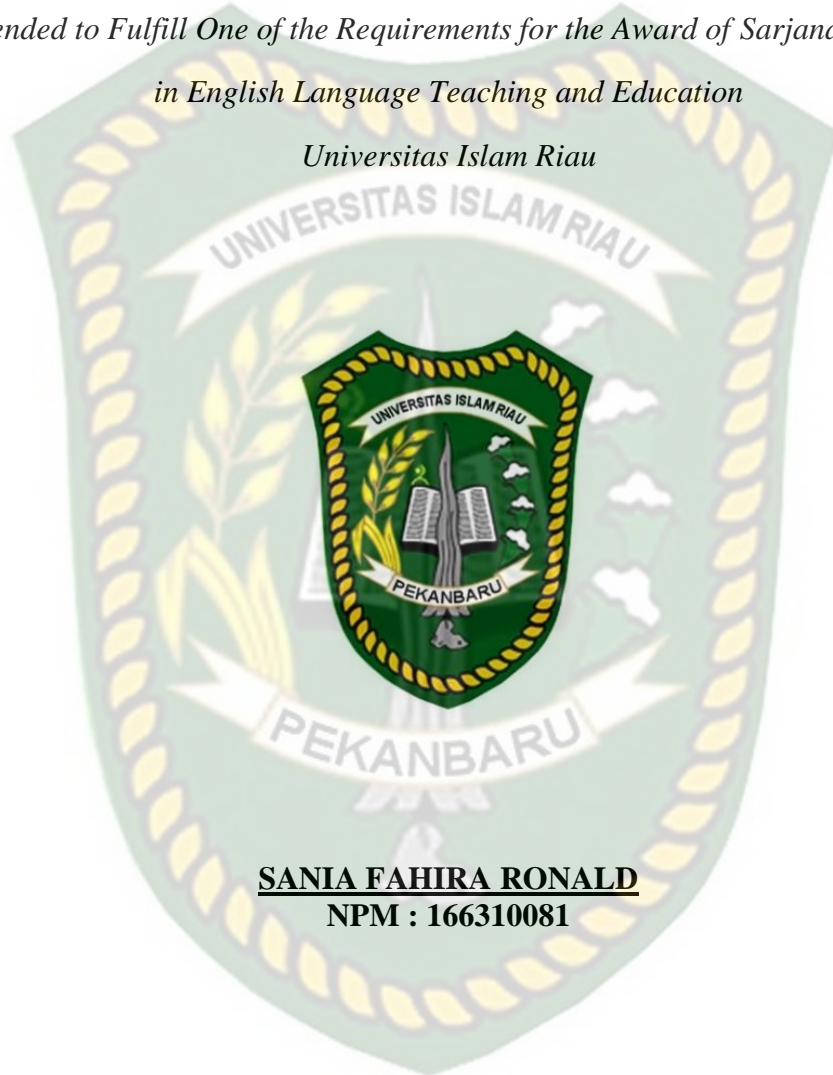


**AN ANALYSIS OF STUDENTS' ANXIETY TOWARDS SPEAKING
ABILITY OF SECOND GRADE AT MAN 1 PEKANBARU**

A THESIS

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

Universitas Islam Riau



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2020

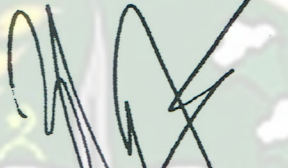
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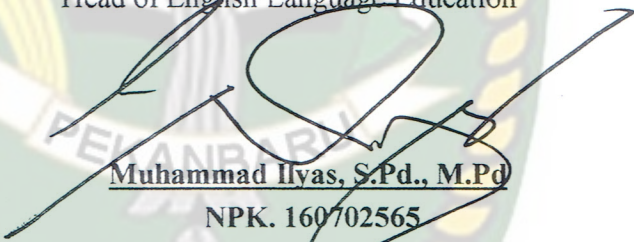
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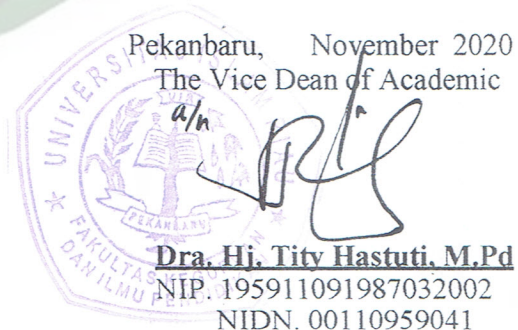
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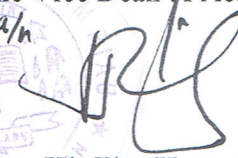


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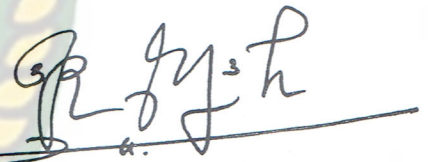


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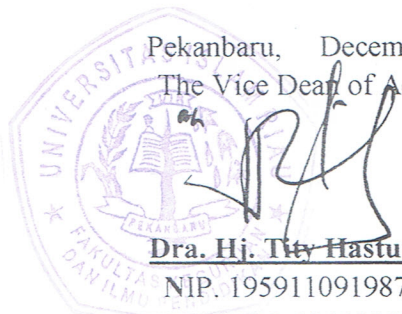


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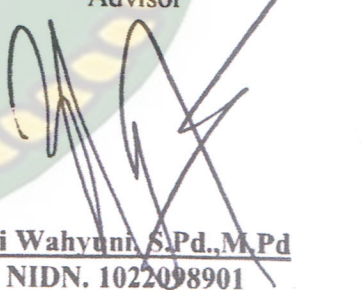
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










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In the name of Allah Subhanahu wa Ta ‘alaa the most gracious and merciful. First of all, the researcher would like to say Alhamdulillah and say grateful to Allah for blessing, strength and health given so that the researcher could finish the thesis entitled **“An Analysis of Students’ Anxiety Towards Speaking Ability of Second Grade at MAN 1 Pekanbaru”**. This thesis is intended to fulfill one of the requirements for the award of Sarjana Degree in English Study Program, Faculty of Teacher Training and Education Universitas Islam Riau

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, the researcher would like to express deepest gratitude and thanks to all people for the support, guidance, advice, and encouragement that helped the researcher in completing this thesis. It is an appropriate moment for the researcher to extend her deepest gratitude to:

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Finally, this thesis is expected to be able to provide useful insight and information to the readers. The researcher is pleased to accept more suggestion, comments, and supportive feedback for the improvement of this thesis.

Pekanbaru, November 2020

The Researcher

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ABSTRACT

Sania Fahira Ronald . 2020. *An Analysis of Students' Anxiety Towards Speaking Ability of Second Grade at MAN 1 Pekanbaru*. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keyword : Students' Anxiety, Speaking Ability

Anxiety is the state of anxious or stress that something unexpected is going happen. Anxiety can be a stressful way of demonstrating human emotions. Mostly feel nervous, stressed, and afraid when in anxious situation. Students' anxiety in speaking class is one of phenomenon that mostly happen to the students of English as a foreign language learner. This research investigated and described about students' anxiety at MAN (Madrasah Aliyah Negeri) 1 Pekanbaru.

This research was quantitative study. The research chose the XI MIA (Matematika Ilmu Pengetahuan Alam) 5 of MAN 1 Pekanbaru and total of the sample are 34 students. In collecting the data, the researcher used observation, questionnaire, and interview.

The data collected by using questionnaire adapted from Foreign Language Classroom Anxiety Scale (FLCAS) and interview by using Zoom Meeting. The research found most of the students were 9% Very Anxious students, 38% Anxious students, 35% Mildly Anxious students, 15% Relaxed students and last, 3% Very Relaxed students. Based on the indicator result, this research showed that communication apprehension and fear of negative evaluation got same result, there were 39%. Followed by test anxiety got 22%. This finding showed that the most factor of students' anxiety are Communication Apprehension and Fear of Negative Evaluation. Thus, it is important to pay attention and reduce it. Therefore, further research on speaking anxiety and it is solutions are needed to help students to learn English better

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

It is acceptable that English language is one of the most important things in this era, especially for the students nowadays because to be a person who has a best quality in the future is needed to be fluent in speaking English.

Although English is a foreign language, but must to be able to master in English. English registered as one of the official languages in more than quarter of countries in the world. Being able to speak English allows to communicate effectively in many countries and also get a lot of possibilities to get international relation.

There are four skills taught to students while studying English in Indonesia; listening, speaking, writing and reading. One of the skills that students need to learn is speaking. In language learning context, it has been recognized that language is the media that is used to reach and share information for interaction. Language is a way of communicating thoughts and delivering the purpose of communication. In other words, language is a communication that people use to communicate feelings, thoughts, emotions, and opinions.

In any case, there are various difficulties in mastering speaking, managing teaching for students, etc. One of the students' problems relates to emotion. If students feel emotional strain, the focus of consideration can be repressed or

disrupted and anxious and stuttering can occur. Emotion is important within the discussion or classroom exercises since it has a great effect on learning.

Based on pre-research, only some students can speak English well and it was found that are many students have problems in speaking English. It can probably caused by their anxiety on speaking ability in learning progress. The students' problem in learning English were; there were many students lack of vocabularies, some of the students seldom to practice in speaking and some of the students were difficulty in pronunciation. The students need a confidence to speak in front of the class, but some of students had an anxiety when speak in classroom.

Anxiety is the state of anxious or stress that something unexpected is going happen. Anxiety can be a stressful way of demonstrating human emotions. Mostly feel nervous, stressed, and afraid when in anxious situation. We're struggling and our hearts are beating hard. In simple terms, anxiety is related to negative feelings more often than not and is comparable to fear. Emotional and physical stress may cause uncomfortable feelings for students. Students may have a response to anxiety that definitely interfered in a lesson with their ability to speak English Many people have said that speaking is an anxious activity, especially when students need to talk in front of the classroom and speaking in learning situations is the most anxiety-provoking language skills in foreign language.

Since anxiety can have significant effects in English as a foreign language, it is important to know the anxiety of students. The researcher wanted to investigate what factors students feel could contribute to anxiety in trying to understand more deeply the problems of anxiety in the English Foreign Language. So, that is why the researcher is interested took this title “**An Analysis of Students’ Anxiety Towards Speaking Ability of Second Grade at MAN 1 Pekanbaru**”.

1.2 Identification of the Problem

Based on that background, the researcher can identify the problems as follows:

1. The students show the sign of anxiety on Speaking Ability
2. The students feel unconfident in speaking English
3. The students afraid of making mistake while speaking.

1.3 Focus of the Problem

In this research, the researcher focused on the cause of Speaking Anxiety Towards Speaking Ability of Second Grade at MAN 1 Pekanbaru.

1.4 Research Questions

Based on the background, the following questions are formulated in the context of this research:

1. What is the type of students' anxiety towards speaking ability of the second grade at MAN 1 Pekanbaru ?
2. What are the factors behind students' anxiety on speaking ability of the second grade at MAN 1 Pekanbaru?

1.5 Objective of the Research

To analysis the type of students' anxiety and to know the factors behind students' anxiety on speaking ability of the second grade at MAN 1 Pekanbaru.

1.6 Significance of the Research

1.6.1 For Students

The result of this research can help the students find out the factors that cause them to feel anxiety in speaking English and type of their anxiety, so that they can speak English better.

1.6.2 For Teacher

The result of this research can help the teacher more understand about the anxiety problems of their students and can know what factors cause of anxiety, then the teacher can create the relax atmosphere to their students to be confidence in speaking English, especially speaking English in front of the class.

1.7 Definition of the Key Terms

1.7.1 Anxiety

Anxiety is the subjective sensation of stress, anxiety, nervousness, and concern associated with the autonomic nervous system's arousal (Al-obaydi and Jawad, 2015). Anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. Anxiety is someone's feeling of uneasiness and apprehension about situation since they are not sure what its outcome will be.

1.7.2 Speaking

As we know before, the anxiety is defined as the feeling of fear, worries, and nervousness in facing a certain condition. Some experts explained the definition of anxiety. Speaking is the first manner in which children learn language, it is part of most people's everyday involvement with language practices, and it is the primary improvement in motor language (Efrizal, 2012).

CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Relevance Theories

2.1.1 An Overview of Speaking

There are some definition of speaking have been declared by the expert. Speaking is the capacity to speaking fluidly and presupposes not as it were information of dialect highlights, but moreover the capacity to handle data and dialect on the spot (Bahrami, 2012). The ability to improve is knowledge growth, so that one can understand how to speak fluently in order to directly engage in conversation. Conversation can be a bridge to others who can appreciate the need to communicate because conversation is one of social interaction (Pelenkahu, 2017).

From the definition mentioned, it can be sum up that speaking is an ability to communicate face to face verbally, so we can share ideas, feeling, experience, thought to others.

2.1.2 The Aspects of Speaking

Speaking is a great importance for the contact between people where they speak everywhere and every day (Leong and Ahmadi, 2017). There are several speaking capacity descriptions that measure speaking abilities based on the components of speaking (Arthur Hughes, 2003) as in the following;

1. Pronunciation

The way for students to produce clearer dialect when they speak is pronunciation. It interpret that when they have perfect pronunciation and pitch, despite the fact that they have limited vocabulary and linguistic usage, the student can communicate effectively. Pronunciation refers to the customary or traditional utterance of words. It can be inferred from that clarification that pronunciation is the way for students to deliver the words of articulation clearly when they speak (Kline, 2001). English articulation does not amount to a list of sounds or disconnected words being mastered. Instead it includes studying and practicing the specific English way of making it easy to obey the considerations of a speaker (Gilbert, 2008).

In addition, Pronunciation involves all those discourse angles that make a discourse stream easily understandable, counting segmental articulation, pacing, pitch and stating, and more incidentally, gesture, body language and eye contact (Fraser, 2001). It can be inferred on the basis of the articulation that, pronunciation requires multiple perspectives including articulation, beat, pitch and saying, and more accidentally also gesture, body dialect and eye contact practicing the particularly English way of making the thoughts of a speaker easy to understand (Gilbert, 2008).

2. Grammar

Grammar is required for students in composed and verbal forms to structure redress sentences in conversation. Grammar is defined as a systematic way of accounting for and predicting the knowledge of the dialect of a perfect speaker or hearer. This can be accomplished by a set of rules or guidelines that can be used within the language to create all well-shaped or linguistic articulations (Purpura, 2004). In addition, the other definition of language structure expressed by Greenbaum and Nelson (2002) contend that Grammar refers to the collection of rules that allow us to combine words into bigger units in our dialect.

In addition, Nelson (2001) states that grammar is the think about of how words combine to create sentences. It can therefore be inferred from the above description that grammar can be a show run that allows students to mix corrected phrases in both composed and verbal forms in discussion. Grammar relates to the basic norms and structure of the dialect, the simple and proper production of sentences and the correct word forms (Batko, 2004).

3. Vocabulary

Vocabulary is important for the successful use of instant dialect, since without a large vocabulary, we would not be able to use the structure and function that we might have learned to understand communicative. It can be said that one

main is communicative victory, which is word power. Vocabulary implies the required phrasing or the most important thing in a language especially while speaking; in addition, it is easier to understand multiple vocabulary to explain our emotions, feelings and contemplations in verbal or written form. The language appears to be familiar and regular in spoken dialect (Turk, 2003).

It interprets that the words used in spoken dialect or speech must be familiar and used in everyday conversations in terms of understanding spoken conversation. Vocabulary can be an important building block for learning the language. Students have words which need to be learned. In this way, in teaching vocabulary, teachers must clarify the meaning as well as spelling and pronunciation without any hesitation. Vocabulary is the perception of the implications of words. What complicates this definition is that words come in at least two forms: oral and written, how they are spelt, and how they are pronounced.

4. Fluency

Fluency is described as the ability to communicate easily and accurately. Fluency is more often than not generally acceptable to a specific linguistic dialect without interruption. In the teaching and learning process, in the event that the instructor needs to verify the student's fluency, the teacher encourages the student to make an open statement without interruption. The point is to ensure that students speak smoothly and easily (Pollard, 2008).

5. Comprehension

Comprehension is the ability to see and control the context of discourses, to explain the meaning of representations of words. Understanding a second language is more difficult to consider since it is not instantly visible and must be triggered by unmistakable verbal and non-verbal reactions, by the instinct of the teacher or analyst (Cohen et al., 2005).

2.1.3 The Function of Speaking

According to CEF (Council of Europe) Turner (2004), there are six categories of communication function, there are :

- a. For example, giving and asking for factual information; explaining, reporting and asking for information;
- b. Expressing and asking about attitudes, for example; agreement/disagreement, knowledge/ignorance, skill, permission, etc.
- c. Suggestion, example; Suggestion, Order, Warning,
- d. Socializing, for example; attracting attention, addressing, accepting, implementing
- e. Structuring discussion, for example; opening, summarizing, changing the subject, closing,
- f. Communication repair, for example non-understanding signaling, asking for assistance, paraphrasing. (Leong and Ahmadi, 2017) also said that Learners who

speaking English very well will have a greater chance of better education, of finding good jobs and of being promoted.

2.1.4 The Problem in Speaking

Progress in language learning is assessed by the ability to perform a conversation in the (target) language (Thornbury, 2007). Therefore, if the language learners failed to learn how to speak or did not get an opportunity to speak in the language at the class, maybe they lose their motivation and interest to learn language.

Many problems with teaching English, especially the problem of communication, have not been resolved, and many people are exploring important things to speak. One explanation is that a student may lack trust and be worried about making a mistake. (Leong and Ahmadi, 2017) suggested methods to improve speech skills through syllabus design, teaching concepts, and speech assessment.

In addition, there are issues with speaking practices faced by students. First, inhibition, lack of topical awareness, low engagement, and mother tongue use (Tuan and Mai 2015). Inhibition is the main problem that students face in the classroom. They're inhibited now and then when they try to say something in the classroom. They're concerned about making mistakes and they're scared of criticism. They are ashamed of the attention of the other students to themselves.

(Littlewood, 2007) claimed that in addition, the language classroom will exert restraint and anxiety on students.

Second, the participation is very low. In a class with a huge number of students, each of student have very small time for talking since fair one student talks at a time and the other students attempt to listen him/her. Within the talking class, some learners rule the complete lesson whereas others conversation very small or never talk.

Third, learners complain that they cannot keep in mind anything to say and they don't have any inspiration to precise themselves. This can be supported by (Streams, 1968) who considers that learners regularly have nothing to say likely since their instructors had chosen a subject that's not suitable for them or they do have sufficient data almost it. Baker and (Westrup, 2003) moreover underpins the thought and expressed that it is exceptionally troublesome for learners to reply when their instructors inquire them to tell things in a outside dialect since they have small suppositions approximately what to say, which vocabulary to apply, or how to utilize language structure accurately.

2.1.5 Definition of Anxiety

Anxiety is characterized as a subjective feeling of pressure, anticipation, nervousness and stress associated with the excitement of the autonomic anxious system (Huang, 2012). Anxiety is one of the psychological disorders which is better known. In other word, Anxiety is associated with feelings of unease, anger,

self-doubt, anxiety, and concern (Tanveer, 2007). The general anxiety tends to be a reaction from the human body to a specific situation. Anxiety may generally be described as a feeling of being threatened, apprehended, tensed, or worried. In conclusion, anxiety appears to be scary.

Anxiety is characterized as disturbance for self-efficacy due to a mental risk (Nurussalam and Mahpudilah, 2016) or a feeling of unease due to something threatening (Kondo and Ying-Ling, 2006). Psychologists classify anxiety into two forms of anxiety (Thomas J. Huberty, 2012) :

1. Trait Anxiety

Trait anxiety as an individual, identity inclination to be aware of different situations as unsafe and threatening (Lufi, et al, 2004). This type of anxiety is produced by consistent need of belief in ones capacities, so that a learner generally needs certainty in all kinds of zones and areas of movement. Trait anxiety can be seen as the likelihood for as person to be anxious in any situation amid any specific task.

2. State Anxiety

Which is dread experienced at a specific moment in time. In other words, this sort of anxiety may be referred to as a situational self-esteem. A learner might, at that point, feel competent when writing a paper but s/he could be much less certain and self-certain during talking tasks.

2.1.6 Levels of Foreign Language Anxiety

In order to obtain a deeper understanding of language learning anxiety, we must first find out about its origins. Hassani and Rajab (2012) stated that the language anxiety is often based on the ability to communicate and listen. They also claimed that language anxiety occurs when a person is assessed in academic and social contexts. As a result, they described three associated performance anxieties: contact apprehension, anxiety testing and fear of negative assessment.

1. Communication Apprehension

Communication apprehension is additionally referred to as communication anxiety or performance anxiety. Because learning foreign languages underlines the importance of intelligent interpersonal skills, communication apprehension plays an important role in language learning. A person with a communication apprehension finds it difficult to speak in a group or in public, or even to listen to a spoken word. Moreover the anxiety of contact may be induced by the need to construct language constructs in a language that is not yet fully mastered. Majority of research related to apprehensiveness in communication is grounded in McCroskey's (2012) conceptualization who described it as "the fear of uneasiness related to either real or expected communication with another individual or persons". In communication apprehension, remote dialect learners have trouble not as it were in talking but too comprehending messages from others.

In communication apprehension, learners of foreign languages have difficulties not only in communicating, but also in interpreting messages from others. In other terms, learners have trouble understanding or understanding others. In addition, students whose personalities tend to fear negative criticism seem to be strong candidates for anxieties in foreign language classrooms (Kitano, 2001).

Seven components which may result in a calm child have been distinguished (McCroskey, Bond, 2000):

1. Poor mental ability
2. Deficiencies in speech capability
3. Voluntary Social Introduction
4. Social alienation:
5. Anxiety in touch
6. Poor self-esteem in society
7. Ethnic/cultural uniqueness in the norms of communication

The results of the Communication Apprehension are psychological, educational and social. Shyness and hesitancy affect the social skills that children need to make friends. Unconfident students prefer to limit their career aspirations to jobs that require minimal oral contact. They seem better off keeping a strategic

distance from failure, and have less inspiration for success or victory than other students.

2. Test Anxiety

Test anxiety correlated with someone's fear of a test-taking situation. Students appear to face test anxiety every time they get to face a visit test. As (Wu and Chan 2004) contend that students, in their intellects, construct such a negative perception of the test and have a preposterous expectation of the evaluative situation.

Test anxiety can occur when students have poor performance during the previous test (Wu and Chan, 2004). Students build a negative generalization of the assessments and have bad recognitions in the assessment situation. It interpret that test anxiety is linked to someone's fear of a test-taking situation. Students seem to face test anxieties any time they have to face a visit test. (Mayer, 2008) notes that any understudy is provided that taking a test means that it is ranked, evaluated and compared to its classmates, who are doing negative results from their educators and guardians. He also points out that children with test anxiety can be involved in any number of physical, behavioral and emotional signs that may alter. Physical symptoms include shortness of breath, palpitations of the heart, fixing of the chest or sore throat, stomach pain, swelling or loose intestines, unstable appendices and trembling, migraine and body aches. Those indications lose students' concentration on the test fabric, at that point they are getting

troublesome to wrap up their test since incidentally they disregard the fabric of the test that has been recollected some time recently.

3. Fear of negative evaluation

Fear of negative evaluation is anxiety about other assessments that might include avoiding the assessment situation and the perceptions that others may negatively assess (Lucas, et al, 2011). It interpret that if students don't know what they're saying, they're afraid of negative evaluation from others and they're also nervous because they don't want to look stupid in front of others. For example, when students perform in front of the class, they suddenly fall silent and get a lot of anxiety. It happens because the other students who do not perform have questioned their performance. It makes them stumble over the words. It happens because the other students who do not perform have questioned their performance.

Therefore, there is no need for contact or deliberate observation in order to give rise to anxiety in a social assessment situation. All that needs to be present for a person to experience anxiety is the potential for communication or evaluation with or by others which creates a potential for negative assessment.

2.1.7 FLCAS (Foreign Language Classroom Anxiety Scale)

FLCAS (Foreign Language Classroom Anxiety Scale) was developed by Horwitz, and Cope, which is the most widely employed for analyzing Foreign Language Class, FLCAS (Foreign Language Classroom Anxiety Scale) is a 33-

item person Likert self-reported scale that indicates three things: communication apprehension, test anxiety, fear of negative assessment.

FLCAS (Foreign Language Classroom Anxiety Scale) was developed to examine student speech anxieties related to communication apprehension, test anxiety and fear of negative assessment, and FLCAS was rigorously tested for internal reliability, test reliability, and construct validity (Rokiah Pae and Misieng, 2012).

2.1.8 Symptoms

A subjective experience of distress with accompanying disturbances of rest, concentration, social and/or word related working are common symptoms in many of the uneasiness clutters. Despite their similarities, these clutters frequently contrast in presentation, course and treatment. This may temporarily divert from the fundamental uneasiness side effects. This is often particularly common in freeze disorder, which is characterized by a short period of seriously fear and a sense of impending doom, with going with physical indications, such as chest torment, dizziness and shortness of breath (Adwas et al., 2019).

According to Gross (2001) there are the symptoms of anxiety :

1. Dizziness

Shallow breathing in the midst of panic means take in less oxygen, which is not serious but can because intense dizziness. When your body think you are in danger, it will also send blood away from your head to other body parts that may need it more.

2. Heart palpitations

Heart will start beating harder and faster to pump more blood around body when it is think in danger and this can contribute to heart palpitation.

3. Stomach Issues

When anxious and body is flooded with stress hormones, these stress hormones can actually enter your digestive tract and interfere with digestion.

4. Brain Fog

Anxiety and stress takes a major toll on the body, and the brain, contributing to mental exhaustion or fatigue. This can happened brain fog, which is a very unsettling feeling that can have you worried that there is something wrong with your brain.

2.1.9 The Effect of Anxiety to Learning

Anxiety have many effect to learning process. According to Nurussalam and Mahpudilah, (2016), the effect of anxiety divided into two categories, there are:

1. Second Language Studies

There are some effects of anxiety on language learners based on second-language research. A nervous learner has an effect on student communication techniques in language classes. Students must aim to remove obstacles or specific

communication in the target language. On the other hand, students with a higher level of anxiety can exhibit less composition and speaking than calmer peers do.

2. Clinical Experience

Students who are nervous sense fear, concern and anxiety. Students have difficulty thinking, quickly losing, sweating and having palpitation. They therefore pursue the actions of denial, such as skipping a lesson and postponing assignments.

Shortly, several researches have suggested that the fear is having a negative effect on English learning for students. The anxiety influences their performance at communicating. In this situation, in practice speaking, the students with high degree anxiety should attain low achievement. Clinically, the students have trouble focusing on learning English. So they may skip the lesson to avoid it. The students ought to learn to face the anxiety for this cause.

2.2 Relevance Studies

There are several studies carried out by researchers related to the study of the anxiety of learners in language learning. Oktaviani, Radjab, and Ardi conducted one of them in 2013. This analysis took place at SMAN 7 Padang. In learning English, this study was aimed at identifying components that most affect their anxiety and identifying the root of their anxiety. The results of the questionnaire showed that the part that has the most impact on students' anxieties involves feeling fearful about other negative tests, being worried about touch,

feeling nervous about studying and learning in English. From the interview, students were found to have less enthusiasm in learning English, anxiety about the teacher's correction, and classroom behavior, such as speaking class and studying in English.

In 2014, another analysis was conducted by Putri. This research was conducted in SMAN KRIAN. The aim of this analysis was to determine the level of anxiety among Grade XI students, the factors that influence anxiety, and the connection between the anxiety of students and the performance of speech. The outcome showed that there was a high degree of anxiety among the students. It was triggered by the anxiety of students speaking, taking exams, and fear of negative assessment. Students that have the lowest degree of anxiety have a strong association with speech output in this situation. In comparison, the students with the highest degree of anxiety and speech performance were found to have a negative correlation. It can also be inferred that the degree of anxiety has a significant effect on the efficiency of speaking.

The analysis in this study focuses on defining the variables of the students' Speaking anxiety about results. This analysis is descriptive and quantitative. The analysis uses Horwitz and Cope to change the questionnaire to gather the findings. Information is evaluated by including it in the table. Finally, anxiety variables of students are discovered.

2.3 Conceptual Framework

The operational concept is a concept as a guidance that is employed to avoid misunderstanding scientifically used in this research



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used quantitative design. The research approach involves developed questions and procedures, frequently collected data within the context of the participant, inductively developed data from particulars to general topics, and analyzed the significance of the information by the researcher (One, 2008).

The researcher investigated the cause of students' anxiety towards speaking English at MAN 1 Pekanbaru. Quantitative approach has been selected since this analysis intends to provide an insight into case anxiety towards speaking ability of second grade at MAN 1 Pekanbaru. The case study approach helped the researcher to study individual students in an effort to understand the case of language anxiety.

3.2 Source of Data

This research carried out of second grade at MAN 1 Pekanbaru with location Jl. Bandeng 51 A, Tangkerang Tengah, Marpoyan Damai, Pekanbaru, Riau 28124. The students asked to respond to the questionnaire and to interview the researcher. The questionnaire and interview were completed and answered to determine the factors that affect students' anxiety in speaking.

3.2.1 The population of the Research

The population of this research were the second grade students at MAN 1 Pekanbaru. There were four class, so the total number of students are 134 students. The population can be seen as follows:

Table 3.1
Population of the Research

No.	Class	Total
1	XI MIA 1	35
2	XI MIA 2	34
3	XI MIA 3	34
4	XI MIA 4	33
5	XI MIA 5	34
TOTAL		170

3.2.2 Sample of the Research

Sampling is the method of choosing a representative number of individuals from a large group. Random sampling technique is the method of choosing a sample in such a way that all individuals have an equal and independent probability of being chosen for the sample (Tanjung and Husna, n.d.).

According Muslih and Sari (2017) The number of respondents is less than 100, with all samples taken. In arrange for the research to be population research. Though in case the number of members. Sampling is over 100, so 10% - 15% percent or 20% - 25% or more is sampling.

Based on that theory, the sample of this research is 20% of 170 population. Means, the sample of this research is 34 students.

Table 3.2
Sample of the Research

No.	Class	Sample
1	XI MIA 5	34

3.3 Research Instruments

3.3.1 Observation

Observation was the first instrument that employed to collect and see the real condition of the students speaking in the classroom. According to Heigham and Crocer (2009), observing the conscious realization, in their natural setting, of the actions of participants, like the classroom or some other place where language is being learned. The observation made in the XI MIA 5 class to specifically see and understand how it was applied and how the students' speaking anxiety manifested during their experience of speaking.

3.3.2 Questionnaire

Questionnaires was an effective instrument for collecting quantifiable information on bilingual speakers or populations easily and systematically (Codó, 2009). The questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) as stated by Horwitz and Cope. The score of the questionnaire used the Likert scale that was categorized, which was graded as strongly agreed (SA), agreed (A), disagreed (D) and strongly disagreed (SD).

There were three main types of speaking anxiety contain in this FLCAS (Foreign Language Classroom Anxiety Scale), those are:

Table 3.3
Types of Language Anxiety

TYPES OF ANXIETY	ITEMS
Communication Apprehension	1,9,14,18,24,27,29,32
Fear of Negative Evaluation	3,17,13,15,20,23,25,31,33
Test Anxiety	2,8,10,19,21

The questionnaire consisted of thirty-three statements which the students responded to. The following table is a list of statements by Horwitz and Cope of the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire:

Table 3.4

FLCAS (Foreign Language Anxiety Scales) Questionnaire

No.	Statement	Response				
		SA (Strongly Agree)	A (Agree)	NAD (Neither Agree nor Disagree)	D (Disagree)	SD (Strongly Disagree)
1.	I never feel quite sure of myself when I am speaking English in class.					
2.	I do not worry about making mistakes in language class.					
3.	I tremble when I know I am to be called on in language class.					
4.	It frightens me when I do not understand what the teacher said in English					
5.	It would not bother me at all to take more foreign language class.					
6.	I find myself thinking about things have nothing to do with course.					
7.	I keep thinking that the other students are better at language than me.					
8.	I am usually at ease during tests in my language class.					
9.	I start to panic when I have spoken without					

	preparation in language class.					
10.	I worry about consequences of failing my foreign language class.					
11.	I don't understand why some people get so upset over foreign language classes.					
12.	In language class, I can get so nervous I forget things I know.					
13.	It embarrasses me to volunteer answers in my language class.					
14.	I would not be nervous speaking the foreign language with native speakers.					
15.	I get upset when I don't understand what the teacher is correcting.					
16.	Even if I am well prepared for language class, I feel anxious about it.					
17.	I often feel like not going to my language class.					
18.	I feel confident when I speak in foreign language class					
19.	I am afraid that my language 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 language class.					
21.	The more I study for a language test, the more confused I get.					
22.	I don't feel pressure to prepare very well for language class.					
23.	I always feel that the other students speak the foreign language better than I do.					
24.	I feel very self conscious about speaking the foreign language in front of other students.					
25.	Language class moves so quickly I worry about getting left behind.					
26.	I feel more tense and nervous in my language class than in my other classes.					
27.	I get nervous and confused when I am speaking in my language class					
28.	When I'm on my way to language class, I feel very sure and relaxed.					
29.	I get nervous when I don't understand every word the language teacher says.					

30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31.	I am afraid that the other students will laugh at me when I speak the foreign language.					
32.	I would probably feel comfortable around native speakers of the foreign language.					
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Adapted by (Nilsson, 2019)

3.3.3 Interview

The last instrument employed in this research was interview. The key source of this study was the interview, which was accompanied and supported by observations and open-ended questionnaires. The researcher interviewed 10 students of XI MIA 5.

According to (Heigham and Crocker, 2009), the interview attempts to delve deeper into the perspectives, opinions, and emotions of the respondents.

There are 10 questions of interview:

1. Do you feel nervous when speaking in the class? Why?
2. What is your biggest problem to speak English in front of the class?

3. Do you agree if unconfident to speak English is one of the problem many students' afraid to speak English?
4. Are you confident when it is better to speak English than local language and speak in front of the class?
5. Do you feel scared to make conversation with your friend using English?
6. Do the teacher's eye contact or friends' views make you nervous to speak English?
7. Does your body sweat when advanced in front of the class pretend material in English?
8. Do you feel comfortable with learning atmosphere in your class? Why?
9. How is the positive support that your language teacher gave to you?
10. Can you give some tips about how can you handle your speaking anxiety during presentation in the class?

3.4 Data Collection Technique

To collect the data of this research, there were several steps taken, namely:

The researcher conducted this research in speaking of XI MIA 5 at MAN 1 Pekanbaru. The researcher did the observation to the class on to see their activity on speaking at the class. After found the problem of their speaking anxiety, the researcher distributed the questionnaire by using Google Form. Then, the students fill their personal information and choose the options that provided and then they send it to the Google Form's link. After that, the researching collecting the result of the questionnaire and classifying the result of

the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire into groups. The groups include very anxious, anxious, mildly anxious, relaxed, and very relaxed. Next, the researcher make an interview by using Zoom Meeting.

3.5 Data Analysis Technique

The data analysis was taken from the level of anxiety by the students in speaking English. The researcher used the data analysis technique which is developed by Ary, et al., (2010)

First, the researcher analyze quantitative data to resume the data. On the grounds of their appearance, the researcher graded the respondents by the answers in the questionnaire, then transcribed the transcripts of the interview. Then, the researcher organized the data based on the technique and the respondents' level of speaking anxiety to ease the retrieval.

After that, to answer the first research question about the type of students' anxiety towards speaking ability, the researcher employed FLCAS (Foreign Language Classroom Anxiety Scale) to find the result. FLCAS (Foreign Language Anxiety Scale) is the key of instrument to gained the data. It employed Likert's scale, the specification of the questionnaire can be describe as follows:

Table 3.5

Positive and Negative Statement's Scale

STATEMENT	NUMBER OF STATEMENTS
POSITIVE	2, 5, 8, 11, 14, 18, 22, 25, 28, 32
NEGATIVE	1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 26, 27, 29, 30, 31, 33

The table showed about number of statements. The statements consist of thirty-three, there were separated to be positive and negative. It was the main point to get the result of students' anxiety level.

The Likert's scoring scale table to quantify students' anxiety level using FLCAS (Foreign Language Classroom Anxiety Scale), such as :

Table 3.6

Likert's scoring table stated in (Imelda and Fajardini, 2018)

SCORING					
STATEMENT	Strongly Agree	Agree	Neither Agree	Disagree	Strongly Agree
POSITIVE	1	2	3	4	5
NEGATIVE	5	4	3	2	1

After got the data, the researcher processed the result. Based on the explanation, for positive statements points was ranging from 1-5 and negative

statements points was ranging from 5-1 .The result showed that the level of Anxiety from the categorization of FLCAS scale like shown below :

Table 3.7
FLCAS Anxiety Scale Adapted from (Imelda and Fajardini, 2018)

RANGE	LEVEL
124-165	Very Anxious
107-123	Anxious
86-106	Mildly Anxious
65-85	Relaxed
33-64	Very Relaxed

The final step was the analysis and representation based on the theoretical structure and prior analysis. In analyzing quantitative details, the researcher verified the theories and supported the details and previous studies are known. After the information is interpreted, then they were described by researchers. The researcher reported in order to reflect the data, they provided descriptive material.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

This test was undertaken in the sense of quantitative research. The purpose of this study is to know the extent of students' speech anxiety in their ability to speak during the second semester of MAN 1 Pekanbaru. The result of this data is taken from class XI MIA 5.

After the results of the data were collected, the researcher calculated the data using a score table and scale and represented it with a map. The researcher then showed the results of the students' level of anxiety, such as Very Anxious, Anxious, Mildly Anxious, Relaxed, Very Relaxed. Last, explanation of the speaking anxiety indicator and the interview indicator explained in the discussion.

4.2 FLCAS (Foreign Language Classroom Activity Scale) Result

After collecting the questioner data, the statement was analyzed by classifying the frequency into percentage. Then, input it into the diagram.

1.

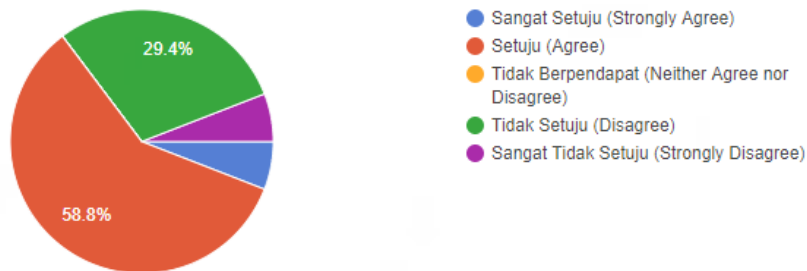


Figure 1 – I never feel quite sure of myself when I am speaking in my speaking class.

From thirty four students, 58.8% (20 students) were agree with the statement and 29.4% (10 students) who strongly agree with the statement. There were only 5.9% (4 students) disagree and also 5.9% (4 students) strongly disagree with this statement. It construe that they were felt quite in speaking English, there were some factors which made students felt quite in speaking English.

2.

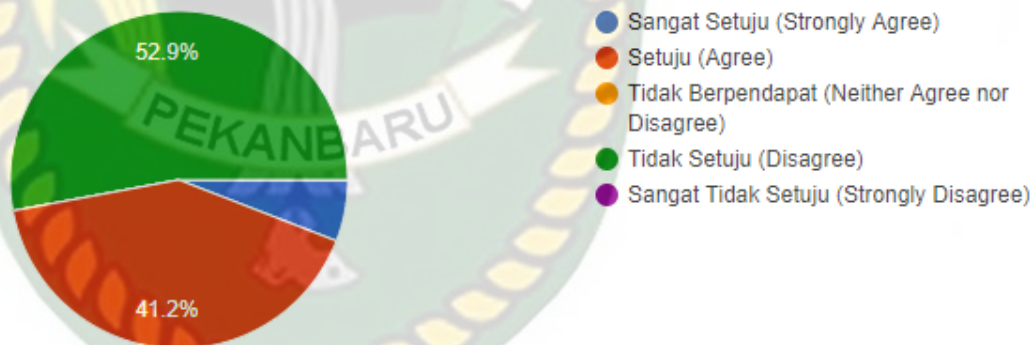


Figure 2 – I do not worry about making mistakes in language class

The 2nd statement performed the students' responded towards they were worried or not in making mistakes in the speaking class. In chart, 52.9% (18 students) chose disagree, it is mean they were worried about making mistakes in

speaking class. But, 41.2% (14 students) expressed that they were not worry about making mistake in speaking class.

3.

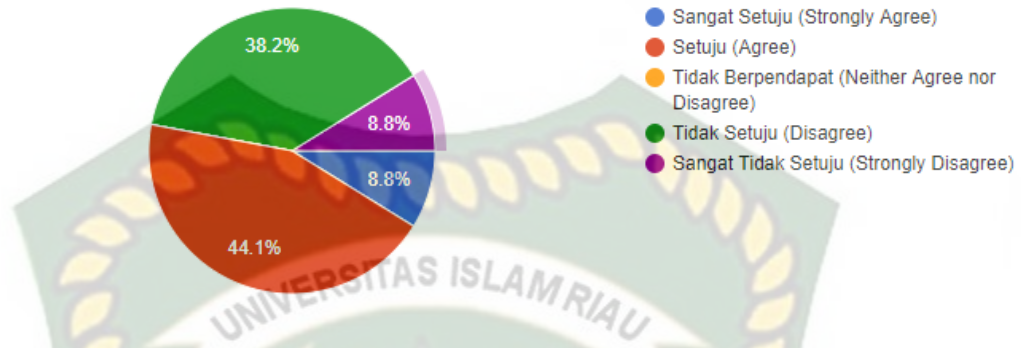


Figure 3 - I tremble when I knew that I'm going to be called on in speaking class

From that statement, there are 44.1% (15 students) agree if they tremble when being called on in speaking class. But, 38.2% (13 students) chose disagree with this statement. And also, 8.8% (3 students) chose strongly disagree, then 8.8% (3 students) chose strongly agree.

4.



Figure 4 - I tremble when I knew that I'm going to be called on in speaking class

The result for this statement there were 44.1% (15 students) chose disagree and 2.9% (1 student) chose strongly disagree, it is mean they do not feel frightens when the teacher saying in English. Then, 38.2% (13 students) chose agree, 14.7% (5 students) chose strongly agree, they admitted with that statement.

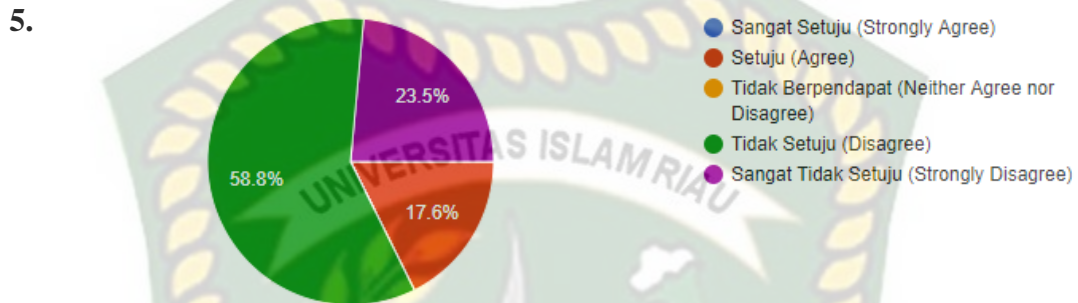


Figure 5 - It would not bother me at all to take more foreign language class

The chart showed that many students did not feel annoy to take another foreign language class although they felt anxious about speaking English. There were 58.8% (15 students) of them who gave response agree towards that statement and 14.7% (5 students) gave response strongly agree towards the statement. But also, 35.3% (12 students) gave responses disagree then, 5.9% (2 students) chose strongly disagree with that statement.

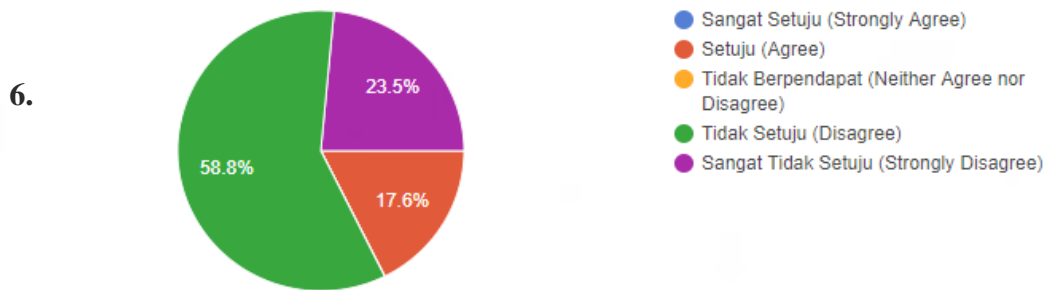


Figure 6 - I find myself thinking about things have nothing to do with course.

The result showed that most of students gave negative response to the statement. There were 58.8% (20 students) chose disagree and 23.5% (8 students) chose strongly disagree. It interpret, even they felt anxious in speaking, but they still have a good focused on learning speaking at the class. But, 17.6% (6 students) chose agree with this statement.

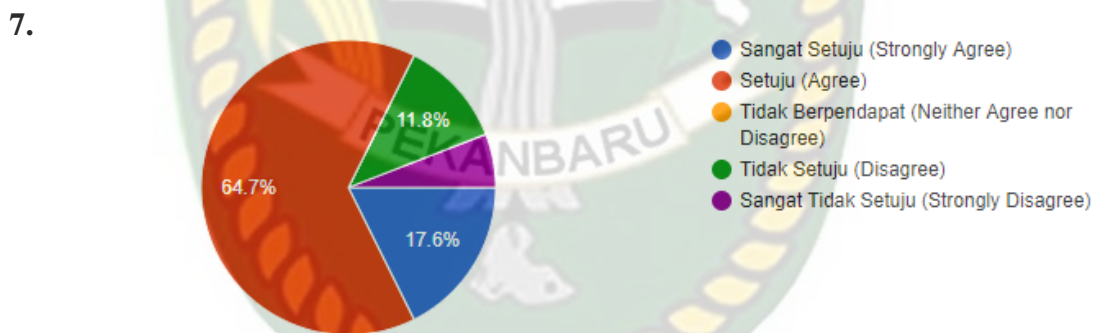


Figure 7 - I keep thinking that the other students are better at language than me

The 7th statement showed that 64.7% (22 students) chose Agree and 17.6% (6 students), it is mean they kept thinking that their friends were better in

speaking than their self . While, 11.8% (4 students) and 5.9% (2 students) chose Disagree and Strongly Disagree with that statement.

8.

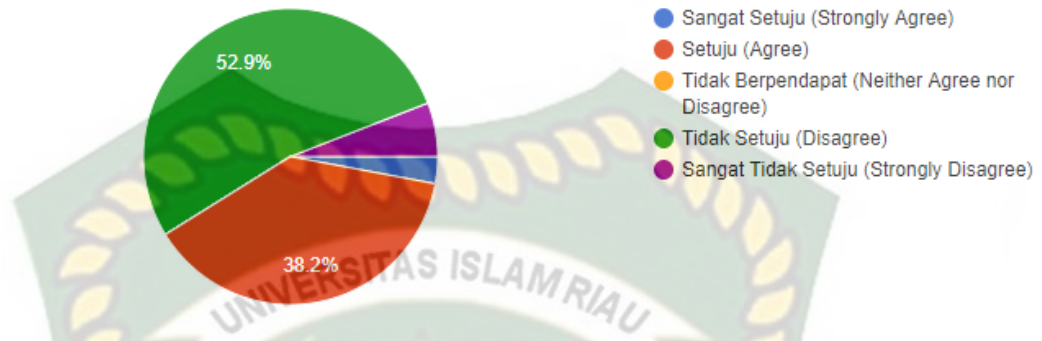


Figure 8 - I am usually at ease during tests in my language class

Based on the chart, 52.9% (18 students) choose disagree and 38.2% (13 students) choose agree. The others chose 5.9% (2 students) strongly disagree and 2.9% (1 student) chose strongly agree. It is mean there got almost similarity result from that percentage

9.

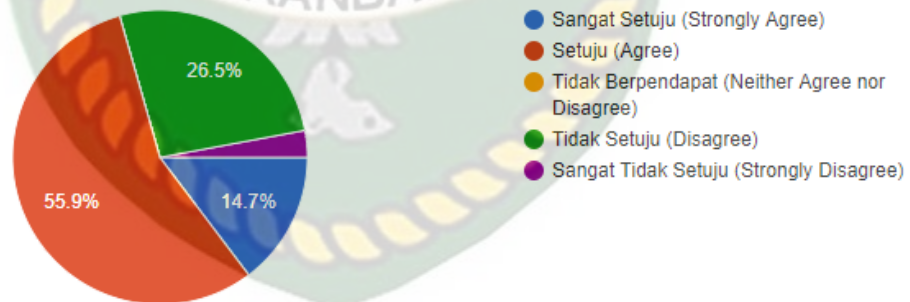


Figure 9 - I start to panic when I have spoken without preparation in language class.

The 9th showed, 55.9% (19 students) agree and 14.7% (5 students) strongly agree with this statement, it is mean their anxiety was proved by feeling panic in speaking if they did not have preparation. But, 26.5% (9 students) and 2.9% (1 student) chose disagree and strongly disagree with this statement.

10.

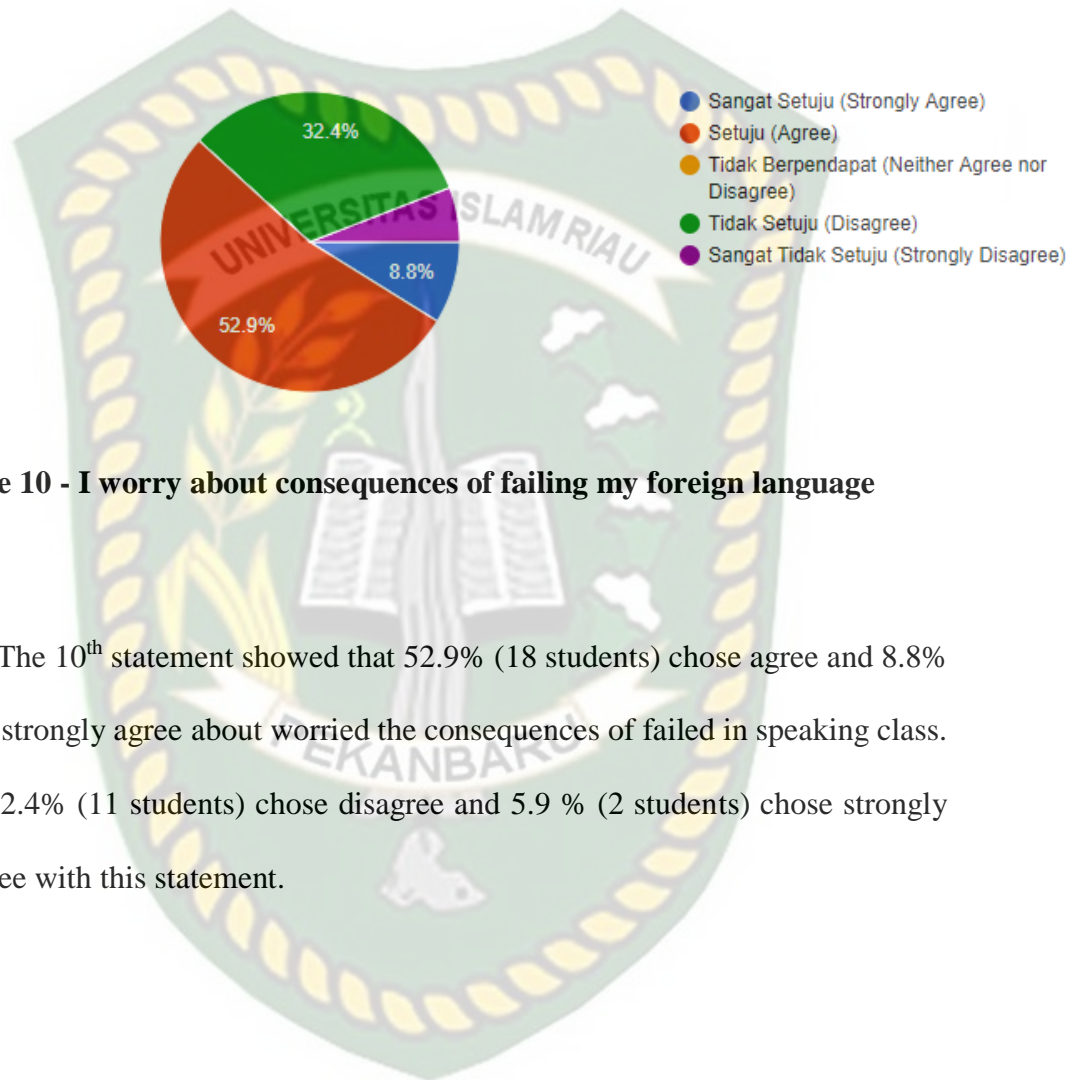


Figure 10 - I worry about consequences of failing my foreign language class

The 10th statement showed that 52.9% (18 students) chose agree and 8.8% chose strongly agree about worried the consequences of failed in speaking class. But, 32.4% (11 students) chose disagree and 5.9 % (2 students) chose strongly disagree with this statement.

11.



Figure 11 - I don't understand why some people get so upset over foreign language classes.

Based on the chart, 47.1% (16 students) chose agree and 20.6% (7 students) chose strongly agree, it means more than half of the total of the students' responded they do not understand why some people get so upset over foreign language classes. While, 29.4% (10 students) chose disagree and 2.9% (1 student) chose strongly disagree with this statement.

12.

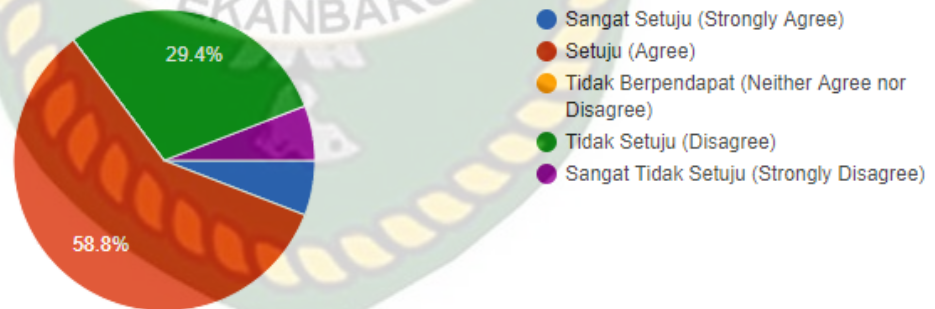


Figure 12 - In language class, I can get so nervous I forget things I know

From the chart, there were 58.8% (20 students) chose agree and 5.9% (2 student) chose strongly agree, it implied that they felt anxious because of forgot things that made them felt nervous in speaking English. But, there were 29.4%

(10 students) chose disagree and 5.9% (2 students) chose strongly disagree with this statement

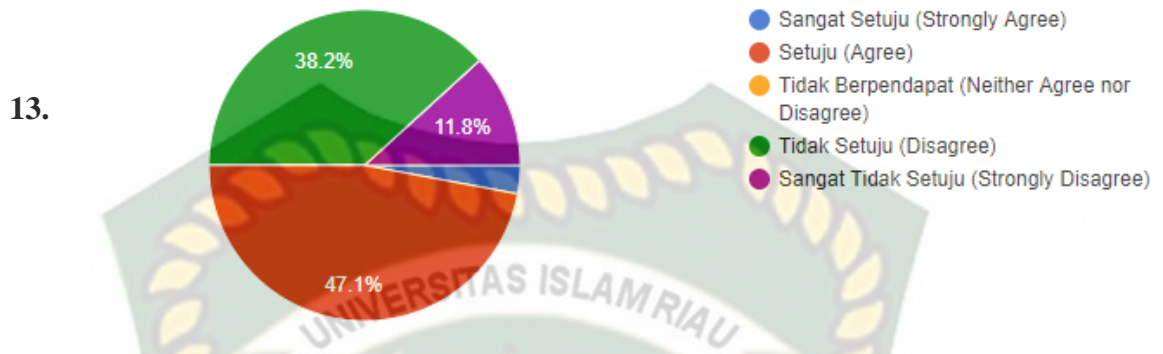


Figure 13 - It embarrasses me to volunteer answers in my language class

The 13rd statement, there were 47.1% (16 students) agree with this statement, and also 2.9% (1 student) strongly agree with the statement. They felt embarrasses to answer a question by using English. But, 38.2% (13 students) disagree with the statement and 11.8% (4 students) strongly disagree with the statement.

14.



Figure 14 - I would not be nervous speaking the foreign language with native speakers.

Related to the statement, 67.6% (23 students) disagree with the statement, it is mean more than half of the class not felt nervous when speaking English with a native speaker. But, 20.6% (7 students) agree with the statement.

15.



Figure 15 - I get upset when I don't understand what the teacher is correcting.

Based on the chart, it is found agree statement and disagree have same percentage, both of them have 47.1% for the result. It is mean half of students' at the class agree with this statement and another half one disagree with this statement.

16.

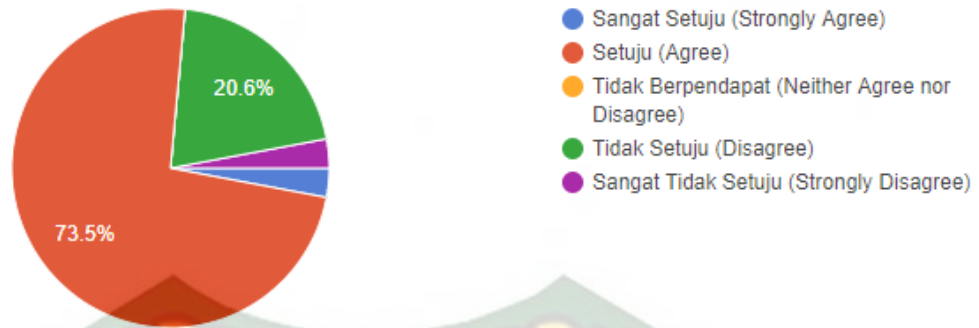


Figure 16 - Even if I am well prepared for language class, I feel anxious about it

From the result, there were 73.5% (25 students) and 2.9% (1 student) accepted the statement. While, 20.6% (7 students) and 2.9% (1 student) rejected the statement, they did not felt anxious if having well prepared for the speaking class. It is mean that most of the students were kept anxious although they have well prepared for speaking class.

17.



Figure 17 - I often feel like not going to my language class.

Related to the statement, it found 41.2% disagree and 38.2% strongly disagree with the statement. It construe that they kept going to the speaking class. But, 20.6% agree with the statement.

18.

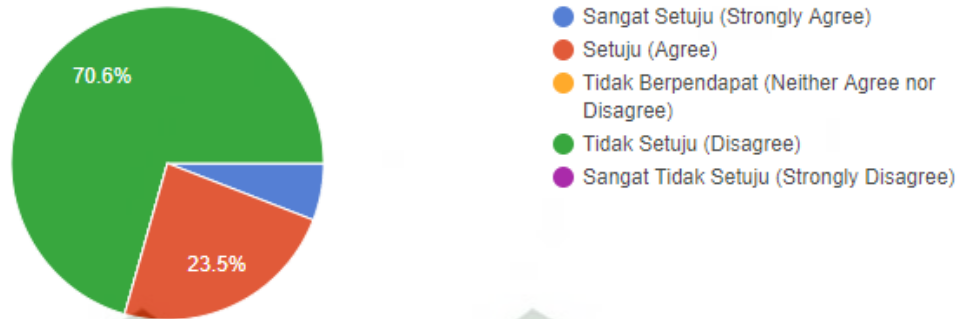


Figure 18 - I feel confident when I speak in foreign language class

From thirty-four students, there were 70.6% (24 students) disagree and 5.9% (2 students) strongly disagree with that statement. While, 23.5% (8 students) agree with the statement. It is mean more than half of the class did not have self-confident when speaking English in front of the class.

19.



Figure 19 - I am afraid that my language teacher is ready to correct every mistake I make

The chart showed that there were 50% (17 students) disagree with the statement. It sum up that they did not worry about the teacher's correction toward their make mistake in English. But, 38.2% (13 students) and 8.8% (3 students) agree with the statement.

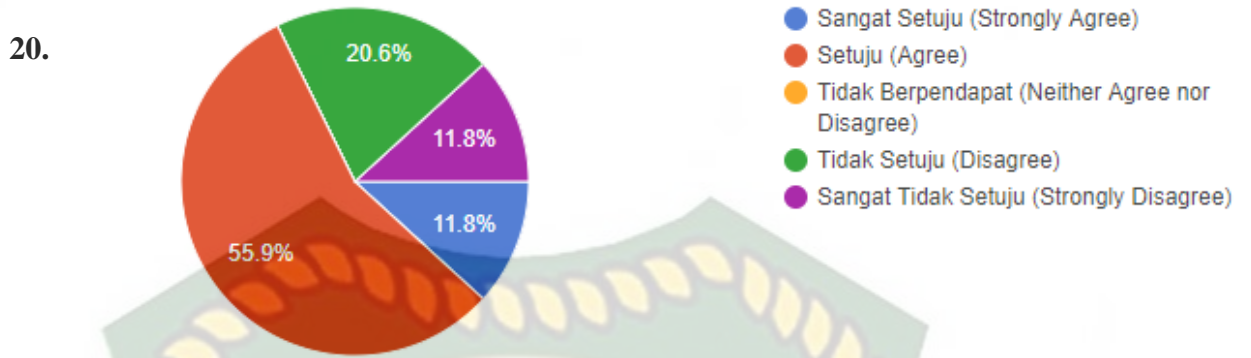


Figure 20 - I can feel my heart pounding when I'm going to be called on in language class

Based on the chart, there were 55.9% (19 students) and 11.8% (4 students) gave the response agree and strongly agree with the statement. Meanwhile, 20.6% (7 students) and 11.8% (4 students) chose disagree and strongly disagree. It can interpret most of them feel heart pounding when their name called in language class.

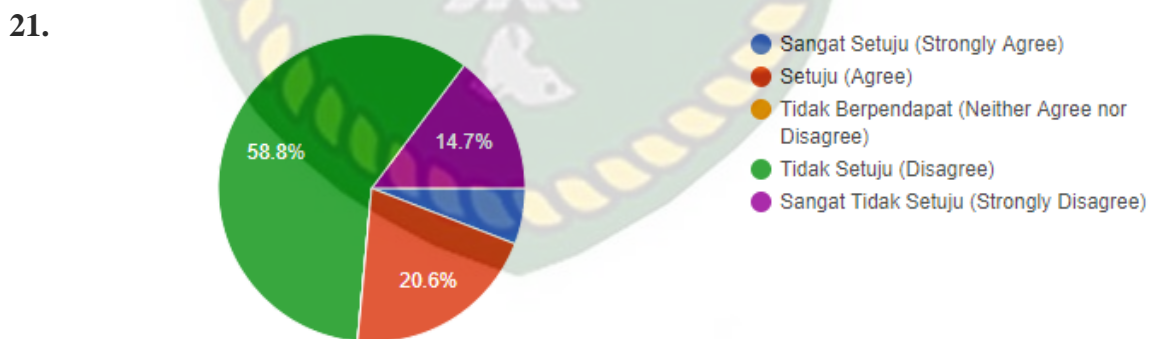


Figure 21 - The more I study for a language test, the more confused I get

From the chart, the results were 58.8% (20 students) and 14.7% (5 students) of the thirty-four who disagree with the statement. It interpret that they would be more understood by studying hard for speaking test. In other hand, there were still many students got more confused in speaking test, 20.6% (7 students) of them instead accepted the statement where they would be more confused by more studying for speaking.

22.

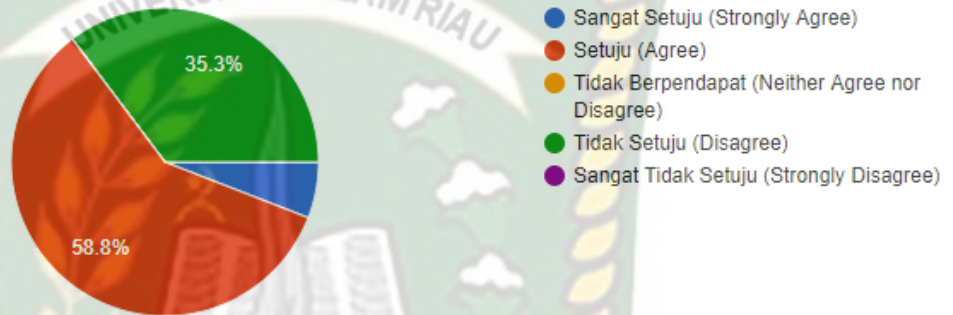


Figure 22 - I don't feel pressure to prepare very well for language class

The 22nd statement showed that many students who did not felt pressured, there were 58.8% (20 students) agree with the statement. It interpret they thought if they have to prepare well for speaking class. But, 35.3% (12 students) disagree with the statement.

23.



Figure 23 - I always feel that the other students speak the foreign language better than I do

The chart informed us that 73.5% (25 students) and 14.7% (5 students) accepted the statement by gave the response agree and strongly agree. It interpret a lack of confidence is a big factor for them, because from thirty-four students, there were 30 students agree with the statement. Meanwhile, 8.8% (3 students) and 2.9% (1 students) disagree with the statement.

24.



Figure 24 - I feel very self-conscious about speaking the foreign language in front of the other students

The 24th statement informed us that most of the students approved the statement. There were 58.8% (20 students) and 8.8% (3 students) who felt very

self-conscious about speaking foreign language in front of others. But, 26.5% (9 students) and 5.9% (2 students) disagree with the statement.

25.

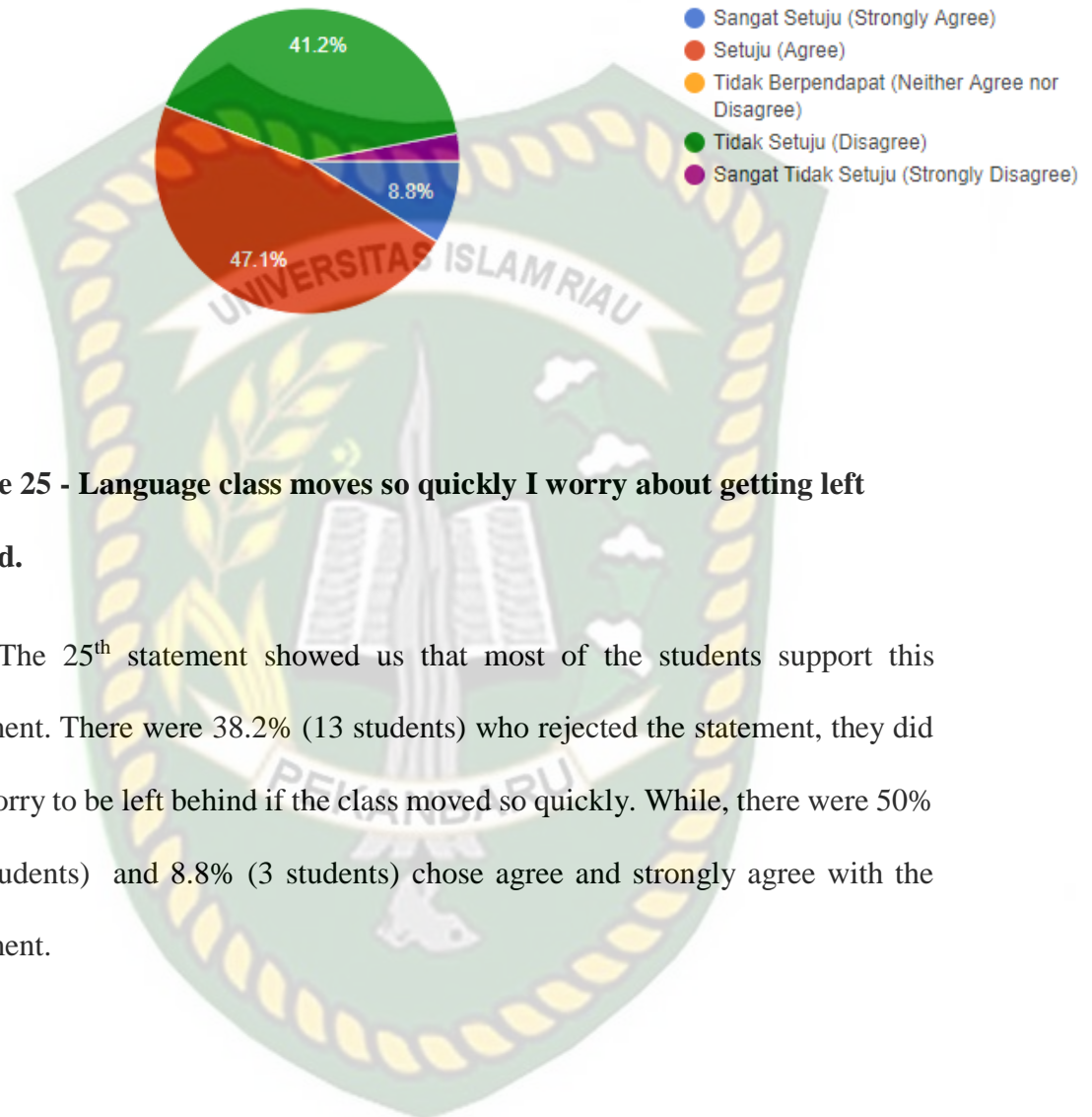


Figure 25 - Language class moves so quickly I worry about getting left behind.

The 25th statement showed us that most of the students support this statement. There were 38.2% (13 students) who rejected the statement, they did not worry to be left behind if the class moved so quickly. While, there were 50% (17 students) and 8.8% (3 students) chose agree and strongly agree with the statement.

26.

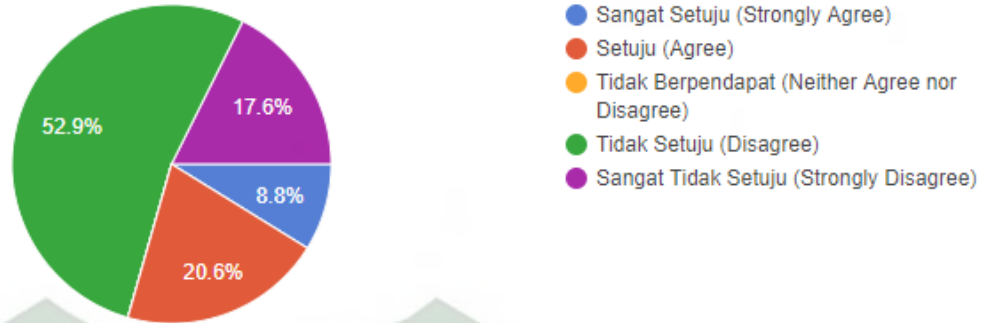


Figure 26 - I feel more tense and nervous in my language class than in my other classes.

The chart informed us that 52.9% (18 students) and 17.6% (6 students) gave response disagree and strongly disagree with the statement. It construe, they did not feel more tense and nervous in language class than in other classes. But, 20.6% and 8.8% students agree with the statement

27.



Figure 27 - I get nervous and confused when I am speaking in my language class

From the chart, it showed most of the students agree with the statement. There were 58.8% (20 students) and 5.9% (2 students) gave agree and strongly agree response for the statement. Meanwhile, 29.4% (10 students) and 5.9% (2

students) disagree with the statement. There must be some factors that made them felt nervous and worried about speaking in front in front of the class.

28.

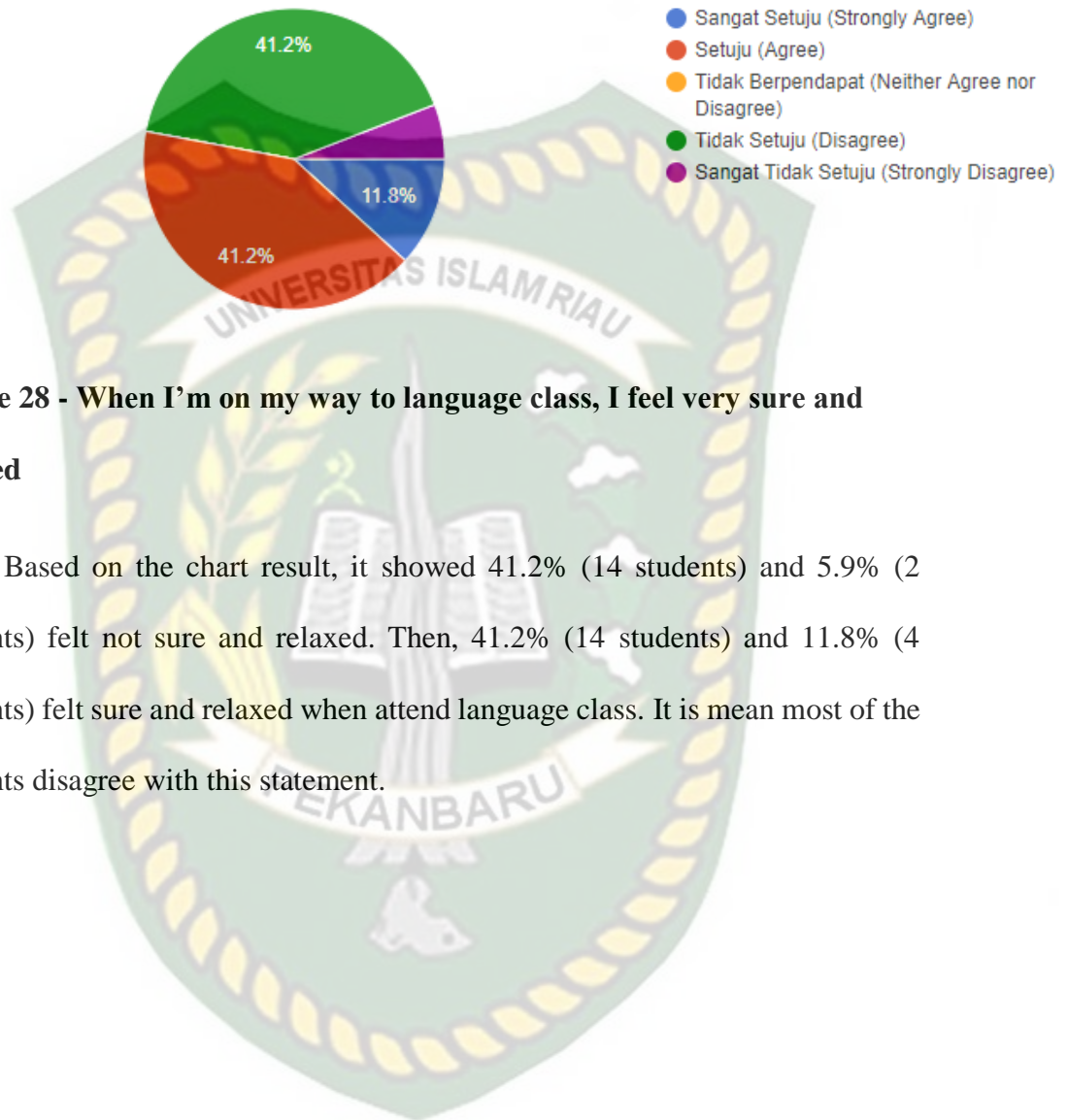


Figure 28 - When I'm on my way to language class, I feel very sure and relaxed

Based on the chart result, it showed 41.2% (14 students) and 5.9% (2 students) felt not sure and relaxed. Then, 41.2% (14 students) and 11.8% (4 students) felt sure and relaxed when attend language class. It is mean most of the students disagree with this statement.

29.



Figure 29 - I get nervous when I don't understand every word the language teacher says

The following chart described the percentage of the statement, there were 50% (17 students) agree and 11.8% (4 students) strongly agree with the statement. It implied that many students who still nervous when the teacher speaking English. But, 35.3% (12 students) and 2.9% (1 student) rejected the statement. It construe there were still many students who could understand what teacher said in English.

30.



Figure 30 - I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

The chart showed 52.9% (18 students) and 5.9% (2 students) gave the response agree and strongly agree with the statement. It implied that they overwhelmed by the number of rules that have to learn in speaking English. However, 35.3% (12 students) and 5.9% (2 students) rejected the statement

31.

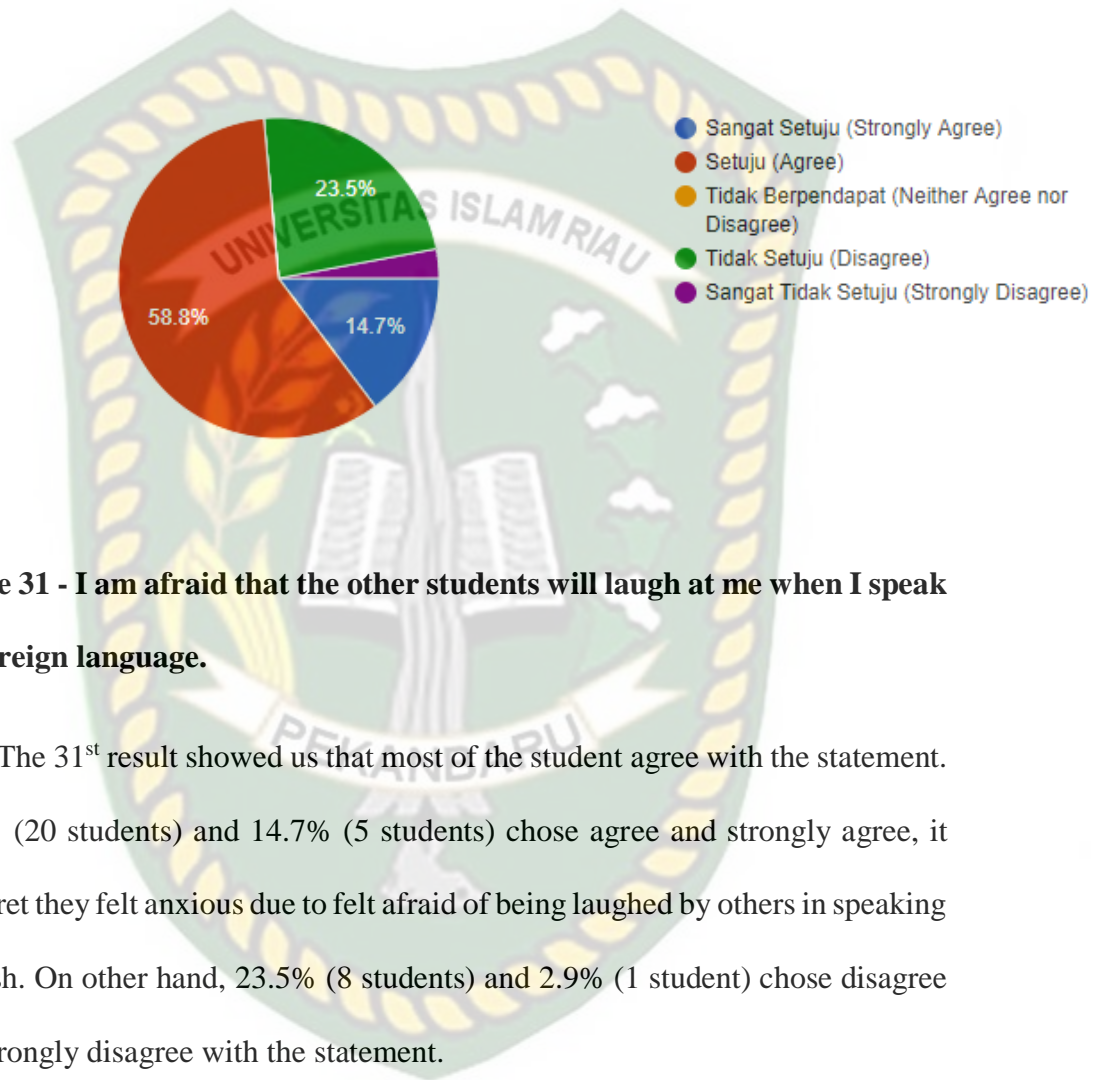


Figure 31 - I am afraid that the other students will laugh at me when I speak the foreign language.

The 31st result showed us that most of the student agree with the statement. 58.8% (20 students) and 14.7% (5 students) chose agree and strongly agree, it interpret they felt anxious due to felt afraid of being laughed by others in speaking English. On other hand, 23.5% (8 students) and 2.9% (1 student) chose disagree and strongly disagree with the statement.

32.

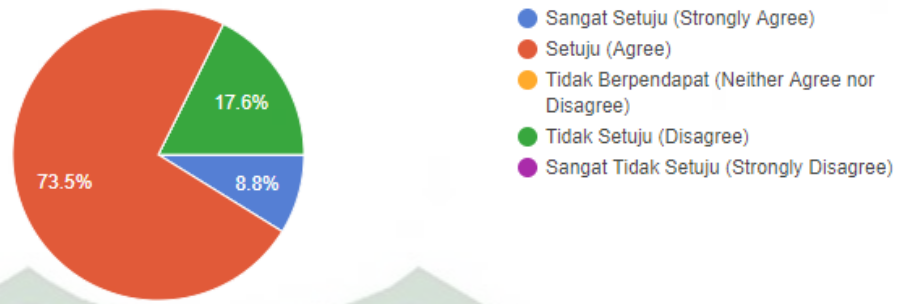


Figure 32 - I would probably feel comfortable around native speakers of the foreign language.

Related to the statement, there noticed that 73.5% (25 students) and 8.8% (3students) agree with the statements. It interpret they would probably feel comfortable around native speakers of the foreign language. Meanwhile, 17.6% (6 students) felt uncomfortable about it.

33.



Figure 33 - I got nervous when the language teacher asks questions which I haven't prepared in advanced.

The last statement, most of the students got nervous when the teacher asked questions, there were 58.8% (20 students) and 20.6% (7 students) agree with the statement. While, 17.6% (6 students) and 2.9% (1 student) gave the response

disagree and strongly disagree. It construe, they must to prepare well themselves before entering the speaking class.

4.2.1 FLCAS Anxiety Scale

The following data found which are classified manually by following Oetting's scale (1983) in (Imelda and Fajardini, 2018). There are categorized in "Very Anxious", "Anxious", "Mildly Anxious", "Relaxed" and "Very Relaxed" based FLCAS.

Based on the result of questionnaires it showed the distribution of speaking anxiety levels of the students. There were 10 questions related positive statement and 23 questions related to negative statements. As included in the previous chapter, the questions number for positive statements are 2, 5, 8, 11, 14, 18, 22, 25, 28, 32 and questions number for negative statements are 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 20, 21, 23, 24, 26, 27, 29, 30, 31,33. After scoring, the researcher got the result of analyzing students' anxiety, there are :

Table 4.1
Result of Questionnaire

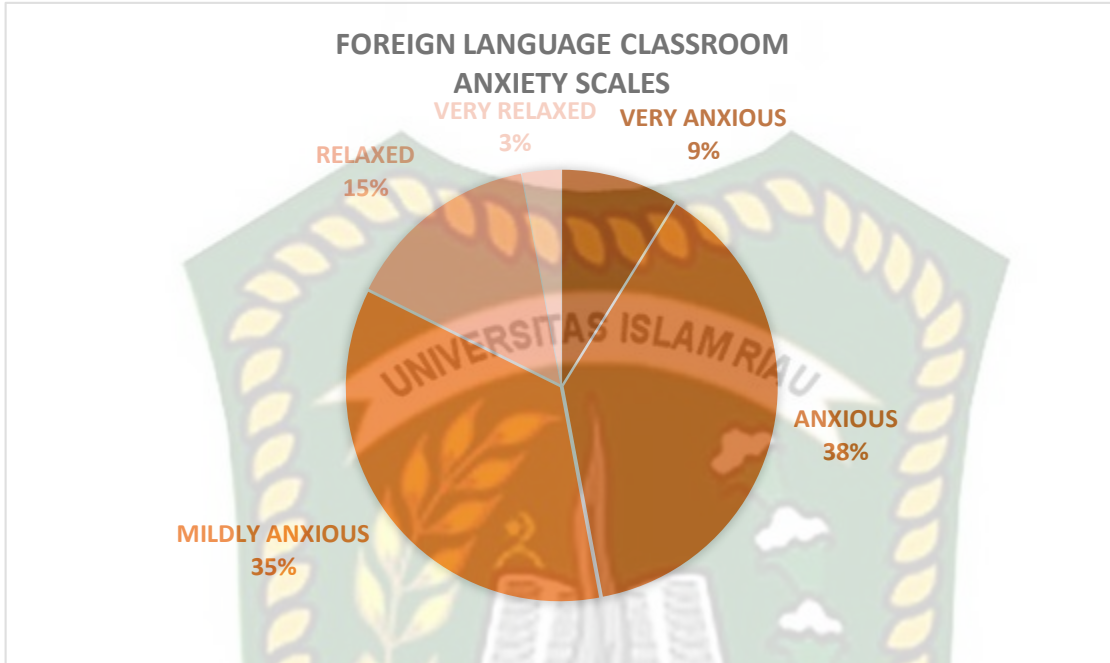
PARTICIPANT	SCORE	ANXIETY SCALES
Participant 1	116	Anxious
Participant 2	100	Mildly Anxious
Participant 3	107	Anxious
Participant 4	93	Mildly Anxious
Participant 5	55	Very Relaxed
Participant 6	115	Anxious
Participant 7	116	Anxious
Participant 8	100	Mildly Anxious
Participant 9	98	Mildly Anxious
Participant 10	106	Mildly Anxious
Participant 11	138	Very Anxious
Participant 12	122	Anxious
Participant 13	102	Mildly Anxious
Participant 14	84	Relaxed
Participant 15	92	Mildly Anxious
Participant 16	96	Mildly Anxious
Participant 17	82	Relaxed
Participant 18	98	Mildly Anxious
Participant 19	108	Mildly Anxious
Participant 19	70	Relaxed
Participant 20	116	Anxious
Participant 21	121	Anxious
Participant 22	108	Anxious

PARTICIPANT	SCORE	ANXIETY SCALES
Participant 23	108	Anxious
Participant 24	106	Mildly Anxious
Participant 25	109	Anxious
Participant 26	103	Mildly Anxious
Participant 27	83	Relaxed
Participant 28	91	Mildly Anxious
Participant 29	126	Very Anxious
Participant 30	116	Anxious
Participant 31	137	Very Anxious
Participant 32	110	Anxious
Participant 33	84	Relaxed

Based on the result of FLCAS Anxiety Scales, from 34 students, most of the students Anxious (38%) and also Mildly Anxious (35%). But, 9% of the students felt very Anxious. Then, there were 3% of the students who felt very Relaxed and 15% of them who felt Relaxed.

Figure 34

Foreign Language Classroom Anxiety Scales

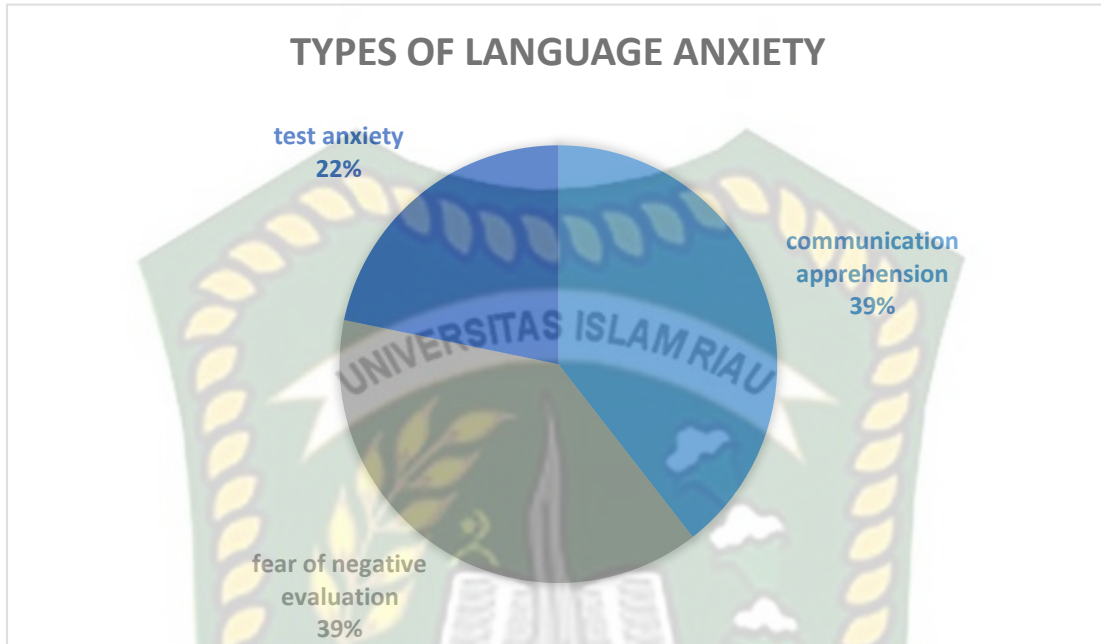


From the questionnaires that the researcher gave to the students, we found there were only 3 students who felt very anxious, then 13 students who were in a Anxious and also 12 students felt Mildly Anxious. For Relaxed level, there were 5 students and only 1 students who feel very relaxed based on FLCAS Anxiety Scale.

4.3 Indicators of Speaking Anxiety

There were three indicators of speaking anxiety based on FLCAS (Foreign Language Anxiety Scale) by (Hassani and Rajab, 2012), namely communication apprehension, test anxiety, and fear of negative evaluation.

Figure 35
Types of Language Anxiety



The result of this research showed that communication apprehension and fear of negative evaluation got same result, there were 39%. Followed by test anxiety got 22%.

4.3.1 Communication Apprehension

As was explained in the chapter before, based on the FLCAS (Foreign Language Classroom Anxiety Scale), there was 8 items for communication apprehension, 1, 9, 14, 18, 24, 27, 29, 32. And also for the supporting, there was 3 question from interview about communication apprehension, 1, 2, 9. Based on the result, it found that there were many students getting worried for missing vocabulary, misunderstanding when communicating with their teacher. And

from the interview's result we found that some of them were feeling nervous, blank, making mistake of grammar or tenses when speaking in front of the class.

“Do you agree if unconfident to speak English is one of the problem many students' afraid to speak English? Why?”

“Iya. karena kurangnya vocabulary, jadi misalnya pas lagi ngomong bahasa Inggris tiba-tiba bingung vocab nya apa, terus nge-blank. Misalnya udah tau mau ngomong apa tapi pas mau ngucapinnya bingung (Yes, because less of vocabulary. When I want to speak English, but suddenly I get confused about the vocab, and then blank. The example like I already know what I want to say, then I feel confused to arrange the word) – Respondent 3.

This also can be seen in 27th statement, “ I get nervous and confused when I am speaking in my language class” most of them chose Agree. It showed that there many students often experience nervous and confused, then also the problem lack of vocabulary.

According to Adwas et al. (2019), he said that communication apprehension appears in consequence of students' negative perception on their inability to understand others and to make others understand about what they are saying. The result of interviewed and questionnaires, most of the students have a same problem in speaking, they felt nervous and afraid because afraid to making mistake not because of being judged by their friends.

In conclusion, Speaking in English was caused by their shyness and embarrassment, their lack of knowledge of delivering English speeches, and their unsatisfactory performances.

4.3.2 Test Anxiety

Based on the indicator result, it was 39% for test anxiety. There were 5 questions number related to the test anxiety, such as 2, 8, 10, 19, 21, and also 4 questions from interviewed, 4, 6, 8, 10. In this case, most of them feel worry for making mistakes in front of the teacher or their friends. It was confirmed in the interview with the following statement:

“Do the teacher’s eye contact or friend’s views make you nervous to speak English?”

“Iya, itu yang membuat sangat gugup, karena waktu saya melihat mata mam tu jadi lupa semuanya, padahal udah dipersiapkan. Misalnya mau ngomong “saya” aja jadi lupa apa bahasa Inggris “saya” (Yes, that's what makes me really nervous, because when I look into her eye, then I can forget everything, even though it is been prepared. For example, just want to say "saya" and I can forget what is “saya” in English"

They are worry if they fail in taking language test and they are also keeping worry although they have prepared well for speaking class. It also showed on 10th statement, “I worry about consequences of failing my foreign language class” most of students chose Agree with the statement. According to Hook et al. (2013)

said that test anxiety is anxiety regarding performance appraisal by those who are emerging from the fear of performance loss and the fear of making mistakes. In conclusion, students with the test anxiety often irrationally demand to give perfect performances or otherwise they consider it as a failure.

4.3.3 Fear of Negative Evaluation

The last type of anxiety is fear of negative evaluation. The questionnaire statement consist of number 3, 13, 15, 17, 20, 23, 25, 31, 33 and also from interviewed question 3, 5, 7. Based on questionnaire statement number 3, “I tremble when I know I am to be called on in language class” we showed the result many students chose Agree.

Many students fear of negative evaluation, but it depends on their environment and their teacher. In XI MIA 5 showed that most of them felt heart pounding when they are going to be called on in language class and they always felt that other students speak foreign language better than they do. Based on the result, it can be happened because of they afraid if other student laugh when they speak foreign language in front of the class.

Meanwhile, some of them respond statement if they did not feel fear of negative comment from the teacher, the researcher quoted one of them;

“Mam nya suka nyemangatin kalau kita salah, “it’s okay! it’s okay!” terus kalau lagi speaking ke depan, mam nya suka senyum jadi nggak panik pas ngomong, jadi lebih merasa ter-support (My English teacher likes to cheer us up

when we are wrong, "it's okay! It's okay!" Then if I speaking in front of the class, she likes to smile, so I don't panic when I speak, we feel more supported " – Respondent 2.

In conclusion, the students not feel fear of negative comment or evaluation anymore if they have a good atmosphere from their environment and the teacher, if it is not balance, the students always reluctant to speak up in front of the class. Because the key of confidence is, comfortable.

4.3.4 Strategies for Coping with Language Anxiety

There are five strategies for coping with language anxiety according to Kondo and Yang (2006) :

1. Preparation

Control the grave risk by developing learning and research methods (e.g. hard study, trying to get a clear overview of the teacher notes). The application of these techniques is expected to improve students' subjectively estimated mastery of the subject matter and thus reduce the anxiety associated with the language class.

2. Relaxation

Involves tactics aimed at reducing the symptoms of somatic anxiety. Typical things are 'I take a deep breath' and I'm trying to calm down'

3. Positive Mind

Characterized by its palliative role of eliminating problematic cognitive mechanisms that underlie students' anxieties (e.g. believing that they are doing well, trying to enjoy the tension). These techniques are designed to divert focus from a challenging situation to optimistic and enjoyable signs and to offer relaxation to an anxious student.

4. Peer Seeking

Distinguished by students' ability to search for other students who seem to have difficulty understanding the class and/or managing their anxiety. For an anxious student, understanding that others have the same problem may serve as a source of emotional control by social comparison.

5. Resignation

This category is identified by students' inability to do anything to relieve their language anxiety (e.g. giving up, sleeping in class). Students reporting examples of Resignation seem intent on minimizing the impact of anxiety by refusing to face the problem.

4.4 The factors behind students' anxiety on speaking ability

According to Gross and Thomas J. Huberty (2001), there are some factors that faced by students which were responsible for triggering students' speaking anxiety in the speech performance:

1. Cognitive Factor

The definition of speaking anxiety was related to students' comprehension, since they might be conscious of their limited competence in English. Earlier, according to Occhipinti (2009), students' speech anxieties may be caused by fear of not being able to speak correctly without errors due to lack of awareness or low levels of lexicon, pronunciation and grammar. This aspect has played a major role in stirring up students' speech anxieties.

From the results of the questionnaire, several students showed that they were afraid of making a mistake while presenting in front of the class. Afraid of making errors in grammar, vocabulary, and pronunciation, they were the most tested cause for students to be nervous about their speech output. Their pessimistic outlook on their skill in English caused a speech anxiety. Based on the observation, the researcher found that the students had made grammatical errors and mispronunciations in delivering their expressions. The results have shown that students have little knowledge of English. That was the way they were worried about their cognition. It has a relationship with the outcome of the interview. Referring to the findings, the researcher sum up that cognitive learning in English had an effect on the increase of speech anxiety in speech output.

2. Psychological Factor

According to Suparmi (2018) Views that suggest that students may encounter negative feelings in an assessment situation as they have sum up that

they have failed. More detailed details from the follow-up interview showed that almost students had revealed that they were concerned that their success would fail. As this speaking activity was the first speaking performance. In addition, they were permitted to experience speech anxiety as they were worried about their performance. The statement suggested that their fear of failure and negative appraisal had played a major role in triggering their speech anxiety.

Besides being afraid of negative criticism by other peers and teachers, they often lack trust, and this could be due to the history or experience that made them feel really bad while performing in front of the class.

Students with had bad experienced, it would impact their every performance and evaluative situation as a dangerous situation they tried to avoid. The interviewees always told about nervous and afraid of performing in front of class, in front of their friends. But, they did not talk about other students laughed at them or made them feel down when doing speech, also the teacher never gave them negative evaluation or bad comment about their perform. As stated by (Tanveer, 2007) that student psychologies and self-concepts affect their language learning. It was important to build positive perceptions about their ability. From the observation and interview results, the teacher gave positive feedback and motivation after students' speech performance. In the interview, the students also told about the teacher positive feedback. This action was important to build up students' confidence and positive mindset.

The results can be assumed that the psychological factor is one of the challenges that students face. The more worried the student got, the more difficulties they faced in speaking. Even though students' speech anxiety in speech performance could not be prevented as human nature in language learning, presence could be reduced by encouraging feedback and motivation and building up their positive thinking about their ability.

3. Behavioral Factor

Behavioral theory suggests that people learn to associate anxiety felt during a stressful or traumatic life event with certain clues, such as a place, sound, or feeling. If the cues recur, they trigger anxiety to be re-experienced. When the relationship between fear and the cue has been mastered, it is automatic, instant, and out of conscious control. Fear is felt before the time comes to tell if the danger is near. These signals can be external or internal. An example of an external cue may be a certain scent that happened at the time of a stressful event. When this scent happens again, even at a time when there is no threat, the individual is reminded of the occurrence and becomes afraid. Internal cues, such as a rapid heart rate, can also give rise to fear if the person's heart races during the actual danger. Later, when a person's heart beats quickly during an exercise routine, he or she can be afraid. People with anxiety disorders may go to great lengths to avoid such symptoms.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis and the result of the study, it can conclude as followed:

The result of this research showed that most of the students are at Anxious. There were 3 students (9%) students in Very Anxious, 13 students (38%) in Anxious, then 12 students (35%) in Mildly Anxious. Next, there were 5 students (15%) in Relaxed and last, 1 student (3%) have Very Relaxed. And we can seen from the indicators types of Anxiety, Communication Apprehension and Fear of Negative Evaluation got 39% for the result. Many students still have problems in communication and also they felt fear of negative evaluation because of many factors. And last, for test anxiety got 22 %. The point is, most of them feel worry for making mistakes in front of the teacher or their friends.

From the results of the research, there are various factors that may contribute to their anxiety. First is by their self, many students were not confident with their self, the most problem is about unconfident, less of preparation and lack of vocabulary. Next problem by their friend, the most answers is being laughed by others friends. Last, not all of the students said if they afraid with their teacher, because most of them said they were enjoy and got support from their teacher to improve their speaking.

5.2 Suggestion

5.2.1 For Students

The students should have more time to practice to speak English, in order to increase and improve their speaking skill. Then, they should not feel shy and afraid of making mistakes in speaking English and they should build their confidence to practice speaking English. Try to find their comfort way how to enjoy to speak English first, because they can not speak English fluently if they are not love English, although the teacher is friendly and easy going.

5.2.2 For Teacher

The result of this research can help the teacher more understand about the anxiety problems of their students and can know what factors cause of anxiety, then the teacher can create the relax atmosphere to their students to be confidence in speaking English, especially speaking English in front of the class

5.2.3 For the Others Researchers

Because of the limitations of this study, the researcher hopes that the next or others researchers making deeper research related to the strategies, detailed, and valid data. Then, we hope that the next researcher will make another research about language anxiety in different skills area.

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