AN ANALYSIS ON STUDENTS' SPEAKING ANXIETY IN ENGLISH LANGUAGE EDUCATION DEPARTMENT AT UNIVERSITAS ISLAM RIAU

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ABSTRACT

FEBRIKAWATI, 2021. An Analysis of Students' Speaking Anxiety in English Education Department at Universitas Islam Riau, Thesis.

Keywords: Analysis, Anxiety, Speaking Anxiety

Speaking anxiety is about the feeling of nervousness, afraid, uncomfortable, not confidence, and worry when someone does speaking in the target language in front of the audience. The foreign language learners commonly experience it. According to the phenomenon, there are so many researches about anxiety to find a way in controlling the feeling of anxiety. This research explained about analysis of the students speaking anxiety. It conducted using descriptive qualitative research. The research participants were 30 students of the fourth semester in English Language Education of FKIP UIR. This research investigated the levels of students' anxiety and the dominant type of speaking anxiety experienced by the learners. In conducting the research, the researcher was gain the data through Foreign Language Classroom Anxiety Scale (design by Horwitz et al., 1986) and an close-ended questionnaire. The study's findings revealed that the students experienced speaking anxiety during the class activities. It found that most of the students experienced a moderate level of speaking anxiety (70%). Besides, there were eight low anxiety students (27%), and 1 student who had a high anxiety level (3%). The most dominant aspect of students' speaking anxiety was communication apprehension (47%), followed by fear of negative evaluation (29%), and low self-confidence (19.3%). Those levels and aspects of speaking anxiety were affected by 5 causes, namely students' belief about speaking, students' speaking activity impression, incomprehensible of speaking components, lack of preparation, perception of negative evaluation by the classmate and lecturer. The finding showed that anxiety affects students' performance in a speaking activity. Applying positive thinking and learning more seriously followed by practicing a lot also prepare the subject before come to the class are needed to help in solving the students' anxiety.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is an international language that should be learned by all students in Indonesia. Learning a new grammatical structure, vocabulary, and pronunciation can be quite challenging for the foreign language students. Besides, the foreign language students must master some skills in terms of learning English. The speaking skill is one of the abilities that encourage students to communicate in English. In learning English especially speaking, the students are expected to be able to communicate properly.

Additionally, some students clarify that they have problem with English speaking activity. The problem usually occurs because of their emotions. Primarily, positive emotion has the potential to energize students' thinking and encourage student to be active in the class. In contrast, negative emotion, such as the feeling of shyness, uncomfortable, fear, and anxiety is affecting their performance especially in speaking activity. The student cannot deliver the information very well then get discouraged in English speaking activities. Hence, if the language learners fail to learn how to speak or do not get any opportunity to speak in the language classroom, they may lose interest in learning the language.

Talking about negative emotions, anxiety is the most common emotion that becomes a big problem for students in foreign language learning. Anxiety can distract students in the language learning process. Feeling of tension, worry, and

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nervousness wi ll impede students' ability to perform in the class. Therefore, the anxious students always make some problems while studying English speaking. The students learn less and unable to practice what they have learned. Even worse, they may experience more failure, which successively escalates their anxiety. In contrast, if the students have low anxiety, they will be more successful in acquiring English.

In the same way, it is confirmed that some of the fourth semester students in the English department at FKIP UIR still have difficulties in using English for communicating in their routines. From the researchers' pre-observation at the English department of FKIP UIR, it found that some of the students do not dare to speak up. They become passive in the class when the teaching and learning process is ongoing. They are too worried to convey their ideas in English. They feel that they will always make a mistake when they are speaking in English.

Previously, the researcher has discovered the signs of anxiety among the students. Firstly, the students avoid and reduce their participation in the classroom. Even more in the speaking activities, some of them do not want to speak up in the classroom. It is because their lack of confidence, less motivation, passiveness, and feeling forced to speak. The learners are fearful and shy to speak in English because they are worried about mistakes. Secondly, some students also believe that English is a difficult subject. They believe that it can decrease their self-esteem and make them feel anxious in the classroom. Therefore, when they are asked by the teacher to speak, they start to stammer. Furthermore, some of

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them cannot produce the sound or intonation even after the number of repetitions, because they are not sure if they can speak in English.

Connected with the anxiety disorders, the researcher conducted this research due to personal experiences. The writer faces this problem itself. The aim of this research is to find a way and help anyone to solve his or her problem about anxiety especially in speaking English anxiety. Therefore, the anxiety can be a positive energy for the students in following the learning process, and then become successful learners.

Due to anxiety factor, speaking English seems quite difficult for students. Thus, based on the problem identification above the writer wants to analyze this problem under the title **"An Analysis on Students' Speaking Anxiety in English Language Education Department at Universitas Islam Riau".**

1.2 Identification of the Problem

Speaking for EFL learners is not easy; they still have problems with it. There are some issues that students face when learning English speaking. The problem commonly comes from the students' emotions. Negative emotion such as feeling anxiety can disturb students' concentration to follow the learning process. The students in the fourth semester also show the signs of anxiety in speaking. They cannot speak in English because they are shy and nervous. The students do not want to present the learning outcomes because they always worried about making a mistake. As a result, the students lack of confidence, loss of motivation, passive in the class.

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Naturally, the students' emotions can encourage or discourage the learning process. For example, students learn and perform more successfully if they feel secure, happy, and excited about the topic. Unfortunately, in this case, anxiety tends to be more discouraging students' learning process. In the end, the students cannot achieve their goals in speaking class.

1.3 Focus of the Problem

Although there are other language skills (listening, reading, and writing) that have to be learning, the researcher limits the research on speaking ability. Therefore, the researcher only focuses on speaking anxiety in the English language. There might be a different result of this research for previous and future studies. It is because of the different subject that used in the research. In this research, the research participant is the fourth-semester students of English Department of FKIP UIR.

1.4 Research Questions

Based on the background above, the writer formulated a research question as follows:

1. What are the levels of speaking anxiety experienced by the fourth semester students in English Language Education Department at FKIP UIR?
2. What is the dominant aspect of speaking anxiety that occurred in the fourth semester students in English Language Education Department at FKIP UIR?

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1.5 Objective of the Research

Departing from the problems mentioned in the statement of the problem, this study is aimed at:

1. To know the levels of speaking anxiety experienced by the fourth-semester students in English language education at FKIP UIR.
2. To determine the dominant aspect of speaking anxiety that occurred in English language education of the fourth-semester students at FKIP UIR.

1.6 Significance of the Research

The writer hopes that the completion of this research will contribute to :

1. Universitas Islam Riau

The Result of this study will be considered by the institution and it can enrich the treasure of research paper about foreign language in this institution.

2. Speaking lecturer

The output of this study can be an idea for speaking lecturers to develop their teaching strategies. Therefore, the lecturers can help their students to reduce anxiety when the students practice their speaking skills within and outside the classroom.

3. Future researchers

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This research can be a reference for future researchers who have a similar interest in the subject matter. Moreover, this research will help the next researchers to generate a better study.

4. Students

This paper may become a basic knowledge of foreign language students who are learning to sharpen their oral skills. This research will be useful for the student especially fourth-semester students of the English Department to improve their competence in speaking English. It might show the importance of studying speaking as well, so they will learn more in order to be the best English learner.

1.7 Definition of the Key Terms

To avoid misunderstanding about the meaning of the terms in this paper, the researcher explains the term used in this research:

1. According to Laws, et.al (2003) analysis is about science investigation for trends, comparisons, relationships, and issue.
2. Speaking is one of the ways for human to express, convey, find and exchange certain information by producing sounds. Brown (1994) describes speaking as an integrated process of meaning building that includes generated, obtained, and processed information.
3. According to Horwitz et al. (1986) anxiety is characterized by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Speaking

Speaking is a productive ability because it allows people to express opinions and provide information one another. In particular, there were also five elements, which are generally known. It includes pronunciation, grammar, vocabulary, fluency, and comprehension. In academic study, speaking is concerned with presenting a summary and a perspective on a particular issue (Nation, 2009). It means that speaking ability is an activity that involves sharing relevant information that is need by the listener.

Bahadorfar and Omidvar (2014) argue that speaking is a key part of second-language learning and teaching and one of the productive skills that should be master by learners in the learning of foreign languages. In the meantime, Ahmadi (2017) suggests that speaking is one of the most important skills to develop and enhance as a means of effective communication. Furthermore, in mastering English, speaking is one of the competences that students need to practice, so it is necessary to do consistently.

According to Brown (2003), students are expected to engage in five basic types of speaking in the classroom. They are imitative, extensive, intensive, interactive, and responsive:

a. Imitative is the students' ability to copying accent or words defined by the speaker.

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b. Intensive is the ability to produce short sentences with intonation, stress, and rhythm.

c. Responsive requires someone's to response short dialogues, standard greetings and simple chat, simple requests as well as replies, and such like.

d. Interactive is divided into two types of communication. The first is a transactional language, which can be used to exchange particular information. The second is interpersonal exchanges in order to create social relations.

e. Extensive (monolog) is ability of students to delivering speech, oral presentation, or stories, where the interaction by listeners is very limited.

Those basic speaking activity can be success by fulfill some characteristics. According to Ur (1991), the characteristics of effective speaking activity are as follows:

a. Students talk a lot

The class activity is dominating by learners' conversation as much as possible. The teacher can use "think pair share" method or discussing the topic on a small group. It can allow anybody in the class to share their idea.

b. Participation is even

The speaking classroom activity is dominating by all of the students in the class. The little of participation is not allowed, because everyone should speak and the chance should contribute equally.

c. Motivation is high

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An interesting topic commonly encourages students to give their contribution in the speaking activity.

d. Language is an acceptable level

The students can produce their statements where the statements are meaningful, easily to understood and acceptable by the listener.

Retaining to Harmer (2001), there are two elements of speaking that student should pay attention to have a good ability in speaking. They are:

a. Language Feature

Language feature supports in understanding what the speaker is saying.

It divides into four sections. The first is connected speech. In connected speech sounds are changed (assimilation), omitted (elison), added (linking r), or weakened (through contractions and stress patterning). The second part is expressive devices. In expressive devices, the native speaker of English change the pitch and stress of specific parts of utterances as well as the volume and speed, to show feelings. The third component is lexis and grammar. In order to be fluent in English, the students should have a wide range of lexical phrases. Therefore, it can help them to face different levels of interaction. The last part is negotiation language. It used to seek clarification and to demonstrate the structure of what we are saying.

b. Mental/Social Processing

In mental/social processing, it contains some parts. The first part is language processing. Language processing involves retrieving words and phrases from memory and assembling them into syntactically and propositionally appropriate

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sequences. It helps students in developing habits of rapid language processing in English. Second, *interacting with others;* speaking also involves a great deal of listening, understanding how other participants feel, and knowing how linguistically to turn around or allow others to do so. Third, *information processing*; the students should be able to respond the information that they get on the spot.

2.2 Speaking Ability

Speaking is a complicated and challenging skill to master, especially for foreign language learners. Thornbury (2005) defines speaking as the ability to use oral language. Many language learners assume that the ability to speak as a measure of knowledge of a language. They also define fluency as the ability to converse with others. The students consider speaking as the most important skill that needs to be acquired so that they can assess their progress in terms of their achievements in spoken communication.

Furthermore, Murcia (2001) argues that knowing how to speak the language is the most the ability to speak a language is the most basic aspect communication. In brief, speaking ability refers to the students' capability to use a language that they have learned for communication. Speaking skills are the most important aspects of determining someone's ability to master English.

2.3 The Components of Speaking Ability

According to Hughes (2003), the language learners should have knowledge about the three types of speaking components, there are:

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a. Mechanics contains with pronunciation, grammar, and vocabulary. It is concerned with using proper words in the correct order with the right pronunciation.

b. Function is about transactional and interactional. The transaction concerns of understanding the essential information of the speech. Meanwhile, in the interaction, the precise of understanding is not requiring, because the intention is only to create a relationship.

c. Social culture rules and norms are about the way of taking a consideration of the interlocutors, situation, topic, and the reason.

The fluency and accuracy is not solely way of how to be understood by others in speaking activities. The meaningful statement is also the key to be understood by others. In considering the meaningful statement there are several aspects, which the speaker should have. In Hughes (2003), Adams and Frith justify the aspects as the follows:

a. Grammar

According Batko (2004), grammar presents the basic basis and structure of language, which includes the construction of a proper and accurate statement as well as the correct word form.

b. Vocabulary

According to Nunan (2005), vocabulary is the set of words that the people fully understand. It is an essential component of communicative competence. Based on Nunan (2005), McKeown and Beck (2003) argued that the formal and

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informal words instruction that engages students' cognitive skills and provides opportunities for learners to use the word is essential.

c. Comprehension

McNamara (2007) said that speaking comprehension is the ability to talk and listen the information with understanding, which acquired by the learner through their learning experiences.

d. Fluency

According to the Nation (2009), speaking fluency is about the speaker ability to talk impromptu with a little mistake and understandable by the listener. The use of correct words and structure also shows someone fluency in speaking.

e. Pronunciation

Pronunciation is the procedure in which all the sounds are produce. The function of pronunciation is pronouncing the clear and correct words during the communication process.

Above all explanations, it is clear that speaking is a complicated activity because the learner should always pay attention to pronunciation, grammar, vocabulary, fluency, and comprehension that every part is interconnected.

2.4 The Important of Speaking Ability

English has become a lingua franca in this world. It is spoken and learned by many countries as a second or foreign language. According to Ahmad (2016), English is a passport for better education and job opportunities. To be able to communicate with others using English, people should learn how to speak correctly and effectively. An effective speaker can get the audience's attention

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and catch all completion of his message. How good someone's ability to speak can be measured as well as the information can be transmitted and received to a hearer. It also can prevent any misunderstandings and problems.

For instance, becomes a qualified communicator, someone needs to be knowledgeable in each of four language skills: listening, reading, writing and speaking. In addition, Lorena (2015) stated that speaking is an ability to express what you have read, written and all your thoughts heard. What you speak will determine the expressiveness of you.

At the same time, communication skills are very essential in career success. Communication skills are important instruments that enable us to exchange information, ideas, feelings, and thoughts. For many transactions, the corporate world respects these skills very much by being an effective communicator. English is considered by companies to be an important criterion for selecting a successful candidate. If we have a good command of speaking English, not only do our career opportunities broaden but also your chance for being paid more at a chosen job increases.

2.5 The Kinds of Speaking Activities

Increasing students' speaking motivation, teachers should engage their students into various speaking activities. Teacher has to set up kind of enjoyable speaking activities, so the student can fully participate on it. Harmer (2001) said that speaking activities can give students a great deal of confidence and satisfaction, and can encourage them to further study with sensitive teacher guidance. According to Nunan (2005) there are several speaking activities that

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lead students to speaking mastery. These activities are designed to increase students' fluency in speaking English.

a. Information Gap

Information is a useful activity which one person has information that the other lacks. They must use the target language to share the information. Harmer (2001) states that the information gap is one type of speech activity where two speakers have different parts of the information make up a whole. Because they need different information, there is a "gap" between them.

b. Role-plays

In the role-play, the teacher gives specific role to the students in the target language. Before they have to make a conversation in real life, the student will practice the target language effectively.

c. Simulation

Simulation is more complicated than role-plays. It is the way to create somewhat realistic environment to support students' language practice. For example, if the students have to practice transactional speaking with the cashier in the bookstore, the teacher might provide some stuff such as book, pen, rules, even using money for their purchases. Therefore, the teacher creates the situations as if it is real.

d. Contact Assignment

The purpose of this activity is to get the students talk to people using the target language by sending them out of the classroom. The teacher sends the students to find information as many as they can. The students are provided with a

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worksheet and they can fulfill the information by asking the questions. Afterwards, the students compile the result of the survey and report what they have learned.

Ordinarily, the type of speaking activities in the fourth semester of English department UIR is interactive speaking, such as discussion, presentation, role-plays, interviews, and games. In this way, the lecturer assesses the students' capability in doing the interaction one another used the English language.

2.6 The Concept of Anxiety

Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. Anxiety is one of a popular psychological phenomenon. In general, anxiety appears from the physical body as a response to a specific situation. It also identified as a sense of being threatened, apprehension, tension, or worry.

According to Suleimenova (2013), Anxiety describes as distress or discomfort of the mind caused by fear of danger or misfortune. It also can be excessive worry about everyday things, constant worry that dominates and interferes with day-to-day functions such as work, school, relationships, and social activities. As far as foreign language anxiety is concerned, different researchers have approached it from different perspectives.

In the same way, Horwitz et al. (1986) state that anxiety described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system. Anxiety becomes the most general emotional dilemma of someone's feelings. Everyone

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will feel anxious about something that will happen in their life, especially when they have to face speaking exercise.

On the other hand, Anxiety can be said as one of factor that impedes people in learning a language. Anxiety is a negative feeling when someone feels anxious, apprehensive, or uneasy in a specific time and feels hesitate with their ability. In English as Foreign Language (EFL), language anxiety is also possible found on the four skills (listening, speaking, reading, and writing), vocabulary, and grammar. Mayer (2008) says that anxiety is normal aspect of life and it has a positive side too.

Moreover, Tyrrell (2007) argues that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance. For instance, when the students always get a bad score for the task then they feel effortless. They should study more to reduce their anxiety so students can achieve their goals.

From the explanation above, it can be conclude that anxiety gives negative impact to someone's personality if he or she cannot manage it. Thus, it is related to speaking skill because when they have high anxiety, they will speak hesitantly. They are too worried when they speak in English. Hence, their speaking are going to be slow and they will repeat many word on their dialog. In contrast, it will give positive vibes when the students can manage it.

2.7 The Types of Anxiety

According to Fordham and Videback (2011), the types of anxiety devide into four types, as follows:

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a. Generalized Anxiety Disorder

Generalized Anxiety Disorder (GAD) is characterized by excessive apprehension and worry about life-long events that are difficult to control. Continuous feelings of discomfort, difficulty concentrating; muscle tension or headache, irritability and difficulty sleeping are common symptoms of this disorder. People who have GAD often feel unrealistic fear that something bad is going to happen. Approximately 5% of the population suffers from GAD.

b. Social Anxiety Disorder

Social Anxiety Disorder is about fear of social or performance situations in which unfamiliar people are exposed and fear of the possibility of judgment by others. The social anxiety disorder avoids the public situations because of the fear of acting in a way that could be humiliating. Physical signs of this disorder are trembling and blushing. However, individuals who struggle with Social Anxiety Disorder severely restrict what they do to avoid unfamiliar situations or people, and their anxiety usually does not decrease when they are actually in a stressful situation.

c. Specific Phobias

Phobia is an exaggerated fear of a selected object or situation (e.g. spiders, flying in a plane, enclosed places, blood, heights, dogs, thunderstorms). Phobia leads someone for always limit himself to do something or to going out in order to avoid things that make their scared. Therefore, treatment is recommended if the fear of the object or situation causes significant disruption of routine, activities or relationships.

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d. Panic Disorder

Panic Disorder refers to the intense episode of fear and anxiety that occur frequently and without warning. The physical symptoms are shortness of breath, racing heart, and dizziness usually occurs during a panic attack. Feelings of unreality and fear of fainting, losing control, or dying are also common in panic episodes. People who experience panic attacks will avoid public situations, such as parties, classrooms or social gatherings. College students are in a high-risk age group for panic disorder that mostly diagnosed in young adults.

2.8 Levels of Anxiety

According to Stuart (2013), there are four levels of anxiety that experienced by individual:

a. Mild Anxiety

Mild anxiety related with tension in daily life and causing someone to be wary. This level of anxiety is normal in life because it can increase the motivation to make the individual is ready to act.

b. Moderate Anxiety

Moderate anxiety is allowing someone to focus on important thing and exclusion others. In this condition, the individual still can learn directives from other people. Stimulus from outside not be able internalized properly, but individual really pay attention for the things that become a center of attention.

c. Severe Anxiety

Severe anxiety greatly reduces the area of people perception that has tended focus on something that is detailed and specific. Someone requires a lot of

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guidance to be able to concentrate on one area. In this circumstance, someone will focus attention on specific details to reduce anxiety and require many directions to focus.

d. Panic

Panic related to fear because of experience loss of control. Individuals who experience panic are not able to do anything even with direction. If the panic condition comes continuously, it will make a death

2.9 Symptoms

According to Smith (2009) there are four anxiety symptoms, as follows:

a. Emotional Symptoms
   1. Feeling of tension
   2. Apprehension

b. Cognitive Symptoms
   1. Worry
   2. Thoughts about inability to cope

c. Psychological Symptoms
   1. Increased heart rate
   2. Muscle tension
   3. Other autonomic arousal symptoms

d. Behavioral Symptoms
   1. Avoidance of Feared situations
   2. Decreased task performance
   3. Increased startle response.

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Another anxiety and symptoms also described by Thomas (2012) as follow:

Table 2.1 The Primary Characteristic of Anxiety

Cognitive	**Behavioral**	**Physiological**
Concentration problems	Motor restlessness	Tics
Memory problems	Fidgets	Recurrent, localized Pain
Attention problems	Task avoidance	Rapid heart rate
Oversensitivity	Rapid speech	Flusing the skin
Difficulty solving problem	Erratic behavior	Perspiration
Worry	Irritability	Headeches
Cognitive dysfunction - Distortion - Deficiencies	Withdrawal	Muscle tension
Attributional style problems	Perfectionism	Sleeping problems
	Lack of participation	Nausea
	Failure to complete	Vomiting
	Seeking easy task	Enuresis

2.10 The Concept of Language Anxiety

Foreign language anxiety plays important role in learning foreign language because it can hinder the students in acquiring their target language. Horwitz et al. (1986) discuss foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Moreover, (Horwitz, et.al

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1986) states that foreign language anxiety is a situation specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety; it relates to the language-learning context. It means that there is a relationship between foreign language anxiety and language learning.

In this case, anxiety can give negative and positive impact to the students who desire to master foreign language especially English. It can be negative if the students cannot manage or control their anxiety. It will be difficult for them to learn English and their score will be bad. Otherwise, anxiety can give positive impact to the students. For example, when the students are feeling anxiety about not passing her or his examination, they will be serious in learning English.

Specifically, there are three types of anxiety perspective on the nature of anxiety can be found in literature, those are: state anxiety, trait anxiety, and situation-specific anxiety.

a. Pappamihiel (2002), State anxiety is a feeling of apprehension on certain conditions, while trait anxiety is a condition in which individuals tend to be anxious regardless of the situation.

b. MacIntyre and Gardner (1991) mention that situation-specific anxiety is anxiety disorders which appears because of specific factors or events are present and occurs consistently.

In short, Anxiety is closely related to the students' achievement on acquiring English. Furthermore, the students will be more difficult to acquire English if they have high anxiety because they are too afraid of making mistake while they learn English.

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2.11 Aspects of Language Anxiety

Language anxiety is caused by various causes during learning process. According to Horwitz, Horwitz, and Cope (1986) the aspects of language anxiety are: communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance), and fear of negative evaluation (worry about how others view the speaker). The explanation as follows:

a. Communication Apprehension

According to Wu and Chan (2004) communication apprehension arises from someone's fear and shyness if they have to communicate with others. In communication apprehension, people usually afraid of oral communication that is about speaking and listening. It means that, they will get difficulty to understand what people are saying and to make someone understands what they purpose to say. For example, when the students have to speak English with the teacher in the class, he or she may be anxious and afraid to speak in English or they may not understand what the teacher is saying. Moreover, the students will not feel confidence when they have to say something to the others because they are too afraid to talk with English.

b. Test Anxiety

Wu and Chan (2004) argue that test anxiety can occur when students have poor performance in the previous test. The students develop a negative stereotype about tests and they have irrational perceptions in evaluative situation. It means that test anxiety is related to someone's fear of test-taking situation. The students

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tend to deal with test anxiety every time they got to face frequent test. Mayer (2008) states that every student understands that taking a test means she will be graded, judged, and compared to her classmates, and the performance will get negative consequence from her teacher and parents. It also mentions that children with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary. Physical symptoms will lose students' concentration on the test material, then they are getting difficult to finish their test because accidentally they forget the material of the test that has been remembered before.

c. Fear of Negative Evaluation

Many students reported that they would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their peer. It means that if the students are not sure of what they are saying, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of others. For example, when the students perform their performance in front of the class, suddenly the student fall silent and get high anxiety. Thus, it makes them stumble over the words. It happens because the other students who do not perform criticized their performance.

d. Low Self-Confidence

Self-confidence is the most personality factors that give a big impact to foreign language learner. It also directly correlates with anxiety. Park & Lee,(2005), state that some of the characteristic of self-confidence are assumptions and self-evaluation of personal value and worth. A language learner

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who finds him or herself deficient and restricted in the foreign language will have a low self-confidence. Eventually, for the students who lack of confidence will lose the opportunity to practice the foreign language, as they would be afraid of making mistake and being humiliated. Otherwise, the students who hold their self-confidence and positive image will increased their succeed in learning the foreign language.

From the explanation above, it can be summed up that three components of foreign language anxiety give big impact for students' teaching learning process especially in speaking. In this case, communication apprehension, fear of negative evaluation and low self-confidence are used to measure students' anxiety through questionnaire and interview.

2.12 The Effect Anxiety on Speaking Ability

Feeling of anxiety has negative and positive effect to the student itself. The negative effect will give an impact to the students' cognitive, physical and behavioral. Horwitz, et.al (1986) divided the impact into two categories, namely second language studies and clinical experience. Based on second language studies, the anxiety affects students' communication strategies in language class. The students will avoid in giving a feedback on the learning process. They also try skip a class and postpone homework Meanwhile, based on clinical experience, the anxious students will lack of concentration, sweating, and palpitation.

Additionally, Gardner (1994) also say that anxiety have negative influences, both pervasive and subtle, on the three stages of cognitive processing: input,

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processing, and output. For this reason, the students who have anxiety will get difficulties in processing important insight, and being less receptive to language learning output.

Likewise, Horwitz, et.al (1986) defines the factors that contribute the students feel anxious in speaking English. The factors divide into three areas, such as teacher, material, and student itself. The factor from teacher involves classroom speaking activity and inappropriate ways of teaching. The classroom speaking activity can evoke the fear of negative evaluation by teacher or peers. However, the inappropriate ways in teaching is risky to threatening acts and incomprehensible input.

The anxiety also determines by material used in learning process. The excessive and the difficulty level of learning material strongly affect students' anxiety in speaking activity in class. The factor from students includes belief about language learning. In this case, the students believe that language is difficult. So, they feel unable to face the difficulties. The students also think that they should always show the perfect performing in speaking. Moreover, low self-esteem, stressful learning experience, and the lack of preparation also often become factors toward students' anxiety in speaking performance. In short, anxiety has big impact for students' achievement in speaking score because they high-anxiety will give an effect to their achievement. In sense, if students' anxiety increases, their academic achievement will decrease.

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2.13 Review of Previous Research

Some studies have conducted by the researchers related with analysis of students' anxiety in language learning.

The first was a case study by Cucu Sutarsyah (2017) from University of Lampung. He had done research about analysis the students' speaking anxiety and the effects on the students' speaking performance. The participants of this research were 27 students of the primary year students of SMPN 2 Bandar Lampung. The research design was expose factor to seek the correlation between the variables. The questionnaire and speaking test were used as data collection and then they were analyzed by using Independent T-Test and Linear Regression to test the hypotheses. The result shows that the students' speaking performance significantly differs between the two groups. The data showed that speaking anxiety might give negative contribution to the general students' speaking performance achievement. Nervousness was also discovered to be the most common element, accompanied by worry and stress.

The second was a case study by Septy Indrianty (2016) from STIEPAR YAPARI-AKTRIPA. The title was students' anxiety in speaking English (a case study in one hotel and tourism college in Bandung). The students from a hotel and tourism college were participated in this study. The information was gathered through observation of class situation and interviews. The study showed two findings related to research questions. First, two types of anxiety were evidenced. Second, the students' speaking anxiety was derived from three main sources of

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anxiety. Moreover, as revealed by the interview data, the students' anxiety appeared because of lack of vocabulary and preparation.

The third was anxiety of speaking English among international students in a Malaysian university by Diao Zhiping (2013). The Data was taken through observation and interviews which participated by the eight foreign postgraduate students. Discourse analysis was used to examine it. The results indicates that the Nigerians are not afraid of speaking in a public situation. Meanwhile, Iranians and Algerians were anxious due to fears of negative evaluation and communication apprehension.

In this study, the research focuses on finding the anxiety level and types of anxiety experienced by the fourth semester students on speaking activity. This research is descriptive qualitative research. The study uses interview and questionnaire to obtain the information needed. The result of questionnaire will calculated manually.

2.14 Conceptual Framework

This study investigates the students' anxiety on speaking performance in the classroom activities. This study aimed to find out the levels of speaking anxiety and identify the factors that affect their anxiety. Some students are passive in the class when the learning process is ongoing. They are afraid to share their ideas because all students should speak using English. The students are worry about making mistake and being mock by the other students.

Moreover, when the learners should perform in front of the class to speak, for instance, on the group presentation, they will start to silent or stammer. It

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happens because they experienced anxiety. The psychological condition make the students incapable practice and achieve a good result on test that teacher gave.

Therefore, the researcher intends to investigate students' anxiety levels and the factors that affect their speaking anxiety. By giving the questionnaire, we will find the varieties level of anxiety that students have. While the interview result would show the anxiety factors, because the interview guideline created based on the existing indicator.

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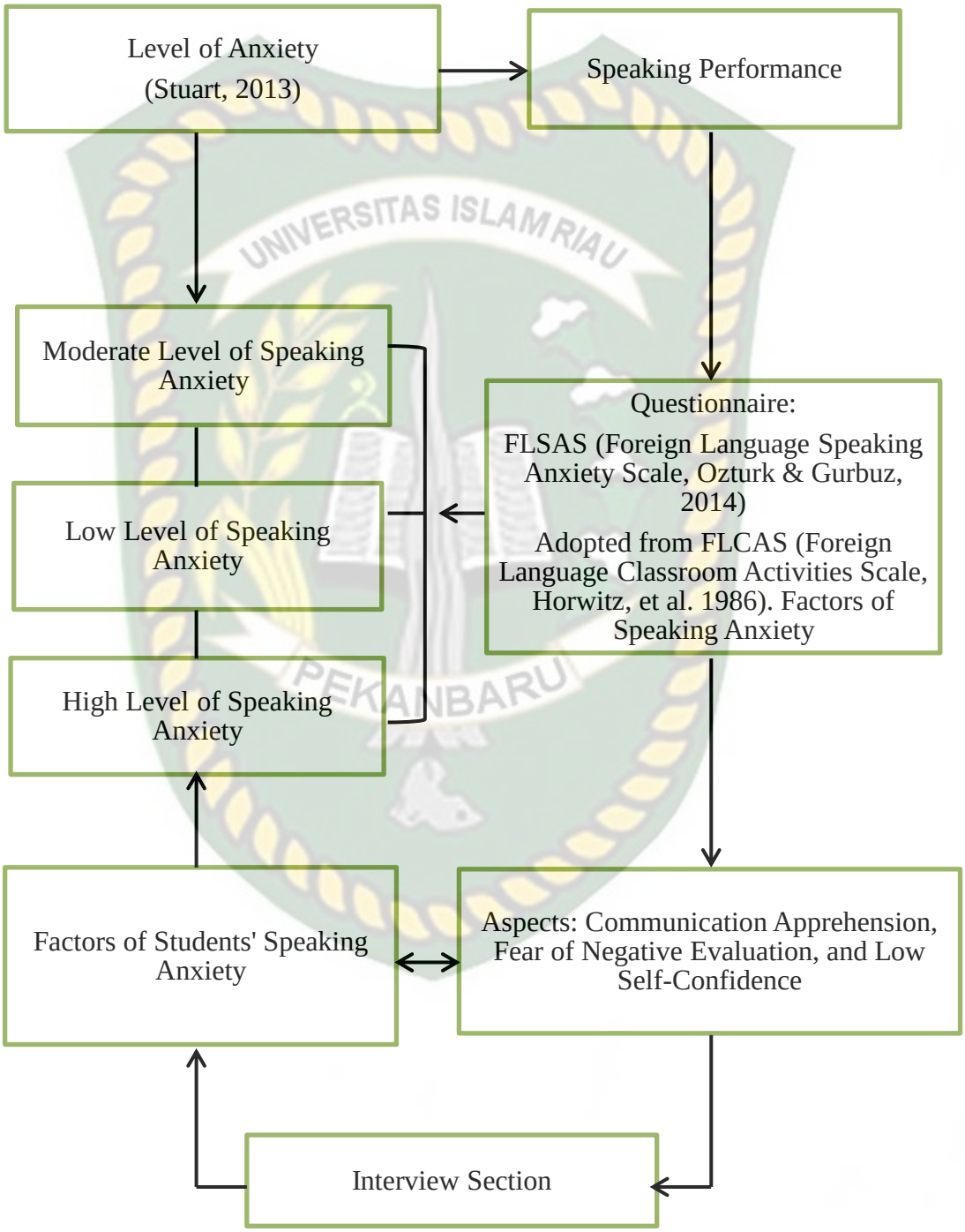
Figure 2.1 Conceptual Framework



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CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

This current research was used a descriptive qualitative method to get the data needed. Qualitative research based on Creswell (2012), defined as an approach to explore human problems based on the scientific procedure. It is about exploring the social problems. To explore the problems, the researcher needed to collect the data by giving questionnaire and interview to reveal the anxiety experienced by the fourth semester students in English department at FKIP UIR.

3.2 Location and Time of the Research

This research was done in English Education Department of FKIP UIR. It applied to the fourth semester students of English Department. The researcher chose the fourth-semester students as a subject of this research because in that level the students should prepare their self for practicing teaching at the seventh semester. Therefore, by understanding the students' anxiety, it could help them to control their anxiety and become successful students.

3.3 Source of Data

3.3.1 Population and Sample

Population is a group of people which used by researcher as the respondents of a study (Gay, et.al, 2012). In this research, the population was all of the fourth

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semester students of English Department in Islamic University of Riau, which consist of four classes A-D.

Table 3.1 Population of The Fourth Semester of English Department

No	Classes	Total of Students
1	A	34
2	B	39
3	C	39
4	D	41
Total		153

In contrast, sample is a part of population that wanted to analyze. The researcher was used random sampling technique to choose research sample. Random sampling technique is a technique that combines the subject in the population so that all subjects are assumed to be similar (Arikunto, 2010). Because the population of this research more than 100 students, it prefers to take 10-15% or 20-25% of total population to be sample of the research (Arikunto, 2010). Therefore, the researcher decided to choose 30 students from 20% of the population. The researcher chose them randomly by using lottery.

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3.3.2 Research Instrument

Research instruments are tools for data collection; include observation, interview and questionnaire (Arikunto, 2012).

1. Questionnaire

Questionnaire is a technique for collecting data by submitting a number of questions in written form, consisting of open and closed question. According to Ladico (2006), the questionnaire is a group or sequence of questions designed to obtain information from the respondent on the subject. There are two types of questionnaire namely open-ended and close-ended questionnaire (Arikunto,2010). The type of questionnaire used in this research was close-ended questionnaire. The questionnaire distributed by researcher to the fourth semester students of English Department at Islamic University of Riau in order to gain the data about the students' level of speaking anxiety.

The Foreign Language Speaking Anxiety Scale (FLSAS) was applied in this study as a questionnaire, which adopted from Ozturk and Gurbuz (2014) who selected 18 items from the 33 items of the Foreign Language Classroom Anxiety Scale (FLCAS), created by Horwitz et al., 1986.

2. Interview

Interview is a data collection technique by way of interviewing selected individual as a respondent (Sugiyono, 2017). It is about the process of obtaining

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information by giving some questions to the interviewee, with or without an interview guideline.

In this research, the students who have a high score from the result of questionnaire will be the interviewee. It is to find out the causes of students' speaking anxiety. The question is asking all about the students' anxiety experience in speaking English activity. An interview question adopted from Price in Vera (2018) focusing on foreign language anxiety.

1. Please tell me something about your feeling during the speaking activities.
2. What bothers you the most when speaking English in the class?
3. Do you have any idea why do feel so anxious when you are speaking in the classroom? How often it happens.
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn? Justify your answer.
6. Have your lecturer played a role in your feelings, either good or bad, about your speaking performance?
7. Do you have any idea of how speaking English might be less stressful? What did you do to reduce your anxiety?

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Table 3.2 Indicator for the Factors of Speaking Anxiety

FACTORS	INDICATORS	SUB INDICATOR
Internal Factors	Factors from students	• Speaking in front of the class • Incomprehensible input
	Factors from material	• Knowledge (grammar, vocabulary, pronunciation, spealling) • Skills
	Factors from attitude	• Attitude/psychology (shy, nervous, afraid, low confidence) • Belief about English • Ridiculed by peers • Low self esteem • Lack of preparation
External Factors	Factors from Teacher	• Teacher personality • Instrumental factor
	Factors from Environmental	• Social, family, school, natural environment

3.4 Data Collection Technique

The researcher took the fourth-semester students as the population. It was 30 students as a sample. The instrument that used in this research are questionnaire and interview. There were some procedures in collecting the data, namely:

First, the researcher distributed the questionnaire to the students. The students will fill the questionnaire by giving a check mark (√) after read the statement one by one. Second, the researcher collected the filling questionnaire

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then analyzed the data. Third, the data classified based on the answers. The last, the researcher made conclusion.

3.5 Data Analysis Technique

In order to answer the research question, data analysis is needed. It covered the anxiety level and dominant factor perceived by students' speaking performance.

The level of Students' Anxiety

The data of speaking anxiety levels collected through the FLSAS that consist of eighteen items and divided into three forms of statement, they are communication apprehension, fear of negative evaluation and low self-confidence. The eighteen statements measured based on likerts scales, ranging from strongly agree to strongly disagree as in the table below:

Scoring				
Strongly Agree **(SA)**	Agree **(A)**	Neither **(N)**	Disagree **(D)**	Strongly Disagree **(SD)**
5	4	3	2	1

The table below is the list of questionnaire about students' speaking anxiety that will give for students in third-semester to find out level of anxiety.

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Table 3.3 FLSAS (*Foreign Language Anxiety Scale*) adopted from Ozturk and Gurbuz (2014)

No	Statements	SA (5)	A (4)	NA (3)	D (2)	SD (1)
Communication Apprehension						
1	I get upset when I don't understand what the teacher is correcting					
2	I can feel my heart pounding when I am going to be called on in English classes					
3	I feel overwhelmed by the number of rules I have to learn to speak English					
4	I get frightened when I don't understand what the teacher is saying in English					
5	I feel nervous while speaking with a native speaker					
6	I always feel that the other students speak English better than I do					
7	I get nervous and confused when I am speaking in English classes					
8	I get nervous when I don't understand every word the lecturer says					
Fear of Negative Evaluation						
9	I tremble when I know that I am going to be called on in speaking class					
10	I am afraid about making mistakes in English classes					
11	I get embarrassed to volunteer answers in English classes					
12	I get nervous when the lecturer asks questions which I haven't prepared in advance					
13	I am afraid that my lecturer is ready to correct every mistake I make					
14	I am afraid that the other students will laugh at me when I speak English					
Low Self-Confidence						
15	I am never quite sure of myself when I am speaking in English					
16	I feel very self-conscious about speaking English in front of other students					
17	I start to panic when I have to speak without preparation in English classes					
18	I don't feel confident when I speak English in					

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	classes					

Furthermore, the data calculated manually used the following measurement system (Sugiyono, 2014:136):

$$P = \frac{F}{N} X\ 100\%$$

In which:

P : Percentage,

F : Frequency,

N : Number of sample

% : Constant Value

The score categorized into some levels started from the low level, moderate level, and high level. The following table was the range score for each anxiety level.

Table 3.4 Level of Students' Speaking Anxiety

Anxiety Score Range	Level of Anxiety
<54	Low Level of Speaking Anxiety
54-72	Moderate Level of Speaking Anxiety
>72	High Level of Speaking Anxiety

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is presented the research findings and the discussion. The findings presented the result of data analysis collected through questionnaire and interview about students' speaking anxiety of English Department at FKIP UIR and the analysis of the research findings in relation to the research question. This discussion deals with the interpretation of the findings in the research.

4.1 Findings

4.1.1 Result of Questionnaire

Foreign Language Speaking Anxiety Scale (FLSAS) was used as instrument of this research. It has 18-items questionnaire adopted from Ozturk and Gurbuz (2014) who designed their questionnaire by selecting 18 items from the 33 items of Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al., 1986. Ozturk and Gurbuz (2014) explained that they choose the 18 items among 33 items of FLCAS Horwitz's scale, which related to foreign language speaking anxiety. The respondents were asked to rate each item on a 5-point Likert scales ranging from Strongly Agree, Agree, Neither agree nor disagree, Disagree and Strongly Disagree.

After completing all of the steps of the research, the researcher obtained the data, the result of questionnaire. The result present the interpretation as follow :

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1. Communication Apprehension

   a. Item 1

Table 4.1 I get upset when I don't understand what the teacher is correcting

	Opinion	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	17	56,7%
3	Neither	7	23,3%
4	Disagree	6	20%
5	Strongly Disagree	0	0%
Total		**30**	**100%**

Table 4.1 showed that 0 students said "Strongly Agree", 17 students (56,7%) said "Agree", 7 students (23,3%) said "Neither", 6 students (20%) said "Disagree", and 0 students said "Strongly Disagree". It can be concluded that many students at the fourth semester in English Education Department at FKIP UIR agree that they are get upset when they do not understand what the teacher is correcting.

   b. Item 2

Table 4.2 I can feel my heart pounding when I am going to be called on in English classes

No.	Opinion	Frequency	Percentage
1	Strongly Agree	6	20%
2	Agree	14	46,7%
3	Neither	7	23,3%
4	Disagree	3	10%
5	Strongly Disagree	0	0%
Total		**30**	**100%**

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Table 4.2 showed that 6 students (20%) said “Strongly Agree”, 14 students (46,7%) said “Agree”, 7 students said “Neither”, 3 students said “Disagree”, and 0 students said “Strongly Disagree”. So, it can be concluded that they are agree that their heart are pounding when they are called on in English classes.

c. Item 3

Table 4.3 I feel overwhelmed by the number of rules I have to learn to speak English

No.	Opinion	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	16	53,3%
3	Neither	9	30%
4	Disagree	5	16,7%
5	Strongly Disagree	0	0%
Total		**30**	**100%**

Table 4.3 showed that 0 students said “Strongly Agree”, 16 students (53,3%) said “Agree”, 9 students (30%) said “Neither”, 5 students (16,7%) said “Disagree”, and 0 students said “Strongly Disagree”. It can be conclude that the students generally agree that they feel overwhelmed because of the rules, which they have to learn in speaking English.

d. Item 4

Table 4.4 I get frightened when I don’t understand what the teacher is saying in English

No.	Opinion	Frequency	Percentage
1	Strongly Agree	2	6,7%

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2	Agree	14	46,7%
3	Neither	10	33,3%
4	Disagree	3	10%
5	Strongly Disagree	1	3,3%
Total		**30**	**100%**

Table 4.4 showed that 2 students (6,7%) said “Strongly Agree”, 14 students (46,7%) said “Agree”, 10 students (33,3%) said “Neither”, 3 students (10%) said “Disagree”, and 1 students (3,3%) said “Strongly Disagree”. It can be sums up that some students agree that they are afraid when they do not understand what the teacher said in English.

e. Item 5

Table 4.5 I feel nervous while speaking English with native speaker

No.	Opinion	Frequency	Percentage
1	Strongly Agree	9	30%
2	Agree	13	43,3%
3	Neither	6	20%
4	Disagree	2	6,7%
5	Strongly Disagree	0	0%
Total		**30**	**100%**

Table 4.5 showed that 9 students (30%) said “Strongly Agree”, 13 students (43,3%) said “Agree”, 6 students (20%) said “Neither”, 2 students (6,7%) said “Disagree”, and 0 students said “Strongly Disagree”. It can be sums up that some students agree that they are nervous while speaking English with native speaker.

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f. Item 6

Table 4.6 I always feel that the other students speak English better than I do

No.	Opinion	Frequency	Percentage
1	Strongly Agree	7	23,3%
2	Agree	13	43,3%
3	Neither	5	16,7%
4	Disagree	4	13,3%
5	Strongly Disagree	1	3,3%
Total		**30**	**100%**

Table 4.6 showed that 7 students (23,3%) said "Strongly Agree", 13 students (43,3%) said "Agree", 5 students (16,7%) said "Neither", 4 students (13,3%) said "Disagree", and 1 students (3,3%) said "Strongly Disagree". It can be claim that some students agree that they always feel that the other students speak English better than they do.

g. Item 7

Table 4.7 I get nervous and confused when I am speaking in English classes

No.	Opinion	Frequency	Percentage
1	Strongly Agree	3	10%
2	Agree	11	36,7%
3	Neither	7	23,3%
4	Disagree	6	20%
5	Strongly Disagree	3	10%
Total		**30**	**100%**

Table 4.7 showed that 3 students (10%) said "Strongly Agree", 11 students (36,7%) said "Agree", 7 students (23,3%) said "Neither", 6 students (20%) said "Disagree", and 3 students (10%) said "Strongly Disagree". It can be conclude

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that the students agree that they get nervous and confused when they are speaking in English classes.

h. Item 8

Table 4.8 I get nervous when I don't understand every word the lecturer says

No.	Opinion	Frequency	Percentage
1	Strongly Agree	6	20%
2	Agree	9	30%
3	Neither	9	30%
4	Disagree	5	16,7%
5	Strongly Disagree	1	3,3%
Total		**30**	**100%**

Table 4.8 showed that 3 students (20%) said "Strongly Agree", 9 students (30%) said "Agree", 9 students (30%) said "Neither", 5 students (16,7%) said "Disagree", and 1 students (3,3%) said "Strongly Disagree". Therefore, It can be concluded that the students at the fourth semester in English Education Department at FKIP UIR were has balance between agree and neither that they get nervous when they don't understand every word the lecturer says.

2. Fear of Negative Evaluation

i. Item 9

Table 4.9 I tremble when I know that I am going to be called on in speaking class

No.	Opinion	Frequency	Percentage
1	Strongly Agree	1	3,3%
2	Agree	13	43,3%
3	Neither	10	33,4%
4	Disagree	5	16,7%

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5	Strongly Disagree	1	3,3%
Total		**30**	**100%**

Table 4.9 showed that 1 students (3,3%) said “Strongly Agree”, 13 students (43,3%) said “Agree”, 10 students (33,4%) said “Neither”, 5 students (16,7%) said “Disagree”, and 1 students (3,3%) said “Strongly Disagree”. Therefore, It can be concluded that the students at the fourth semester in English Education Department at FKIP UIR were has balance between agree and neither that they tremble when they know that they will be called on in speaking class.

j. Item 10

Table 4.10 I am afraid about making mistakes in English classes

No.	Opinion	Frequency	Percentage
1	Strongly Agree	4	13,3%
2	Agree	9	30%
3	Neither	8	26,7%
4	Disagree	8	26,7%
5	Strongly Disagree	1	3,3%
Total		**30**	**100%**

Table 4.10 showed that 4 students (13,3%) said “Strongly Agree”, 9 students (30%) said “Agree”, 8 students (26,7%) said “Neither”, 8 students (26,7%) said “Disagree”, and 1 students (3,3%) said “Strongly Disagree”. Therefore, It can be concluded that the students at the fourth semester in English Education Department at FKIP UIR were has balance between neither and disagree that they tremble when they afraid about making mistakes in English classes.

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k. Item 11

Table 4.11 I get embarrassed to volunteer answers in English classes

No.	Opinion	Frequency	Percentage
1	Strongly Agree	2	6,7%
2	Agree	11	36,6%
3	Neither	9	30%
4	Disagree	8	26,6%
5	Strongly Disagree	0	0%
Total		**30**	**100%**

Table 4.11 showed that 2 students (6,7%) said "Strongly Agree", 11 students (36,6%) said "Agree", 9 students (30%) said "Neither", 8 students (26,6%) said "Disagree", and 0 students said "Strongly Disagree". Therefore, It can be concluded that some students at the fourth semester in English Education Department at FKIP UIR agree that they get embarrassed to volunteer answers in English classes.

l. Item 12

Table 4.12 I get nervous when the lecturer asks questions which I haven't prepared in advance

No.	Opinion	Frequency	Percentage
1	Strongly Agree	7	23,3%
2	Agree	15	50%
3	Neither	4	13,3%
4	Disagree	4	13,3%
5	Strongly Disagree	0	0%
Total		**30**	**100%**

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Dokumen ini adalah Arsip Milik :

Table 4.12 showed that 7 students (23,3%) said “Strongly Agree”, 15 students (50%) said “Agree”, 9 students (13,3%) said “Neither”, 4 students (13,3%) said “Disagree”, and 0 students said “Strongly Disagree”. Therefore, It can be concluded that most of students at the fourth semester in English Education Department at FKIP UIR agree that they get nervous when the lecturer asks questions which they haven’t prepared in advance.

m. Item 13

Table 4.13 I am afraid when my lecturer is ready to correct every mistake that I make

No.	Opinion	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	11	36,7%
3	Neither	10	33,3%
4	Disagree	7	23,3%
5	Strongly Disagree	2	6,7%
Total		**30**	**100%**

Table 4.13 showed that 0 students said “Strongly Agree”, 11 students (36,7%) said “Agree”, 10 students (33,3%) said “Neither”, 7 students (23,3%) said “Disagree”, and 2 students (6,7%) said “Strongly Disagree”. Therefore, It can be concluded that majority of students in the fourth semester in English Education Department at FKIP UIR are afraid when the lecturer is prepared to rectify every error that the students create.

n. Item 14

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Table 4.14 I am afraid that the other students will laugh at me when I speak English

No.	Opinion	Frequency	Percentage
1	Strongly Agree	3	10%
2	Agree	10	33,3%
3	Neither	6	20%
4	Disagree	7	23,3%
5	Strongly Disagree	4	13,3%
Total		**30**	**100%**

Table 4.14 showed that 3 students (10%) said "Strongly Agree", 10 students (33,7%) said "Agree", 6 students (20%) said "Neither", 7 students (23,3%) said "Disagree", and 4 students (13,3%) said "Strongly Disagree". Therefore, It can be sums up that some of students at the fourth semester in English Education Department at FKIP UIR agree that they afraid that the other students will laugh at them when they speak in English.

3. Low Self-Confidence

   o. Item 15

Table 4.15 I am never quite sure of myself when I am speaking in English

No.	Opinion	Frequency	Percentage
1	Strongly Agree	2	6,7%
2	Agree	10	33,3%
3	Neither	9	30%
4	Disagree	8	26,3%
5	Strongly Disagree	1	3,3%
Total		**30**	**100%**

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Table 4.15 showed that 2 students (6,7%) said “Strongly Agree”, 10 students (33,3%) said “Agree”, 9 students (30%) said “Neither”, 8 students (26,3%) said “Disagree”, and 1 students (3,3%) said “Strongly Disagree”. Therefore, It can be sums up that some of students at the fourth semester in English Education Department at FKIP UIR agree that they never quite sure of their self when speaking in English.

p. Item 16

Table 4.16 I feel very self-conscious about speaking English in front of other students

No.	Opinion	Frequency	Percentage
1	Strongly Agree	2	6,7%
2	Agree	13	43,3%
3	Neither	10	33,3%
4	Disagree	4	13,3%
5	Strongly Disagree	1	3,3%
Total		**30**	**100%**

Table 4.16 showed that 2 students (6,7%) said “Strongly Agree”, 13 students (43,3%) said “Agree”, 10 students (33,3%) said “Neither”, 4 students (13,3%) said “Disagree”, and 1 students (3,3%) said “Strongly Disagree”. Therefore, It can be sums up that some of students at the fourth semester in English Education Department at FKIP UIR that they feel very self-conscious about speaking English in front of other students.

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q. Item 17

Table 4.17 I start to panic when I have to speak without preparation in English classes

No.	Opinion	Frequency	Percentage
1	Strongly Agree	7	6,7%
2	Agree	12	43,3%
3	Neither	5	33,3%
4	Disagree	5	13,3%
5	Strongly Disagree	2	3,3%
Total		**30**	**100%**

Table 4.17 showed that 2 students (6,7%) said "Strongly Agree", 13 students (43,3%) said "Agree", 10 students (33,3%) said "Neither", 4 students (13,3%) said "Disagree", and 1 students (3,3%) said "Strongly Disagree". It can be conclude that some of students at the fourth semester in English Education Department at FKIP UIR that they start to panic when they have to speak without preparation in English classes.

r. Item 18

Table 4.18 I don't feel confident when I speak English in classes

No.	Opinion	Frequency	Percentage
1	Strongly Agree	2	6,7%
2	Agree	10	33,3%
3	Neither	6	20%
4	Disagree	7	23,3%
5	Strongly Disagree	5	16,7%
Total		**30**	**100%**

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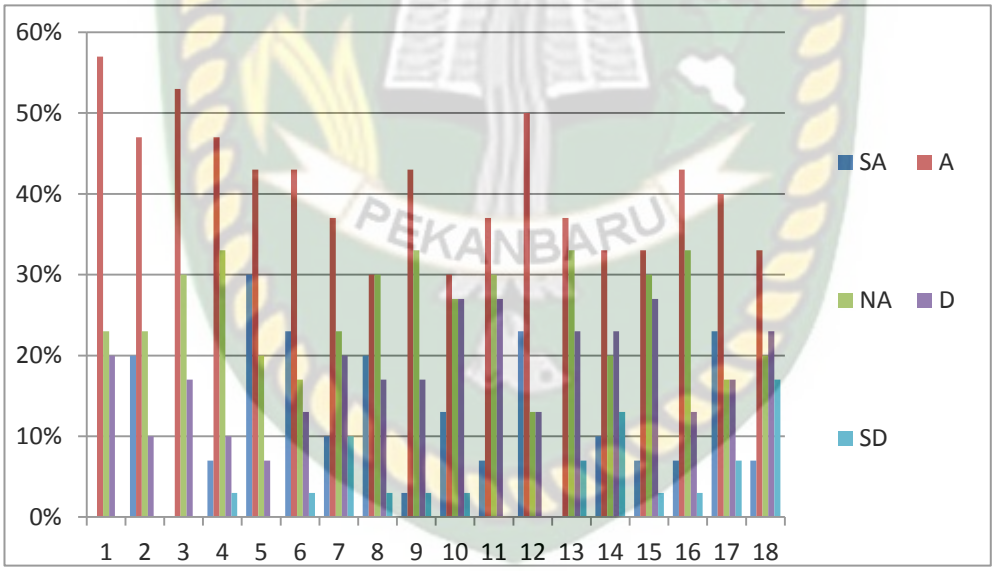
Table 4.18 showed that 2 students (6,7%) said "Strongly Agree", 10 students (33,3%) said "Agree", 6 students (20%) said "Neither", 7 students (23,3%) said "Disagree", and 5 students (16,7%) said "Strongly Disagree". It can be conclude that some of students at the fourth semester in English Education Department at FKIP UIR that they start to panic when they have to speak without preparation in English classes.

The following is an overview of the percentage of students' preferences based on the description of all of the tables above :

Figure 4.1 The Percentage of Students' Preferences



The figure 4.1 indicates various percentages of each response of the items in the FLSAS questionnaire. In the questionnaire, there are three aspects of speaking anxiety. The item 1 to 8 refers the communication aspect while the item 9 to 14 refers to the fear of negative evaluation and the item 15 to 18 refers to the low self-confidence aspect.

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a. Communication Apprehension

In communication apprehension, there are 8 statements where there are two items which have a high percentages; the item 1 (*I get upset when I don't understand what the teacher is correcting*) got 57% responses while item 3 *(I feel overwhelmed by the number of rules I have to learn to speak English)* slightly decreased by around 3.4 % .

b. Fear of Negative Evaluation

In fear of negative evaluation, there are 6 items that have two items with the high percentages. They are item 9 *(I tremble when I know that I am going to be called on in speaking class)* and item 12 *(I get nervous when the lecturer asks questions which I haven't prepared in advance)* which have a deviation about 6.7%.

c. Low Self-Confidence

In the low self-confidence type, there are 4 items where the high percentages placed on item 16 *(I feel very self-conscious about speaking English in front of other students)* and item 17 *(I start to panic when I have to speak without preparation in English classes)* with the percentage as 43.3 % and 40%.

Related to the percentage of students' preferences, it can be seen that the students' responses to each item of questionnaire is "Agree". Indirectly, the students admit that they experiencing the anxiety when they are speaking English. This statement also supported by the total responses for "Strongly Agree and

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Disagree", it was 284 responses. At the same time, the total response for "Disagree and Strongly Disagree" was 120 while the response of "Neither" was 137.

4.1.2 Result of Interview

The participant of this interview was the students who had a high score in the result of FLSAS questionnaire. The student (1) got 81 points, the student (3) got 72 point, and the student (3) got 69 points. The explanation above will describe the students answer to the interview section.

The question number (1) had a purpose to find out the characteristic of anxious students. According to Suleimenova (2013), anxious students show symptoms such as:

a. Squirming
b. Playing with hair or clothing
c. Nervously touching objects
d. Stuttering or stammering
e. Fidgeting
f. Headache
g. Experiencing tight muscle
h. Feeling unexplained pain or tension in any part of the body

Moreover, according to Ansari (2015), the characteristic of anxious students are:

a. Nervous
b. Worried
c. Fearful
d. Heart beats quickly

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Here the students' response to the question number 1 :

1. **Please tell me something about your feeling during the speaking activities.**
   a. **Student (1)** : *I like speaking activity, but sometimes I feel unconfident when my teacher or people ask me something that makes me answers in English. Because I am afraid that people do not understand what I said.*
   b. **Student (2)** : *During the speaking activity, I feel little bit nervous and afraid of making mistakes or that no one will understand what I say.*
   c. **Student (3)** : *I do not like speaking class, because it is always make me feel nervous and prefer to join the writing class than speaking, and I think writing class is more enjoyable for me.*

From the answers above, we can see that the students did not have confidence in following the speaking class. It relates with questionnaire number 18 (*I don't feel confident when I speak English in classes*) where the students was agree that they were not confident to following speaking classes. This research finding was in line with the research conducted by Isnaini (2018). The finding of her study showed that most of the students felt scared to speak because of fear of making mistake and less confident.

The question number (2, 3, 4, 5, 6) had a purpose to discover the factors, which cause speaking anxiety. According to Liu (2007) the factors that cause speaking anxiety are:

a. Fear of being laughing at
b. Fear of being focus of attention
c. Inability to express ideas

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d. Memory disassociation

Meanwhile, Bygate (2005) clarified that the factors causing speaking anxiety is the use of accurate grammar, pronunciation and vocabulary. Furthermore, Wang (2014) mentioned that speaking anxiety is caused by anxiety and self-restriction.

Additionally, based on Zipping & Paramasivam (2013) the factors causing speaking anxiety are fear of negative evaluation and fear of speaking inaccurately. Then, Ansari (2015) said that speaking anxiety is caused by fear of making mistakes.

Here the students' response to the question number 2, 3, 4 and 5 :

2. What bothers you the most when speaking English in the class?

a. Student (1) : *Because I do not have many vocabularies and sometimes I feel not confidence with my skills, and I do not have idea to speak in speaking classes.*

b. Student (2) : *The most bothering when I start to speak in front of class is grammar, that is make me nervous in speaking while wondering whether the words I said is correct or not.*

c. Student (3) : *When I am trying to speak English especially in front of the class, the most bothering thing is because of lack of English vocabulary.*

From the answers above, we can see that the students lacked self- confidence in their ability to communicate in English. It relates to the questionnaire number

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15 (*I am never quite sure of myself when I am speaking in English*) where the students were agree that they never quite sure to speak in English. This research finding was in line with the research conducted by Özkan (2019). The results showed the primary source of FL anxiety was fear of making mistake in speaking components, such as vocabulary and pronunciation.

3. Do you have any idea why do feel so anxious when you are speaking in the classroom? How often it happens.

a. Student (1) : *Sometimes I feel the audience do not give me attention and I feel the audiences do not understand what I say and I feel insecure with my friends that they good in speaking English.*

b. Student (2) : *I feel anxious when speak in English classes because I am bad in grammatical, if I make mistake when I start to speak and I do not have enough vocabulary to explain something than I'll make pause that make me feel anxious, it often happens and always happens when I started speaking in front of the class.*

c. Students (3) : *I feel so anxious when I don't do any preparation before perform in front of the class, worrying about choosing the correct vocabulary also make me feel anxiety, and also stage fright because we don't accustomed to speak in front of the class.*

The students' answers above supported by their responses to the questionnaire number 6 (*I always feel that the other students speak English better than I do*), number 12 (*I get nervous when the lecturer asks questions which I haven't prepared in advance*), and number 16 (*I feel very self-conscious about speaking*

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English in front of other students), where they were agree with the statements. This research finding was in line with the research conducted by Sutarsyah (2017). The result found that nervousness occurs when the students do not have linguistics competence to produce their language performance. Also, Sari (2017) discovered that the become panic if they were asking to speak English without any preparation.

4. How do you think people in your classroom will react if you make a mistake?

a. Student (1) : *I feel everyone in the class will directly looked at me and it make me nervous at the same time my brain become blank then I speak while stammering, the worst is I can't continue the speech.*

b. Student (2) : *If I make mistake I think people in class is confused and wondering what does it mean? or the worst they laugh.*

c. Student (3) : *When I do mistake in speaking class, my friend will whispering something to me or to his/her chair mate and mumbling then the worst is laugh at me.*

The students' answers above supported by their responses to the questionnaire number 14 (*I am afraid that the other students will laugh at me when I speak English*), number 10 (*I am afraid about making mistakes in English classes*), and number 11 (*I get embarrassed to volunteer answers in English classes*) where they were agree with the statement. This was also in line with the research which done by Rachmawati and Jurianto (2020). The research revealed that the most provoking factor of anxiety was fear of negative evaluation, which means that the

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students were afraid of being evaluated by the lecturer and friends if they are making mistakes in speaking English. It also increased students' insecurity, fear, and makes them unable to show their speaking ability.

5. **Do you think English is a difficult language to learn? Justify your answer.**

   a. **Student (1)** : *Actually, learning foreign language is always complicated things because we have to learn not only the vocabulary but also other linguistics aspects which so different from our language. But, by having skill in English make us able to communicate with people in abroad or in other country.*

   b. **Student (2)** : *I can't say English easy but I also can't say it's difficult when I learn some languages there are more complicated than English, so I think it's in the middle.*

   c. **Student (3)** : *I feel little bit hard to learn English because in learning a language we are not only learn about the vocabulary but we have to know the pronunciation and also grammar.*

The students' answers above are supported by their responses to the questionnaire number 3 (*I feel overwhelmed by the number of rules I have to learn to speak English*), in which they were agreed.

6. **Have your lecturer played a role in your feelings, either good or bad, about your speaking performance?**

   a. **Student (1)** : *Yes, when the lecturer directly corrected in front of the class when I do the mistake, it makes my mental break down.*

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b. Student (2) : *Of course, Lecturer played a role in my feelings about speaking performance, when the lecturer is very conscientious and does not tolerate even the slightest mistake it makes me even more anxious. But, if the lecturer is very friendly and allows the student to speak in front of the class to express whatever he or she knows even though with limited vocabulary or mistakes, the lecturer still allows the student to speak and correct afterward with language that is not cornering it will make less anxious*.

c. **Student (3)** : *Yes, his/her facial expression affects my feeling when I do speech. I feel so anxious when I see his/her facial expression is like angry or smirk, it makes me cannot control my concentration then continue to speak.*

The students' answers above supported by their responses to the questionnaire number 1 (*I get upset when I don't understand what the teacher is correcting*), number 10 (*I am afraid about making mistakes in English classes*), and number 13 (*I am afraid when my lecturer is ready to correct every mistake that I make*) where they were agree with the statement. This was also in line with the research which done by Ok and Ustaci (2013). The findings of their research showed that the students' anxiety increased when the lecturer corrected their mistake while they were speaking. It means the students preferred the correction in personal section.

The question number (7) had a purpose to find out the strategies used by anxious students to solve speaking anxiety. Based on Zipping and paramazivam (2013) the strategy to overcome speaking anxiety is by showing expressive reaction. Also, Liu (2007) said speaking anxiety can be solved by:

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a. Having more exposure to oral English

b. Doing more practice

c. Building up confidence

Here the students' responses to the question number 7 :

7. Do you have any Idea of how speaking English might be less stressful? What did you do to reduce your anxiety?

a. Student (1) : *Yes, I do, I always practice my English like talking in the mirror with myself, always practice by singing a song, and talking with my friends by combining words also watching videos or movies in English.*

b. Student (2) : *When I speak English and I do not know how to express the words, it certainly makes me anxious, to reduce anxiety I will practice a lot before speaking and understand what I am going to say in order to convey it well.*

c. Student (3) : *I always do some preparation before perform in front of the class, it is like writing the speech concept, choosing the right vocabulary, then practicing in front of mirror so many times before the show begin.*

After collecting and categorizing the results of interviews with about their students speaking anxiety, the researcher discovered the following causes of that the students' speaking anxiety:

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1. Belief about Speaking

Certain belief also found as a cause that contributes to students' anxiety. Some of the participants felt that speaking English is very difficult because of the number of rules that they should know to become a good English speaker. It currently made them confused and so frustrated when the other student were better than they were. The difficulties that they faced in learning English speaking increased their anxiety.

2. Speaking Performance Impression

During the speaking class, the student feels nervous and afraid to join the activity. When the lecturer was asking to practice in front of the class, they started to be panic. It happens because they are unable to speak fluently. Moreover, they are worried about making mistake and think nobody will understand their speech.

3. Incomprehension of Speaking Components

The speaking anxiety faced by the students because they lack of comprehensible about grammar and vocabulary. It was the most bothering things when they do the speaking activity. They also believe that the components always become a factor that shows someone fluency in speaking.

4. Lack of Preparation

Students felt anxiety because they did not understand about the topic that will be spoken. They need time for prepare anything before speaking in front of the class. The learner tries to comprehend topic, and practice in another place

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before perform in the class. Preparing the performance becomes the way to reduce their anxiety. However, it cannot be done if the lecturer asks them to perform impromptu.

5. Perception of Negative Evaluation by the Classmate and Lecturer

Students will have the anxiety, whenever they think that they are in low level of speaking ability who feels that other students are better than they are. They are also afraid if the other students will laugh at them when they are making mistake. It will make them lose their focus and forget the word that they want to say then become silent or pause for a moment.

In addition, some students clarify that lecturer facial expression made they nervous and uncomfortable to join the speaking activity. They are also feeling more anxious when the lecturer is very conscientious and does not tolerate a mistake. If the lecturer corrected the students directly in front of the classmate, it could reduce their self-confidence.

4.2 Discussion

As has been described on the findings, result of the questionnaire and interview indicates that the fourth semester students of English Education Department at FKIP UIR have a speaking anxiety.

In addition, the sample of this research was 30 students of the fourth semester in English department of FKIP UIR, which had answered the questionnaire and interview completely. It analyzed three levels of speaking

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anxiety such as low level, moderate level and high level. The table below shows the level of speaking anxiety experienced by the fourth semester in English department of FKIP UIR.

Table 4.1 The Level of Speaking Anxiety of the Fourth Semester Students of English Education Department of FKIP UIR

Range	Level of Speaking Anxiety	Number of Students
< 54	Low level of speaking anxiety	8
54 – 72	Moderate level of speaking anxiety	21
>72	High level of speaking anxiety	1
Total		30

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

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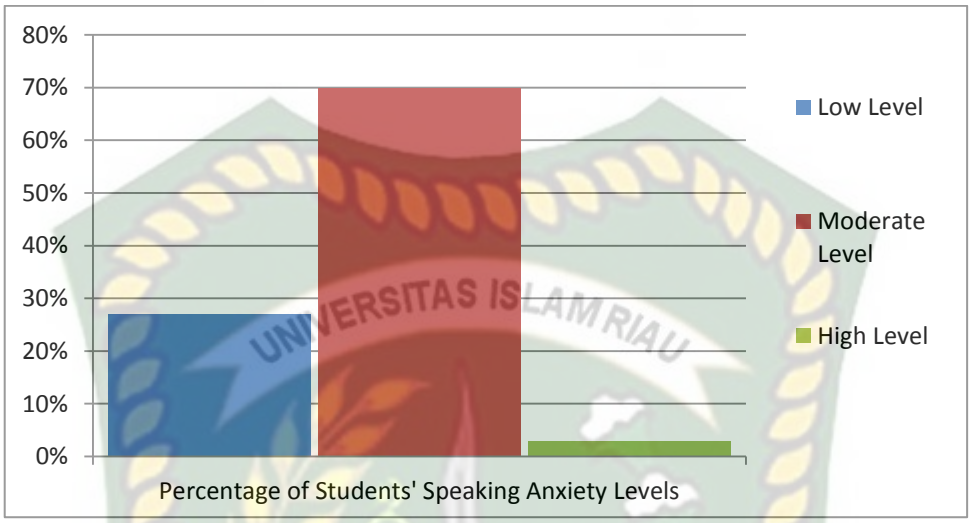
Figure 4. 2 The Percentage of Speaking Anxiety of the Fourth Semester Students of English Education Department of FKIP UIR



Based on the table 4.1 and figure 4.2 above, the writer found that the majority of the fourth semester students in English department of FKIP UIR experienced moderate levels of speaking anxiety. The descriptive results reveal that 70% of the students with the average scores were 55, 57, 67, and 68 points indicate a moderate level of speaking anxiety. Whereas, the low level experienced by 27% of the students with the average scores were 40, 43 points. Then, the percentage of moderate and low level was substantially different with the highest level which faced by 3% of the student and the score was 81 points. This results show comparability with Wibowo & Syahfitra (2021) research, which also investigated the students' speaking anxiety at two different universities. The result from the first university presented that there was 14 students (16.67 %) in the high level, 9 students (36.67%) in the middle level, 7 students (26.67%) in the low level. Meanwhile, at the second college, the finding indicate that there were 2 students (33.3%) in the very high level, 4 students

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(16.67%) in the high level, 12 students (36.67%) in the middle level, and also 12 students (26,67%) in the low level.

From the result above, the majority students in the English Language Education Department experienced moderate to high levels of speaking anxiety which.

Regarding of the speaking anxiety which experienced by the fourth semester students of English Department at FKIP UIR. After conducting the interview, it was found the factors, which affect the students to experience the speaking anxiety, namely:

1. Belief about Speaking
2. Speaking Performance Impression
3. Incomprehension of Speaking Components
4. Lack of Preparation
5. Perception of Negative Evaluation by the Classmate and Lecturer

The factors above in line with the anxiety proving factors found from the research which conducting by Ibrahim & Amin (2020) which revealed that the students' experienced the anxiety because of fear of making mistakes, fear of negative evaluation, fear of speaking in front of others and afraid with immediate questions.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The phenomenon of anxiety is one of the greatest obstacles, which the students have to overcome in a foreign language classroom. As revealed, this study focuses on students speaking anxiety levels as well as identifies the dominant aspect of speaking anxiety. This study found the existence of anxiety in the fourth-semester student of the English Department of FKIP UIR. There were some levels of anxiety experienced by the students. It was a low, moderate, and high level of speaking anxiety. Generally, the fourth semester is categorized on the moderate level of anxiety that consists of 21 students from 30 participants.

Furthermore, communication apprehension was the dominant aspect of speaking anxiety among the three aspects of speaking anxiety, which were communication apprehension, fear of negative evaluation, and low self-confidence. The average score of the questionnaire responses of the participants clearly show this.

Table 5.1 The Average of Strongly Agree and Agree among the Anxiety Aspects

No	Aspects	Avarage
1	Communication Apprehension	17.5
2	Fear of Negative Evaluation	14.3
3	Low Self-Confidence	11,6

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In addition, the interview result showed that the students feel more anxiety when they are asking by the teacher to speak English in front of the class without preparation, in consequence of lack of English grammar comprehension and have limited vocabulary. However, when the classmate is being supportive to his or her speaking participation and the lecturer could tolerate their mistake then correct the mistake without judge the students directly while they do the speaking performance, the students could deal with their anxiety.

5.2 Suggestion

In consideration of the result of the research, the writer would like to give some suggestion as follows:

a. For the Students

Based on the research finding, every student is certainly having anxiety at a different level. For the student who experienced high anxiety levels, they should resolve the anxiety by doing some strategies. Those strategies are described in the following discussion:

The first strategy is preparation; it is about improving students' learning strategy during the class or outside the classroom individually or in a group. Relating to the speaking activity, the students could practice and discuss the last topic with the classmate. Moreover, set the planning before following the next meeting that requires an individual performance as a presentation. This preparation could be memorizing the speech script and doing the pronunciation practice for the difficult words. Apart from the academic preparation, it is

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necessary for students to take a rest and eat some food before the day of the performance. The second strategy is trying to be relaxed during the speaking class. The purpose of this strategy is to reduce nervousness and worries when dealing the speaking class. The common ways of relax is taking deep breath and keep calm. By feeling the relaxation, the students will be better in controlling their voice, articulation and pronunciation that will contribute to students' performance.

The last strategy is being positive thinking. In the learning speaking process, positive thinking is easier when the students have already had some preparation. The student will be more confident and believe that they can be a success in their performance.

b. For the Lecturer

From the lecturers' point of view, their role is the key point in resolve the students' speaking anxiety. In the classroom activity, the lecturer as the controller and facilitator should have sensitivity about the students' condition and their problems. It is highly recommended that the lecturer strive to create a low stress, friendly and supportive learning environment.

c. For the future researcher

The researcher hopes that future researcher conduct better study about speaking anxiety in the English Classroom, and develops the research with other skills such as reading, writing, and listening. As well as conducting better research, it necessary to add the solution to problems in anxiety that can make the students gains success in learning English.

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