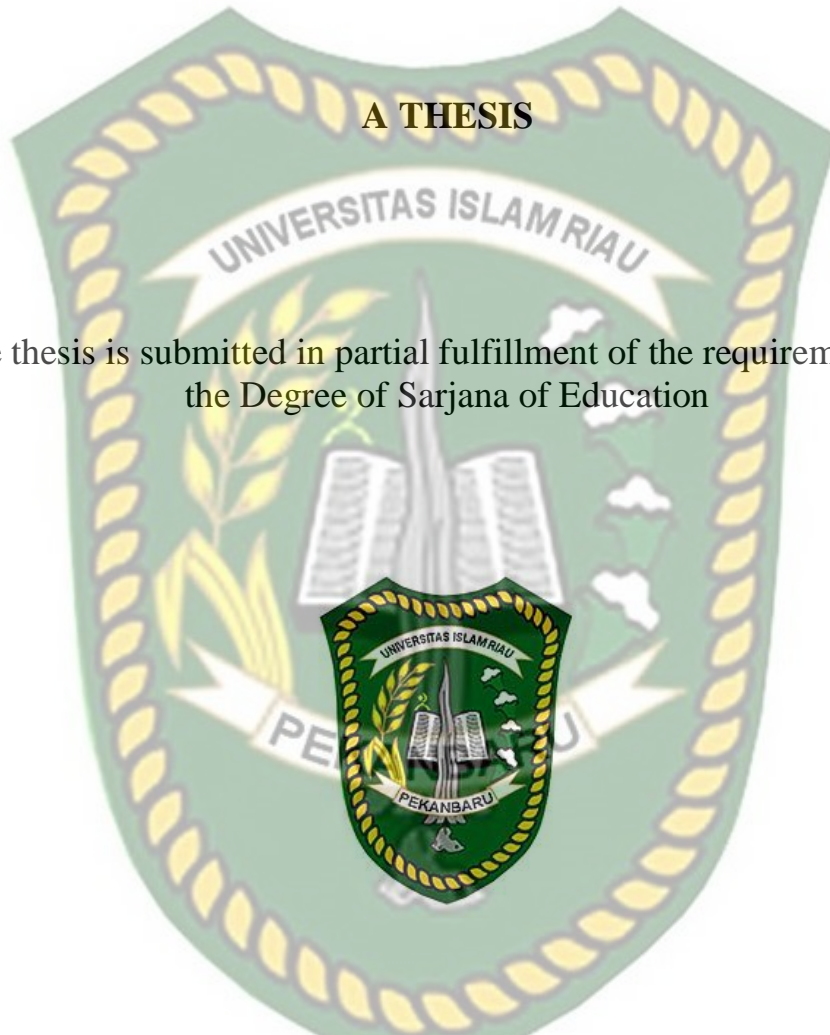


**AN ANALYSIS OF THE THIRD SEMESTER STUDENTS'  
ANXIETY IN SPEAKING AT ENGLISH LANGUAGE EDUCATION  
PROGRAM OF FKIP UNIVERSITAS ISLAM RIAU**

**A THESIS**

The thesis is submitted in partial fulfillment of the requirements for  
the Degree of Sarjana of Education



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## ABSTRACT

Deki Winaldi, 2018. "AN ANALYSIS THE THIRD SEMESTER STUDENTS' ANXIETY IN SPEAKING AT ENGLISH LANGUAGE EDUCATION OF FKIP UNIVERSITAS ISLAM RIAU".

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*Speaking is one of the important and essential skills that need a lot of practice to communicate. By speaking people are able to know the kind of situation happens in the world. People who had ability in speaking will receive the information better. The research is to find out what factors that cause students' anxiety in speaking English of the second semester students at English Study Program of FKIP Universitas Islam Riau.*

*The design of the research was Descriptive Qualitative Research method by involving 21 students from third semester students English Language Education Program. The students were filled questionnaire as much 6 indicators every indicator had 4 statements and the total of statements is 24 statements. Same like questionnaire, the interview had 5 indicators and all statements in 5 indicators as much 9 questions.*

*The finding of this research in students speaking anxiety based on six indicators in questionnaires it showed the students got problem in speaking anxiety especially in indicator five (42,85%) is classroom procedures. Based on interview the students state that some kind factors make the students get problem in speaking English such as; Grammatical, Pronunciation, worried make mistake in speaking English. Based on statement above, the researcher concluded that the students in the third semester students English language education stayed get problem in speaking anxiety.*

**Key Words : Anxiety, Speaking**



Dokumen ini adalah Arsip Miik :

**Perpustakaan Universitas Islam Riau**

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This paper is intended to fulfil one of the requirements for the Sarjana degree in English Language Education at Faculty of Teacher Training and Education, Universitas Islam Riau. The researcher puts the high appreciation of correction, revision, suggestion, and realizes thatthe accomplishment of this thesis has been contributed by many people whom I would like to express my deepest appreciation which were continually given by the following individuals:

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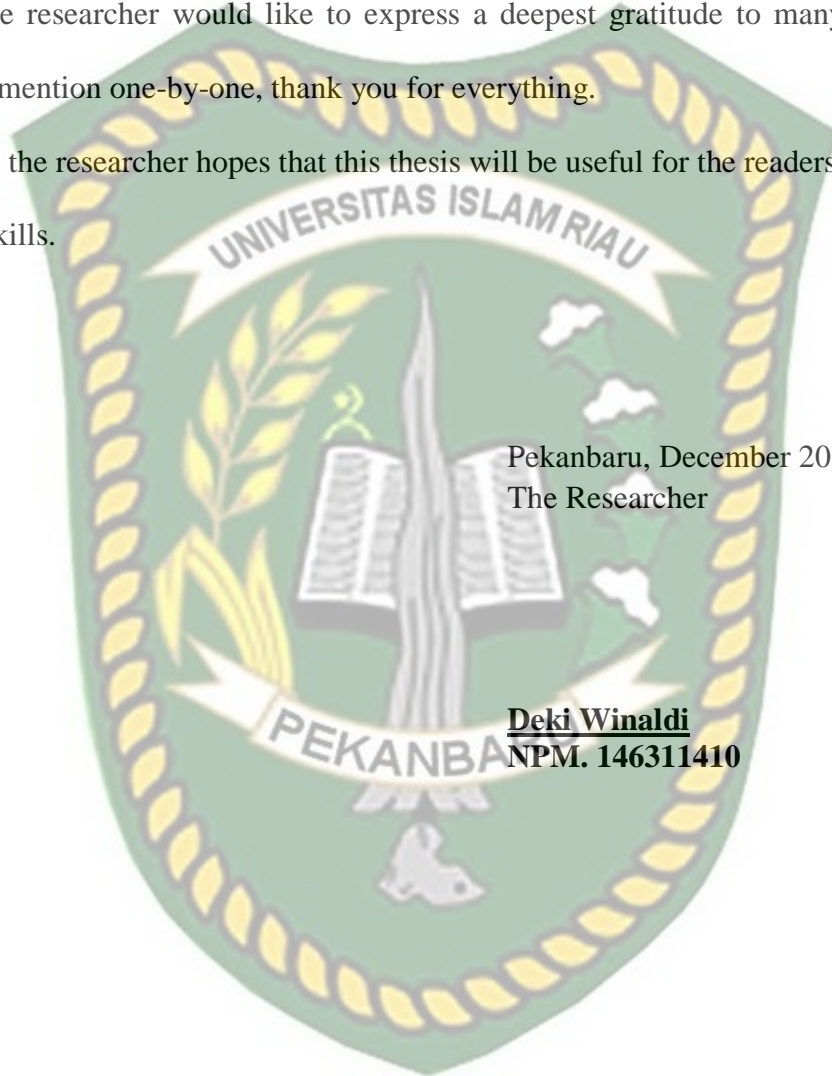
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Finally, the researcher hopes that this thesis will be useful for the readers in improving their English skills.

Pekanbaru, December 2018  
The Researcher

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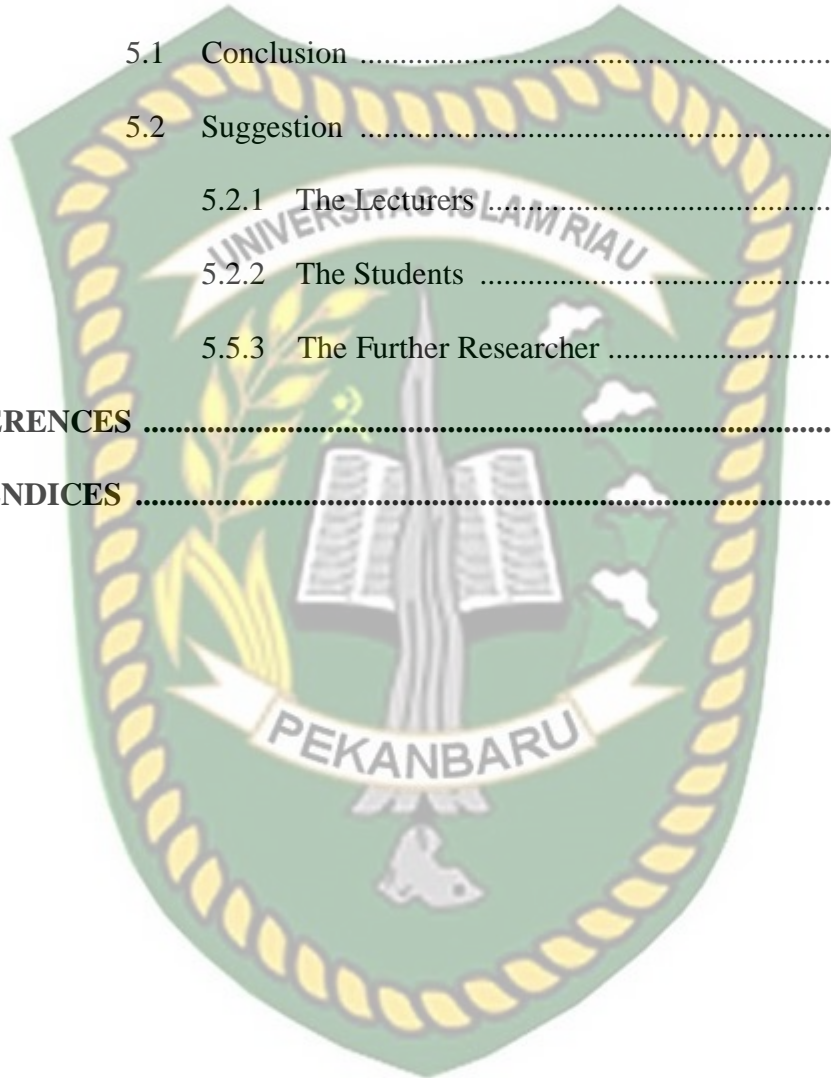
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# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Problem

There are four skills of English language learning that divided into two; receptive and productive skills. Receptive skills are listening and reading, and productive skills are speaking and writing. Speaking cannot be separated from other elements in English teaching - learning process, because speaking influences the ability of students in studying English language. In addition, by mastering speaking skill people can carry out conversation with others, give their ideas, and exchange the information with the other people. In this case, everyone should be able to speak English to face the global era because the English language has become an international language.

Speaking is one of the important and essential skills that need a lot of practice to communicate. By speaking people are able to know the kind of situation happens in the world. People who have ability in speaking will receive the information better. Therefore student of English must be able to speak English well because people identify the English mastery with their English speaking. Speaking skill is emphasized to make them speak the components of speaking, such as grammar, vocabulary, pronunciation, fluency, and comprehension.

The students need to be brave when they intend to express their idea or their purpose to ask something that they do not understand yet in front of the other students with English because if the students have good ability in grammar and vocabulary, it will be useless because they do not interest to speak by using English. By all means, they have a high anxiety to speak in English in front of many people or even just with their friend. They are too afraid to speak English because of their commit mistake in grammar or pronunciation while they are speaking, the other students will laugh and mock to that student and their

anxiety will be higher than before. Based on interview or observation found a significant problem that is reason why the student's anxiety to speak English: first, the students feel afraid because limited vocabulary, of less understanding of grammar and pronunciation. The second, students were afraid out because they were not used to speaking publicly.

Anxiety has a big impact to second language development. It means that if the students have low anxiety, they will be more success in acquiring English. The factors which can increase to speak incorrectly and cause an acute sense of anxiety are the lack of vocabularies, improper grammar, and fears of mistakes. The very limited chance to practice can be the cause of being not confidence, shyness, and silence that impede a natural communication. If they expect that they are going to be failed in acquiring English, they will not be able to speak English well.

It is believed that the anxiety towards foreign language can be very debilitating for the students. In language learning context, anxiety is conceptualized as specific anxiety responses toward language learning situation (Horwitz & Cope, 1986). Anxiety interferes with behavior instrumental to language learning, and more intense in people who are having high level of language anxiety (Kondo & Ling-Ying, 2006).

The researcher conclude that speaking skill is one of skill that hard to be master by students, because some factors and some obstacles that face in learning process. The students' anxiety in speaking English was one of the factors that cause their problem in speaking English. They become passive in the class when teaching and learning process. Based on the explanations above the researcher is interested in conducting research entitle: **“AN ANALYSIS THE THIRD SEMESTER STUDENTS' ANXIETY IN SPEAKING AT ENGLISH LANGUAGE EDUCATION OF FKIP UNIVERSITAS ISLAM RIAU”**.

## **1.2. Identification of the Problem**

Based on the background of the problems and phenomena that have been presented, the third semester students at the English Language Education Program are learning about speaking. This subject is provided for the students in order to improve their speaking anxiety understanding.

There are some problems faced by students in speaking skill. First, every student has different psychological condition, any student can speak confidently in front of the class, and there are also students who cannot speak because they are shy and nervous.

Second, the students seem afraid to speak English because if they commit mistakes in grammar or pronunciation while they are speaking, the others students will laugh and mock to that student and their anxiety will be higher than before.

Third, the students' anxiety in speaking English is one of the factors that cause their problem in speaking English. They become passive in the class when the teaching and learning process were on going.

Fourth, the students look like too worried to speak what they are purposed to say in English. The students feel that they would always make mistakes when they were saying something with English.

Fifth, even students are not inhibited, the researcher often hear learners complain that student cannot think of anything to say student have no motive to express themselves beyond the guilty feeling that student should be speaking.

Sixth, only one participant can talk at a time if he or she is to be heard and in large group this means each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

Last, it is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.



### 1.3 Focus of the Problem

The researcher focuses of this research is about students' anxiety in speaking English. To make this research deeper, the problem limited on analyzing the causes of the third semester students' anxiety in speaking English Study Program of FKIP at Universitas Islam Riau.

### 1.4 Research Question

Based on the background presented, the researcher plans to make research that formulation is "What factors that cause students' anxiety in speaking English?"

### 1.5. Objective of the Research

The objective of this research is to find out what factors that causes students' anxiety in speaking English of the third semester students at English Study Program of FKIP Universitas Islam Riau.

### 1.6. Significance of the Research

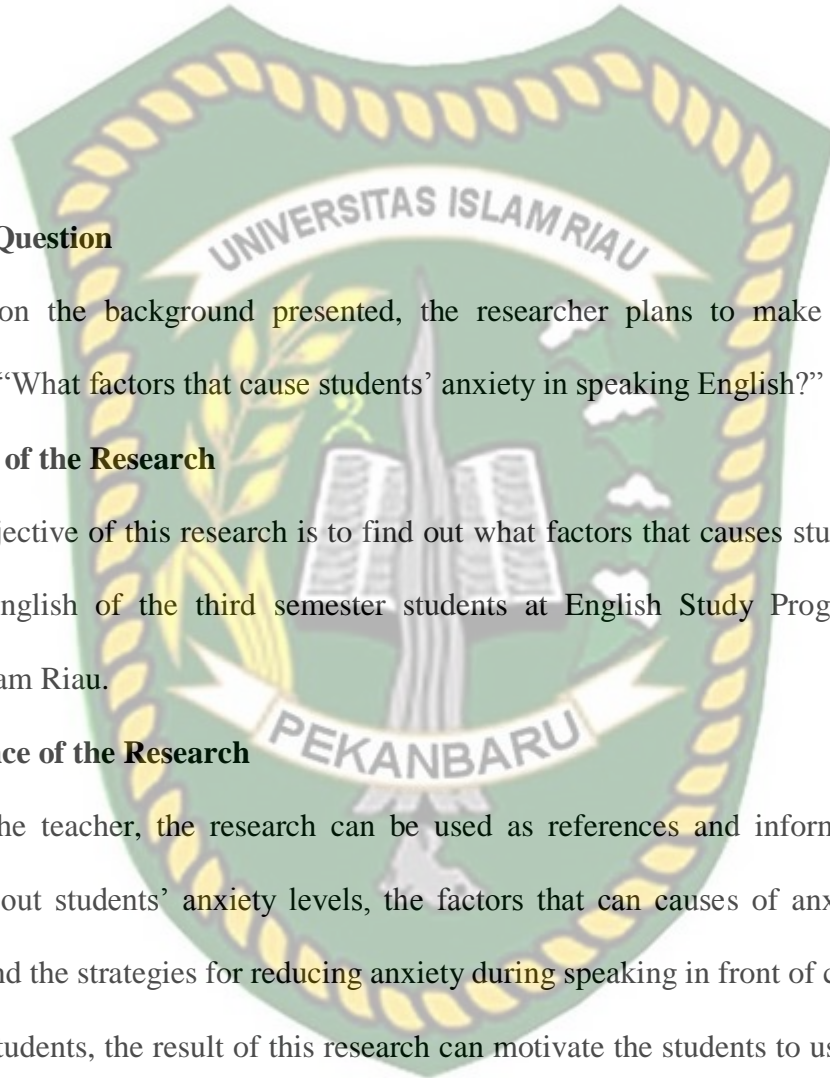
1.6.1 For the teacher, the research can be used as references and information for the teacher about students' anxiety levels, the factors that can causes of anxiety and help them to find the strategies for reducing anxiety during speaking in front of class.

1.6.2 For students, the result of this research can motivate the students to use the strategy to reduce their anxiety in speaking during English classroom.

1.6.3 For the researcher, can develop the writer knowledge about students' anxiety in speaking during learning English as foreign language.

### 1.7. Definition of the Key Terms

1.7.1 Analysis : a detailed examination of anything complex in order to understand its nature or to determine its essential features (Merriam-Webster)





1.7.2 Speaking : anxious triggering activity that makes students anxious when they are in classroom, many learners, are highly anxious because of participating is speaking activities (Keramida, 2009).

1.7.3 Anxiety : Ellis, (2011:401) states that anxiety is feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the concept of speaking, components of speaking, types of classroom speaking performance, concept of anxiety, foreign language anxiety, aspects of language anxiety, and effects of anxiety in speaking.

#### 2.1 Relevance Theories

##### 2.1.1 Concept of Speaking

Speaking plays an important role in communication, especially in oral communication because human being needs to conduct their life in order to build some relationship with others. Johnson and Morrow (1981: 70) say that speaking which is popular with term of oral communication is an activity between two or more people in which listeners and speakers have to react to what they hear and make their contributions to convey or receive the meaning. In accordance with the definition, speaking or oral communication will happen if there is interaction between two or more people. It is required to express what the speakers purpose to say as affectively as possible in order to convey the message for the hearers but if someone intends to say something, they should be aware to construct the meaning in order to get an understanding from the listener and to avoid misunderstanding between the speaker and the listener.

Moreover, Matthew (1994: 45) says “speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message”. It can be said that, when the students talk about their ideas or opinion, there is an interaction between the speaker and the listener to clarify the information intended. In other words, the speaker has to be able to convey the ideas clearly in process of speaking, as the result, the listener can receive and understand what the speaker means.

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener can receive, process, and response the messages.

Rivers (1978: 162) says through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's ideas, speaker must also attend the aspect of speaking, in order that the message is understandable to the listener.

In summary, speaking is language skills consisting of two-way-system of communication: where only one person speaks and the others only listen.

### **2.1.2 Components of Speaking Skills**

Speaking is not only means of how we speak fluently and correctly to be understood by others but it also has component that explain the way we produce the utterances or sentences meaningfully and accurately to be understood by others. According to Haris (1974: 75), there are five components to measure students' speaking ability as follows:

1. Fluency

Fluency of speaking foreign language can be increased by students by keeping practicing the language itself because practice makes perfect. There are some advantages of having good fluency, according to Swain and Lapkin (as cited by Troike, 2010, p. 75), to help the language learner cope with the conversation. The first is enhancing fluency by furthering development of automaticity through practice. The second is noticing gaps in their own knowledge as they are forced to move from semantic to syntactic processing, which may lead learners to give more attention to relevant information. The next is testing hypotheses based



on developing inter-language, allowing for monitoring and revision. The last is talking about language, including eliciting relevant input and (collaboratively) solving problems. On the other hand, Vásquez, Angela & Smith (2010, p. 136) states that oral language fluency is the ability to communicate in the target language in a broad range of situations in a way that is easily understood. They imply that the context of speaking between a speaker and listener will be easier to understand if they speak fluently and clearly and it avoids misunderstanding. It helps them keep in touch in any situation.

## 2. Pronunciation

Pronunciation is an important aspect for speaking. It deals with how intonation, stressing and volume influence the context of speaking. Luoma (2004, p. 11) states that pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation. It means that if the students want to speak English fluently he must, however, pronouncing the word correctly based on a good pitch, volume, speed, pausing, stressing and intonation.

In learning English, using pronunciation must be based on the real example, in this case is teachers. Students 'error in pronunciation is a common thing in learning language so the teachers must be a good example to model and demonstrate with correct language responses in context. Derwing and Munro (as cited by Nation and Newton, 2009, p. 75) stated that having a good pronunciation of the language can help in normal 13 communications, particularly intelligibility.

It means that if someone speak a language in good pronunciation it will help them to communicate clearly and it is easy to get what they intend to express. On the contrary, a bad pronunciation will probably cause chaos and misunderstanding between the speaker and listener in the conversation. Pronunciation that sounds will lead to boredom, less agreeable, less attractive, or at least distract the listener. Pronunciation of the sounds of language is



considered odd and awkward if it is too far from the diversity of the spoken languages. In addition, the speaker should also be able to use the right words and the right to use a foreign language in conversation.

### 3. Vocabulary

Schmitt (2010, p. 4) states that one thing that all of the partners involved in the learning process (students, teachers, materials writers, and researchers) can agree upon is that learning vocabulary is an essential part of mastering a second language. It means that the importance of vocabulary in learning second language is undeniable and has been proven by researches. The more description about vocabulary is written on the next chapter.

### 4. Grammar

Grammar describes language uses. It enables the speaker to use the correct form of sentence as well as a correct context itself. Language learners can study their rule to form correct sentence. Basically, grammar refers to the sentence structure and tenses. Heaton (1991: 5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Besides that, grammar will help the students to speak fluently.

Harmer (as cited by Trendak, 2015, p. 2) states that the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. It implies that when language learners speak in foreign language they must consider that there is grammar or language structure that they have to use to make a description on how language works and about what they say whether it is something happened, happen or will happen. Grammar is an important aspect in learning English. It allows them to substitute different words and meaning and show how the word structure formed and changed.

### 5. Comprehension

Comprehensibility denotes the ability of understanding the speakers' intention (understand what the speaker said) and general meaning (get the point what the speaker said) Heaton (1991: 35). Cohen (2005: 51) argues that to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. From those two experts, it can be said that comprehension refers to the speakers' understanding about what are they saying to the listeners in order to avoid misunderstanding information. If someone can answer other question or statement correctly, it indicates that he or she understands and comprehends well. For example, the teacher gives a questions to the students, such as "*what do you think about the Cinderella story?*", then the students, can answer the question correctly, such as "*in my opinion, Cinderella story is very interesting story and has a good moral value.*" B answers it well, quickly, and correctly. Thus, they comprehend what teacher said appropriately. In other words, they can speak correctly and the audience can understand what they said.

In brief, these components above are important for the students to acquire English communication because it can be used to express ideas, feelings, and emotions to other people. In this research, the researcher will focus on all components of speaking. They are fluency, pronunciation, grammar, vocabulary, and comprehension because the purpose is to convey or extended the information or story that will be told by the students. Hence, the researcher should know their pronunciation, fluency, and comprehension about what they intend to tell to the others.

### 2.1.3 The Definition of Anxiety

When you are faced with something that very important, you feel as a challenge, like doing an exam or giving a public performance, it is normal to experience some physical arousal such as an increase in blood pressure and heart rate. However, if you are overly aroused, you start to feel 'anxious' and your performance can suffer.

Anxiety and panic are a series of mind and body reaction that have experienced by each people around the world especially when they speak in front of others. According to Horwitz (1986:125) explain that anxiety is subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system.

Anxiety can come in many forms. Sometimes anxiety is accompanied by intense panic, dread, of fear in which an individual,ay experience chest pain, shortness of breath, racing heart, dizziness, and discomfort. Anxiety can manifest as unwanted, repetitive thoughts and compulsive behaviors that seem impossible to stop. Sometimes anxiety is specifically tied to a certain situation, like speaking in public. Some people believe that anxiety is an additional inconvenience for students.

#### 2.1.4 The Theories of Anxiety

K.T. Srongman (1995) writes in his academic journal "*Theories of Anxiety*" define that theories of anxiety divided into five categories, namely:

a) Psychological

This theory firstly developed by Freud (1917, 1926), he had two theories of anxiety and he saw that anxiety as an everyday phenomenon and as a way of explaining neuroses. The realistic anxiety that referred by real objects is everyday anxiety; this has often been referred to as fear rather than anxiety. Although, neurotic anxiety as an unconscious conflict within the individuals since the conflict was unconscious, the person was not aware of the reason for his or her anxiety involve in a panic attack.

b) Learning/behavioral

Hans Eysenck develops the theory of anxiety that rest on more fundamental personality theory, this theory depends on two major dimensions, extroversion/introversion and neuroticism. In this context, the neurotic individual is particularly sensitive to anxiety-provoking stimuli, this sensitivity being based on the automatic nervous system. So, from this



perspective, anxiety-proneness is inherited. However, anxiety can also be learned. Traumatic events lead to unconditioned fear, but can then become conditioned resulting in new stimuli producing the original anxiety responses, anxiety is viewed as conditioned fear.

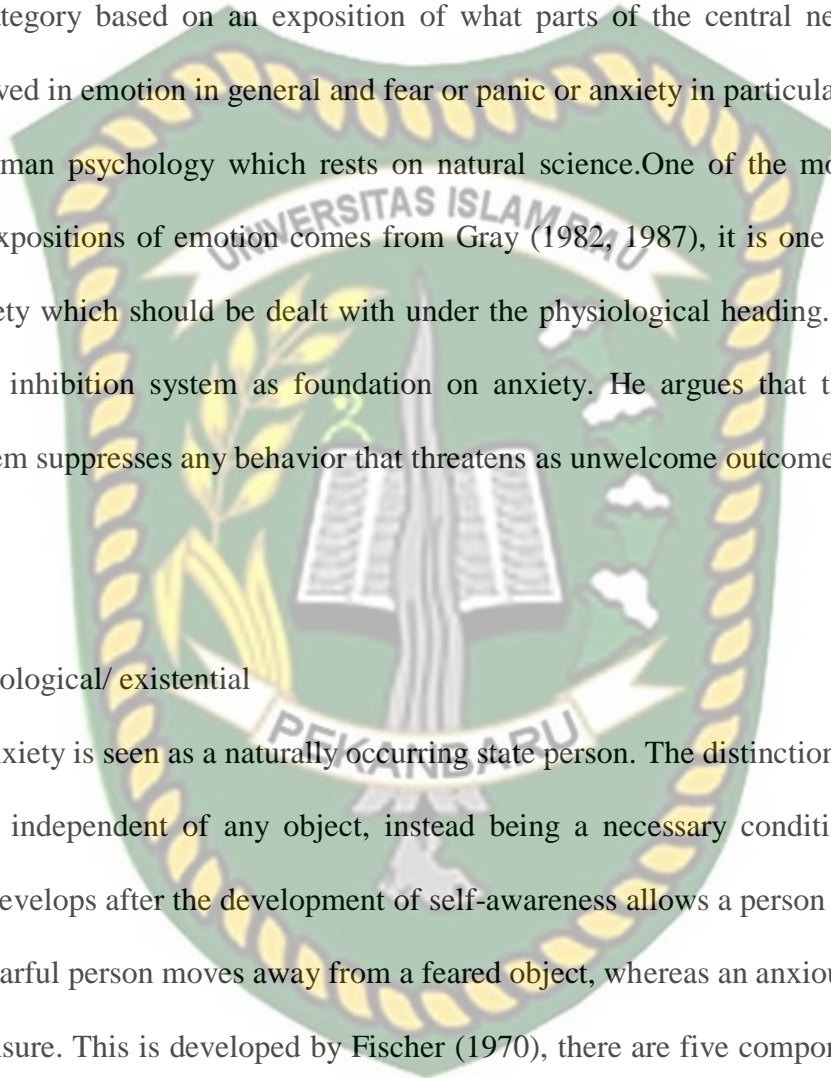
c) Physiological

This category based on an exposition of what parts of the central nervous system might be involved in emotion in general and fear or panic or anxiety in particular. It is rely on a model of human psychology which rests on natural science. One of the most interesting physiological expositions of emotion comes from Gray (1982, 1987), it is one of substantial theory of anxiety which should be dealt with under the physiological heading. Gray regards the behavioral inhibition system as foundation on anxiety. He argues that the behavioral inhibition system suppresses any behavior that threatens as unwelcome outcome.

d) Phenomenological/ existential

Here anxiety is seen as a naturally occurring state person. The distinction between fear and anxiety is independent of any object, instead being a necessary condition of choice. Anxiety only develops after the development of self-awareness allows a person also to form a self-hood. A fearful person moves away from a feared object, whereas an anxious person is in conflict and unsure. This is developed by Fischer (1970), there are five components of terms of anxious experiencing and they are:

- 1) There is an identify, which takes the form of milestones towards a way of living. If any of these milestones are threatened so that they might be lost, then anxiety results.
- 2) There is a world, which consist of a network of relations and involvement for each milestone. If anything in this world seems insurmountable and the world thus becomes threatened, then again anxiety may result.





- 3) There is motivation in which the world and the person's identify are perpetuated.
  - 4) There is an action, which is involved in achieving a milestone and which expresses being.
  - 5) There is ability, which is a lived evaluation of uncertain competence.
- e) Cognitive

This theory follows that high and low anxiety of people will also differ in cognitive appraisal of ambiguity. Moreover, a person might be more susceptible to stress and anxiety in some stress situation than others. Eisenach point out that the evidence about the role of the cognitive system in accounting for differences in susceptibility to stress is unclear but there are differences in cognitive functioning. The important thing of the theory of (trait) anxiety is that it draws attention to the importance of taking into account the cognitive system as well as the physiological and the behavioral, cited in Strongman (1995;4-10).

### **2.1.5 The Types of Anxiety**

Anxiety can be categorized as state and trait anxiety. According to Greenberg (2006:121) trait anxiety "*a general series of anxiety not specific to a particular stimulus*". Another definition gives by Speibelger (1983) cited in ZsuzsaToth, (2010:6) trait anxiety refers to "*relatively stable individual differences in anxiety-proneness*", the differences between people in the tendency perceive stressful situations as dangerous or threatening and to respond to such situations with elevations in the intensity of their state anxiety reactions. Ellis said that the trait anxiety in pattern of responding with anxiety even in nonthreatening situation. Ellis (2011:401).

The second type of anxiety is state anxiety, it is considered as an obstacle and an interruption of individual's emotional equilibrium. Greenberg, (2010:121) suggest that "*state anxiety is either temporary in nature of specific to a particular stimulus*". Ellis (2011:401) state that temporary feeling of anxiety elicited by threatening situation is called by state

anxiety. State anxiety is an unpleasant feeling which can seriously disturb the individual's ability to react positively to any situation and in a certain environment.

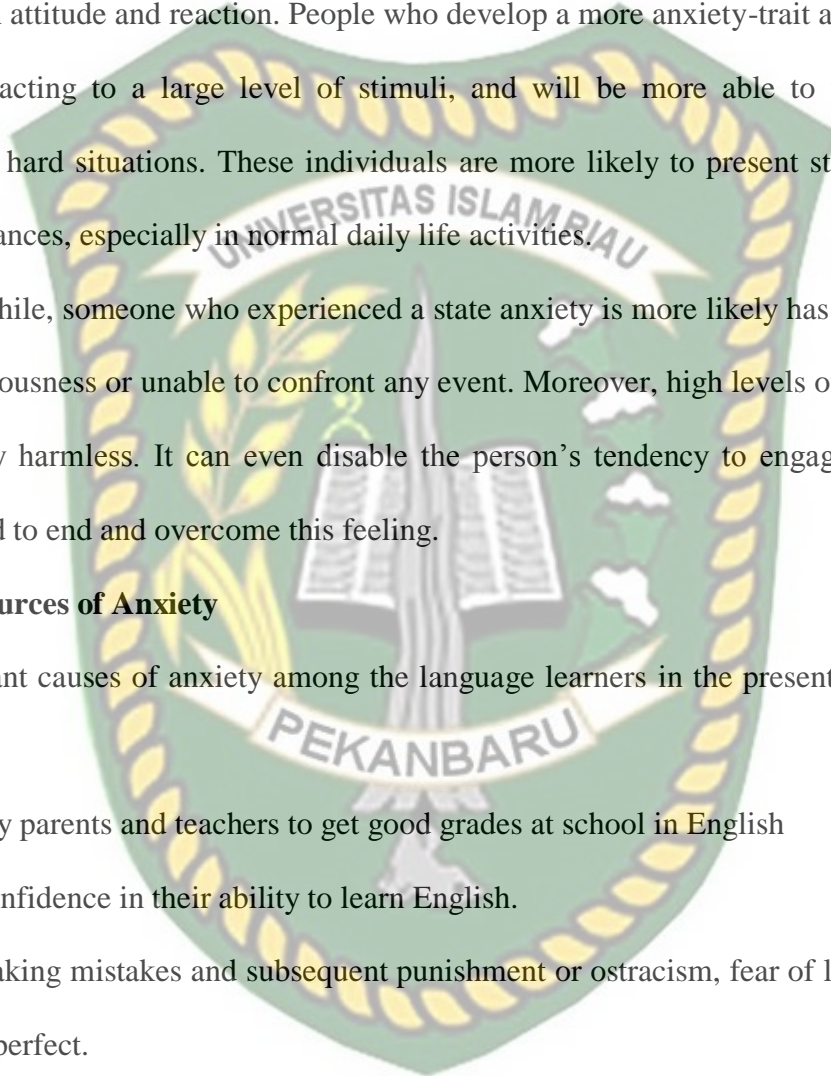
Someone who feels a trait anxiety represent by their ability to understand the nature of certain environmental stimuli and stressful situations as more or less difficult or danger, they tend to have an attitude and reaction. People who develop a more anxiety-trait are much more disposed to reacting to a large level of stimuli, and will be more able to worry in less dangerous and hard situations. These individuals are more likely to present state-anxiety in some circumstances, especially in normal daily life activities.

Meanwhile, someone who experienced a state anxiety is more likely has the feeling of stress and nervousness or unable to confront any event. Moreover, high levels of state anxiety are particularly harmless. It can even disable the person's tendency to engage in adaptive behavior aimed to end and overcome this feeling.

#### **2.1.6 The Sources of Anxiety**

Important causes of anxiety among the language learners in the present study appear to be:

1. Pressure by parents and teachers to get good grades at school in English
2. Lack of confidence in their ability to learn English.
3. Fear of making mistakes and subsequent punishment or ostracism, fear of losing face for not being perfect.
4. Fear of foreigners and their behavior. Because of the importance of English on test for advancement in education and in society, parents and teachers press students to not only attain their potential, but to actually produce results beyond their ability.
5. Learner believe about the language learning.
6. Instructor in language teaching.



7. Conditioning in childhood us to believe that English is an extremely difficult language to learn, (ShuFeng Tseng, 2012:84).

Meanwhile, Kota Ohata (2005) argues that language anxiety can arise from:

1. Personal and interpersonal anxieties

Commonly personal and interpersonal are the most source of anxiety; it was investigated in correlation with other social and psychological construct.

2. Learners beliefs about language learning

Learner beliefs about language learning also contribute to the student's tension and frustration in the class (Horwitz, 1986:127). He presents various kind learner beliefs, suggesting that some of them are taken from the learner's unrealistic and sometimes erroneous conceptions about language learning.

3. Instructor beliefs about language teaching

Instructor beliefs about language teaching can also become a source of creating language anxiety among learners. The teacher's assumption on the role of language teachers may not always correspond to the student's needs or expectations toward the teacher.

4. Instructor- Learners interaction

According to Rivers (1968) said that 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.

5. Classroom procedures

Many learners feel that some error correction is necessary; the manner or error correction is often said as provoking anxiety. Those studies that investigated anxieties in relation to



instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class.

## 6. Language testing

This would lead to other psychological stresses, such as the fear of losing self-confidence or feeling inferior to others. In addition, sometimes students felt pressured to think that they had to organize their ideas in a short period of time while caring about grammar errors at the same time, (Ohata, 2005).

### 2.1.7 Anxiety as an Obstacle to Learning

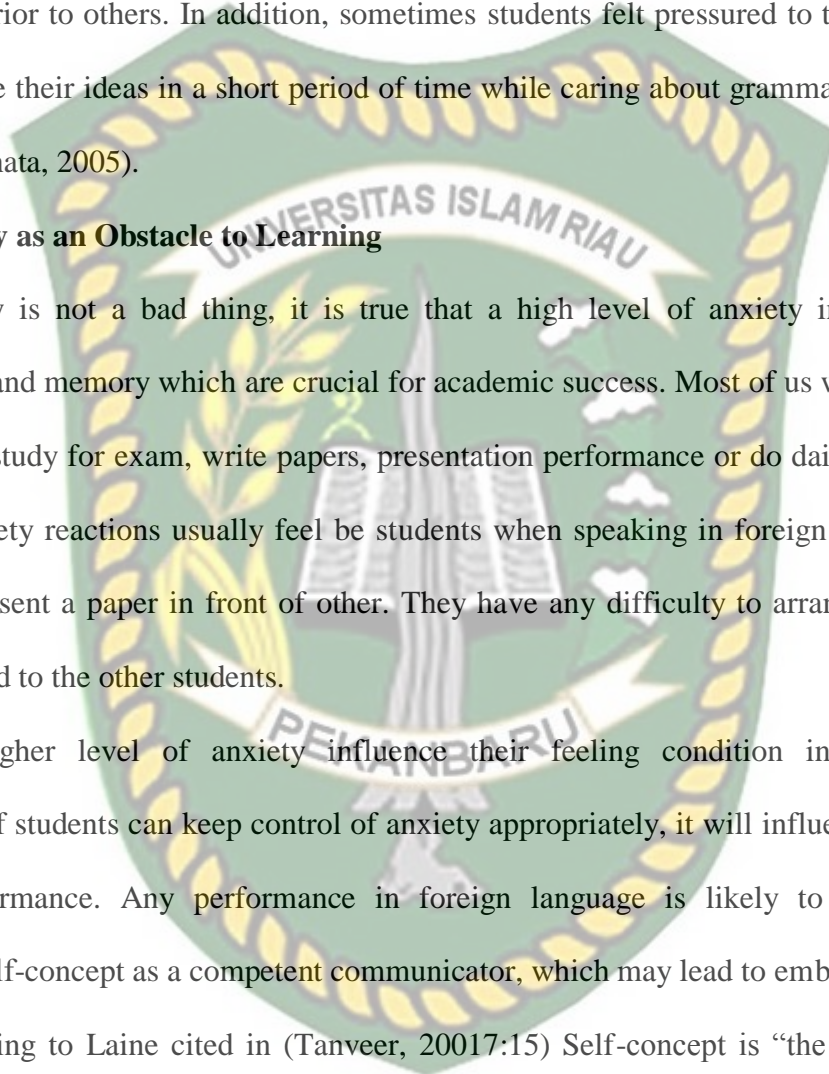
Anxiety is not a bad thing, it is true that a high level of anxiety interferes with concentration and memory which are crucial for academic success. Most of us would lack the motivation to study for exam, write papers, presentation performance or do daily homework. Recently, anxiety reactions usually feel to students when speaking in foreign language and perform to present a paper in front of others. They have any difficulty to arrange the words that will be said to the other students.

The higher level of anxiety influences their feeling condition in presentation performance, if students can keep control of anxiety appropriately, it will influence the result of their performance. Any performance in foreign language is likely to challenge an individual's self-concept as a competent communicator, which may lead to embarrassment.

According to Laine cited in (Tanveer, 20017:15) Self-concept is "the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to him as object".

### 2.1.8 Foreign Language Classroom Anxiety

Foreign language anxiety is the feeling of worry and nervousness experienced by those who are not spoken English as a first language when learning and teaching process. The feeling of anxiety in EFL interrupts the desire to develop speaking skill, because of speaking





skill cannot be separated with presentation performance, we need to speak to communicate and convey any knowledge.

Because language anxiety concerns performance evaluation within an academic and social context, it is useful to describe with three performance anxieties. Language anxiety in performance is attributable to different causes. The primary sources of language anxiety explicated by Horwitz (1968:127) are communication apprehension, fear of negative evaluation and test anxiety.

a. Communication apprehension

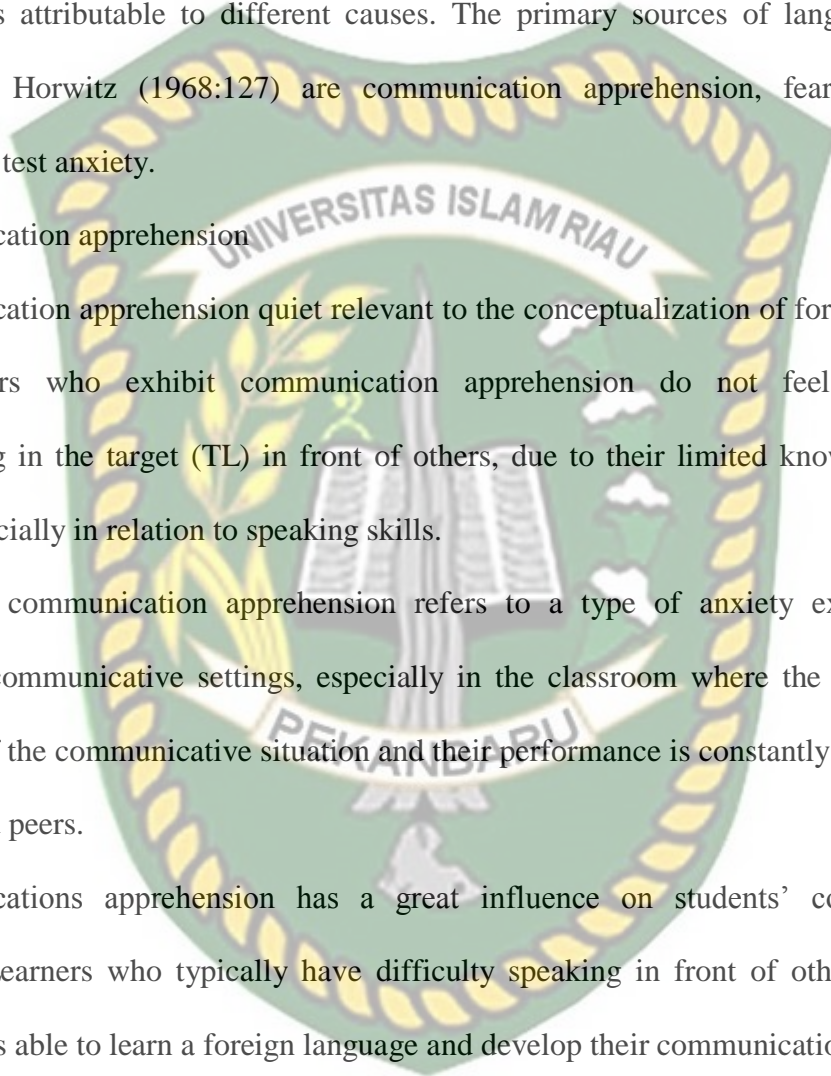
Communication apprehension is relevant to the conceptualization of foreign language anxiety. Learners who exhibit communication apprehension do not feel comfortable communicating in the target (TL) in front of others, due to their limited knowledge of the language, especially in relation to speaking skills.

Generally communication apprehension refers to a type of anxiety experienced in interpersonal communicative settings, especially in the classroom where the learners have little control of the communicative situation and their performance is constantly monitored by the teacher and peers.

Communication apprehension has a great influence on students' communication competence. Learners who typically have difficulty speaking in front of other people are likely to be less able to learn a foreign language and develop their communication skill.

b. Fear of negative evaluation

Fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability. Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or an attempt to learn a new language, but as a danger for the especially in front of their teachers or their friends. As a



result, they keep silent most of the time and refuse to participate in language classroom activities.

c. Test anxiety

Test anxiety is a form of performance anxiety, in which the learner feel the fear of failure and doing badly in a text. Learners who experience text anxiety consider the foreign language process and especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills, Horwitz (1986:127).

### 2.1.9 Effect of Anxiety in Speaking

Anxiety in speaking has negative effect on students' academic, cognitive, social, and personal level. Anxiety has big impact on students' academic achievement. Horwitz and Cope (1986:126) mention that an anxious student tends to be less concentrated, forgetful, heart beating and sweating that may lead to the negative behavior such as avoiding the class or procrastinate their homework. At the end, these behaviors will affect their cognitive competence because high-anxious students will perform and achieve lower than those of low-anxious students in the class. In this case, if students' anxiety increases, their academic achievement will decrease.

Additionally, in the effect on students' cognitive, Macintyre and Gardner (1994:285) say that anxiety has also been shown to have negative influences, both pervasive and subtle, on the three stages of cognitive processing: input, processing, and output. For this reason, the students who have anxiety will get difficult in processing meaningful input, and to be less responsive to language output.

In terms of social effects, there are many ways that social context give an effect to language anxiety. In classroom atmosphere, difficult interactions with teachers, or risk embarrassment, opportunity for contact with member of the target language group may all influence language anxiety (MacIntyre. 1999:38). In addition, MacIntyre and Gardner

(1991a:298) say that perhaps the most recurring finding on language anxiety and one of its most important social effects in that anxious students do not communicate as often as more relaxed students. It means that if the students have high anxiety, they will avoid communicating to other people because they worry about others' perception or fear of making mistakes when they speak in foreign language.

Personal effect has negative effect on acquiring English, McIntyre (1999:39) contends that among the most troublesome effects of language anxiety is the serve anxiety reaction for an individual language learner. Prive (1991:105) reveals that some language students who have high anxiety will choose to ignore or stay away from their language class rather to follow the class. Thus, it can be said that this type of effect is considered as the most debilitating effect of language anxiety.

In short, anxiety has big impact for students' achievement is speaking score because they high-anxiety will give an effect to their achievement. In sense, if students' anxiety increases, their academic achievement will decrease. Where as, if students' anxiety is high, their speaking skill will low.

## 2.2 Relevance Studies

There are some relevant studies in this research they are:

“The Study Between Students' Anxiety And Speaking Ability at The First Grade Students of SMAN 1 KabupatenTangerang” by GhitaCalvina Izumi. The result of this research showed that (1) there was statistically significance negative correlation between students' anxiety correlation the most to the speaking ability, (2) fear of negative evaluation was the aspect of speaking influencing the most to speaking ability, (3) the of speaking influencing the most was comprehension.

“Research on High School Students' English Learning Anxiety” in Journal of Language Teaching and Research Vol. 2 No. 4. The result indicated that the students indeed

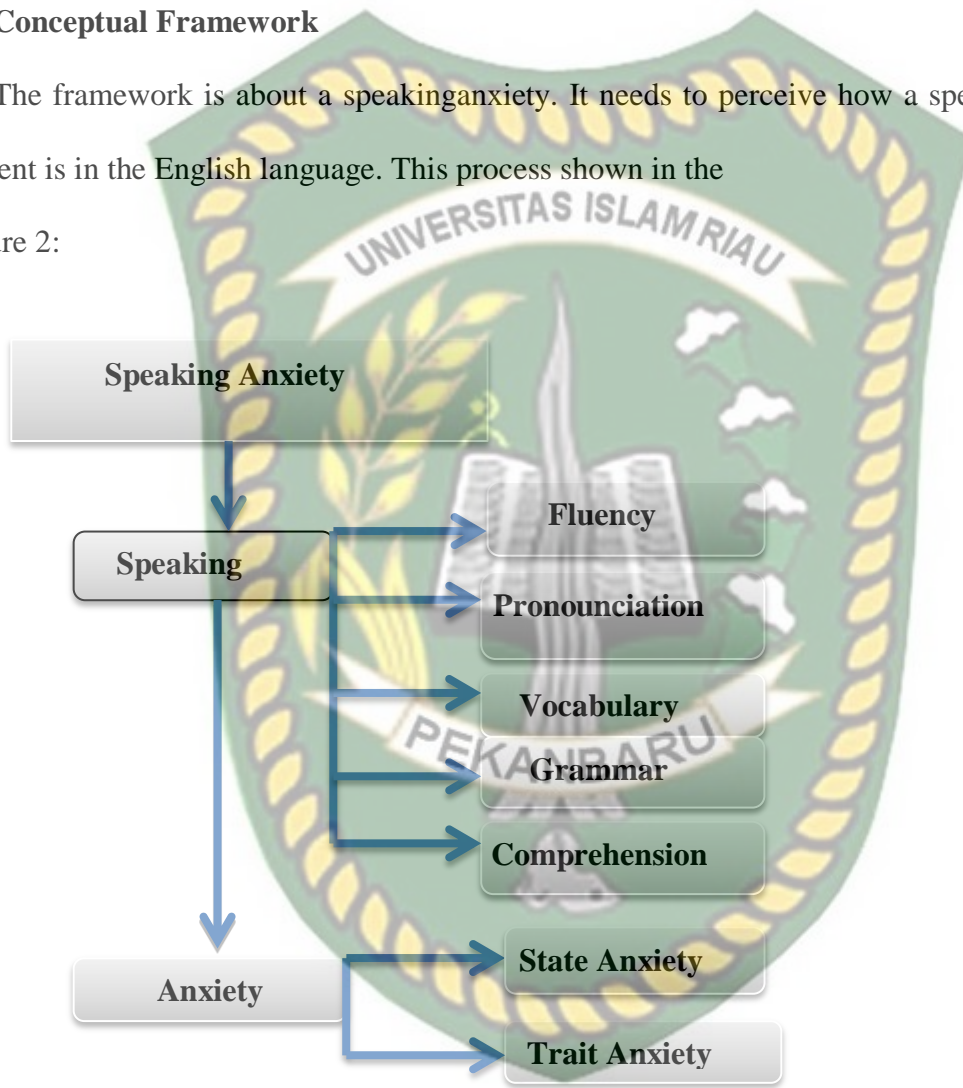


had comparatively high anxiety in English learning. Males have higher anxiety of English classes than females. And it was also found that high anxiety plays a somewhat debilitating role in high school students' language learning, some suggestions for reducing students' anxiety in classroom were proposed for teachers.

### 2.3 Conceptual Framework

The framework is about a speaking anxiety. It needs to perceive how a speaking anxiety student is in the English language. This process shown in the

Figure 2:





## 2.4 Assumption

In this study, the researcher assumes that the third students in English Language Education Program get problem in first indicators which called personal and interpersonal.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter consists of methodology, which are including of the research design, source of data, data collecting technique, and data analysis technique.

#### 3.1 Research Design

The research used Qualitative Method. According to Seno (2014) qualitative approach is the design of research which in analyzing it always explains and describes in detail the data obtained from the sample, informant, and research object through sentences and clauses of the language. Then, Herdiansyah (2009: 12) in Rugaiyah (2016 : 2) defines qualitative methods as a research procedure that produces descriptive in the form of written or oral words of the people and behavior observed. Moreover, Moleong (200 :8) in Rugaiyah (2016) defines that qualitative research is a particular tradition in social science that is fundamentally depend on human observation in its own territory and depends on the people in its language and terminology.

Based on of the definition about, it can be concluded that Descriptive Qualitative Research collects actual and detailed information, identifies problems, makes comparisons or evaluations, and determines what other do in the face of similar problems and learns from their experiences to set plans and decisions at times which will come. The researcher focuses about students' anxiety in speaking, especially in English at third semester students of FKIP Universitas Islam Riau.

#### 3.2 Sources of Data

The data will be collected through open questionnaire, and interview to support the students' opinions on the questionnaire. Cluster sampling technique will use in this research. As stated by Margono (2004), Cluster Sampling is the technique is used when the population does not consist of individuals, but consist of individual groups or clusters.

The researcher will take the population from the third semester students of English Study Program FKIP Universitas Islam Riau in Academic Year 2018/2019, at Kaharuddin Nasution Street No.113 Perhentian Marpoyan Pekanbaru. In third semester have four classes, such as: II A, II B, II C, and II D. Every class consists of 37 students. The overall of the students third semester English Language Education Program has 146 students. Afterward, the samples will be third semester student in English Language Education at FKIF UIR in the Academic year of 2018/2019. The indicators of this research provided on the tables below.

### 3.3 Data Collection Teqhnique

The researcher collected the data in the form of qualitative. As stated by (Kothari, 2004) Qualitative Research is a research that focus on the phenomenon or the fundamental reason of individual motivation and through interview and tests. The data gathered through questionnaireas primary data and interview as secondary data. The interview has a role as a support towards students' opinions of the questionnaire. In collecting the data, the researcher worked with Questionnaire and Interview guidance. The questionnaire is consructed based on the following indicators:

**Table Questionnaire Items Distributions**

No	Indicator	Item	Total Number of Questionnaire
1	Personal and interpersonal anxieties	1,2,3,4	4
2	Learner beliefs about language learning	5,6,7,8	4
3	Instructor beliefs about language teaching	9,10,11,12	4
4	Instuctor- learner interactions:	13,14,15,16	4
5	Classroom procedures	17,18,19,20	4
6	Language testing	21,22,23,24	4
	<b>Total</b>		<b>24</b>

Then, the interview will be done by asking the following questions:

**Table 2 Indicator of Interview**

No	Indicators	Questions
1	Personal and interpersonal anxieties	Do you think learning english is difficult or easy? In what ways do you find learning english difficult or easy?
		What makes you nervous while speaking english?
		What makes you less nervous in a speaking class?
		Do you worry about making mistakes while speaking
2	Learner beliefs about language learning	What are your strenghs or weakness in speaking english?/ prompts: fluency accuracy, pronunciation?
		Do you compare your speaking skill to that of others in the class?
3	Instructor beliefs about language teaching	What is your teacher's attitude toward your oral mistakes?
4	Classroom procedures	Do you want your oral mistakes to be corrected immediately?
5	Language testing	Do you feel nervous in oral exams? Why or why not?

### 3.4 Data Analysis Technique

Before analysing the data, depend on the data collection technique, the researcher followed the procedures to collect the data which is necessary in the research as follow:

#### 3.4.1 Questionnaire

Questionnaire is a set of purposed written or typed question that is delivered to respondents and then answer the replies (Korthari, 2004). In order to collect the data, researcher used Questionnaire and presented the information to the students. Then, the researcher held in the classroom. The researcher give instruction and asked in all students in 1 group class to answer the questionnaire in 30 minutes. The data achieved through questionnaire and it analyzed by describing what are the factors that cause students' anxiety in speaking English 1 indicator used by students' anxiety in speaking English. The



writer calculated the students' individual score from the questionnaire the following formula:

$$M = \frac{X}{N} \times 100\%$$

Where:

M = Individual Score

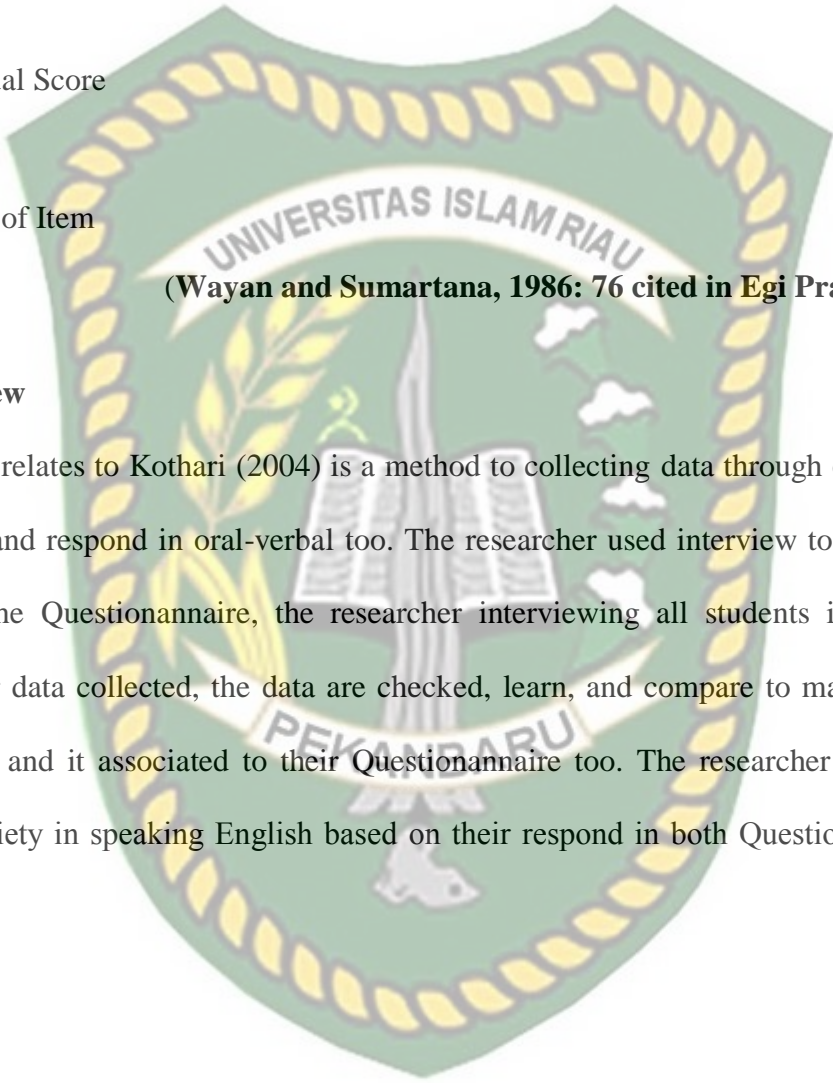
X = Answer

N = Number of Item

(Wayan and Sumartana, 1986: 76 cited in Egi Pratama;2015 )

### 3.4.2 Interview

Interview relates to Kothari (2004) is a method to collecting data through oral or verbal presentation and respond in oral-verbal too. The researcher used interview to the students. After done the Questionnaire, the researcher interviewing all students in 1 class as sample. After data collected, the data are checked, learn, and compare to make necessary interpretation and it associated to their Questionnaire too. The researcher assumed the students' anxiety in speaking English based on their respond in both Questionnaire and interview.



## CHAPTER IV

### RESEARCH FINDINGS

In this chapter, the writer presents the factors of causes speaking anxiety of the third semester student in English language education of FKIF Universitas Islam Riau.

#### 4.1. Data Description

This research was conducted with qualitative descriptive research. The objective of this study is to find out what factors that causes student's anxiety in speaking English of the third semester students at English study program of FKIF Universitas Islam Riau. The results of this data is taken from class 3D. The writer chooses class 3D because their speaking are good.

After getting the data from the research questionnaire, the writer described the data that calculated based on the formula in the previous chapter. And after that, the writer shows the results of the students' anxiety in speaking English indicators. The researcher find the indicators: Personal and interpersonal anxieties, Learner beliefs about language learning, Instructor beliefs about language teaching, Instuctor- learner interactions, Classroom procedures, Language testing. The results of the study are presented below:

#### 4.2 Indicatorsof Speaking Anxiety in Questionnaire

The speaking anxiety questionnaire consisted of 6 items about personal and interpersonal, Learner belief about language learning, Instructor belief about language teaching, Instructor - learner interactions, Classroom produce, and Language testing about speaking anxiety in English. The first indicator is about personal and interpersonal anxiety and that consisted of 4 statements which are in (1) I feel nervous while speaking english in class, (2) I feel less nervous about speaking in english in front of others when i know them, (3)I feel very relaxed about speaking in english class when i study the planned content before the class, and (4) I am anxious in class when i am the only person answering the question asked by my teacher in english class, see appendix I. There are 6 of 21 students (28, 57%) who answered student numbers 4, 5, 7, 8, 13 and 16, see appendix II.

The second indicator is learner belief about language learning and that consisted of 4 statements which are in (5) In english class, i start to panic when i know i will be graded in oral activities, (6) I fear giving a wrong answer while answering questions in english class, (7) I enjoy english class when i know that we are going to discuss in english, (8) I feel very embarrassed when i speak in english at the front of the class, see appendix 1. There are 5 of 21 students (23, 80%) who answered student number 1, 4, 10, 15, and 16, see appendix II.

The third indicator is Instructor belief about language teaching and that consisted of 4 statements which are in (9), Because of being corrected by my teacher, i am afraid of going to the speaking class, (10) I feel nervous when i take part in group discussion in class, (11) If i think my classmates speak english better than me, i am nervous about speaking in oral activities, (12) I worry about oral test in english class, see appendix 1. There is 1 of 21 students (4, 76%) who answered student number 16, see appendix II.

The fourth indicator is Instructor - learner belief interactions and that consisted of 4 statements which are in (13) I would fell better about speaking in english if the class were smaller, (14) I get anxious when i cannot express my thought effectively while speaking



english, (15) I am more willing to speak in english class when i know the scheduled oral activities, (16) I feel relaxed in pair-work activities, see appendix 1. There are 6 of 21 students (28, 57%) who answered student number 3, 5, 7, 8, 13 and 16, see appendix II.

The fifth indicator is Classroom procedures and that consisted of 4 statements which are in (17) I like going to class when i know that oral tasks are going to be performed, (18) I know that everyone makes mistakes while speaking in english, so i am not afraid of being laughed at by the others, (19) I like to volunteer answers in english class, (20) I am more willing to get in involved in class when the topics are interesting, see appendix 1. There are 9 of 21 students (42, 82%) who answered student number 2, 8, 11, 14, 16, 17, 18, 19 and 21, see appendix II.

The sixth indicator is language testing and that consisted of 4 statements which are in (21) I do not feel tense in oral test if i get more practice speaking in class, (22) I feel uncomfortable when my teacher asks other students to correct my oral practice in class, (23) I do not feel pressure when my teacher corrects my oral mistakes in class, (24) Going to english conversation class makes me more nervous than going to others class, see appendix 1. There are 4 of 21 students (19, 04%) who answered student number 5, 6, 12, and 20, see appendix II

#### **4.3 The Result of Causes Speaking Anxiety**

As of the result of questionnaire, the researcher explains causes speaking anxiety based on six indicators.

##### **Student 1:**

Based on the student 1 answer about speaking anxiety, the student 1 agree with indicator 2 as a factor speaking anxiety. The indicator is learner belief about language learning. The following are (5) In english class i start to panic when i know i will be graded in oral activities, (6) I fear giving a wrong answer while answering questions in english class, and (7) I enjoy english class when i know that we are going to discuss in english.



**Student 2:**

Based on the student 2 answer about speaking anxiety, the student 2 strongly agree with indicator 5 as a factor anxiety. speaking The indicator is classroom procedures. The following are (17) I like going to class when i know that oral tasks are going to be performed, (18) I know that everyone makes mistakes while speaking in english, so i am not afraid of being laughed at by the others, (19) I like to volunteer answers in english class, and (20) I am more willing to get in volved in class when the topics are interesting.

**Student 3:**

Based on the student 3 answer about speaking anxiety, the student 3 strongly agree with indicator 4 as a factor speaking anxiety. The indicator is Instuctor- learner interactions. The following are (13) I would feel better about speaking in english if the class were smaller, (14) I get anxious when i cannot express my thought effectively while speaking english, and (15) I am more wiliing to speak in english class when i know the scheduled oral activities.

**Student 4:**

Based on the student 4 answers about speaking anxiety, the student 4 agree with indicators 1 and 2 as a factors speaking anxiety. The indicators arePersonal and Interpersonal anxiety and Learner beliefs about language learning. The first indicators about (1) I feel nervous while speaking english in class, (2) I feel less nervous about speaking in english in front of others when i know them, (3) I feel very relaxed about speaking in english class when i study the planned content before the class, and (4) I feel very relaxed about speaking in english class when i study the planned content before the class. The second indicators about (5) In english class, i start to panic when i know i will be graded in oral activities, (6) I fear giving a wrong answer while answering questionsin english class, (7) I enjoy english

class when i know that we are going to discuss in english, and (8) I feel very emberrass when i speak in english at the front of tht class.

#### **Student 5:**

Based on the student 5 answers about speaking anxiety, the student 5 agree with indicators 2, 4 and 6 as a factors speaking anxiety. The indicators areLearner beliefs about language learning, Instuctor-learner interactions, and Language testing. The first indicators about (5) In english class, i start to panic when i know i will be graded in oral activities, (6) I fear giving a wrong answer while answering questions in english class, (7) I enjoy english class when i know that we are going to discuss in english, and (8) I feel very emberrass when i speak in english at the front of tht class. The second a indicators about (13) I would feel better about speaking in english if the class were smaller, (14) I get anxious when i cannot express my thought effectively while speaking english, and (15) I am more willing to speak in english class when i know the scheduled oral activities. The third indicators about (21) I do not feel tense in oral test if i get more practice speaking in class, (22) I feel uncomfortable when my teacher asks other students to correct my oral practice in class, (23) I do not fell pressure when my teacher corrects my oral mistakes in class, (24) Going to english conversation class makes me more nervous than going to others class.

#### **Student 6:**

Based on the student 6 answers about speaking anxiety, the student 6 agree with indicators 1 and 6 as a factors speaking anxiety. The indicators arePersonal and Interpersonal anxiety and Language testing. The first indicators about (1) I feel nervous while speaking english in class, (2) I feel less nervous about speaking in english in front of others when i know them, and (4) I feel very relaxed about speaking in english class when i study the planned content before the class. The second indicators about (22) I feel uncomfortable when my teacher asks other students to correct my oral practice in class, (23) I do not feel pressure

when my teacher corrects my oral mistakes in class, (24) Going to english conversation class makes me more nervous than going to others class.

#### **Student 7:**

Based on the student 7 answers about speaking anxiety, the student 7 agree with indicators 1 and 4 as a factors speaking anxiety. The indicators are Personal and Interpersonal anxiety and Instuctor- learner interactions. The first indicators about (1) I feel nervous while speaking english in class, (2) I feel less nervous about speaking in english in front of others when i know them, and (4) I feel very relaxed about speaking in english class when i study the planned content before the class. The second indicators (13) I would feel better about speaking in english if the class were smaller, (14) I get anxious when i cannot express my thought effectively while speaking english, and (15) I am more wiliing to speak in english class when i know the scheduled oral activities.

#### **Student 8:**

Based on the student 8 answers about speaking anxiety, the student 8 agree with indicators 4 and 5 as a factors speaking anxiety. The indicators are Instuctor- learner interactions and Classroom procedures. The first indicators about (13) I would fell better about speaking in english if the class were smaller, (14) I get anxious when i cannot express my thought effectively while speaking english, and (15) I am more wiliing to speak in english class when i know the scheduled oral activities. The second indicators about (17) I like going to class when i know that oral tasks are going to be performed, (18) I know that everyone makes mistakes while spekaingin english in english, so i am not afraid of being laughed at by the others, (19) I like to volunteer answers in english class.

#### **Student 9**

Based on the student 9 answers about speaking anxiety, the student 9 agree with indicator 1 as a factor speaking anxiety. The indicators are Personal and Interpersonal anxiety.



The following are (1) I feel nervous while speaking english in class, (3) I feel very relaxed about speaking in english class when i study the planned content before the class, and (4) I feel very relaxed about speaking in english class when i study the planned content before the class.

#### **Student 10**

Based on the student 10 answers about speaking anxiety, the student 10 strongly agree with indicator 2 as a factor speaking anxiety. The indicator is Learner belief about language learning. The following are (7) I enjoy english class when i know that we are going to discuss in english, and (8) I feel very embarrassed when i speak in english at the front of tht class.

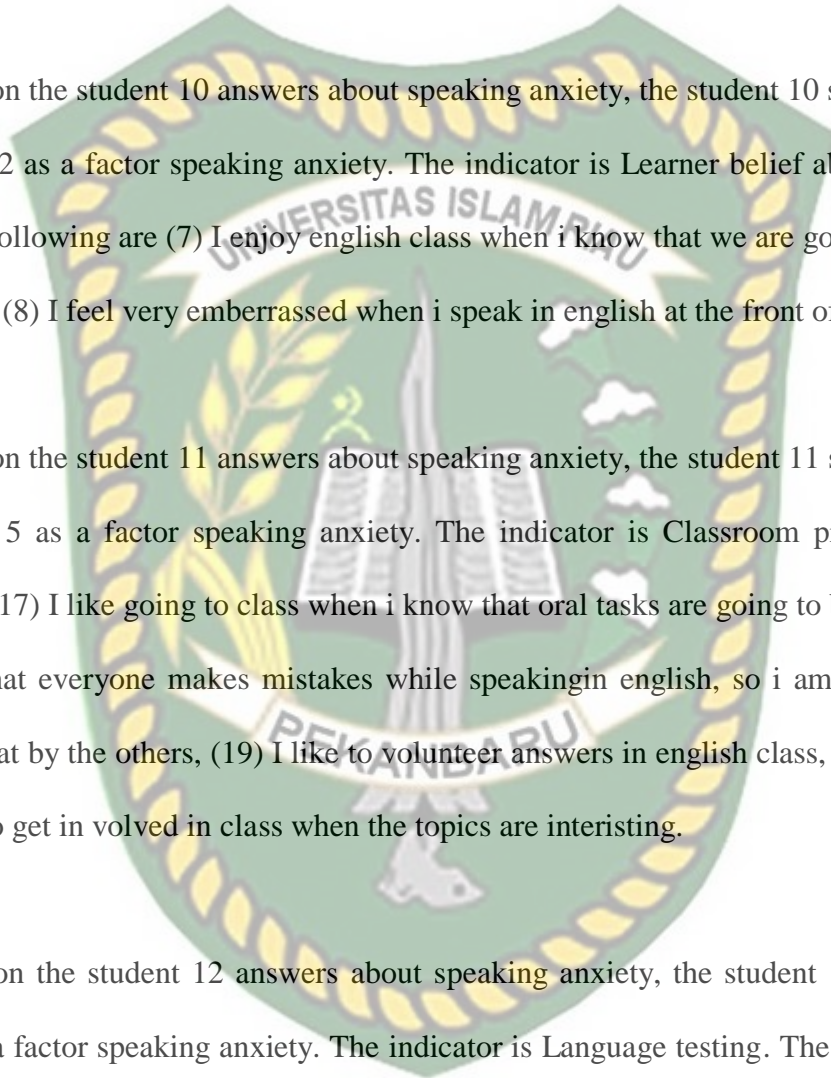
#### **Student 11**

Based on the student 11 answers about speaking anxiety, the student 11 strongly agree with indicator 5 as a factor speaking anxiety. The indicator is Classroom pcedures. The following are (17) I like going to class when i know that oral tasks are going to be performed, (18) I know that everyone makes mistakes while speakin in english, so i am not afraid of being laughed at by the others, (19) I like to volunteer answers in english class, and (20) I am more willing to get in volved in class when the topics are interisting.

#### **Student 12**

Based on the student 12 answers about speaking anxiety, the student 12 agree with indicator 6 as a factor speaking anxiety. The indicator is Language testing. The following are (21) i do not feel tense in oral test if i get more practice speaking in class, (22) I feel uncomfortable when my teacher asks other students to correct my oral practice in class, (23) I do not feel pressure when my teacher corrects my oral mistakes in class, and (24) Going to english conversation class makes me more nervous than going to others class.

#### **Student 13**



Based on the student 13 answers about speaking anxiety, the student 13 agree with indicator 4 as a factor speaking anxiety. The indicator is Instructor- learner interactions. The following are (13) I would feel better about speaking in english if the class were smaller, (14) I get anxious when i cannot express my thought effectively while speaking english, (15) I am more wiling to speak in english class when i know the scheduled oral activities, and (16) I feel relaxed in pair-work activities.

#### **Student 14**

Based on the student 14 answers about speaking anxiety, the student 14 strongly agree with indicator 5 as a factor speaking anxiety. The indicator is Classroom procedures. The following are (18) I know that everyone makes mistakes while speaking in english, so i am not afraid of being laughed at by the others, and (20) I am more willing to get in volved in class when the topics are interisting.

#### **Student 15**

Based on the student 15 answers about speaking anxiety, the student 15 agree with indicator 2 as a factor speaking anxiety. The indicator is Learner belief about language learning. The following are (5) In english class, i start to panic when i know i will be graded in oral activities, (6) I fear giving a wrong answer while answering questions in english class, and (7) I enjoy english class when i know that we are going to discuss in english.

#### **Student 16**

Based on the student 16 answers about speaking anxiety, the student 16 seems get problem in five from six indicators. Its mean that the students 16 experiencing severe speaking anxiety.

#### **Student 17**

Based on the student 17 answers about speaking anxiety, the student 17 strong agree with indicator 5 as a factor speaking anxiety. The indicator is classroom pcedures. The

following are (17) I like going to class when i know that oral tasks are going to be performed, (18) I know that everyone makes mistakes while speaking in english, so i am not afraid of being laughed at by the others, (19) I like to volunteer answers in english class, and (20) I am more willing to get in volved in class when the topics are interisting.

### **Student 18**

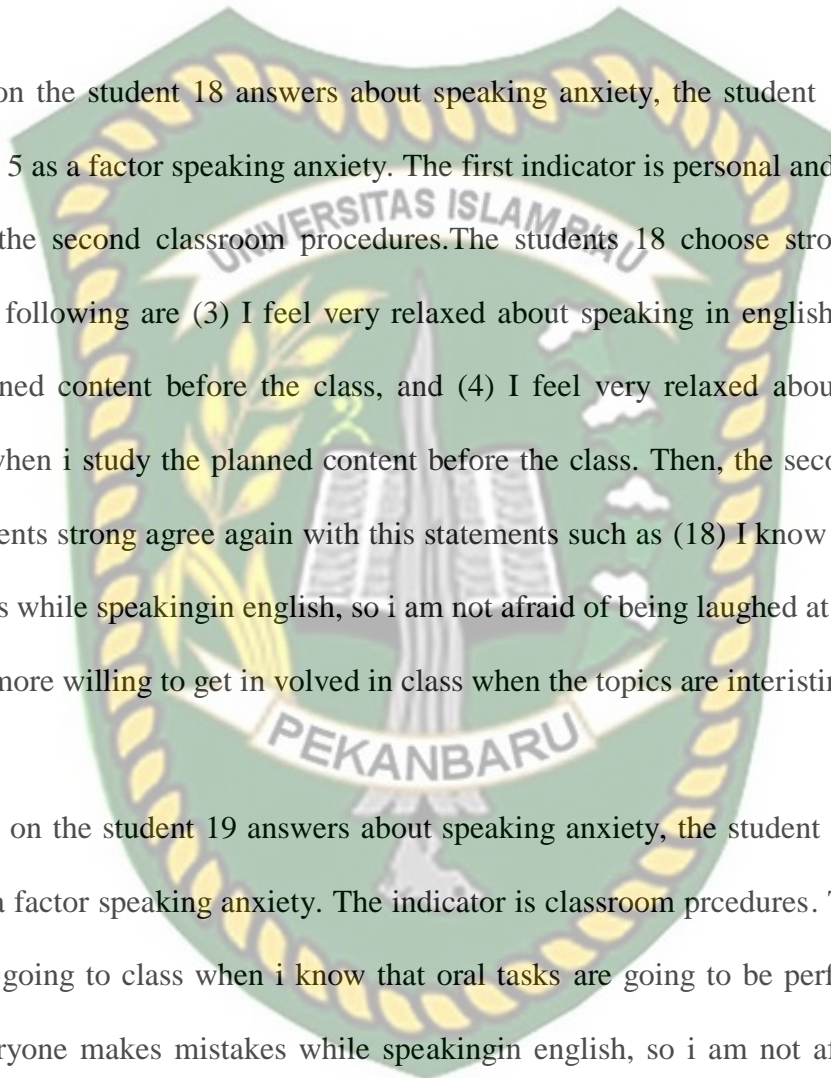
Based on the student 18 answers about speaking anxiety, the student 18 agree with indicator 1 and 5 as a factor speaking anxiety. The first indicator is personal and interpersonal anxieties and the second classroom procedures. The students 18 choose strong agree this statements the following are (3) I feel very relaxed about speaking in english class when i study the planned content before the class, and (4) I feel very relaxed about speaking in english class when i study the planned content before the class. Then, the second indicators seems the students strong agree again with this statements such as (18) I know that everyone makes mistakes while speaking in english, so i am not afraid of being laughed at by the others, and (20) I am more willing to get in volved in class when the topics are interisting.

### **Students 19**

. Based on the student 19 answers about speaking anxiety, the student 19 agree with indicator 5 as a factor speaking anxiety. The indicator is classroom pcedures. The following are (17) I like going to class when i know that oral tasks are going to be performed, (18) I know that everyone makes mistakes while speaking in english, so i am not afraid of being laughed at by the others, (19) I like to volunteer answers in english class, and (20) I am more willing to get in volved in class when the topics are interisting.

### **Student 20**

Based on the student 20 answers about speaking anxiety, the student 20 agree with indicator 6 as a factor speaking anxiety. The indicator is language testing. The following are (21) I do not feel tense in oral test if i get more practice speaking in class, (22) I feel





uncomfortable when my teacher asks other students to correct my oral practice in class, and (23) I do not feel pressure when my teacher corrects my oral mistakes in class.

### **Students 21**

Based on the student 21 answers about speaking anxiety, the student 21 agree with indicator 5 as a factor speaking anxiety. The indicator is classroom procedures. The following are (18) I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by the others, (19) I like to volunteer answers in English class, and (20) I am more willing to get involved in class when the topics are interesting.

### **4.4 The result speaking anxiety based on indicators**

#### **4.4.1 Indicators 1 Personal and interpersonal**

The commonly personal and interpersonal are the most source of anxiety it was investigated in correlation with other social and psychological construct. In the first indicators show that the factors of speaking anxiety cause by personal and interpersonal, it means if the student fill the questionnaire and agree with this indicators indicate that the students agree with the statement. There are six students agree with this indicators, such as: students 4, students 5, students 7, students 8, students 13, and student 16.

#### **4.4.2 Indicators 2 learner beliefs about language learning**

The presents various kind learner beliefs, suggesting that some of them are taken from the learner's unrealistic and sometimes erroneous conceptions about language learning. In the second indicators show that the factors of speaking anxiety cause by learner beliefs about language learning. It means that some students fill the questionnaire and agree with this indicators indicate that the students agree with the statement. There are five students agree with this indicators, such as: students 1, students 4, students 10, students 15, and student 16.

#### **4.4.3 Indicators 3 Instructors belief about language teaching**

A source of creating language anxiety among learners. The teacher's assumption on the role of language teachers may not always correspond to the student's needs or expectations toward the teacher. In the third indicators show that the factors of speaking anxiety cause by Instructors belief about language teaching. It means that the student fill the questionnaire and agree with this indicators indicate that the student agree with the statement. There is 1 student agree with this indicators, such as: Student 16.

#### **4.4.4 Indicators 4 Instructor-learner interactions:**

Then, the next indicators is Instructor-learner interactions. There are four statements in this indicators. Totally 21 students answer but only 6 students get problem in this indicators, such as: Student 3, student 5, student 7, student 8, student 13, student 16.

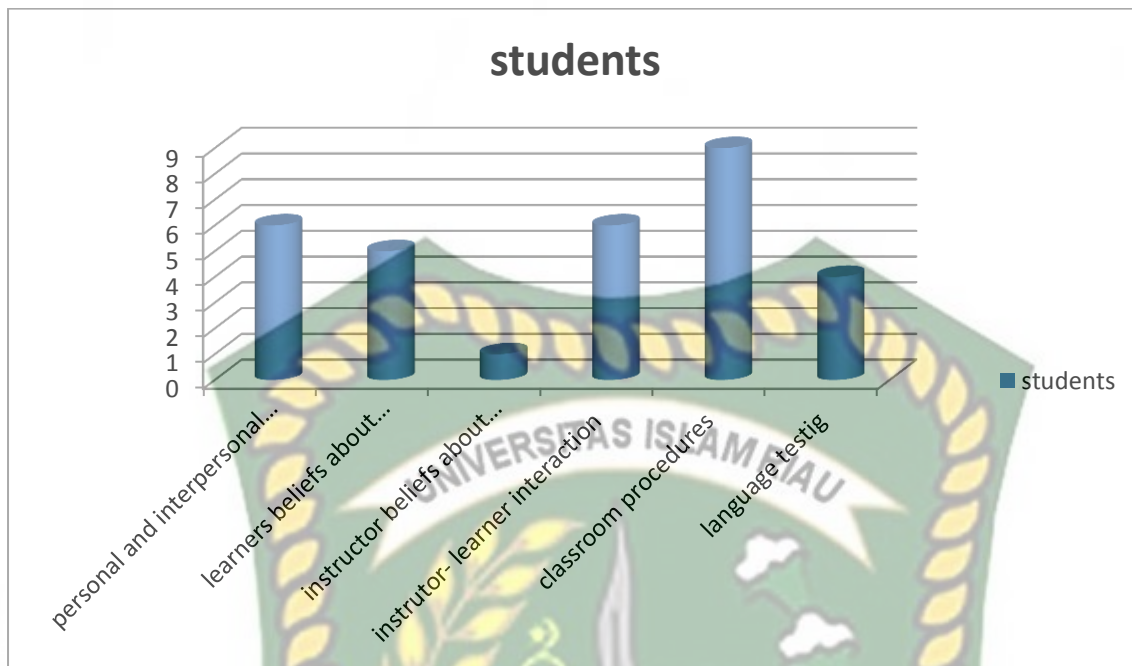
#### **4.4.5 Indicators 5 Classroom procedures**

Show that students are more concerned about how their mistakes are corrected rather that whether error correction should be administered in class. In the fifth indicators show that the factors of speaking anxiety cause by Classroom procedures. It means that the student fill the questionnaire and agree with this indicators indicate that the student agree with the statement. There are 9 student agree with this indicators, such as: Student 2, student 8, student 11, student 14, student 16, student 17, student 18, student 19, student 21.

#### **4.4.6 Indicators 6 Language testing**

Language testing means that the students felt pressured to think that they had to organize their ideas in a short period of time while caring about grammar errors at the same time. In the six indicators show that the factors of speaking anxiety cause by language testing. It means that the student fill the questionnaire and agree with this indicators indicate that the student agree with the statement. There are 4 student agree with this indicators, such as: Student 5, student 6, student 12, and student 20.

#### 4.5 Diagram of indicators speaking anxiety



Based on diagram above, the diagram showed some factor speaking anxiety based on several indicators. Then, there are 21 students answered the questionnaire with 24 statements. The following result are high frequency cause speaking anxiety is classroom procedures indicators. In otherwise, low factor in third semester is instructor belief about language teaching.

In otherwords third semester students get problem speaking anxiety cause by classroom pcedures indicators, as example student 2 said that the student understand about the study if the students prepare material before study, the second statement he said that someone who not afraid to make mistakes in speaking in english if the student see their friend wrong use speak english, and last reason that the student get problem in this indicators is the student strongly agree with statement about they are enjoy study english especially speaking in english if the topic is interisting.

#### 4.6 Interview

The speaking of anxiety consisted 5 indicator about personal and interpersonal anxieties, learner belief about language learning, intuctor beliefs about language teaching,



classroom procedures, and language testing. The first indicator of interview is personal and interpersonal anxieties and that consisted of 4 questions which are in (1) do you think learning english is difficult or easy? In what ways do you find learning english difficult or easy?, (2) what makes you nervous while speaking english?, (3) what makes you less nervous in a speaking class?, (4) do you worry about making mistakes while speaking? And some students answered;

The students number 1 said that the learning english is difficult. Then, she said that there are some components in english such as grammar and reading is very hard. The students number 1 feel nervous and scare make mistake when the teacher ask her about something use english. She felt less nervous when she stand in front class and some people look at her and she always nervous.

The students number 2 said that the learning english is 50% easy and 50% difficult but mostly easy for her. Then, in difficult ways she said that english should be perfect grammar but in easy ways she said that you speak and you can understand what she said. The students number 2 feel get problem in pronouncation especially in accent, so she affraid someone miss understanding about what she said, then student number 2 felt less nervous in her class but in outside class she get speaking anxiety, and she always worry about making mistakes while speaking.

The students number 3 said that the learning english is sometime not easy for him and sometimes not difficult too. Then, he said that there are some components in english such as grammar is hard to learn and speaking is more easy for learn. The students number 3 feel nerveous when he doesnot one words while speaking. He felt less nervous whenhe prepared material and he doesnot feel scared because he still learning.

The students number 4 said that the learning english is difficult. Then, he said that there are some components in english such as grammar, reading, speaking is very hard. The

students number 4 feel nervous and scare when he speak and then all friends looked him. He felt less nervous when he know what he say and prepared before and he worry making mistake like her friends.

The students number 5 said that the learning english is difficult. Then, she said that she cannot speak english very well. The students number 5 feel nervous and scare make mistake when speaking english and she said that her prounacation not good. She felt worry when she making mistakes when speaking english.

The students number 6 said that the learning english is sometime easy and sometime difficult for her. Then, she said that some words in english like hard to speak and easy when she write. The students number 6 feel nervous when she speak in front class and some people look at her. She felt less nervous when she know much vocabulary, she always nervous and always affraid to making mistakes while speaking english.

The students number 7 said that the learning english is difficult. Then, she said that there are some components in english such as speaking and reading is very hard. The students number 7 feel nervous when she doesnt understand what the topic. She felt less nervous when she understand about materials and make she does not nervous. She said always worry about making mistakes while speaking because it will be emberassing thing for her.

The students number 8 said that the learning english is difficult. Then, she said that learning grammar harder from others subject in english. The students number 8 feel nervous when she speak in front of class. Then, she felt less nervous when she stand in front class and her friends look at her. She said always worry about making mistakes in front of class.

The students number 9 said that the learning english is difficult. Then, she said that there are some components in english such as grammar and reading is very hard. The students number 9 feel nervous and scare make mistake when the teacher ask her about something use

english. She felt less nervous when she stand in front class and some people look at her and she always nervous.

The students number 10 said that the learning english is difficult. Then, she said that there are some components in english such as grammar and reading is very hard. The students number 10 feel get problem in class when the teacher explanation about the material then she does not understand and then feel nervous. Then, student number 10 felt less nervous when she speak in her class and she always worry about making mistakes while speaking.

The students number 11 said that the learning english is 50% easy and 50% difficult for her but mostly easy for her. Then, in easy ways she said that she love theory from speak. The students number 11 feel get problem in pronunciation when in the class very crowded and then make she nervous, then student number 11 felt less nervous in class when she know people in the class , and she always worry about making mistakes while speaking because she said that her pronunciation not very well.

The students number 12 said that the learning english is difficult but. Then, in difficult ways she said that she have problem with vocabulary because she know a little vocabulary. The students number 2 feel get problem in vocabulary, then student number 2 felt less nervous in class when she speak in front of class not clear or good, and she always worry about making mistakes while speaking because she does not want to look like a fool.

The students number 13 said that the learning english is easy for her because she join english class in senior high school. The students number 13 feel nervous when she speak in others class and she don't know people in the class ,then student number 13felt less nervous in class when speak in her class, and she don't worry about making mistakes while speaking.

The students number 14 said that the learning english is easy for her. Then, she said that prouncation easy for her. The students number 14 feel nervous when she make mistake



when speaking, then student number 14 felt less nervous when her pronunciation good and correct, and she don't worry about making mistakes while speaking.

The students number 15 said that the learning english is difficult. Then, she said that there are some components in english such as grammar and reading is very hard. The students number 15 feel get nervous when she forget what to say in the front of class. Then, student number 15 felt less nervous when she speak in her class and some people looked her and she always worry about making mistakes while speaking.

The students number 16 said that the learning english is difficult. Then, she said that there are some components in english such as grammar and reading is hard to learn for her. The students number 16 feel get nervous when she forget what to say in the front of class. Then, student number 15 felt less nervous when she speak in her class and some people looked her and she always worry about making mistakes while speaking.

The students number 17 said that the learning english is sometime difficult and sometime easy for her. The students number 17 feel get nervous when she forget what to say in the front of class. Then, student number 17 felt less nervous when she speak in her class and she understand about her speak and she always worry about making mistakes while speaking.

The students number 18 said that the learning english is difficult. Then, he said that there are some components in english such as grammar and reading is hard to learn for his. The students number 18 feel get nervous when he don't preapare material before he speak in the front of class. Then, student number 18 felt less nervous when he speak good and clear, he always worry about making mistakes while speaking because he does not want the point expalained no to reach the listener.

The students number 19 said that the learning english is sometime difficult and sometime easy for his. The students number 19 feel get nervous when he forget what next

words to say in the front of class. Then, student number 19 felt less nervous when he speak in class and some people interesting about he speak, and he worry about making mistakes while speaking but he know can learn from his mistake.

The students number 20 said that the learning english is sometime difficult and sometime easy for her. Then, she said that she get problem components in english like grammar. The students number 20 feel get problem when she speak in public especially in crowded, she always nervous. Then, student number 20 felt less nervous when she speak in class and her friend looked her and she always worry about making mistakes while speaking.

The students number 21 said that the learning english is difficult for her. Then, she said that she get problem components in english like grammar. The students number 21 feel nervous when she speak in public especially in crowded, she always nervous. Then, student number 21 felt less nervous when she speak in class and her bestfriend looked her and she don't worry about making mistakes while speaking because she want to correct if she making a mistake.

The second indicator of interview is learner beliefs about language learning and that consisted of questions which are in (1) what are your strength or weakness in speaking english? and (2) do you compare your speaking skill to that of others in the class? And some students answered;

The students number 1 said that her weakness in speaking english is pronunciation and she compare her skill to other class. The students number 2 said that her strenght in speaking english is she understand about someone who talking with her used english conversation and her weakness in speaking english are tounge and grammatical problems and then sometime she compare her skill to her friends and other class. The studentsnumber 3 said that hisstrenghtsin speaking english is he can understand about someone who talking with his and his weakness in speaking english is he hard to express her idea in a speak but he

understand what the topic and he does not compare his skill to other class. The students number 4 said that his weakness in pronunciation and fluency. Then he does not compare his skill to other class. The students number 5 said that her weakness in speaking English is pronunciation and she does not compare his skill to other class.

The students number 6 said that her strengths in speaking English is pronunciation and her weakness in speaking English is grammar and vocabulary. Then she does not compare his skill to other class. The students number 7 said that her strengths in speaking English is grammar and her weakness in speaking and reading. Then she compares her skill to other class because it can motivate her. The students number 8 said that her weakness in speaking English is grammar and she compares her skill to other class. The students number 9 said that her weakness in speaking English is pronunciation and she compares her skill to other class. The students number 10 said that her strength in speaking English is grammar and her weakness in speaking English is reading. Then she compares her skill to other class because to know about her ability in speaking English.

The students number 11 said that her weakness in speaking English is fluency and she compares her skill to other class because she wants to improve her speaking in English. The students number 12 said that her weakness in speaking English is pronunciation and she does not compare her skill to other class. The students number 13 said that her weakness in speaking English is grammar and she compares her skill to other class because she wants to improve her skill in speaking English. The students number 14 said that her strength in speaking English is pronunciation and she compares her skill to other class because she wants to be better than the others. The students number 15 said that her weakness in speaking English is pronunciation and sometimes she compares her skill to other class.

The students number 16 said that her weakness in speaking English is pronunciation and she compares her skill to other class. The students number 17 said that her strength in



speaking english is fluency and her weakness in speaking english is pronunciation. Then, she does not compare her skill to other class. The students number 18 said that his weakness in speaking english are speaking, grammar and reading. Then he does not compare her skill to other class. The students number 19 said that his strength in speaking english is pronunciation and his weakness in speaking english are fluency and accuracy. Then he compare her skill to other class. The students number 19 said that his strength in speaking english is pronunciation and his weakness in speaking english are fluency and accuracy. Then sometime he compare her skill to other class. The students number 20 said that her strength in speaking english is she understand about someone who talking with her used english conversation and her weakness in speaking english grammar. Then she compare her skill to other class. The students number 21 said that her weakness in speaking english grammar. Then she compare her skill to other class.

The third indicator of interview is instructor beliefs about language teaching and that consisted of questions is (1) what is your teacher's attitude toward your oral mistakes? And some students answered;

The students number 1 said that the teacher attitude always correct her students when the student who make mistake and give support her. The students number 2 said that the teacher attitude always correct every words students when the student who make mistake. The students number 3 said that the teacher attitude make the student his spoken is good. The students number 4 said that the teacher attitude always support his when make mistake. The students number 5 said that the teacher attitude like to support the student however the student make mistake.

The students number 6 said that the teacher attitude give the student advise such oral task. The students number 7 said that the teacher attitude give advise to student to never give up and study again. The students number 8 said that the teacher attitude when the student who

make mistakes in oral task but the teacher give support. The students number 9 said that the teacher attitude always correct her students when the student who make mistake and give support her. The students number 10 said that the teacher attitude give motivation to student about speaking in english.

The students number 11 said that the teacher attitude when the student who make mistake, the teacher correct word by word. The students number 12 said that the teacher attitude always give her support when the student who make mistake. The students number 13 said that the teacher attitude always support the student when the student who make mistake. The students number 14 said that the teacher attitude always correct and give sugestion the student to make better. The students number 15 said that the teacher attitude always support and correct when the student who make mistake. The students number 16 said that the teacher attitude always correct and give sugestion the student to make better. The students number 17 said that the teacher attitude always support and correct the student when the student who make mistake. The students number 18 said that the teacher attitude always support the student not shy if speaking in the class. The students number 19 said that the teacher attitude always support and correct the student when the student who make mistake. The students number 20 said that the teacher attitude when the student who make mistake while speaking always correct words by words. The students number 21 said that the teacher attitude always correct her with word by word.

The fourth indicator of interview is Classroom procedures and that consisted of questions is (1) do you want your oral mistakes to be corrected immediately? And some students answered;

The student number 1 said that her oral mistakes does not corrected immediately. The student number 2 said that she want her oral mistakes to be corrected immediately. The student number 3 said that he want his oral mistakes to be corrected immediately because he

want to know where his mistakes. The student number 4 said that he does not want his oral mistakes to be corrected immediately. The student number 5 said that she does not want her oral mistakes to be corrected immediately because it will be make her nervous.

The student number 6 said that she want her oral mistakes to be corrected immediately. The student number 7 said that she want her oral mistakes to be corrected immediately because she want to be better again. The student number 8 said that she don't want her oral mistakes to be corrected immediately. The student number 9 said that her oral mistakes does not corrected immediately. The student number 10 said that she want her oral mistakes to be corrected immediately because she want to be good in speaking.

The student number 11 said that she want her oral mistakes to be corrected immediately because she want her english to be better. The student number 12 said that she does not want her oral mistakes to be corrected immediately because can make her shy in the class. The student number 13 said that she want her oral mistakes to be corrected immediately. The student number 14 said that she want her oral mistakes to be corrected immediately. The student number 15 said that she does not want her oral mistakes to be corrected immediately.

The student number 16 said that she does not want her oral mistakes to be corrected immediately because can make her nervous. The student number 17 said that she want her oral mistakes to be corrected immediately. The student number 18 said that he want his oral mistakes to be corrected immediately. The student number 19 said that he want his oral mistakes to be corrected immediately because he want to correct and he want to know where is his mistakes. The student number 20 said that she want her oral mistakes to be corrected immediately because she want learn more from her mistake and he does not if the teacher correct her. The student number 21 said that she want her oral mistakes to be corrected immediately.





The fifth indicator of interview is language testing and that consisted of questions is (1) do you feel nervous in oral exams? Why or why not? And some students answered;

The student 1 said that she feel nervous in oral exams because she affraid to make a mistake. The student 2 said that she feel nervous in oral exams because she have many problems in pronouncation. The student 3 said that he feel nervous in oral exams because nervous make his blank and he hated that. The student 4 said that he feel nervous in oral exams because her speaking skill not good and then make his not condfident to speak. The student 5 said that she feel nervous in oral exams because she affraid to make a mistake.

Then, the student 6 said that she feel nervous in oral exams because she affraid to make a mistake. The student 7 said that she feel nervous in oral exams because she not condfident with her self and affraid to give wrong answer. The student 8 said that she feel nervous in oral exams because she affraid to make a mistake. The student 9 said that she feel nervous in oral exams because she affraid to make a mistake. The student 10 said that she feel nervous in oral exams because when she speak and then she does not understand about the materials.

The student 11 said that she feel nervous in oral exams because her speaking skill still not good. The student 12 said that she feel nervous in oral exams because she does not know to much vocabulary. The student 13 said that she feel little bit nervous in oral exams when the people looked her. The student 14 said that she does not feel nervous in oral exams when she prepared before. The student 15 said that she feel nervous in oral exams because she affraid and not condfident.

The student 16 said that she feel sometime nervous in oral exams when she does not know about exams. The student 17 said that she does not feel nervous in oral exams because she learn and before exams. The student 18 said that he does not feel nervous in oral exams. The student 19 said that he does not feel nervous in oral exams but he nervous if he can

answer the questions. The student 20 said that she feel nervous in oral exams because she affraid to make a mistake when she answer the question. The student 21 said that she feel more nervous in oral exams because she affraid to make a mistake.



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## CHAPTER V

### CONCLUSION AND SUGESTION

#### 5.1 Conclusion

In accordance with the research finding, the research find out that the factors speaking anxiety in third semester students at English language education program of FKIF Universitas Islam Riau. The majority student factors speaking anxiety in English. It means the students speaking anxiety in English positive get problem. Most of the student get problem in speaking anxiety in indicator 5 about classroom procedures, indicator 5 show that speaking anxiety source by the student not ready to speak English because the materials of study is not interesting.

Some with conclusion above, the questionnaire test based on 5 indicators such as; (1) personal and interpersonal anxieties, (2) learner beliefs about language learning, (3) Instructor belief about language teaching, (4) classroom procedures, and (5) language testing. Some of students show that learning is English difficult especially in grammatical. Most of them afraid make mistakes while speaking in English. A half of students have different kind strength and weakness in English and the student think about their teacher attitude is good because the teacher give support and correct when the student speaking in English. Most of the student want to correctly while speaking in English. Some of students felt nervous in oral exams caused by some reason but most of the reason afraid to make mistakes.

#### 5.2 Sugestion

Depend on the finding of the research, the researcher would like to give some suggestion that might be useful for lectures and the further researcher of speaking anxiety, as follow:



### 5.2.1 The Lectures

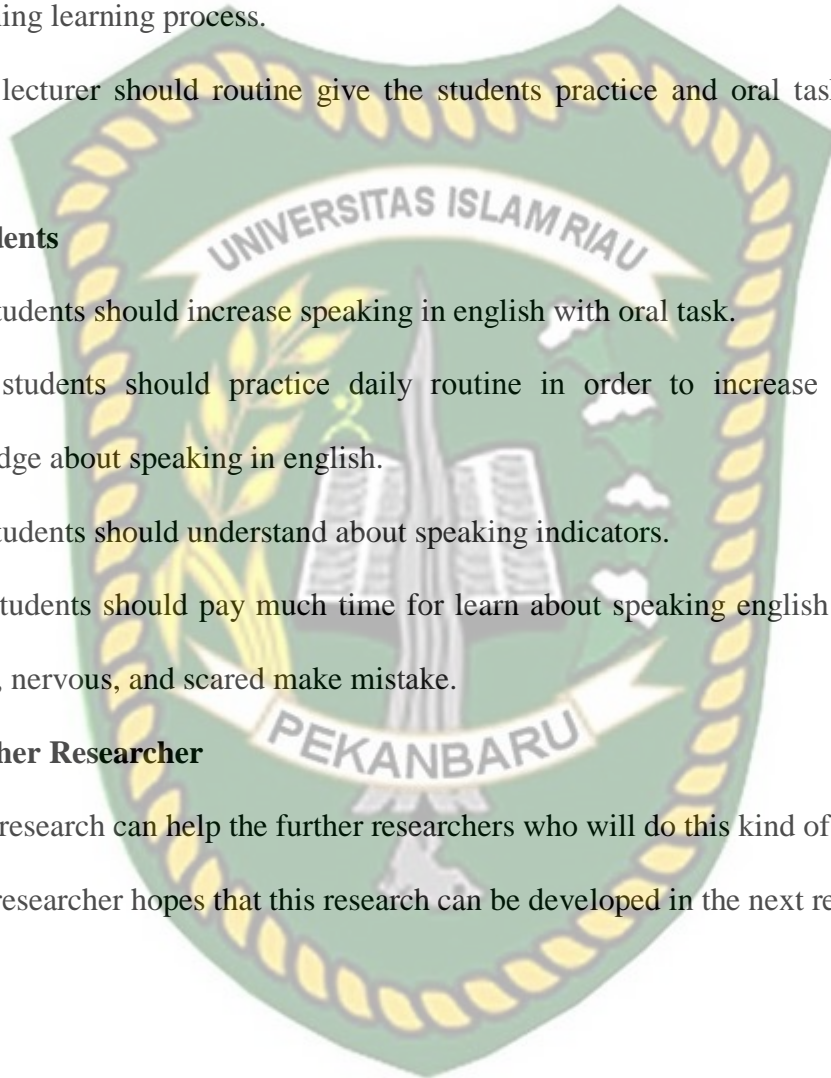
1. the lecturer should give fun situation while teaching learning process about speaking so the students do not nervous speaking in english.
2. the lecturer should make the students more interest with speaking with give some games in teaching learning process.
3. The lecturer should routinely give the students practice and oral task in speaking english.

### 5.2.2 The Students

1. the students should increase speaking in english with oral task.
2. the students should practice daily routine in order to increase the students' knowledge about speaking in english.
3. the students should understand about speaking indicators.
4. the students should pay much time for learn about speaking english for minimize anxiety, nervous, and scared make mistake.

### 5.2.3 The Further Researcher

1. This research can help the further researchers who will do this kind of study.
2. The researcher hopes that this research can be developed in the next research.



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