AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY ON SPEAKING PERFORMANCE OF THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION FKIP UIR PEKANBARU

A THESIS

Intended to Fulfill one of the requirements for the Award of Sarjana Degree in English Language and Education

BY :

AULIA SEPTIANA HARRIS
(NPM 146311205)

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

2019

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First of all the researcher would like to express my huge gratitude to **Allah SWT** for surrounding me with encouraging who has given me his blessings and merciful to complete this thesis entitled "An Analysis of Students' Speaking Anxiety on Speaking Performance of The Third Semester of English Language Education at FKIP UIR Pekanbaru. Shalawat and salam to the **Prophet Muhammad SAW**.

The success and final outcome of this thesis required a lot of guidance from many people to have got this all along the completion of my thesis. All of that I have done because of people around the writer that always give supports, meaning lovely words, motivations and loves, therefore the writer would like to dedicate my deepest gratitude and thanks to:

1. I respect and thank to my Head advisor **Dra. Hj. Syofianis. M. Ed** who took interest on my thesis work and guided me all along until the completion of my thesis work by provising all the necessary information for developing a good work. Who has spent time for checking my thesis.

2. Thanks to my best vice advisor **Muhammad Ilyas, S.Pd, M.Pd** who always gave his sweetest smile for me, even though I was late to finished my thesis. He also has given me many suggestion, motivations and full of attention, so the writer finally finish the whole this research. He always patiently to read my thesis and have a discussion with me so that I was finnaly able to finish my thesis.

3. I would not forgot to remember the head of English Language Education **Miranti Eka Putri, S.Pd., M.Pd** for guidance and always

helped me when the writer needs her signature during this thesis finishing.

4. I would never forget to thank my lecturer **Shalawati** who has support and motivate me to finish my thesis as soon as possible.

5. I heartly thank **to Dr. Sri Amnah, M. Si** as the vice dean of Academic of FKIP UIR for her guidance during this thesis finishing.

6. I would like to send my warnest thankfulness to all the the lecturers of English Education and staff of FKIP UIR.

7. I would like to dedicate my deepest gratitude to my awesome mama **Hernida** for her unconditional love, never ending prayers, and uncounted tears and sweat to educate, and support me. I also would to thank my sister, **Kak Nisa** for always supporting me. Also for my life partner **Safitra Hamdan** who always gave me support and motivation for finisihing this thesis.

8. I would never forget to thank to all of my family **F Class** for always supporting me until I finished my thesis. I also thank to my friend **Nita Lestari** for always be there for me and always give suggestion for my thesis. Wihout their presence, my life college would never been as amazing as what I have been goin through.

Finally I would like to send my genuine gratitude to those whose names cannot be mentioned one by one for their love and support me.

ABSTRAK

AULIA SEPTIANA HARRIS, 2019. Analisis Kecemasan Berbicara Siswa tentang Kinerja Berbicara Semester Ketiga Pendidikan Bahasa Inggris di FKIP UIR Pekanbaru, Tesis.

Kata kunci: *Kecemasan Berbicara, kinerja berbicara, berbicara, dan mahasiswa semester tiga*

Rata-rata siswa di Indonesia memiliki tingkat kecemasan berbahasa Inggris yang tinggi hanya karena itu disebabkan oleh rasa takut membuat kesalahan dan diejek oleh teman-teman mereka atau takut ditegur oleh guru. Siswa yang cemas cenderung memikirkan evaluasi negatif dari orang lain. Di kelas 3D yang berbicara, siswa diwajibkan untuk menyampaikan Pidato di depan kelas. Namun berbicara di depan kelas dapat menjadi tugas yang sulit bagi beberapa siswa karena mereka mungkin mengalami kecemasan berbicara.

Tujuan dari penelitian ini adalah untuk menemukan tingkat kecemasan berbicara siswa dan masalah yang dihadapi oleh siswa yang dialami oleh siswa semester ketiga dalam melakukan pidato di kelas Berbicara. Ada dua pertanyaan penelitian yang dibahas dalam penelitian ini, (1) "Apa tingkat kecemasan berbicara siswa dalam kinerja berbicara?", Dan (2) "Apa masalah yang dihadapi oleh siswa yang berbicara kecemasan tentang kinerja berbicara?"

Penelitian ini dilakukan dengan menggunakan penelitian kualitatif. Partisipan penelitian adalah siswa yang berbicara kelas 3D Pendidikan Bahasa Inggris di FKIP yang telah berpengalaman melakukan pidato di kelas. Dalam melakukan penelitian ini, peneliti memperoleh data melalui kuesioner dan wawancara. Hasil penelitian ini menunjukkan bahwa kecemasan berbicara muncul selama penampilan pidato dilihat dari indikatornya. Tingkat kecemasan berbicara yang paling berpengalaman dalam aktivitas kinerja bicara adalah Cemas. Indikator yang paling berpengalaman dari kecemasan berbicara siswa adalah ketakutan komunikasi, diikuti oleh kecemasan tes dan takut evaluasi negatif. Tingkat dan indikator kecemasan berbicara dipengaruhi oleh empat faktor, yaitu faktor kognitif, faktor psikologis, faktor sosial dan faktor fisik.

ABSTRACT

AULIA SEPTIANA HARRIS, 2019. An Analysis of Students' Speaking Anxiety on Speaking Performance of The Third Semester of English Language Education at FKIP UIR Pekanbaru, Thesis.

Keywords: *Speaking Anxiety, speaking performance, speech, and third semester students*

The average student in Indonesia has a high level of English speaking anxiety simply because it is caused by the fear of making mistakes and being teased by their friends or afraid of being reprimanded by the teacher. Anxious students tend to think of negative evaluations from others. In the speaking 3D class, students are required to deliver Speech in front of the class. However speaking in front of the class may become a difficult task for some students as they may experience a speaking anxiety.

The aim of this research is to find the level of students' speaking anxiety and the problems faced by the students experienced by the third semester students in performing speech in Speaking class. There were two research questions addressed in this research, (1) "What are the levels of students speaking anxiety in speaking performance?", and (2) "What are the problems faced by the students speaking anxiety on speaking performance?"

This research was conducted using qualitative research. The research participants were the students of speaking of 3D class of English Language Education of FKIP who have experienced performing speech in the class. In conducting this research, the researcher obtained the data through questionnaires and interviews. The result of this research showed that speaking anxiety appeared during the speech performance as seen from its indicators. The most experienced level of speaking anxiety in speech performance activity was Mildly Anxious. The most experienced indicator of students' speaking anxiety was communication apprehension, followed by test anxiety and fear of negative evaluation. Those levels and indicators of speaking anxiety were affected by four factors, namely cognitive factor, psychological factor, social factor and physical factor.

TABLE OF CONTENT

LIST OF TABLES

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The use of English for speaking is not a simple process at all because the speaker should also master several important elements, such as pronounciation, grammar, vocabulary, fluency, and comprehension. 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.

Speaking is an activity that students need time to speak clearly. The students need time to get ideas in order to express in their speaking. However, there are many students complain that they do not know what they want to speak in front of the class. Because the students low in self confident, vocabulary, grammar, and they do not know the meaning of what they speak. This complexity confuses the students. Therefore, the teacher has to make creative strategies to teach speaking subject, like how to make the students speak fluency.

Some students of English language education of FKIP UIR especially in the third semester may prefer to remain silent during the lesson because they are reluctant to speak English. Students feel that they cannot speak English and are afraid to speak because of the factors that make them anxious

to speak. Some students who feel they can speak English and are able to answer teachers' questions in English, usually they have more courage, although what they say is not necessarily true, and there are also students who are clever in English, but only in terms of writing or theory, so that concepts already in the brain cannot be pronounced due to anxiety students who are afraid of mistakes in speaking. However, the average student in Indonesia has a high level of English speaking anxiety simply because it is caused by the fear of making mistakes and being teased by their friends or afraid of being reprimanded by the teacher. Anxious students tend to think of negative evaluations from others.

Based on the explanation above, it is obvious that many aspects of speaking performance need to be mastered by all of the students in the school and University, but teacher cannot impose them to be perfect in speaking, because of students' first language and their mother tounge. On the other hand, lack of motivation around them to increase their skills especially in speaking, it makes their self-confident increasingly down. It means, teacher have to find a better and creative strategy to improve their speaking skill and their self-confident. The problems above were caused by some factors that came from inside and outside the students themselves. One of the factors was self-Anxiety. As suggested by De Andres (2002), in terms of language learning, the concern of affective variables in some modern teaching classes drive at relieving inhibition and anxiety as well as improving learners' motivation and self-Anxiety. Anxiety, inhibition, motivation, Self-esteem,

empathy, extroversion, attitude, and imitation are some of affective factors that influence students' speaking performance.

In short, Anxiety is phsycal condition that warns a person of a dangerous situation will be faced. People want to defend against making a mistake, or any other action that might make us look fool and unimportant, especially when students speak in front of the class. This often makes them dislike trying to figure out the things that they are not sure about. When anxiety strikes, people feel unsafe. Anxiety can be either facilitating or debilitating.

There must be some factors which caused the students' problems as mentioned as stated before. The researcher believes that the students' problems may come from internal and external. The research made an attempt to investigate the possible contribution one the components related to motivational dimension which, here, is self-anxiety.

In relation with language learning, language anxiety can be defined as a distinct complex of self-perceptions, beliefs, feelings and behaviors related to language classroom language learning arising from the uniqueness of the learning process. Speaking can cause feeling of anxiety, the students often reluctant to deliver their speech because they are not only need to make their utterances but also they should reconsider the pronunciation as well. Therefore, the researcher wants to associate between self-anxiety of students and their speaking performance. For instances, some of the students felt incompetent while responding to particular situations in teaching and learning

process, they did not accept that making mistakes is a natural part of learning in which it made them afraid of experiencing mistake especially when speak in front of the class. Then, some of the students did not brave to speak. Besides, they gave up easily when facing difficulties.

Therefore, the researcher interested in conducting a research in order to analyze students' self-anxiety and their speaking performance. Then the researcher wants to conduct a research entitled "AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY ON SPEAKING PERFORMANCE OF THIRD SEMESTER AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR PEKANBARU".

1.2 Identification of the Problem

Based on the background and symptoms of this research, the problems can identified to some qualifications. Some of students feel anxious in speaking English. The above explanation shows that there are some problems faced by the students of the third grade of English Language Education at FKIP UIR Pekanbaru. The first, some of the students were still difficult in pronouncing or spelling words in front of the class. Almost of the students feel afraid of making mistakes in speaking English in front of the class.

Second, some of the students were afraid of experiencing mistake especially when they speak in front of the class because being teased by their friends or afraid of being reprimanded by the teacher. Some students who felt they can spoke English and able to answer teachers' questions in English,

usually they have more courage, although what they say is not necessarily true, and there are also students who are clever in English, but only in terms of writing or theory, so that concepts already in the brain cannot be pronounced due to anxiety students who are afraid of making mistakes in speaking. Beside, students are not understood if their self-anxiety would be affect to their speaking performance.

Third, students had low motivation to improve their speaking , it made their self-confident increasingly down. It means, the teacher has to find better and creative strategies to improve the students' speaking performance and their self-confident.

1.3 Focus of the Problem

In relation to the identification of the problem stated above, the researcher need to limit the problems because of having limit time and fund. There are many interesting aspects to study regarding students' speaking anxiety and speaking performance, but the researcher focused on students' speaking anxiety which are communication apprehension, fear of negative evaluation and test anxiety and also the problem faced by students speaking performance which are internal and external factors.

1.4 Research Questions

The researcher formulates the research problems as follow :

1. What are the levels of students' speaking anxiety in speaking class?

2. What are the problems faced by students' speaking anxiety on speaking performance?

1.5 Objective of the Research

1. To analyze the levels of students' anxiety in the speaking class of the third semester students of English Language Education at FKIP UIR Pekanbaru.

2. To identify the problems faced by students speaking anxiety on speaking performance of the third semester students' of English Language Education at FKIP UIR Pekanbaru.

1.6 Significance of the Research

a. Hopefully, the findings of this research are able to benefit and useful for teachers in teaching speaking of English Language Education.

b. Besides, the findings of this research are expected to be valuable and useful for English students of FKIP UIR Pekanbaru

c. Finally, the result of this research are also expected to be used as a reference for those who want to conduct a research in the field of teaching and learning English as a second or foreign language.

1.7 Definition of KeyTerms

There are many terms which are involved in this research. In order to avoid misunderstanding to the terms used in this research, the following terms are necessarily defined as follows:

1. **Analysis**

   Speaking anxiety is acknowledge to occur only on certain occasions where speaking is concerned (Mak, 2011). Based on the theories, speaking anxiety is the anxious feeling where speaking performance is concerned. In this study, speaking anxiety refers to the speaking anxiety experienced by the third semester students in doing speech in front of the speaking class.

2. **Anxiety**

   Anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. Anxiety is someone's feeling of uneasiness and apprehension about situation since they are not sure what its outcome will be. When someone is not sure about what will happen in the future, they become anxious. Brown (2007, p.161). In this research, the students will perform their speech in front of class.

3. **Speaking Performance**

   As we know before, the anxiety is defined as the feeling of fear, worries, and nervousness in facing a certain condition. Some experts explained the definition of anxiety. As stated by Horwitz et al (1986) in

Mayangta (2013, p. 6), anxiety is the feeling of tension, apprehension, nervous, and worry associated with an around of the autonomic nervous system. In this research, the study is focused on analyzing students' anxiety in speaking performance. The students deal with practicing their skill in front of the class.
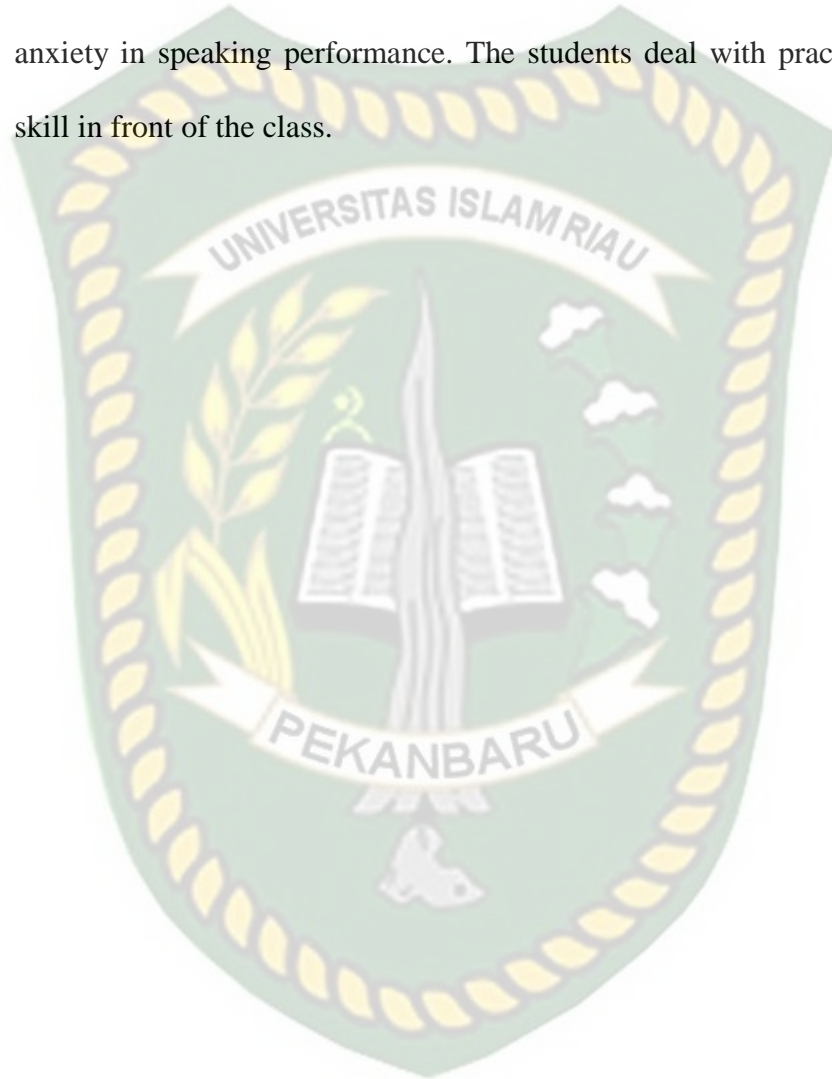
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

1. The Definition of Anxiety

Anxiety is one of the affective factors that influence speaking performance. One of the major obstacle students of to overcome in learning to speak is anxiety.

In general, anxiety is defined as disturbance for self-efficacy due to a mental threat (Pappamihiel, 2002) or uneasy feeling due to something threatening (Kondo & Ying-Ling, 2006). Another definition is explained by Scovel (In Brown 2007) states that "anxiety is associated of feelings uneasiness, fritation, self-doubt, apprehension, or worry". Spielberger 1983 argued that psychologically "Anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system". Psychologists differentiate anxiety into three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is personal tendency to feel anxious for every s ituation they are exposed (Papamihiel, 2002).

Anxiety is usually divided into three different types:

1. Trait anxiety, trait anxiety as an individual, personality tendency to be aware of various situations as dangerous and threatening. (Lufi, Okasha and Kohen, 2004). This type of anxiety is generated by constant lack of belief in ones abilities, so that a learner generally lacks confidence in all

kinds of areas and fields of activity. Trait anxiety might be seen as the likelihood for an individual to be anxious in any situation during any specific task.

2. State anxiety, which is apprehension experienced at a particular moment in time. In other words, this type of anxiety may be referred to as a situational self-esteem. A learner might, then, feel competent when writing an essay but s/he might be much less confident and self-certain during speaking tasks.

3. Situational anxiety, which is anxiety experienced in a well-defined situation.

A feeling of nervousness associated with language learning is termed as language anxiety (LA). According to Abu-Rabia (2004), "the foreign language learner characterized as having anxiety is usually worried, physically insecure, and unable to engage in situational learning" (p.712).

However recent research on language anxiety, as it has come to be known, focuses more especially on the situational nature of state anxiety. Three components of foreign language anxiety have been defined (Horwitz, horwitz and cope 1989). In order to break down the construct into researchable issues:

a. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas.

b. Fear of negative social evaluation, arising from a learners' need to make a positive social impression on others.

c. Test anxiety, or apprehension over academic evaluation.

Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. There are several definition about anxiety. Horwitz et al. (1986:125) states that anxiety is 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 feeling. Everyone will feel anxious towards something that will happen in their life, especially when they have to face speaking exercise.

Anxiety can give negative impact to the someone personality if he or she cannot manage it. Mayer (2008:2) says that anxiety is normal aspect of life and of being human, and it has a positive side to it, too. Moreover, Griffin and Tyrrell (2007: 5) 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 student always achieves bad score in their achievement and feels underachieve because she does not feel putting an effort. She begins to afraid about not passing her subjects or her grade. Then, her anxiety becomes weak and she gets motivation to be a good student because she interests to pass from her grade. Otherwise, anxiety becomes a problem, if it causes emotional pain

and disrupts students ability because it will hinder the students to acquire English as their foreign language. In brief, anxiety is a normal feeling that is happened in someone. When someone has a problem then they feel anxiety to face it, it will give a good impact if they Anxiety is a complex phenomenon and there has been wide disagreement about its definition and criteria. Thus, anxiety has been variously conceptualized as astimulus condition, as a probability of harmful future outcome, and as response to a stressful condition. can manage their anxiety into positive feeling. 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. Examination or test is something that can build the anxiety of students. Some factors can influence their anxiety in learning process, such as the students cannot master the material, or the students do not understand about the lesson.

According to Abraham Maslow (1943), five criteria of anxiety are identified:

a. Self-actualization, the need for development and creativity

b. Ego, the need for self-esteem, power, recognition and prestige

c. Social, the need for being loved, belonging and inclusion

d. Security, the need for safety, sheltie and stability

e. Physical, the need for air, food, exercise, rest, freedom from disease and disabilities.

According to the Encyclopedia Britannica Online ("Anxiety" 2012), the term anxiety stands for "a feeling of dread, fear, or apprehension, often with no clear justification". Different from fear, which is the response to an actual danger, anxiety is "the product of subjective, internal emotional conflicts the causes of which may not be apparent to the person himself."

Anxiety may also arise as a threat to a person's self-esteem and ego. Behavioral psychologists like Freud, Jung and Pavlov explain anxiety as a learned response to frightening events in ordinary life. Later this response becomes linked to the details from that environment. The variation of those details, in fact, results as the anxiety in a person regardless of the original surrounding of frightening events causing different symptoms.

2. Factors of Anxiety

Adler and rodman stated two factors of anxiety are negative experience in past and irrational think.

1. Negative experience

This experience is not hoped to be happened in future if the human has that unpleasant experience, like failure in test. Dornyei noticed that it is like a chain reaction which success generates greater confidence and motivation while higher level of motivation, in turn, generates greater likelihood for a learner to be successful when handling a given task 19 It is

related with motivation which means that when a learner achieves a success in a given task, s/he might show greater willingness to handle a similar task in the next time.

2. Irrational experiance

Some psychologist assumed that anxiety is not because of incident. But, anxiety is happened because of belief to that event 20 Daly observed that learners who do not believe in their own skills are possible to show a greater amount of stress which, ultimately, generates poor performance. 21 Belief may influence and shape the attitude and behaviour of students in studying language.

The latest approaches to anxiety are attempting to propose a definition of anxiety which would be distinguished from the definition of fear. It is claimed, that although anxiety and fear are coexisting before conscious awareness, fear has the function of moving the organism away from the danger, while anxiety does the opposite, it moves the organism closer to the danger or preventing the organism to enter the dangerous situation (Piechurska Kuciel, 2008).

Social-psychological constructs and Students' Anxiety. Prior to undertaking this study, the researcher had observed from the participants during their class time learning several behaviors that are commonly displayed during students' anxiety experiences (Andrade & Williams, 2009): physical reactions, for example, excessive perspiration and body shaking movements; psychological reactions, for example, embarrassment,

having mental blanks and poor memory recall; and social reactions, for example, inappropriate silence, unwillingness to participate and absenteeism. However, as a result of the focus of this research, findings from the studies referred to in the Background section of this study are connected with social-psychology constructs that relate, either directly or indirectly, to students. Social-psychology can be defined as the study of the manner in which the personality, attitudes, motivations, and behavior of the individual influence and are influenced by social groups (Merriam Webster Online Dictionary). Several social-psychological constructs provided an important theoretical foundation for the study of the phenomenon of students':

1. Goal-centred theory: which refers to the desire of an individual to behaviour respond to a situation in order to accomplish something and find his/her place in that given situation (Dreikurs, 1972);

2. Motivation: described as extrinsic, that is, forces outside an individual that drives them to do something, such as future employment prospects, money, status, among others; and/or intrinsic, that is, forces inside an individual that drive them to do something, such as the pursuit of learning or enjoyment (Maslow, 1943);

3. Self-efficacy: which refers to an individual's belief that about their competency to succeed being based on performance accomplishments,

vicarious experiences, verbal arousal, and physiological states (Bandura, 1977).

4. Sociocultural factors: which refers an individual's learning development, including language, beliefs, traditions and behaviors, as being inseparable from its cultural and social context (Vygotsky, 1962).

3. Components of Foreign Language Anxiety

In order to get a better understanding of language learning anxiety, we must first find out about its sources. Horwitz et al. (1986) stated that the language anxiety is mostly grounded in the skills of speaking and listening. They also stated that language anxiety appears when an individual is evaluated in academic and social context. Therefore, they have identified three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation.

1. Communication Apprehension

Communication apprehension is also known as communication anxiety or performance anxiety. Since foreign language learning emphasizes the importance of interpersonal interactions, the communication apprehension construct plays an important role in language learning. An individual experiencing communication apprehension finds it difficult to speak in a group or in public, or even to listen to a spoken message.

The communication apprehension can also be caused by the necessity to produce language structures in a language which is not yet

fully mastered. Majority of research related to apprehensiveness in communication is grounded in McCroskey's conceptualization who described it as "the fear of anxiety related to either actual or expected communication with another person or persons" (McCroskey's, 2012).

In communication apprehension, foreign language learners have difficulty not only in speaking but also comprehending messages from others. In other words, learners have difficulty in understanding others or in being understood. Additionally, especially "students whose personalities tend to fear negative evaluation seem to be strong candidates for experiencing anxiety in foreign language classrooms" (Kitano, 2001). Huang (2005) reported that, the causes of provoking test anxiety might be derived from the educational system.

Seven factors which could result in a quiet child have been identified (McCroskey, 1980; Bond, 1984):

1. Low intellectual skills

2. Speech skill deficiencies

3. Voluntary social introversion

4. Social alienation

5. Communication anxiety

6. Low social self-esteem

7. Ethnic/cultural divergence in communication norms

The consequences of Communication Apprehension are emotional, educational, and social. Shyness and reticence affect the

social skills necessary for children to make friends. Shy students tend to confine their career aspirations to vocations that require little oral communication. They seem to have a higher need to avoid failure, and they have less achievement or success motivation than other students.

According to (Richmond, 1984) "Their lack of enthusiasm tends to limit teachers' attention to them, which further reinforces their own self-evaluation. In the classroom, the teacher may regard quiet students as "perfect" in that they are not discipline problems. But often the communication apprehension students' lack of response or participation has a negative, spiraling affect--they are perceived as less capable, and are thus called on less frequently in class discussion.

2. Test Anxiety

Test anxiety related to someone's fear of test-taking situation. Students tend to deal with test anxiety every time they get to face frequent test. As Wu and Chan (2004) argue that students, in their mind, build up such negative thought toward test and have unreasonable opinion on evaluative situation.

Wu and Chan (2004: 293) 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 someones" fear of test-taking situation. The students tend to deal

with test anxiety every time they got to face frequent test. Mayer (2008:77) states that every student understands that taking a test means she will be graded, judged, and compared to her classmates, and that performing will get negative consequence from her teacher and parents. He also mentions that children with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary. Physical symptoms includes shortness of breath, heart palpitations, chest tightening, or sore throat, stomachache, vomiting, or diarrhea, shaky limbs and trembling, headache and body aches. Those 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.

3. Fear of negative evaluation

Fear of negative evaluation is the apprehension about other evaluations which may include avoidance of evaluative situation and the expectations that other might evaluate them negatively (Lucas, Miraflores & Go, 2011: 102). 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.It happens because the other students who do not perform criticized their performance. Thus, it makes them stumble over the

words. It happens because the other students who do not perform criticized their performance.

Therefore, an interaction or intentional observation is not needed for anxiety to be generated in asocial evaluative situation. All that needs to be present for an individual to experience anxiety is the potential for interaction or observation with or by others, which creates a potential for negative evaluation.

4. FLCAS (Foreign Language Classroom Anxiety Scale)

FLCAS (Foreign Language Classroom Anxiety Scale) was the designed by Horwitz, Horwitz, and Cope (1986), which is the most commonly used for assessing FLA, the FLCAS is a 33-item individual self-report Likert scale that reflects three things; communication apprehension, test anxiety, fear of negative evaluation.

FLCAS was designed to investigate students' language anxiety concerning communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz & Cope, 1991). The FLCAS has been rigorously validated for internal reliability, test-retest reliability, and construct validity (Horwitz, 1991; Horwitz et al., 1986).

5. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Another definition is Richards and Renandya (2002.p,204) state that effective oral communication requires the ability to use the 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 elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. According to Nunan (1989: 32) successful oral communication involvessuccessful oral communication involves:

a. The ability to articulate phonological features of the language comprehensibly

b. Mastery of stress, rhythm, intonation patterns

c. An acceptable degree of fluency

d. Transactional and interpersonal skills

e. Skills in taking short and long speaking turns

f. Skills in the management of interaction

g. Skills in negotiating meaning

h. Conversational listening skills (successful conversations require good listeners as well as good speakers)

i. Skills in knowing about and negotiating purposes for conversations

j. Using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking.

6. The Functions of Speaking

According to Richard (2008), the mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three function of speaking, "…three part version of Brown and Yule's framework (after Jones 1996 & Burns 1998): talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches."(Richards, 2008, p. 24)

a. Talk as interaction

Talk as interaction refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

In talk as transaction is focus more on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding rather than interaction.

c. Talk as performance

In this case, speaking activities is focus more on monolog rather than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

7. Aspects of Speaking Performance

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Students' speaking ability is expected to be good because they have learned English since some years before and they will have many performances related to oral skill in universities. But in fact, even college students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. These aspects of speaking performance included:

a. Accuracy

According to Nunan (2015), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.

b. Vocabulary

Using vocabulary adequately implies the ability to recognize and use words in the way that speakers of the language use them. It implies using the common collocations of words and fixed phrases. Vocabulary can be defined as the words use in language, phrase, clauses, and sentences. If someone has many words to utters what they interest to say, they will be smooth to give some information or receive the information. In vocabulary, the students should know about content word and function word in English vocabulary.

c. Grammar

Using grammar correctly in speech implies the ability to produce the distinctive grammatical structures of the language and to use them effectively in communication taking into consideration the characteristics of spoken grammar. For example, spoken clauses, rather than complete sentences, are often joined with coordinators like "and" or "but", or not joined through conjunctions, but simply uttered next to each other, with possibly a short pause between them.

d. Fluency

Fluency, although not a main component either in communicative competence models or conversational models, is adopted in the current study. Fluency is related to using all speaking skills in the context of the time-bound nature of speaking. Fluency refers to the ability how to speak fluently and accurately. Smoothness or flow the sounds, syllabus, words and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. It also can be seen with the way they speak, If someone can speak English without any pauses, such as; "ums" or "emm". It indicates that the quality of their fluency is smooth. When someone can give respond another person questions without any difficulty in the conversation; it also means that his or her speech is effortless and smooth. For example, if A asks B this sentence : "What are you doing?" B can answer correctly: "I am watching a movie."

25

e. Pronunciation

For oral communication, it certainly requires the ways of saying every word based on the language itself. According to Thornbury (2005, p. 128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, p. 28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

f. Interactive Communication

Thornbury (2005, p. 129) "Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements". Brown (2001, p. 269), the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

g. Appropriateness

According to Harmer (2001, p. 24), the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:

a) Setting

b) Participants

c) Gender

d) Channel

e) Topic

h. Complexity

Brown, Anderson, Shilock, and Yule as cited Nunan (2004, p. 86) declared that what made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

8. Types of Speaking Performances

Brown (2004.p,271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions.Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

9. Factors Influencing the Students' Speaking Anxiety in Speaking Performance

There are some factors which are responsible in affecting speaking performance. Those factors are classified into two sources where they emerge, internal factors, and external factors. Madrid (1995) states that it will be more logical and easier to classify those factors based on the same

elements and type into internal factors and external factors (as cited in Mahmoudi & Mahmoudi,2015).

1. Internal Factors

Internal factors involve cognitive and affective factors, i.e motivation, intelligence, fear, and risk-taking ability (Mahmoudi & Mahmoudi, 2015). It implies the features from within of the students. Many experts mention the internal reasons which affect students' speaking anxiety. Szyszka (2017) confirms the construct of speaking anxiety is related to cognition because the students may be aware of their limited competence in the Foreign Language. Earlier, Occhipinti (2009) says that the fear of being able to speak correctly without errors due to the lack of knowledge or low level lexicon, pronunciation, grammar may lead the students to speaking anxiety. The fear of failure and the lack knowledge take a great role that leads the students to speaking anxiety. It is supported by Horwitz et al. (1986) that the students may experience an unpleasant feeling in evaluative situation because they assume they will fail. They create irrational vision of a total failure in delivering the message cause by their low intelligibility anad poor pronunciation (Szyszka,2017). To avoid the students from anxiety. Tuan and Mai (2015) claim that the students need to own communicative competence, sociolinguistics knowledge, conversational skill, and strategic competence, in order to help them understand what to say, to whom they deliver the speech, and how to deliver the speech.

2. External Factors

External factors are the social of the class, the teacher's behavior, the students' first language, and the curriculum (Mahmoudi & Mahmoudi, 2015). The environment where speaking perfomances take place is also one of the important external factors which affect the students speaking anxiety, i.e. a classroom, a public conference, or a job interview (Occhipinti, 2009). Effisong (2016) finds that a relaxed classroom atmosphere contributes an important part of foreign language learning, while a quite class contributes the raising of speaking anxiety level where all audiences will only focus on the speaker.

Besides the classroom's atmosphere, the relationships between the students and the lecturer and among the students also largely affect foreign language learning (Effong, 2016). Cheng and Dornyei (2007) declare that the lecturer's behavior towards the students can motivate and fire student's enthusiasm by giving an enthusiastic model and a positive projection in the class (as cited in Mahmoudi & Mahmoudi, 2015). A friendly, humorous, and less anxious on speaking class (Effong, 2016).

The lecturer's casual dress code and less formal appearance are evidenced to lesson speaking anxiety in the classroom (Occhipinti, 2009). Besides, the familiar peers relationship and laughter between them also affect speaking anxiety. A class with a good sense of humor and shared laughter between the lecturer and the students make the speaking performance becomes less alarming.

10. Speaking Performance Problems

Regarding to some experts in language teaching and learning, there are various problems students encountered in speaking performance. Sadtono (1997) stated that are two problems in language learning and this problem divided into linguistic and non-linguistic problem.

1. Linguistic Problems

The linguistic problems include difficulties faced by learner in learning a language related to the aspects of language. Linguistic problem has some categories, include;

a. Pronunciation

Pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. According to Fangzi (1998, p.36) pronunciation is result in whether or not someone's message can be passed or not by other people. Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of individual word, and understanding of intonation (Fulcher, 2003). the testee. Then the interviewer assesses the language proficiency of the testee.

b. Vocabulary

Vocabulary is an important aspects in teaching and learning a language (Edward, and Vallette, 1997, p.149) "vocabulary is one of the important factors in all language teaching; students must continually

learn words as they learn structure and as they practice sound system. Furthermore, Laufer (1997, p.54) rehearse that vocabulary learning is at the heart of language learning and language use. In fact; it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate in the target language.

c. Grammar

According to Jeffrey & Stacy (2003, p.171) "language grammar is a set of rules that govern its structure, which determines how words are arranged in units forming meaningful language." Similarly, Michael (2005) defines grammar as "the rules that explain how words are combined, arranged, or changed to show certain kinds of meaning." Furthermore, according to Ur (1996), sometimes grammar is defined as "the way words are put together to make correct sentences.

2. Non Linguistic Problems

According to Ur (1996), there are four main problems faced by students in speaking.

a. Inhibition

In his book, Ur (2000, p. 111) stated that "learners are often inhibited about trying to say things in a foreign language in the classroom. about making mistakes, fearful of critics or loosing face, or simply shy of the attention that they speech attract." Moreover, Latha (2012) reported that inhibition is the most common problem faced by students in learning foreign language. They worried to make mistake in

speaking the language because they are afraid the speaker will criticize of them. Thus, in this condition they have high of inhibition and it causes they keep silent. Therefore, Inhibition must be reduced by thinking that everyone has to make mistake and the mistake is an experience for going to be better.

d. Nothing to say

Even if they are not inhibited, many learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

e. Low or uneven participation

Only one participant can talk at the time if he or she is to be heard and in a large group this means that each one will have little talking only, this problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

f. Mother tongue use

In classes where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak too another in foreign language. If they talk in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the second language.

11. The Anxiety in Speaking Performance

It has been explained before that anxiety is someone's feeling of nervousness in facing an event in a particular situation. The anxiety is

often evoked for students in English speaking class. Commonly, the anxious feeling is appeared because students have lack of language feature English (vocabulary, grammar, and word choice), fluency, accuracy, and comprehension in speaking skill. Moreover, it can influence the students' self-confident, such as afraid of being laughed by other students. Finally, it has effect toward their performance in speaking skill. Thus, the anxious student in speaking performance is categorized into state anxiety. It is because students feel threatening when they are order to practice speaking in front of their class.

The students who experience failure in speaking performance, they will better to quiet than taking a risk to fail again. Hence, it is important for teacher to make effective class in stimulating them to speak. Horwitz, Horwitz, and Cope (1986) stated that the students who have problem in speaking, they will have greater difficulty in speaking in foreign language class. To sum up, anxiety is serious problem for students that can influence their achievement in speaking performance. For this reason, Antony (2004) claimed that it is necessary to overcome students' anxiety in speaking performance. The students can plan for change, change the way of think, confront anxiety-provoke situation, change the way to communicate and improving relationship, medicate, copy with rejection, meet new people, learn to make presentation with confidence, and stop trying to be perfect.

12. Possible Factors Contributing to Anxiety in Speaking Performance

Commonly, the anxious feeling can be appeared by a number of factors. The anxiety can be caused by individual and social factor. Individual factor involves students' self- confident. However, social factor involve teachers' instruction in teaching and the used of material by the teacher. As stated by Price (in Horwitz and Dolly, 1991), being laughed is the biggest factor that causes students' anxiety in speaking.

In other references, Worde (2003) argued that students' fear in misunderstanding what is being said in classroom can lead to communication apprehension. Besides, the way of teaching also can cause the students feel anxious in learning process. For this reason, the teacher should make the comfortable class without threatening them in practicing speaking English (Oxford, 1991). According to Marwan (2007), the lack of preparation is a big deal toward students' worries in speaking English. In this case, they are scare not perform well in their speaking performance. Horwitz, Horwitz, and Cope (1986) also clarified the factors that contribute the students feel anxious in speaking English. They categorize the factors into three major factors, such as from teacher, material, and from students. 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 students' anxiety is also determined by

material used in learning process. The excessive and the difficulty level of learning material strongly affect students' worries 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.

2.2 Relevance Studies

As a matter of fact, there are several studies as conducted by some reseachers which are relevant to this research:

The first was a case study by Satriawati Eka Wahyuni (2015) from University of Sebelas Maret, Surakarta. She had done research about "Students' Anxiety in the Speaking Class and its Consequences toward their Speaking Achievement". The participants in this study were the eighth grade students of junior high school students of Bilingual Program at SMP Islam Al Azhar 21 Solo Baru. A qualitative case study approach was employed and the data were taken through close questionnaire, in-depth interview and participant observation. The result showed that students feel anxious when they faced speaking test. That was caused by the learners" characteristics and the classroom procedure. The symptoms experienced by these anxious students was psychological symptom. In the relation of speaking

achievement, it was reported that speaking anxiety had significant impact to students" speaking achievement in all components of speaking.

The second, a Reseach from Majda Saidi (2014) from University of Biskra. This study is conducted with title of the research "The Impact of students' Anxiety and Oral Performance". It aims to achieve three main objectives. First, searches how language learners deal with the existence of anxiety in their learning. Second, to investigate what are the factors which cause learners' language anxiety, and what is the impact of it on their performance, as well as, their achievement. Third, to discover what are the appropriate strategies that teachers and learners can follow to reduce their language anxiety. The research depends on one main data gathering tool which is a questionnaire that was addressed to ten (10) teachers from the division of English, and another one administered to fifty (50) learners of first year LMD of English at the same division. The study reveals that most foreign language learners have a great amount of anxiety, especially in the speaking skill. Moreover, there are many causes that increase the learners' speaking anxiety such as: communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, negative self-perceptions, speaking activities, and competitiveness, which affects their learning and leads to a weak performance in the classroom. The results also illustrate different strategies in which the students and teachers can rely on to minimize or alleviate foreign language speaking anxiety and help students' develop and promote their oral performance.

The previous studies about students' anxiety and speaking performance have convinced the researcher that anxiety can exist when we learn foreign language and it can give negative impact toward learning process. However, the previous research has mainly focused on language learner at the second grade of students of English Department. In this research, the researcher tried to investigate students' anxiety and their speaking performance in the second grade of English Department, so that the teacher will know how to face the students who have anxiety in learning English on the next grade. Then their ability in speaking English became better than before. Hence, this research is significant to know the students' speaking anxiety and their speaking performance.

2.3 Conceptual Framework

The operational concept is a concept as a guidance that is used to avoid misunderstanding scientifically used in this research.
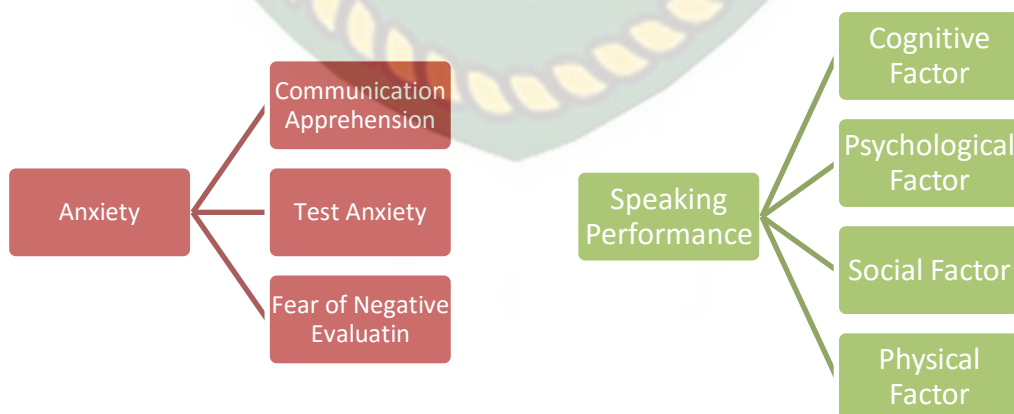
2.4 Assumption

1. **Assumptions**

   If students' anxiety gets higher, they cannot perform well in the classroom and it will affect their speaking performance. In speaking performance, students who have anxiety are more difficult to acquire foreign language and to speak English fluently, confidently, and regularly because they are too afraid to speak with English. They are too fear to take a risk of making mistake and deciding about what they purpose to say and how to express their ideas in front of the others while they have some conversations in English.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used a qualitative research to obtain the data needed. A qualitative research focuses on understanding how participants experience a phenomenon at a certain time, with a particular context, and the multiple meanings of it for them (Heigham & Crocker, 2009). Heigham and Crocker (2009) add that there are several data collection techniques such as, observations, interviews, and open-ended questionnaires. The researcher conducted observation before disturbing the questionnaire and doing the interview to validate the data gathered in this research. The description of students' speaking anxiety was explored using this method.

3.2 Source of Data

The main sources of data are students. They are used as respondents to give information needed for the study. The participants of this study are 26 of third grade students of English Language Education at FKIP UIR Pekanbaru. The reason for choosing this population is based on assumption that the graders are still in the state of adapting to their new environment. They may find this new environment either facilitates or deliberates their speaking performance in speaking class. Students in the next grade are assumed to be more familiar with their environment. So the four graders are representative to describe about anxiety and the provoking situations which might affect

their speaking anxiety. The participants involved 26 students in Speaking of 3D class, they are learning about speaking performance, the subject is speech. Then, the researcher chose 7 students out of 26 students that will be interviewed after disturbing the questionnaire. In deciding the 7 students among 26 respondents to be interviewed, the researcher used purposing sampling. According to Fraenkel & Walen (2008), purposive sampling is the use of the researcher's judgment to choose the respondents who will provide the data needed based on previous information. There are two categories why those students were selected. First, they claimed that they encountered anxiety in doing speech performance. Second, it was based on their responses toward the FLCAS questionnaire that the researcher gave to them.

To find out the data in this research, the researcher used three instruments, they are observation, questionnaire, and interview. In order to collect data in this research, the writer used the following techniques:

1. Observation

Observation became the first data gathering used to gather the data and to get the real situation when the students doing speech performance in front of class was implemented in speaking class. Heigham and Crocker (2009) state that observation the conscious noticing of participants' behavior in their natural setting, such as a classroom, or any other environment where language is being studied. The observation was conducted in speaking of D class to directly see and understand how speech was implemented and how students' speaking anxiety appeared during their experience in doing speech.

2. Questionnaire

In order to measure the degree of students' speaking anxiety level, this study used the adaptation and translation of Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al (1986). This open-ended questionnaire has been used and validated by many researchers. FLCAS, in its function to measure the level of anxiety to perceived by foreign language learners. FLCAS consists of 33 questions with answers response options ranged from 1-5 of each item. The 5- point Likert's scale is range from "Strongly Agree" (SA), "Agree" (A), "Neither Agree nor Disagree" (NA), "Disagree" (D) and "Strongly Disagree" (SA). This kind of questionnaire suited the participants' language learning situation context to the word "English language" used in the original FLCAS. It was consistently replaced the word "English". Therefore, if the points are summed up by adding the each answer point of each statement, the score of students' anxiety scale would range from 33 to 165. The higher total score is the more anxious the participant is.

There are three main types of speaking anxiety contain in this FLCAS, those are:

Table.1

Types of Language Anxiety

TYPES OF ANXIETY	QUESTION NUMBER
Communication Apprehension	1,9,14,18,24,27,29,32
Fear of Negative Evaluation	3,17,13,15,20,23,25,31,33
Test Anxiety	2,8,10,19,21

3. Interview

The last instrument used in this research was interview. The interview became the main source of this research that was supported and validated by observation and open-ended questionnaire. Heigham and Crocker (2009) state, the interview is aim to dig deeper the respondents' experiences, view, and feelings.

Before conducting the interview, the writer observed the class in order to find anxious students as the participants. The observation guide was followed, using the signs of language anxiety by Oxford, as explained on the previous page.

Students who showed the signs language anxiety were asked if they ever experienced anxiety in English class. The first step in conducting the interview was to obtain a poll of the students who considered themselves to be anxious in English class and were willing to be interviewed. There are two categories why those 7 students were selected. First, they claimed that they encountered anxiety in doing speech performance. Second, it was based on

their responses toward the FLCAS questionnaire that the researcher gave to them.

3.3 Data Collecting Technique

To collect the data of this research, there were several steps taken, namely:

The researcher conducted this research in speaking of D class batch 2018. There were two motives why the researcher the research in this class. First, this class implemented speech. Second, the researcher could observe this class directly during practice. The researcher identify how students speech directly in front of the teacher and also their friends for the first time. After students performed their speech, the researcher disturbing the questionnaires to collect the data from the students about their speaking anxiety of speak English while performance. Then, collecting the result of the questionnaire after the students finished filling out the questionnaire, the researcher collected it directly. Classifying the results of the FLCAS questionnaire into groups in this section the researcher read all of the answer of students, and then classified it into the groups. The groups include very anxious, anxious, mildly anxious, relaxed, and very relaxed. For the interview, after the researcher got the data for questionnaires and make them into a group and the researcher got the students who have low level based on the scoring rubric of FLCAS. After that, the researcher met the students that were chosen for interviewing them.

3.4 Data Analysis Technique

Guided by the research questions, the data analysis was taken from the level of anxiety perceived by the students in speaking English, and how their speaking performance in front of the class. The data that has been gained through the technique above has been analyzed. The researcher will use the data analysis technique which is developed by Ary, Jacobs, Razavieh, and Sorenses (2010).

The first stage was to analyze qualitative data involving familiarization and organization to resume the data. The researcher reviewed the notes from the observation, reread the questionnaire, and repeated the interview recordings. The researcher classified the respondents based on their similarity of the answers in the questionnaire, then transcribed the interview recordings. After familiarizing with the data, the researcher organized the data based on the technique and the respondents' level of speaking anxiety to ease the retrival.

After familiarizing and organizing the data, to answer the first research question, this is to know what the level of anxiety performed by most of the students in speaking English, FLCAS is the key instrument to gain the data. It employs Likert's scale which ranged from 1 to 5 or 5 to 1 point depending on whether statement is positive or negative. There are two kinds of statements in this FLCAS, those are positive and negative statements. Positive statement point was ranging from 1-5 then the point for negative statement was ranging from 5-1.

STATEMENT	NUMBER OF QUESTIONS
POSITIVE	2,5,8,11,14,18,22,25,28,32
NEGATIVE	1,3,4,6,7,9,10,12,13,15,16,17,19,20,21,23,24,26,27,29,30,31,33.

The data were calculated with the range of score started from 33 to 165. After the each score from students' results of FLCAS gained, it was categorized into some levels of anxiety started from "Very Anxious", "Anxious", "Mildly Anxious", "Relaxed" and "Very Relaxed" based on Oetting's scale.

The Likert's scoring scale table to measure students' anxiety level using FLCAS is shown below:

Table.2

Likert's scoring table

STATEMENT	SCORING				
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
POSITIVE	1	2	3	4	5
NEGATIVE	5	4	3	2	1

An adapted Oetting's scale was used to categorize the anxiety level of the participants. The results showed that the level of anxiety was based on the categorization of FLCAS scale below.

Table.3

FLCAS Anxiety Scale

RANGE	LEVEL
124-165	Very Anxious
107-123	Anxious
86-106	Mildly Anxious
65-85	Relaxed
33-64	Very Relaxed

The last stage was interpreting and representing based on the theoritical framework and previous study. In interpreting qualitative data, the researcher confirmed and supported the data with the theories and previous studies that have been known. After interpreting the data, the researcher represented them. To represent the data, the researcher reported they though descriptive details. Also, there were four categories of the problem faced students speaking anxiety, namely cognitive factor, Psychological factor, social factor, and physical factor.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents and discusses the research results and the analyst of the data which have been collected by applying the research instruments, namely questionnaire and interview. The findings will show the levels and the problems faced by students speaking anxiety when the students were doing speech in speaking class.

4.1. Data Description

This research was conducted with qualitative research. The objective of this study is to know the level of students' speaking anxiety in speaking performance of the third semester students at English study program of FKIP The Islamic University of Riau. The result of this data is taken from 3D class. The writer chooses 3D class because the students still anxious while speaking in front of class, or they have lack of confident in speaking performance.

After getting the data from FLCAS, the writer calculated the data using scoring table and scale and described it with chart. After that, the writer shows the results of the students' speaking anxiety level, such as "Very Anxious", "Anxious", "Mildly Anxious", "Relaxed", and "Very Relaxed". After that, the explanation of speaking anxiety indicator and interview indicator will be explained in the discussion above.

4.2. FLCAS Result

After collecting the data, the frequency of every statement was analyzed by classifying the frequency into percentage. Then, input it into the diagram. The following diagram presents the frequency of statement 1.

1. I never feel quite sure of myself when I am speaking in my speaking class.
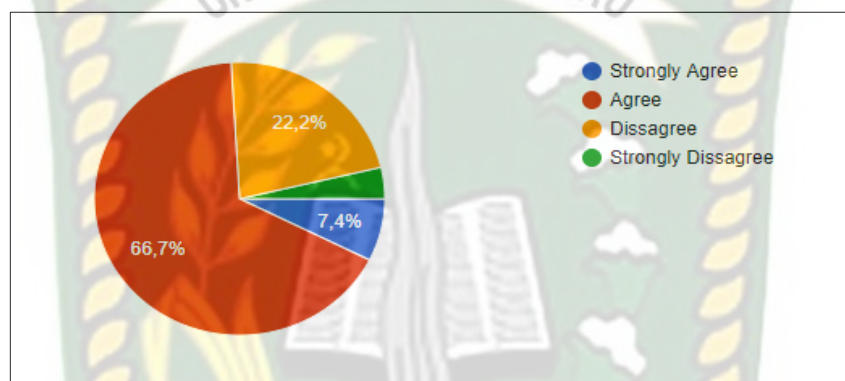
The chart presented the percentage of the students who never felt quite in speaking English in class. From twenty-six students, sixty-six percent of the students were agree with the statement and twenty-two percent of them who strongly agree with the statement. It implied that they felt anxious to speak English in class, especially in speaking class. There were only seven percent of the students who did not agree toward the statement. It means that they were felt quite in speaking English, there were some factors which made students felt quite in speak English.

2. I never feel worry about making mistakes in speaking class.
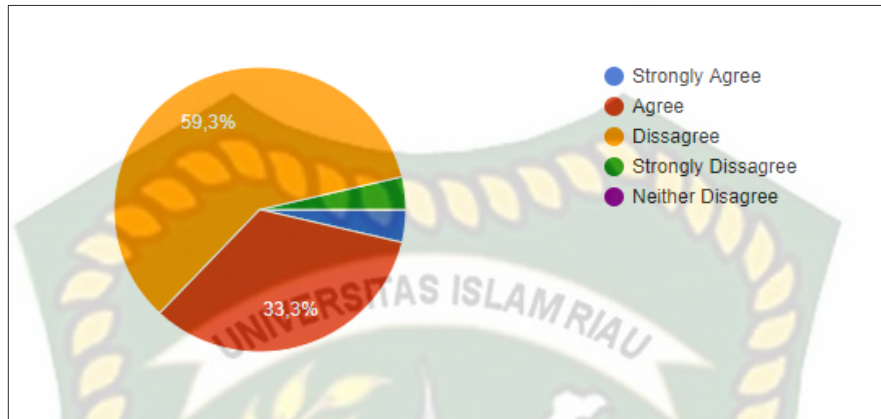
The 2nd statement was also analyzed like the previous statement. The result is presented in chart 4.2.

The chart performed the students' responded toward whether they were worried or not in making mistakes in the speaking class. In fact, 59,3% of 26 students said that they were worried about making mistakes in the speaking class. Even, about 33,3% of the students expressed that they were not worried about making mistakes in speaking class, but many students still worried about making mistakes to speak English.

The following chart presented the analysis of students' response toward 3rd statement. The result is showed in chart 4.3.

3. I tremble when I know that I'm going to be called on in speaking class.
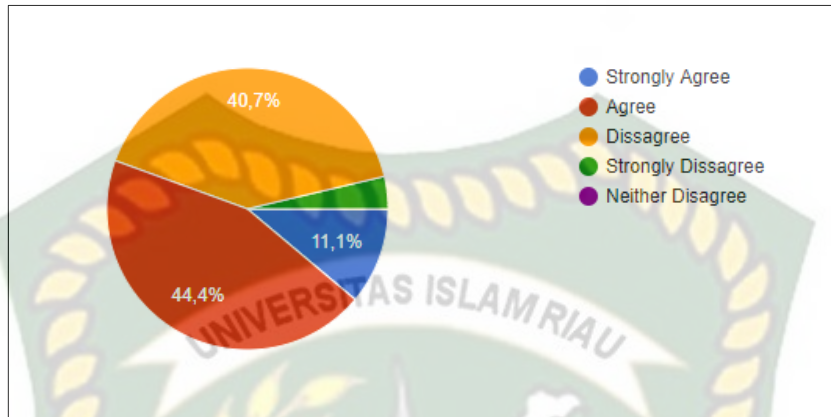
From the chart, we saw that 44,4% of the students admitted that they trembled when being called on in speaking class. But, 40,7% of the students who did not tremble when they were to be called by the lecturer, and also 11,1% of students felt trembled with it.

The students' responded toward 4th statement was also analyzed by making it into a chart. The result is presented in chart 4.4.

4. It frightens me when I don't understand what the teacher saying in English.
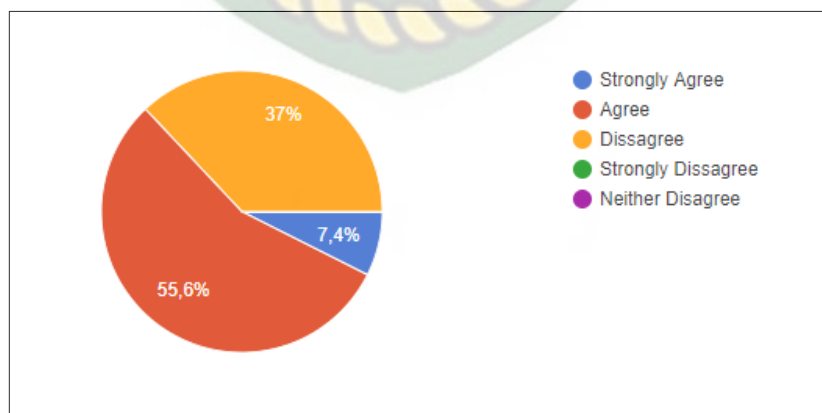
From the chart above, it implied that most of the students showed that they felt anxious about speaking English. It was seen from the percentage, it was 55,6% admitted that they felt scared in misunderstanding the lecturer said in English. But, there were some students disagree with this statement, there were 37% who disagree with it, it means some of the students still understood what the lecturer said. Only 7,4% who felt frightened when they did not understand what the teacher said in English.

The 5th statement is aimed to know whether the students' anxiety annoyed them to take other speaking class or not. The result is presented in chart 4.5.

5. It wouldn't bother me at all to take more speaking classes.
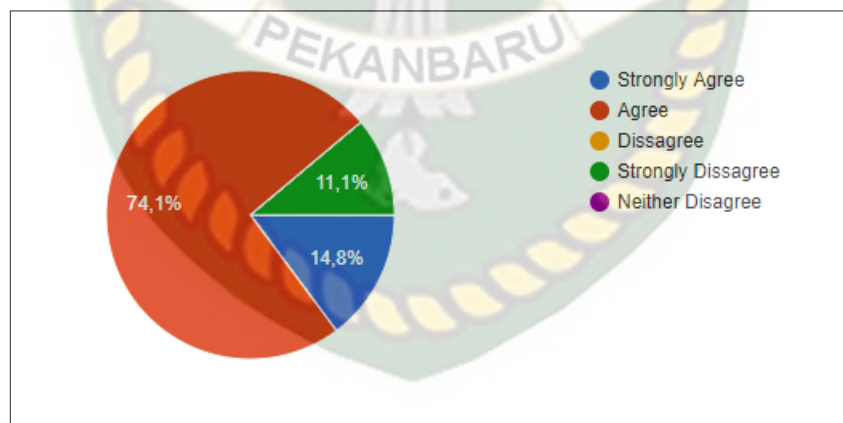
The chart showed that most students did not feel annoy to take another speaking class although they felt anxious about speaking English. There were 74,1% of them who gave response "agree" toward the statement and 11,1% of them who gave responses "strongly agree" toward the statement. But also, 25% of them who gave responses "disagree" toward the statement. It means that

they felt bothered to take another speaking class. The percentage is described in chart 4.6.

6. During speaking class, I find myself thinking about things that have nothing to do with the course.
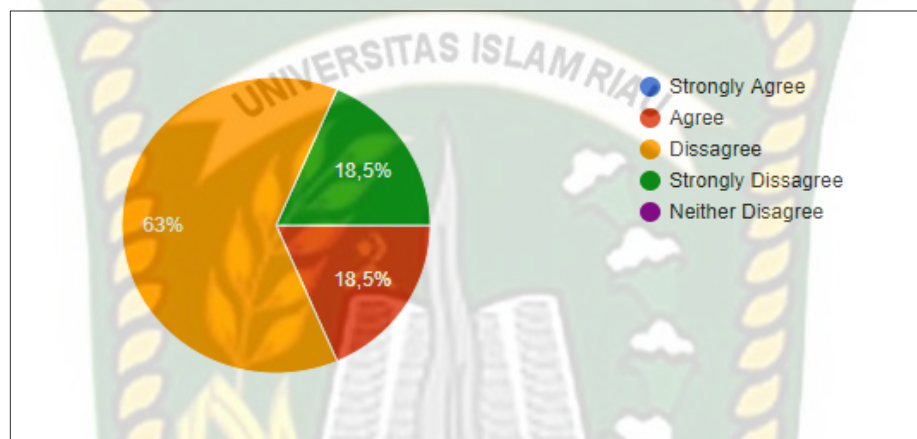
The chart above presented a percentage of students' responded to the 6th statement. Thus, the chart showed that most of the students gave negative response to the statement. As we saw, there were 63% of the students who gave the response "Disagree". Also, there were 18,5% of them who strongly disagree with the statement. It means, even they felt anxious in speaking English in speaking class, but, they were still have a good focused on learning in speaking class. While, other students, 18,5% who agree with the statement, but most of them have positive response.

7. I keep thinking that the other students are better at speaking English than I am.

The 7th statement has a goal to know students' response whether or not they always thought that other students have better ability in speaking. The percentage is presented in chart 4.7
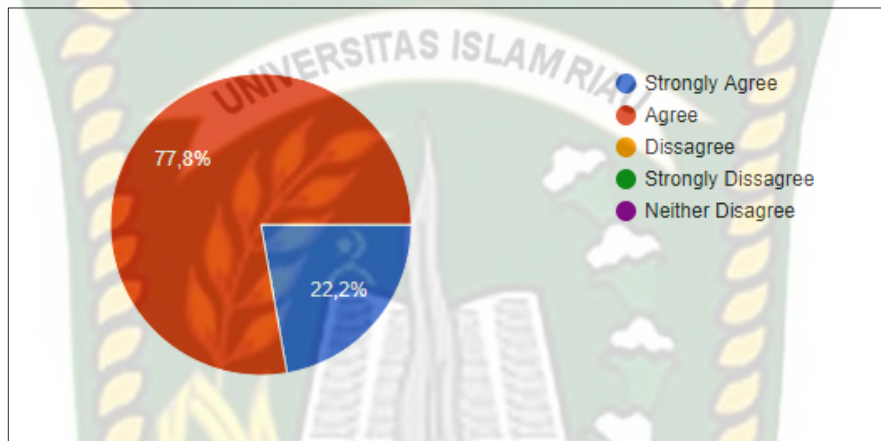
The chart above informed that most of the students did not have self-confident in speaking English. It was because 77,8% of the students admitted that they kept thinking that their friends were better in speaking than himself, and also 22,2% of them expressed that they strongly agree with the statement. Totally, 100% of the students who felt anxious because they assumed that the other students were better than themselves. It could be concluded that they did not have high self-confident toward themselves.

8. I am usually at ease during tests in speaking class.

The 8th statement is aimed to identify the total of students who usually who have problem in language test. The result explained in chart 4.8.
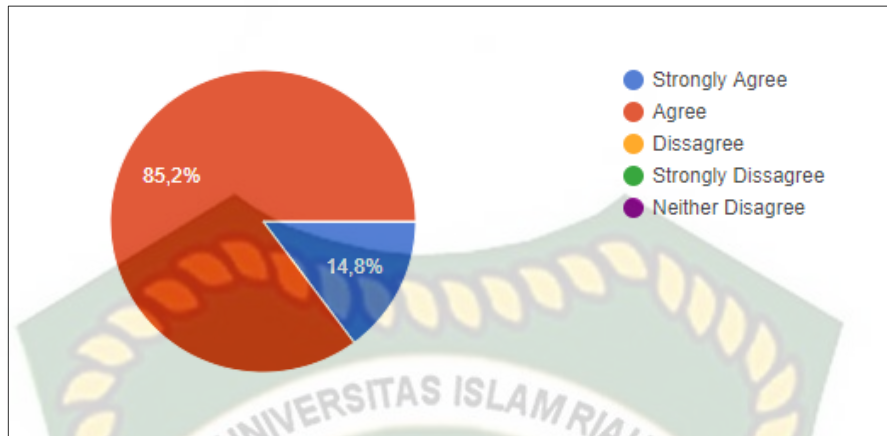
Based on the chart, most of the students felt ease during the test in speaking class, even they lack of confidence, but they enjoyed the speaking test, there were 85,2% who agree with the statement and 14,8% of students who felt very ease in speaking test.

9. I start to panic when I have to speak without preparation in speaking class.

The percentage of students' response toward the 9th was obtained. The percentage is presented in chart 4.9.
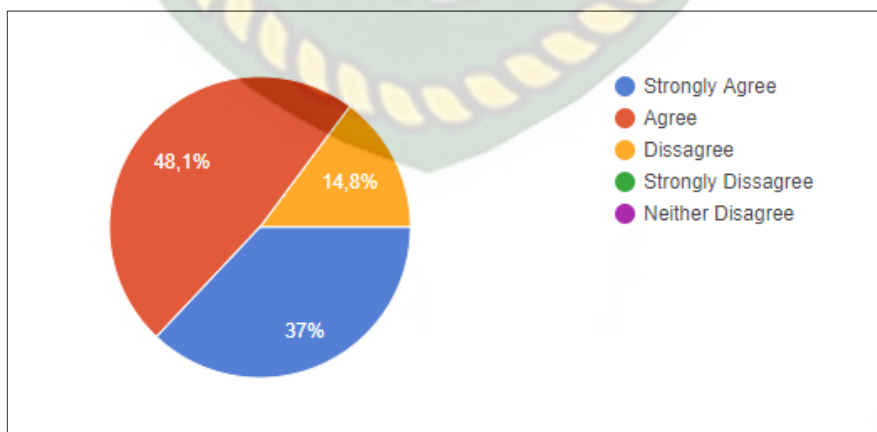
The chart above showed that almost 37% of the students felt starting panic when they were going to practice speaking without preparation in

speaking class. We saw that 48.1% of twenty-students deal with the statement. But also, 14,8% of them felt starting panic when they were going to performed without preparation. Their anxiety was proved by feeling panic in speaking if they did not have preparation.

10. I worry about the consequences of failing my English in speaking class.

The 10th statement is aimed to identify students' response toward consequences of failing in speaking class. The percentage of students' response is presented in chart 4.10.
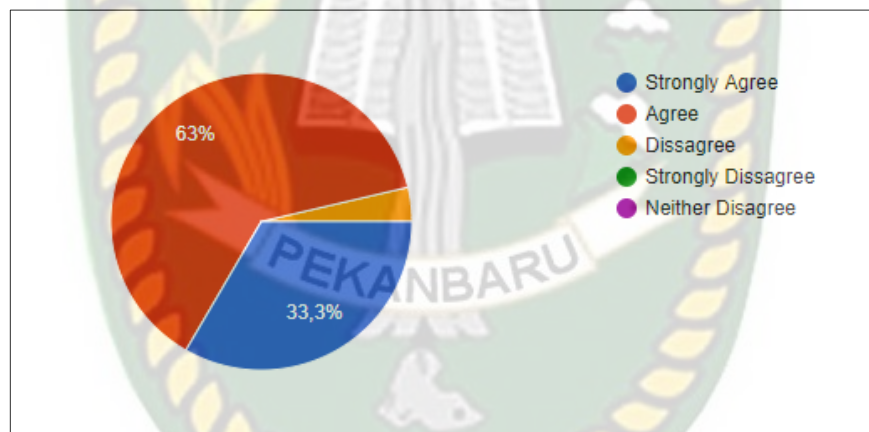
Chart 4.10 told about the percentage of students who felt worried about the consequences of failing in speaking class. Thus, it showed that 63% of the students agree about worried the consequences of failed in speaking class, and 40% of students strongly admitted with the statement. We concluded that the students lack of confidence in speaking English. In another way, only 5% of the students did not deal with the statement.

11. I don't understand why some people get so upset over in speaking English in speaking classes.

The 11th statement has a goal to clarify the percentage of the students who did not understand why some people got so upset over in speaking class. For this reason, the percentage is performed in chart 4.11.
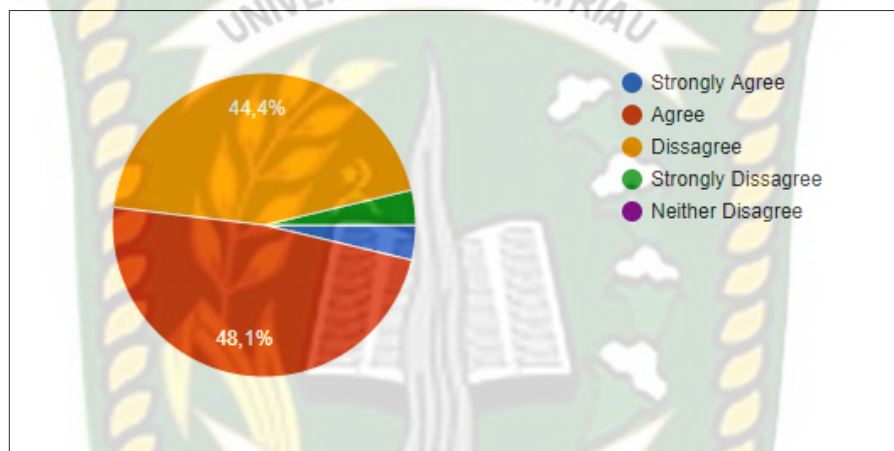
Based on the chart, more than half of the total of the students' responded to the statement positively. There were 5% admitted that they strongly did not understand why some people got so upset over in speaking class. The chart also showed that there were 48,1% of the students who gave the response "Agree" for the statement. On the contrary, 44,4% of the students disagree with the statement and 5% of them gave the response "Strongly Agree"

.12. In speaking class, I can get so nervous I forget things I know.

The 12th statement is aimed to know the percentage of students' responded about forgetting everything when felt nervous in speaking class. The result is performed in speaking class.
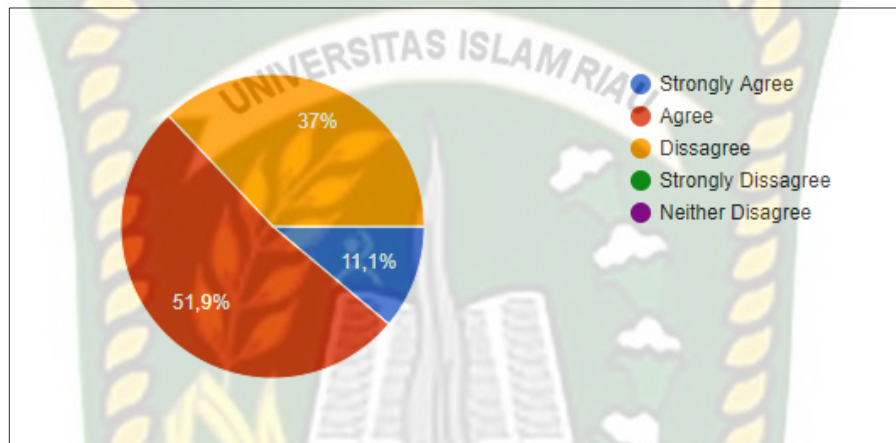
From the twenty-six students, 51,9% of the students gave negative response toward the statement. Also, 11,1% of the students strongly agree with the statement. It implied that they felt anxious because of forgot things that made them felt nervous in speaking English. But, there were only 37% of the students who disagree with the statement. it means that there were some students who can be solved their nervousness when they forgot things they knew.

13. It embarrasses me to volunteer answers in my speaking class.

The 13th statement is aimed to identify the percentage of students who felt embarrassed to volunteer answered in speaking class. The percentage is showed in chart 4.13.
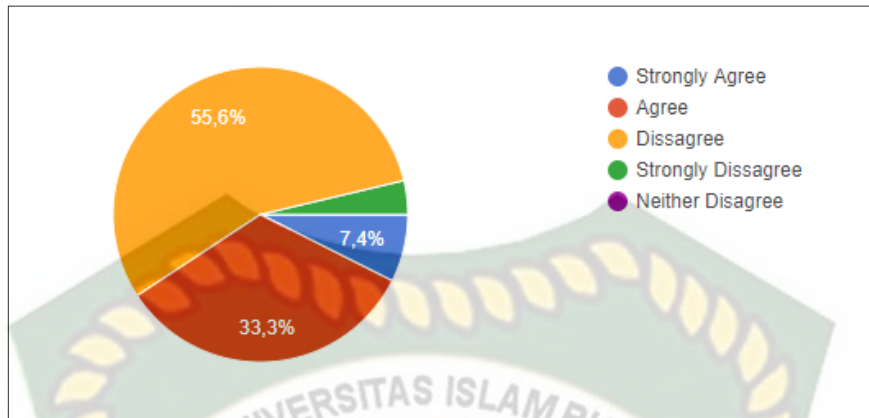
From the twenty-six students, there were 55,6% of them who disagree with the statement. They did not felt embarrassed to answer a question by using English. The students who felt embarrassed were 33.3% of the students. The students who strongly agree with the statement only 7,4%, and 5% who strongly disagree.

14. I would not be nervous speaking English with native speakers.

The 14th statement is purposed to know the percentage of students who would not felt nervous in speaking English with native speaker. The percentage is presented in chart 4.14.
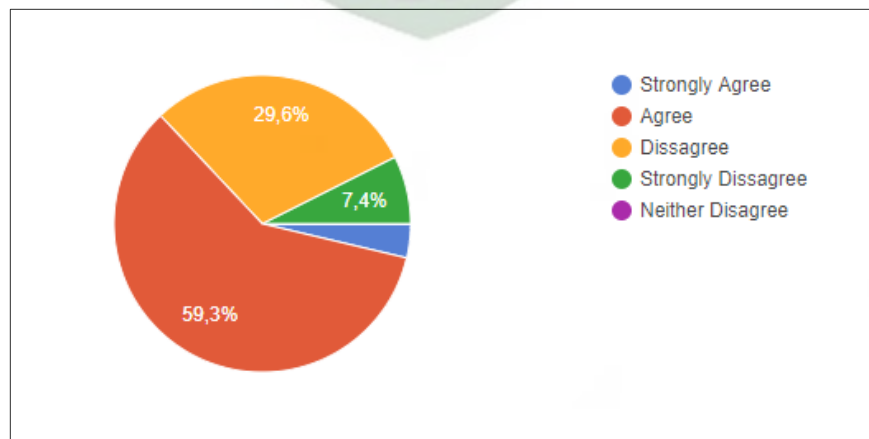
Related to the statement, there were 59.3% of twenty-six students who would not felt nervous when speaking English with a native speaker. But, 29,6% of them rejected the statement by giving the response "Disagree" it means some of them got nervous in speaking with the native speaker, and only 7,4% of the deal who strongly disagree with the statement.

15. I get upset when I don't understand what the lecturer is correcting.

The following chart is presented the total of the students who got upset when they did not understand what the teacher is corrected. The result is presented in chart 4.15.
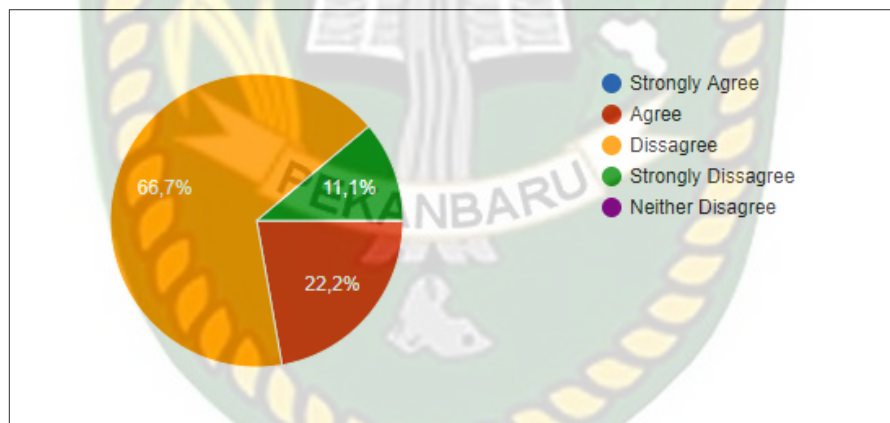
Based on the aforementioned chart, it is found most of the students responded to the statement positively. It is because there were 66,7% of the students not got upset when they did not understand what the lecturer corrected and 11,1% of students who strongly disagree with the statement. But, there were 22,2% of the students got upset about what the lecturer is corrected.

16. Even if I am well prepared for speaking class, I feel anxious about it.

The 16th statement is aimed to identify the percentage of the students who still felt anxious although having well prepared for speaking class. The percentage is presented in chart 4.16.
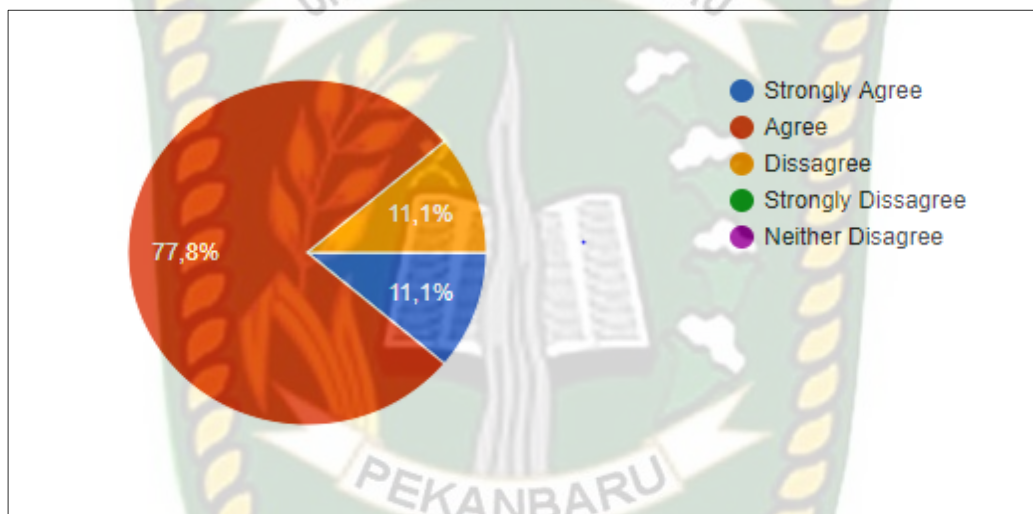
Related to the statement, about 11,1% of twenty-six students did not deal with the statement. They rejected the statement that they did not felt anxious if having well prepared for the speaking class. On the contrary, there were about 77,8% of students who accepted the statement and 11,1% of them who strongly agree with the statement. It means that most of the students were kept anxious although they have well prepared for speaking class.

17. I often feel like not going to my speaking class.

The 17th statement is meant to identify the percentage of students who felt like did not want to go to speaking class. The percentage is performed in chart 4.17.
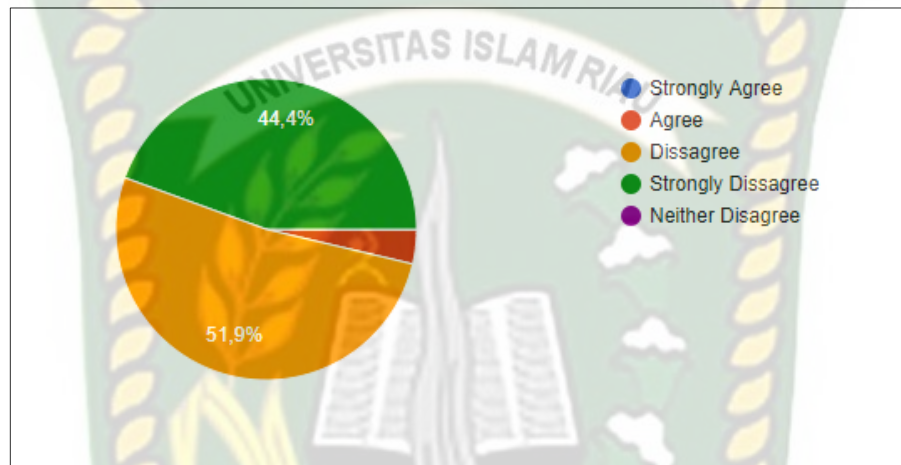
From the twenty-six students, we found only 5% of students who agree with the statement. It saw from the students who totally gave the response "Agree". We saw that 51,9% and 44,4% gave positive response toward the statement. It means that they kept going to the speaking class.

18. I feel confident when I speak English in speaking class.
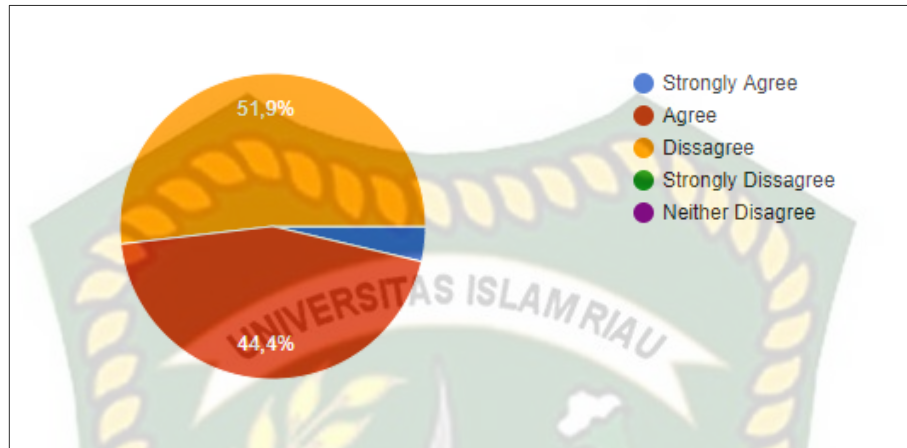
Related to the statement, we can found 44,4% of the students who felt confident in speaking in front of the class. The rest of them rejected the statement because they did not have self-confident when speaking English in front of the class. It means that half of the students gave positive response toward their self-confident in speaking.

19. I am afraid that my speaking lecturer is ready correct every mistake I make.

The 19th has a goal to identify the percentage of the students who felt scared that the speaking teacher checked the students' mistake they made. The result is figured out in chart 4.19.
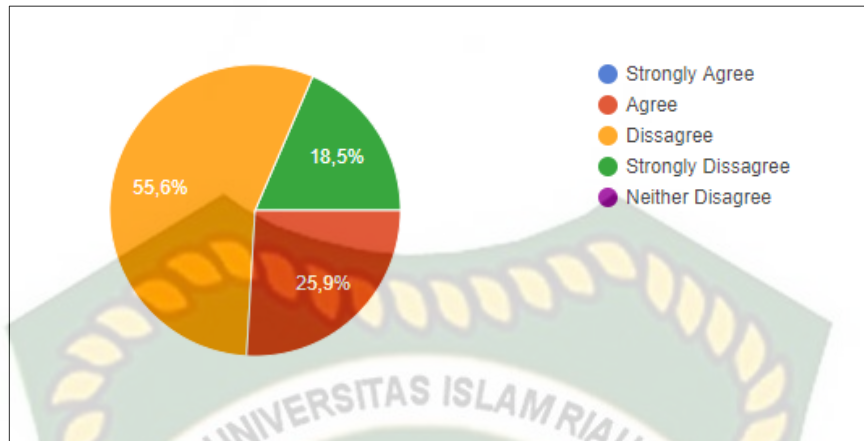
From the chart, it saw that 25,9% of the students gave the response "Agree" with the statement. But, there were 55,6% of them gave the response "Disagree" and the rest of them gave the response "Strongly Disagree" for the statement. It concluded that they did not worry about the teacher's correction toward their mistakes in English. Even though, they have low self-confident but they did not afraid of lecturer corrected.

20. I can feel my heart pounding when I'm going to be called on in speaking class

This is the chart of the 20th statement. It aimed to explain the percentage of the students whose heart pounding when being called on in speaking class. The percentage is performed in chart 4.20.
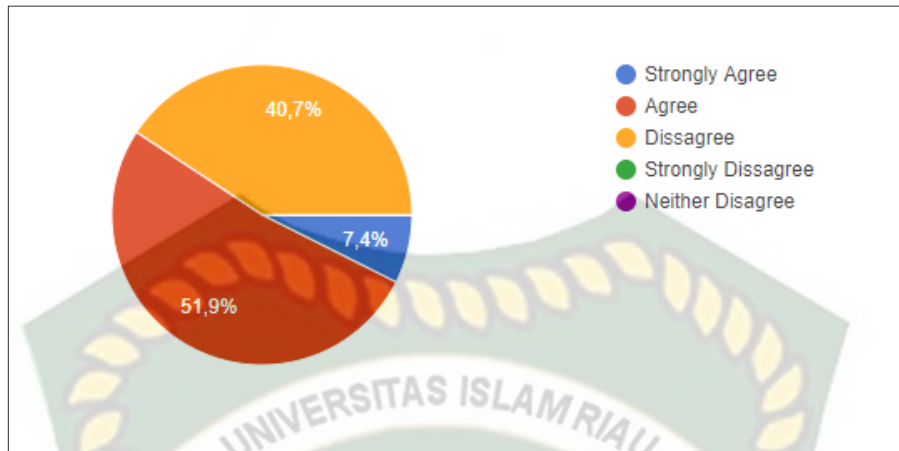
The chart showed that there were 40,7% of the students who did not deal with the statement. On the contrary, most of the students agree with the statement. They felt pounded when being called on in speaking class. It proved by 51,9% of them gave the response and 7,4% of them gave the response "Strongly Agree" for the statement.

21. The more I study for speaking test, the more confused I get.

The chart of 21st is meant to present the percentage of students who more confused although they have studied harder about speaking. The result is showed in chart 4.21.
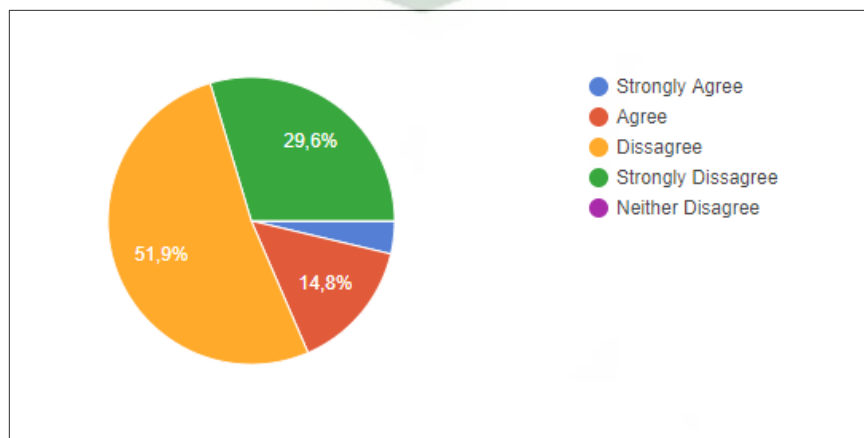
From the chart, we knew that there were 51,9% and 29,6% of the twenty-six students who supported the statement. It means that they would be more understood by studying hard for speaking test. In the other hand, there were still many students got more confused in speaking test,14,8 % of them instead accepted the statement where they would be more confused by more studying for speaking.

22. I don't feel pressure to prepare very well for speaking class.

The following chart purposes to tell the total of the students who were got pressured to make well preparation for speaking class. The result is presented in chart 4.22.
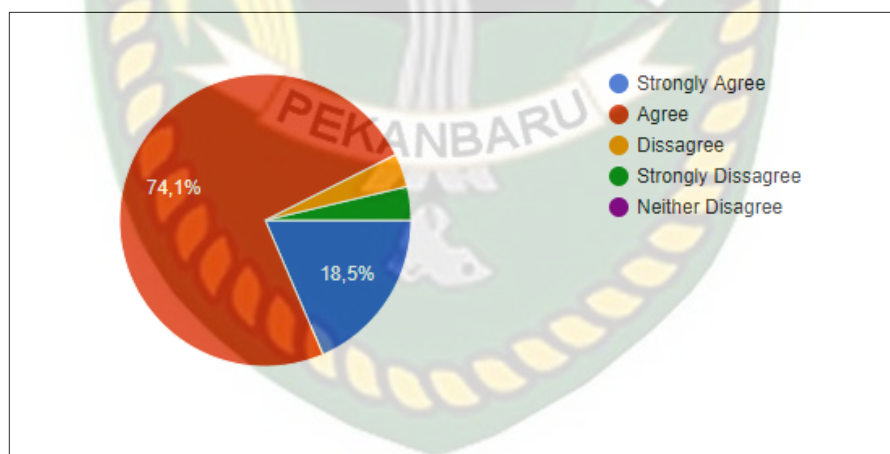
Based on the chart above, it showed that many students who did not felt pressured, there were 74,1% of students agree with the statement and also 18,5% of students strongly agree with the statement. It means they thought if they have to prepare well for speaking class. Only a few students who felt pressured to prepare themself for speaking class.

23. I always feel that the other students speak English better than I do.

The next chart is the result of the students' percentage who assumed that the other students have better ability in speaking class. The result can be seen in chart 4.23.
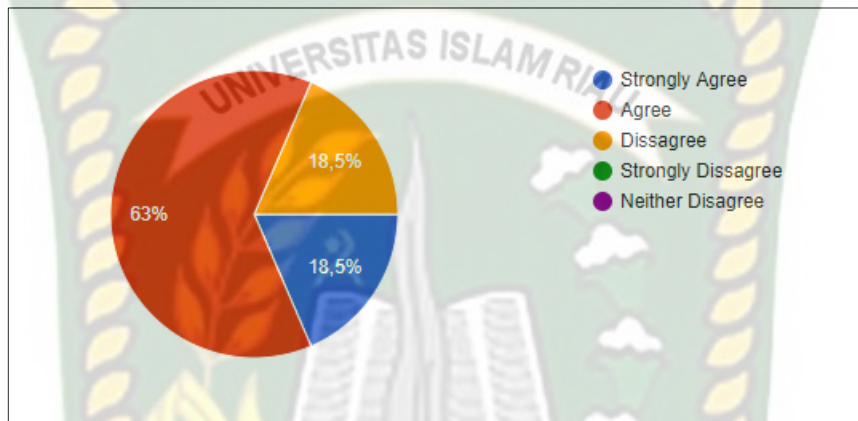
Related to the statement, there were only 18,5% of students who disagree with the statement. Instead, 60% of them accepted the statement by giving the response "Agree" and 30% of the students also accepted the statement by giving the response "Strongly agree". It means a lack of confidence is a big factor for them. Some students have their own skill, there were some students who could speak English well, but they have low confidence. While there were any students could not speak English well, but they have more confidence.

24. I feel very self-conscious about speaking English in front of other students.

The statement is aimed to show the percentage of students who felt self-conscious in speaking class in front of class. The percentage is performed in chart 4.24.
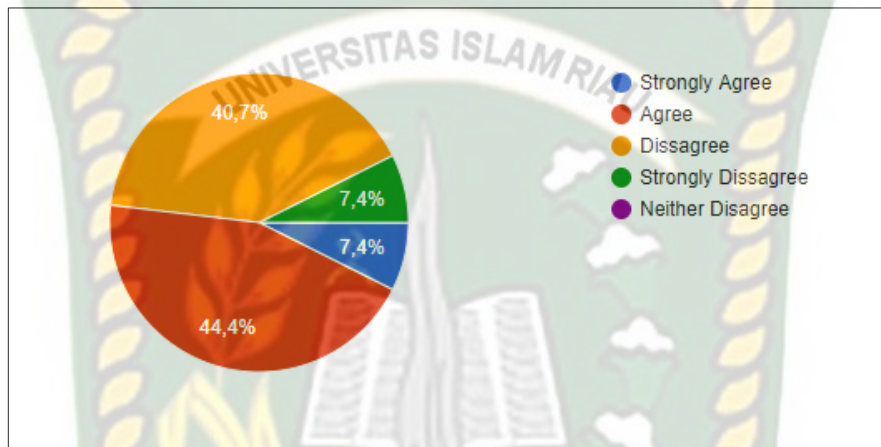
The chart informed us that most of the students approved the statement. There were 44,4% and 7,4% of the students who felt very self-conscious about speaking English in front of other students. But also some of the students felt conscious when speaking in front of people, there were 40,7% and 7,4% of them also deal with the statement by giving the response "Disagree" and "Strongly Disagree".

25. Speaking class moves so quickly I worry about getting left behind
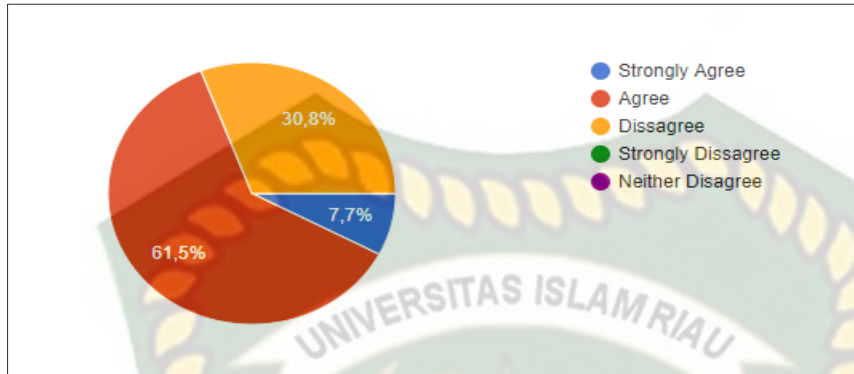
The chart informed us that most of the students support the statement. There were 30,8% of the students who rejected the statement, they did not worry to be left behind if the class moved so quickly. While there were 61,5% who agree and also 7,7% strongly agree of the students who deal with the statement.

26. I feel more tense and nervous in my speaking class than in my other classes.

The chart of 26th statement is meant to explain the percentage of students who felt more tense and nervous in speaking class than other classes. The percentage is elaborated in chart 4.26
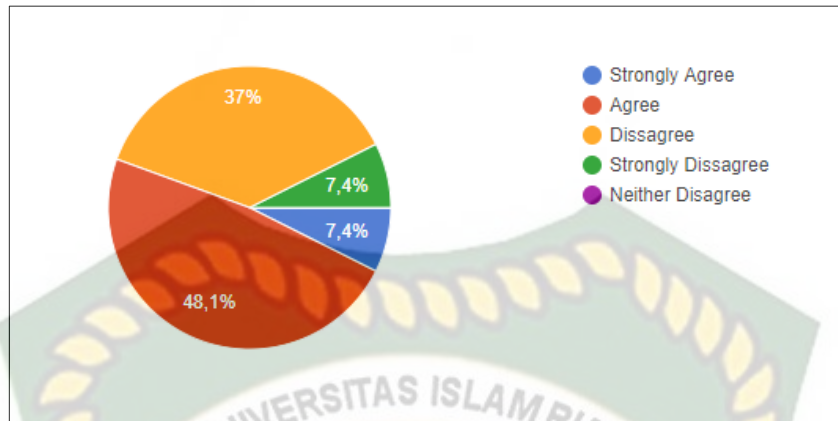
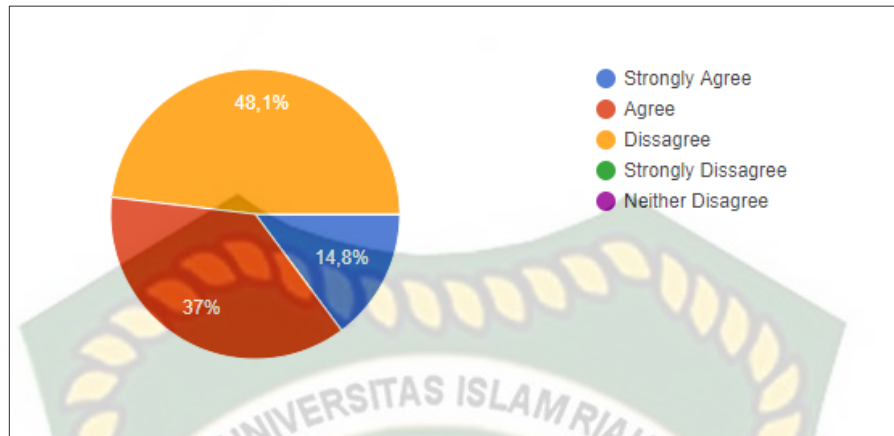From the chart, there were 48,1% of the students who felt tense and nervous in speaking class. On the other hand, there were 37% of them gave the response "Disagree" and 7,4% of them gave the response "Strongly Agree" for the statement. However, the rest of the students accepted the statement. The speaking class made them got more tense and nervous than the other class. It means that speaking class to be a class which students have to prepare themselves well.

27. I get nervous and confused when I am speaking in my speaking class.

The next chart is the graphic of 27th statement. It has a purposed to identify the percentage of students who were got nervous and confused in speaking class. The percentage is elaborated in chart 4.27.

After counted it into a chart, it noticed that half of the students got nervous and confused when speaking in speaking class. There were 37% and 14,8% of students who gave negative response to the statement. The rest were 48,1% of them gave the response "Disagree" for the statement. There must be some factors that made them felt nervous and worried about speaking in front of class.

28. When I'm on my way to speaking class, I feel very sure and relaxed.

The next chart is the graphic of 28th statement. The chart aimed to investigate the percentage of students who felt very and relaxed in speaking class. The percentage is seen in chart 4.28
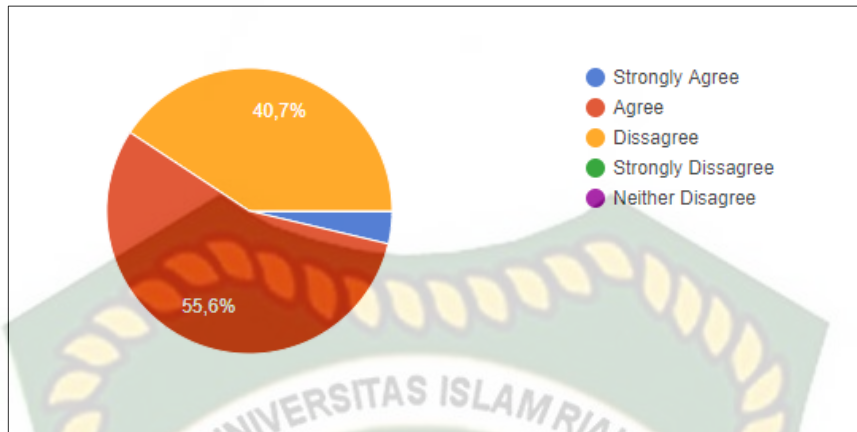
From the chart, it showed that there were 55,6% of the twenty-six students felt sure and relaxed when attended speaking class. But, 40,7% of students felt not sure and relaxed, it means they were felt no confident in speaking class.

29. I get nervous when I don't understand every word the lecturer says.

The following chart described the percentage of the students who were got nervous because they did not understand what the lecturer said in English. The result is presented in chart 4.29.
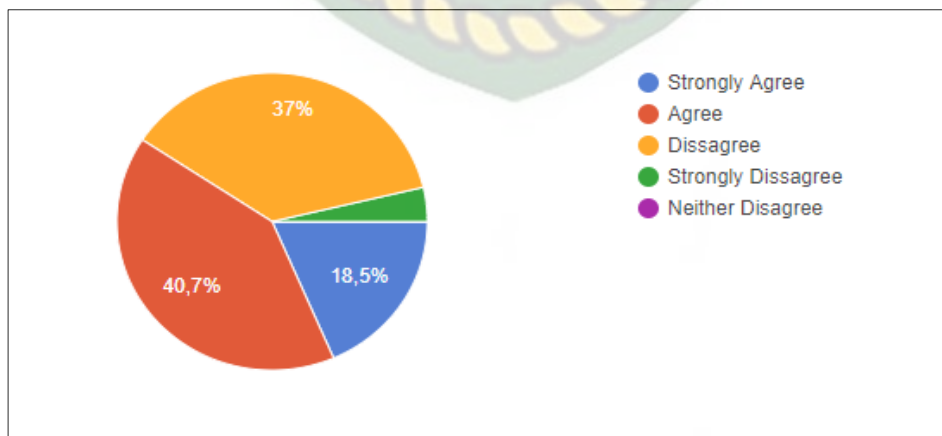
From the aforementioned chart, it saw that there were 37% of the students who rejected the statement. It was positive responded, it means there were still many students who could understand what lecturer said in English, they knew what lecturer going to said. But, many students who did not understand what lecturer said in English, there were 40,7% of them gave the r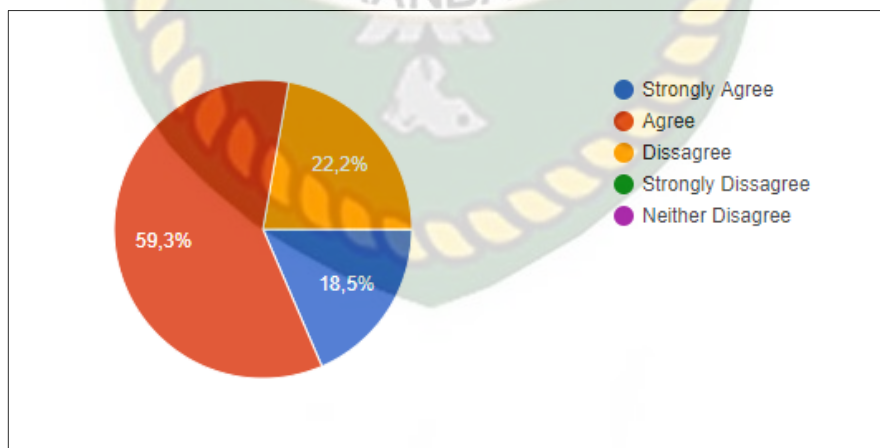esponse "Agree" and 18,5% of them gave the response "Strongly Agree" for the statement. It implied that many students who still nervous when the lecturer speaking English.

30. I feel overwhelmed by the number of rules you have to learn to speak English.

The following chart presented the percentage of the students who felt overwhelmed by the number of rules you have to speak in speaking class. The percentage is presented in chart 4.30.

From the chart, it noticed that most of the students agree with the statement. There were 59,3% who gave the response "Agree" and there were 18,3% who gave the response "Strongly Agree" for the statement. It implied

that they felt overwhelmed by the number of rules that have to learn in speaking English. However, 30% of them rejected the statement. it means there were any students who have some problem with grammar.

31. I am afraid that the other students will laugh at me when I speak English.

The percentage of students' responded for the statement is presented in chart 4.31. It has a goal to identify the percentage of the students who afraid being laughed by other students when they were spoken English in front of their friends.
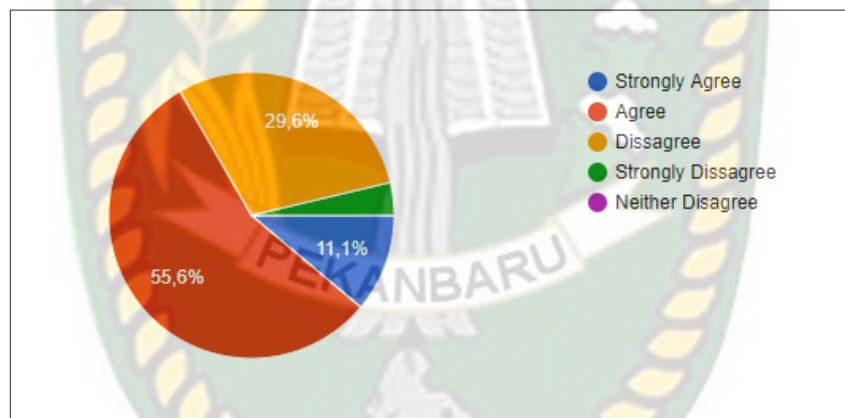
Related to the statement, we noticed that there were only 5% of the students who fully rejected the statement. Then, 29,6% of the students also rejected the statement by giving the response "Disagree". On the other hand, there were 55,6% of the students who gave agreement for the statement. Instead, 11,1% percent of them strongly agree with the statement. In briefly, most of the students felt anxious due to felt afraid of being laughed by other students in speaking English.

32. I would probably feel comfortable around native speakers.
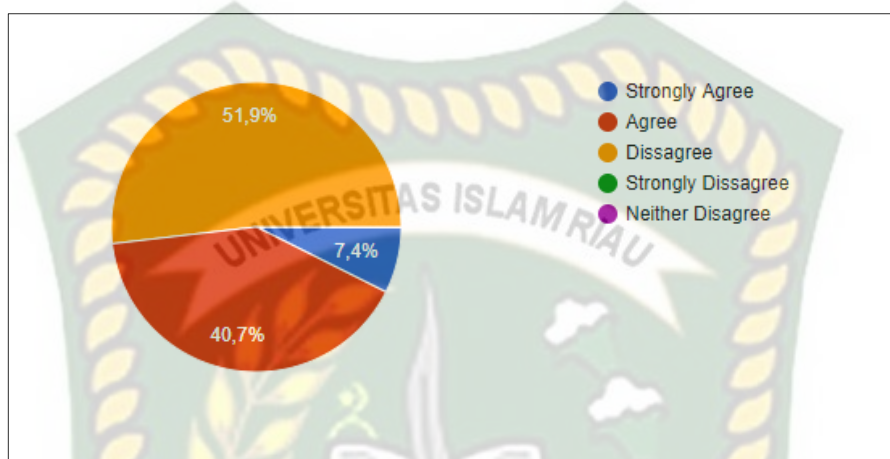
From the chart, it noticed that some of the students probably felt comfortable around native speakers. There were 40,7% who gave the response "Agree" and there were 7,4% who gave the response "Strongly Agree" for the statement. But, most students felt uncomfortable about it, there were 51,9% who "Disagree" with the statement.

33. I get nervous when the speaking lecturer asks questions which I haven't prepared in advance.
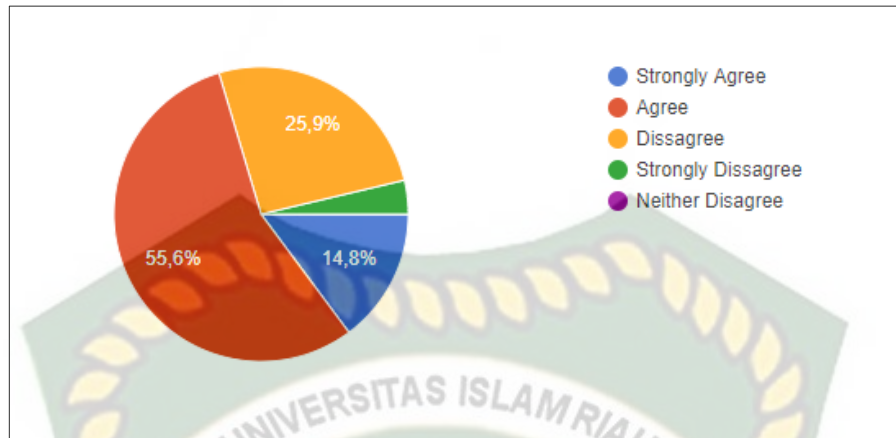
Related to the statement, most of the students who got nervous when the lecturer asked a question, there were 55,6% "Agree" and 14,8% "Strongly Agree" with the statement. Then, 25,9% of the students also rejected the statement by giving the response "Disagree". It means they have to prepare themselves very well before entering the speaking class.

The following data found which are categorized manually by following Oetting's scale (1983). The students are categorized in "Very Anxious", "Anxious", "Mildly Anxious", "Relaxed" and "Very Relaxed" based FLCAS, from 26 students, most of the students mildly anxious (55%). There were also students who felt relaxed (15%) level. Further, the students who would choose for the next research were from Very Anxious and Anxious level. From 26 students, it was found that 15% of students were in Anxiety level and none of the students were in Very Anxious level. Figure above showed the distribution of speaking anxiety levels of the students. There were 10 questions related to positives statement and 23 questions related to negatives statement. As discussed in the previous chapter, the

questions number for positive statements are 2, 5, 8, 11 14, 18, 22, 25, 28, 32 and question number for negative statements are 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 26, 27, 29, 30, 31, 33.
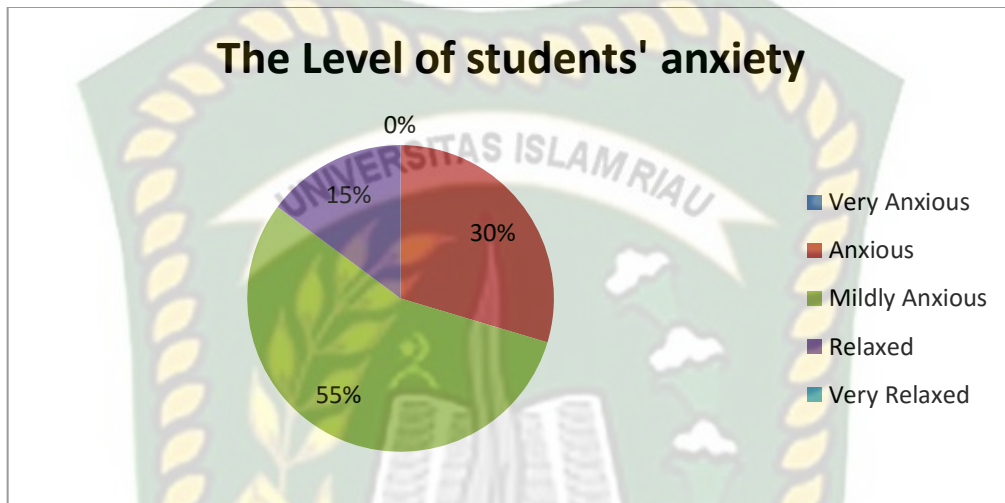
Based on the result of questionnaires, after the each score from students' results of FLCAS gained, it was categorized into some levels of anxiety started from "Very Anxious", "Anxious", "Mildly Anxious", "Relaxed" and "Very Relaxed" based on Oetting's scale.

Based on the findings, there were only three categories that students felt on speaking English in speaking class, such as "Anxious", "Mildly Anxious", and "Relaxed". Based on the questionnaires that the researcher gave to the students, we found there were only 7 students who were in an anxious state and 0 students who were in a very anxious state. For Mildly Anxious level, there were 15 students and only 4 students who feel relaxed based on FLCAS. It was also found out that the students who were in higher anxiety levels were scored high scores too in speaking.

4.3. Indicators of Speaking Anxiety

There were three indicators of speaking anxiety derived from the source of FLA proposed by Horwitz, Horwitz, and Scope (1986), namely communication apprehension, test anxiety, and fear of negative evaluation. Based on the analysis of questionnaires and follow up interviews, the researcher found that these all three indicators were experienced by the students in the speaking performance. This finding answered the first research question. The result of this study showed that Communication apprehension was the most experienced anxiety, followed by Fear of Negative Evaluation and test anxiety. The percentage of students' response toward every type of anxiety is presented in the following diagram.

Indicators of Anxiety

■ Communication Apprehension ■ Test Anxiety ■ Fear of Negative Evaluation

34%   36%

30%
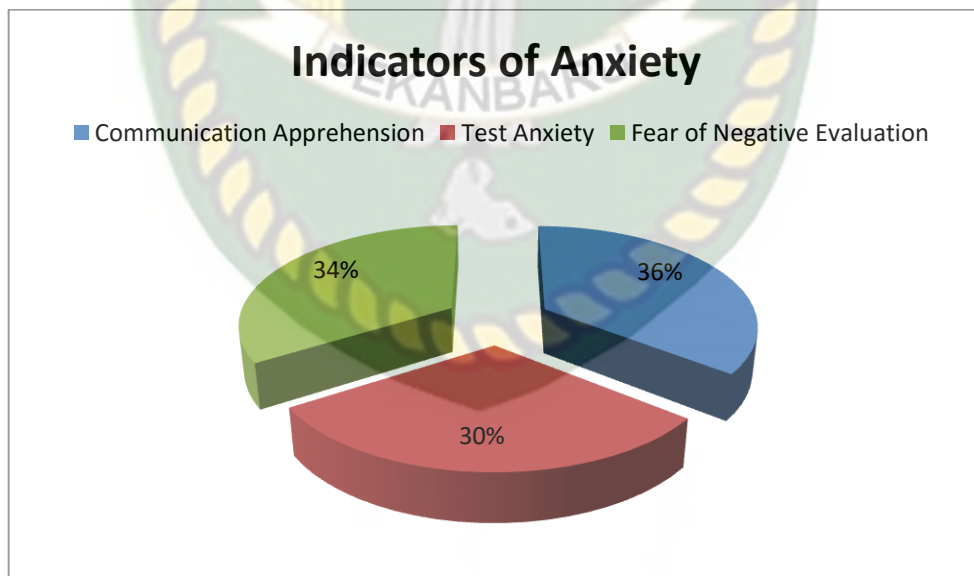
1. Communication Apprehension

As stated by Horwitz et al. (1986), communication apprehension is shyness to communicate in a foreign language which is experienced by students due to their little control of the communicative situation and their perceived performance. As was explained in the chapter before, based on the FLCAS or the questionnaires, there was 8 question number for communication apprehension 1, 9, 14, 18, 24, 27, 29, 32. Based on the questionnaire result, we found that there were many students getting worried for misunderstanding when communicating with their lecturer, also they were feeling nervous, shy, and afraid in speaking in front of the class. Based on the number of communication apprehension, it showed that there were many students often experience nervous and confused when they met or spoke with native speaker and also spoke in front of class. They also did not have self-confident when practice speaking in speaking class. It was line with the previous researched on Indonesian EFL students' speaking anxiety stated by Anandari (2015), she said that he students already become anxious when they knew that they were going to perform an individual speech in front of class.

According to Horwitz et al (1986), he said that communication apprehension appears in consequence of students' negative perception on their inability to understand others and to make others understand about what they are saying. In the interview, the researcher found from six

respondents, one of them who clearly stated that she was shy when speaking in front of class.

Based on the questionnaires, they found it difficult to speak in English rather than speaking with native speaker since they had not got used to using English as he communication language. The result interviewed, the students who got anxious when speaking in front of the class, they always said nervous and afraid when speaking in front of their friends and the interviewed results showed that the students would be happier to speak in their native language rather than speak in English, even they were an English students. But, they only felt nervous and afraid just because their English was bad and afraid of making mistakes, not because of being judged by their friends.

In conclusion, this research pointed out that there were three resources that caused the students to experience communication apprehension. It was caused by their shyness and discomfort to speak in English, their insufficient experience in delivering English speeches, and their unsatisfactory performances.

2. Test Anxiety

Deriving from Horwitz at al. (1986), Hook et al. (2013) said that test anxiety is an anxiety of performance evaluation by others emerging from a fear of failing the performance and fear of making mistake. Based on the questionnaire results, there were some of the students who

acknowledged that they were anxious in speaking in front of the class. There are 5 questions number related to the test anxiety, such as 2, 8, 10, 19, 21. In this case the students feel worry for making mistakes in front of the lecturer also their friends. They are worry if they will fail in taking language test and they are also keeping worry although they have prepared well for speaking class. Even, they had known each other since the first day college, they still felt unconfident with their performance in front of the class because of their language competencies. The students were afraid of they could not achieve good performance because they cannot avoid the evaluative situation in speaking class activity. This summary was accordance with theory stated by Horwitz et al. (1986), students with the test anxiety often irrationally demand to give perfect performances or otherwise they will consider it as a failure.

3. Fear of Negative Evaluation

The last type of anxiety is fear of negative evaluation. The statement consists of number 3, 13, 15 17, 20, 23, 25, 31, 33. Due to factor of fear of negative evaluation, the students got anxious because they were not ready yet to accept other people's evaluation when they are speak or practicing speaking In the class. It may look similar with the test anxiety, fear of negative evaluation embraces wider scope of evaluative situations such as job interview or a speaking performance in foreign language (Horwitz et al. (1986). Based on the questionnaire results there were any students who did not feel fear of negative comment from the lecturer,

82

because from the interview result, all of the interviewee said that the lecturer never gave negative respond, even they were making mistakes.

Every people fear of negative evaluation, but it depends on their environment also the teacher or lecturer. In 3D class showed if they had low of confident in speaking English, they were afraid of making mistakes and also they were not good in English, but most of them did not worry about being evaluated by the lecturer, but there are some of them still felt afraid of negative evaluation, even the lecturer never got angry or gave negative evaluation. But in fact, when students got negative evaluation and afraid of being laughed by their friends, even though they believed that speaking performance was only one of the exercises to practice, they will still found it tense since the audience would perceive the quality of the speakers. That was where the students started creating real or imagined possible evaluation that they might be less competent than other students. William and Andrade (2008) also find the similar findings in their previous research on foreign language learning anxiety in Japanese EFL class. There was a connection between the students' fear of negative evaluation experienced by the students and the feeling of being perceived as less-skilled student.

4.4. The problem Faced by Students' Speaking Anxiety on Speaking Performance

There are some factors that faced by students which were responsible for triggering students' speaking anxiety in the speech performance. Referring to the findings, the researcher classified those factors into four indicators, namely cognitive factor, psychological factor, social factor, and physical factor.

1. Cognitive Factor

The construct of speaking anxiety was related to the students' cognition because they may be aware of their limited competence in English. Earlier, according to Occhipinti (2009) said that students' speaking anxiety may be led by the fear of not being able to speak correctly without errors due to the lack knowledge or low level of lexicon, pronunciation, and grammar. This factor took the biggest role in provoking students' speaking anxiety.

From the questionnaire results, most of the students mentioned that they were afraid of making mistake when performed in front of class. They being afraid of making mistakes in grammar, vocabulary, and pronunciation became the most checked reason which made the students anxious in their speech performance. Their negative perspective on their ability in English triggered the speaking anxiety in the speech performance. Based on the observation, the researcher found that the

students made grammatical mistakes and mispronunciations in delivering their speech. The finding showed that students have limited knowledge in English was clearly seen. That was way they felt worried about they cognition. It has relation with the interview result. S3 and S5 acknowledge that they believed they could not arrange good in English sentences as they were not fluent in English.

Referring to the results, the researcher conclude that the students' cognitive in English affected the rise of speaking anxiety in the speech performance.

2. Psychological Factor

According to Horwitz, Horwitz, and Cope's (1986) views which say that the students may experience unpleasant feeling in evaluative situation since they assumed that they will fail. The deeper information from the follow up interview showed that almost students revealed that they worried to fail in their performance. To prove this, S4 acknowledge that she was afraid of being failed in her performing, she was felt vibrated when standing in front of class and also she was afraid of being laughed by her friends when performing her speech. As this speech activity was the first speaking performance. Furthermore, it let them to encounter speaking anxiety as they concerned about their performance. That statement indicated that their fear to fail and to be evaluated negatively took a great role in triggering in their speaking anxiety in speech.

85

Besides being afraid of negative evaluation by the other friends and lecturer, they also lack of confident, and it can caused by the background or experience which made them have many bad feeling when perform in front of class. One student, S3 told that he thought that his English is not good, and it makes he did not want to do the speech again. S3 acknowledged :

My English is not good, and I'm not sure with myself. I feel confident, but I'm afraid make mistake.(S3, QN3).

No, I don't like speak in front of people.(S3, QN9).

S3 felt that his English was not good, he was afraid of making mistake and he said he did not like speak in front of people. It must be reason besides his answer, maybe he had bad experience which made him did not like speak in front of people, although he felt confident. He was one of the interviewee who did not want to doing speech again, while the other interviewees, although they have low confident, afraid of making mistake, felt nervous, but they still want to doing speech again.

Students with had bad experienced, it would impact their every performance and evaluative situation as a dangerous situation they tried to avoid. The interviewees always told about nervous and afraid of performing in front of class, in front of their friends. But, they did not talk about other students laughed at them or made them feel down when doing speech, also the lecturer never gave them negative evaluation or bad

comment about their perform. As stated by Horwitz et al. (1986) that student psychologies and self-concepts affect their language learning. It was important to build positive perceptions about their ability. From the observation and interview results, the lecturer gave positive feedback and motivation after students' speech performance. In the interview, the students also told about the lecturer positive feedback. This action was important to build up students' confidence and positive mindset.

The findings can be concluded that the psychological factor is one of the problems that students have to face. The more worried the student became, the more difficulties they encountered in speaking performance. Even though, the students' speaking anxiety in speech performance could not be avoided as it human nature in language learning, but the presence could be minimized by giving them encouraging feedback and motivation, and by building up their positive mindset about their ability.

3. Social Factor

The relationship among the students and the lecturer were one thing that cannot be forgotten. The findings showed that the relationship between student-lecturer and student-student in Speaking class D did not affect the increasing of students' speaking anxiety as they had supportive relationship. All of the interviewees told about how supportive their class was. They felt comfortable with their class because their friends are supportive and humble friends. From the interviewed, almost of them was

felt unconfident just because they afraid of making mistake, it did not because they are afraid of being judged by the other students when performing. Also, they satisfied with lecturer as he was kind, and motivate.

The positive relationship among the students can also be seen from their bounding and willingness to help each other. From the observation, the researcher found that the students were supportive and cooperative as they helped their friends to find some words, appreciated other students' presence and performance by putting their attention, and gave applause whenever their friends performance. Besides, the researcher felt welcomed among the students as they communicated and joked with the researcher. They treated the researcher as the students in the class. This proved that the students were friendly and welcome, as stated Effiong (2016) A friendly, humorous, and casual class can help the students to feel relaxed, more comfortable, and less anxious in speaking class. The laughter that the lecturer and the students shared in the class also built a stronger bounding and comfortable atmosphere to learn.

Referring to these findings, it was clear that the relationship between lecturer and student engaged in the classroom were supportive and positive. The lecturer's behavior and condition may also affect the students' speaking anxiety. These findings can be summed up that the relationship engaged in Speaking D class did not to be a big problem in students' speaking anxiety in the speech performance since they had

supportive relationships among the student and the lecturer. The lecturer's behaviors also tended to motivate and support them so that they became less anxious in the class' activity. The social factors in the class were proven to have positive correlation with the reduction of speaking anxiety in the speech performance.

4. Physical Factor

According to Effiong (2016) finds that a relaxed classroom atmosphere contributes an important role to foreign language learning; meanwhile a quite class contributes to the raising of speaking anxiety level where all audiences will only focus on the speaker. Based on the observation, the class was conducive. It was placed in 655 at second floor. This class was relaxed to study as it was far from crowded spot. The class was well-organized room with all the chairs facing to the whiteboard. There were 27 students in the class. It was stated by Hayes (1977) that the ideal size of language class must consist of less than 30 students so that they all get the same portion to communicate with other maximally. The small amount of the students in the class made the learning activities became effective.

The findings from the interview found that the classroom was fair to conduct a learning activity. Based on the interviewees' answer, stated that they felt comfortable in the classroom, their friends was fun and supportive friends that made them being comfortable in the class. It could

be concluded from the findings that physical factors of Speaking D class

had a negative correlation with the increase of students' speaking anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and the suggestions of the research results. The conclusions were deduced from the research results and discussion. The suggestion is addressed to the speaking lecturer and the future researchers who are going to conduct a research with similar interest.

5.1 Conclusion

This research was conducted to investigate the level of students' speaking anxiety in the third semester and to regard what causes or problems of the students encountered speaking anxiety in doing speech performance in Speaking of D Class.

First, according to the FLCAS questionnaire was adopted from Horwitz, Horwitz, and Cope (1986) the students were mostly categorized into mildly anxious, there were 15 students categorized into mildly anxious. Further, there were seven students who were in anxious level, who were experiencing anxiety in speaking English. They became the focus of this study.

Further, from the discussion of the interviewed data found, it was found out that the internal factors were dominant attribution than external factors. Based on this study, it suggested that the students' able to identify their internal attribution on their speaking anxiety. It was important for them to know their own skills well so they could have better expectation and confidence in speaking English.

Finally, it was also suggested that the lecturer create a situation where the other students are not allowed to make any negative encouragement when their anxious friend performs speaking in classroom. It was also suggested that the lecturers of speaking class to create closer relationship with the students, so the students could share their problems when encountering speaking anxiety experience in learning process.

5.2 Suggestion

After conducting this research, the researcher made some suggestion. Those suggestions can be considered by the speaking lecturer and the future researcher who have the same interest to conduct the similar research.

1. English Students

As for the students, they need to get involved to reduce their anxious when doing performance. Students have to respect each other in order to create a friendly and comfortable class. The students should practice their speaking more, because it will affect their performance. The more they practice, the more they will have high confident in speaking in front of people. English is not our mother tounge it means the students have to more practice in speaking. In addition, anxious students should realize that every mistake is a natural part of language learning, therefore, it should not discourage them in learning and speaking English.

2. Speaking Class Lecturer

It is suggested that the lecturers should implement speech performance in speaking class as it offers benefits in gaining students' expertise by giving them

opportunity to practice speaking in public. As the facilitator of students in the class, the lecturer should help the students cope with their speaking anxiety by making work in group so that they will feel less anxious since they can learn together with their classmates and they will not feel evaluate by their friends. in general, the lecturer can minimize the presence of speaking anxiety by giving motivation and positive evaluation to the students and by building up the students' positive self-perception on their English competences. The speaking lecturer have to consider becoming good role models in making students respect other members of the class and in firing the students' enthusiasm.

3. Future Researchers

It is suggested that the future researchers will continue this research by making deeper research related to the strategies that students' employed to cope with speaking anxiety they experienced in the class. The next researcher can develop this research into Classroom Action Research (CAR) or Research and Design (R&D) to make a classroom action or a design in order to help the students for solving and minimizing their speaking anxiety in Speaking class.

REFERENCES

Andrade, M. & Williams, K. (2009). Foreign Language Learning Anxiety in Japanese EFL University Classes: *Physical, Emotional, Expressive and Verbal Reactions, Sophia Junior College Faculty*, 29, 1-24, Retrieved on August 26, 2010

Antony, M.M. (2004). 10 Simple Solutions to Shyness: *How to overcome shyness, social anxiety and fear of public speaking*. Canada: Raincoast Bark.

Anandari, C. (2015). Indonesian EFL students' anxiety in speech production: Possible causes and remedy: *Teflin,* 26(1). 1-16.

Ary, D., Jacobs, L. C., Sorensen, C. & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). *Belmoth: Wadsworth*

Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.

Bandura, A. (1977). Self-Efficacy: Toward a Unifying Theory of Behavioural Change. *Psychological Review*, 84(2), 191-215.

Brown. 1987. Exploring the Relationship between Chinese First Year University Students' Beliefs about Language Learning and Foreign Language Anxiety. *International Journal of Applied Linguistics & English Literature 2014,* 3(1), 28-44.

Brown, H. D. (2004). Language assessment principles and classroom Practices. *San Fransisco, US: Pearson Education.*

Brown, D. (2004). Language assessment. Principles and classroom practices. *White Plains, NY: Longman*

Brown, H. D. (1980). Principles of language learning and teaching. *Englewood Cliffs*: Prentice Hall. p. 112.

Burns, A. and Joyce, H. (1997) Focus on Speaking. Sydney: *National Centre for English Language Teaching and Research.*

Chan, Daniel Yu-Ching and Wu, Guo-Cheng.2004. " A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei" in *Journal of National Taipei Teachers College, Vol. 17 No.2 (Sept 2004)*. Retrived July 17, 2012.

Chomsky, N. (1965) Aspects of the theory of sintax. *Cambridge, MA:MIT press.*

Cohen, L., Manion, L. and Morrison, K. 2005. Research Methods in Education: *Fifth Edition. London: Routledge Falmer.*

Creswell, J. W. (2012). Educational research: planning, conducting and evaluating quantitative and qualitative research (fourth edition). *Boston: Pearson Education.*

Dreikurs, R. (1972). An Interview with Rudolph Dreikurs. *The Counseling Psychologist November, 4, 2010,* 3, 49-54.

Effiong, O. (2016). Getting them speaking: Classroom social factors and foreign language anxiety. *Tesol Journal, 7*(1), 132-161.

Edward, A. D. & Vallette,R.M. (1997). Classroom technique foreign language and English as a second language. *New York: Harcout Brave Javanovish.*

Fulcher, G. (2003). Testing second language speaking. *London: Pearson ESL*

Fraenkel, J. R. & Wallen, N. E. (2008). *How to design and evaluate research in education* (7th ed.). Abingdon: Routledge.

Harmer, J. (2001). How to teach English: *An introduction to the practice of English language teaching.* Harlow: Longman.

Hayes, U. (1997). Helping teacher's to cope with large classes. *ELT Journal*, 1, 31-38.

Horwitz, Horwitz. & Cope. 1989. A Review of Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety and the Challenges to the Theory. *Canadian Center of Science and Education 2012,5(10).*

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal,* 70(2), 125–13

Horwitz, E.K., & Dolly, J.Y. (1991). Language Anxiety*: From Theory and Research in Classroom Implications. New Jersey: Prentice-Hall, Inc.*

Huang, H. (2004). The relationship between learning motivation and speaking anxiety among EFL non- English major freshmen in Taiwan .(Unpublished master's Thesis). Chaoyang University of Technology, Taichung City, Taiwan

Hughes, Rebecca. 2006. Spoken English, TESOL, and applied Linguistics: Challenges for Theory and Practice. *Great Britain: CPI Antony Rowe*

Jeffrey, C., & Stacy, M. (2003). English Grammar. New York: Wiley Publishing

Kingen, S. (2000). Teaching Language Arts in Middle Schools. Connecting and Communicating. New Jersey: *Lawrence Erlbaum Associates, Publishers.*

Kitano, K. (2001). Anxiety in the college Japanese language classroom. *Modern Lang. J.* 85:549-566.

Kondo & Ying-Ling. 2006. The attribution on students' speaking anxiety in efl classroom. *Journal of English and Education* 2016, 4(2), 101-114.

Latha, B. M. (2012). Teaching english as a second language: Factors affecting learning speaking skills. India. International journal of engineering research & technology (IJERT), 1(7), September – 2012.

Laufer, B. (1997). What's in a word that makes it hard or easy? Intralexical factors affecting the difficulty of vocabulary acquisition. In McCarthy, M. & Schmitt, M (1997),*Vocabulary description, acquisition and pedagogy Cambridge: Cambridge University Press.* p. 140-155.

Lucas, R. I., Miraflores, E., & Go, D. (2011). English Language Learning Anxiety among Foreign Language Learners in the Philippines. *Philippine ESL Journal*, 7, 102-113. Retrieved from http://www.philippine-esl-journal.com/V7-A5.pdf

Lufi. Et. Al. 2004. Big Five Personality Traits and Test Anxiety among English as a Foreign Language Learners. *Igd Univ Jour Soc Sci 2017, 11, 1-21.*

Mahmoudi, A., & Mahmoudi, S. (2015). Internal and external factors affecting learning English as a foreign language. *International Journal of Language and Linguistics, 3*(5), 312-322.

Marwan, A. (2007). *Investigating Students' Foreign Language Anxiety.Malaysian Journal of ELT research, 3*, 37-55.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review* 2010, 50(4), 370-396.

Mayer, D. P. (2008). Overcoming school anxiety: how to help your child deal with separation, tests, homework, bullies, math phobia, and other worries. *United States of America. Library of Congress Cataloging-in-Publication Data.*

Minghe, G., & Yuan, W. (2013). Affective Factors in oral English Teaching and Learning. *Higher Education of Social Science, 5* (3), 57-61. Retrieved from: http://www.cscanada.net/index.php/hess/article/view/j.hess.1927024020130 503.2956 DOI: http://dx.doi.org/10.3968/j.hess.1927024020130503.2956

McCroskey, (1977). Oral Communication Apprehension among International Doctoral Students. *English Language Teaching*

McCroskey, J. C, (1980). Quiet Children in the Classroom: On Helping Not Hurting." Communication Education 29 (19801:239-44)

McCroskey (Eds.), Avoiding communication: Shyness, reticence, and communication apprehension. *Beverly Hills, CA: Sage* (pp. 125-143)

Nunan, D. 1989. Designing Tasks for the Communicative Classroom. New York: *Cambridge University Press*

Nunan, D. (2015). Teaching English to speakers of other languages: An introduction. *New York, NY: Routledge.*

Nunan, D. (1999). Second language teaching & learning. *Boston, Mass: Heinle & Heinle Publishers.*

Occhipint, A. (2009). *Foreign language anxiety in-in class speaking activities – two learning contexts in comparison* (Unpublished master's thesis). The University of Oslo.

Pappamihiel, 2002. The attribution on students' speaking anxiety in efl classroom. *Journal of English and Education* 2016, 4(2), 101-114.

Piechurska-Kuciel, E. (2008) Language Anxiety in Secondary Grammar School Student. *Uniwersytet Opolski.*

Renandya, Willy A. 2002. Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: *Cambridge University Press.*

Richards, J. C. (2008). Teaching listening and speaking: From theory to practice. *Cambridge: Cambridge University Press.*

Richmond, V. P. (1984). Implications of quietness: Some facts and speculations. *In J. A. Daly & J. C.*

Rickheit, Gert & Strohner, Hans (2008). Handbook of Communication Competence. *Berlin: Mouten de Gruyter.*

Schwartz, R.L. (2005). Taking a Closer Look at Struggling ESOL Learners. [Online] Available:http://www.ncsall.net/?id=994 (March 3, 2011)

Sadtono, E. (1997). Perspective of English teaching in indonesia. *Malang: FPBS IKIP Malang.*

Spielberger . (1983). Study on Correlation of Foreign Language Anxiety and English Reading Anxiety. *Theory and Practice in Language Studies*, Vol. 2, No. 7, 1520-1525.

Tuan, N., H & Mai T., N. (2015). Factors affecting students' speaking performance at le thanh hien high school. *Asian Journal of Educational Research, 3*(2). Retrieved from: www.multidiciplinaryjournals.com

Ur, P. (1996). A course in language teaching: Practice and theory. *Cambridge: Cambridge University Press.*

Ur, P. (2000). A Course in Languge Teaching: Practice and Theory: *Trainer's Handbook: Cambridge University Press, UK*

Vygotsky, L. S. (1962). Thought and Language. *Cambridge*, MA: MIT Press.

Williams, K., & Andrade, M. (2008). Foreign language learning anxiety in Japanese EFL University classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching, 5*(2), 181-191.

Worde, R.V. (2003). Students' Perspective on Foreign Language Anxiety, *Inquiry,* Vol. 8, no. 3.

Yan, H, J. (2007). Investigating the Difficulties in Speaking English for Academic Purposes; *A Case Study of an Overseas Chinese Student,* Apr. 2007, Volume 4, No.4 (Serial No.40) *China: Sino-US English Teaching.WE*

Young, D. J. (1991). Foreign language anxiety of students studying English Language and Literature: A Sample from Turkey. *Academic Journal*, 11(6), 219-228.