#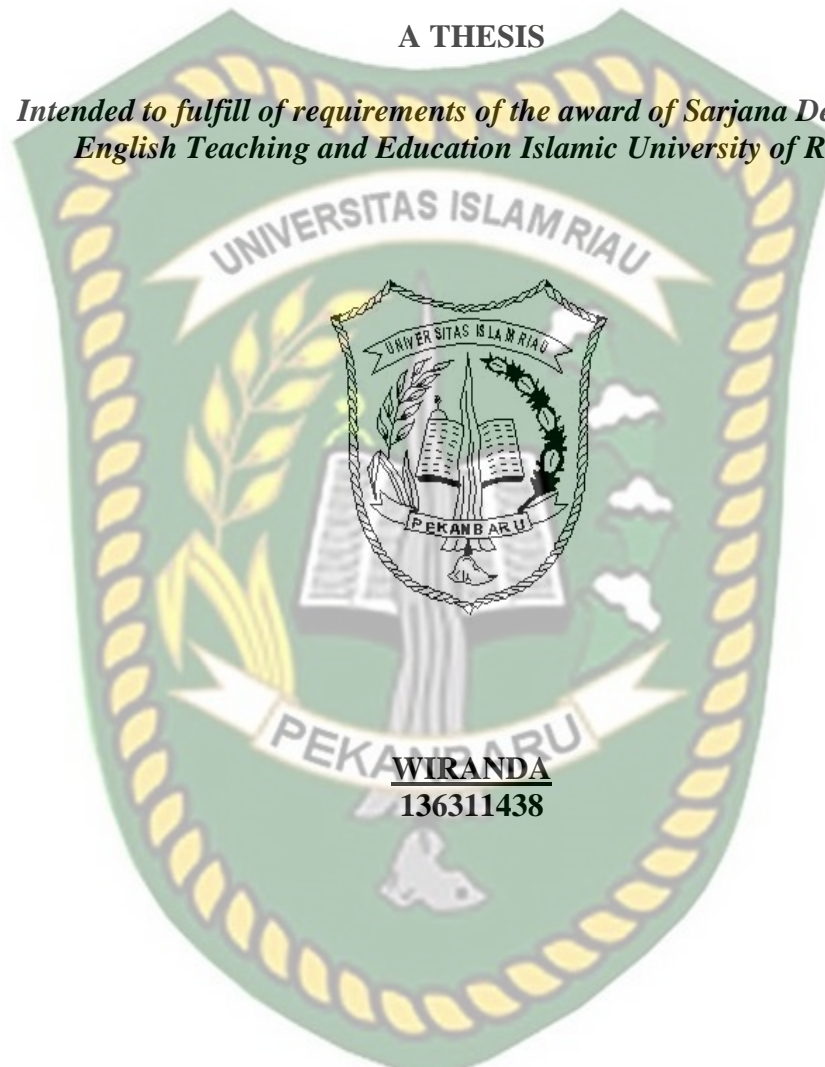 AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH OF THE SECOND SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UIR

A THESIS

Intended to fulfill of requirements of the award of Sarjana Degree in English Teaching and Education Islamic University of Riau

WIRANDA
136311438

ENGLISH STUDY PROGRAM
FACULTY OF TEACHER'S TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2019

THESIS

AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH OF THE SECOND SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UIR

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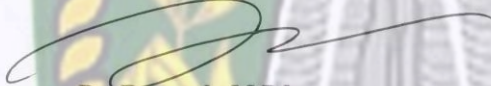NIP. 197010071998032002
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THESIS APPROVAL

TITLE

**An Analysis Students' Anxiety in Speaking English of the Second Semester
Students at English department of UIR**

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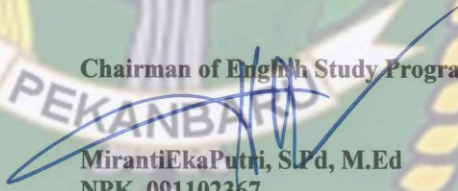
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LETTER OF NOTICE

We hereby thesis advisor explained that student below:

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Thus this notice is made to be used appropriately

Pekanbaru, April 2019

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THESIS GUIDANCE AGENDA

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                   Second Semester Students at English department of UIR

No	Date	Guidance Agenda	Signature
1	16-08-2018	Revised Chapter I	
2	06-09-2018	Revised Chapter II	
3	19-11-2018	Revised Chapter III	
4	03-12-2018	Checked All Chapter	
5	19-12-2018	Approved to join Seminar Proposal	
6	28-01-2019	Join Seminar Proposal	
7	06-03-2019	Revised Chapter IV	
8	06-03-2019	Revised Chapter V	
9	26-03-2019	Checked All Chapter	
10	08-04-2019	Join the Thesis Examination	

Pekanbaru, 08th of April 2019
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THESIS GUIDANCE AGENDA

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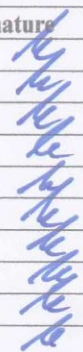
No	Date	Guidance Agenda	Signature
1	24-11-2018	Make sure the title of your proposal	
2	22-12-2018	Add more theories of speaking anxiety	
3	22-12-2018	Blue printed of speaking anxiety	
4	27-12-2018	Checked All Chapter	
5	27-12-2018	Approved to join Seminar Proposal	
6	28-01-2019	Join Seminar Proposal	
7	22-03-2019	Construct questionaire based on expert	
8	22-03-2019	Revised Chapter V	
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10	08-04-2019	Join the Thesis Examination	

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DECLARATION

Name   : Wiranda

NPM   : 136311438

Study Program   : English Language Education

Faculty   : Teacher Training and Education Faculty

I admit that this thesis writing purely derived from my own ideas; expect some question (deliberately or un-deliberately) which were adopted or taken from various sources included in "reference". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, April 2019

Wiranda

ACKNOWLEDGEMENT

6. The researcher's deep gratitude to my beloved parents Taswin and Mardenis for their sincere praying and who continually supported the researcher financially and normally to finish the researchers' study at FKIP UIR Pekanbaru.

7. My beloved friend Winly Azwir Nawi who have supported me during my study and for my success.

The researcher realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

Pekanbaru, April 2019
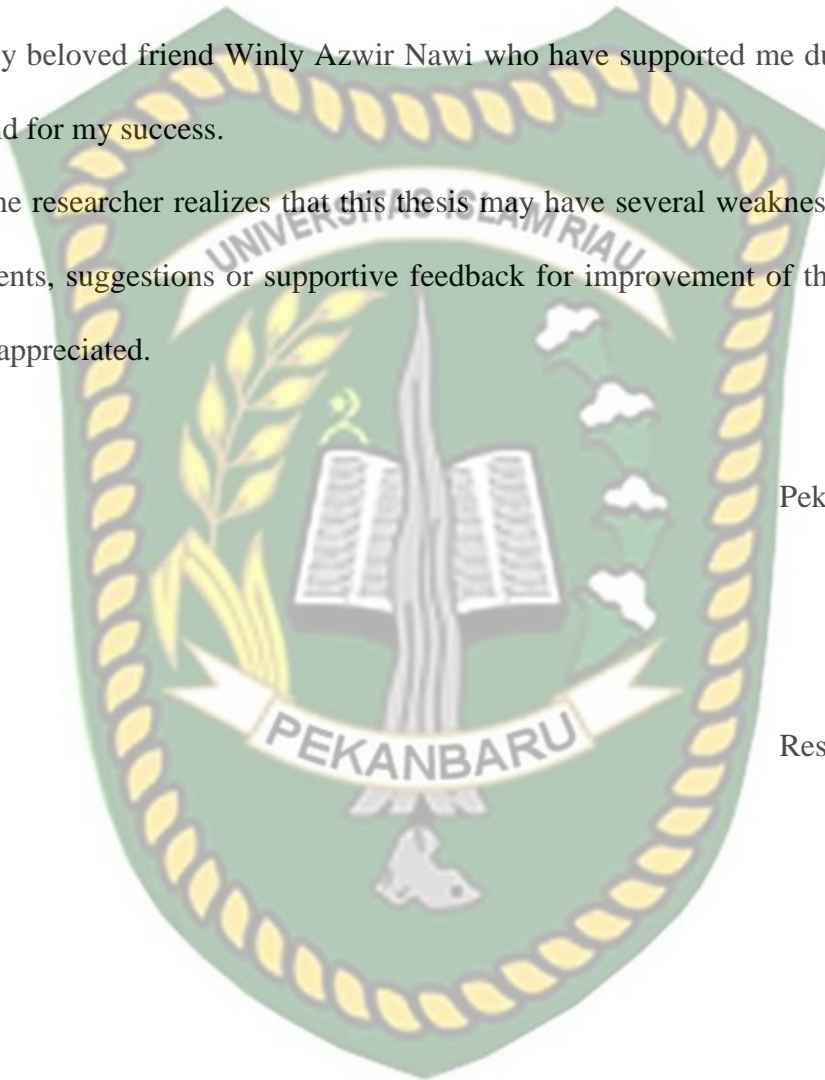
Researcher

ABSTRACT

Wiranda 2019, An Analysis of Students' Anxiety in Speaking English of the Second Semester Students at English Language Education department of UIR

Keywords: Students' anxiety, speaking English

The objective of the research are to find out the students' anxiety to speak English at the second semester of English Department of UIR and also to find out the dominant anxiety faced by the students to speak English at the second semester of English Department of UIR.

This research was conducted at English Study Program Students FKIP UIR and the time of the research carried out on February 2019. The writer uses lottery to find the class. All participant are written in a roll paper (Class A-F), and the writer chooses one class to be the sample randomly. The sample that taken is class A. Data for the study collected using the -Foreign Language Classroom Anxiety Scale- (FLCAS) developed by Horwitz. The scale is a self-report measure of language learner's feelings of anxiety as a specific reaction to foreign language learning in the foreign language classroom. Data analyzed by using frequencies, and percentages to know the dominant component of students' anxiety to speak English in the second semester of English Department UIR.

The researcher finding is about the component of students' anxiety to speak English. Three component of anxiety related to performance anxieties are (1) communication apprehension, (2) test anxiety, (3) fear of negative evaluation. This study has investigated the students" anxiety in English speaking class. In addition, the study is also focused on finding out the component of anxiety and the dominant factors. Based on 3 indicators it can be said that the most component of anxiety was test anxiety, it was about 78.27%.

ABSTRAK

Wiranda 2019, Analisis Kecemasan Mahasiswa dalam Berbicara Bahasa Inggris di Semester Dua Pendidikan Bahasa Inggris UIR

Kata kunci : Kecemasan mahasiswa, berbicara bahasa inggris

Tujuan dari penelitian ini adalah untuk mengetahui kecemasan siswa untuk berbicara bahasa Inggris pada semester Dua Pendidikan Bahasa Inggris UIR dan juga untuk mengetahui kecemasan dominan yang dihadapi oleh siswa untuk berbicara bahasa Inggris pada semester Dua Pendidikan Bahasa Inggris UIR.

Penelitian ini dilakukan pada Mahasiswa Program Studi Bahasa Inggris FKIP UIR dan waktu penelitian dilakukan pada bulan Februari 2019. Penulis menggunakan lotre untuk mencari kelas. Semua peserta ditulis dalam kertas gulung (Kelas A-F), dan penulis memilih satu kelas untuk menjadi sampel secara acak.

Sampel yang diambil adalah kelas A. Data untuk penelitian ini dikumpulkan dengan menggunakan -Foreign Language Classroom Anxiety Scale- (FLCAS) yang dikembangkan oleh Horwitz. Skala ini adalah ukuran laporan diri sendiri dari perasaan cemas pelajar bahasa sebagai reaksi spesifik terhadap pembelajaran bahasa asing di kelas bahasa asing. Data dianalisis dengan menggunakan frekuensi, dan persentase untuk mengetahui komponen dominan kecemasan siswa untuk berbicara bahasa Inggris di semester Dua Jurusan Bahasa Inggris UIR.

Temuan peneliti adalah tentang komponen kecemasan siswa untuk berbicara bahasa Inggris. Tiga komponen kecemasan yang terkait dengan kecemasan kinerja adalah (1) ketakutan dalam berkomunikasi,(2) kecemasan tes, (3) takut evaluasi negatif. Penelitian ini telah menyelidiki kecemasan siswa di kelas berbahasa Inggris. Selain itu, penelitian ini juga difokuskan untuk mengetahui komponen kecemasan dan faktor dominan. Berdasarkan 3 indikator dapat dikatakan bahwa komponen kecemasan terbanyak adalah tes kecemasan, yaitu sekitar 78,27%.

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CHAPTER II REVIEW OF RELATED LITERATURE

CHAPTER I

INTRODUCTION

1.1 Background of the problem

One of the language skills is speaking which is very important in learning English as a foreign. Speaking is important to be learnt by students in language learning process as speaking is one of tools in communication. As one of the productive skills, speaking activity must focus on how students use and communicate in English. most students often evaluate their success in language learning as well as the effectiveness of their English skill on the basis of how much they feel they have improved in their speaking proficiency. That is why so many efforts should be focused on developing students' ability to speak since learning to speak is considered as the greatest challenge for all language learners. Early research on second language acquisition (SLA) emphasized cognitive variables like intelligence, language aptitude, learning styles, and so forth.

According to Du (2009) in DiaoZhiping (2013) Affective factors are believed to play an important part in acquiring a second language. Comprehensible input might not be used by L2 learners if a "mental block" is in place, which inhibits them from getting the language. The affective filter works like a barrier to language acquisition when the learner is not motivated, not having confidence or thinking about failure, and the filter is low when the learner is not anxious or is trying to get involved in the language.

Affective factors are emotional factors which influence learning. They can have a negative or positive effect. Negative affective factors are called affective filters and are an important idea in theories about second language acquisition. Affective factor as the emotional side of human behavior can influence speaking fluency. A number of studies about second language acquisition have found several affective issues that are closely related to speaking. One of the affective problem is anxiety. Students feel shy and nervous when they are asked to speak in front of people since they get more grammatical language learning and reading comprehension instead of doing speaking practices.

The researcher's experience in learning speaking in the third semester, it seems that many students at English study program had problem in speaking. First, students were afraid of or anxious for speaking English. Students are afraid of making mistakes in front of their friends and their lecturer. They feel embarrassed, anxious and humiliated. These feelings may cause reticence. When they are anxious, they can't speak. When they can't speak, they become more anxious. Most of student got anxiety in speaking English because they did not feel confident; they were afraid to speak English; they had lack of knowledge about English; they thought were their competences more less than other students; then they were afraid of making mistakes.

Second, the students may not have adequate vocabulary. In practice, however, many students feel frustrated as they find that speaking in a foreign language is a complex matter. It is because speaking involves many factors. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Students' anxiety to speak English is very important to be solved because it can influence their speaking ability. Besides, more practices are needed to make the students better in pronunciation and vocabulary to improve their speaking abilities.

Third, the students may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety to speak because they are afraid of making mistakes. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends.

Hence, students' anxiety to speak English is very important to be solved because it can influence their speaking ability. Besides, more practices are needed to make the students better in pronunciation and vocabulary to improve their speaking

Abilities.Component of the students" anxiety to speaking English will influence them to achieve the informational level in English language

According to the text above, this is become the background of the writer to choose a tittle **" An Analysis Students' Anxiety in Speaking English of the Second semesterStudents at English department of UIR" .**

1.2 Setting of the Problem

Thereare some problems are found in learning speaking in the third semester, First, students were afraid of or anxious for speaking English. Students are afraid of making mistakes in front of their friends and their lecturer. Most of students got anxiety in speaking English because they did not feel confident; they were afraid to speak English. Second, the students may not have adequate vocabulary. In practice, however, many students feel frustrated as they find that speaking in a foreign language is a complex matter. It is because speaking involves many factors. Third, the students may not be able to pronounce the words correctly and it may make them feel embarrassed and it can increase their anxiety to speak because they are afraid of making mistakes. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends.

1.3 Focus of the Problem

The researcherfocuses on the component of students' anxiety to speak English. Three component of anxiety related to performance anxieties are (1) communication apprehension (CA), (2) test anxiety, (3) fear of negative evaluation.

1.4 Research Questions

The research questions of this research are:

1. What are students' anxieties to speak Englishat the second semesterof English Department of UIR?

2. What are dominant anxiety faced by the students to speak English atthe second semesterof English Department of UIR?

1.5 Objective of the research

The objectives of the research are:

1. To find out the students' anxiety to speak English at the second semesterof English Department of UIR.

2. To find out the dominant anxiety faced by the students to speak English at the second semesterof English Department of UIR

1.7 Definition of Key Term

1. Analysis

   Detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation (Webster, 2017)

2. Anxiety

   Anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz et al, 1986 in Cheng 2009)

3. Speaking

   Speaking is an oral expression that involves not only to the use of right patterns of rhythm andintonation but also to the right order to convey the right meaning (Bygate, 2003)

CHAPTER II

THEORITICAL FRAMEWORK

2.1   Relevance Theories

2.2.1 Definition of Anxiety

The term anxiety refers to the complex set of negative emotions, which include fear, apprehension, and worry. Horwitz et al. (1986) in Cheng (2009) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". In addition Spielberger and Rickman (1990) state that anxiety is an unpleasant emotional apprehension. In line with Goldberg in Cheng (2009)People with high levels of trait anxiety are generally nervous people in many different situations; they lack emotional stability.

Based on the definition it can be concluded that **anxiety** is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. Anxiety disorders occur when a reaction is out of proportion to what might normally be expected in a situation. Anxiety disorders reflect disorders that share a general feature of excessive fear, for example the emotional response to perceived or real threat and anxiety such as anticipation of future threat and demonstrate behavioral and functional disturbances as a result. Panic attacks are a feature that can occur in the context of many anxiety disorders and reflect a type of fear response.

According to MacIntyre and Gardner (1991) in (Cheng 2009), "within a large group of people, the situation provoking anxiety will differ, even among individuals showing similar trait anxiety scores". While Horwitz et al (1986) states that language anxiety is related to a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process. It means that anxiety is a term referring to a collection of negative feelings such as fear, apprehension, and worry which could lead people to be unstable.

Horwitz et al. (1986) in Narayan, Nair &Iyyapan (2017) language anxietyis "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Second language anxiety is defined here as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to using a foreign or second language for communication beyond the language classroom. From this perspective, they claim that language anxiety is unique due to

the way it involves learners' self-concepts to communicate competently and to present themselves genuinely.

In practice, however, many learners feel frustrated as they find that speaking in a foreign language is a complex matter. It is because speaking involves many factors. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. So that language anxiety is not merely an add on element that is negligible in second or foreign language learning. It is indeed a central emotional construct that is essential in influencing second or foreign language learning.

Early research on second language acquisition (SLA) emphasized cognitive variables likeintelligence, language aptitude, learning styles, and so forth. After the research by Gardner and Lambert (1972), affective and emotional variables became important in the area of SLA (Chakrabatiet al. 2012).In addition, mostnotably, after Krashen (1985) discussed affective filter hypothesis in the theory of SLA, there had been a lot of research done in this area. The affective filter hypothesis discusses variables that can work out as a filter that obstruct language acquisition. Anxiety has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need to overcome.

Researchers have studied the results of cognitive affects on language learning strategies that were taught to English as a second language learner in numerous different tasks, including vocabulary, listening, and speaking tasks. The outcomes of the studies revealed that language learning strategies are primarily of benefit for the speaking task. There are probably hundred ways to solve the above problems. Planning the lessons, preparing the material, adding some interesting media are some steps the teachers take to make the lesson more interesting and interactive.

According to Richards and Rodgers (2001) in DiaoZhiping (2013), The affective variables which Krashen discusses are motivation, confidence and anxiety. Krashen insists that individuals learn second language only if they get comprehensible input and if their affective filters are low enough to let the input get in. From the expert above, it can be concluded that the main cause of anxiety stems from learners' unrealistic or erroneous beliefs about language learning. While some learners think they lack the aptitude or gift to learn a new language, some believe that two years or less is sufficient for them to become proficient in another language

without estimating the difficulty of the language learning task, and therefore, they could possibly experience conflict resulted in anxiety.

Affective factors are believed to play an important part in acquiring a second language. Comprehensible input might not be used by L2 learners if a "mental block" is in place, which inhibits them from getting the language. The affective filter works like a barrier to language acquisition when the learner is not motivated, not having confidence or thinking about failure, and the filter is low when the learner is not anxious or is trying to get involved in the language (Du 2009) in DiaoZhiping (2013).

From the explanation above, it can be said that language learning anxiety may be experienced due to linguistic difficulties foreign language learners face in learning and using the target language. It is known that foreign language anxiety is independent of first language learning disabilities and should be viewed as an important factor that hinders language learning in and of itself. Foreign language anxiety is the feeling of unease, worry, nervousness and apprehension experienced in learning or using a second or foreign language. The feelings may stem from any second language context whether it is associated with the productive skills of speaking and writing or the receptive skills of reading and listening.

Foreign language anxiety is a form of what psychologists describe as a specific anxiety reaction. Some individuals are more predisposed to anxiety than others and may feel anxious in a wide variety of situations. Foreign language anxiety, however, is situation-specific and so it can also affect individuals who are not characteristically anxious in other situations. Although all aspects of using and

learning a foreign language can cause anxiety, both listening and speaking are regularly cited as the most anxiety provoking of foreign language activities.Foreign language anxiety is usually studied and seen in a language classroom situation.

Moreover, MacIntyre and Gardner (1991) in Wahyu (2011) stated, "Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students". Hence, students" anxiety to speak English is very important to be solved because it can influence their speaking ability. Besides, more practices are needed to make the students better in pronunciation and vocabulary to improve their speaking abilities. Learners may also have erroneous beliefs and expectations about language standards.

Since foreign language learners are exposed to the expert language of native speakers from tapes, videos and instructors, they set their standards as high as the level of native speakers, which component anxiety because of failing to achieve the high standards. In addition, high expectations that learners are required to communicate and speak in public cause anxiety. The fear of falling short of these expectations can hinder the learning process. Anxious learners think that their language skills, especially speaking skills, are weaker than their peers because of perceiving speaking ability as the most important.

It also relate to research finding of Hidayahtullah (2015) showed that Feeling of anxiety, apprehension and nervousness are commonly expressed by second or foreign language learners in learning to speak a second or foreign language.These feelings were considered to exert a potentially negative and detrimental effect on communication in the target language.Based on result of the study most of student got anxiety in speaking English because they did not confident; they were afraid to spoke English; they did not understand about English; they thought were their competences more less than other students; then they were afraid made a mistake.

Second or foreign language learning can sometimes be a traumatic experience for many learners. The number of students who report that they are anxious language learners is astonishing. Although the concept of anxiety is encountered frequently throughout language learning literature, these studies have focused on anxiety, and have generated widely varying definitions. Studies of anxiety have also focused on different language outcomes, such as rate of second language acquisition, performance in language classrooms, and performance in high-stakes language

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testing. The theoretical of these studies ranged from strictly behavioral to psychodynamic

2.2.2 The Component of Anxiety

English is the most important language in the world today. It is recognized as an international language and the official language for the sciences, and other professions. However, in many parts of the world, including in Indonesia, English is a second or a foreign language. While some may ignore the impact of anxiety on second language learning, anxiety can be an important contributing factor for failure or success of learners. Students' language anxiety may come from some components. Horwitz in Wu and Chan (2004) identify three main components of foreign language anxiety

1. Communication apprehension

    Communication apprehension arises from someone's fear and shyness when it comes to communicate with others. Communication apprehension in foreign language learning comes from someone's personal knowledge. In communication apprehension, people are usually afraid of oral communication that is about speaking and listening. They might get difficulty to make someone understands and to understand someone.

2. Test anxiety

    Test anxiety is related to someone's fear of test-taking situation. Students tend to deal with test anxiety every time they get to face frequent test, build up such negative thought toward test and have unreasonable opinion on evaluative situations.

3. Fear of Negative Evaluation

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Fear of negative evaluation comes from students' apprehension about other's evaluations, avoidance of evaluative situations, and the expectation that others would evaluate negatively" Watson (1990)in Toth (2008). Horwitz, Horwitz, and Cope (1986) state that fear of negative evaluation in not limited to test-taking situations. They argued that it is broader than that that it may appear in any social. In a foreign language context, negative evaluation may come from teachers and peers because in FL learning, continuously evaluation is needed.

However, foreign language anxiety are particularly evident in the foreign language classroom, and anxiety is a strong indicator of academic performance. Anxiety is found to have a detrimental effect on students' confidence, self-esteem and level of participation.Anxious learners suffer from mental blocks during spontaneous speaking activities, lack confidence, are less able to self-edit and identify language errors and are more likely to employ avoidance strategies such as skipping class.

Anxious students also forget previously learned material, volunteer answers less frequently and tend to be more passive in classroom activities than their less anxious counterparts. The effects of foreign language anxiety also extend outside the second language classroom. A high level of foreign language anxiety may also correspond with communication apprehension, causing individuals to be quieter and less willing to communicate.People who exhibit this kind of communication reticence can also sometimes be perceived as less trustworthy, less

competent, less socially and physically attractive, tenser, less composed and less dominant than their less reticent counterparts

2.2.3 Types of Anxiety

Learning a second language can be a frightful experience. The apprehension and pressure on students to perform well in the second language component them anxiety that is specific to the second language classroom.

Many people, who are good learners in other subject areas, can experience anxiety when learning a second language. This component a mental block to new information. Researchers have been taking a look at this specific second language learning anxiety and what its component are. The term specific anxiety reaction, according to Horwitz, E., Horwitz M., and Cope (1986), was given by psychologists to distinguish between anxiety that occurs only in specific situations and anxiety that people feel on a regular basis. Students and teachers feel that second language learning anxiety is a huge hurtle to get over when attempting to learn a language other than your own.

The term second language anxiety is used as an umbrella term for other more specific anxiety inducing situations. MacIntyre and Gardner (1991) found through a controlled laboratory setting that anxiety in interpersonal settings and associated with recall of vocabulary words and learning is communicative anxiety. Other types of anxiety include classroom anxiety, learning anxiety, state anxiety, test anxiety, and audience anxiety. Each depends on the type of anxiety that can occur within second language learning.

In the past, research on how anxiety correlates to second language learning and performance, results were spread out and proved nothing. However, recent improvements in measurement and a more accurate theory of language anxiety, have made for more productive research.

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MacIntyre and Gardner (1991) performed a study in which several different types of anxiety; test anxiety, audience anxiety, math class anxiety, and others, were closely looked at. A relationship was found where anxiety was related to second language performance.

Researchers have run into many problems and received varied results when attempting to quantify the effects of anxiety on foreign language learning. Horwitz et al. (1986) claims that scholars cannot find a definite relationship between anxiety and second language success because of the unreliability of anxiety measures used .

A model that shows how language anxiety is distinguished from other anxieties was formed by MacIntyre and Gardner (1991). They believe that second language anxiety is a specific response to anxiety within the second language classroom. They state that "With repeat occurrences, anxiety becomes reliably associated with the language class and differentiated from the other contexts" .

Differences between students who have more or less anxiety are followed back to see what caused the negative effects. The thoughts of the anxious individuals were negative and put themselves down. The less anxious could concentrate on the task better that the anxious because they did not have such negative self-awareness as the others did.

Studies also show the effects of anxiety on language learning. Horwitz et al. (1991) states thatKleinmann's (1977) findings reveal that students with high levels of anxiety perused less difficult grammatical constructions than the less anxious students did. Therefore, students under relaxed personal conditions are benefiting from the second language class more than the anxious students. During this period of anxiety students go through feelings of worry and dread, have trouble concentrating, sweat, experience heart palpitations, and become forgetful. These psycho-physiological symptoms hinder the language learning experience.

There are many components or factors that lead to second language learning anxiety. The first is fear of negative evaluation. Students' fears are brought on by the environment of the foreign language classroom, where they are constantly being evaluated. The evaluation from the only fluent speaker in the room, the teacher, is crucial to a second language student (Horwitz et al., 1986). However, the evaluation or criticisms from peers is also a major cause of anxiety.

Another cause of foreign or second language learning anxiety is learners' self perception of speaking ability in the target language. Horwitz et al. (1986) claims that most of the learners' anxiety comes from their self-concept of ability. They are also comparing their skills with native speakers of the target language, which lead to embarrassment and sham that they are not pronouncing exactly like the native speakers. Of all the skills taught in the foreign language class, students perceive speaking ability the most important

A source of anxiety can also come from the fear of testing. There is a great deal of students who experience test anxiety. When many grammar items must be remembered, Horwitz et al. (1986) state that many students report that knew the grammar but forgot it while taking the test. Anxiety is produced when students remember, after the test, that they made a mistake and put down a wrong answer because of their nervousness during the test. Test anxiety can also be brought on by the question types that are on the test. If the student has never seen that specific question format he or she might experience test anxiety during that test and future tests.

Studying can cause test anxiety as well. Some students may study a lot if they received a poor grade on a previous test or are anxious about making mistakes on an upcoming test. If the material that the student studied is not what is on the test, fear and anxiety could produce.

Anxious second or foreign language learners have trouble distinguishing between the target language's sounds and structure. When the target language is spoken by his teacher, a male student reported to only hear a loud buzzing sound (Horwitz et al., 1986). Also reported by Horwitz et al. (1986), many students, who experience foreign language learning anxiety, claim to understand little to none of the teacher's output. Not being able to comprehend the target language is a major cause of anxiety.

Finally, the instructor can serve as a source of anxiety. Contrary to research, some instructors think that intimidating their students will cause them to become motivated to learn the foreign language. Young (1991) describes it best by stating that Instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeant's than a facilitator's may be contributing to learner language anxiety.

Teachers who engage in any of the above behavior should find a new career. The teacher in a second language classroom should not contribute to the already enormous stresses in the students' language learning. The way in which mistakes are perceived by the instructor could also add to students' anxiety. Although some correction is needed in a second or foreign language classroom, it is the way in which the instructor corrects them.

With most of the component of anxiety in foreign language learning covered, those component need solutions to help lower the students' anxiety. Young (1991) suggests, recognizing learner manifestations of anxieties related to speaking, negative evaluation, and foreign language learning- generated anxieties are important first steps in coping with language anxiety.

There are 3 types of anxiety identified by some experts; Spielberger(1966) in Toth (2010)

1. Trait Anxiety

   Trait anxiety refers to a stable predisposition to become nervous in a wide

   range of situations". It means trait anxiety may appear in any situation. People

   with high trait anxiety are generally nervous people and lack of emotional

   stability.

2. State Anxiety

   State anxiety is subjective feelings of tension, nervousness, and worry, and by

   activation or arousal of the autonomic nervous system." Moreover, MacIntyre

   defines anxiety as "moment to moment experience of anxiety; it is the

   transient emotional state of feeling nervous that can fluctuate over time and

   vary in intensity." Shortly, state anxiety happens in some moment because of

   the feeling of nervousness, tension, and worry.

3. Situation-Specific Anxiety

The situation-specific view of anxiety is based on the assumption that certain types of situations are more likely to produce anxiety than others" .Anxiety in language learning is categorized into situation-specific anxiety. They argue that situation-specific anxiety only occurs in particular situation such as giving speech, taking a test, or using other language. Thus, situation-specific anxiety represents anxiety in language learning.

Although some authors recognize anxiety occurs during test taking, writing and reading, we focused our study in speaking skill since it is when fears are more evident in our context. Turula (2004) in Rocio (2008) identifies four categories of possible component: academic, cognitive, social and personal. Based on the studies reviewed its identify some factors that may cause language anxiety in our context, which can be summarized within four categories shown in the following diagram: Psychological, cognitive, methodological and socialaffective.

Based on the theories above, it can be said that every human being naturally experiences a certain anxiety when dealing with something unfamiliar, especially when it's a foreign language that operates with different grammar, vocabulary, pronunciation and so on. Some psychologists believe that some amount of anxiety is healthy because it elevates adrenaline and improves performance. It's just that the level of anxiety in Foreign Language Anxiety is so extreme that it hampers performance and productive learning.

Foreign Language Anxiety is debilitating, often leaving students trying to camouflage themselves against the walls during classes. Because of their anxiety, students suddenly become painfully shy and find every excuse to keep to themselves or even miss the class. They don't remember the lessons, much less focus on what the teacher's doing.

In any other situation these students may handle their stress just fine, but when it comes to second language learning opportunities they freak out. And not in a good way. Three closely related cognitive factors are said to cause Foreign Language Anxiety. First is **Communication Apprehension** which is the fear of speaking,

whether in front of the class, to the teacher or with a native speaker. Second is **Test Anxiety** which is the fear of being tested and being put on the spot. And last, which is very much related to the second one, is the fear of **Negative Evaluation** the fear of the judgment of others, including us teachers. Nobody wants to look stupid, but in Foreign language anxiety, that fear reaches feverish heights.

2.2.4 The Definition ofSpeaking

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of daily activities. According to Bygate (2003:12) speaking is an oral expression that involves not only to the use of right patterns of rhythm andintonation but also to the right order to convey the right meaning.One of the basic problems in foreign language teaching is preparing the students to be able to use English. Preparing and considering the objective of the lesson to get successful learning is needed by the teacher. It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication.

There are some aspects that need to be acquired by students in order to have good speaking skill. They are pronunciation, fluency, accuracy and vocabulary (Brown, 2001:268). In addition Thornbury (2005) statespeaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that. Meanwhile, Lewis and Hill (1993: 54) statedspeaking is a process that covers many things in addition to the pronunciation of individual sounds. It also covers pronunciation, stress and intonation. At last, speaking also help the students to deliver a speech confidently.

Based on theories above, it can be concluded that speaking is students' skill to tell the story that includes the skill to express their ideas and content, organize them well in a good statement and use correct language to have a good performance. Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt.

2.2.5 Speaking Components

A part of that, to speak English, There some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to syakur.According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

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Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 2001: 4).

2.2.6 Teaching and Learning process of speaking skill

If teachers want to help learners overcome their problems in learning speaking skill, they should identify some problems and factors that influence their speaking performance.

2.6.6.1 Speaking Problems

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015).

1. Inhibition

It is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

2. Learners cannot remember anything to say and they do not have any motivation to express themselves.

This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

3. Students' participation is very low.

In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

4. Mother-tongue

They try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

There are another problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. They can be defined as follows (Ur 1995: 121):

1. Inhibition – fear of making mistakes, losing face, criticism; shyness;

2. Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;

3. Low or uneven participation – often caused by the tendency of some learners to dominate in the group; • mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

As many teachers' observations indicate, the above situations occur in language classrooms regardless of the level of proficiency or the number of students in the group. Moreover, every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative. This individual dimension is particularly noticeable among older and more advanced learners who often have a good insight into the nature of their individual difficulties, an accurate assessment of the skills they have already developed and, consequently, clearly defined needs.

2.6.2 Factors Affecting Speaking Skill

To overcome students' difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors

1. Pertinent to performance conditions.

Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

2. Affective ones.

Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self confidence, and anxiety were the three main types that have been investigated by many researchers.

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3. Listening ability

Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue.Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

4. Topical knowledge

Bachman and Palmer (1996) defined it as the knowledge structures in longterm memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables studentsto apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.

5. Feedback during speaking activities.

A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

2.2 Relevance Studies

MacIintyre and Gardner (1991) in Wahyu (2011) stated, "Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students". Hence, students" anxiety to speak English is very important to be solved because it can influence their speaking ability. Besides, more practices are needed to make the students better in pronunciation and vocabulary to improve their speaking abilities.

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It also relates to research finding ofHidayahtullah (2015) showed that Feeling of anxiety, apprehension and nervousness are commonly expressed by second/foreign language learners in learning to speak a second/foreign language.These feelings were considered to exert a potentially negative and detrimental effect on communication in the target language.Based on result of the study most of student got anxiety in speaking English because they did not confident; they were afraid to spoke English; they did not understand about English; they thought were their competences more less than other students; then they were afraid made a mistake.

2.3 Assumption

Based on the problem of the research, the researcher makes assume that there are some components of students' anxiety to speak English.
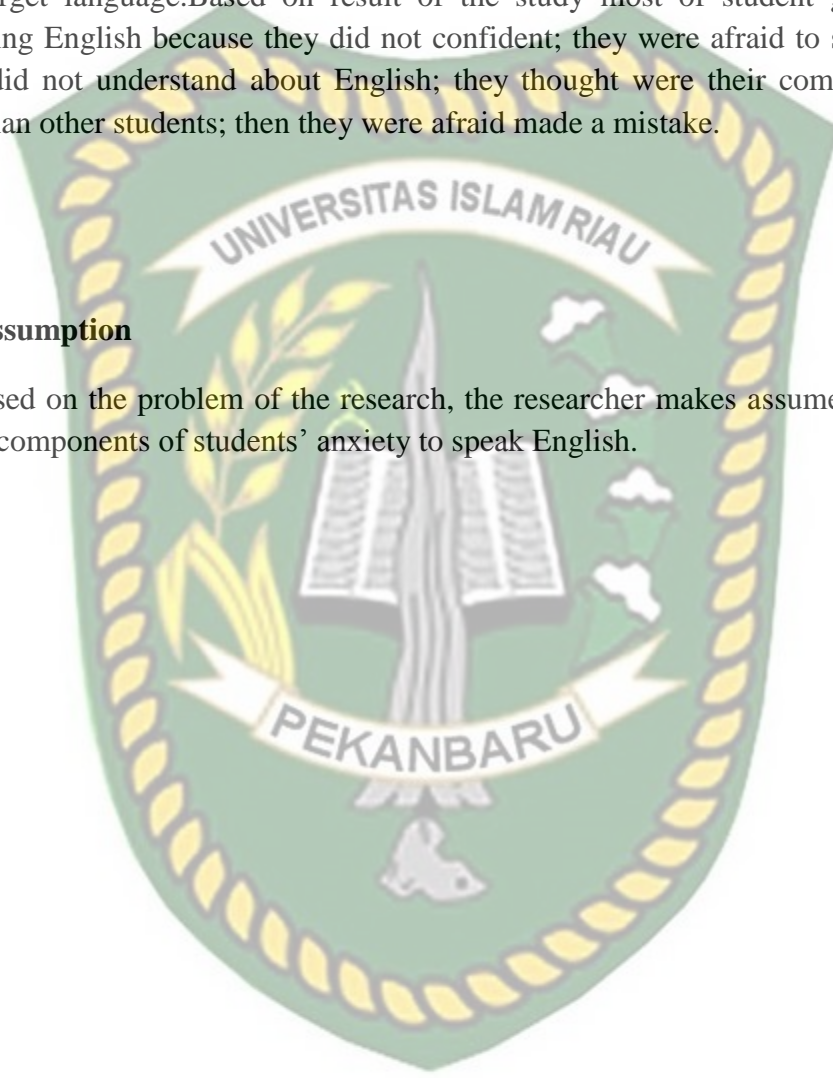
CHAPTER III

RESEARCH METHOD

3.1 Research Design

This is descriptive qualitative research. This is descriptive qualitative research. The goal of descriptive research is to describe a phenomenon and its characteristics. This research was more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007). In this research the writer used one variable. The variable an analysis of Students' Anxiety in Speaking English of the second semesterstudents at English language education, Faculty of teacher's training and education at Universitas Islam Riau

3.2 Location and Time of the Research

This research was conducted at English Study Program Students FKIP UIR and the time of the research carried out onFebruary 2019.

3.3 Participant

A research participant also called a human subject or an experiment, trial, or study participant or subject, is a person who participates in human subject research by being the target of observation by researchers (Howel, 2000). The participant of this research was takenthroughrandom sampling technique. Each member of the population has an equal chance of being selected as subject. The entire process

wasdone in a single step where each subject selected independently of the other members of the participant. The writer used lottery to find the class. All participantwere written in a roll paper (Class A-F), and the writer chooses one class to be the sample randomly. The sample that taken is class A.

3.4   Instrument of the Research

The instrument is intended to measure foreign language learners' anxiety level while learning a language in the classroom. The FLCAS uses a 5-point Likert scale with 33 items, ranging from strongly agree (5) to strongly disagree (1). Total anxiety scores for the scale range from 33 to 165 points. While the answer –strongly agree- indicates high level of anxiety, -strongly disagree- indicates low level of anxiety that students feel (Horwitz, 2008).

According to Horwitz et al. (2008), the internal consistency is 0.93 based on Cronbach's coefficient alpha and test-retest reliability over a period of eight weeks is r=0.83 (p .001). This is a valid and reliable scale that has been consistently used in previous studies to measure anxiety (Zhao, 2007 in Rokiah 2012).

Table 3.1 Blue Print of Questionnaire

NO	Indicator	Item
1	Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32
2	Test Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28
3	Fear of Negative Evaluation	2, 7, 13, 19, 23, 31, 33

(Source :Horwitz et al, 2008 in Rokiah, 2012)

3.5   Data Collection Technique

The technique of collecting data is the way the researcher do for collecting the data in the research. In this research, the researcher used some techniques in collecting data. Data for the study collected using the -Foreign Language Classroom Anxiety Scale- (FLCAS) developed by Horwitz. The scale is a self-report measure of language learner's feelings of anxiety as a specific reaction to foreign language learning in the foreign language classroom.

3.6 Data Analysis Technique

MS Excel program used to analysis the data. Data analyzed by using frequencies, and percentages to know the cause of students' anxiety to speak English in the second semester of English Department UIR.

CHAPTER IV

RESEARCH FINDING

4.1 Research Finding

The data of this research was the second semester students at FKIP UIR. The participant of this research was taken throughrandom sampling technique. The participant of this class was class A. The data was taken from questionnaire. After reviewing the related literature, the researcher developed an instrument. The research came to the class and distributes the questionnaire. After the research got the questionnaire, it was scored andanalyzed based on the problem of the research.

The researcher finding isabout thecomponent of students' anxiety to speak English. Three component of anxiety related to performance anxieties are (1) communication apprehension (CA), (2) test anxiety, (3) fear of negative evaluation.

4.1.1 Communication Apprehension

Communication apprehension arises from someone's fear and shyness when it comes to communicate with others. Communication apprehension in foreign language learning comes from someone's personal knowledge. In communication apprehension, people are usually afraid of oral communication that is about speaking and listening. They might get difficulty to make someone understands and to understand someone. To see Communication apprehension can be seen as follow:

Table 4.1 Communication Apprehension

No	Statement	Scale									
		SA	Score	A	Score	N	Score	D	Score	SD	Score
1	I never feel quite sure of myself when I am speaking in my foreign language class	15	15	10	20	5	15	2	8	0	0
2	It frightens me when I don't understand what the teacher is saying in the foreign language	20	20	8	16	0	0	4	16	0	0

3	I start to panic when I have to speak without preparation in language class	12	12	14	28	2	6	4	16	0	0
4	I would not be nervous speaking the foreign language with native speakers	0	0	14	56	5	15	8	16	5	5
5	I get upset when I don't understand what the teacher is correcting	10	10	8	16	5	15	5	20	4	20
6	I feel confident when I speak in foreign language class	0	0	3	12	5	15	20	40	4	4
7	I feel very self-conscious about speaking the foreign language in front of other students	0	0	0	0	4	12	10	20	18	18
8	I get nervous and confused when I am speaking in my language class	20	20	8	16	0	0	4	16	0	0
9	I get nervous when I don't understand every word the language teacher says	24	24	8	16	0	0	4	16	0	0
10	I feel overwhelmed by the number of rules you have to learn to speak a foreign language	21	21	7	14	0	0	4	16	0	0
11	I would probably feel comfortable around native speakers of the foreign language	0	0	8	32	4	12	7	14	13	13
	Total		122		221		90		198		60
	Percentage		11.09		20,09		8.18		18,00		5,45
	Result	62,82%									

Based on table 4.1 it can be seen that highest score of SA (Strongly agree) is in the statement of "I get nervous when I don't understand every word the language teacher says". There were 24 students answers strongly agree. It means that the students feel nervous when they did not know how to respond the conversation.

Beside, the second highest score in A (Strongly Agree) is in the statement of" I feel overwhelmed by the number of rules you have to learn to speak a foreign language", it was 21 students felt it.

Another highest score in A (Strongly Agree) is the statement of "It frightens me when I don't understand what the teacher is saying in the foreign language" it was about 20 students answer strongly agree, it because the students are afraid if the teacher gets angry because they did not understand the teacher instruction. And also the statement of "I get nervous and confused when I am speaking in my language class", it was about 20 students answer stronglyagree. This is happened because the students have no idea while speaking in the class, even they have it, and the students cannot express their ideas while speaking. They also have the limited vocabulary and lack of knowledge about grammar. Those things make them feel more anxiety.

The students have many difficulties in mastering the foreign language. So that they felt over helmed. Another statement in SD (strongly disagree) the highest score was "I feel very self-conscious about speaking the foreign language in front of other students". From this statement it can be seen that most of students did not agree that they feel confident speaking the foreign language in front of other students, it can be caused because they are afraid to make mistake or shy if they pronounce the words wrongly.

Based on the result of this component, it can be indicated that being passive and avoiding any conversation in different languages may result anxiety experienced by the students. Looking more closely to communication apprehension in learning foreign language, a form of physical effect also occurs in foreign language learners.

Reflecting into the findings above, the students' communication apprehension has created uncontrollable anxiety to such as panic, nervous, upset, unconfident and overwhelmed and the inability of speaking clearly which then turned to do everything possible to avoid speaking in English. It is supported by (Scott & Rockwell, 1997, cited in Campbell, 2006) stated that communication apprehensive individuals usually adopt avoidance and withdrawal behavior and are therefore less likely to engage in oral communication.

In a rather simpler way, the finding from the questionnaire describes how the apprehension occurs in the students, the students' communication apprehension, or in other words the pressure of speaking in public has created uncontrollable anxiety to of speaking clearly which then turned to have an impact on the students. Some of the

students keep on trying in speaking English in spite of their limited skill and occasional errors, but the others do everything possible to avoid speaking in English.

Communication apprehension in foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood; that is why many talkative people are silent in the class. In short, it can be said that communication apprehension is channeled through acts of avoiding and fear effect in both mental and physical

4.1.2 Test Anxiety

Test anxiety is related to someone's fear of test-taking situation. Students tend to deal with test anxiety every time they get to face frequent test, build up such negative thought toward test and have unreasonable opinion on evaluative situations. Test anxiety refers to a type of performance anxiety resulted from a fear of failure. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as "unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations" (Dusek 1980, cited in Cubukcu, 2007).

Table 4.2 Test Anxiety

NO	Statement	Scale								
		SA	Score	A	Score	N	Score	D	Score	SD	Score
1	I tremble when I know that I'm going to be called on in language class	17	17	3	6	5	15	7	28	0	0
2	It wouldn't bother me at all to take more foreign language classes	7	28	3	12	2	6	20	14	0	0
3	During language class, I find myself thinking about things that have nothing to do with the course	7	7	3	6	15	45	7	28	0	0
4	I am usually at ease during tests in my language class	2	10	3	12	5	15	22	44	0	0
5	I worry about the consequences of failing my foreign language class	18	18	3	6	5	15	6	24	0	0

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No	Statement									
6	I don't understand why some people get so upset over foreign language classes	20	20	3	6	2	6	7	28	0	0
7	In language class, I can get so nervous I forget things I know	22	21	3	6	2	6	6	24	0	0
8	Even if I am well prepared for language class, I feel anxious about it	17	17	3	6	5	15	7	28	0	0
9	I often feel like not going to my language class	20	20	3	6	2	6	7	28	0	0
10	I can feel my heart pounding when I'm going to be called on in language class	7	7	3	6	15	45	7	28	0	0
11	The more I study for a language test, the more confused I get Preparation	2	2	3	6	5	15	22	88	0	0
12	I don't feel pressure to prepare very well for language class	18	18	3	6	5	15	6	24	0	0
13	Language class moves so quickly I worry about getting left behind	20	20	3	6	2	6	7	28	0	0
14	I feel more tense and nervous in my language class than in my other classes	21	21	3	6	2	6	6	24	0	0
15	When I'm on my way to language class, I feel very sure and relaxed	17	85	3	12	5	15	7	14	0	0
	Total		383		108		231		452		0
	Percentage		25.53		7.20		15.40		30.13		0
	Result					78.27%					

Based on table 4.2 it can be seen that the highest score in Strongly Agree (SA) was 22 students choose the statement of "In language class, I can get so nervous I forget things I know", and the second one was in statement of "I feel more tense and nervous in my language class than in my other classes" where 21 students choose this statement. It can be conclude that students were not ready to speak with others or lecture in English class, it can be caused by several reasons, such as; lack of vocabulary, afraid of making mistake in arrange the sentence and other.

Another students' respond about the test anxiety in strongly agree option was in statement of "I often feel like not going to my language class" and the statement of "Language class moves so quickly I worry about getting left behind". It was about 20 students answer strongly agree option. It can be caused because of the students feel that they did not have adequate knowledge to follow their speaking class. The students feel that they left behind because they saw others students are able to speak in the class. This situation make the students feel worried and increase their anxiety.

The other statement, SD (strongly Disagree) most of students choose this statement in the statement of "I am usually at ease during tests in my language class". there were 22 students choose this statement. It was in line with another statement that showed that the students feel difficulties in speaking English, especially in English class where the activities must be in English spoken language.

The research finding indicates that the anxiousness is highly associated with the fear of doing badly or as Horwitz (2007) explain that fear of failure can severely hampered one's performance. Test anxiety is found to have a detrimental effect on students' ability and confidence (Tanveer, 2007).The research finding above shows how students' acceptance is influenced by two major concerns when they have to face test situations. The case above is in a row with what Tanveer (2007) described this test anxiety is found to have a detrimental effect on students' ability and confidence. Although the effect is temporal but still it gives the students constant fear when it comes to test situations in every English subject whatsoever.

4.1.3 Fear of Negative Evaluation

Fear of negative evaluation comes from students' apprehension about other's evaluations, avoidance of evaluative situations, and the expectation that others would evaluate negatively" Watson (1990) in Toth (2008). Horwitz, Horwitz, and Cope (1986) state that fear of negative evaluation in not limited to test-taking situations. They argued that it is broader than that that it may appear in any social. In a foreign language context, negative evaluation may come from teachers and peers because in FL learning, continuously evaluation is needed.

Table 4.3 Fear of Negative Evaluation

NO	STATEMENT	SA	Score	A	Score	N	Score	D	Score	SD	Score

No	Statement										
1	I don't worry about making mistakes in language class	2	10	3	12	5	15	22	44	0	0
2	I keep thinking that the other students are better at languages than I am	23	23	3	6	2	6	2	8	2	10
3	It embarrasses me to volunteer answers in my language class	20	20	3	6	2	6	7	28	0	0
4	I am afraid that my language teacher is ready to correct every mistake I make	27	27	3	6	2	4	0	0	0	0
5	I always feel that the other students speak the foreign language better than I do	18	18	3	6	5	15	6	24	0	0
6	I am afraid that the other students will laugh at me when I speak the foreign language	28	28	2	4	2	6	0	0	0	0
7	I get nervous when the language teacher asks questions which I haven't prepared in advance	21	21	3	6	2	6	4	16	2	2
	Total		147		46		58		120		12
	Average		21.00	2.86	6.57	2.86	8.29	5.86	17.14	0.57	1.71
	Percentage					54.71%					

Based on table 4.3 most of students choose the statement of "I am afraid that the other students will laugh at me when I speak the foreign language" with Strongly Agree (SA). There were 28 students choose the statement. It almost same with the statement of "I am afraid that my language teacher is ready to correct every mistake I make". There were 27 students choose this statement. It can be conclude that the students are too anxiety in speaking English. They tend to worried about what the listener think aboutthemselves. They are worried if they make mistake and laughed by the listener. This is also proved in the statement of "I don't worry about making

mistakes in language class" There were 22 students choose this statement. It also indicated that one of the students' anxiety it because of the negative evaluation.

Another statement of "I keep thinking that the other students are better at languages than I am", about 23 students feel this situation. It can be caused because the result of the test showed that their other friend has higher score than them, so that they feel worried. Another statement of "I get nervous when the language teacher asks questions which I haven't prepared in advance", also most of students choose this option with strongly agree. The students are afraid if the teacher asks them without any preparation before it. They think that they will not able to response the lecturers.

Based on the table it indicates that the Fear of negative evaluation, apprehension about others" evaluations, avoidance of evaluative situations and the expectation that others will evaluate them negatively is the third type of anxiety. It may occur in any situation.Learners may be sensitive to the evaluations-real or imagined- of their peers.In case of foreign language learner, the fear occurs in a situation where students have to speak in front of familiar audience or examiner. Students concern about opinion from important people such as teachers, friends, or parents.

Liu (2007) explains that Fear of negative evaluation is the anxiety associated with the learners perception of how other onlookers; instructors, classmates or others; may negatively view their language ability. However students in this particular class are more concern about their social relationship. The classmates' opinion has sharp negative effects on students'self-esteem and participation. The findings above seem to support research done by Tanveer (2007:39) that anxiety is intrinsic to language learning and it is to be related significantly higher than other class anxieties (e.g. mathematics, research methodology, etc). The general finding concerning sources of anxiety students experience revealed that most of the students tend to be nervous in speaking English. As the data from the observation revealed, students speaking English in the class looked anxious and there were three types of anxiety. The three types of anxiety have similar effect on the students. However they have differences in terms of initial or stimulating factor. In short those language anxieties happened on learning one of the productive skills of English and it caused self-defeating effects on students' learning motivation and level of participation.

CHAPTER V

CONCLUSION AND SUGGESTION

5.3 Conclusion

The data of this research was the second semester students at FKIP UIR. The data was taken from questionnaire. In this research, the researcher used some techniques in collecting data. Data for the students anxiety was collected using the - Foreign Language Classroom Anxiety Scale- (FLCAS) developed by Horwitz. The scale is a self-report measure of language learner's feelings of anxiety as a specific reaction to foreign language learning in the foreign language classroom. This study has investigated the students' anxiety in English speaking class and to find out the component of anxiety and the dominant anxiety. Based on 3 indicators it can be said that the most component of anxiety was test anxiety, it was about 78.27%.

5.2 Suggestion

5.2.1 Forstudents

The results of this study were expected to give a contribution to learning English especially in improving the quality of their speaking performance by learning how to plan the material in speaking and how to deal with anxiety while speaking.

5.2.2Forwriters

The results of this study are expected to give a contribution to for English writers. It can be used as mediums to enrich the teaching and learning strategy. This research can help students to improve their speaking.

5.2.3 For other Researcher

Following the factors that affect speaking performance has some
difficultness. In addition, for other researcher to find better ways to face some
problem in order to make the factors more detail.

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