

AN ANALYSIS OF SPEAKING ANXIETY IN ENGLISH CLASSROOM
(A Descriptive Quantitative Study of the Eleventh Grade Students of SMA 3 Siak Hulu
in the Academic Year of 2020/2021)

A THESIS

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



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ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

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**(A Descriptive Quantitative Study of the Eleventh Grade Students of SMA 3 Siak Hulu
in the Academic Year of 2020/2021)**

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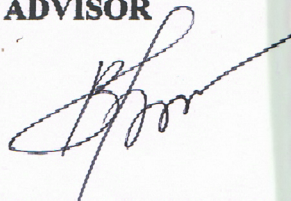
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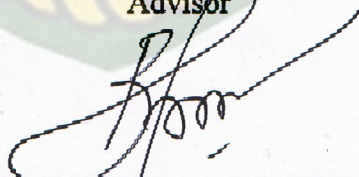
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I trully confees that this paper writing derived from my own ideas, except some question (directly or indirectly) which were adopted or taken from various source included in the “References”. Scientificaly, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru, September 2020

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Bismillahirrahmanirrahim

Praise belongs to Allah the almighty, the Lord of universe, by His guidance and blessing. Finally, the researcher can finish and complete this academic requirement. Then the researcher delivers peace be upon to Prophet Muhammad SAW (Allahumashali'allasayyidina Muhammad wa'alaalisayyidina Muhammad).

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4. Dra. Hj.Tity Hastuti., M.Pd the Vice Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
5. Muhammad Ilyas, S.Pd., M.Pd, the Head of English Study Program,
6. Sri Wahyuni S.Pd., MPd, the Secretary of English Study Program,
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Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe blesses you all. Aamiin.

Pekanbaru, 8 September 2020

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ABSTRACT

Ade Primadayanti, 2020, An Analysis of Speaking Anxiety in English Classroom (A Descriptive Quantitative Study of the Eleventh Grade Students of SMA 3 Siak Hulu in the Academic Year of 2020/2021)

Keyword: Speaking Anxiety

Anxiety is a feeling of fear, tension and apprehension about what's to come. The purpose of this study was to determine the level of students' speaking anxiety and to find out the dominant type of anxiety that occurred in English classroom.

The research methodology is descriptive quantitative study. Data collection techniques are questionnaire of foreign language class anxiety scale (FLCAS) adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) to determine the level of students' speaking anxiety and to find out the dominant type of anxiety that occurs.

The writer found that there were 2 (6%) students who experienced the level of "Very Anxious", 10 (28%) students were at the level of "Anxious", 21 (60%) students were at the level of "Mildly anxious" and only 2 (6%) students have a "Relaxing" level. The Findings from grouping based on FLCAS type found that "Test Anxiety" was the main factor that caused students to feel anxious about 26 (74%) students, followed by communication apprehension factor with 25 (71%) students. Fear of negative evaluation is the lowest factor with 22 (63%) students. It concludes the highest anxiety scale that occurs in "Mildly anxiety" caused by test anxiety.

ABSTRAK

Ade Primadayanti, 2020, An Analysis of Speaking Anxiety in English Classroom (Studi Kuantitatif Deskriptif Siswa Kelas XI SMA 3 Siak Hulu Tahun Ajaran 2020/2021)

Kata Kunci: Kecemasan Berbicara

Kecemasan adalah perasaan takut, tegang dan khawatir tentang apa yang akan terjadi. Tujuan dari penelitian ini adalah untuk mengetahui tingkat kecemasan berbicara siswa dan untuk mengetahui jenis kecemasan dominan yang terjadi di kelas bahasa Inggris.

Metodologi penelitian adalah studi kuantitatif deskriptif. Teknik pengumpulan data berupa angket skala kecemasan kelas bahasa asing (FLCAS) yang diadaptasi dari Horwitz, EK, Horwitz, MB, & Cope, J. (1986) untuk mengetahui tingkat kecemasan berbicara siswa dan untuk mengetahui jenis kecemasan yang dominan. yang terjadi.

Penulis menemukan bahwa terdapat 2 (6%) siswa yang mengalami tingkat "Sangat Anus", 10 (28%) siswa berada pada tingkat "Cemas", 21 (60%) siswa pada tingkat "Cemas". cemas "dan hanya 2 (6%) siswa yang memiliki level" Santai ". Hasil dari pengelompokan berdasarkan jenis FLCAS didapatkan bahwa "Test Anxiety" merupakan faktor utama yang menyebabkan siswa merasa cemas sebanyak 26 (74%) siswa, diikuti oleh faktor komunikasi ketakutan dengan 25 (71%) siswa. Takut evaluasi negatif adalah faktor terendah dengan 22 (63%) siswa. Ini menyimpulkan skala kecemasan tertinggi yang terjadi pada "Kecemasan ringan" yang disebabkan oleh kecemasan ujian.

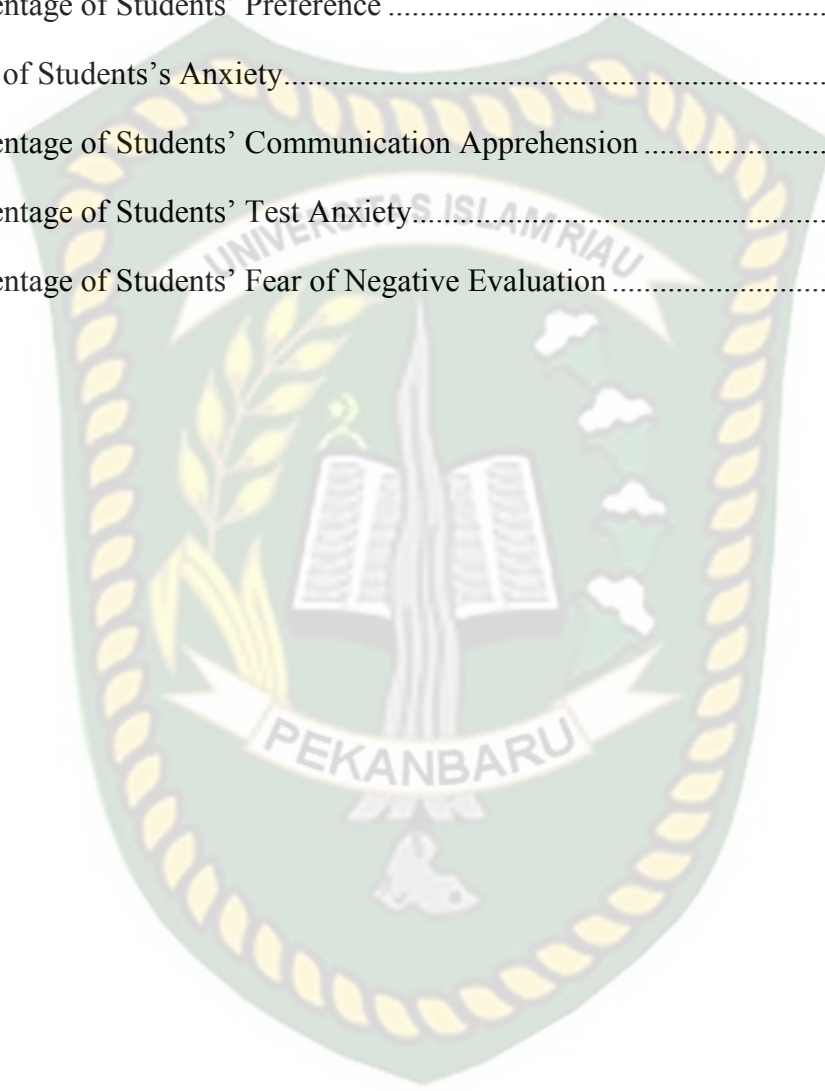
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Dokumen ini adalah Arsip Miik :
Perpustakaan Universitas Islam Riau

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is a communication tool that helps people express their feelings and ideas. It helps us deliver our aims in a communication, without the language we will find difficulties to communicate with others. Every country has their own language because of the difference cultures between them. To connect the countries around the world, English has been chosen as the international language. Laufer (2008) stated the current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture.

English is one of a compulsory subject in Indonesia. There are four skills in it that are listening, speaking, reading and writing. Speaking is an activity which is used by someone to communicate with others. Speaking is essentially needed in language learning, however it still difficult for the students to be fluent in using English and even to masters it. In learning English Especially speaking, the students are expected to be able to communicate well in English. Many students in Indonesia express their inability and sometimes even acknowledge their failure to learn to speak English. Some factors experienced by some students are shame, fear of making mistakes, nervousness and feelings of anxiety in speaking skills.

Based on National Standard Education Council (BSNP) in Indonesia, one of the competencies that must be achieved by the students in the 2013 curriculum is to be able to produce oral and written text fluently and accurately. Unfortunately, many students in Indonesia are still difficult to speak English fluently. It also happened in State Senior High School 3 Siak Hulu that uses the 2013 curriculum. The 2013 curriculum provides speaking as one of the skill in mastering English that must be taught and learned in Senior High School.

Each student has a different psychological condition, some students can speak confidently in front of the class, and there are also students who cannot speak English because they are shy and nervous. But when the writer met the teacher from the school chosen as the place of study, the teacher explained that students in the eleven grade experienced very high anxiety that made the teacher had difficulty dealing with the student. When learning in class the teacher explained that students were afraid if they were told to present the learning outcomes in front of the class, even they had to be drawn first by their peers or other students to want to advance in front of the class. The teacher also told the author that high anxiety made learning not work as planned.

Meanwhile, during the researcher analyzed in the eleventh grade students of SMA 3 Siak Hulu, the researcher found signs of anxiety among the students. Many of them got jittery, created avoidance and reduced participation in the classroom. The students had difficulty to speak up in the classroom because they lack of confident and many students had less motivating and passive in learning

speaking, they were forced to be anxious to speak. They were fearful and shy to speak up in English, because they were worried about producing mistakes.

Some students also believed that English is a difficult subject. They believe that it can influence their self-esteem and make them to feel anxiety in classroom. In the last, when they were asked to speak up, they started to stammer. Furthermore, some of them cannot produce the sound or intonation even after a amount of repetitions because they were not sure if they can speak up in English. It was difficult for the researcher to do proper speaking activities with them.

Anxiety experience in communication English can be debilitating and it is influence students' adaption to the target environment and ultimately the achievement of their educational goals. It is arising naturally when they have speaking in front of many students or audience. It cause worry, unconfident, shy and nervous to speak in front of others. Actually anxiety does not need to be eliminated and does not even have to be eliminated. So it's best to control that fear and instead make that fear as the driving force (positive energy) needed in preparation for speaking and when appearing speak later.

From the explanation above the writer would like to make research entitled "AN ANALYSIS OF SPEAKING ANXIETY IN ENGLISH CLASSROOM". This uses descriptive quantitative study for the eleven grade students at SMA 3 Siak Hulu. The purpose is to know the levels of speaking anxiety and dominant type of anxiety that occurred in English classroom.

1.2 Setting of the Problem

Based on the background of the problem which is explained above. The researcher state are at least two factors which cause problems in speaking anxiety. The problems can be identified as follows:

First, students at the eleventh grade were show signs of anxiety in speaking English. Many of them got jittery, created avoidance and reduced participation in the classroom. The students had difficulty to speak up in the classroom because they lack of confident and many students had less motivating and passive in learning speaking, they were forced to be anxious to speak.

Second, The students were worried about making mistake in speaking English. For they express ideas feel shy and afraid, both wrong perception might and make the students produce mistakes when they are asked to construct information questions.

1.3 Limitation of the Problems

In relation to the identification of the problem stated above, the researcher need to limit the problem because of having limit time and fund. There are many interesting aspect to study regarding student's speaking anxiety, but the researcher focused on level students' speaking anxiety and there are three indicators: communication apprehension, test anxiety, fear of negative evaluation.

1.4 Formulation of the Problem

To clarify the problem that is going to be analyzed, the statement of the problem is formulated as follows:

1. What are the levels of speaking anxiety in the eleventh grade students of SMAN 3 Siak Hulu?
2. What is the dominant type of anxiety that occurred in the eleventh grade students of SMAN 3 Siak Hulu?

1.5 Objective of the Research

Based on the formulation of the problem above, the objectives of research are as follows:

1. To know the levels of speaking anxiety in the eleventh grade students of SMAN 3 Siak Hulu.
2. To find out the dominant type of anxiety that occurred in the eleventh grade students of SMAN 3 Siak Hulu.

1.6 Significance of the Research

The results of this research are expected to be useful for:

1. Theoretical Benefit

The result of the research is expected can be useful for other researcher who wants to conduct a research that is related with an analysis of speaking anxiety in English classroom.

2. Practical Benefit

Related to this research, the result of this research is expected to give benefits to as follow:

- a. Teacher

The result of this study can be used to know the level of students' anxiety.

b. Students

The result of this research to make the students know more deeply about themselves and to know the levels' anxiety during talking in the classroom.

c. Researcher

The writer can have experience and knowledge related to levels of speaking anxiety. Moreover, the writer can broaden to understand related to research world itself.

d. Other student teacher

The result of this study can be used as the reference for future research.

1.7 Definition of the Key Terms

1. Speaking

Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill , which necessarily compromises the reliability and validity of an oral production test. Brown (2003). It can concluded that speaking as a beneficial expertise that can be straightforwardly and experimentally watched, those perceptions are constanly colored by the precision and viability of a test-takers's tuning in aptitude, which fundamentally compromises the reliability and legitimacy of an verbal generation test.

2. Anxiety

Horwitz et al (1986) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Anxiety is a kind of mental problem that may not be found or noticed easily. Anxiety is a kind of mental problem that may not be found or noticed easily. According to MacIntyre (1995:28) anxiety as the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity. It is a subjective feeling of tension, apprehension, nervousness that is associated with an arousal of the autonomic nervous system and would interrupt the normal operation of the mental and physical constitution, including the process of foreign language learning. In reviews of earlier literature about foreign language anxiety, both psychologists and linguists reaffirm the correlation between anxiety scales and measures of achievement. Horwitz (1988:125) defined foreign language anxiety as a distinct complex of selfperceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Speaking

Kayi (2006) Speaking is “the process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety of contexts”. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communication skills. Therefore, students can express themselves and learn how to follow the social and culture rules appropriate in each communicative circumstance.

Torky (2006) also mentions the definition of speaking. It is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, opened, and evolving.

Zuhriyah (2017) states that speaking is the first way to interact others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner’s speaking. According to M. Sari, (2008) speaking is one way of learning about one self. In speaking, someone

must face problems that have history and relatively to other people, groups, and predictions we have formed for living together. While Tarigan (1990) in Mulia Sari (2008) states speaking that is gotten by students preceded by listening skill. Therefore, listening skill as an input and speaking skill as output. As a conclusion, we can say that speaking is a way to express our ideas and feeling to another and a way to respond the activities of listening.

Moreover, Goh and Burns (2012:15) states that speaking is accepted by everyone as an essential language-communication skill, but its importance to language learners goes beyond just day-to-day communication. Speaking can facilitate language acquisition and contribute towards academic development of many second language learners. According to Parmawati, A., & Inayah, (2019) speaking is one of the language skills that focuses on verbal interactions. This can produce, send or receive information accurately and smoothly. The speaker must pay attention to vocabulary, grammar, as well as pronunciation.

Furthermore, Nunan (2004) states that the mastering the art of speaking is the single most important aspect of learning a second or foreign language. And success is measured in the terms of the ability to carry out a conversation in the language. In addition, language is for communication after all, and that means speaking ends up as the most used skill in the real world (along with listening). Nunan (2004)

Bailey (2005) "Speaking consists of producing systematic verbal utterance to convey meaning. Speaking is an interactive process of

constructing meaning that involves producing, receiving, and processing information. It is often spontaneous, open-ended and involving. Harmer (2007) “Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information”. Therefore, the researcher concludes that speaking is ability to produce the language and share their ideas.

2.1.2 Elements of Speaking

In accordance to Harmer (2007), The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’.

a. Language features among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example) are the following:

a. Connected speech

Effective speakers of English need to be able not only to product the individual phonemes of English (as in saying *I would have gone*) but also the use fluent ‘conected speech’ (as in *I’d’ve gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (lingking *r*), or weakened (through contraction and stress patterning).

b. Expressive device

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical

and noun-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction) the use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Student should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

c. Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way. With certain useful phrases which they can produce at various stages of an interaction.

d. Negotiation language

Effective speaking benefits from the negotiation language we use to seek clarification and to show the structure of what we are saying. We often need to 'ask for clarification' when are listening to someone else talk.

b. Mental/social processing

If part of speaker's productive ability involves the knowledge of language ability such as those discussed above, success is also dependent upon the rapid processing ability that talking necessitates.

a. Language processing

Effective speakers need to be able to process language their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

b. Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking is also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

c. (On-the-spot) information processing

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for 'the penny to drop' the less effective we are as instant communicators. However, it should be remembered that this

instant response is very culture-specific, and is not prized by speakers in many other language communities.

2.1.3 Function of Speaking

According to Richards (2006) the function of speaking are; talk as interaction, talk as transaction, talk as performance. They are as follows:

a. Talk as interaction

Talk as an interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as a transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such a transaction,

Talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. Richards (2008:24.)

Example of talk as transaction are:

1. Classroom group discussion and problem-solving activities
 2. A class activity during which students design a poster
 3. Discussion needed computer repairs with technician
 4. Making a telephone call to obtain flight information
 5. Asking someone for direction on the street
 6. Buying something in a shop
 7. Ordering food from a menu in restaurant.
- c. Speaking as performance

This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches.

2.1.4 The Classroom Activities

Harmer (2001) observes that there are seven classroom speaking activities, as as:

- a. Acting from script

Playing script and acting out the dialogues are two kinds of the acting scripts that should be considered by the teacher in the teaching and learning process. In the playing script, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performance,

the teacher ensures that acting put is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one students has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

One of the reason that the discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situation.

Discussion is probably the most commonly used activity in the oral ability class. Here, the students are allowed to express their real opinions. Discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interaction. Harmer (2001:272).

d. Prepared talks

A popular kind of activity is the prepared talk where a student makes a presentation as the topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Just as in the process of writing the development of the talk, from original ideas to finished work, will be vital of importance.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussion, and prepared talks.

f. Simulation and role-play

Role-play are effective when they are open-ended, so that different people have different views of what the outcome should be, and a consensus has to be reached.

According to Harmer (2001:274) have the following characteristics:

1. Reality of function

The students must not think of themselves as students, but as real participants in the situations.

2. A simulated environment

The teacher says that the classroom is an airport check-in area for example.

3. Structure

Students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

- g. The roles of the teacher

As with any other types of classroom procedure, teachers need to play a number of different roles during the speaking activity described above. However, three have particular relevance if we are trying to get students to speak fluently:

1. Prompter

Students sometimes get lost, cannot think of what to say next, or in struggle out of such situations on their own, and indeed sometimes this may be the best option. However, we may be able to help them and the activity to progress by offering discrete suggestion. If this can be done supportively-without disrupting the discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a 'dead end' of language or ideas.

2. Participant

Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussions or role-play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

3. Feedback provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

2.1.5 Definition of Anxiety

Anxiety is one of the important normally and regularly occurring emotions, which can be observed throughout all human cultures and in several animal species. Some of the actual most prominent medical and public health problems like anxiety disorders or depression are based on the pathology of feelings Wiedemann (2015:804). According to Gardner and Macintyre as cited in Nimat (2013) speaking anxiety is a fear or communication apprehension occurring when a learner is expected to perform in the second or foreign language. Macintyre argues that anxiety can make the difference between success and failure in language learning especially in speaking.

Speech therapist Margaretha Lanerfeldt (1992) describes speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. According to Khusnia 2016 Anxiety is related to self-focused, negative and anxious cognition during interaction. Highly anxious students often have relatively negative self-concepts, underestimating the quality of their speaking ability when compared with others. In line with the statement above that Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing.

According to D. Sari (2017) Anxiety is an innate natural factor which affects each individual from the time of birth. Anxiety can appear on its own when someone is in a stressful situation and/or something threatens her. Anxiety is a feeling in which a person feels anxious, nervous, confused and/or flustered in a situation that could marginalize her. Anxiety is generally a response to perceptions of a present or future threat depression is often as reaction to negative outcomes that have already occurred Mitha et al., (2018).

Based on some of the definitions above, the researcher can conclude that anxiety is one of the factors which can influence students' ability in English language learning especially in speaking skill. Anxiety actually can occur when they have a perception of serious danger in particular

situation such as they are afraid of making mistakes and shy to speak English, those are because of anxiety affective factors.

2.1.6 Foreign Language Learning Anxiety

Rebecca Oxford suggested that foreign language anxiety (FLA), or the experience of anxiety, when an individual is working towards attaining a foreign language to be calculated because foreign language anxiety can be a predictor of success in learning, the foreign language.

Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the unique language of the learning process Horwitz et al. (1986). Foreign language anxiety is not an anxiety that can disappear quickly when the situation has improved. Foreign language anxiety is also different from each individual. This foreign language anxiety becomes an anxiety in special situations that are driven by certain conditions, for example when speaking in public (Taghreed : 1).

Horwitz, Horwitz, and Cope (1986:559) developed the most commonly used tool for assessing FLA that is became the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS to assess the specific anxiety experience by students in the foreign language classroom. It is a self-report measure that assesses the degree of anxiety. The FLCAS consists of 33 items. It has two forms of statements which are positive and negative. Positive statements in the questionnaire are in number 2, 5, 8, 11, 14, 18, 22, 28, 32. While, negative statements are in number 1, 3, 4, 6, 7,

9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.

The answers to each item can be one of these: strongly agree; agree; neither agree nor disagree; disagree; and strongly disagree. For each item a score was given ranging from 5 for strongly agree; 4 for agree; 3 for neither agree nor disagree; 2 for disagree; 1 for strongly disagree. However, items 2, 5, 8, 11, 14, 18, 22, 28 and 32 were to be score reversed, so that a higher score would be an indicator of higher anxiety.

To get better understanding of language learning anxiety, Horwitz, Horwitz and Cope (1986:127) have identified three anxiety-related performances: communication apprehension, test anxiety and fear of negative evaluation.

a. Communication apprehension

Communication apprehensions are also known as communication anxiety or performance anxiety. According to Horwitz, Horwitz and Cope (1986:127) communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Someone who has communication apprehension find it difficult to speak in groups or in public, or even listen to the message being spoken. Communication apprehension can also be caused by the need to produce a language structure in a language that has not been fully mastered. The inability to express themselves in the desired way or to understand others can lead to frustration and can make people speak quietly in foreign language classes.

b. Test Anxiety

According to Horwitz, Horwitz and Cope (1986:127-128) Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Tests are a common measurement of progress, and performance evaluation is an ongoing feature of most foreign language classes. The importance of testing is emphasized since the beginning of one's education. Therefore, it is not unusual that most students experience some level of anxiety when it comes to testing. Students are placed in situations where their knowledge and abilities are assessed within a certain period of time. If students have doubts about their knowledge or consider themselves to be unprepared, the test situation results in feelings of insecurity stress and discomfort. Students who experience test anxiety experience difficulties in learning and in taking material during the test, which leads to poor performance in tests. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors. Oral tests have the potential of provoking both test- and oral communication anxiety simultaneously in susceptible students.

c. Fear of negative evaluation

Horwitz, Horwitz and Cope (1986:128) define fear of negative evaluation as apprehension about others' evaluations, avoidance of

evaluative situations, and the expectation that others would evaluate one negatively.

They found that there was a moderate correlation between fear of negative evaluation and language anxiety. Students are afraid of making mistakes, especially in oral pronunciation and communication, because they are afraid of negative evaluations from their colleagues or teachers. If students are anxious, they will try to avoid all forms of communication, or reduce them to a minimum, to avoid negative evaluations. Students regard each communicative situation or learn language as the cause of stress and tension. This often results in poor performance, because students focus more on perceived hazards than on language production. In addition, students are surrounded by learners of other languages, and when compared to them, they may consider language performance unsatisfactory. Because language anxiety produces physical reactions, such as increased perspiration, reddening of the cheeks, increasing heart rate, students also become aware of these anxiety signals, which causes discomfort.

2.1.7 Categories of Anxiety

There are some types of anxiety in learning the language which is related to psychology domain. In this case, Ellis in Muna & Fitriah (2019) classifies anxiety into three categories, namely: trait anxiety, state anxiety and situation-specific anxiety.

1. Trait anxiety is one of person's personality trait and behavior that typically adhered to an person which is permanent and difficult to change. Incapability to express feeling, emotion, idea and thought enable students to involve in this category since they cannot control their nervousness. Thus, their involvement in classroom activities is questionable in increasing their speaking ability. They tend to keep silence rather than speak or give some ideas in front of the class. It also happens in any situation or subjects in the school.
2. State anxiety is a tentative feeling of anxiety due to the change of one's emotional state caused by an external factor. It occurs because the learners are exposed to particular emotion, stress, and pressure during taking the class. Moreover, controlling an idea and emotion may leads the students to enjoy the classroom activities. Regarding this situation, Spielberger says that state anxiety is a feeling of anxiety which is part of normal psychology response that will disappear along with the good emotional response rebuild toward target language.
3. Specific-situation anxiety is a feeling of anxiety caused by the particular situation or event in learning the target language. In this case, the situation is likely when the students take the examination, joining in class participation, English Community club and public speaking.

2.1.8 Cause of retince (Anxiety to Speak English)

Based on Liu (2006:23) in Siagian & Adam (2017), there are some causes of reticence (Anxiety to speak English), they are:

a. **Low English proficiency**

Low English proficiency is also identified in the present research as a major factor that hindered the students from talking to others in English in class. Thus, students may feel weak in speaking English, perceived their English to be poor, and may feel that the others is better than him or her.

b. **Lack of familiarity of task**

The word familiar means well known, often seen or heard, having a good knowledge, close or friendly to something. Interest mattered a lot in students` active participation in classroom activities. In short, students will active in speaking about a topic if she or he is interest, well known, often see or heard, having a good knowledge or even close or friendly to a topic.

c. **Lack of confidence**

Confidence means having strong beliefs, firm trust, or sure expectation, feeling certain, fully assure, having no failure, etc. Some students might good have pronunciation and be at a high proficiency level but they still preferred to be reticent because of the lack of courage.

d. Fear of making mistakes

The students worried about losing face in oral language classroom. Students keep quiet and wait until they were required to speak English, it was because the students were afraid and feel embarrassment of making mistakes.

e. Incomprehensible inputs

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

2.2 Relevance Studies

There have been some researchers doing same research which have been summarized into some short and brief explanations about an analysis of speaking anxiety in language classroom.

Fistly, Al-Sawalha (2016). The theme of this research is listening anxiety of Jordanian students majoring in English language at Jerash University. This study aims to investigate how listening anxiety affects the listening process of English foreign language students at Jerash University in Jordan. This Research used qualitative and quantitative method. The findings of the study revealed that 43 of them experienced a high level of listening anxiety. The Qualitative findings from the interviews with students corroborate the findings generated from the quantitative part of the study.

Secondly, Yahya (2013). The theme of this research is calculate anxiety in course students at the American Arabia University of Jenin (AAUJ) among speech communication. The primary purpose of this paper is to investigate the factors which lead to speaking anxiety among speech communication. The data is analyzed using the descriptive statistics (means and standard deviation). The results of the study revealed that the fear of negative feedback received the highest mean (2.93), followed by communication anxiety (2.80) and test anxiety received the lowest mean (2.68). This study in addition to the items appeared in the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986), researcher added other items to the scale to conduct the research project. The scale was given to 2 referees at the English Department, and the English Language Center (ELC) at the AAUJ.

By considering those previous researches, the writer saw something difference. The difference was showed at the aspect of the skill. The writer analyzes the level of speaking anxiety in English classroom. In the last previous study, this research used descriptive quantitative method and the writer also calculated the data manually, not using SPSS program.

2.3 Conceptual Framework

Speaking is one of the subject that needed to be learned and practiced by the students in Indonesia. But some students still get difficulty to practice speaking. One of the problems that may influence students speaking material is the difficulty of speaking material itself since it is mostly by English (Foreign Language). In addition another factor that may influence students

speaking is psychological condition, in this case is anxiety. The students who are troubled with anxiety may feel incapable to achieve a good result on the test or task that the teacher gave. Thus, in a process of achieving a good result, the students would feel difficult to concentrate, to remember ideas and speak something new. Consequently, those negative feelings will influence their practice. Therefore, the researcher intends to investigate students whether students with high anxiety will get bad performance in speaking English Foreign Language, meanwhile the students with low anxiety will get good performance in speaking English Foreign Language. The purpose is to know the levels of speaking anxiety and dominant type of anxiety that occurred in English classroom. To know the students anxiety, it should questionnaire. The questionnaire used to measure the level of students anxiety in classroom.

Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research used a descriptive quantitative approach in order to answer the proposed question. According to Ariola (2006:47) Descriptive study is describes current events and that the research questions or problems raised are based on the appreciation of present phenomena, events, or state of affairs. Creswell (2007) states, quantitative research “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data”.

3.2 Location of the Research

The location in this research at SMAN 3 Siak Hulu in 2020 academic year. It is located in Pandau jaya on Jl. Purwosari.

3.3 Participants

The amount used total sample, participants of this research were the eleventh science 2 students of SMAN 3 Siak Hulu. The amount of participants were 35 students in the class.

3.4 Instrument of the Research

1. Questionnaire (Foreign language Classroom Anxiety Scale)

The FLCAS has been the most widely used instrument to measure foreign language learners' general anxiety in foreign language classrooms. This scale provided five responses ranging from “Strongly Agree (SA)”,

“Agree (A)”, “Neither Agree nor Disagree (NA)”, “Disagree (D)”, and “Strongly Disagree (SD)”.

3.5 Data Collection Technique

The researcher collected data online by sending FLCAS questionnaire files to all participants who have previously been briefed on the aims of the study. Then participants were given half an hour to answer question, and after that, the questionnaire was sent back to the researcher. After all the data were collected, the researcher analyzed and processed the data based on the theory. The result of the data was presented by the writer in chapter IV.

3.6 Data Analysis Technique

FLCAS has two forms of statements which are positive and negative. Positive statements in the questionnaire are in number 2, 5, 8, 11, 14, 18, 22, 28, 32. While, negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33. The positive statements scale will be ranging from 1-5, on the contrary negative statements scale ranged from 5-1 as in table below.

Table 3.1

Positive and Negative Statements of FLCAS

Positive Statements	2.	I don't worry about making mistakes in English class.
	5.	It wouldn't bother me at all to take more English classes.
	8.	I am usually at ease during tests in my English Class.
	11.	I don't understand why some people get so upset over English classes.
	14.	I would not be nervous speaking the English with native speakers.

	18.	I feel confident when I speak in English class.
	22.	I don't feel pressure to prepare very well for English class.
	28.	When I'm on my way to English class, I feel very sure and relaxed.
	32.	I would probably feel comfortable around native speakers of the English.
Negative Statements	1.	I never feel quite sure of myself when I am speaking in my English class.
	3.	I tremble when I know that I'm going to be called on in English class.
	4.	It frightens me when I don't understand what the teacher is saying in English.
	6.	During English class, I find myself thinking about things that have nothing to do with the course.
	7.	I keep thinking that the other students are better at English than I am.
	9.	I start to panic when I have to speak without preparation in English class.
	10.	I worry about the consequences of failing my English class.
	12.	In English class, I can get so nervous I forget things I know.
	13.	It embarrasses me to volunteer answer in my English class.
	15.	I get upset when I don't understand what the teacher is correcting.
	16.	Even if I am well prepared for English class, I feel anxious about it.
	17.	I often feel like not going to my language class.
	19.	I am afraid that my English teacher is ready to correct every mistake I make.
	20.	I can feel my heart pounding when I'm going to be called on in English class.
	21.	The more I study for a English test, the more confused I get.
	23.	I always feel that the other students speak the English better than I do.
	24.	I feel very self-conscious about speaking the English in front of other students.
	25.	English class moves so quickly I worry about getting left behind.
	26.	I feel more tense and nervous in my English class than in my other classes.

27.	I get nervous and confused when I am speaking in my English class.
29.	I get nervous when I don't understand every word the English teacher says.
30.	I feel overwhelmed by the number of rules you have to learn to speak English.
31.	I am afraid that the other students will laugh at me when I speak the English.
33.	I get nervous when the English teacher asks questions which I haven't prepared in advance.

The likert's scoring scale table to measure students' anxiety level using FLCAS is shown below:

Table 3.2
Likert's Scoring Table Adopted from Horwitz et al. (1986)

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Further, the data were calculated manually with range of score started from 33 up to 165. After the researcher found the result of each students' anxiety level, it will categorized into some levels started from "Very Relaxed", "Relaxed", "Mildly Anxious", "Anxious", and "Very Anxious".

The scoring table adopted from Oetting's Scale which consists of 40 items with answers ranged from 1-5 and total score of 200. The following table is the score for each anxiety level.

Table 3.3

FLCAS Anxiety Scale Adopted from Oetting's Scale

RANGE	LEVEL
40 – 79	Very Relaxed
80 – 104	Relaxed
105 – 129	Mildly Anxious
130 – 149	Anxious
150 – 200	Very Anxious

Furthermore the classification to calculate the anxiety scale adopted in Mayangta, (2019)

Table 3.4

FLCAS Anxiety Scale

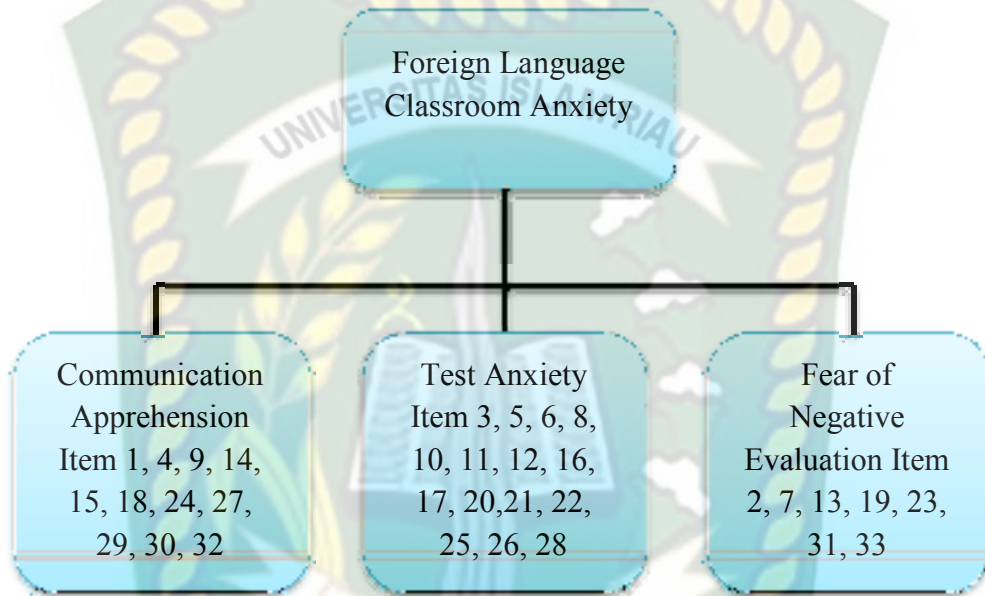
RANGE	LEVEL
124 – 165	Very Anxious
108 – 123	Anxious
87 – 107	Mildly Anxious
66 – 86	Relaxed
33 – 65	Very Relaxed

In FLCAS, there are three main types of causes of foreign language classroom anxiety: communication apprehension, test anxiety, and fear of

negative evaluation. Horwitz, Horwitz and Cope, 1986:127 cited in Cao, (2011:76).

Figure 3.1

Types of Causes of Foreign Language Classroom Anxiety



From the figure above show that Foreign Language Class there are Communication Apprehension : 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32. Test Anxiety : 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28. And Fear of Negative Evaluation : 2, 7, 13, 19, 23, 31, 33.

CHAPTER IV

RESEARCH FINDINGS

This chapter describes the result of data collections and data analysis to answer the research questions in chapter I. The writer got the data from FLCAS questionnaires that have been distributed to all respondents. Afterwards, the writer gets the description of the final result.

4.1 Data Presentation

4.1.1 Levels of Speaking Anxiety in English Classroom

Horwitz et al. (1986) have developed “Foreign Language Classroom Anxiety Scale” (FLCAS) to measure the amount of anxiety by students. The scale has 33 items scored on a 5-point Likert scale ranging from strongly agree; agree; neither agree nor disagree; disagree; and strongly disagree.

The participants of this research, those are all the eleven grades in SMA 3 Siak Hulu in academic year 2020/2021 were answered the questionnaire completely. There are 35 students that answer the questionnaire. The table below shows the result of students’ response toward FLCAS questionnaire.

Table 4.1

The Result of Students Questionnaire's Answers

No	Name	Questionnaire's Number																																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	ASS	SA	SD	A	NA	SD	NA	A	NA	NA	A	D	A	NA	A	D	NA	D	NA	D	NA	NA	A	NA	A	NA	SD	NA	D	NA	A	NA	NA	A
2	AL	A	SD	D	A	A	D	A	A	SA	A	A	NA	D	A	D	A	D	A	A	D	D	A	A	A	A	NA	D	A	A	D	A	A	A
3	A	A	SD	NA	A	NA	NA	A	D	D	D	NA	A	A	D	NA	A	SD	D	A	A	SD	NA	A	NA	NA	NA	D	NA	D	NA	NA	NA	D
4	BS	SA	D	A	A	D	A	SA	NA	A	A	NA	NA	NA	A	NA	D	SD	NA	SA	NA	A	SD	A	A	A	NA	A	A	A	A	NA	SA	SA
5	CS	SA	D	D	SA	A	D	D	A	SA	A	A	NA	D	A	NA	SA	SD	A	A	D	D	NA	NA	A	SA	NA	D	A	SA	D	A	NA	NA
6	CB	SA	D	D	A	A	D	NA	A	SA	A	A	NA	D	A	D	SA	SD	A	A	D	D	NA	NA	A	A	NA	D	A	SA	D	A	NA	NA
7	DNE	D	SD	A	A	A	A	A	A	SA	SA	A	NA	A	NA	SD	D	SD	SA	NA	NA	SD	SA	SD	NA	D	NA	NA	A	NA	NA	NA	SA	NA
8	DA	SA	SD	A	A	NA	D	SA	NA	SA	A	NA	A	NA	NA	NA	A	NA	NA	SD	SA	NA	NA	A	A	A	A	A	NA	A	NA	A	NA	SA
9	FHD	SA	SD	D	SA	SA	A	A	D	SA	SA	A	SA	D	SA	SA	D	SD	D	SA	SA	D	D	A	SA	SA	D	SA	D	SA	SA	A	D	SA
10	FOTS	SD	SA	SD	SA	D	A	NA	A	NA	SA	SA	NA	NA	A	A	NA	SD	SA	SA	A	D	A	NA	A	SA	SA	D	NA	A	D	D	A	D
11	IHA	SA	D	D	SA	A	D	D	A	SA	A	A	NA	D	A	NA	SA	SD	A	A	D	D	NA	NA	A	SA	NA	D	A	SA	D	A	NA	NA
12	II	NA	D	D	A	A	NA	A	A	NA	A	SA	D	SD	NA	NA	SD	SD	A	NA	NA	D	NA	NA	A	D	D	D	A	NA	NA	NA	NA	NA
13	IRH	SA	D	A	A	D	A	SA	D	SA	SA	D	NA	NA	A	D	SA	A	NA	A	A	A	NA	SA	A	SA	A	D	A	SA	D	A	SA	SA
14	JPR	SA	SD	A	A	D	A	A	NA	SA	A	NA	NA	NA	A	NA	D	SD	NA	SA	NA	A	A	A	A	NA	A	A	A	A	NA	SA	SA	SA
15	KLN	A	SD	A	A	SA	D	SA	D	A	A	A	A	D	SA	D	SA	SD	D	A	SA	D	A	SA	A	SA	SA	A	D	A	A	A	A	SA
16	LPM	SA	D	A	A	NA	D	A	A	SA	A	NA	NA	A	D	D	SA	SD	A	A	D	D	NA	NA	A	A	NA	D	A	SA	D	A	NA	NA
17	LF	SA	D	NA	A	D	D	SA	SD	A	SA	NA	D	A	NA	A	A	D	NA	A	NA	NA	A	SA	A	NA	A	A	NA	A	A	NA	NA	SA
18	MEH	SA	D	A	A	A	SD	A	NA	A	A	NA	NA	NA	A	NA	D	SD	NA	SA	NA	A	A	A	A	NA	A	A	A	A	A	NA	SA	SA

19	MFPJ	A	A	D	A	NA	A	A	D	A	NA	A	NA	D	D	D	A	D	NA	A	D	D	A	A	A	D	D	A	NA	A	A	NA	D	A	
20	MLA	A	D	A	A	A	A	A	D	A	SD	A	A	A	D	D	A	A	D	A	A	A	D	A	A	A	A	A	A	A	A	D	A	A	D
21	NDS	SA	SA	NA	A	NA	D	NA	A	SA	A	NA	A	D	NA	D	A	SD	NA	NA	NA	SD	SA	NA	NA	A	D	NA	A	A	D	SD	A	SA	
22	NKZ	SA	D	D	SA	A	D	D	A	SA	A	A	NA	D	A	NA	SA	SD	A	A	D	D	NA	NA	A	SA	NA	D	A	SA	D	A	NA	NA	
23	NRR	A	D	A	A	NA	SD	A	NA	A	A	NA	NA	NA	A	NA	D	SD	NA	SA	NA	A	A	A	A	A	NA	A	A	A	A	NA	SA	SA	
24	RRH	A	D	SD	SD	SA	NA	D	SD	D	A	SA	SD	D	D	D	NA	SD	D	SD	SD	SD	A	D	NA	D	D	D	SA	D	NA	NA	NA	D	
25	RRS	A	D	NA	A	NA	NA	A	NA	A	A	NA	NA	A	NA	A	A	NA	NA	A	A	NA	NA	A	NA	A	A	A	D	A	NA	A	NA	A	
26	RZ	A	D	NA	A	D	D	A	A	A	A	D	D	D	A	NA	D	D	A	D	D	D	D	A	A	D	D	D	A	A	D	D	A	D	
27	RI	SA	D	A	A	A	SD	A	NA	A	A	NA	NA	NA	A	NA	D	SD	NA	SA	NA	A	A	A	A	A	NA	A	A	A	A	NA	SA	SA	
28	RJA	A	D	A	NA	SA	NA	A	NA	SA	A	A	SA	A	A	A	NA	SD	A	A	A	NA	NA	A	A	SA	NA	SA	NA	A	NA	SA	NA	SA	
29	SMZ	A	D	SD	SD	SA	NA	D	SD	D	A	SA	SD	D	D	D	NA	SD	D	SD	SD	SD	A	D	NA	D	D	D	SA	D	NA	NA	NA	D	
30	SA	SA	SA	NA	A	NA	D	NA	A	SA	A	NA	A	D	NA	D	A	SD	NA	NA	NA	SD	SA	NA	NA	A	D	NA	A	A	D	SD	A	SA	
31	SR	SA	SD	SA	A	D	SD	SA	NA	SA	A	NA	NA	NA	A	NA	D	SD	NA	SA	NA	A	A	A	A	A	NA	A	A	A	A	NA	SA	SA	
32	UDO	SA	D	A	A	NA	D	A	SD	A	SA	A	NA	A	D	NA	SA	D	D	NA	A	D	A	SA	A	A	NA	A	NA	A	A	A	NA	SA	
33	WSN	NA	D	NA	NA	SA	NA	SA	A	NA	A	D	NA	D	D	SD	A	SD	D	SD	A	NA	NA	SA	D	NA	D	D	A	D	D	D	NA	NA	
34	YCS	SA	D	D	SA	A	D	D	A	SA	A	A	NA	D	A	NA	SA	SD	A	A	D	D	NA	NA	A	SA	NA	D	A	SA	D	A	NA	NA	
35	YC	NA	D	NA	NA	SA	NA	SA	A	NA	A	D	NA	D	D	SD	A	SD	D	SD	A	NA	NA	SA	D	NA	D	D	A	D	D	D	NA	NA	

- Purple Columns: Positive Statements
- White Columns: Negative Statements

To make it easy to understand the answers of students, the writer summarizes the result of 33 items questionnaire and are divided into positive and negative statements. Summarizing of student's response the table below:

Table 4.2
Summarizing of Student's Response

No	Name	Positive Stamements					Negative Statement				
		SA	A	NA	D	SD	SA	A	NA	D	SD
1	ASS	-	2	3	2	2	1	7	13	3	-
2	AL	-	8	-	-	1	1	12	2	9	-
3	A	-	-	5	3	1	-	9	8	5	2
4	BS	1	2	3	2	1	4	12	6	1	1
5	CS	-	6	2	1	-	6	4	5	8	1
6	CB	-	6	2	1	-	4	6	5	8	1
7	DNE	3	4	1	-	1	2	5	10	3	4
8	DA	-	-	8	-	1	5	12	5	1	1
9	FHD	2	1	-	5	1	14	4	-	5	1
10	FOTS	3	4	1	1	-	5	5	6	5	3
11	IHA	-	6	2	1	-	6	4	5	8	1
12	II	1	4	3	1	-	-	4	11	6	3
13	IRH	1	2	2	4	-	9	10	2	3	-
14	JPR	1	3	3	1	1	4	12	6	1	1
15	KLN	2	3	-	3	1	7	12	-	4	1

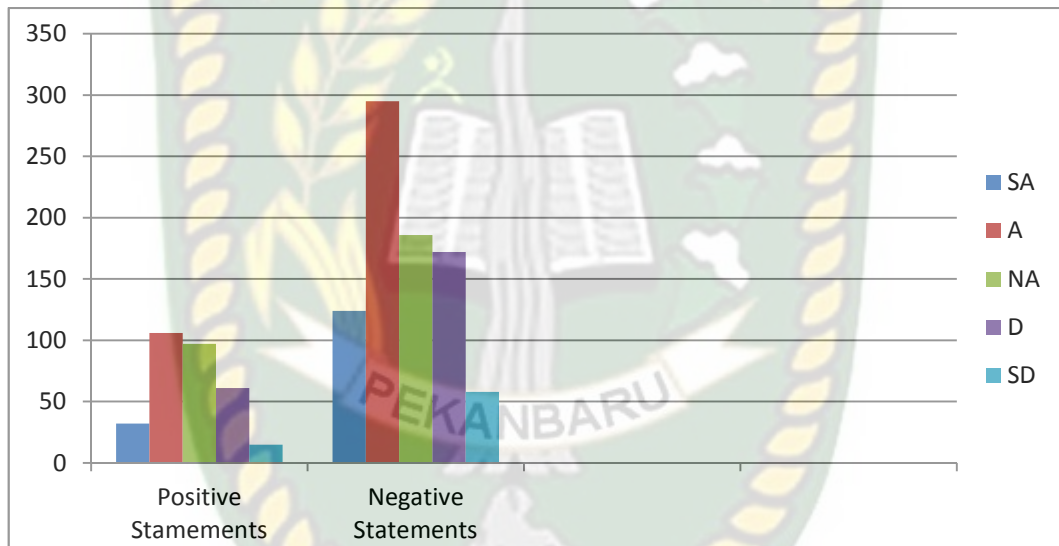
No	Name	Positive Statement						Negative Statement				
		SA	A	NA	D	SD		SA	A	NA	D	SD
16	LPM	-	3	4	2	-		4	9	4	6	1
17	LF	-	1	5	2	1		5	11	5	3	-
18	MEH	1	4	3	1	-		3	12	6	1	2
19	MFPJ	-	3	3	3	-		-	13	3	8	-
20	MLA	-	4	5	-	-		-	20	-	3	1
21	NDS	2	3	4	-	-		3	6	7	5	3
22	NKZ	-	6	2	1	-		6	4	5	8	1
23	NRR	1	3	4	1	-		2	13	6	1	2
24	RRH	3	1	1	3	1		-	2	5	10	7
25	RRS	-	-	7	2	-		-	16	7	1	-
26	RZ	-	5	-	4	-			8	2	14	-
27	RI	1	4	3	1	-		3	12	6	1	2
28	RJA	1	3	4	1	-		6	11	6	-	1
29	SMZ	3	1	1	3	1		-	2	5	10	7
30	SA	2	3	4	-	-		3	6	7	5	3
31	SR	1	3	3	1	1		6	9	6	1	2
32	UDO	-	2	3	3	1		5	12	4	3	-
33	WSN	1	2	2	4	-		2	3	9	7	3
34	YCS	-	6	2	1	-		6	4	5	8	1
35	YC	2	1	2	4	-		2	4	9	7	2

	Positive Statement						Negative Statement				
	SA	A	NA	D	SD		SA	A	NA	D	SD
TOTAL	32	106	97	61	15		124	295	186	172	58
	311						835				

The following is an overview of the summary of the students' response in positive and negative statements is based on the description of the table above.

Figure 4.1.1

The Summary of students' response in Positive and Negative Statements



By which :

SA : Strongly Agree

D : Disagree

A : Agree

SD : Strongly Disagree

NA : Neither Agree nor Agree

From the summary above, the writer find that: Positive statements have score: strongly agree (32); agree (106); neither agree nor disagree (97); disagree (61); and strongly disagree (15). So from the positive statement it can be

concluded that the highest score is in “Agree” (106 responses) and the lowest score is in “Strongly Disagree” (15 responses). While the negative statements has score: strongly agree (124); agree (295); neither agree nor disagree (186); disagree (172); and strongly disagree (58). So the negative statement has the highest “agree” score (295 responses) and the lowest score in “strongly disagree” (58 responses).

Furthermore, the writer show other data that presents the percentage of students’ preference towards 33 (Foreign Language Classroom Anxiety Scale) FLCAS items. This is to gain the most students’ responses to each statement in the FLCAS questionnaire.

Table 4.3
The Percentage of Students’ Preference

No	Questionnaire	The Percentage of Students’ Preference									
		SA	%	A	%	NA	%	D	%	SD	%
1	I never feel quite sure of myself when I am speaking in my foreign language class.	19	54%	11	31%	3	9%	1	3%	1	3%
2	I don’t worry about making mistakes in language class.	3	9%	1	3%	-	-	22	63%	9	26%
3	I tremble when I know that I’m going to be called on in language class.	1	3%	14	40%	8	23%	9	26%	3	9%
4	It frightens me when I don’t understand what the teacher is saying in the foreign language.	6	17%	23	66%	4	11%	-	-	2	6%
5	It wouldn’t bother me at all to take more foreign language classes.	7	20%	11	31%	9	26%	7	20%	1	3%

No	Questionnaire	The Percentage of Students' Preference									
		SA	%	A	%	NA	%	D	%	SD	%
6	During language class, I find myself thinking about things that have nothing to do with the course.	-	-	8	23%	9	26%	14	40%	4	11%
7	I keep thinking that the other students are better at language class.	8	23%	17	49%	4	11%	6	17%	-	-
8	I usually at ease during tests in my language class.	-	-	15	43%	10	29%	6	17%	4	11%
9	I start to panic when I have to speak without preparation in language class.	16	46%	11	31%	5	14%	3	9%	-	-
10	I worry about the consequences of failing my foreign language class.	6	17%	26	74%	1	3%	1	3%	1	3%
11	I don't understand why some people get so upset over foreign language classes.	4	11%	13	37%	13	37%	5	14%	-	-
12	In language class, I can get so nervous I forget things I know.	2	6%	7	20%	21	60%	3	9%	2	6%
13	It embarrasses me to volunteer answers in my language class.	-	-	8	23%	10	29%	16	46%	1	3%
14	I would not be nervous speaking the foreign language with native speakers.	2	6%	17	49%	7	20%	9	26%	-	-
15	I get so upset when I don't understand what the teacher is correcting.	1	3%	4	11%	15	43%	12	34%	3	9%
16	Even if I am well prepared for language class, I feel anxious about it.	9	26%	11	31%	5	14%	9	26%	1	3%
17	I often feel like not going to my English class.	-	-	2	6%	2	6%	6	17%	25	71%
18	I feel confident when I speak in foreign language class.	2	6%	10	29%	14	40%	9	26%	-	-

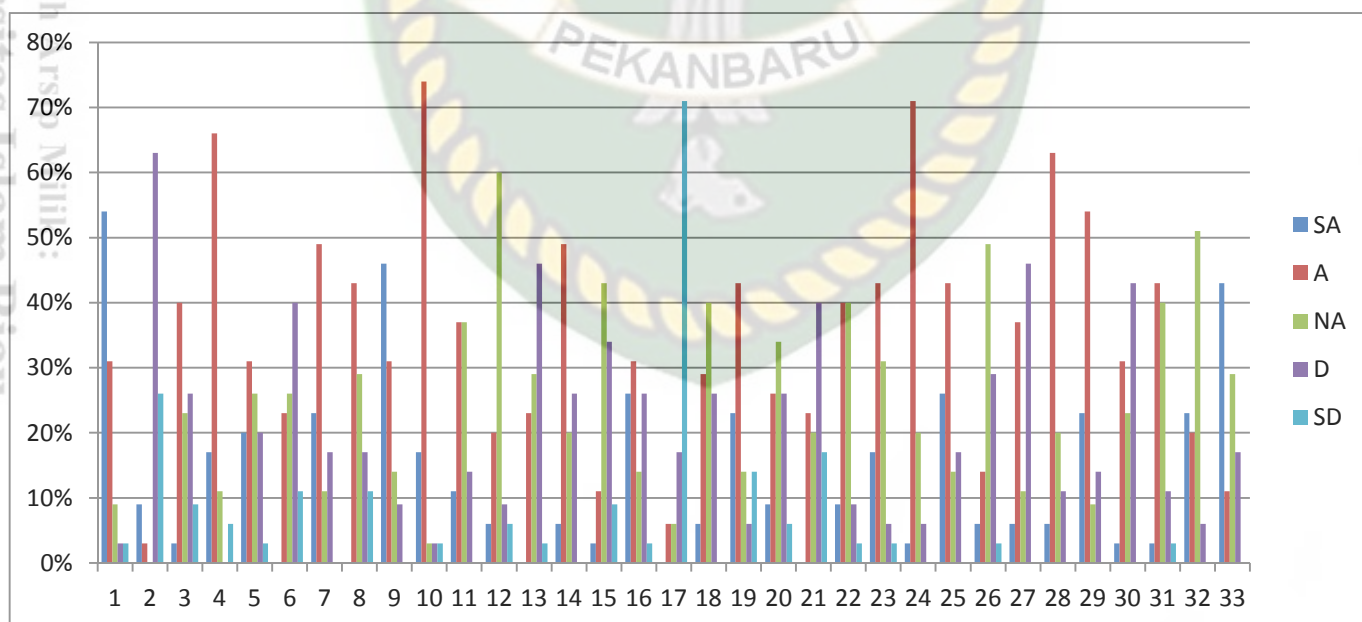
No	Questionnaire	The Percentage of Students Preference									
		SA	%	A	%	NA	%	D	%	SD	%
19	I am afraid that my language teacher is ready to correct every mistake I make.	8	23%	15	43%	5	14%	2	6%	5	14%
20	I can feel my heart pounding when I'm going to be called on in language class.	3	9%	9	26%	12	34%	9	26%	2	6%
21	The more I study for a language test, the more con-fused I get.	-	-	8	23%	7	20%	14	40%	6	17%
22	I don't feel pressure to prepare very well for language class.	3	9%	14	40%	14	40%	3	9%	1	3%
23	I always feel that the other students speak the foreign language better than I do.	6	17%	15	43%	11	31%	2	6%	1	3%
24	I feel very self-conscious about speaking the foreign language in front of other students.	1	3%	25	71%	7	20%	2	6%	-	-
25	Language class move so quickly I worry about getting left behind.	9	26%	15	43%	5	14%	6	17%	-	-
26	I feel more tense and nervous in my language class than in my other classes.	2	6%	5	14%	17	49%	10	29%	1	3%
27	I get nervous and confused when I am speaking in my language class.	2	6%	13	37%	4	11%	16	46%	-	-
28	When I'm on my way to language class, I feel very sure and relaxed.	2	6%	22	63%	7	20%	4	11%	-	-
29	I get nervous when I don't understand every word the language teacher says.	8	23%	19	54%	3	9%	5	14%	-	-
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	3%	11	31%	8	23%	15	45%	-	-

No	Questionnaire	The Percentage of Students' Preference									
		SA	%	A	%	NA	%	D	%	SD	%
31	I am afraid that the other students will laugh at me when I speak the foreign language.	1	3%	15	43%	14	40%	4	11%	1	3%
32	I would probably feel comfortable around native speakers of the foreign language.	8	23%	7	20%	18	51%	2	6%	-	-
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	15	43%	4	11%	10	29%	6	17%	-	-

The following is an overview of the percentage of students' preference is based on the description of the table above.

Figure 4.2.1

The Percentage of Students' Preference



Based on the figure and table, the result show a high and low total score percentages of all FLCAS statements. There is 35 participants who has a different answer from each statement. The writer finds that the highest total is in statement number 10 (I worry about the consequences of failing my foreign language class) with 74% of respondents, statement number 17 (I often feel like not going to my English class) with 71 respondents, and in statement number 24 (I feel very self-conscious about speaking the foreign language in front of other students) with 71% respondents.

The writer also finds homogeneity appearing in the same statement number 1 “I never feel quite sure of myself when I am speaking in my foreign language class.”, statement number 2 “I don’t worry about making mistakes in language class.”, statement number 3 “I tremble when I know that I’m going to be called on in language class.”, statement number 5 “It wouldn’t bother me at all to take more foreign language classes.”, statement number 10 “I worry about the consequences of failing my foreign language class.”, statement number 13 “It embarrasses me to volunteer answers in my language class.”, statement number 15 “I get so upset when I don’t understand what the teacher is correcting.”, statement number 16 “Even if I am well prepared for language class, I feel anxious about it.”, statement number 22 “I don’t feel pressure to prepare very well for language class.”, statement number 23 “I always feel that the other students speak the foreign language better than I do.”, statement number 24 “I feel very self-conscious about speaking the foreign language in front of other students.”, statement number 26 “I feel more tense and nervous in my language class than in

my other classes.”, statement number 30 “I feel overwhelmed by the number of rules you have to learn to speak a foreign language.”, statement number 31 “I am afraid that the other students will laugh at me when I speak the foreign language.”. with 3% of respondents (1 students).

To find out the level of anxiety of students when speaking, the writer assess and categorize each student based on them responses in the FLCAS questionnaire, as followed by table 4.4 below:



Table 4.4

Scoring and Categorizing of foreign Language Classroom Anxiety Scale

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
1	ASS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	Mildly Anxious
		5	5	4	3	5	3	4	3	3	4	4	4	3	2	2	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	2	3	3	2	3	4	3	1	3	4	3	4	3	3	4			
2	AL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	98	Mildly Anxious
		4	5	2	4	2	2	4	2	5	4	2	3	2	2	2	4	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	4	2	2	2	4	4	4	3	2	2	4	2	4	2	4			
3	A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	104	Mildly Anxious
		4	5	3	4	3	3	4	4	2	2	3	4	4	4	3	4	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	4	4	1	3	4	3	3	3	2	3	2	3	3	3	2			

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
4	BS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
		5	4	4	4	4	4	5	3	4	4	3	3	3	2	3	2	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	5	3	4	5	4	4	4	3	4	2	4	4	3	1	5			
5	CS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Mildly Anxious
		5	4	2	5	2	2	2	2	5	4	2	3	2	2	3	5	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	4	2	2	3	3	4	5	3	2	2	5	2	4	3	3			
6	CB	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	98	Mildly Anxious
		5	4	2	4	2	2	3	2	5	4	2	3	2	2	2	5	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	4	2	2	3	3	4	4	3	2	2	5	2	4	3	3			

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
7	DNE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	89	Mildly Anxious
		2	5	4	4	2	4	4	2	5	5	2	3	4	3	1	2	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		1	3	3	1	1	1	3	2	3	3	2	3	3	3	1	3			
8	DA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	121	Anxious
		5	5	4	4	3	2	5	3	5	5	3	4	3	3	3	4	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	1	5	3	3	4	4	4	4	4	4	3	4	3	4	3	5		
9	FHD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	126	Very Anxious
		5	5	2	5	1	4	4	4	5	5	2	5	2	1	5	2	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	5	5	2	4	4	5	5	2	5	4	5	5	4	4	5			

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
10	FOTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	94	Mildly Anxious
		1	1	1	5	4	4	3	2	3	5	1	3	3	2	4	3	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		1	5	4	2	2	3	4	5	5	2	3	4	2	2	2	2			
11	IHA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Mildly Anxious
		5	4	2	5	2	2	2	2	5	4	2	3	2	2	3	5	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	4	2	2	3	3	4	5	3	2	2	5	2	4	3	3			
12	II	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	86	Mildly Anxious
		3	4	2	4	2	3	4	2	3	4	1	2	1	3	3	1	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	3	3	2	3	3	4	2	2	2	2	3	3	3	3	3			

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
13	IRH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	125	Very Anxious
		5	5	4	4	4	4	5	4	5	5	4	3	3	2	2	5	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	4	4	3	5	4	5	4	2	2	5	2	4	1	5			
14	JPR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	114	Anxious
		5	5	4	4	4	4	4	3	5	4	3	3	3	2	3	2	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	5	3	4	2	4	4	4	3	4	2	4	4	3	1	5			
15	KLN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	117	Anxious
		4	5	4	4	1	2	5	4	4	4	2	4	2	1	2	5	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		1	4	5	2	2	5	4	5	5	4	4	4	4	4	4	2	5		

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
16	LPM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	Mildly Anxious
		5	4	4	4	3	2	4	2	5	4	3	3	4	4	2	5	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	4	2	2	3	3	4	4	3	2	2	5	2	4	3	3			
17	LF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	120	Anxious
		5	4	3	4	4	2	5	5	4	5	3	2	4	3	4	4	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	3	3	2	5	4	3	4	4	3	4	4	3	3	5			
18	MEH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	Mildly Anxious
		5	4	4	4	2	1	4	3	4	4	3	3	3	2	3	2	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	5	3	4	2	4	4	4	3	4	2	4	4	3	1	5			

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
19	MFPJ	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	104	Mildly Anxious
		4	2	2	4	3	4	4	4	4	3	2	3	2	4	2	4	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	2	2	2	4	4	2	2	4	3	4	4	3	4	4			
20	MLA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	115	Anxious
		4	4	4	4	2	4	4	4	4	1	2	4	4	4	2	4	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	4	4	4	4	4	4	4	4	4	2	4	2	4	2	2			
21	NDS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	93	Mildly Anxious
		5	1	3	4	3	2	3	2	5	4	3	4	2	3	2	4	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	3	3	1	1	3	3	4	2	3	2	4	2	1	2	5			

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
22	NKZ	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Mildly Anxious
		5	4	2	5	2	2	2	2	5	4	2	3	2	2	3	5	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	4	2	2	3	3	4	5	3	2	2	5	2	4	3	3			
23	NRR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	Mildly Anxious
		4	4	4	4	3	1	4	3	4	4	3	3	3	2	3	2	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	5	3	4	2	4	4	4	3	4	2	4	4	3	1	5			
24	RRH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	75	Relaxed
		4	4	1	1	1	3	2	5	2	4	1	1	2	4	2	3	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	1	1	1	2	2	3	2	2	2	1	2	3	3	3	2			

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
25	RRS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	118	Anxious
		4	4	3	4	3	3	4	3	4	4	3	3	4	3	4	4	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	4	3	3	4	3	4	4	4	4	4	4	3	4	3	4		
26	RZ	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	92	Mildly Anxious
		4	4	3	4	4	2	4	2	4	4	4	2	2	2	3	2	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	2	2	2	4	4	4	2	2	2	2	2	4	2	2	2	2		
27	RI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	Mildly Anxious
		5	4	4	4	2	1	4	3	4	4	3	3	3	2	3	2	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	5	3	4	2	4	4	4	3	4	2	4	4	3	1	5			

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
28	RJA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
		4	4	4	3	1	3	4	3	5	4	2	5	4	2	4	3	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	4	4	3	3	4	4	5	3	5	3	4	3	5	3	5			
29	SMZ	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	75	Relaxed
		4	4	1	1	1	3	2	5	2	4	1	1	2	4	2	3	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	1	1	1	2	2	3	2	2	2	1	2	3	3	3	2			
30	SA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	93	Mildly Anxious
		5	1	3	4	3	2	3	2	5	4	3	4	2	3	2	4	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	3	3	1	1	3	3	4	2	3	2	4	2	1	2	5			

No	Participants	Questionnaire Number																	Total Score	Level Anxiety
31	SR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	113	Anxious
		5	5	5	4	4	1	5	3	5	4	3	3	3	2	3	2	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	5	3	4	2	4	4	4	3	4	2	4	4	3	1	5			
32	UDO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	121	Anxious
		5	4	4	4	3	2	4	5	4	5	2	3	4	4	3	5	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	3	4	2	2	5	4	4	3	4	3	4	4	4	3	5			
33	WSN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	93	Mildly Anxious
		3	4	3	3	1	3	5	2	3	4	4	3	2	4	1	4	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	1	4	3	3	5	2	3	2	2	2	2	2	2	3	3			

N	Participants	Questionnaire Number																	Total Score	Level Anxiety	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
34	YCS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Mildly Anxious	
		5	4	2	5	2	2	2	2	2	5	4	2	3	2	2	3	5			1
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
		2	4	2	2	3	3	4	5	3	2	2	5	2	4	3	3				
35	YC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	93	Mildly Anxious	
		3	4	3	3	1	3	5	2	3	4	4	3	2	4	1	4	1			
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
		4	1	4	3	3	5	2	3	2	2	2	2	2	2	3	3				

Based on the scoring and categorizing table of Foreign Language Classroom Anxiety Scale above, the results of the assessment and categorization in students' anxiety levels can be seen in table 4.5 below:

Table 4.5
Result of Foreign Language Classroom Anxiety Scale

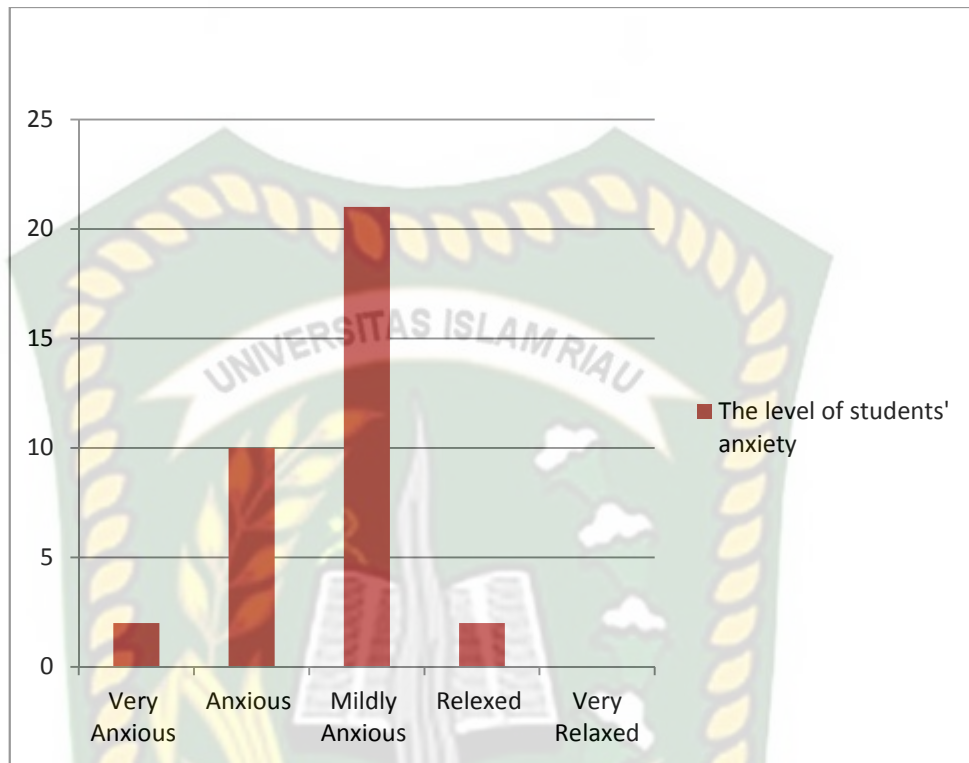
Range	Level	Result
124-165	Very Anxious	Very Anxious : 2 Respondents (6%)
108-123	Anxious	Anxious : 10 Respondents (28%)
87-107	Mildly Anxious	Mildly Anxious : 21 Respondents (60%)
66-86	Relaxed	Relaxed : 2 Respondents (6%)
33-65	Very Relaxed	Very Relaxed : 0 Respondents (0%)

Based on the table above, the writer found 2 students (6%) who experience “Very Anxious” level, with a range score of 124-165, 10 students (28%) who experience “Anxious” level, with a range score of 108-123, 21 students (60%) who experience “Mildly Anxious” level, with range score of 87-107, 2 students (6%) who experience “Relaxed” level, with range score of 66-86, and nothing student (0%) who experience “Very Relaxed” level, with range score of 33-65.

The following is an overview of the result of foreign language classroom anxiety scale based on the description of the table above.

Figure 4.3.1

The level of students' anxiety



From the figure above, it can be seen that dominant anxiety scale that occurred in “Mildly Anxious”, it means that many students experience mildly anxiety and only 2 students are “Relaxed”.

The table below will show the highest and the lowest score in each level of anxiety.

Table 4.6

The Highest and the Lowest Score in Each Level of Anxiety

No	Level Anxiety	The Highest Score	Participants	The Lowest Score	Participants
1	Very Anxious	126	FHD	125	IRH
2	Anxious	121	UDO	113	SR
3	Mildly Anxious	107	ASS, LPM, MFPJ, NRR, RI	86	II
4	Relaxed	75	RRH, SMZ	75	RRH, SMZ
5	Very Relaxed	-	-	-	-

From 35 participants, only 2 students (6%) experienced a “Very Anxious” level, from 10 students (28%) were at a “Anxious” level, then from 21 students (60%) were at a “Mildly Anxious” level. This can be a normal condition when many people also feel tense or nervous when having to do something in front of others, and only 2 students (6%) who are at the “Relaxed” level means that they have no problem with their level of anxiety.

4.1.2 Dominant Type of Anxiety that Occured in English Classroom

From table 1.7, the writer made a conclusion by dividing 3 types of classroom anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

Table 4.7

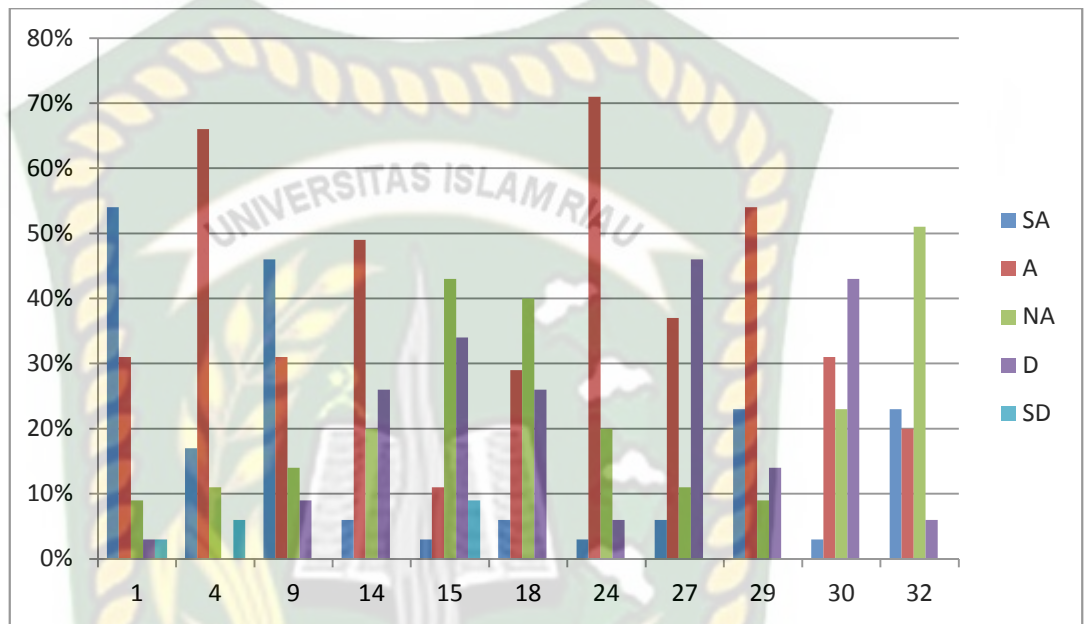
The Percentage of Students’ Communication Apprehension

No	Questionnaire	The Percentage of Students' Preference									
		SA	%	A	%	NA	%	D	%	SD	%
1	I never feel quite sure of myself when I am speaking in my foreign language class.	19	54%	11	31%	3	9%	1	3%	1	3%
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	6	17%	23	66%	4	11%	-	-	2	6%
9	I start to panic when I have to speak without preparation in language class.	16	46%	11	31%	5	14%	3	9%	-	-
14	I would not be nervous speaking the foreign language with native speakers.	2	6%	17	49%	7	20%	9	26%	-	-
15	I get so upset when I don't understand what the teacher is correcting.	1	3%	4	11%	15	43%	12	34%	3	9%
18	I feel confident when I speak in foreign language class.	2	6%	10	29%	14	40%	9	26%	-	-
24	I feel very self-conscious about speaking the foreign language in front of other students.	1	3%	25	71%	7	20%	2	6%	-	-
27	I get nervous and confused when I am speaking in my language class.	2	6%	13	37%	4	11%	16	46%	-	-
29	I get nervous when I don't understand every word the language teacher says.	8	23%	19	54%	3	9%	5	14%	-	-
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	3%	11	31%	8	23%	15	45%	-	-
32	I would probably feel comfortable around native speakers of the foreign language.	8	23%	7	20%	18	51%	2	6%	-	-

The following is an overview of the summary of the students' communication apprehension is based on the description of the table above.

Figure 4.1.2

The Percentage of Students' Communication Apprehension



Based on the figure and table above, the result show the highest total is in statement number 24 (I feel very self-conscious about speaking the foreign language in front of other students.) with 71% of respondents (25 students). Meanwhile number 4 “It frightens me when I don’t understand what the teacher is saying in the foreign language.” with 66% of respondents (23 students) and number 1 and 29 “I never feel quite sure of myself when I am speaking in my foreign language class.”, “I get nervous when I don’t understand every word the language teacher says.” With 54% of respondents (19 students). The writer can conclude that the students very self-conscious about speaking the foreign

language in front of other students but not confident when speaking in front of the class. These students afraid when don't understand what the teacher say.

Table 4.8

The Percentage of Students' Test Anxiety

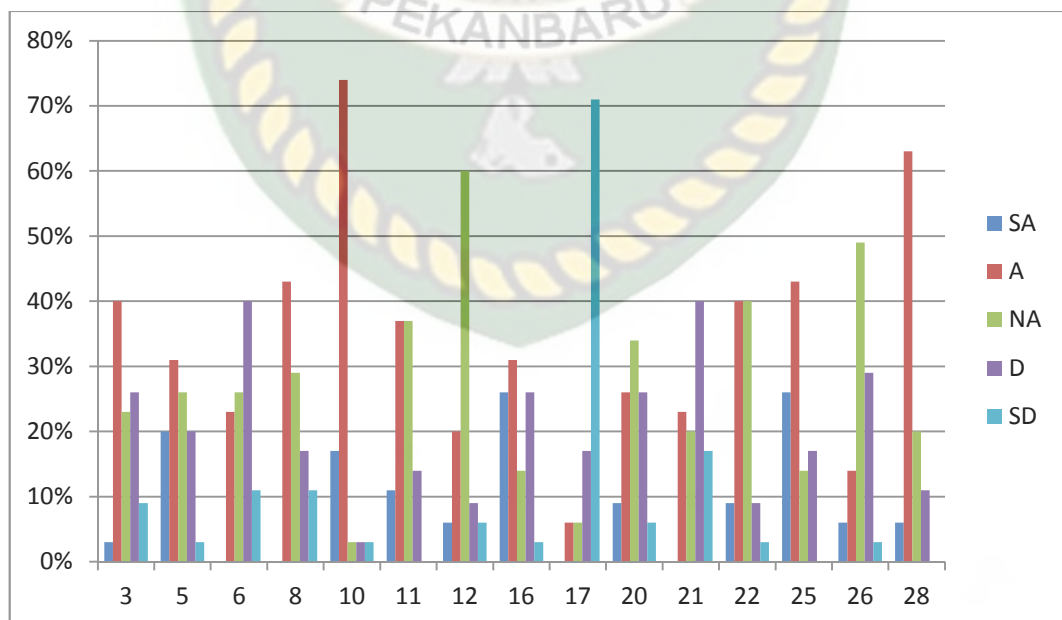
No	Questionnaire	The Percentage of Students' Preference									
		SA	%	A	%	NA	%	D	%	SD	%
3	I tremble when I know that I'm going to be called on in language class.	1	3%	14	40%	8	23%	9	26%	3	9%
5	It wouldn't bother me at all to take more foreign language classes.	7	20%	11	31%	9	26%	7	20%	1	3%
6	During language class, I find myself thinking about things that have nothing to do with the course.	-	-	8	23%	9	26%	14	40%	4	11%
8	I usually at ease during tests in my language class.	-	-	15	43%	10	29%	6	17%	4	11%
10	I worry about the consequences of failing my foreign language class.	6	17%	26	74%	1	3%	1	3%	1	3%
11	I don't understand why some people get so upset over foreign language classes.	4	11%	13	37%	13	37%	5	14%	-	-
12	In language class, I can get so nervous I forget things I know.	2	6%	7	20%	21	60%	3	9%	2	6%
16	Even if I am well prepared for language class, I feel anxious about it.	9	26%	11	31%	5	14%	9	26%	1	3%
17	I often feel like not going to my English class.	-	-	2	6%	2	6%	6	17%	25	71%
20	I can feel my heart pounding when I'm going to be called on in language class.	3	9%	9	26%	12	34%	9	26%	2	6%
21	The more I study for a language test, the more con-fused I get.	-	-	8	23%	7	20%	14	40%	6	17%

No	Questionnaire	The Percentage of Students' Preference									
		SA	%	A	%	NA	%	D	%	SD	%
22	I don't feel pressure to prepare very well for language class.	3	9%	14	40%	14	40%	3	9%	1	3%
25	Language class move so quickly I worry about getting left behind.	9	26%	15	43%	5	14%	6	17%	-	-
26	I feel more tense and nervous in my language class than in my other classes.	2	6%	5	14%	17	49%	10	29%	1	3%
28	When I'm on my way to language class, I feel very sure and relaxed.	2	6%	22	63%	7	20%	4	11%	-	-

The following is an overview of the summary of students' test anxiety is based on the description of the table above.

Figure 4.2.2

The Percentage of Students' Test Anxiety



Based on the figure and table above, the result show the highest total in the statement number 10, “I worry about the consequences of failing my foreign language class.”, With 74% of respondents (26 students) and statement number 17 “I often feel like not going to my English class.” With 71% of respondents (25 students).

The writer can concluded that students worry about consequences of failing foreign language class, shown by statement number 10 ” I worry about the consequences of failing my foreign language class” by which “agree” with 26 students choosing it so that more than half of the amount students experience when fail in foreign language class, statement number 17 “I often feel like not going to my English class.” By which “strongly disagree” with 25 students choosing it, which means that students do not agree not come to English class, so it can concluded that more than half the students or 74% of the participants are afraid to fail during the test.

Table 4.9

The Percentage of Students’ Fear of Negative Evaluation

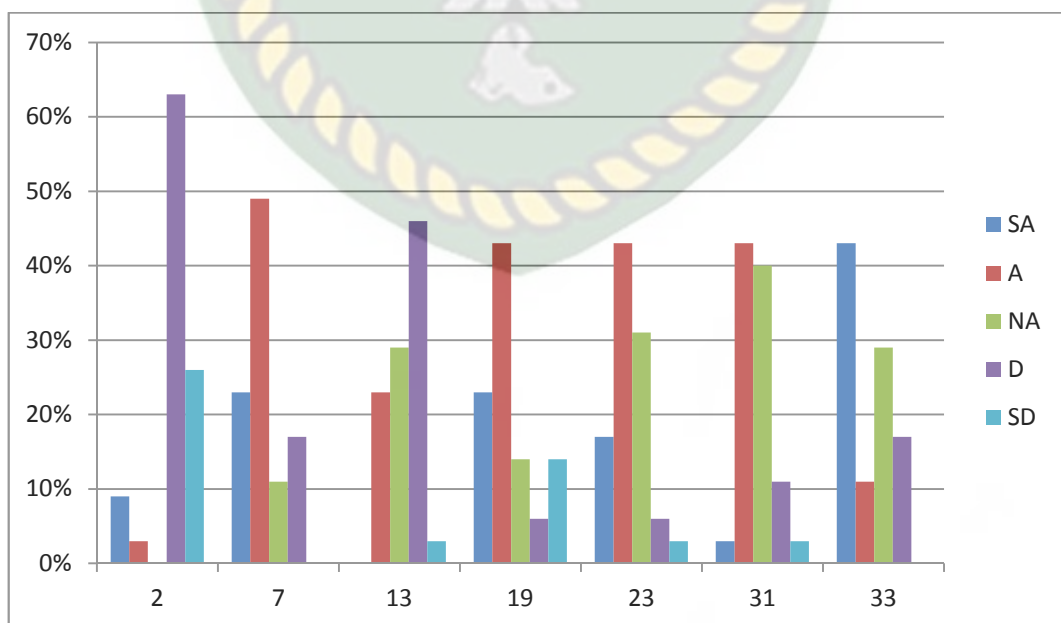
No	Questionnaire	The Percentage of Students’ Preference									
		SA	%	A	%	NA	%	D	%	SD	%
2	I don’t worry about making mistakes in language class.	3	9%	1	3%	-	-	22	63%	9	26%
7	I keep thinking that the other students are better at language class.	8	23%	17	49%	4	11%	6	17%	-	-
13	It embarrasses me to volunteer answers in my language class.	-	-	8	23%	10	29%	16	46%	1	3%

No	Questionnaire	The Percentage of Students' Preference									
19	I am afraid that my language teacher is ready to correct every mistake I make.	8	23%	15	43%	5	14%	2	6%	5	14%
23	I always feel that the other students speak the foreign language better than I do.	6	17%	15	43%	11	31%	2	6%	1	3%
31	I am afraid that the other students will laugh at me when I speak the foreign language.	1	3%	15	43%	14	40%	4	11%	1	3%
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	15	43%	4	11%	10	29%	6	17%	-	-

The following is an overview of the summary of the students' fear of negative evaluation is based on the description of the table above.

Figure 4.3.2

The Percentage of Students' Fear of Negative Evaluation



Based on the figure above, the results show the highest total is in statement number 2 (I don't worry about making mistakes in language class.) by which "disagree", it conclude that students are afraid of making mistakes, especially in oral pronunciation and communication, because they are afraid of negative evaluations from their colleagues or teachers. They chose this statement by which "disagree" with a total of 22 students.

4.2 Data Interpretation

From the data, the result showed: 2 students (6%) who experience "Very Anxious" level with a range score of 124-165, 10 students (28%) who experienced "Anxious" level with a range score of 108-123, 21 students (60%) who experienced the "Mildly Anxious" level with a range score of 87-107, 2 students (6%) who experience "Relaxed" level with a range score of 66-86, and nothing student (0%) who experiences "Very Relaxed" level with range score of 33-65. The data is to answer the first research question about speaking anxiety in class.

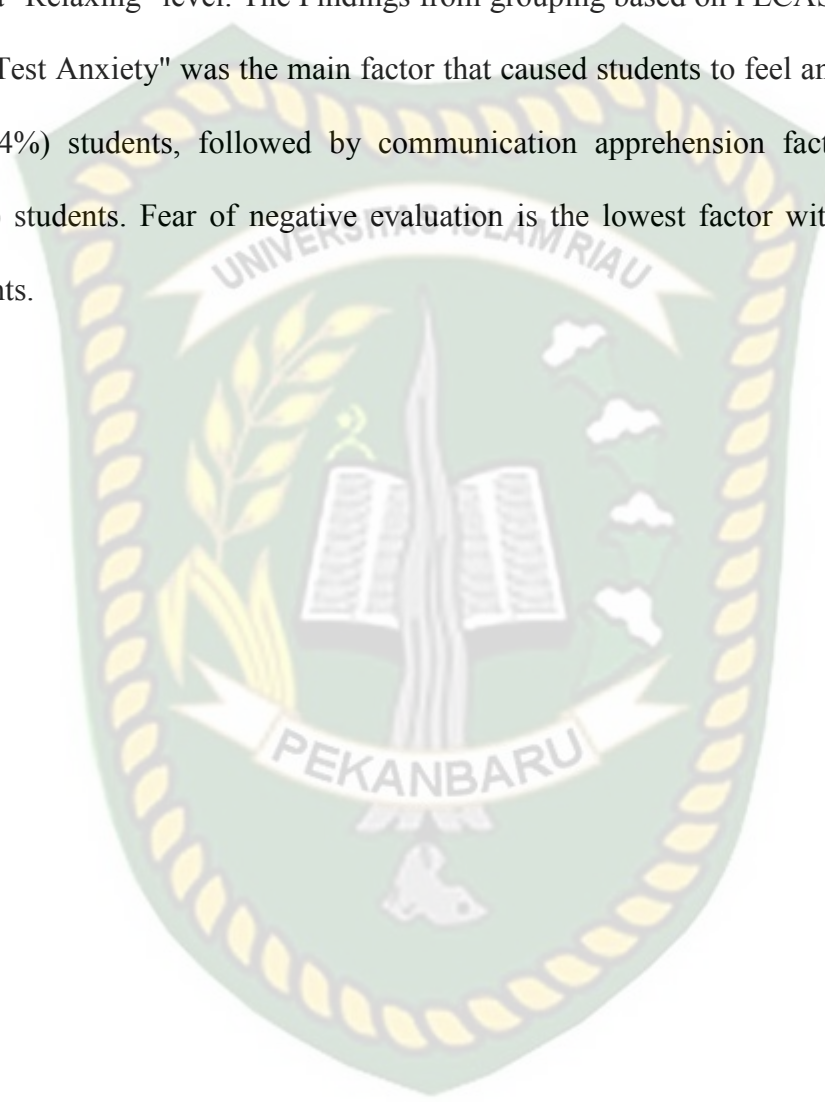
It can concluded that the dominant level of students' anxiety that occurred in "Mildly Anxious" with 21 respondents, so more than 50% of students who felt themselves not too anxious but not relaxed when speaking English. This is probably because these students think that they were being able to speak English as a foreign language. These students feel quite sure when they are in speaking class, they are usually eased during the tests of English and they may feel comfortable to be volunteer answers in their English class. but the data was followed by "Anxious" with 10 respondents which means students also have anxious feeling, nervousness and worry to make mistakes when speaking English.

The highest score in level of speaking anxiety that calculated 126, participant of 'FHD' and then the lowest score in level of speaking anxiety 75, participant of 'RRH and SMZ'.

In the second research question, the writer asked about the dominant type of anxiety that occurred in English classroom. From table 4.7, 4.8, 4.9, which describes communication apprehension, test anxiety, and fear of negative evaluation, it can be concluded that the dominant type of anxiety in classroom is test anxiety in statement number 10 (I worry about the consequences of failing my foreign language class), by which "agree". This shows that students are worried about failing in English classes, because they feel they have not mastered English lessons so as to make students afraid of getting bad grades on exams. Students also strongly disagree not to enter English classes.

By considering those previous researches, the writer saw something difference. The difference was showed at the aspect of the skill, firstly, Al-Sawalha (2016). The theme of this research is listening anxiety of Jordanian students majoring in English language at Jerash University. The findings of the study revealed that 43 of them experienced a high level of listening anxiety. Secondly, Yahya (2013). The theme of this research is calculate anxiety in course students at the American Arabia University of Jenin (AAUJ) among speech communication. The result of the study revealed that the fear of negative feedback received the highest mean (2.93), followed by communication anxiety (2.80) and test anxiety received the lowest mean (2.68). while the writer analyzes the level of speaking anxiety and dominant type of anxiety in English classroom. The result of

this study the writer found that there were 2 (6%) students who experienced the level of "Very Anxious", 10 (28%) students were at the level of "Anxious", 21 (60%) students were at the level of "Mildly anxious" and only 2 (6%) students have a "Relaxing" level. The Findings from grouping based on FLCAS type found that "Test Anxiety" was the main factor that caused students to feel anxious about 26 (74%) students, followed by communication apprehension factor with 25 (71%) students. Fear of negative evaluation is the lowest factor with 22 (63%) students.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, conclusions and implication. In conclusion, the author will clarify the results of investigated speaking anxiety in English classroom of the Eleven grade Students in senior high school 3 Siak Hulu. The advice section contains the suggestions of researchers for students, future researchers, and teachers / lecturers.

5.1 Conclusion

Based on the data analysis and the results of the study, the writer can concluded as followed:

1. The results of this research are at “Mildly Anxious” level with non “Very Relaxed” students. There are 2 (6%) students who experience “Very Anxious” level, 10 (28%) students are in “Anxious” level, 21 (60%) students are in “Mildly Anxious” level and only 2 (6%) students have “Relaxed” level.
2. According to the data result of type based FLCAS grouping it found that “Test Anxiety” is the main factor that causes students to feel anxious about 26 (74%) students, the number of statement is 10 (I worry about the consequences of failing my foreign language class) by which “agree”. After that communication apprehension factor become the second factor with 25 (71%) students, then the last factor was fear of negative evaluation with 22 (63%) students.

5.2 Suggestion

1. For teachers

From the beginning teacher must recognize every anxiety experienced by his students in order to overcome their language anxiety in speaking skills. After that teacher can make the class atmosphere cheerful so that a positive mood will emerge which will make anxiety lessened. With students who feel happy and not anxious will make learning comfortable. In the learning can insert humor or motivational words so as to make the class atmosphere relaxed and can reduce students' anxiety when in English classes.

2. For students

Based on the finding, each students are definitely has anxiety feeling in different levels. For students whose high anxiety scale results need to reduce a little more relaxed when in class. students also do not mock or laugh at each other when their friends make mistakes, but try to keep supporting and motivating them not to give up and never give up learning. Students must realize that making mistakes when in an English language class is a normal thing that makes the future as a learning to be better.

3. For further researcher

The writer hopes that the future writers conduct a better research about speaking anxiety in English Classroom, and develop the research with other skills such as reading, writing and listening.

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