

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT
THE FIFTH SEMESTER ENGLISH LANGUAGE PROGRAM
OF FKIP UIR PEKANBARU**

A THESIS

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



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I truly confess that this paper writing derived from my own ideas, except some quotations (directly or indirectly) which were adopted or taken from various sources included in the “references”. Scientificaly, I took responsible for truthfulness of the data presented in this paper .

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ABSTRAK

Febrin Sekar Ayu Ramadhanis. 2021. Analisis Kecemasan Berbicara Mahasiswa Program Studi Bahasa Inggris Semester V FKIP UIR Pekanbaru. Tesis. Pekanbaru: Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.

Kata kunci: Analisis, Kecemasan Berbicara

Kecemasan berbicara adalah sesuatu yang lebih mungkin bergantung pada situasi dan keadaan khusus yang dapat membuat seseorang merasa tidak nyaman dalam presentasi lisan di depan kelompok atau orang yang lebih besar. Jadi, kecemasan berbicara dalam penelitian ini berkaitan dengan perasaan gugup, tidak nyaman, dan tidak percaya diri serta takut ketika pembelajar berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui kecemasan berbicara mahasiswa pada semester lima program bahasa Inggris FKIP UIR Pekanbaru.

Desain penelitian ini adalah deskriptif kuantitatif dengan hanya menggunakan satu variabel yaitu kecemasan berbicara siswa. Untuk menganalisis data, peneliti menggunakan teori Horwitz dkk tentang kecemasan berbicara. Penulis menganalisis kecemasan komunikasi, kecemasan ujian dan ketakutan terhadap evaluasi negatif mahasiswa semester lima program bahasa Inggris FKIP UIR Pekanbaru. Peserta penelitian ini berjumlah 36 orang.

Hasil penelitian menunjukkan bahwa variabel kecemasan berbicara termasuk dalam kategori sedang (skor rata-rata = 108,53, Standar Deviasi 15,834). Dapat dilihat bahwa hampir setengah dari siswa; 31 (86,11%) dari 36 siswa memiliki kecemasan sedang dalam berbicara. Selain itu, konstruk tertinggi yang mempengaruhi kecemasan berbicara adalah ketakutan komunikasi (Mean = 42,6, SD = 5,325) daripada kecemasan ujian (Mean = 29,58, SD = 4,436) dan ketakutan akan evaluasi negatif (Mean = 36,53, SD = 7,803). Dari hasil angket, sebagian besar peserta didik merasa takut jika ada kesalahan dalam pengucapan kata-kata dalam berbicara mereka. Mereka merasa panik ketika banyak kata-kata yang tidak mereka ketahui dalam ujian. Hasilnya juga mengungkapkan bahwa mereka takut ditertawakan, mereka tidak berani bertanya jika menemukan kata-kata sulit.

ABSTRACT

Febrin Sekar Ayu Ramadhanis. 2021. *An Analysis of Students' Speaking Anxiety at the Fifth Semester English Language Program of FKIP UIR Pekanbaru*. Thesis. Pekanbaru: English Study Programme, Education and Teacher Training Faculty, Islamic University of Riau.

Keywords: Analysis, Speaking Anxiety

Speaking anxiety is something that is more likely to depend on special situations and circumstances that can make someone feel uncomfortable in oral presentation in front of a larger group or people. Thus, speaking anxiety in this research relates to the feeling of nervous, uncomfortable, and unconfident and fear when the learners speaking English. The objective of this research was to find out the students speaking anxiety at the fifth semester English language program of FKIP UIR Pekanbaru

The design of this research was the descriptive quantitative with only using one variable that is students speaking anxiety. To analyze the data, the researcher used the theory of Horwitz et.al about the speaking anxiety. The writer analyzed communication apprehension, test anxiety and fear of negative evaluation of the fifth semester students of English language program of FKIP UIR Pekanbaru. There were 36 students as the participants of this research.

The study reveals that variable speaking anxiety is categorized into medium level (mean score = 108.53, Standard Deviation was 15.834). It can be seen that almost a half of students; 31 (86.11%) from 36 students had medium anxiety in speaking. Moreover, the highest construct that influence speaking anxiety was the communication apprehension (Mean = 42.6, SD= 5.325) rather than test anxiety (Mean = 29.58, SD= 4.436) and fear of negative evaluation (Mean = 36.53, SD= 7.803). From the result of the questionnaire, the students most of the participants thought that they afraid if there is an error in the pronunciation of words in their speaking. They felt panic when many words that they did not know in the exam. The result also revealed that they fear of being laughed at, they dare not ask if encounter difficult words.

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Finally, the resracher realizes that this paper is still far from being perfect. Therefore, constructive criticism and suggestions are expected from the reader for the perfection of this paper.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

There are four abilities that should be mastered by the students in learning English, they are listening, speaking, reading and speaking. Speaking is one of those abilities which examined in this research. Brown (2004:28) says that speaking is a means of oral language which can be conducted individually or by more than one person involved in spoken language. Speaking is one of language skills learned by the students in a foreign language. It involves a process of building and sharing meaning through the use of language orally. By learning speaking, the students will know the way to express language communicatively. The students will learn how to express utterances meaningfully. Besides that, it also leads them to make interaction in the society by using the language. Because of that, speaking is one of important skill that should be mastered by the students in learning foreign language.

In practice, however, many learners feel frustrated as they think speaking in English is a complex matter. This fact is based on the preliminary research which has done by the researcher. The writer saw the students did not want to speak in front of the class and reluctant to answer the lecturer's questions from their seat. It happened because the speaking demands the speakers to be able to process language in their own head and put it into coherent order so that it comes out in the form that are not only comprehensible but also can convey the meaning that are intended (Harmer: 2001). It can be seen from their willingness to communicate in classroom.

Some of them still did not want to participate in speaking class, although lecturer already given them chance to speak; only a few students who want to join and participate to speak. The others students became good listeners. Most of them are not able to perform it in the classroom. This happen because some of them were not have the desire to communicate because lack of knowledge about the goal toward the lesson and the anxiety of speaking itself. Hyesook Park & Adam (2004) states that anxiety is one of the most negatively influential affective variables, which is prevents learners from successfully learning a foreign language. It makes learners nervous and afraid dealing with their oral performance. Related to those problems, the researcher is interested to carry out a research entitled “*An Analysis of Students’ Speaking Anxiety at the Fifth Semester English Language Program of FKIP UIR Pekanbaru*”

1.2 Focus of the Problem

It is found that there were some problems occurred in the classroom in teaching speaking. From the students, it is found that they were not able to speak English because they do not have willingness to speak. They felt anxious and nervous whenever their lecturer asked them to speak. This is influenced by some aspects; the students had lack of desire to speak, they felt embarrassed that they thought their friends would lough to what they said, they had low motivation to practice English either with lecturer or friends, and they were not able to master English grammar. As a result, their ability to speak could not be improved. Besides, the knowledge gap between previous researches with this research that only paid attention on the analysis of the anxiety on students speaking skill.

1.3 Limitation of the Problem

Based on the setting of the problem above, this research is focused on the analysis of students' speaking anxiety at the Fifth Semester English Language Program of FKIP UIR Pekanbaru” . Besides, in this study finds out how far speaking anxiety influence students' speaking ability.

1.4 Research Question

The problem was formulated in the following research question: How is the students speaking anxiety at the fifth semester English language program of FKIP UIR Pekanbaru?

1.5 Objective of the Research

The most important point or the objective of this research was to find the answer of the research question. In other words, this research purposed to find out the students speaking anxiety at the fifth semester English language program of FKIP UIR Pekanbaru.

1.6 Significance of the Research

This research had the significance for the English language learners, lecturers and students. First, the research aimed to analyzed the speaking anxiety of English Language learners as a research contribution to EFL teaching and learning. Moreover, after conducting the study, it hoped that the students would be eager to be active and talkative in the classroom and had high motivation to learn English in order to be able to communicate English fluency. Second, the researcher also hoped this research would help instructors or a lecturer as the designer in teaching learning

process so that they were able to develop their knowledge and creativity in speaking and to raise students' awareness of speaking.

Third, as the students' concerns, it is hoped this research can make the students able to speak, to increase their achievement in speaking, and also to encourage them to be more active and had high motivation.

1.7 Definition of the Key Terms

In this research, the researcher tried to give simple definition of the title so it did not become a far-ranging discussion. The terms in this research were:

1. **Analysis:** Is a study of planed complex of procedure to decide the quick the most efficient order for carrying out the procedure. Sudjiman (1986: 26) said that analyzing means to analyze or to explain in detail literary work element which purpose is to understand the unity as whole elements.
2. **Speaking skill** is the ability of communicating in other language. Besides, speaking is the skill that students will be judged upon most in real-life situations. Tunberg (2000). Moreover, according to Cambridge Advanced Learner's Dictionary, ability means the physical or mental power or skill needed to do something. Thus, in this study, speaking ability means the skill of students to communicate in English in the classroom.
3. According to Margaretha Lanerfeld (1992) describes speaking anxiety as something that has a great impact on one's self confidence since it often makes one experience failure when not being able to speak out and show what one knows. Moreover, speaking anxiety is something that is more likely to depend on special situations and circumstances that can make

someone feel uncomfortable in oral presentation in front of a larger group or people. Thus, speaking anxiety in this study relates to feeling nervous, uncomfortable, and unconfident and fear when the learners speaking English.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this chapter the researcher provided the explanation of theories of language, speaking, speaking anxiety, relevance theories, conceptual framework and assumption of the research as described as follow:

2.1.1 Nature of language

Language is an arbitrary sound symbol system that is used by a group of social people to work together, to communicate, and to identify themselves (Kridalaksana in Elyza & Fauzia: 2020). Additionally, according to the definition from the dictionary, language is an arbitrary sound system that is used by a group of people to collaborate, interact, and identify themselves. Kamus Besar Bahasa Indonesia (KBBI) (2001:88).

However, according to Derrida (2013), a France philosopher, language is not simply arbitrary but fundamentally formed by written language, although spoken language is formerly formed in human brain through written process but it is invisible. Language is a nation representation. It is used as a tool of people communication in order to work collaboratively, interact, and actualise themselves. Language has some characteristics, these are: language is a system; language is a symbol; language is sound; language is arbitrary; language is meaningful; language is conventional; language is unique; language is universal; language is productive; language is varying; language is dynamic; language is human. It can be concluded

that language is a representation tool of social attitude, language attitude, and these applications are briefly reflected through language interaction as a tool to deliver information and messages.

2.1.2 Language Learning

According to (Kridalaksana in Elyza & Fauzia: 2020). Language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world. They may come to school speaking more than one language, or learn another language in school. It is important to respect and build upon each student's first language. Experience in one language will benefit the learning of other languages. All students can be successful learners. Responsibility for language learning is shared by students, parents, teachers, and the community. Students require ongoing opportunities to use language in its many forms. Opportunities to learn language occur first at home and are extended as children move into the larger community. Schools provide environments where students continue to develop language knowledge, skills, and strategies to achieve personal, social, and academic goals.

2.1.3 Nature of Speaking

Speaking is one of important aspects that should be mastered by the students in learning language. Through speaking, the students can express their idea, feeling, and opinion by producing sounds or utterances. It makes them able to communicate and interact with the society by using the language. According to Bygate (2001:16),

speaking is physically situated face to face interaction: usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate, for instance, attention to the interaction, their intention to contribute and their attitude towards what is being said. Then, Bailey in Nunan (2003) says that speaking is a process of producing verbal utterance which is done to deliver meaning. Furthermore, Brown (2004) says that speaking is a means of oral language which can be conducted individually or by more than one person involved in spoken language. It can be concluded that speaking is a process in sharing idea and opinion in oral language which is situated face to face interaction for making communication in the society.

In addition, Chaney in Kayi (2006) says that speaking is a process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context. Verbal symbols involve producing or uttering words through talking. While nonverbal symbols involve gestures, facial expression, eye contact, and body language. All of these aspects influence in the speaking process.

Speaking can be categorized into some types. Brown (2004:141) explains some basic types of speaking. (1) Imitative, the ability to imitate a word or phrase or possibly a sentence. During this activity, a number of prosodic, lexical, and grammatical properties of language will be included in the criterion performance. (2) Intensive, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. (3) responsive, it includes interaction and test comprehension but at the somewhat limited level of very short conversation,

standard greetings and small talk, simple requests and comments and the like. (4) Interactive, interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal changes, which have the purpose of maintaining social relationship. (5) Extensive, extensive oral production task includes speeches, oral presentations and storytelling, during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

In mastering speaking skill, there are some components that should be considered by the students. The components influence the way they speak by using the language. According to Cohen (1994:266), there are some important components in speaking skill. (1) fluency; smooth flow of speech with the use of rhetorical devices to mark discourse pattern. (2) grammar; control of complex and simple construction. (3) pragmatic competence; use of conversation devices to get the message across and to compensate for gaps. (4) pronunciation; degree of influence of native-language phonological features. (5) sociolinguistic competence; use of appropriate social registers, cultural references, and idioms. (6) vocabulary; breadth of vocabulary and knowledge of vocabulary in field of interest or expertise. By knowing those aspects above the students will be able to practice their speaking ability in real communication and situation.

Furthermore, Haris in Chaundhary (1997) mentions some components that should be known by the students in speaking skill. The components involve pronunciation (segmental features, vowels and consonants, stress and intonation pattern), grammar, vocabulary, fluency, comprehension.

In other side, Harmer (2001:269) says that there are some elements necessary for spoken production. The first element is connected speech. The effective speaker of English needs to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. Because of that the students should know this connected speech to make them able to speak well. The second element is expressive devices. It involves the pitch and stress of particular parts of utterances, vary volume and speed. The use of these devices contributes to the ability to convey meaning. The third element is lexis and grammar. The students should be familiar with variety of grammar and lexical phrases used in speaking. It will influence their speaking ability in real communication. The last element is negotiation language. Effective speaking gets benefit from the negotiatory language used to seek clarification and to show the structure of what are saying.

Based on the theories above, it can be concluded that there are some components which should be known by the students in speaking skill. The components are vocabulary, grammar, pronunciation, fluency, and comprehension. The students should have knowledge about these components in order to be able to speak foreign language. So, they will be able to perform their speaking skill better.

Additionally, Ur (1996:120) states speaking seems intuitively the most important. People who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and if many if not most foreign language learners are primarily interested learning to speak. It is because in speaking we can know the students' ability to produce the target language or

English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important.

Moreover, In Oxford Advance Dictionary defines that speaking is to express or communicate opinions, feeling, ideas, etc., by or as talking and it involves the activities in part of the speaker as psychological (articulator) and physical (acoustic) stage. Furthermore, Hornby (1995: 37) defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as lecturers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. Likewise, Hedge in Khider (2013) defines speaking as a skill by which they people are judged while first impressions are being formed. It can be said speaking is an important skill which deserve more attention in both first and second language because it reflects people's thoughts and personalities.

Further, Atma (in Khider :2013) states speaking ability means an interactive process of constructing meaning that involves producing and processing information. That speaking ability involves a communicating ability to use language to chat and transmit language in different and appropriate situations. It is to interact with participants and carry a message of some sort. Likewise, Richard and Rodger (2001:24) state that effective oral communication requires the ability to use language appropriately in social interactions that involves not only verbal

communication but also paralinguistic elements of speech such as pitch, stress and intonation. Moreover, nonlinguistic such as gestures, body language, and expression are needed in conveying messages directly without any accompanying speech. Brown (2007:237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contacts, physical distance and other nonverbal messages.

Furthermore, Penny Ur argues that the speaking seems intuitively the most important one since foreign language learners are most of all interested in becoming actual speakers of a language. Therefore, activities that develop learners' speaking skills are an important part of a language course. Penny Ur (1996:120) writes about four characteristics for a successful speaking activity:

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with lecturer talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak: because they are interested in topic and something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Thus, referring to Ur statement, in order to be successful in oral communication, students should talk a lot in the classroom. They should talkative in discussion. Every classroom activity is dominated by students. They may speak dealing with the topic that given by lecturer. In other words, students' time talking is more than lecturer. Lecturer is only as facilitators. Besides, high motivation is also needed in oral communication. The students really want to participate in classroom discussion because of they have their own objectives or interested in topic given.

Briefly, it can be concluded that speaking ability is one of language skill that very crucial for learners in order they can talk and communicate everything that they already learn or see either in teaching and learning process in the classroom or outside. In teaching and learning process in the classroom, as a lecturer should encourage their learners in order to engage them and eager to communicate in the classroom. So, the students become successful learners in speaking ability.

a. Basic Types of Speaking

According to Brown (2003:141), there are five types of speaking ability area, there are imitative, intensive, responsive, interactive and extensive (monologue).

1. Imitative. Imitative means copying someone or something. If we relate to speaking ability, it means the ability to parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion of performance.
2. Intensive. The second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic elements, intonation, stress, rhythm, juncture). The speaker should be aware of semantic in order to be able to respond. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue, completion, limited of picture-cued task including simple sequences; and translation up to the simple sentence level.
3. Responsive. In this type, it demands the speaker and interlocutor to be able to response the question in term of communication. Moreover, the in responsive assessment task include interaction and test comprehension but at somewhat limited level of very short conversations, standard greeting and small talk, simple request and comment. The stimulus is almost always a spoken prompt (in order preserve authenticity), with perhaps only one or two follow up questions.
4. Interactive. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchange and /or multiple participants. Interaction can take the two forms of

transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which has the purpose of maintaining social relationship.

5. Extensive (monologue). Lecturer gives students extended monologues in the form of oral recounts, summaries, storytelling and short speeches. Usually lecturer gives the students' time to prepare themselves before speaking.

In communicative model of language teaching, the lecturer should help their students to develop these skill areas of knowledge by providing authentic material in order the students can communicate in real of situation. Additionally, the lecturer also helps the student to develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and using acceptable or comprehensible pronunciation.

b. Affective Factor

An affective factor of learners is probably one of the strongest factors in language learning success or failure. According to Brown (2000:143), affect refers to emotion or feeling. The effective domain is the emotional side of human behavior, and may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feeling both ourselves and about others with whom we come into contact. Moreover, Bloom and his college (Kratwohl, Masia, in Brown: 2003) state the affective side is not a widespread mentioned concept because it is concerned with emotions, feelings and affection in general.

Brown (2003:143) states there are several factors that influence foreign language learning or second language learning, such as self-esteem, inhibition, risk taking, anxiety and motivation. Moreover, Krahen in Xiaoyan Du (2009) mentions there are mainly four factors that can influence second language teaching which are responsible for an individual variation, such as motivation, anxiety, attitudes, and self-confidence. Thus, in this study will explain about affective factors that related to speaking ability.

1. Self esteem

Brown (2003: 145) defines self-esteem is probably the most pervasive aspect of human behavior. It could be easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence and knowledge of themselves in doing activity. In other words, self-esteem is the evaluation that individual make with reference to themselves or one's feeling of self-worth something, just because we are who we are not because we have done something (Kroosha et al:2011).

Brown also adds there are three levels of self-esteem, namely:

a) Global self esteem

According to Brown (2003:145), global self-esteem derives from the accumulation of internal and interpersonal experiences, and from assessment people make the external world. It is the general evaluation that one makes of oneself overtime and across a number of situations.

b) Situational Self esteem

Situational self-esteem refers to one's self on appraisal in particular life situations, such as social interaction, work, education, home or trait such as intelligence, communicative ability.

c) Task Self esteem

It relates to particular task within specific situations. As an example, within the educational domain, task self-esteem might refer to one subject matter area.

Adelaide Heyde cited in Brown (2003:146), she conducted the research dealing with the effect of three levels of self-esteem on performance of an oral production by American college students learning French as a foreign language. She found that self-esteem had correlative positively affect the performance on the oral production measure with task self-esteem is the highest one.

2. Risk Taking

Students with low self-esteem, avoid taking risk fearing that they are going to be laughed or criticized. They fear looking ridiculous; they fear the frustration coming from listener or audience, and they tend to feel fail to communicate. However, those with high self-esteem, the risk takers and they do not really give important what others said about them.

3. Anxiety

According to Spielberger, 1983 cited in Brown (2003), anxiety defines as the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the automatic nervous system. For many researchers, as an example Horwitz, Horwitz and Cope (1986), confirm that foreign language anxiety

has almost entirely associated with the oral aspects of language use. Moreover, MacIntyre and Gardner (1991) also find that performance in the foreign language is negatively correlated with anxiety.

4. Motivation

According Ur (1996:274) mentions motivated learner is one who is willing or even eager to invest effort in learning activities and to progress. Gardner and Lambert (1972) divided motivation into integrative and instrumental motivation. Integrative motivation means someone who wants learning English because they want to involve in target of community, in other words, integrative motivation as those that indicate an interest in learning language in order to communicate with member of second language community. However, instrumental motivation refers to a motivation to acquire some advantages by learning a language. Ryan and Deci (2000) classified motivation into intrinsic and extrinsic motivation. Intrinsic motivation means someone who interested to learn a language because of their enjoyable and satisfying. Extrinsically motivated behaviors are those actions carried out achieve some instrumental end, such as reward or avoiding a punishment.

5. Attitudes

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think

and behave in a different manner and one's beliefs have been distinguished (Kara, 2009). These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitive and humanism respectively. Moreover, Akbar Azizifar et al (2014) conducted a study entitled EFL Adult learners' attitudes towards learning speaking. The result of speaking attitudes showed that the higher of positive attitudes toward learning English resulting in improving their speaking skill and probably they will become good, skilled and successful language learner.

6. Self confidence

Second language and foreign language acquire' personality factors relate a lot of the learning effect. Among the personality factors, self-confidence is the most important one. Those who have enough self-confidence and positive personal image succeed more. People who have high self-confidence will dare to adventure, to communicate in foreign language and can gain more. While those who lack self-confidence will lose the changes to practice their target language, for they are afraid of losing face in making a mistake.

As an example, a study was conducted by Safaa Mohammad Al-Hebaish (2012). He investigated the correlation between general self-confidence and academic in the oral presentation course. Participants were 53 undergraduate female English majors, from Taibah University. The results indicated a positive significant correlation between the two variables. The more self-confident learners were, the higher were their scores in the oral test. Highly self-confident learners were ready to try to speak in front of others. Lack of general self-confidence, on the other hand, resulted in lack of interest to strive for high quality oral performance.

Thus, referring to the explanation dealing with affective factor such as self-confidence, self-esteem, anxiety, motivation and attitudes, all of them have great effect in speaking ability. The higher of students' self-esteem, self-confidence, motivation and attitude, the higher of willingness to communicate in English, however, the high of anxiety and the low of self-confidence, self-esteem, attitudes and motivation, so, it will reduce the willingness to communicate in English.

c. Components Underlying Speaking Effectiveness

Being able in speaking is not easy. Many aspects should be considered. Referring to communicative competence, Hymes's theory, Canale and Swaim (1980) in Brown (2003: 247), propose that communicative competence includes grammatical competence, discourse competence sociolinguistic competence and strategic competence. It can show the abilities underlying speaking proficiency.

1. Grammatical Competence

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology and syntax), vocabulary and mechanic. With regard to speaking, the term mechanic refers to basic sound of letter and syllables, pronunciation of the words, intonation and stress (Scarella&Oxford in Brown,2003: 247). In order to convey the meaning, the student should be able to mastering the grammatical component in order do not happen misunderstanding with their interlocutor and enables to speak accurately and fluency.

2. Discourse Competence

Besides mastering grammatical component, EFL should develop discourse competence. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in meaningful way. In communication, both production and comprehension of a language require one's ability to perceive and processes stretches of discourse and formulate the meaning from referents in both previous sentence and following sentence. Thus, where the grammatical competence is concerned with grammar and sentences while discourse competence focuses on representation of meaning.

3. Sociolinguistic Competence

The sociolinguistic competence focuses on the require of understanding of the social context in which language is used; the role of participant, the information they share and the function of interaction (Brown:2003).

4. Strategic Competence

Strategic competence which is the way learners manipulate language in order to meet communicative goal (Brown, 2003:275). It is perhaps the most important of all communicative competence elements. In simply, it is the ability to compensate for imperfect knowledge of linguistics, sociolinguistics. Referring to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep conversation on going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problem.

By mastering all of components in communicative competence, it can guarantee that the student will be able to communicate in English. They will be active in the classroom; they can speak with their lecturer even native speakers' fluency and accurately.

a. Definition of Speaking Anxiety

Anxiety plays important role in foreign or second language acquisition. Even though we know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry (Scovel 1978:138 cited in Brown: 151).

Anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. Furthermore, anxiety also has negative impact in oral performance (Aida, 1994; Hotzwitz, &Cope, 1986; MacIntyre &Gardner, 1991 cited in Hyesook Park & Adam R. Lee (2004). According to Horwitz et al (1986:128, cited in Dörnyei 2001: 364), language anxiety consists of self-perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process. Likewise, English as International language become a major agent of globalization and demand the people to be able to speak or communicate in English. Over the past decades, Scott, 1986; Phillips, 1992; Campbell & Ortiz, 1991; Cheng, 1998 cited in Mei- Ling Lee did the research that the role of foreign language anxiety in foreign language learning showed that anxiety influences language learning and oral production. It can be said anxiety of language learning not only

effect of students' attitude but also considered to be detrimental to the performance of language learning.

Moreover, anxiety is a potential factor influencing second language achievement (Dörnyei 2005; Horwitz; 1990 cited in Zsuzsa Toth:2008). Furthermore, negative connections were discovered (Chastain, 1975; Gardner, Smythe, Clement&Gliksman, 1976; McCoy, 1979; Lucas, 1974; Foss&Reitzel, 1988). Gardner et al (1976) also describe the debilitating effect of anxiety on an oral production.

Based on these definitions, anxiety is explained as a sort of fear that is manifested by visual signs. Dealing to speaking anxiety, Lejla Basic (2011) states speaking anxiety as a fear of expressing oneself orally which can be recognized by the psychological sign above. It is most likely that these signs can obstruct and inhibit one's ability to speak since the person who experiences that kinds of anxiety will not be able to focus on speaking process.

Further, Margaretha Lanerfeldt (1992) describes speaking anxiety is something that give great impact toward one's self confidence since it often makes someone experience failure when they are not be able to speak. Irregular heartbeat, perspiration, stumbling and inability to act are a few symptoms that block one capacity to act and speak. If the students with speaking anxiety experience failure, they will tend to be quite in the class. Thus, it will create low self-confidents which make students quite in all situations especially in speaking activities.

Further, Light brown and Spada (2003) also discuss speaking anxiety and how it can affect language learning. They argued that anxiety is something that is

more likely to depend on special situation and circumstances that can make one feel uncomfortable as, for example an oral presentation in front of a larger group of people. Nevertheless, in their study, the term that preferred used by the researchers was tension. They claim however that one should distinguish temporary anxiety or tension from anxiety that interferes with students' learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

Telling more about definition of anxiety, Horwitz (2001) argued, anxiety is a complicated problem and could make people's normal performance in foreign language classroom mostly stressful. Horwitz, Horwitz, and Cope (1986) in Mei-Ling Lee stated that anxiety is the subjunctive feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. They also added that anxiety is a kind of mental problem that may not be found or noticed easily.

Similar opinion, According to Professor of psychology Peter D. MacIntyre (1995), anxiety as the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity. He also had the same opinion as Hoewitz, Horwitz, and Cope (1986) argued where anxiety is a subjunctive feeling of tension, apprehension, nervousness that is associated with the arousal of the automatic nervous system and would interrupt the normal operation of the mental and physical constitutions including the process of foreign language learning. He also added that language learning is a cognitive activity which depends on several psychological

processes which anxiety can interfere with by creating a divided attention scenario. Furthermore, he also mentions if a student who anxiety is asked a question, he/she will focus on responding the question and dealing with social effect at the sometime. This kind of situation does affect one's performance and can result in slower learning. Moreover, he also states that anxiety can interfere with students' capability of demonstrating knowledge and consequently also experience more failure which can contribute to the anxiety level increasing (Lejla Basic: 2011).

Referring to definitions dealing with speaking anxiety from authors and researchers, it can be concluded that speaking anxiety is one of affective filters that have great impact toward students speaking performance both of in front of their lecturer and their friends. Speaking anxiety in this study is associated with feeling uneasiness, frustration, self-doubt, apprehension, worry (Scovel 1978:134 cited in Brown :2000) or even panic feel palpitations and sweat when they have to oral performance in foreign language (Horwitz et al., 1986; Philips, 1992).

b. Cause of Anxiety

Horwitz et al (1986) divided three components of anxiety; communication apprehension, test anxiety and fear of negative evaluation.

1. Communication Apprehension

Communication apprehension (CA) is quite relevant to the conceptualization of oral communication. Mc.Croskey (1970) is broadly based anxiety related to oral communication. Communication apprehension is an individual level of fear or anxiety associated with either real or anticipated

communication with another person to persons. More specifically, learners who typically have difficulty speaking in front of other people are likely to be less able to learn a second language and develop their communication skill.

In foreign language class, apprehensive students are unwilling to talk in front of the others and they tend to wait the end of the lecture to ask a question, not raising their hand, and hoping that somebody else ask the question (Daly et al:1997). The same students may also engage of modes behaviors that tend to vary the speed of speech when in front of others, compared to when there is no audience (Paivio 1995 in Hilde 2009). Brown (2000:151) also mentions that communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas. Thus, learners who exhibit communication apprehension do not feel comfortable communicating in target language in front of others, due to their limited knowledge of the knowledge, especially in relation speaking and listening.

Further, Allesia Occhipinti (2009), dealing with her thesis that find out the effect of anxiety in class speaking activities, she mentions that communication apprehension may occur in several situations: in using one's own mother tongue (L1) or in using of foreign language, or both in cases

Thus, referring to definition and some result of study from the some researchers, it can be conclude that communication apprehension as an individual level of fear or anxiety associated with either real or anticipated communication with another person or persons. Besides, communication apprehension is one of the strongest factors that influence in willingness to communicate in foreign or second language. The learner who has high level of communication apprehension, they

tend to feel frustrated and feel nervous especially when they are speaking in the target language (English) in front of the people (both lecturers and their friends). Moreover, they also tend do not understand or misinterpreting about second language message.

2. Test Anxiety

The second component, Horwitz et al (1986) defines as a type of anxiety stemming from a fear of failure and by Sarason (1978) as tendency to view with alarm the consequences of inadequate performance in an evaluation situation. Aida also states that test anxiety is apprehension oven the academic evaluation. Test anxiety has involved several researchers through the years (Doris&Sarason, 1955, 1971; Sarason, 1984; MacIntyre& Gardner,1989).

Moreover, Test anxiety also can be defined as a type of performance anxiety that is apprehension over academic evaluation. Focusing dealing with speaking, test anxiety (TA) causes poor performance. It means students who have high level of test anxiety, they tend to afraid when their lecturer evaluates or test their performance (Horwitz, 1998; MacIntyre &Gardner, 1994). Likewise, Sarason (1978 cited in Zsuzra, 2008) stated that test anxiety as the tendency to view with alarm the consequences of inadequate performance in an evaluative situation. In this situation, the learner tends to feel fear of failure in doing badly in their oral performance. Learners who experience test anxiety consider the foreign language process and especially in speaking as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills

(Horwitz et al, 1986, cited in Dorney, 2001). Additional, Brown (2000 : 151) also support the opinions which stated test anxiety or apprehension over academic evaluation.

Further causes of test anxiety have been outlined by McKeachie et al.(1955 in Alessia Occhipinti and Horwitz et. al (1986); these could be, for instance, the high expectations or motivation of some students for achieving a good grade in the course. In a test situation the student inevitably encounters difficulties and demanding obstacles which may increase this tension.

Thus, referring to definition from the author and researchers, it can be concluded that test anxiety is the situation where the learners feel afraid in facing the test, especially in speaking test. They tend to feel in stressful situation. They usually put unrealistic on themselves that anything that are not perfect in test performance is a failure. Moreover, it will cause the lessen attention toward the actual task thus causing a poor performance.

3. Fear of Negative Evaluation

Fear of negative evaluation as an important component of classroom speaking anxiety. MacIntyre and Gardner (1991) proposed that fear of negative evaluation closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt their ability to make proper impression. Gregersen and Horwitz (2000 in Cristina,2014) conducted the research related to fear of negative evaluation as the part of speaking class. They measured reaction of oral performance among eight

second year English language students in Chile. They used videotaped conversations with the participants in order to know their speaking ability in English and then conducted interviews to elicit the informants' belief on their feelings of anxiety and perfectionism.

Besides, if the level of the fear of negative evaluation is low, the students will join in speaking activities. Young (1990) found that many Spanish learners would be willing to take part in oral classroom tasks if they were no afraid of saying the wrong thing.

2.2 Relevance Studies

This part is devoted to the reporting of related studies carried out on speaking anxiety and speaking ability. The empirical review of previous researchers is relevant with this research. In this part, researcher reviews three studies which had been conducted by other researchers as following:

The first study was done by Hyesook Park & Adam R Lee (2004) conducted study entitled: L1 Learners' anxiety, Self-confidence and Oral performance. This study examined the relationship between L2 learners' anxiety, self-confidence and oral performance. The participants of this study were 132 Korean college students who enrolled the English conversation English in 2004. This study was quantitative survey research. The instrument that used in this study was questionnaires and test speaking to the participant. In assessing students speaking anxiety, the researcher adopted from Horwitz et al. (1986) and questionnaire to measure student's motivation, it was adopted from Aida (1994). There are 11 items of self-confident

related to English education and 19 items of anxiety questionnaire that divided from three types; communication anxiety (6 items), criticism anxiety (9 items) and examination anxiety (4 items).

The research finding concluded that there is relationship between self-confident and anxiety toward oral performance. It showed that learners' anxiety about communication, criticism and examination were the main components of anxiety for Korean English learners and anxiety negatively effect to oral performance. For self-confident, L2 learners' situational confidence, communication confidence, language potential confidence and language ability confident were the main components of self-confidence. In speaking, self-confidence is closely positive influence on oral performance.

Second a research journal from Mustafa Ali Khalaf Ali from Department of Educational Psychology, College of Education, Minia University, Egypt, entitled: English Language Anxiety: Development and Validation of a Brief Measure. His research aimed to develop and validate a brief scale. Exploratory factor analysis (EFA) was employed using (362) EFL learners enrolled in first year at college of education, Minia University. His research result of EFA proved that the scale consisted of four subscales: (speaking anxiety, (8) items, =.84, writing anxiety (8) items, =.84, reading anxiety (8) items, =.84, listening anxiety, (8) items, =.83). Confirmatory factor analysis (CFA) was conducted on 46 items to examine the structure validity. Results of confirmatory factor analysis showed that the four-factor model fitted well and results met the criteria for goodness of fit indices (>.90)

and root mean square residual ($RMR < .05$) which means the (ELAS) has a four-factor structure in the Egyptian university students' sample.

Third, a research journal by Alessia Occhipinti in 2009 entitled: Foreign language anxiety in speaking activities. The sample of this study were 100 university level students. One group of 45 Italian students (37 females and 8 males, learning at the University of Ragusa, Italy and 55 Spanish students (32 females and 23 males). She compared the level of speaking anxiety in English between Italian students of English in Italy and Spanish students of English in Great Britain. The instrument that was used adopted from Young, 1990 and then partly modified by the researcher. The result found that Italian students would have been more anxious than the Spanish learners in Great Britain. Moreover, in class speaking activities rated as the most anxiety provoking and the most comfortable ones are also the same such as reading silently and do exercise.

Related to those three is relevant researches that used as related study. There are some aspects that similar and difference with this study. The similarity can be seen from the variable in this study. All of the related study above that carried out by them investigated about the speaking ability and anxiety. Although the variable that used above almost same, however, in this study will use different construct that is analysis. Moreover, the problem that as the background of researcher in conducting this study also different. Additional, places and participants in conducting this study also do not similar. This study will be conducted at the fifth semester English language program of FKIP UIR Pekanbaru.

2.3 Conceptual Framework

Operational concept is a main element to avoid misunderstanding and miss interpreting in a specific study. As a concept, it is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research is presented on the figure 2.I below:

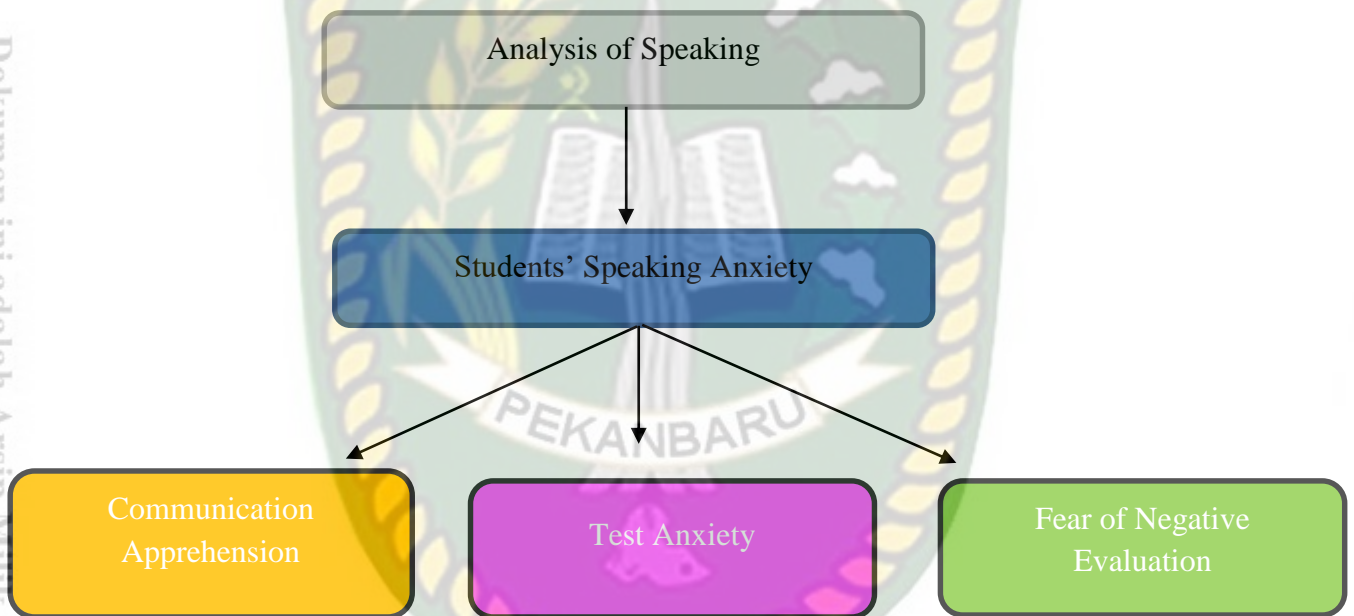
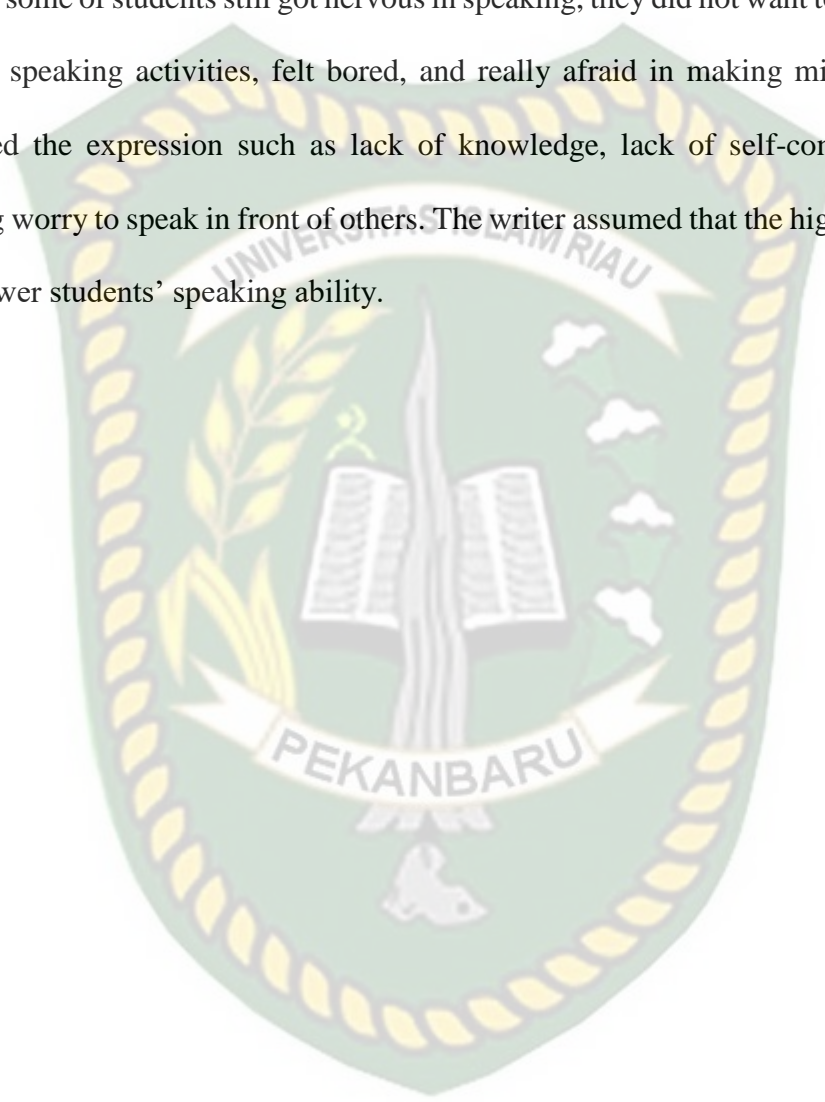


Figure 2.I Conceptual Framework

Figure 2.1 describes the operational concept of this research. The analysis of the fifth semester students' speaking anxiety divided into three constructs; communication apprehensions, test anxiety, and fear of negative evaluation. The researcher focused to analyzes these three constructs.

2.4 Assumption

Based on the problems and the phenomena stated on the previous chapter where some of students still got nervous in speaking, they did not want to participate in the speaking activities, felt bored, and really afraid in making mistake. They showed the expression such as lack of knowledge, lack of self-confidents and felling worry to speak in front of others. The writer assumed that the higher anxiety, the lower students' speaking ability.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

According to Creswell (2009:3), research design is the plans and the procedures for research to detailed methods of data collection and analysis. In this research, the writer used qualitative approach because this study focuses on the analysis or interpretation of the written material in context. Aliaga and Gunderson (2002:81) imply that the quantitative research explains the phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” It meant that the quantitative research needs natural data, the data collected were subjective and the researcher becomes the key instrument of this study.

The researcher chose quantitative method since the method of structural analysis of this research was conducted by using a descriptive quantitative design. Suryabrata (2010: 75), stated that “Descriptive research is research which has objectives to describe method in certain situation systematically, accurately, and factually”. So, this research it just determined the nature of a situation as it existed at the time of the research. In this case, the researcher described the situation as mention in statement of research. Based on the variable of the study, it was classified as a descriptive quantitative research because it only dealt with one variable. It was designed to be described and analyzed, so the researcher described

and analyzed the fifth semester students' speaking anxiety of English language program of FKIP UIR Pekanbaru.

3.2 Location and Time of the Research

The location of this research was at the fifth semester students of English language program of FKIP UIR Pekanbaru which is located at Jalan Kaharudin Nasution 113 Pekanbaru-Riau. The time of the research was conducted on August 2020.

3.3 Population and Sample of the Research

According to Gay (2006:121), sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they are selected. In this research, the researcher takes a sample by using a purposive sampling. According to Arikunto (2010:183), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. In this research, the participants were the C class of the fourth semester students of English Language Program FKIP-UIR. in academic 2020/2021 which consisted of 4 Groups and the sample of this research were all students or all in one group. Each Group consisted of 35 to 40 students. They were assumed to have the same level proficiency and the same background. They were taught by the same lecturer with the same time allocation and materials. The population of this research is drawn by this following table:

**Table 3.1 the Population of the fifth Semester Students of English
Language Program FKIP UIR Pekanbaru**

No	Class	Population		Total
		Male	Female	
1	V A	3	33	36
2	V B	1	36	37
3	V C	6	30	36
4	V D	5	35	40
Total				149

3.4 Instrument of the Research

The data for this study was the questionnaire (*see appendix 1*). The researcher adopted from Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986) which consisted of three constructs; comprehension apprehension, test anxiety, and fear of negative evaluation. In assessing the questionnaire, the writer will use this following indicator:

TABLE 3.2

Indicators of Speaking Anxiety

No	Types of Anxiety	Indicators
1	Communication Apprehension	a. Students are afraid and scared when they speak or talk in front of their lecturer, students

		b. Students are afraid if they cannot speak English well
2	Test anxiety	<p>a. Students feel anxious during examination.</p> <p>b. Students usually face stressful situation if their lecturer ask them.</p>
3	Fear of negative evaluation	<p>a. Students fear that the other students and lecturer will evaluate them negatively</p> <p>b. Students feel afraid that they will fail in English class.</p>

3.5 Data Collection Technique

In this research, the researcher collected the data by distributed the questionnaire. The speaking anxiety consist of three constructs; comprehension apprehension, test anxiety, and fear of negative evaluation. In assessing the questionnaire from Hortwitz et al.'s Foreign Language Classroom Anxiety Scale (FLCAS). The instrument used in assessing students' speaking anxiety was adopted from Horwitz et.al (1986) but it was modified by the researcher. Moreover, there are five scales that used, starting from strongly agree to strongly disagree. While answering the statements in the questionnaire the students asked to decide whether

they strongly agree (1), agree (2), neutral (3), disagree (4), and strongly disagree (5).

TABLE 3.3
Blue Print of Speaking Anxiety

No	Types on anxiety	Indicators	Items
1	Communication apprehension	a. Students are afraid and scared when they speak or talk in front of their lecturer, students b. Students are afraid if they cannot speak English well	1,2,3,4,5, 6,7,8,9,10, 11,12
2	Test anxiety	a. Students feel anxious during examination. b. Students usually face stressful situation if their lecturer ask them.	13,15,17,19,20,21 14,16,18
3	Fear of negative evaluation	a. Students fear that the other students and lecturer will evaluate them negatively	26,27,28,30,32

		b. Students feel afraid that they will fail in foreign language classes.	22, 23, 24, 25, 29, 31
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3.6 Data Analysis Technique

To analyze the data, the researcher used descriptive qualitative to analyze data. According to Sugiyono (2008: 245), there were three activities to analyze data in descriptive qualitative research. Those activities were data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divided the activity in analyzing data into three activities, they were data reduction, data display, and conclusion drawing.

In short, the steps in analyzing the data were: (1) the researcher collected the data through questionnaire. Then, the researcher selected, identified, and focused on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displayed those data into good sentences. (3) After displaying data, the conclusion was drawn. The questionnaire was analyzed by using descriptive statistics where frequency counts are tabulated and converted to percentages by using the following formula:

$$p = \frac{F}{N} \times 100\%$$

Where :

P = percentage

F = frequency

N = number of students

(Sugiyono, 2008)

To analyze the students' level of anxiety, it was used scale from Azar (2010). The formula as follows:

$$\text{Low} = X < (\mu - 1.0 \sigma)$$

$$\text{Medium} = (\mu - 1.0 \sigma) \leq X < (\mu + 1.0 \sigma)$$

$$\text{High} = (\mu + 1.0 \sigma) \leq X$$

Note: $\mu = \text{item} \times 3$

$$\sigma = \frac{\text{Maximum score} - \text{Item}}{6}$$

After that, the researcher analyzed the score obtained to the formula. There were five options in filling the questionnaire, such as strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). Thus, the lower score is $1 \times 32 = 32$, while the highest score is $32 \times 5 = 160$. Range $160 - 32 = 128$. Mean (μ) = $(160+32):2= 96$. Standard deviation (σ) = $128:6=21$.

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

The data of the research were the results of students' speaking anxiety at the fifth semester students of English language program of FKIP UIR Pekanbaru. The total subjects in this research were 36 students. There was only one variable in this research that is the students' speaking anxiety. In assessing the students' speaking anxiety was adopted from Horwitz et.al (1986). Further, this questionnaire consisted of 32 items with five scales (Likert scales); strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5) which divided into three constructs; communication apprehension, test anxiety and fear of negative evaluation.

4.2 Data Analysis

The researcher analyzed the data of this research through questionnaire that consist of 32 items and divided into 3 constructs, there are communication apprehension, test anxiety and fear of negative evaluation. The result of students' questionnaire can be seen by this following table.

Table 4.1 Students' Score of Questionnaire

No	Respondents	Score
1	Sample 1	75
2	Sample 2	140
3	Sample 3	94
4	Sample 4	107

5	Sample 5	136
6	Sample 6	116
7	Sample 7	97
8	Sample 8	128
9	Sample 9	137
10	Sample 10	114
11	Sample 11	90
12	Sample 12	91
13	Sample 13	99
14	Sample 14	117
15	Sample 15	117
16	Sample 16	91
17	Sample 17	115
18	Sample 18	119
19	Sample 19	117
20	Sample 20	91
21	Sample 21	117
22	Sample 22	117
23	Sample 23	91
24	Sample 24	117
25	Sample 25	91
26	Sample 26	91

27	Sample 27	117
28	Sample 28	117
29	Sample 29	117
30	Sample 30	117
31	Sample 31	117
32	Sample 32	91
33	Sample 33	117
34	Sample 34	91
35	Sample 35	117
36	Sample 36	91
Total		3907
Mean		108.5
SD		15.8
Lowest		75
Highest		140

Table 4.1 described students' speaking anxiety based on the questionnaire, it can be seen the fifth semester students of English language program of FKIP UIR Pekanbaru total score was 3907, Mean score was 108.5. The lowest score was 75 and the highest score was 140. The detailed students answer presented by the following table.

Table 4.2 Questionnaire Result

Indicators	Items	SA	A	N	D	SD	SUM	%
Communication Apprehension	1) I think other friends can speak English better than me.	17	6	3	9	1	36	47.22 (SA)
	2) I worry when I don't understand what my teacher says in English class.	1	22	3	0	10	36	61.11 (A)
	3) I am afraid my English skills are not good.	18	7	2	9	0	36	50 (SA)
	4) I did not dare to speak English with my friends.	0	20	3	4	9	36	55.56 (A)
	5) I worry about making mistakes when my teacher asks to use English.	10	6	1	19	0	36	52.78 (D)
	6) I am nervous when called to speak in front of the class.	18	14	2	1	1	36	50 (SA)
	7) I am afraid of not being able to communicate with others because of	10	20	5	1	0	36	55.56 (A)

	my low proficiency in English.							
	8) I feel worried when I communicate with other people	0	5	27	4	0	36	75 (N)
	9) I am afraid other people do not understand what I am saying because of the use of their vocabulary choices.	10	3	5	18	0	36	50 (D)
	10) I am afraid there is an error in the pronunciation of words in speaking.	25	5	2	4	0	36	69.44 (SA)
	11) When speaking I was suddenly nervous, so I forgot what I wanted to say.	18	7	2	0	9	36	50 (SA)
	12) I feel confident about myself when I speak in English class.	2	1	20	12	1	36	55.56 (N)
Test anxiety	13) I was worried I would make a mistake in front of the class during an oral exam.	18	3	3	2	10	36	50 (SA)

14) I feel worried when my teacher asks to use English.	3	3	19	11	0	36	52.78 (N)
15) I always worry during English exams.	2	2	20	11	1	36	55.56 (N)
16) I am nervous when my teacher asks something that I cannot answer directly.	3	5	2	26	0	36	72.22 (D)
17) I feel panicked when many words that I did not know in the exam.	26	3	2	5	0	36	72.22 (SA)
18) I feel nervous talking when I don't understand grammar.	2	27	4	3	0	36	75 (A)
19) I was worried about my speaking ability during an oral exam.	11	5	16	4	0	36	44.44 (N)
20) I was worried when I made a mistake due to lack of vocabulary and the use of words that didn't match in the oral exam.	10	5	3	3	15	36	41.66 (SD)

	21) The more I learn, the more confusion I get.	2	18	2	13	1	36	50 (A)
Fear of negative evaluation	22) I feel nervous when my English teacher asks a question that I did not expect.	3	20	3	1	9	36	55.56 (A)
	23) I am not confident to speak English.	17	5	2	3	9	36	47.22 (SA)
	24) I am worried about my work later because I cannot speak English.	3	4	16	4	9	36	44.44 (N)
	25) I don't understand why I feel nervous in English lessons.	3	5	2	25	1	36	69.44 (D)
	26) I am worried that my friends will laugh at me when I present in front of the class.	2	5	17	11	1	36	47.22 (N)
	27) I am worried that bad pronunciation will cause humor when I want to ask questions.	4	19	1	3	9	36	52.78 (A)
	28) I worry that I will be criticized or judged poorly by my discussion	16	7	2	2	9	36	44.44 (SA)

partner because my English is bad.								
29) I am worried about the consequences of failure in my English class.	12	3	18	2	1	36	50 (N)	
30) I am afraid that my English teacher gives a negative rating because of my poor performance in speaking.	3	27	4	1	1	36	75 (A)	
31) I feel my heart beating fast when I will be called in an English class.	14	4	16	1	1	36	38.89 (N)	
32) For fear of being laughed at, I dare not ask if I encounter difficult words	2	27	4	2	1	36	75 (A)	

Table 4.2 showed that the results of questionnaire answered by the students. In the indicator of communication apprehension, the highest frequency of students' choice was that in statement number 8 that reveals they felt worried when they communicate with other people, there were 27 students chose Neutral with the percentage 75%. Furthermore, in the indicator of test anxiety, the highest frequency of students' choice was that in statement number 18 with the statement that they

felt nervous talking when don't understand grammar. There were 27 students chose agree (A) with the percentage 75%. In the indicator of fear of negative evaluation, the highest frequency of students' choice was that in statement number 30 that reveals they were afraid that their English teacher gave a negative score because of their poor performance in speaking, there were 27 students chose agree (A) with the percentage 75%.

In order to classify students' speaking anxiety and its constructs into three levels, namely high, low and medium, it used formula from Azar (2010). Speaking anxiety consists of 32 items. Since there are five options in filling the questionnaire, such as strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). Thus, the lower score is $1 \times 32 = 32$, while the highest score is $32 \times 5 = 160$. Range $160 - 32 = 128$. Mean $(\mu) = (160+32):2 = 96$. Standard deviation $(\sigma) = 128:6 = 21$. After getting the score, in determining the range of each level, input to the formula above.

$$\text{Low} = X < (\mu - 1.0 \sigma)$$

$$\text{Medium} = (\mu - 1.0 \sigma) \leq X < (\mu + 1.0 \sigma)$$

$$\text{High} = (\mu + 1.0 \sigma) \leq X$$

After that, the researcher analyzed the score obtained to the formula. The following table showed the category and range that obtained from the formula above. Then, the table 4.3 showed frequency as well as the SD and Mean score of speaking anxiety from 36 students based on the levels.

Table 4.3 Descriptive Statistics of Students' Speaking Anxiety

Category	Frequency	Percentage
High (118-160)	5	13.89%
Medium (75-117)	31	86.11%
Low (32-74)	-	0%
Total	36	100%

From table 4.3, It can be seen that speaking anxiety is divided into three levels, there are high (118-160), medium (75-117) and low (32-74). From the table, we see that the high level has (5 students = 13.89%), then it is followed by medium level (31 students = 86.11%) and the last is in low level (0 students = 0%). Thus, it can be concluded that, the students' speaking anxiety at the fifth semester students of English language program of FKIP UIR Pekanbaru is categorized into the medium level. For more detail data, bellow is the frequency of total score from 36 respondents for speaking anxiety;

Table 4.4 Frequency of Students Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75	1	2.8	2.8	2.8
90	1	2.8	2.8	5.6
91	9	25.0	25.0	30.6
94	1	2.8	2.8	33.3
97	1	2.8	2.8	36.1
99	1	2.8	2.8	38.9
107	1	2.8	2.8	41.7
114	1	2.8	2.8	44.4
115	1	2.8	2.8	47.2
116	1	2.8	2.8	50.0
117	13	36.1	36.1	86.1

119	1	2.8	2.8	88.9
128	1	2.8	2.8	91.7
136	1	2.8	2.8	94.4
137	1	2.8	2.8	97.2
140	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Table 4.4 showed that there were 36 students who participated in this research. All of them had filled the questionnaire. From the total 36 students, there were 9 students has score 91 categorized as medium anxiety. 13 students as the highest frequency had score 117 and also categorized into medium level of anxiety.

Table 4.5 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Score	36	65	75	140	108.53	15.834
Valid N (listwise)	36					

The table 4.5 showed that the mean score from 36 students was 108.53. the standard deviation was 15.834. The minimum score which the students gained was 75 categorized as medium level and the Maximum score was 140 categorized as High Level. Further, speaking anxiety consists of three constructs, namely communication apprehension, test anxiety, and fear of negative evaluation. Each of constructs has different items. The explanation as presented below:

4.2.1 Communication Apprehension

There are three levels of speaking anxiety in communication apprehension construct; high (range 45-60), medium (28-44), and low (12-27). The table below explained the result from the students' questionnaires:

Table 4.6 Descriptive Statistics of Students' Communication Apprehension

Category	Frequency	Percentage
High (45-60)	21	58.33%
Medium (28-44)	15	41.67%
Low (12- 27)	-	- %
Total	36	100%

Communication apprehension consists of 12 items. The level of communication apprehension divided into three levels; high level (45-60), medium (28-44) and low (12-27). The high percentage is in high level, it is 58.33% with 21 students. Then, it is followed by medium level with 15 students (41.67%). The last is in low level. It was none of the students (0%) in low level. It is clear that the most of students have high anxiety in speaking ability. It can be seen from the percentage and frequency (21 students: 58.33%).

Table 4.7 Statistical Data of Communication Apprehension

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Communication Apprehension	36	12	35	47	42.64	5.325
Valid N (listwise)	36					

Moreover, mean score is 42.64 that also in range almost high, with standard deviation 5.325. Thus, it can be concluded that the fifth semester students of English language program of FKIP UIR Pekanbaru had high communication apprehension in speaking ability. The description can be seen by this following histogram chart of SPSS 26.0 for windows.

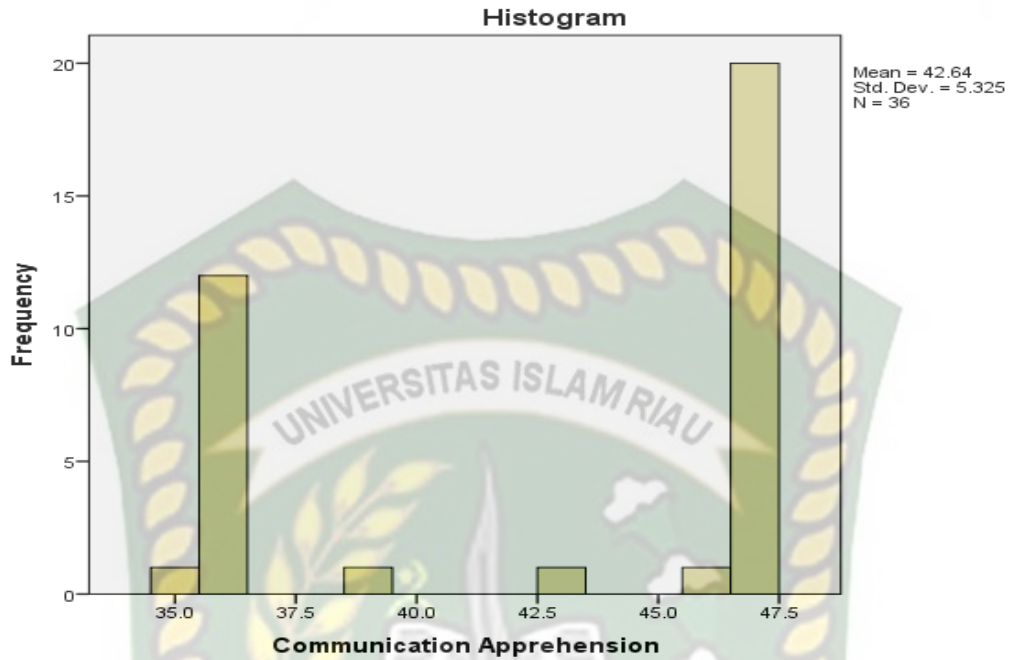


Chart 4.1 Communication Apprehension

4.2.2 Test Anxiety

As mention before, there are three levels of speaking anxiety in test anxiety construct; high (range 33-45), medium (21-35), and low (9-20). The table below explained the result from the students' questionnaires:

Table 4.8 Descriptive Statistics of Students' Test Anxiety

Category	Frequency	Percentage
High (33-45)	4	11.11%
Medium (21-32)	30	83.33%
Low (9 - 20)	2	5.56 %
Total	36	100%

From table 4.8, it can be seen that the level of test anxiety also divided into three levels, namely; high level (33-45), medium (21-35) and low level (9-20). We also see that the high frequency is in medium level (30 students= 83.33%), the high

frequency is (4 students = 11.11%) and the low frequency is in low level (2 students= 5.56%).

Table 4.9 Statistical Data of Test Anxiety

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Test Anxiety	36	24	18	42	29.58	4.436
Valid N (listwise)	36					

Table 4.9 showed that the Mean score of test anxiety was 29.58 is in medium level, because the range of medium level is between 21-32. Although almost a half of students have medium test anxiety, but mean score is in medium level (31.41). It can be concluded the fifth semester students of English language program of FKIP UIR Pekanbaru test anxiety is categorized into medium level. The description can be seen by this following histogram chart of SPSS 26.0 for windows.

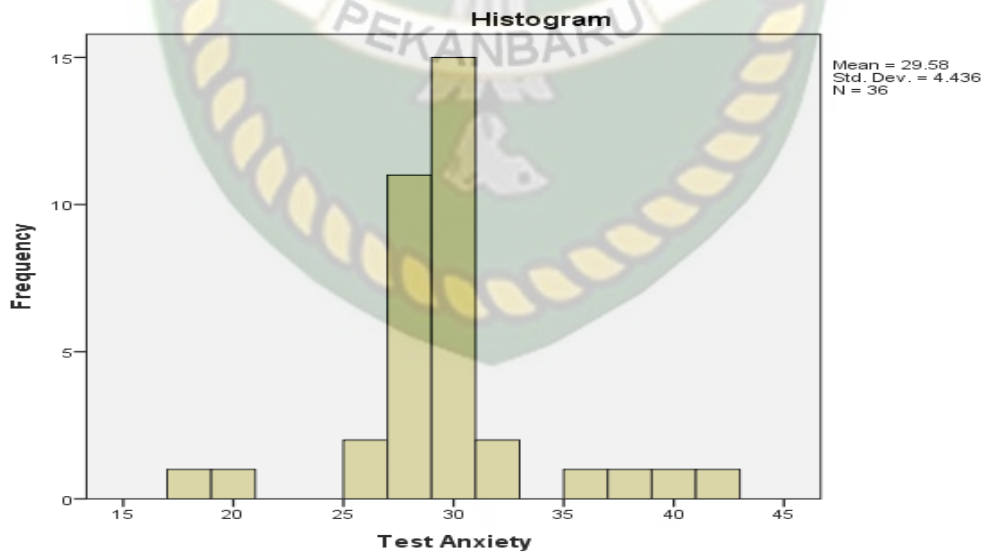


Chart 4.2 Test of Anxiety

4.2.3 Fear of Negative Evaluation

In this is constructs, the level of anxiety divided into three levels; high, medium, and low. The table 4.8 described the results from the students' questionnaire.

Table 4.10 Descriptive Statistics of Students' Fear of Negative Evaluation

Category	Frequency	Percentage
High (41-55)	6	16.67%
Medium (26-40)	29	80.56%
Low (11-25)	1	2.78 %
Total	36	100%

Fear of negative evaluation consists of 11 items. The level of fear of negative evaluation is divided into three levels; high level (41-55), medium (26-40) and low (11-25). High percentage is in medium level, it is 80.56% with 29 students. Then, it is followed by high level with 6 students (16.67%). The last is in low level. It was 1 student (2.78%) in low level. It is clear that the most of students have medium fear of negative evaluation in speaking ability. It can be seen from the percentage and frequency (29 students= 80.56%).

Table 4.11 Statistical Data of Fear of Negative Evaluation

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Fear of Negative Evaluation	36	30	23	53	36.53	7.803
Valid N (listwise)	36					

Table 4.9 showed the mean score of fear of negative evaluation was 36.53 with standard deviation 7.803. If we refer to the table, mean score= 36.53 is in

medium level (26-40). Thus, it can be concluded that the fifth semester students of English language program of FKIP UIR Pekanbaru had medium fear of negative evaluation in speaking ability. The description can be seen by this following histogram chart of SPSS 26.0 for windows.

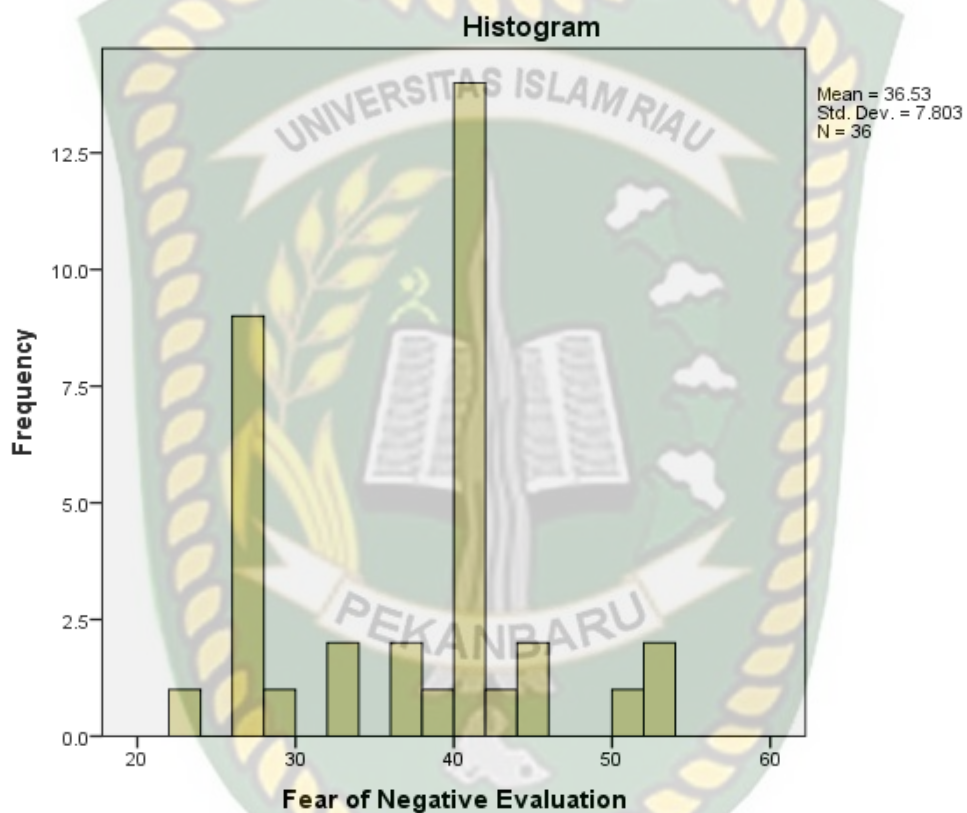


Chart 4.3 Fear of Negative Evaluation

4.3 Discussion

In this subchapter, the result of the data analysis was discussed comprehensively to find out the whole results of the analysis. After explaining and describing the level, percentage, frequency, mean, and Standard deviation about

speaking anxiety and its constructs (communication apprehension, test anxiety and fear of negative evaluation), it can be concluded that variable speaking anxiety is categorized into medium level (mean score = 108.53, Standard Deviation was 15.834). It can be seen from table 4.1, almost a half of students; 31 (86.11%) from 36 students had medium anxiety in speaking. Moreover, the highest construct that influence speaking anxiety was the communication apprehension (Mean = 42.64, SD= 5.325) rather than test anxiety (Mean = 29.58, SD= 4.436) and fear of negative evaluation (Mean = 36.53, SD= 7.803). The result of the mean score of the questionnaires for three constructs can be seen as in the following figure:

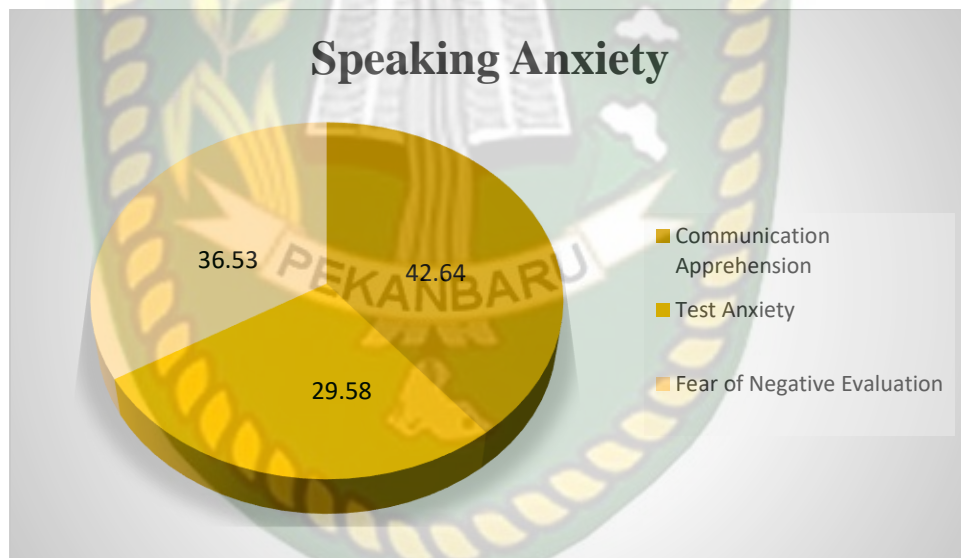


Figure 4.4 Speaking Anxiety Charts

Building the students' confidence is not easy. It is fact that is happened in the field. Based on the researcher's analysis, only the minority of the students get their confident to speak aloud in English class whether answering the lecturer's question, asking the difficulty of the material, even conveying their argument to response the lecturers' explanation. It can be experienced by every student, even

the students who talk more with the classmate. It is affirmed by Hyesok research, he argued that speaking in class is most frequently difficult for anxious students even though they are pretty good at responding to a drill or giving prepared speeches. So, it can be included that the difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students to be more active in class. Students often report that they feel fairly comfortable responding to a drill or delivering prepared speeches in their foreign language class but tend to "freeze" in a role-play situation.⁵⁵ So, it can be included that the students who are good in speech cannot assure that they will be good in speaking English.

The lecturers there confess that they have already tried to implement some strategy to manage students' anxiety of speaking English. It means that, the lecturer also feels responsible to manage the students' anxiety of speaking English. As suggested by hyesok, it is the responsibility of lecturers to understand the problem of anxiety, mainly its causes, and the possible strategies used by lecturers to alleviate it.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this chapter the result of the data analysis had been discussed comprehensively to find out the whole results of the analysis. In order to answer the purpose and objective of the research about what are the students speaking anxiety at the fifth semester students of English language program of FKIP UIR Pekanbaru, descriptive statistic of SPSS 26 was used. The result showed that speaking anxiety is categorized into medium level. It can be known from the score almost a half of students; 31 (86.11%) from 36 students had medium anxiety in speaking.

Moreover, the highest construct that influence speaking anxiety was the communication apprehension (Mean = 42.6, SD= 5.325) rather than test anxiety (Mean = 29.58, SD= 4.436) and fear of negative evaluation (Mean = 36.53, SD= 7.803). From the result of the questionnaire, the students thought that they afraid if there is an error in the pronunciation of words in their speaking. There were 25 students chose strongly agree. They felt panic when many words that they did not know in the exam. The result also revealed that they fear of being laughed at, they dare not ask if encounter difficult words.

5.2 Suggestion

The suggestions were addressed to the lecturer of Speaking class, and also the future researchers who are about to conduct a research about foreign language anxiety as well.

1) For lecturers of Speaking Subject

Since lecturer has a crucial and challenging role in the learning process, they are expected to be more aware of the students' learning needs. There are several suggestions addressed to the lecturers of Speaking related to their responses of the questionnaire distributed. First, most students tend to feel anxious whenever they are asked to perform or speak without having any preparation. In the interview, some students confirmed that it was the most anxiety-provoking situations. Thus, the lecturer of Speaking class are wished to be more aware of the students' need in this situation by giving them additional time to prepare what they are going to say, and giving support by not correcting their mistakes immediately.

2) For students of Speaking Class

Since the main purpose of speaking is to express what students had in mind, they are expected not to be too anxious to do it. From this research, they are also expected to be more aware of the factors that induce anxiety in speaking because it has been proven that students' feeling of anxiety is more affected by internal factors the factors that come from inside ones' self. However, this problem can be overcome by having more practice, so that the students can get used to speak in English more fluently and more confidently.

3) For Future Researchers

This research only focus mainly to investigate the speaking anxiety to the students' speaking performance such as Communication apprehension, test anxiety and fear of negative evaluation, there are many other aspects in language that are not included. As anxiety is one of the factors that affect language learning in

general, it is most likely that anxiety also affects the other linguistic skills aside from speaking (listening, reading and writing skills). Thus, the future researchers are expected to be able to elaborate the scope not only in speaking skills, but also in other language skills to obtain wider view of how foreign language anxiety affects the language learning process.



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