

**A STUDY ON ANXIETY IN ENGLISH PRESENTATION BY UIR
STUDENTS OF SEMESTER SEVENTH**

A THESIS

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



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**ENGLISH STUDY PROGRAM
FACULTY OF TEACHERS TRAINING AND EDUCATION
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PEKANBARU**

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Perpustakaan Universitas Islam Riau
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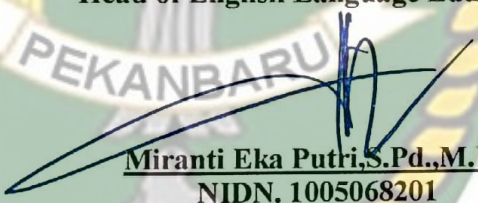
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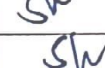





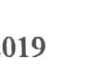



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Declares that this research belongs to her own work, except the quotation (direct and indirect). The quotations were scientifically taken from many resources She is responsible for this thesis.

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Bismillahirrohmanirrohim,

First of all the researcher wants to give thanks to ALLAH SWT who has given blessing to the writer in completing this thesis entitled. "A STUDY ON ANXIETY IN ENGLISH PRESENTATION BY UIR STUDENTS OF SEMESTER SEVENTH". Shalawat and salam are upon to the last apostle of God, prophet Muhammad S.A.W peace be upon him for struggle of disseminating Islam to every corner of the world.

In writing this thesis, the writer believes that without having directed guidance, meaning advice, love and support from the people around, this thesis would never been completed. Therefore, the researcher would like to give her sincere and deep gratitude to:

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Finally, the writer admits that this thesis is still far from perfect. Therefore, suggestion and comment expected from the reader for the perfection of this thesis.

Pekanbaru, April 15th 2019

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ABSTRAK

Elma Esti Ramadani, 2019. *A Study On Anxiety In English Presentation By UIR Students of Semester Seventh*. Skripsi. Pekanbaru: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.

Kata Kunci: Kecemasan, Berbicara, Presentasi Bahasa Inggris

Penelitian ini didasarkan pada minat dalam seberapa besar kecemasan dalam presentasi bahasa Inggris terjadi pada siswa yang telah belajar di departemen bahasa Inggris selama sekitar tiga setengah tahun. Oleh karena itu, penelitian ini secara khusus bertujuan untuk mengetahui sejauh mana kecemasan dalam presentasi bahasa Inggris oleh mahasiswa UIR semester tujuh.

Desain penelitian dari penelitian ini dilakukan dengan menggunakan penelitian deskriptif kualitatif. Responden penelitian ini adalah 29 siswa semester tujuh di jurusan Bahasa Inggris FKIP UIR. Instrumen penelitian ini adalah kuesioner dan wawancara. Data dianalisis terutama didiskusikan melalui pendekatan deskriptif dan dengan pendekatan minor perhitungan SPSS 20.

Hasil penelitian sesuai dengan kuesioner program Bahasa Inggris mahasiswa semester tujuh di FKIP UIR sebagian besar dikategorikan kecemasan sedang yang terdiri dari 21 peserta dari 29 peserta. Setelah itu, berdasarkan wawancara sebagian besar siswa merasa cemas ketika mempresentasikan kinerja di depan kelas.

ABSTRACT

Elma Esti Ramadani, 2019. *A Study On Anxiety In English Presentation By UIR Students of Semester Seventh*. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Key Words: Anxiety, Speaking, English Presentation.

This research is based on interest in how much anxiety in English presentation occurs to students who have studied in English department for around three and half years. Therefore, this research is specifically aimed to find out to what extent the anxiety in English presentation by UIR students of semester seventh.

The research design of this research was conducted by using descriptive qualitative research. The respondents of this research were 29 students of semester seventh in English department of FKIP UIR. The instruments of this research were questionnaire and interview. The data were analyzed mainly discussed through descriptive approached and with minor approach SPSS 20 calculation.

The result of the research according to questionnaire of English program of seventh semester students at FKIP UIR were mostly categorized medium anxiety consist of 21 participants from 29 participants. After that, based on the interview mostly of students feel anxious when presenting performance in front of the class.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Speaking is one of language skills learned by the students in foreign language. It involves a process of building and sharing meaning through the use language orally. By learning speaking, the students will know the way to express language communicatively. The students will learn how to express utterances meaningfully. Besides that, it also leads them to make interaction in society by using the language. And being a good English speaker, the students should know about speaking indicators. Indicators of speaking are commonly known as grammar, pronunciation, vocabulary, fluency and comprehension.

Regarding anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class. The anxiety experienced among college students is assumed to be a very important factor in a learning process. Many studies have been made to come across solutions to lead this anxiety which might avert learners from learning to motivation. Anxiety is a general condition that often occurs without the identified cause of the problem. Therefore fear is an emotional response to threats (Parashar, Bharat, 2012).

According to interview of first semester of English Department of Islamic University of Riau. The students are reluctant to practice English. This can be seen on speaking subject. Some of students are passive in the classroom. Some

of the students choose to be a good listener than a good speaker. It is seen the time of the lecture ask the students to perform in the classroom. Some of the students perform in the classroom just for attendance only and some of them are coming and silence.

In addition, anxiety appears once students who learn a second language speak in front of the class (Bailey's, 1983: 67).

Based on observation in the semester seventh students at English Department of FKIP UIR, the students' had problem in speaking skills. Speaking is one of the skills that have to be mastered by students in learning English. Based on explanation above the researcher found the case, and is interested in carrying out a research entitled; **“A STUDY ON ANXIETY IN ENGLISH PRESENTATION BY UIR STUDENTS OF SEMESTER SEVENTH”**.

1.2 Identification of the Research

Based on the observation there are 3 major problems, as follow:

1. Some of students do not pay attention when the lecturer explained the material.
2. Some of students are not confident when presenting using English.
3. Students have limited speaking skills.

1.3 Limitation of the Problem

The limitation of this research is the anxiety in English presentation.

1.4 Research Question

Based on the limitation of the problem above, this study was formulated as follow:

1. To what extent the anxiety of students in English presentation by UIR students of the semester seventh class of 2015?

1.5 Objectives of the Research

To find out to what extent the anxiety of students in English presentation by UIR students of the semester seventh class of 2015.

1.6 Assumption of the Study

Based on the previous explanation on the point, the researcher assumes that students have an anxiety in English presentation by UIR students of the semester seventh.

1.7 Significance of the Research

The writer find out this study are expected to give benefits to:

1. For English teacher; the result of this research is expected to be useful for the teacher. The teacher can use English presentation as one of technique to overcome student's anxiety.

2. For researcher; will be useful for the researcher in getting new experiences and understanding on how to overcome anxiety in English presentation by UIR students of semester seventh.
3. For students; it can give motivated to overcome anxiety in English presentation.

1.8 Definition of Key Terms

To avoid misunderstanding, it needs to define the key terms used in this research:

1. Presentation is an effective communication activity that has been widely adopted by English Foreign Language conversation teachers to promote oral proficiency (King, 2002).
2. Anxiety is an event that can affect memory and the learning process such as emotions that can have an impact on a child's cognitive and conditions that can make them feel worried, nervous and crowded (Bigdeli,2010); (MacIntyre, 1995).

CHAPTER II

THE REVIEW OF LITERATURE

2.1 Definition of Anxiety

Anxiety has been defined by different scholars in the field of language learning and educational psychology. Anxiety is seen as fear in the language process. This arguments were stated by (Scovel, 1978:134) and (Spielberger, 1972:482). Spielberger, however states that learners do not realize the fear and tension, an automatic occur.

Meanwhile, (Horvitz, 1986:128) sees anxiety is a more comprehensive outlook. He suggest of the uniqueness of language learning process that derives from belief, feelings and behaviors are considered as anxiety.

So, anxiety is an innate natural factor which affects each individual from the time of birth. Anxiety can appear on its own when someone is in a stressful situation and/or something threatens her. Anxiety is a feeling in which a person feels anxious, nervous, confused and/or flustered in a situation that could marginalize her.

2.2 Types of Anxiety

From one perspective, anxiety is classified into three different kinds: trait, state, and situation specific anxieties.

1. Trait anxiety is a personality trait that predisposition to be more permanent to be anxious (Eyseck, 1979).

2. State anxiety is referred to the experience of fear at a certain time and the state of anxiety is one of the experiences in a defined situation (MacIntyre & Gardner, 1991).
3. Situation-specific anxiety is the result of experience in a certain condition or event, this believed (Brown, 2001).

2.3 Causes of Anxiety

In different studies, researchers have come with a variety of factors causing anxiety in language learning classrooms. Anxiety in the class can be created in various ways such as competitiveness, tests and the relationship between learners' relationships with teachers (Bailey, 1983). Besides, there are some causes of anxiety consist some factors such as communication apprehension, test anxiety, and fear of negative evaluation according to which they developed a Foreign Language Classroom Anxiety Scale (FLCAS) which includes thirty-three items (Horwitz, Horwitz and Cope, 1986).

In addition, what causes of anxiety are a) difficulty level of foreign language classes, b) personal perceptions of language skills, c) certain personality variables (eg perfectionism and fear of public speaking), and d) stressful classroom experiences (Price, 1991).

Young (1991) looks the cause to bigger range, different from Price who goes more to personality of student. He mentions the anxiety grounds are beyond students yet including teacher or instructor. His opinion of the anxiety causes are as follows: a. personal and interpersonal, b. learner belief about language learning, c. instructor procedures and f. language test.

2.4 Anxious Driven Factor in L2 Classroom

According (Young (1991, p. 427) in (Deyuan He, 2018, p. 33) identified six sources of language anxiety, namely: 1) personal and interpersonal anxiety; 2) student beliefs about language learning; 3) instructors' beliefs about language teaching; 4) instructor-learner interaction; 5) classroom procedures; and 6) language testing.

First, personal and interpersonal problems are a significant source of language anxiety. Low self-esteem and the competitiveness of students among their friends can cause anxiety. When students cannot achieve maximum results among their friends, students will lose confidence in the target language. Therefore, this can be a major problem for students in expressing their ideas in front of others.

Second, student confidence in language learning is another factor that contributes to language anxiety. For example, students believe that talking to native speakers will help them learn languages. Others also believe that speaking is the first priority when someone learns a foreign language / second. When this belief is unrealistic and quite difficult to achieve, language learners may become anxious.

Third, instructor confidence in language teaching is also a source of language anxiety. The teacher's role in the classroom is considered as a corrector when students make mistakes, as the teacher who speaks the most in class, not as a facilitator. In the above sections can contribute to language anxiety for students.

However, this is not possible if the teacher tries to change the principle of teaching.

Fourth, instructor-student interaction is a further cause of language anxiety. Several studies have been conducted to investigate how this interaction impacts student performance. The teacher must pay attention to the "error correction method" to reduce anxiety. This may be useful for students to express their ideas correctly without thinking about being corrected when he speaks.

Fifth, anxiety is associated with class procedures. That speaking in front of participants is the most tense and frightening. Students will experience more anxiety than speaking in a foreign language, this can happen when the teacher focuses on oral presentations. Students who don't like to appear in front of the class to talk will be more uncomfortable in class.

Sixth, anxiety can come from language tests, including test items and testing situations. Language testing is one source of anxiety, students also feel anxiety when they spend hours only to find that their tests assess items that are different from what they have learned. In addition, students experience fear when the test situation, this shows that foreign tests can also produce anxiety for students.

2.5 The Impact of Language Anxiety on L2 Learning

The first explains the impact of language anxiety on individual psychological and psychological reactions. The mind of an anxious student is filled with a variety of prejudices, which may include fear of being negatively evaluated and excessive concerns about inadequate performance. His palms begin to sweat, blood pressure rises, and muscles become tense. And L2 students who experience a high level of language anxiety will feel afraid, and consequently avoid social interactions that require communication in L2. Academic effects of language anxiety include interference with the value of student courses that approve or avoid learning (Magdalena Szyszka, 2017, p. 75).

2.6 Definition of Speaking

English students have to be able to speak English. Speaking is a language skill or means of communication in which one can express his or her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.

To increase the skill in communicating in English, it is not enough in the classroom but practice out side of the classroom. It will be influenced by our speaking skill. Speaking in linguistics term has various definition.

To get more details about the concept of speaking, the researcher tries to discuss some definitions of speaking from some experts.

Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols in various contexts (Chaney, 1998). Speaking is a

crucial part of second language learning and teaching, it is an art of communications and one of 4 productive skills, that must be mastered in learning foreign language.

2.6.1 Kinds of speaking skills

There are two kinds of speaking skills, macro skills and micro skills.

2.6.1.1 Macro skills

Brown (2004:141-142) describes that speaking skills cover at least five kinds of speaking in macro skills as in the following:

1. Imitative

This type of speaking skill is students' ability in imitating accurate pronunciation either from recording or from the teacher.

2. Intensive

Meanwhile, intensive ability of students' in reading a passage loudly for the demonstrations of their intonation, stress, rhythm, and juncture (the production of short stretches of oral language).

3. Responsive

This type of speaking students' ability in responding to short conversation, standard greetings, small talks, simple requests, comments, etc.

4. Interactive

Meanwhile interactive ability of students in responding to long conversation like a Interaction in this context consist two

major part: transactional (exchanging specific information) and interpersonal (maintaining social and relationship).

5. Extensive

This type of speaking ability students' in presenting such oral production activities as delivering speech, oral presentation, telling stories, poetry reading, role-playing, etc.

2.6.1.2 Micro Skills

Brown, (2004:163) and Hughes, (2003:114-115) explain the types of speaking skill as in the following activities:

1. Describing something physical

Furthermore, describing activity ability students' in describing a real object or an action.

2. Narration from presented materials

The narration from presented materials is activity students' ability in talking, discussing, or commenting about the materials that the teacher has taught.

3. Summarizing information of the speaker's own choice

Meanwhile, this activity is students' ability in summarizing information from their own choice.

4. Giving directions based on visual materials

The giving direction based on visual materials is activity of students' ability in giving directions based on visual materials.

5. Giving instructions

While, giving instruction is activity of students' ability in giving instructions for doing any activities precisely like telling about procedure on how to do something.

6. Giving opinion

The giving an opinion is activity of students' ability in giving opinion about whether or not to agree or to disagree with someone's idea, decision, or action.

7. Making a telephone call

Furthermore, this activity is ability of students in making a telephone call, for example, for a business purpose.

8. Describing a daily routine

Meanwhile, describing a daily routine is activity of students' ability in describing a daily routine, that is, any activity they are doing during the day and night (in one full day).

9. Giving details about a trip schedule

The giving details about a trip schedule is an activity of students' ability in giving details about a trip schedule either bus, plane, train, or ship.

10. Oral presentation

This type is activity of students' ability in presenting project papers (oral production).

Speaking is very important in our life because without speaking we cannot know what other talk and speaking also is the way that we use to interaction with other people.

According to (Harris, 1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

Comprehension as one of components in speaking skill, in oral communication requires a subject to start talking and respond it.

b) Grammar

Grammar is needed to form a correct and accurate sentence in conversation.

c) Vocabulary

Diction is the correct words that use in communication.

d) Pronunciation

Pronunciation is how the way say something or produce sound of the words

e) Fluency.

Fluency is a person's ability to speak, read and also produce ideas.

Based on the explanation of some theory above, the researcher can conclude that the component of speaking are the important ones to be reference for a good speaker. The component of speaking are grammar,

vocabulary, pronunciation, fluency and comprehension. It means that in speaking, the speaker should pay attention of the component to be a good speaker.

2.7 Speaking Anxiety

There are several reasons that make people anxious to talk in English such as being unfamiliar with the target language, low self-esteem and fear of making mistakes and generally more likely to make anxious people in the environment and education circles.

When speaking in front of the class most of the students worry about making pronunciation and vocabulary mistakes (Horwitz et al., 1986).

2.7.1 Ways of Overcoming Speaking Anxiety

There are some ways that can be done when students feel anxious and unable to speak such as staying silent, avoiding eye contact, with friends and expressive reactions (Zhiping, 2013).

In others way to overcome speech anxiety is learning about vocabulary, grammar and syntax, of course, with the many speaking exercises can help students overcome these anxieties (Kocak, 2010).

In addition, there are various ways that teachers can help to lessen the speaking anxiety in the classroom. Besides that, they can use types of activities that cause lower anxiety levels such as group work, and gradually introduce types of activities that lead to higher levels of anxiety such as giving speeches (Cutrone, 2009).

2.7.2 Three Types of Performance Anxieties

According (Horwitz, Horwitz & Cope, 1986) relate it with three types of performance anxieties:

1. Communication apprehension

When students feel that they cannot express their own thoughts or ideas to others, anxiety will rise in themselves (Brown, 1980). Starting from fear to communicate with other people, causing shame and low self-confidence (Mc Croskey, 1977). Most students in the class feel anxious about speaking a foreign language in front of their own friends (Mac Intrye & Gardner 1991c, Daly 1991&Young 1986).

2. Fear of negative evaluation

Language learning is not only the process of acquiring linguistic rules or participating in communication activities, but a process in which individual learners putting and subjecting themselves to negative evaluations (Tsui, 1996).

Meanwhile, one of the causes of fear of negative evaluation is the nature of classrooms. This argument is stated by (Horwitz, 1986) and (Aida, 1994). Aida, however states that students tend to be passive when in class and move away from class activities.

3. Test Anxiety

Anxiety test is a type of performance anxiety that come from fear of failure (Horwitz et al. 1986:129).

For students who struggle with exam anxiety, a little anxiety before the exam can change a feeling of worry, so that fear can have a negative impact on performance.

Although anxiety is something that is commonly felt by humans if left to the condition of the individual will feel disturbed, for example when the exam students feel that anxiety can have an adverse effect on students' ability (Huberty, 2009).



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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research was done by using descriptive qualitative research, describing anxiety toward students in English presentation. Moreover, the researcher used questionnaire and interview as a instruments.

Qualitative research explores the problem in detail, through which it aims to collected data from individual facts comprehensively (Creswell, 2012:39).

3.2 Location and the Time of the Research

The research was of the semester seventh of English department UIR of 2015/2016. It is located at Kaharudin Nasituon. The time of the research which was conducted in February 2019.

3.3 Population and Sample of the Research

The population of this research was the semester seventh students in English department of FKIP UIR.

3.3.1 Population

Population is an object that will be examined and this object can be shaped; humans, animals or animals, plants or types of plants that are animate or abstract objects (Putra, 2004-2006).

The population of this research consisted all of the semester seventh in English department of FKIP UIR. So, the total of semester seventh in English department is 168.

Table 3.1

**The Distributor of Population of the Semester Seventh
Students of English Education Department at Islamic
University of Riau**

NO	Population	Number of the Population
1	7A	25
2	7B	30
3	7C	26
4	7D	28
5	7E	29
6	7F	30
	TOTAL	168

3.3.2 Sample

The sample is a part of the population that is taken and collected both randomly, structurally and in other scientific collective ways (Putra, 2004-2006). And the researcher chosed class B to be the sample of this research. The researcher chosed class 7B class because class 7B has reported of being strongly anxious when they performed in front of the class. So, this sampling was purposively sampling.

Table 3.2

Sample of the Research

Class	Students
7B	29

3.4 Research Instrument

Instrument is a tool or object used by researchers to collect data from a sample, informant, or object under study. Instrument, additionally, can be classified based on the type and variety, for example: in the social sciences including the language of literature and culture, usually the instrument shaped (1) questions (tests), such as oral and written tests (many forms / types of questions / tests) to extract data from the sample and informants; (2) questionnaire (questioner); (3) interviews, recordings, and so forth (Putra, 2006).

In this study the researcher used questionnaire and interview as instrument of this research.

3.4.1 Questionnaire

A questionnaire is a technique of collecting data or information to study attitudes beliefs, behaviors and characteristics that are operationalized into items or questions.

3.4.1.1 Item Adoption and Adaptation of Existing Language Anxiety Scales

1. Item Selection and Consideration with Minor Changes in Wordings of Foreign Language Classroom Anxiety Scale.

Furthermore, items in the PSCAS are based on the FLCAS study to fix foreign language classes by (Aida, 1994), (Pérez-Paredes and Martínez-Sánchez, 2000-2001, and (Tóth, 2008). Based on the analysis of this study as measuring speaking anxiety, communication fear and anxiety speaking English in the context of a class considered as fluency speaking a foreign language in FLCAS, is Item # 1, 3, 4, 7, 9, 12, 13, 16, 18, 20, 21, 23, 24, 27, 29, 31, 33 (Aida, 1994; Pérez-Paredes & Martínez-Sánchez, 2000-2001; and Tóth, 2008) This item has a slight change in words (for example, "speaking a foreign language" replaced by "speaking English") entered to provide the validity of the PSCAS face and reflect the anxiety of speaking in a public speaking class accordingly. For detail information, the following subsection contained the research finding. It can be seen from the explanation below:

Item # 1 “I never feel quite sure of myself while I am speaking English.”

Item # 3 “I tremble when knowing that I am going to be called on to speak English.”

Item # 4 was omitted because it was a learning process-related anxiety (Pérez-Paredes and Martínez-Sánchez, 2000-2001) and teacher-related anxiety (Tóth, 2008), which does not tap speaking anxiety in particular.

Item # 7 “I keep thinking that other students are better at speaking English than I.”

Item # 9 “I start to panic when I have to speak English without preparation in advance.”

Item # 12 “In the speaking class, I can get so nervous I forget things I know.”

Item # 13 “It embarrasses me to volunteer to go out first to speak English.”

Item # 16 “Even if I am well prepared, I feel anxious about speaking English.”

Item # 18 “I feel confident while I am speaking English.”

Item # 20 “I can feel my heart pounding when I am going to be called on to speak English.”

Item # 21 “The more speaking tests I have, the more confused I get.”

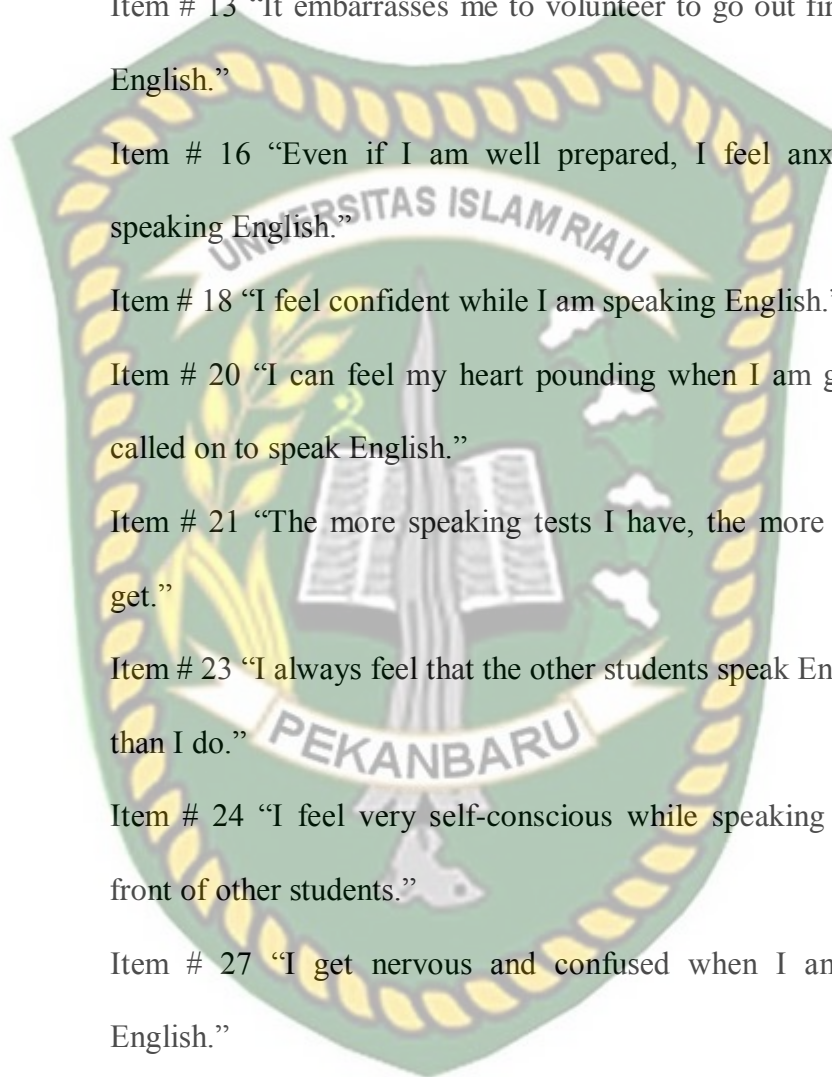
Item # 23 “I always feel that the other students speak English better than I do.”

Item # 24 “I feel very self-conscious while speaking English in front of other students.”

Item # 27 “I get nervous and confused when I am speaking English.”

Item # 29 was omitted because it is related to students’ fear of not understanding their teacher (Pérez-Paredes and Martínez-Sánchez, 2000-2001), which was called receiver anxiety (Tóth, 2008).

Item # 31 “I am afraid that other students will laugh at me while I am speaking English.”



Item # 33 “I get nervous when the language teacher asks me to speak English which I have prepared in advance.”

2. Item Selection and Consideration with Minor Changes in Wordings of the Personal Report of Communication of Apprehension-2.

Selected items # (19, 20, 21, and 23) were entered into PSCAS based on the PRCA-24 study using factor analysis by (Kearney, Beatty, Plax, and McCroskey, 1984). As indicated by the results, the dimensions of the situation speak in public referred to as "Stage Fright" in PRCA-24 consisting of item # 19,20,21,23. These items are used to measure related feelings such as giving a speech and a presentation and most importantly they cause anxiety in public related to "Stage Fright. Therefore, they are adopted with a small change in the appropriate words. For detail information, the following subsection contained the research finding. It can be seen from the explanation below:

Item # 19 “I have no fear of speaking English.”

Item # 20 “Certain parts of my body feel very tense and rigid while speaking English.”

Item # 21 “I feel relaxed while speaking English.”

Item # 23 “I face the prospect of speaking English with confidence.”

3. Item Selection and Consideration with Minor Changes in Wordings of the Personal Report of Public Speaking Anxiety-34.

For detail information, the following subsection contained the research finding. It can be seen from the explanation below:

Item # 33 PRPSA-34 was chosen to be included in PSCAS. Because PRPSA is an extraction version of PRCA-24, there are many items similar to PRCA-24, so only item # 33 is considered because it is related to speaking in front of the class. This is a small change in the words that are made as follows:

Item # 33 “I feel anxious while waiting to speak English.”

4. Item Selection and Consideration with Minor Changes in Wordings of the Speaker Anxiety.

The items included in the PSCAS are items # 5, 7, 9, 11, 20, and 22. These items are related to the anxiety of speaking in the classroom, especially in class speaking in public, thus they are included with a little changes in words as follows:

Item # 5 “I look forward to expressing my ideas in English.”

Item # 7 “I enjoy the experience of speaking English.”

Item # 9 “I want to speak less because I feel shy while speaking English.”

Item # 11 “I dislike using my voice and body expressively while speaking English.”

Item # 20 “I have trouble to coordinate my movements while speaking English.”

Item # 22 “I find it hard to look the audience in the eye while speaking English.

Accordingly, items were rearranged as illustrated in Table 3.3

Table 3.3

**Preliminary 25-Item Public Speaking Class Anxiety Scale
(PSCAS)**

No.	Statements adopted with minor adaptation in wordings	Opinion				
		(5) Strongly Agree	(4) Agree	(3) Moderate	(4) Disagree	(1) Strongly Disagree
1	I never feel quite sure of myself while I am speaking English.					
2	I tremble when knowing that I am going to be called on to speak English.					
3	I start to panic when I have to speak English without a preparation in advance.					
4	In a speaking class, I can get so nervous I forget things I know					

5	I feel confident while I am speaking English.					
6	I feel very self-conscious while speaking English in front of other students.					
7	I get nervous and confused when I am speaking English.					
8	I am afraid that other students will laugh at me while I am speaking English.					
9	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.					
10	I have no fear of speaking English.					
11	I can feel my heart pounding when I am going to be called on.					
12	I feel relaxed while speaking English.					
	It embarrasses me					

13	to volunteer to go out first to speak English.					
14	I face the prospect of speaking English with confidence.					
15	I enjoy the experience of speaking English.					
16	The more speaking tests I have, the more confused I get.					
17	Certain parts of my body feel very tense and rigid while speaking English.					
18	I feel anxious while waiting to speak English.					
19	I want to speak less because I feel shy while speaking English.					
20	I dislike using my voice and body expressively while speaking English.					
21	I have trouble to coordinate my movements while					

	speaking English.					
22	I find it hard to look the audience in my eyes while speaking English.					
23	Even if I am very well-prepared I feel anxious about speaking English.					
24	I keep thinking that other students are better at speaking English than I.					
25	I always feel that the other students speak English better than I do.					

3.4.2 Interview

Interviews are conversations where questions are asked and answers are given. The word "interview" refers to a four-eye conversation between the interviewer and the person interviewed. The interviewer asks questions that are answered by the person interviewed. Interviews are usually that doing directly and face-to-face, although modern communication technologies such as the Internet have enabled conversations where someone is separated geographically, such as video conferencing software, and telephone interviews can occur without visual contact.

Interview questions of students adopted from Khan.

1. What contents of L2 do you like most? Please explain your answer.
2. What aspects of L2 do you like most? Please justify your answer.
3. Do you become anxious in your English language class? If yes or no then please explain your answer.
4. Why do you become anxious in your English language class?
5. Among the used activities in English language class, which one do you enjoy most? Please explain your answer.
6. In learning English, which of the four skills you are anxious more? Please describe your answer.
7. Does anxiety create barrier in learning English? Please explain how does anxiety creates barrier in learning English?
8. What happens in class, when you become anxious?
9. How can you feel anxiety-free in your English class? Please explain your answer.

3.5 The technique of Collecting Data

Data collection techniques are the ways researchers collect data from samples, informants and on object researched. This data collection technique is usually when the researchers conduct real research in class, labor or field (Putra, 1997-2006).

In collecting data, researchers used interviews and questionnaires (close questions) as instruments of this research. The first researchers used a PSCAS

(public speaking class anxiety scale) questionnaire to measure anxiety in EFL public speaking classes. Items adopted from previous scales: Foreign Language Class Anxiety Scale (FLCAS) by Horwitz et al. The researcher used this questionnaire to find out to what extent of students experience anxiety while presentation in front of the class. The researcher collected students in one class, and then students who were sampled answered a questionnaire consisting of 25 questions.

The second, after the questionnaire answer session was finished the researcher conducted an interview with the students.

And the third, after taken the data through a questionnaire and interview the researcher classified students' anxiety into 3 levels, namely high, medium and low to find out the score of to what extent anxiety of students.

3.6 The Technique of Analyzing Data

This research applied qualitative researches. Qualitative research should produce explanations or arguments, rather than claiming to offer more descriptions. This study to get anything that causes students to be afraid when presenting using English in front of the class. In this study the data is collected from closed questions to seventh semester students. Data was done and obtained using questionnaires and interviews. The questionnaire used is adopted from (Yaikhong, 2012).

CHAPTER IV

RESEARCH FINDING

This chapter presented of research finding after the research was done. It is related with data analyze interpreted, the data which have been taken from the qualitative research. Furthermore, it showed the study on anxiety in English presentation by UIR of semester seventh.

4.1 Data Description

In this research, the researcher displays the finding data and then analyzes the data. The researcher used descriptive qualitative research and used questionnaire and interview as a instruments of this research. The population of this research was semester seventh and the researcher choice class B as a sample of this research.

4.1.1 Item Adoption and Adaptation of Existing Language Anxiety Scales

1. Item Selection and Consideration with Minor Changes in Wordings of Foreign Language Classroom Anxiety Scale.

Furthermore, items in the PSCAS are based on the FLCAS study to fix foreign language classes by (Aida, 1994), Pérez-Paredes and Martínez-Sánchez 2000-2001, and Tóth, 2008). based on the analysis of this study as measuring speaking anxiety, communication fear and anxiety speaking English in the context of a class considered as fluency speaking a foreign language in FLCAS, is Item # 1, 3, 4, 7, 9, 12, 13, 16, 18, 20, 21, 23, 24, 27, 29, 31, 33 (Aida, 1994; Pérez-Paredes & Martínez-Sánchez, 2000-2001; and Tóth, 2008) This item has a slight change in words (for

example, "speaking a foreign language" replaced by "speaking English") entered to provide the validity of the PSCAS face and reflect the anxiety of speaking in a public speaking class accordingly. For detail information, the following subsection contained the research finding. It can be seen from the explanation below:

Item # 1 "I never feel quite sure of myself while I am speaking English."

Item # 3 "I tremble when knowing that I am going to be called on to speak English."

Item # 4 was omitted because it was a learning process-related redes and Martínez-Sánchez, 2000-2001) and teacher-related anxiety (Tóth, 2008), which does not tap speaking anxiety in particular.

Item # 7 "I keep thinking that other students are better at speaking English than I."

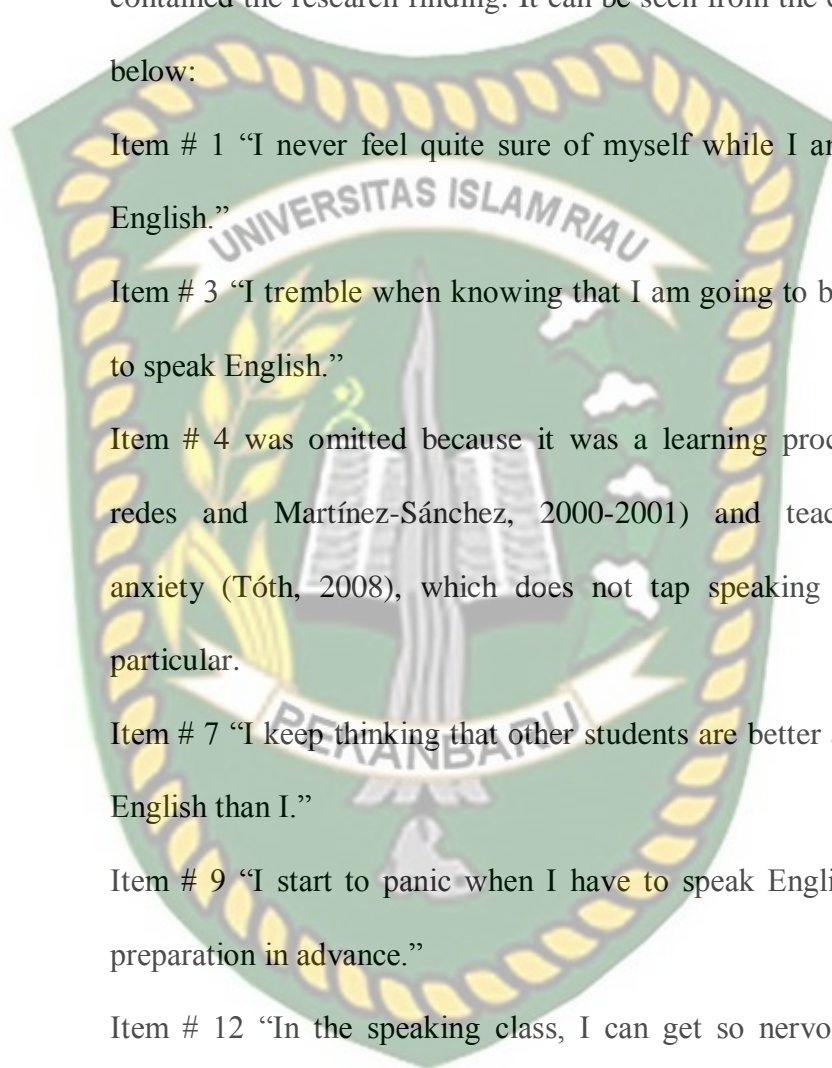
Item # 9 "I start to panic when I have to speak English without preparation in advance."

Item # 12 "In the speaking class, I can get so nervous I forget things I know."

Item # 13 "It embarrasses me to volunteer to go out first to speak English."

Item # 16 "Even if I am well prepared, I feel anxious about speaking English."

Item # 18 "I feel confident while I am speaking English."



Item # 20 “I can feel my heart pounding when I am going to be called on to speak English.”

Item # 21 “The more speaking tests I have, the more confused I get.”

Item # 23 “I always feel that the other students speak English better than I do.”

Item # 24 “I feel very self-conscious while speaking English in front of other students.”

Item # 27 “I get nervous and confused when I am speaking English.”

Item # 29 was omitted because it is related to students’ fear of not understanding their teacher (Pérez-Paredes and Martínez-Sánchez, 2000-2001), which was called receiver anxiety (Tóth, 2008).

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Item # 33 “I get nervous when the language teacher asks me to speak English which I have prepared in advance.”

2. Item Selection and Consideration with Minor Changes in Wordings of the Personal Report of Communication of Apprehension-2.

Selected items # (19, 20, 21, and 23) were entered into the PRCA-24 study using factor analysis by (Kearney, Beatty, Plax, and McCroskey, 1984). As indicated by the results, the dimensions of the situation speak in public referred to as "Stage Fright" in PRCA-24 consisting of item # 19,20,21,23. These items are used to

measure related feelings such as giving a speech and a presentation and most importantly they cause anxiety in public related to "Stage Fright". Therefore, they are adopted with a small change in the appropriate words. For detail information, the following subsection contained the research finding. It can be seen from the explanation below:

Item # 19 "I have no fear of speaking English."

Item # 20 "Certain parts of my body feel very tense and rigid while speaking English."

Item # 21 "I feel relaxed while speaking English."

Item # 23 "I face the prospect of speaking English with confidence."

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For detail information, the following subsection contained the research finding. It can be seen from the explanation below:

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Item # 33 "I feel anxious while waiting to speak English."

4. Item Selection and Consideration with Minor Changes in Wordings of the Speaker Anxiety.

The items included in the PSCAS are items # 5, 7, 9, 11, 20, and 22. These items are related to the anxiety of speaking in the classroom, especially in class speaking in public, thus they are included with a little changes in words as follows:

Item # 5 “I look forward to expressing my ideas in English.”

Item # 7 “I enjoy the experience of speaking English.”

Item # 9 “I want to speak less because I feel shy while speaking English.”

Item # 11 “I dislike using my voice and body expressively while speaking English.”

Item # 20 “I have trouble to coordinate my movements while speaking English.”

Item # 22 “I find it hard to look the audience in the eye while speaking English.

4.1.2 The Questionnaire of a Study on Anxiety in English Presentation.

Questionnaire of PSCAS (Public Speaking Class Anxiety Scale) proposed by (Yaikhong, 2012), to measure anxiety in EFL public class. Items were adopted from previous scales: FLCAS (Foreign Language Classroom Anxiety Scale) by (Horwitz et al., 1986).

The data of students’ responses to the questionnaire was presented as follows table below:

Table 4.1

Score of Students' Responses to the Questionnaire

No.	Statements adopted with minor adaptation in wordings	Opinion				
		5) Strongly Agree	(4) Agree	(3) Moderate	(4) Disagree	(1) Strongly Disagree
1	I never feel quite sure of myself while I am speaking English.	1	7	10	9	2
2	I tremble when knowing that I am going to be called on to speak English.	5	6	13	4	1
3	I start to panic when I have to speak English without a preparation in advance.	6	12	6	4	1
4	In a speaking class, I can get so nervous I forget things I know	5	11	10	2	1
5	I feel confident while I am speaking English.	3	8	14	3	1
	I feel very self-					

6	conscious while speaking English in front of other students.	4	12	9	4	0
7	I get nervous and confused when I am speaking English.	3	7	13	6	0
8	I am afraid that other students will laugh at me while I am speaking English.	3	9	8	7	2
9	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.	4	7	8	8	2
10	I have no fear of speaking English.	3	7	17	2	0
11	I can feel my heart pounding when I am going to be called on.	4	12	10	3	0
12	I feel relaxed while speaking English.	3	8	14	4	0

13	It embarrasses me to volunteer to go out first to speak English.	3	12	10	3	1
14	I face the prospect of speaking English with confidence.	3	12	11	2	1
15	I enjoy the experience of speaking English.	14	10	5	0	0
16	The more speaking tests I have, the more confused I get.	3	6	14	6	0
17	Certain parts of my body feel very tense and rigid while speaking English.	4	6	15	4	0
18	I feel anxious while waiting to speak English.	2	6	19	1	1
19	I want to speak less because I feel shy while speaking English.	4	6	5	13	1
20	I dislike using my voice and body expressively while speaking English.	2	1	9	15	2
21	I have trouble to coordinate my	2	5	12	10	

	movements while speaking English.					0
22	I find it hard to look the audience in my eyes while speaking English.	3	6	6	10	4
23	Even if I am very well-prepared I feel anxious about speaking English.	0	8	9	10	2
24	I keep thinking that other students are better at speaking English than I.	6	13	3	7	0
25	I always feel that the other students speak English better than I do.	5	12	5	7	0

Based on the data above, it shows the result of score of students' responses to the questionnaire.

For more detail information, the researcher explained the students responses of questionnaire.

Table 4.2

DT

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	5	20.0	20.0	20.0
3.00	13	52.0	52.0	72.0
Valid 4.00	5	20.0	20.0	92.0
5.00	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Based on the table 4.2, it shows that point 3 has highest scores with percentage 52% and point 5 has lower scores with percentage 8%. It means that DT feels moderate when speaking anxiety in English presentation.

Table 4.3

DKA

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	1	4.0	4.0	4.0
3.00	7	28.0	28.0	32.0
Valid 4.00	14	56.0	56.0	88.0
5.00	3	12.0	12.0	100.0
Total	25	100.0	100.0	

Based on the table 4.3, it shows that point 4 has highest scores with percentage 56% and point 2 has lower scores with percentage 4%. It means that DKA feels agree when speaking anxiety in English presentation

Based on the table 4.4, it shows that point 5 has highest scores with percentage 60% and point 1 has lower score with percentage 4%. It means that VLS feels strongly agree when speaking anxiety in English presentation.

Table 4.5

WPR

Table 4.4

VLS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	4.0	4.0
	2.00	2	8.0	12.0
	3.00	4	16.0	28.0
	4.00	3	12.0	40.0
	5.00	15	60.0	100.0
	Total	25	100.0	100.0
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	8.0	8.0
	2.00	11	44.0	52.0
	3.00	10	40.0	92.0
	4.00	2	8.0	100.0
	Total	25	100.0	100.0

Based on the table 4.5, it shows that point 2 has highest scores with percentage 44% and point 1 and 4 has lower scores with percentage 8%. It means that WPR feels disagree and a when speaking anxiety in English presentation.

Table 4.6

SF

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00	1	4.0	4.0	4.0
3.00	14	56.0	56.0	60.0
4.00	10	40.0	40.0	100.0
Total	25	100.0	100.0	

Based on the table 4.6, it shows that point 3 has highest scores with percentage 56% and point 1 has lower score with percentage 4%. It means that SF feels moderate when speaking anxiety in English presentation.

Table 4.7

AA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00	5	20.0	20.0	20.0
3.00	8	32.0	32.0	52.0
4.00	11	44.0	44.0	96.0
5.00	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Based on the table 4.7, it shows that point 4 has highest scores with percentage 44% and point 5 has lower scores with percentage 4%. It means that AA feels agree when speaking anxiety in English presentation.

Table 4.8

AU

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	6	24.0	24.0	24.0
3.00	7	28.0	28.0	52.0
Valid 4.00	10	40.0	40.0	92.0
5.00	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Based on the table 4.8, it shows that point 4 has highest scores with percentage 40% and point 5 has lower scores with percentage 8%. It means that AU feels agree when speaking anxiety in English presentation.

Table 4.9

DFH

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	2	8.0	8.0	8.0
3.00	10	40.0	40.0	48.0
Valid 4.00	11	44.0	44.0	92.0
5.00	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Based on the table 4.9, it show that point 4 has highest scores with percentage 44% and points 2 and 5 has lower score with percentage 8%. It means that DFH feels agree when speaking anxiety in English presentation.

Table 4.10

DPR

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	3	12.0	12.0	12.0
2.00	8	32.0	32.0	44.0
Valid 3.00	7	28.0	28.0	72.0
4.00	7	28.0	28.0	100.0
Total	25	100.0	100.0	

Based on the table 4.10, it shows that point 2 has highest scores with percentage 32% and point 1 has lower score with percentage 12%. It means that DPR feels disagree when speaking anxiety in English presentation.

Table 4.11

YI

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	16	64.0	64.0	64.0
Valid 3.00	3	12.0	12.0	76.0
4.00	6	24.0	24.0	100.0
Total	25	100.0	100.0	

Based on the table 4.11, it shows that point 2 has highest scores with percentage 64% and point 3 has lower scores with percentage 12%. It means that YI feels disagree when speaking anxiety in English presentation.

Table 4.12

AW

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	2	8.0	8.0	8.0
2.00	4	16.0	16.0	24.0
3.00	4	16.0	16.0	40.0
4.00	5	20.0	20.0	60.0
5.00	10	40.0	40.0	100.0
Total	25	100.0	100.0	

Based on the table 4.12, it shows that point 5 has highest scores with percentage 40% and point 1 has lower score with percentage 8%. It means that AW feels strongly agree when speaking anxiety in English presentation.

Table 4.13

RM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00	7	28.0	28.0	28.0
3.00	11	44.0	44.0	72.0
4.00	7	28.0	28.0	100.0
Total	25	100.0	100.0	

Based on the table 4.13, it shows that point 3 has highest scores with percentage 44% and points 2 and 4 has lower scores with percentage 28%. It means that RM feels moderate when speaking anxiety in English presentation.

Table 4.14

RB

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	5	20.0	20.0
	3.00	10	40.0	60.0
	4.00	10	40.0	100.0
Total	25	100.0	100.0	

Based on the table 4.14, it shows that points 3 and 4 has highest scores with percentage 40% and point 2 has lower scores with percentage 20%. It means that RB feels almost agree when speaking anxiety in English presentation.

Table 4.15

TW

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	6	24.0	24.0
	3.00	8	32.0	56.0
	4.00	11	44.0	100.0
Total	25	100.0	100.0	

Based on the table 4.15, it shows that point 4 has highest scores with percentage 44% and point 2 has lower scores with percentage 24%. It means that TW feels agree when speaking anxiety in English presentation.

Table 4.16

ASW

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	8	32.0	32.0
	3.00	8	32.0	64.0
	4.00	9	36.0	100.0
	Total	25	100.0	100.0

Based on the table 4.16, it shows that points 4 has highest scores with percentage 36% and points 2 and 3 has lower scores with percentage 32%. It means that ASW feels almost moderate when speaking anxiety in English presentation.

Table 4.17

TH

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	16.0	16.0
	3.00	11	44.0	60.0
	4.00	10	40.0	100.0
	Total	25	100.0	100.0

Based on the table 4.17, it shows that point 3 has highest scores with percentage 44 % and point 2 has lower scores with percentage 16%. It means that TH feels moderate when speaking anxiety in English presentation.

Table 4.18

DSS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	3	12.0	12.0	12.0
2.00	4	16.0	16.0	28.0
3.00	10	40.0	40.0	68.0
4.00	6	24.0	24.0	92.0
5.00	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Based on the table 4.18, it shows that point 3 has highest scores with percentage 40% and point 5 has lower scores with percentage 8%. It means that DSS feels moderate when speaking in English presentation.

Table 4.19

ALS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00	1	4.0	4.0	4.0
4.00	15	60.0	60.0	64.0
5.00	9	36.0	36.0	100.0
Total	25	100.0	100.0	

Based on the table 4.19, it shows that point 4 has highest scores with percentage 60% and point 2 has lower scores with percentage 4%. It means that ALS feels agree when speaking anxiety in English presentation.

Table 4.20

WSU

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	1	4.0	4.0	4.0
2.00	5	20.0	20.0	24.0
3.00	10	40.0	40.0	64.0
4.00	6	24.0	24.0	88.0
5.00	3	12.0	12.0	100.0
Total	25	100.0	100.0	

Based on the table 4.20, it shows that point 3 has highest scores with percentage 40% and point 1 has lower score with percentage 4%. It means that WSU feels moderate when speaking anxiety in English presentation.

Table 4.21

BSW

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	1	4.0	4.0	4.0
2.00	5	20.0	20.0	24.0
3.00	10	40.0	40.0	64.0
4.00	5	20.0	20.0	84.0
5.00	4	16.0	16.0	100.0
Total	25	100.0	100.0	

Based on the table 4.21, it shows that 4.21 point 3 has highest scores with percentage 40% and point 1 has lower score with percentage 4%. It means that BSW moderate when speaking anxiety in English presentation.

Table 4.22

WS

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	2	8.0	8.0	8.0
3.00	10	40.0	40.0	48.0
Valid 4.00	7	28.0	28.0	76.0
5.00	6	24.0	24.0	100.0
Total	25	100.0	100.0	

Based on the table 4.22, it shows that point 3 has highest scores with percentage 40% and point 2 has lower scores with percentage 8%. It means that WS feels moderate when speaking anxiety in English presentation.

Table 4.23

DHM

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	3	12.0	12.0	12.0
2.00	4	16.0	16.0	28.0
Valid 3.00	4	16.0	16.0	44.0
4.00	7	28.0	28.0	72.0
5.00	7	28.0	28.0	100.0
Total	25	100.0	100.0	

Based on the table 4.23, it shows that points 4 and 5 has highest score with percentage 28% and point 1 has lower score with percentage 12%. It means that DHM feels almost strongly agree when speaking anxiety in English presentation.

Table 4.24

RS

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	1	4.0	4.0	4.0
3.00	9	36.0	36.0	40.0
Valid 4.00	11	44.0	44.0	84.0
5.00	4	16.0	16.0	100.0
Total	25	100.0	100.0	

Based on the table 4.24, it shows that point 4 has highest scores with percentage 44% and point 2 has lower scores with percentage 4%. It means that RS feels agree when speaking anxiety in English presentation.

Table 4.25

AN

	Frequency	Percent	Valid Percent	Cumulative Percent
3.00	14	56.0	56.0	56.0
Valid 4.00	10	40.0	40.0	96.0
5.00	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Based on the tale 4.25, it shows that point 3 has highest scores with percentage 56% and point 5 has lower scores with percentage 4%. It means that AN feels moderate when speaking anxiety in English presentation.

Table 4.26

ZY

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	6	24.0	24.0	24.0
3.00	2	8.0	8.0	32.0
Valid 4.00	1	4.0	4.0	36.0
5.00	16	64.0	64.0	100.0
Total	25	100.0	100.0	

Based on the table 4.26, it shows that point 5 has highest scores with percentage 64% and point 4 has lower scores with percentage 4%. It means that ZY feels strongly agree when speaking anxiety in English presentation.

Table 4.27

SA

	Frequency	Percent	Valid Percent	Cumulative Percent
3.00	17	68.0	68.0	68.0
Valid 4.00	7	28.0	28.0	96.0
5.00	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Based on the table 4.27, it shows that point 3 has highest scores with percentage 68% and point 5 has lower scores with percentage 4%. It means that SA feels moderate when speaking anxiety in English presentation.

Table 4.28

RW				
	Frequency	Percent	Valid Percent	Cumulative Percent
	2.00	7	28.0	28.0
	3.00	12	48.0	76.0
Valid	4.00	3	12.0	88.0
	5.00	3	12.0	100.0
Total		25	100.0	100.0

Based on the table 4.28, it shows that point 3 has highest scores with percentage 48% and points 4 and 5 has lower scores with percentage 12%. It means that RW feels almost strongly agree when speaking anxiety in English presentation.

Table 4.29

SRD				
	Frequency	Percent	Valid Percent	Cumulative Percent
	2.00	9	36.0	36.0
	3.00	11	44.0	80.0
Valid	4.00	5	20.0	100.0
Total		25	100.0	100.0

Based on the table 4.29, it shows that point 3 has highest scores with percentage 44% and point 4 has lower scores with percentage 20%. It means that SRD feels moderate when speaking anxiety in English presentation.

Table 4.30**DYS**

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	6	24.0	24.0	24.0
2.00	9	36.0	36.0	60.0
3.00	4	16.0	16.0	76.0
4.00	4	16.0	16.0	92.0
5.00	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Based on the table 4.30, it shows that point 2 has highest scores with percentage 36% and point 5 has lower scores with percentage 8%. It means that DYS feels disagree when speaking anxiety in English presentation.

From the questionnaire, there were 25 questions related to the four construct; foreign language classroom anxiety (item 1,2,3,4,5,6,7,8,9,11,13,16,23,24,25), communication of apprehension (item 10,12,14,17), public speaking anxiety (item 18), speaker anxiety (item 15,19,20,21,22).

Table 4.31**The Result of Students' Response to The Questionnaire**

No	Anxiety Related Questions	Total
1	Foreign language classroom anxiety	435
2	Communication of apprehension	116
3	Public speaking anxiety	29
4	Speaker anxiety	145
Total		725

Based on the table above, it shows that score of foreign language classroom anxiety got 435 consist of 15 items of questionnaire (15 multiplied 29 participants), score of communication of apprehension got 116 consist of 4 items of questionnaire (4 multiplied 29 participants), score of public speaking anxiety got 29 consist of 1 item of questionnaire (1 multiplied 29 participants) and score of speaker anxiety got 145 consist of 5 items of questionnaire (5 multiplied 29 participants) so, total score of all indicator got 725.

Table 4.32
The Result of Score Response of Questionnaire Based on Category

Category	Score	N
High anxiety	> 100	3
Medium anxiety	75-100	21
Low anxiety	< 75	5
TOTAL		29

Note : N = participant

Based on the table 4.33, it shows that the result score response of questionnaire. There were three categories of anxiety; high, medium and low, score of high anxiety is > 100, score of medium anxiety is 100-75, and score of low anxiety is < 75. This result was obtained from a PSCAS comprised 25 items, each of was answered on a five-point Likert scale, ranging from 5 “Strongly Agree” to 1 “Strongly Disagree”. Thus, the total multiplied scores of a PSCAS were 125 and then subtracted by 25; scores

higher than 100 were categorized as high anxiety, between 100-75 as medium anxiety, and lower than 75 as low anxiety.

Further discussion, this research found, some facts related nervousness impact in the classroom which can be seen in the following.

4.13 Responses When Nervous Occurs

A. Self-Controlled

Self-controlled is the ability to managed one's emotions, thoughts, and behavior to achieved certain goal. 7 from 29 sample of this this research feel cannot controlled themselves when the situation nervous. Some of them avoiding feel nervous such as laugh, still concentrate, enjoy and pray to Allah.

B. Nervous-Controlled

Nervous-controlled is the ability to managed level of nervous that is in themselves. 8 from 29 sample of this research feel nervous. Anxiety within themselves is different such as pounding heart, panic, tremble, stomach ache, take a breath, sweating and fear.

4.1.4 Learning Impact

There are 2 learning impact of being nervous in the research.

A. No impact

Five from 29 sample of this research absolutely no had learning impact when nervous. Responses of them can be seen when they laugh, just silent, expect someone to answer and see friends' eye. This is based on their responses during interview.

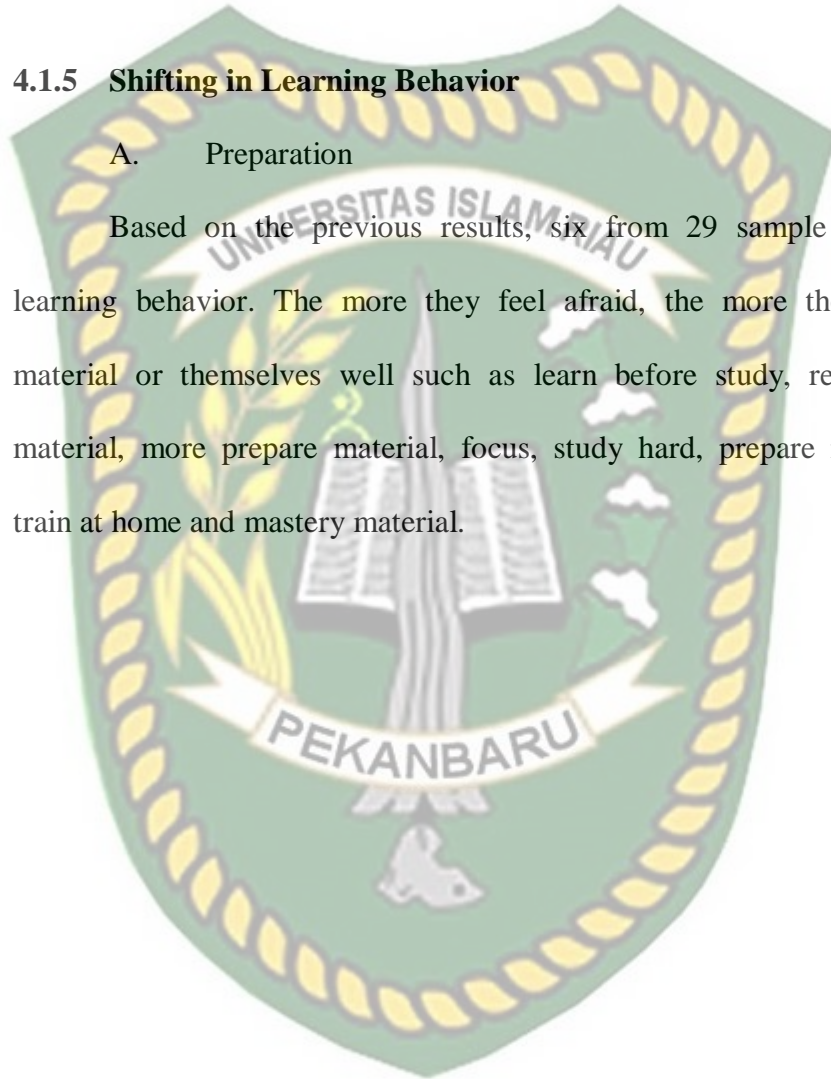
B. Distracted Focus

Five from 29 sample of this research feel distracted focus when nervous, some of impact that arise such as pretend to read a book, looking friends' eye, looking right and left, bowed their head and busy with themselves.

4.1.5 Shifting in Learning Behavior

A. Preparation

Based on the previous results, six from 29 sample shifted in learning behavior. The more they feel afraid, the more they prepare material or themselves well such as learn before study, repeated the material, more prepare material, focus, study hard, prepare material to train at home and mastery material.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusions

This study focuses on the seventh semester students on English program at FKIP UIR. This study show that there are three levels of anxiety which is low anxiety, medium anxiety and high anxiety. The experiences of students provide as long as presentation performance in front of class the students have anxiety in foreign language.

However, when students are more feel anxious they it had positive impact in learning such as more preparation material, and they study harder. This situation can appear depends on who teach. If those who teach have the usual nature, the anxiety of students is at the standard level and they assume they may lay back while studying. But if those who teach have the firm and wise nature of their anxiety can increase because they will be afraid if the lecturer asks so they will study harder if the lecturer is firm.

This study is also aimed to find out to what extent anxiety of students. Based on the data got from questionnaire and interview, some conclusion can be drawn. First, according to questionnaire of English program of seventh semester students at FKIP UIR were mostly categorized medium anxiety consist of 21 participants from 29 participants. After that, based on the interview mostly of students feel anxious when presenting performance in front of the class.

5.2 Suggestions

In the learning process exactly in the presentation performance students often feel nervous when they will speak to present their assignments in front. English as a foreign language makes them feel afraid of making mistakes and finally makes students anxious.

From the finding that present in chapter four, there are some suggestions;

1. For teacher

The teacher in Islamic University of Riau, English Department, it is important to introduce them that anxiety in English class occurs. As the future teachers, they could be aware of their students' anxiety that could affect their presentation performance in learning English and make improvement in their teaching strategies. The more students feel anxious it has positive impact in their learning, they will encourage themselves to be diligent in learning.

2. For future research

Anxiety is not only felt in speaking skill but also in other skills like reading, listening or writing. The researcher hopes that next researchers can investigate the students' anxiety in other skills.

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