a concern in reality. Observation should be able to take a fact following its core differences.

2. Questionnaires

A questionnaire is a research tool consisting of a series of questions and other facts asked individuals to obtain statistically useful information about a given topic (Amir:2017). A questionnaire is a set of statements designed to the target respondent. Although they were designed for statistical analysis of the responses, this is not always the case. The researcher used this instrument for the data to analyze the levels of student's anxiety and students and factors are affecting students' anxiety.

The questionnaire purpose for to get the students' response. The questionnaire is divided into two parts, the first part to find out level anxiety and the second one is to find out the factors are affecting students's anxiety. First questionnaire contains thirty-three questions and the second questionnaire contains ten questions. The questionnaire, was analyzed to find out students' anxiety in classroom. The modified version of FLSAS (Foreign Language Speaking Anxiety Scale) was used by the researcher to analyze the questionnaire result. Development of the questionnaire drew from the experiences of foreign language students who had self-selected into language support group for reason such as anxiety difficulty learning their target language.

The questionnaire of FLSAS that contains 33 item of questions. The instrument ranged from negative question that is strongly disagree 1 point to strongly agree 5 points. Likewise, positive question that is strongly disagree 5 points to strongly agree 1 point.

Table 3.2.
Levels of Students' Anxiety

Statement	Question Number	Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	4,7,9,17,22,23,24,25,26,27,28,29,30,31,32,33	1	2	3	4	5
Negative	1,2,3,5,6,8,10,11,12,13,14,15,16,18,19,20,21	5	4	3	2	1

Table 3.3
Blueprint of the Questionnaire

No	Indicator	Question Number	Total
1	Communication apprehension	6,7,10,13,14,15,17,18,22,24,29,33	12
2	Fear of negative evaluation	1,3,8,9,21,23,26,27,30,31	10
3	Test anxiety	2,4,5,11,12,16,19,20,25,28,32	11
	Total	33	33

Table 3.4.
Levels of Students' Anxiety

Questionnaire of Foreign Language Speaking Anxiety Scale (FLSAS)

No	Statement	SA	A	N	D	SD
1.	I feel embarrassed to speak English because I think I have poor pronunciation and intonation.					
2.	The more pressure I feel, the more effectively I can practice my oral English.					
3.	I am often worried that if I cannot speak English well I will not get a decent job in future.					
4.	I often hope that teacher would call on me during foreign language class.					
5.	I feel that not knowing enough vocabulary is the biggest problem preventing me from speaking performance easily.					

No	Statement	SA	A	N	D	SD
6.	I become anxious when I get stuck on one or two words in speaking performance.					
7.	I enjoy speaking a foreign language in front of the class					
8.	The most anxiety-provoking part of learning a foreign language is learning to speak.					
9.	I would not be so anxious just to learn to read and write in a foreign language rather than having to learn to speak as well.					
10.	I do not mind thinking aloud in a foreign language, but I feel very uncomfortable when I have to speak to others in front of the class.					
11.	One reason for me to feel anxious about speaking is my little knowledge concerning its history and culture.					
12.	I am nervous and pale if I have to speak in front of the class when I am not familiar with the topic.					
13.	I feel confident when speaking in the front of the class.					
14.	I feel more nervous when having to give important information orally in speaking performance.					
15.	I get worried and tremble when I have little time to think about what I have to speak in front of the class.					
16.	I start to be panic and sweating when I find I cannot speak in front of the class fluently.					
17.	I have no fear of speaking a foreign language in public.					
18.	I am nervous when speaking a foreign language on the phone or when imagining a situation where I speak a foreign language on the phone.					
19.	When speaking a foreign language, I often know all the words I need but still fail to express myself easily due to anxiety.					
20.	I feel nervous and heart pounding when having to be tested orally in foreign language.					

No	Statement	SA	A	N	D	SD
21.	Others will look down on me if I make mistakes in speaking a foreign language.					
22.	Having classmates working in small groups helps reduce my anxiety when speaking performance.					
23.	It helps reduce my language anxiety to talk with other students about the fears of speaking a foreign language.					
24.	Participating in a supporting group or activity (e.g., a FL corner) helps reduce my fears of speaking that language.					
25.	Doing relaxation exercises (e.g., productive self-talk) helps reduce my fears of speaking.					
26.	Lecturer' encouragement makes me feel relaxed when speaking performance.					
27.	A humorous lecturer helps reduce my anxiety in speaking performance.					
28.	If accuracy is not the focus, I will not be so nervous about speaking performance.					
29.	I do not feel so anxious when speaking in a friendly environment.					
30.	A patient lecturer helps reduce my anxiety in speaking.					
31.	I feel relaxed about speaking if I know that mistakes are part of the language learning process and made by everyone.					
32.	I feel relieved about speaking a foreign language if my teacher corrects my mistakes indirectly (e.g., just repeat the right form instead of saying that I am wrong).					
33.	Playing language games helps reduce my anxiety in speaking a foreign language.					

Adapted from Deyuan He (2018)

Table 3.5.
Score for Level Anxiety

Levels	Range Score
Mild Anxiety	33-66

Moderate Anxiety	67-99
Severe Anxiety	100-132
Panic	132-165

Table 3.6.
Questionnaire of Factors Anxiety
Blueprint of the Questionnaire

No	Indicator	Question Number	Total
1	Personal and interpersonal anxiety	1,2	2
2	Learners' beliefs about language learning	3,4	2
3	Instructors' beliefs about language learning	5	1
4	Instructor-learner interaction	6,9	2
5	Classroom procedures	7	1
6	Language testing	8,10	2
	Total	10	10

Table 3.7.
Questionnaire of Factors Anxiety

No	Questions	Answer		Reason
		Yes	No	
1	I prefer speak English more than Bahasa when speak in front of the class.			
2	It embarrassed me to answer question from lecturer and friends using English.			
3	I start to panic when have to speak without preparation in language class.			
4	I get nervous and confused when I am speaking in my language class.			
5	I can feel my heart pounding when I am going to be called on in speaking performance.			
6	I am afraid that the other students will laugh at me when I speak foreign language.			
7	The more I study for a language test, the more confused I get.			

No	Questions	Yes	No	Reason
8	I am sweating when it comes to explaining English in front of the class.			
9	I tremble when I know that I am going to be called on language class.			
10	I worry about the consequences of failing my speaking in foreign class			

3. Documentation

In this study, the speaking in front of the class used to collect data about levels of students' anxiety by the questionnaire. So, the researcher was used social media and FormApps to measure their levels of anxiety. The researcher uses whatsApp to collect the data and the students fill the questionnaire that researcher already set in FormsApps.

3.3. Data Collection Technique

In collecting the data, the researcher was used two instruments which are questionnaires and observation of the students' performance by video to find out level' students' anxiety and who are dominant to get anxiety.

The following are several steps was had done to collect the data in this research.

1. Ask permission from the lecturer's second semester of English program at FKIP Universitas Islam Riau who teaches about speaking.
2. Ask students to fill out the questionnaire and give them time to choose the answer.
3. Then, observe the students who are doing the speaking performance by questionnaire that they fill.

4. When the speaking performance has been completed, the researcher was observing and determine their responses shown in speaking performance by questionnaire.
5. Next, the researcher will classify the result of each student based on level anxiety, mild anxiety, moderate anxiety, severe anxiety, and panic and classify what are the factors of anxiety.

3.4. Data Analysis Technique

The data analysis technique is carrying out since before entering, during, and after the finish in the field. Based on the expert explanation above the researcher classified some data analysis technique Firstly, should sorting questionnaire and compiling data classification on dominant anxiety and gender levels as supporting data.

Then the researcher doing analyze their questionnaire After getting the data researcher observes and determines the responses shows by students. At that moment, the researcher was analyzed their level and which gender is dominant. Secondly, doing editing data and coding data are also done to build data analysis performance. Next, confirm data that require data verification and data deepening.

Then, do an analysis of data about anxiety levels and genders are dominant in the anxiety level. At that moment, the researcher was analyzed their level and which gender is dominant. And the last, the researcher makes a result of the analyzes and finds out the result.

After collecting data, the researcher was analyzed by using scoring rubric about level students' anxiety and gender who are dominant. The data analysis

technique for qualitative data gained from the questionnaire. The data was calculated into table percentage and the average value and was used the formula:

$$P = \frac{f}{n} \times 100\%$$

P= percentage

F= frequency

N= number of sample which observed

And then calculated to find the average value was used the formula:

$$Mx = \frac{\sum x}{N}$$

Mx= mean (average)

X= total of variable

N= Number of sample which observed

CHAPTER IV

RESEARCH FINDING

This chapter aimed to find out the differences of levels of anxiety and are there any significant differences in gender that get anxiety. This chapter presents the result of research findings which is intended to answer the problem of the study. In this chapter, the researcher presented the data obtained of the student's anxiety in speaking performance. The data was taken from the second semester of students English Department at FKIP UIR.

4.1.Data Description

In order to collect the data, the researcher conducted a questionnaire. The questionnaire was taken online because of the covid-19. The data using Forms Apps. So, students only fill in data through online. The questionnaire was given to students in second semester of English Department at FKIP UIR, and it is consisting of class A and class B.

In distributing questionnaires in second semester English Department at FKIP UIR, the researcher distributes 32 questionnaires. Each questionnaire is given to the sample and it is expected that the respondent can fill out the statement submitted on the questionnaire in accordance with the actual situation. Of the 32 questionnaire distributed to class A and B, the data can be processed into useful data for the continuation of this research. The data of the questionnaire that researcher was given to respondent, can be seen in the table below

Table 4.1

Division of Questionnaire

Class (Second Semester)	Questionnaire Distributed	Returned Questionnaire
A	49 students	17 students
B	46 students	15 students
Total	32	32

4.2. Data Analysis

4.2.1. The Students' Anxiety in Speaking Performance

The most commonly used tool for assessing FLA is the FLSAS, developed by Deyuan He (2018). A modified version of FLSAS was used in this study. The first questionnaire had original version of FLSAS is 33-item; 5-point and the researcher choose all of the item. The scale instrument ranged from (strongly disagree, disagree, neutral, agree and strongly agree) measuring level of student's anxiety. The data of level students' anxiety is gained from questionnaire. There were 33 questions list of questionnaire section. The instrument ranged from negative question that is strongly disagree 1 point to strongly agree 5 points. Likewise, positive question that is strongly disagree 5 points to strongly agree 1 point. Here the table of each number of questions with the percentage of students' level anxiety in speaking performance.

The second questionnaire also used Deyuan He (2018) and consisted 10 questions from the 6 indicators. The second questionnaire only had answer yes and no with a reason that respondent was collected.

1.I feel embarrassed to speak English because I think I have poor pronunciation and intonation

Table 4.2. Questionnaire's question result no.1

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	1	3%
2	Agree	13	41%
3	Neutral	11	34%
4	Disagree	5	16%
5	Strongly Disagree	2	6%
Total		32	100%

Based on the table above, it showed that 3% students were strongly agree, there are 41% was agree feel embarrassed to speak English because of the lack of pronunciation and intonation. Even 11 students were neutral about that statement. And students disagree and strongly disagree with that statement less than 50%, its only 22%.

It means, that anxious students are afraid of being negatively evaluated by other students or being less competent. Most students on second semester at English department FKIP UIR shortages hold them afraid to speak in front of the class because of the pronunciation and intonation. This deficiency makes them unable to speak fluently.

2.The more pressure I feel, the more effectively I can practice my oral English.

Table 4.2. Questionnaire's question result no.2

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	0	0%
2	Agree	16	50%
3	Neutral	11	34%
4	Disagree	5	16%
5	Strongly Disagree	0	0
Total		32	100%

According to table above, there is no one students strongly agree and

strongly disagree about statement the more they pressured the more they can speak well. Inversely proportional, 50% students were agreeing, 34% was neutral and 16% disagree with that statement. It showed, that test anxiety makes them try to prepare and a little nervous feeling makes them feeling pressure to speak well in front of the class. They will practice more to fix their errors. Their pressure makes them know mistakes and give the positive motivate to be better in the next. Not all the pressure will give the bad impact it can be good impact to them.

3. I am often worried that if I cannot speak English well I will not get a decent job in future.

Table 4.2. Questionnaire's question result no.3

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	3	9%
2	Agree	10	31%
3	Neutral	6	19%
4	Disagree	12	38%
5	Strongly Disagree	1	3%
Total		32	100%

Through the data above, showed that students afraid with the negative of social evaluation that others give to them, they worried about their future because of the other perspective such as “you are English students major of course should speak well” as much 40% of them answered agree and strongly agree, then 38% students were answered disagree, and 3% or only one student was answered strongly disagree. The rest of them chose neutral. All showed almost equal result between agree and disagree. For the students who answered agree because of them from English Department of course they should get job with the same major that they chose and when there are not fluently in speaking English they worried about

their carrier.

4. I often hope that teacher would call on me during foreign language class.

Table 4.2. Questionnaire’s question result no.4

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	5	16%
2	Agree	10	31%
3	Neutral	13	41%
4	Disagree	4	12%
5	Strongly Disagree	0	0
Total		32	100%

The table showed the amount of students who hope that the lecturer would call on students during foreign language class especially when they speaking English in the front of the class. Overall, the students were choosing neutral. There are 13 students or 41% from 100% chose it. And more than 40% respondents were answered strongly agree and agree. 4 students were answered disagree. And no one of respondents was answered strongly disagree.

Unfortunately, 12% who was chose disagree assume that people who has anxiety did not want not to call by the lecturer because it just makes them anxiety more getting highly. Such as pale. Heart beating and stammer in front of the class. The situation when lecturer asks them to speak spontaneous without any preparation during speaking performance, then the students will panic suddenly and anxiety will increase.

5. I feel that not knowing enough vocabulary is the biggest problem preventing me from speaking performance easily.

Table 4.2. Questionnaire’s question result no.5

NO	Category	Frequency	Percentage (%)
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1	Strongly Agree	4	13%
2	Agree	17	53%
3	Neutral	8	25%
4	Disagree	3	9%
5	Strongly Disagree	0	0
Total		32	100%

From the data above, more than half of the respondents was agree that not knowing enough vocabularies is the biggest problem preventing students to speak English from speaking performance easily. It showed in 53% students was chose it, 25% students were choosing neutral and there are no students chosen strongly disagree. It showed that not knowing enough vocabularies as a test anxiety would appear when students feel anxious when they speak in front of the class. It can be seen from students who start to stammer when speaking in front of the class. Sometimes they also mix their mother tongue because of limit of the vocabularies.

6. I become anxious when I get stuck on one or two words in speaking performance.

Table 4.2. Questionnaire's question result no.6

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	0	0%
2	Agree	12	37%
3	Neutral	15	47%
4	Disagree	5	16%
5	Strongly Disagree	0	0
Total		32	100%

From the table above, students were answered 47% for neutral. 37% was agree and 16% students was disagreeing. Through the table we can conclude that some students have traitlike communication apprehension because of they that being stuck in a few words can be due to panic and it could also be a limited vocabulary. It related to anxiety because experience loss of control. Someone who

experiences anxiety will lose control of themselves and cause them to panic so as to allow to forget the things to be conveyed even though it has been well prepared beforehand.

7. I enjoy speaking a foreign language in front of the class.

Table 4.2. Questionnaire's question result no.7

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	4	12%
2	Agree	14	44%
3	Neutral	14	44%
4	Disagree	0	0%
5	Strongly Disagree	0	0
Total		32	100%

Through the table above, there no were students would not be enjoyed during speaking in front of the class. But there are 44% respondents were answered neutral. It can be yes or no for students, the answered agree because of them was enjoyed during speaking performance may appear when students comfortable during the process and relaxed with the environment. It can be seen from the table above, it showed there are 44% respondents were answered agree and 14% were answered strongly agree. Also, students who doubtful can felling uncomfortable in classroom indicated that anxiety does exist in second semester of English Department at FKIP UIR.

8. The most anxiety-provoking part of learning a foreign language is learning to speak.

Table 4.2. Questionnaire's question result no.8

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	1	3%
2	Agree	15	47%
3	Neutral	14	44%

4	Disagree	1	3%
5	Strongly Disagree	1	3%
Total		32	100%

According to the data above, it explained that more than half or 50% respondents were answered feel worried when they should speak, 44% answered neutral, 6% answered disagree and strongly disagree. Speaking performance make them felling anxious because they not familiar with the topic or they can speak in the right way make them worried to speak in front of the class. They assume speaking is the hard major because they should speak English flawlessly without any missing pronunciation and grammar and their negatively though about speaking in front of the class make them agree speaking makes them felling anxiety.

9.I would not be so anxious just to learn to read and write in a foreign language rather than having to learn to speak as well.

Table 4.2. Questionnaire's question result no.9

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	0	0%
2	Agree	10	31%
3	Neutral	14	44%
4	Disagree	8	25%
5	Strongly Disagree	0	0%
Total		32	100%

Data above showed that 31% respondents answered agree that they not anxious highly just to learn to read and write rather than having to learn speak in front of the class, then 44% answered neutral, for 25% others answered disagree. It showed speaking anxiety is the most provoking students to get anxiety. Because they embarrassed to speak and heart pounding when should speaking.

10. I do not mind thinking aloud in a foreign language, but I feel very uncomfortable when I have to speak to others in front of the class.

Table 4.2. Questionnaire's question result no.10

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	2	6%
2	Agree	12	38%
3	Neutral	10	31%
4	Disagree	6	19%
5	Strongly Disagree	2	6%
Total		32	100%

The data above showed, 38% respondents agree and 6% others strongly agree that they feel very uncomfortable when they have to speak to others in front of the class. 31% answered neutral with that statement. 19% answered disagree and 6% others answered strongly disagree.

They feel not comfortable may cause from class atmosphere. When they try to speak in English and make some mistake the other friends will laugh at him/her. This is why most of them chose agree.

11. One reason for me to feel anxious about speaking is my little knowledge concerning its history and culture.

Table 4.2. Questionnaire's question result no.11

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	1	3%
2	Agree	16	50%
3	Neutral	12	38%
4	Disagree	3	9%
5	Strongly Disagree	0	0%
Total		32	100%

Through the table above, there are 50% respondents were agreeing about the one reason they feeling anxious about speaking is their little knowledge concerning culture and history. Then, 3% strongly agree. The others respondents

were choosing 38% neutral and 3% students were disagreeing. It showed, students were felling bothered about speaking it cause of their mother tongue on of their culture. English is not their mother tongue, of course they have difficulties when try to learn it. Students who get anxiety is really worried when should speaking because their mother tongue is already thick so it is difficult for them to adapt the new culture and history.

12. I am nervous and pale if I have to speak in front of the class when I am not familiar with the topic.

Table 4.2. Questionnaire's question result no.12

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	2	6%
2	Agree	17	53%
3	Neutral	9	28%
4	Disagree	4	13%
5	Strongly Disagree	0	0%
	Total	32	100%

Through the table above, only 6% respondents were answered strongly agree, more than 53% were answered agree. 28% of them chosen neutral. And 13% were answered disagree. And no one students answered for strongly disagree. Making mistakes while speaking especially in presentation is highly anxiety- provoking of English Department at FKIP UIR. They assumed that as English learners, they must speak English flawlessly without any missing pronunciation or grammatical. The negative of being thought perfectionist that if they choose to become passive leaner rather than become active learner. It makes them feel anxious because they not familiar with the topic.

13. I feel confident when speaking in the front of the class.

Table 4.2. Questionnaire's question result no.13

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	2	6%
2	Agree	13	41%
3	Neutral	13	41%
4	Disagree	4	12%
5	Strongly Disagree	0	0%
Total		32	100%

According the table above, there were students would not feel confident during speaking in front of the class proven by 12% respondents were answered disagree, then 41% respondents answered agree and neutral. And 6% the other answered strongly agree about the question above. Felling confident during speaking may appear when students comfortable with the process. Felling unconfident in classroom indicated that anxiety does appear in students in second semester at FKIP UR, they can fell unconfident when they speaking because of their too shy to speaking in front the other.

14. I feel more nervous when having to give important information orally in speaking performance.

Table 4.2. Questionnaire's question result no.14

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	1	3%
2	Agree	18	56%
3	Neutral	8	25%
4	Disagree	4	13%
5	Strongly Disagree	1	3%
Total		32	100%

From table above, showed that 3% students chose strongly agree, 56% answered agree, then 25% people answered neutral. 16% rest of them chose disagree and strongly disagree. It means, more than half of respondents got

stemmer when should give the information orally in speaking performance. Their afraid to make mistake during speaking in front of the class.

15. I get worried and tremble when I have little time to think about what I have to speak in front of the class.

Table 4.2. Questionnaire's question result no.15

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	2	6%
2	Agree	19	60%
3	Neutral	7	22%
4	Disagree	4	12%
5	Strongly Disagree	0	0%
Total		32	100%

On the data above, more than half respondents were 60% answered agree that they are worried and tremble when they just have a little time to think about what she or he had to speak in front of the class, then 6% answered strongly agree and 22% chose neutral and 12% the other answered disagree. No one of them chose strongly disagree.

It showed that worried and tremble would appear when students just have limited time to explain presentation in front of the class. Worried and tremble is a kind of physical response for anxiety. It is quite high percentage, there are 66% of students in second semester at English Department FKIP UIR that they feel tremble and worried.

16. I start to be panic and sweating when I find I cannot speak in front of the class fluently.

Table 4.2. Questionnaire's question result no.16

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	2	6%
2	Agree	15	47%

3	Neutral	10	31%
4	Disagree	5	16%
5	Strongly Disagree	0	0%
Total		32	100%

Through the data above, 15% were answered strongly agree, then 47% students answered agree, 31% students were answered neutral. And 16% the rest of them voted disagree that had felling panic and sweating when they cannot speak fluently in front of the class. In this case, showed that students can be panic and sweating when they cannot to speak fluently, it showed by students who chose agree, there are more than half students answered agree and strongly agree. Panic is one kind of felling worried. Furthermore, in this situation when the students stammer and cannot speak fluently the students will panic suddenly and the anxiety will growth.

17. I have no fear of speaking a foreign language in public.

Table 4.2. Questionnaire's question result no.17

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	2	6%
2	Agree	15	47%
3	Neutral	11	34%
4	Disagree	4	13%
5	Strongly Disagree	0	0%
Total		32	100%

From the data above, there are 13% respondents were disagreeing about there no fear of speaking in foreign language in public. It showed that students disagree fell afraid when they are started to speak in the public. The more they are try to speak the more physiological reaction anxiety will show by them. Even there are students were responded agree with that statement. There are more than half were answered agree and strongly agree, and 34% students were answered

neutral. In this case, more than half answered agree it can be cause of respondents are comfortable with the environment.

18. I am nervous when speaking a foreign language on the phone or when imagining a situation where I speak a foreign language on the phone.

Table 4.2. Questionnaire’s question result no.18

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	1	3%
2	Agree	8	25%
3	Neutral	18	56%
4	Disagree	5	16%
5	Strongly Disagree	0	0%
Total		32	100%

From the data above, more than 56% respondents were answered neutral, 25% students were responded agree, 3% responded strongly agree and 16% others responded disagree because they nervous when speaking a foreign language on the phone or when imaging a situation where they speak English on the phone. In this case, a quarter of them afraid when speaking in English by using phone, it is because they are not used to using English in their daily life. They afraid make a mistake when try to speak in English.

19. When speaking a foreign language, I often know all the words I need but still fail to express myself easily due to anxiety.

Table 4.2. Questionnaire’s question result no.19

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	3	9%
2	Agree	14	44%
3	Neutral	14	44%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
Total		32	100%

Through table above, showed that 9% students were answered strongly agree, 44% were agree with statement about when speaking a foreign language, they often know all the words they need, but still fail to express themselves easily due to anxiety. Then, the other 44% answered neutral, and only one person or 3% answered disagree. It means, even the students had prepared well they still get felling worried. Proven by percentage 53% respondents answered agree and strongly agree.

20. I feel nervous and heart pounding when having to be tested orally in foreign language.

Table 4.2. Questionnaire's question result no.20

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	1	3%
2	Agree	12	38%
3	Neutral	15	47%
4	Disagree	4	12%
5	Strongly Disagree	0	0%
Total		32	100%

From the data above, less than half respondents were 47% answered neutral. 38% respondents were answered agree, 3% answered strongly agree and 12% the rest of students were answered disagree. It showed that feeling nervous and heart pounding will appear when students being tested orally in foreign language. Heart pounding is a kind of physical response for anxiety. There are 41% of students in second semester of English Department answered they fell nervous and heart pounding when they should have tested orally in front of the class.

21. Others will look down on me if I make mistakes in speaking a foreign language.

Table 4.2. Questionnaire’s question result no.21

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	2	6%
2	Agree	7	22%
3	Neutral	9	28%
4	Disagree	11	34%
5	Strongly Disagree	3	9%
Total		32	100%

On the table above, it showed 6% students were responded strongly agree, 22% students were responded agree, 28% were responded neutral. Then, 43% students were responded disagree and strongly disagree about the other of students will look down on she/he if they make mistake in speaking a foreign language. That means, other students do not see them as bad at speaking but they negative thinking that makes them think that way. Negative thinking about they will laugh when I did not fluently in speaking just makes the anxiety increase.

22. Having classmates working in small groups helps reduce my anxiety when speaking performance.

Table 4.2. Questionnaire’s question result no.22

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	3	9%
2	Agree	15	47%
3	Neutral	12	38%
4	Disagree	0	0%
5	Strongly Disagree	2	6%
Total		32	100%

Through the table above, it showed there are students were answered for small group will reduce their anxiety. There are 47% students were answered agree, 9% students were answered strongly agree, then 38% were answered neutral and 6% were answered strongly agree. It showed that students can

decrease their anxiety by make classmate small group. It is proven by percentage 56% or more than half respondents were answered agree and strongly agree.

23. It helps reduce my language anxiety to talk with other students about the fears of speaking a foreign language.

Table 4.2. Questionnaire's question result no.23

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	1	3%
2	Agree	13	41%
3	Neutral	16	50%
4	Disagree	2	6%
5	Strongly Disagree	0	0%
Total		32	100%

From the data above, a half of students were answered neutral. 6% were answered disagree. Then, 44% students were answered agree and strongly agree. And there are no students were answered strongly disagree. It showed, 50% students answered neutral because they do not really believe talk their fears of speaking to the others help them to fix the anxiety, but 44% students talk their weaknesses can help them to reduce their anxiety.

24. Participating in a supporting group or activity (e.g., a FL corner) helps reduce my fears of speaking that language.

Table 4.2. Questionnaire's question result no.24

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	8	25%
2	Agree	12	38%
3	Neutral	11	34%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
Total		32	100%

From the data above, more than half students were responded agree and

strongly agree about statement participating in group English will help students to reduce their fear in speaking in the front of the class. It proven by 63% students were answered agree and strongly agree. Then 34% students were answered neutral. And 3% students were answered disagree.

From the data explanation above, it can be concluded that students who have anxiety chose participating in English club or other will help them to fix their anxiety, because they will have met the new people who can help them. And 34% were answered neutral, which is they are not agree and also not disagree. It means, they doubtful about participating in English group will help students not fear in speaking English.

25. Doing relaxation exercises (e.g., productive self-talk) helps reduce my fears of speaking.

Table 4.2. Questionnaire's question result no.25

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	6	19%
2	Agree	16	50%
3	Neutral	9	28%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
Total		32	100%

On the table above, showed that 19% students answered strongly agree, 50% answered agree, 28% students were answered neutral. Then 3% students were answered disagree. And no one of students were answered strongly disagree. Respondents who felt practicing not help them to reduce their fear in speaking performance only just 3%, it proofed that 69% other was agree that practicing or self-talk will help them to solve their problem in felling worried and fear in

speaking.

26. Lecturer' encouragement makes me feel relaxed when speaking performance.

Table 4.2. Questionnaire's question result no.26

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	3	9%
2	Agree	13	41%
3	Neutral	14	44%
4	Disagree	2	6%
5	Strongly Disagree	0	0%
Total		32	100%

According to data above, there were students would not feel relaxed when speaking English even there are lecturer' encouragement. It is proven by 6% respondents were answered disagree, and 44% students were answered neutral. But 50% students were answered agree and strongly agree with the question above. It means, lecturer' encouragement makes them relaxed when speaking in front of the class. It is appearing when students comfortable during the process. Felling not relaxed in classroom indicated that anxiety does exist in English Department at FKIP UIR.

27. A humorous lecturer helps reduce my anxiety in speaking performance.

Table 4.2. Questionnaire's question result no.27

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	6	19%
2	Agree	20	62%
3	Neutral	6	19%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		32	100%

On the table above, it was explained that 19% answered agree, 62% were answered disagree. Then, 19% answered neutral. And there are no students

answered disagree and strongly disagree. It showed that a humorous lecturer helps students reduce their anxiety in speaking performance because of the good atmosphere they felt. Proven by 81% students were answered agree and strongly agree for the statement above.

28. If accuracy is not the focus, I will not be so nervous about speaking performance.

Table 4.2. Questionnaire's question result no.28

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	5	16%
2	Agree	12	37%
3	Neutral	13	41%
4	Disagree	2	6%
5	Strongly Disagree	0	0%
Total		32	100%

From the table above, it explained that respondents who answered strongly agree were 16%, and 37% were answered agree with statement if accuracy is not the focus, students will not be so nervous about speaking performance. 41% were answered neutral and 6% answered disagree with statement above. Feeling worried when they should be speaking fluently and accuracy is one a factor of students get anxiety when speaking performance. Because they just focus how to perfect but they do not have to do. If they can more confidence about speaking, they do not focus with the accuracy, they more have a control to press their anxiety.

29. I do not feel so anxious when speaking in a friendly environment.

Table 4.2. Questionnaire's question result no.29

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	4	12%

2	Agree	12	38%
3	Neutral	13	41%
4	Disagree	3	9%
5	Strongly Disagree	0	0%
Total		32	100%

Through the data above, there were students feel anxious when speaking in friendly environment proven by 9% respondents were answered disagree. Felling anxious when speaking in the front of the class is become worse from some people, fear to speak is a factor of most anxiety in many causes of anxiety in foreign language. This factor is not from internal aspect from individual itself, but also external aspect such as environment class learning. The passive students are not only because they are not competence.

Meanwhile, 12% students were answered strong agree and 38% were answered agree. It showed, students can reduce their anxiety when they have a good environment. Competence or not some people is not from their knowledge, but is from their anxiety may happen because environment atmosphere that pressure the individual in speaking performance.

30. A patient lecturer helps reduce my anxiety in speaking.

Table 4.2. Questionnaire's question result no.30

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	6	19%
2	Agree	11	34%
3	Neutral	14	44%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
Total		32	100%

Data above showed that 19% respondents answered strongly agree, then 34%

students were answered agree, for 44% students were answered neutral and 3% students were answered disagree that a patient lecturer helps students to reduce their anxiety in speaking performance. In this case, fear of the social evaluation make students feel excluded by the others because of their mistake made. So, the lecturer has an important role to make their anxiety increase or decrease. When the lecturer has a good term to help their students decrease their anxiety it will happen to students more relaxed to speak in front of the class, but if lecturer has a wrong way to fix students' anxiety it become worse. So, lecture has a change to helps students reduce their anxiety.

31. I feel relaxed about speaking if I know that mistakes are part of the language learning process and made by everyone.

Table 4.2. Questionnaire's question result no.31

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	7	22%
2	Agree	15	47%
3	Neutral	8	25%
4	Disagree	2	6%
5	Strongly Disagree	0	0%
Total		32	100%

From the data above, more than half respondents were agree and strongly agree that they feel relaxed about speaking if they know make a mistake is a part in learning process and made by anyone. Proven by 69% respondents were answered it, and 25% were respondents were answered neutral. Then, 6% were answered disagree.

It showed, making mistake while speaking is commonly for students. It can be corrected by learning from the mistakes that have been made. Fear of being

ridiculed by their social environment insistently make them try to their best to minimize their errors when speaking in front of the class. When students can practice more and it became habit it can help them to speak fluently and make them more confidence. It can reduce their fear to speak.

32. I feel relieved about speaking a foreign language if my teacher corrects my mistakes indirectly (e.g., just repeat the right form instead of saying that I am wrong).

Table 4.2. Questionnaire’s question result no.32

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	6	19%
2	Agree	14	44%
3	Neutral	12	37%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		32	100%

From the data above, 44% students were agreeing give their thoughts that the correction from the lecturer helps them to solve their anxiety because they know what they should do in the next. Repeat the right thing make them want to fix their weakness in speaking English in the front of the class. 37% students were choosing neutral. And no one of them answered disagree or strongly disagree. It means the correction from the lecturer important to them. Speaking test is the real practice to students to do better. Fear of the failure make them to practice more and more and they can reduce their anxiety to the next perform.

33. Playing language games helps reduce my anxiety in speaking a foreign language.

Table 4.2. Questionnaire’s question result no.33

NO	Category	Frequency	Percentage (%)
1	Strongly Agree	8	25%
2	Agree	20	63%
3	Neutral	4	12%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		32	100%

The data above showed that more than half of students were agree that playing language games help them to reduce their anxiety in speaking in front of the class. Especially, English is foreign language for them. It more than 80% respondents answered it will help them. No one of them not agree with that. It showed that atmosphere and the way the lecturer teach can reduce students felling anxious. Students on the data above experience context-based apprehension, it can be seen from their feelings of anxiety when speaking in front of the class, but they can reduce that anxiety through social interaction such as playing language games to make comfortable situation.

Table 4.3

The Result of Students' Anxiety in Speaking Performance

No	Name	Gender	Class	Score	Categorized
1	AB	Female	A	102	Severe Anxiety
2	ATV	Male	A	75	Moderate Anxiety
3	AR	Male	A	95	Moderate Anxiety
4	APS	Female	A	87	Moderate Anxiety
5	BPW	Female	A	101	Severe Anxiety
6	CSP	Female	A	97	Moderate Anxiety
7	DR	Female	B	88	Moderate Anxiety
8	DTW	Female	A	102	Severe Anxiety
9	D	Female	A	90	Moderate Anxiety

No	Name	Gender	Class	Score	Categorized
10	FA	Male	A	86	Moderate Anxiety
11	FSN	Female	A	66	Mild Anxiety
12	HK	Male	A	89	Moderate Anxiety
13.	HWH	Male	A	97	Moderate Anxiety
14	IY	Female	A	92	Moderate Anxiety
15.	ID	Male	A	93	Moderate Anxiety
16.	JS	Male	A	82	Moderate Anxiety
17	MBA	Male	B	103	Severe Anxiety
18	MI	Male	A	94	Moderate Anxiety
19.	MJS	Male	B	92	Moderate Anxiety
20.	MR	Male	A	92	Moderate Anxiety
21.	MZ	Male	B	78	Moderate Anxiety
22	MV	Female	B	90	Moderate Anxiety
23.	MM	Male	B	95	Moderate Anxiety
24	FR	Female	B	90	Moderate Anxiety
25	MS	Female	B	85	Moderate Anxiety
26.	RR	Male	B	95	Moderate Anxiety
27	RPA	Female	B	95	Moderate Anxiety
28	RES	Male	B	101	Severe Anxiety
29	WOR	Male	B	108	Severe Anxiety
30	YAN	Female	B	85	Moderate Anxiety
31	RA	Female	B	101	Severe Anxiety
32	ZD	Female	B	109	Severe Anxiety
Total				2976	
Mean				93	

From the result of the research above in 33 question in questionnaire that given to 32 students of English Department which questions related to anxiety in speaking. It was found that the level of students' anxiety in speaking performance

was categorized as moderate anxiety. It can be seen from the table 4.3 it was 23 (72%) students were categorized as moderate anxiety, it was 8 (25%) students categorized as severe anxiety, it was 1 (3%) students were categorized mild anxiety. And there are not students who get panic anxiety.

The moderate shows that students can still process information, solve the problem and learn the new things with the help of the others. They just difficult to concentration and focus because their anxiety. Their also have physiological reaction such as sweating, heart pounding, dry mouth and faster rate of speech.

4.2.2. The Result of the Anxiety Factor Questionnaire

Table 4.4.
Questionnaire Result

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
1	I prefer speak English more than Bahasa when speak in front of the class.	11	21	34%	66%	32
2	It embarrassed me to answer question from lecturer and friends using English.	25	7	78%	22%	32
3	I start to panic when have to speak without preparation in language class.	24	8	75%	25%	32
4	I get nervous and confused when I am speaking in my language class.	7	25	22%	78%	32
5	I can feel my heart pounding when I am going to be called on in speaking performance.	27	5	84%	16%	32
6	I am afraid that the other students will laugh at me when I speak foreign language.	28	4	87%	13%	32

No	Questions	Answer		Percentage (%)		Total
		Yes	No	Yes	No	
7	The more I study for a language test, the more confused I get.	27	5	84%	16%	32
8	I am sweating when it comes to explaining English in front of the class.	18	14	56%	44%	32
9	I tremble when I know that I am going to be called on language class.	26	6	81%	19%	32
10	I worry about the consequences of failing my speaking in foreign class	20	12	62%	38%	32

Based on the questionnaire filled by students, the researcher could describe that students' response was various and could be seen in the table

Table 4.5
Questionnaire Report.

No	Question	Answer	Percentage	Reason of the answer
1.	I prefer speak English more than Bahasa when speak in front of the class.	Yes	34%	1. Should familiar with English through continuing use it in class. 2. English is easy 3. they can speak English 4. Because they study hard to be confidence when speak up.
		No	66%	1. Cannot speaking well. 2. English is so difficult. 3. Lack of grammar, pronunciation and grammar. 4. Not confidence to speak using English. 5. The habit of using Bahasa.

The data above showed, 36% students argue that they confidence to speak in English language. Besides, the students were more active and good in English such as their grammar, fluently, pronunciation, vocabulary those better to speak in English language. While 66% from the amount of the students had not self-assured and not familiar with English because of English is not their mother tongue. So they chose speak Bahasa. It can be concluded that the most of them had not confidence to speak English.

No	Question	Answer	Percentage	Reason of the answer
2.	It embarrassed me to answer question from lecturer and friends using English.	Yes	78%	1. They shy to answer using English 2. Difficult to understand the meaning 3. Feel their English bad 4. Scared to make a mistake and the other laugh
		No	22%	1. Still understand what lecture said 2. Students know how to answer using English 3. Students have poised to speak English

From the table above, showed that 72% students felt frightening to answer lecturer and friend's question using English. From the reason above, the students not felt scary they also difficult to understand what the meaning of the word and the sentence. Besides, 22% of them stated that they had no frightening to lecturer and friend's question because they understand the meaning and can answer in English language. It means the most of the students scared to answer friend's question use English.

No	Question	Answer	Percentage	Reason of the answer
3.	I start to panic when have to speak without preparation in language class.	Yes	75%	<ol style="list-style-type: none"> 1. They did not prepare 2. Cannot using English as well. 3. They do not know to practice 4. Not mastering in English 5. Less of confidence
		No	25%	<ol style="list-style-type: none"> 1. Because the students often practice 2. Can control their self with positive vibe. 3. Because have a good English

The data above presented 75% of students was felt panic when they should be speaking without preparation. It was indicated that students were had less confidence to speak in front of the class. They almost said they worry about making mistake. It showed 25% of students were not panic because they familiar and focused using English in the class. Thus, it was the one of students' problem.

No	Question	Answer	Percentage	Reason of the answer
4.	I get nervous and confused when I am speaking in my language class.	Yes	78%	<ol style="list-style-type: none"> 1. Not used to speaking in public. 2. Not confidence and afraid to make mistake. 3. Stammer because English is difficult. 4. Afraid to wrong pronunciation
		No	22%	<ol style="list-style-type: none"> 1. Students already prepare. 2. English is easy 3. They can speak.

Referring the data number four, there more a half or 78% students felt nervous and confused, they said they cannot arrange the sentence in English and the end they felt stress and felt dizzy. Besides, 22% of them said they had no dizzy and so nervous because they can control they emotion and speak English well in the class. It means nervous and dizzy one of students' problem.

No	Question	Answer	Percentage	Reason of the answer
5.	I can feel my heart pounding when I am going to be called on speaking performance.	Yes	84%	1. They are not ready. 2. Students can control their emotion 3. Did not know the answer 4. Not practice before 5. they shock
		No	16%	1. They can show off their ability 2. Student prepare the material 3. Pay attention to lecturer explanation.

Based on the data number five, most of student was answered yes. It proven by 84 percent of them felt heart pounding when the lecturer asked them to come forward retell the material. Besides, there were 16% did not felt heart pounding because they already know the material and know the language to be explain by English.

No	Question	Answer	Percentage	Reason of the answer
6.	I am afraid that the other students will laugh at me when I speak foreign language	Yes	87%	1. Student felt shy when the other laugh. 2. Suddenly blank. 3. Distract students' concentration.

				<ul style="list-style-type: none"> 4. Afraid to make mistake 5. Students shy when the other laugh because of funny accent 6. Lower self-confidence
		No	13%	<ul style="list-style-type: none"> 1. Students was enjoyed when in front of the class. 2. Students felt brave and not nervous.

The data showed that 87% students afraid to speak because of lecturer or friend's feedback, when the other people laugh it was disturbing their concentration when she/he speak in front of the class. They will loss of word and action that they prepare before. Besides, 13% of them did not care about the other reaction, she or he will do de best in their foreign class.

No	Question	Answer	Percentage	Reason of the answer
7.	The more I study for a language test, the more confused I get.	Yes	84%	<ul style="list-style-type: none"> 1. Students seldom practice so they always scared to language test. 2. Students have higher stress. 3. Worried making mistake
		No	16%	<ul style="list-style-type: none"> 1. They can focus with the goal. 2. They not shy and scared.

From the data above, there are 84% students were responded felt confused when they study for language test, the more they practice to get better the more their anxiety increased. They worried about making mistake when test orally in front of the class, scared because of lack of pronunciation, lack of grammar and lack of vocabulary. While, 16% from amount of the students had no got confused with all the command from the lecturer to get language test orally. They more confidence because they practice and study a lot.

No	Question	Answer	Percentage	Reason of the answer
8.	I am sweating when it comes to explaining English in front of the class.	Yes	56%	1. Students tension higher when they nervous. 2. The atmosphere became not good. 3. Because the students nervous and appear nervous. 4. Because their anxious appear suddenly.
		No	44%	1. The students ready and prepare the material well. 2. Because they can 3. Because their body never sweat.

Referring from the data, there were 56% students felt anxious and make them sweating when speaking in front of the class. Besides 44% of them stated did not get body sweat. It means more of student's experience sweating when they are nervous to speak in front of the class.

No	Question	Answer	Percentage	Reason of the answer
9	I tremble when I know that I am going to be called on language class.	Yes	81%	1. Because the students had difficulties to control their emotion and body signal. 2. They shy, nervous and afraid to speak English 3. Afraid to make mistake 4. Cannot speak English fluently. 5. Because they always think about their anxiety.
		No	19%	1. Students enjoy speak English.

				2. They used to speak in public. 3. Because they ready tell something in English.
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Data nine, showed that more than a half or 81% students felt tremble when their named being called. They felt breath unstable when come forward to tell something in English it due to of excessive anxiety and shy. But 19% of them stated that they had no problem or body signal such as tremble when their name being called to speak in front of the class. They assume they confidence and could speak English to come forward told something in English. It can be concluded that majority of the students felt tremble when they being called.

No	Question	Answer	Percentage	Reason of the answer
10	I worry about the consequences of failing my speaking in foreign class	Yes	62%	1. Worry get low value. 2. Students afraid not have motivation when failed. 3. Lack of confidence
		No	38%	1. Mistake can be improved by practice. 2. Because it depends on their knowledge not on value.

Through the data above, there were 62% respondents felt unsure to speak English because they afraid to get low value because they cannot speak well. While, 38% from the amount did not felt unsure to speak English they stated that fluently speaking is not depends of the value but from their desire to correct their mistake or error by practice more and more.

It could be seen from the result of the questionnaire that students had

speaking anxiety in speaking performance at the second semester English Department of FKIP UIR they were as follows:

1. Students had less of confident to speak in front of the class or answer the other question using English. They felt shy and nervous when try to speak English because of lack of vocabularies, not good in pronunciation and did not know the right grammar when try to speak up.
2. Lecturer personality and attitude, some student felt nervous, sweating, heart pounding and tremble when the lecturer asked to speak English in front of the class because of they did not know what the lecturer says, how to give the feedback using English, they did not used English for their daily life and not prepare well.
3. Being laughed by other, students suddenly blank and had low concentration when the other laugh when she or he present about something in English because of the funny accent, wrong sentence, and many use the word a,a,a, with funny expression. As the result they chose become passive students.
4. Students' belief about speaking in front of the class, certain beliefs were also found as a factor a contribute to students' anxiety. Many of the participant felt speaking was a difficult subject. They often think that they just cannot speak correctly or understand the lesson.
5. Low of motivation, they felt shy and afraid to speak English because lack of support system from others when she/he speaking in front of the class. When

they make an error the other will laugh it will make them afraid to speak up.

6. Getting low value in speaking performance, low value make students felt shy and worried because they did not could speak well, only understand the easy word. It makes their anxiety increase because they cannot speak in public well.
7. Environment, some student will more get nervous and worried when the environment not supported them to solve their anxiety such as pressure from friend and lecturer.
8. Lack of preparation, the findings indicated the lack of preparation was also factors that contribute to the students' anxiety. Some students usually get very anxious when they did not prepare well for speaking performance. They blamed themselves for get so much worried because was studying less.

4.3. Data Interpretation.

We can see from the table questionnaire that have three indicators in 4.2. a lot of students choose neutral for each question. Which means students were chose neutral thinks, that they doubt whether it makes them afraid to speak English or not, because that questions not shown true or false. So, they prefer to choose neutral compared agree or disagree.

As shown by the table 4.2, many students participants reported that they were afraid to speak in front of the class. For instance, there were considerably more students who supported than rejected the statement related to speaking anxiety like "I am nervous and pale if have to speak in front of the class when I am not familiar with the topic" the difference between agree and disagree as much

59% vs 13%; “I feel more nervous when having to give important information orally in speaking performance. The difference as much 59% vs 16%; “I start to be panic and sweating when I find I cannot speak in front of the class” as much 53% vs 16%. From the explanation above, shown that fear of speaking in front of the class affect their physical and psychological response.

Having conducted the research, the researcher found the causes of students’ speaking anxiety in speaking performance. Based on the result of students’ questionnaire, the researcher took some conclusion about causes of students’ speaking anxiety. The researcher found some sources make student’ anxiety increase such as students felt unconfident in speaking, students felt shy when made mistake when they performed in front of the class, student’ emotion inhibit or disturb the concentration in speaking English, students had less motivation and become passive students in learning process.

Based on the result above, it can be concluded that factors explained in the theory were happened to the students that is in line with Ohata theory. He is explaining anxiety factor in English foreign language, they are personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner actions, classroom procedures and language testing.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting data and analyzing the result of the research, the researcher drew some conclusions and suggestions.

5.1. Conclusion.

Regarding the result of the problem analysis and sample, it could be concluded that students' anxiety in speaking performance on the second semester at English Department FKIP UIR in the 2020 academic years were categorized moderate anxiety. It can be seen from the score of the data anxiety that researcher wrote above. The highest score of speaking anxiety is 109, the lowest of score is 66, and the average is 93.

Furthermore, based on the data analysis factor of student anxiety can be concluded that students had unconfident, have bad environment, fear of mistake, shyness, worry, scared, panic when having sign of anxiety such as heart beating, tremble, stammer and sweating interfere them to speak English in front of the class.

5.2. Suggestion.

Considering the result of the research, the researcher give some suggestion related to this result of research, hopefully it can be applied easily in decrease students anxiety in speaking performance:

1. For lecturer.

Based on the research, it has realized that nervousness is a genuine issue looked by English Department at FKIP UIR. The lecturer must realize the

class atmosphere and classroom environment affect the students' behavior in teaching and learning process. The lecturer is expected to be able to help students minimize their fear of speaking with positive vibes that lecturer give. Such as making a small group for presentation, help them believe that anxiety in speaking is commonly and normal. If they continue to practice, they can minimize their fear to speak in front of the class. The lecturer is expected to give them the effort that you done your best and that what you have done can be improved. As a result, they more confident to speaking.

2. For students.

It is suggested for students to familiarize themselves with speaking English in everyday life in the classroom. It is okay to make a mistake; errors can be corrected through practice so that students can minimize their fear to speak.

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