

EFL STUDENTS' PERCEPTION ON SPEAKING ANXIETY

THESIS

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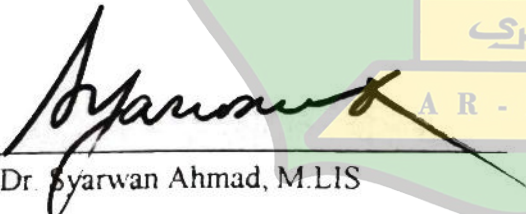
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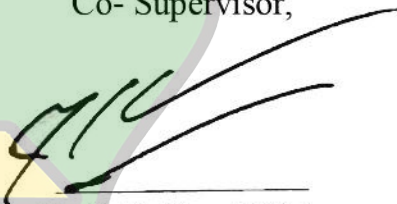
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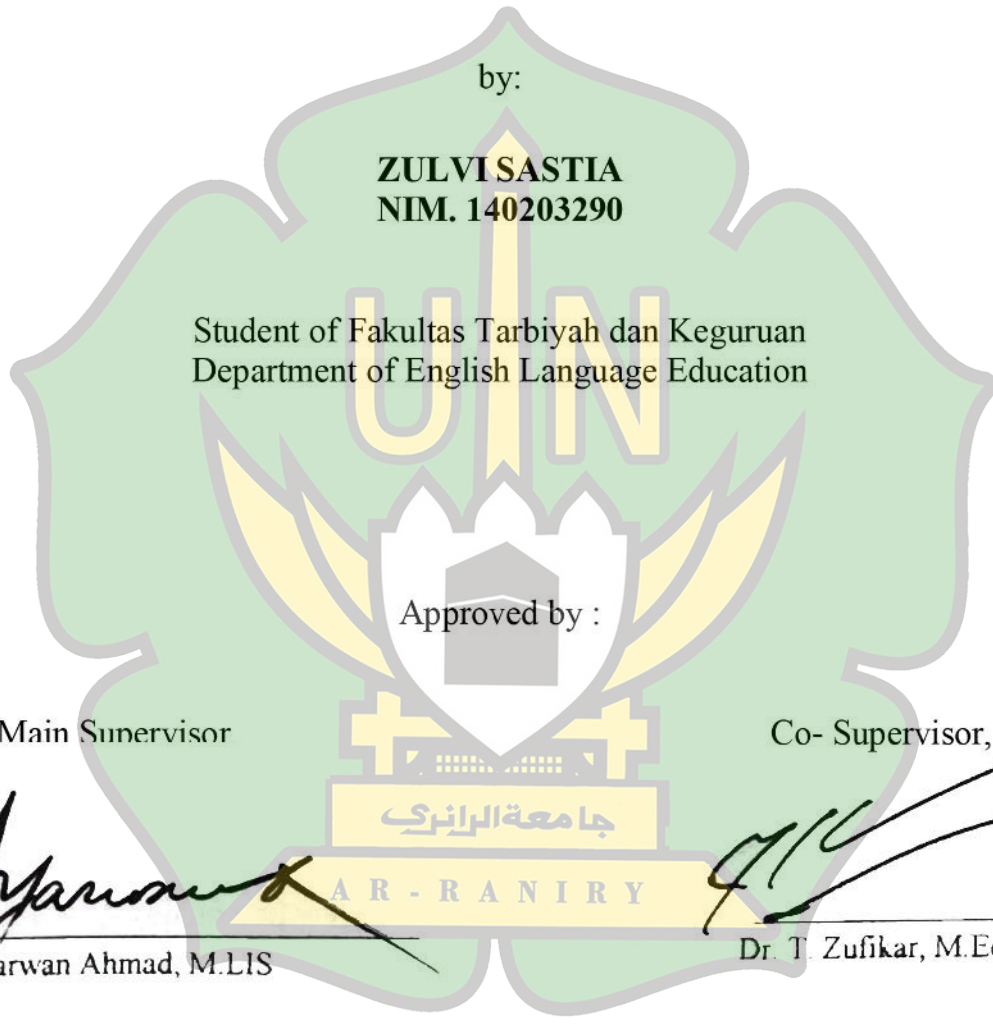
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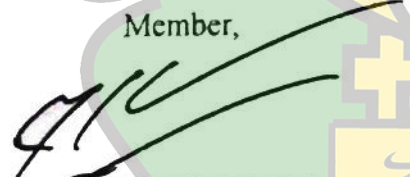
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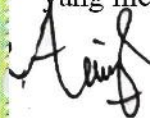
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Agustus 2020
yang menyatakan,



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Finally, I realize this thesis needs the constructive ideas in order to reduce its weakness. I hope this thesis gives valuable contribution for both students and

lecturers of English Language Education Department of UIN Ar-Raniry Banda
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ABSTRACT

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This study aims to identify the factors that caused EFL students' language anxiety that faced by third-year to fourth-year students from department of English Language Education at Universitas Islam Negeri Ar-Raniry. This study was quantitative method using questionnaire technique. Sixty three students were selected to be respondent in this research and their perceptions were analyzed to see what are the factors caused EFL anxiety. The questionnaire was spreaded by online (google form). After gaining the data, then the researcher analyzed it statistically. The result of the research found that there was languages' anxiety faced by the students during teaching and learning process. The anxiety felt by the students were (1) communication apprehension, (2) Text anxiety (3) Fear of negative social evaluation.

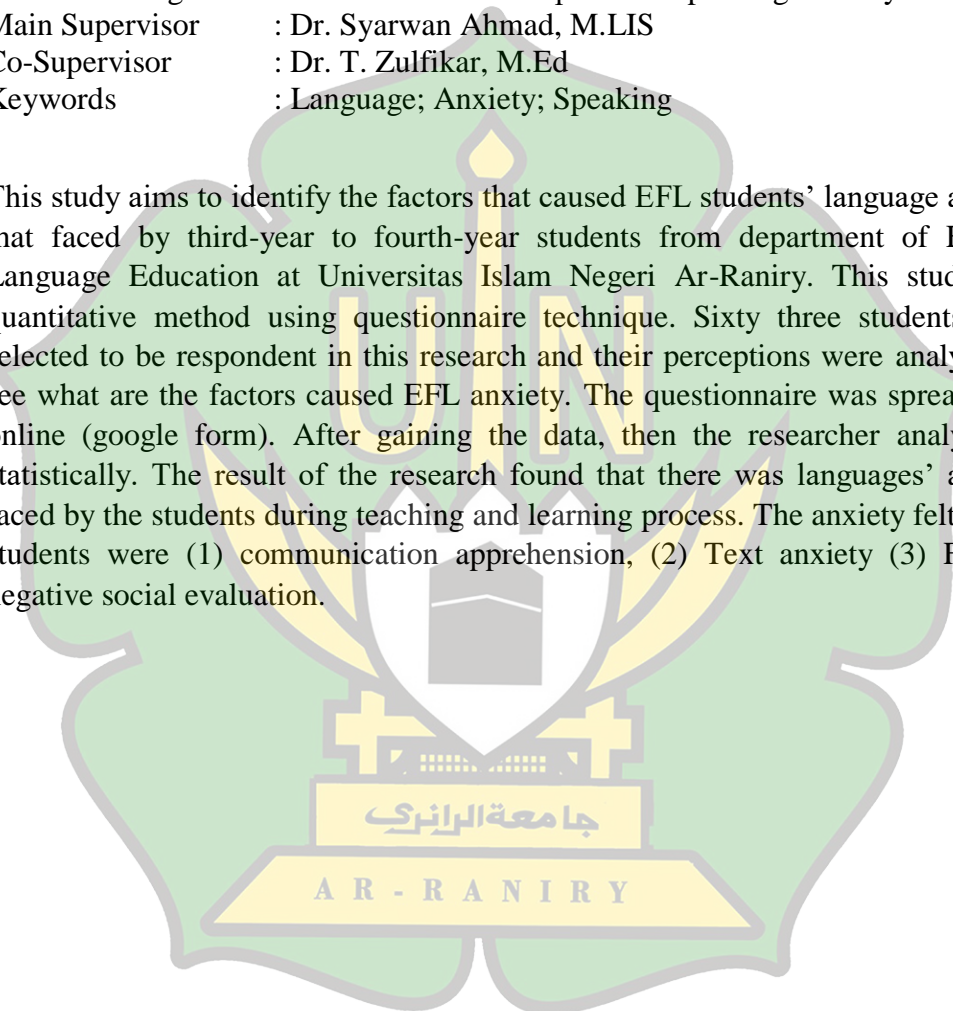


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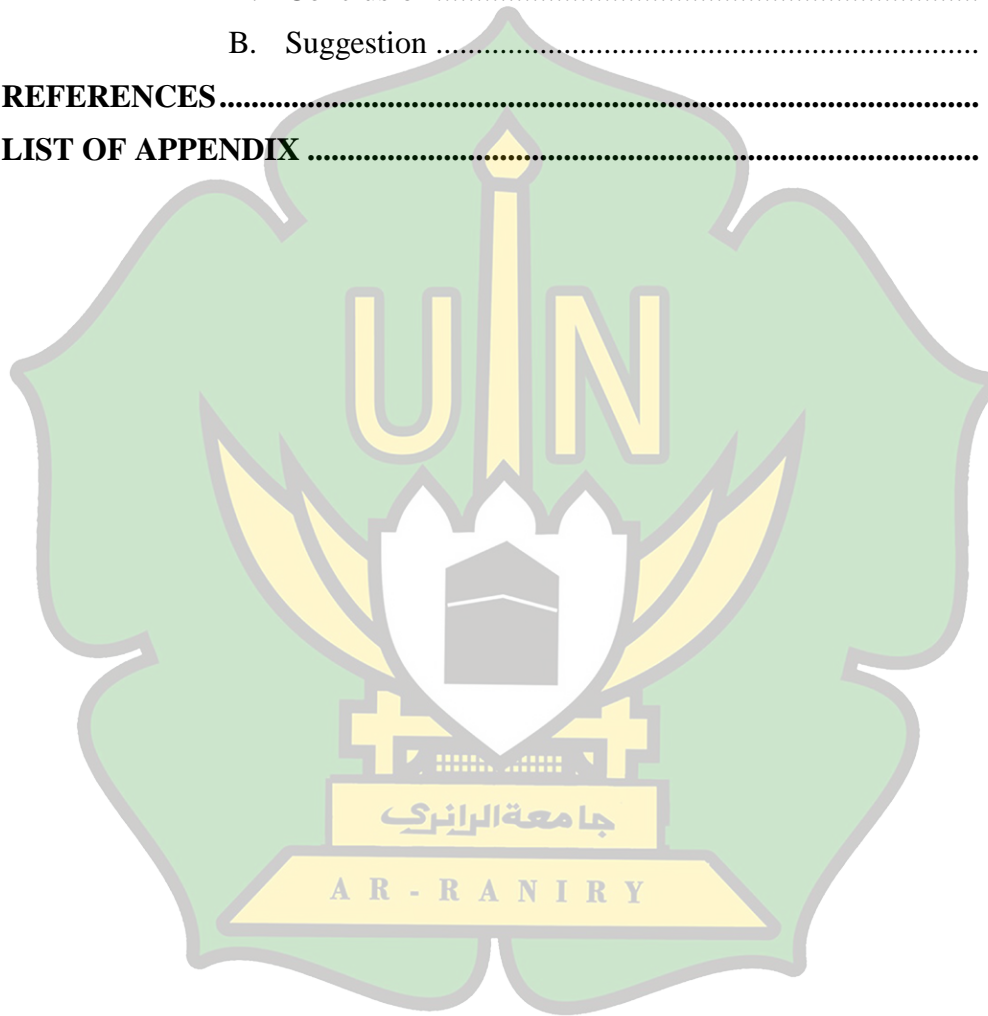
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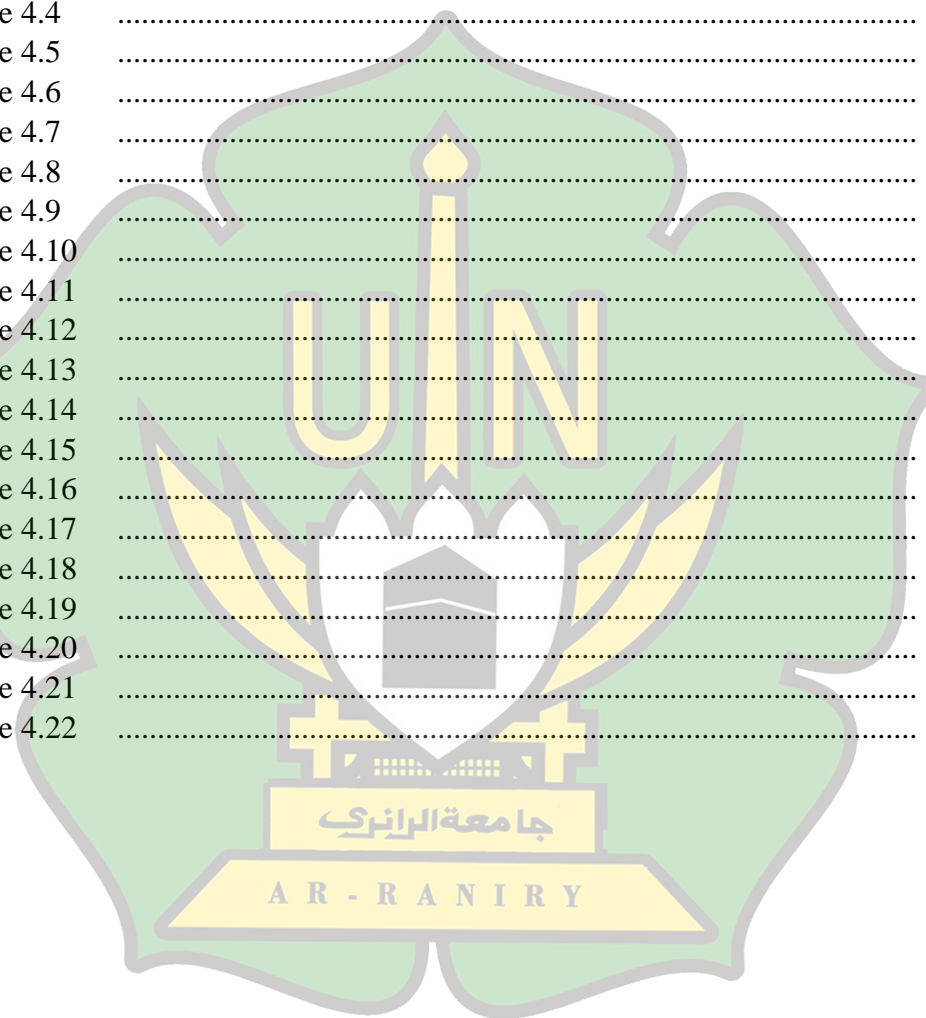
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CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, research question, the aim of the study, significance of the study and operational definitions.

A. Background of the Study

Anxiety has been a substantial interest in language education. It is also a topic that is critical to investigate. Horwitz (2001) states that there are many foreign language students experience some levels of language anxiety. Moreover, foreign language anxiety has been an issue of considerable interest and research in recent years (Ellis, 2008). English foreign language anxiety is a significant factor that influences one level of achievement in foreign language learning (Dordinejad & Ahmadabad, 2014). Anxiety is the personal feeling of tension, apprehension, nervousness, and worry connected with an arousal of the automatic nervous system. The feeling of tension and apprehension related to the foreign language contexts, containing speaking, listening, and learning is dissimilar from a general feeling of anxiety and keep a student from reaching their goals.

Horwitz (2001) defines foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process. Foreign language anxiety involves students being capable to communicate competently which involves their concepts to present themselves genuinely. Foreign language

anxiety can arise if students are faced with negative experiences in learning English. Additionally, it can make students get dispirited, not confident in their skills, escape from participating in classroom activities, and even do not want to learn the English language (Na, 2007).

There are several factors that lead to anxiety. First communication apprehension; which arises from learners' inability to express mature thoughts and ideas adequately. This factor explains that in understanding messages from others is one of the foreign language learners' difficulties. Second, fear of negative social evaluation; which arises from a learner's need to make a positive social impression on others. The fear of negative evaluation is narrowly related to communication fear (Macintyre & Gardner, 1991). The last is test anxiety; an apprehension about academic evaluation (Horwitz, 1986). Besides, the students whose characters tend to fear negative evaluations appear to be strong candidates for experiencing anxiety in foreign language classrooms. While test anxiety is just a common problem faced by foreign language learners.

There are several research had been conducted by other researchers about the anxiety and most of them focused on speaking anxiety. Pappamihiel (2002) studied English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom. This study addresses issues of English language anxiety in two settings: English as a second language and mainstream classrooms. Participants were 178 middle school Mexican immigrant students attending school in the U.S. Participants were given the English Language Anxiety Scale, which was analyzed with three statistical tests: paired t-tests to

analyze broad levels of anxiety between ESL and mainstream classes; ANCOVAs to identify how levels of anxiety correlated with the specific factors of years in the U.S., levels of academic achievement, listening and speaking skills, reading and writing skills, and gender; and an exploratory factor analysis to identify additional factors contributing to anxiety. A second data set, focus group transcripts, was analyzed to identify additional factors and coping strategies.

Yet, this study aims to figure out the factors faced by foreign language learners in language anxiety and also types of anxiety which most of them suffer with. This study investigated university-level students who is studying the English language, who have taken speaking (basic, intermediate, advanced) course. Moreover, a questionnaire was distributed to the students. I used Horwitz questioner to gain students' perception. From the background study above, I initiated to conduct research under the title "English Foreign Language Students' Perception of Language Anxiety".

B. Research Questions

To address the problem, this study guided by the following research question:
What are the factors causing EFL students' experience of language anxiety?

C. Research Aims

This study aims to identify the factors that caused EFL students' language anxiety.

D. Significance of the Study

The result of this research can be a reference for the English teacher and lecturer about Students' Perception of Language Anxiety. Hopefully it may enrich their insight to provide the right method in teaching language. This research could also be a reference for researchers who are conducting a similar topic or theme, which later can enrich information in the literature related to students' anxiety. Moreover, the result of this research hopefully can help the students to reduce anxiety in learning English.

E. Terminologies

1. Language Anxiety

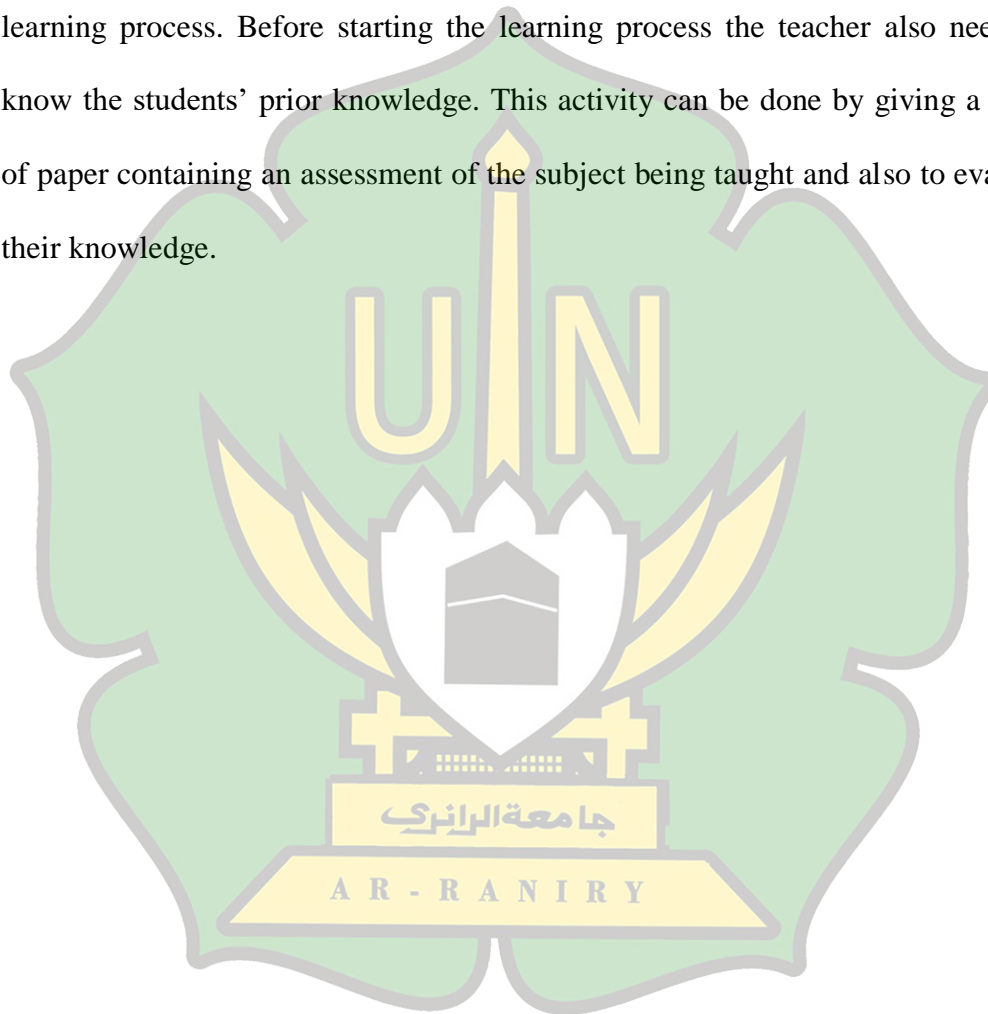
Anxiety when associated with learning a foreign language is termed as “second/foreign language anxiety” related to the negative emotional reactions of the students towards language acquisition (Horwitz, 2001). Ormrod (2011) also stated that anxiety can be defined as uneasiness and apprehensions feeling toward uncertain outcome of a given condition. In conclusion, anxiety is every feeling of scary which is appeared because of unsure result of a particular effort. Furthermore, anxiety is meant by a risk of a situation.

2. Perception

Perception is the ability to hear, see, and become aware of an object through the senses and is formed from the process of the sensory nervous system. Blake (2016) defines that perception is a biological process which involves the sensory nervous system to obtain information about an object. This process

involves observation which then produces an interpretation. Santrock (2011) adds that perception is an interpretation of what is felt through the senses.

In the process of learning and teaching students' perception is an important thing to be considered by a teacher. A teacher must make learning module and the learning process. Before starting the learning process the teacher also needs to know the students' prior knowledge. This activity can be done by giving a piece of paper containing an assessment of the subject being taught and also to evaluate their knowledge.



CHAPTER II

LITERATURE REVIEW

This part will discuss speaking skill in English as a foreign language, the definition and concept of anxiety and language anxiety, the components of anxiety in the foreign language class, the causes of anxiety, strategies to reduce students' anxiety, and previous studies on student's anxiety to speak English.

A. Definition of Speaking

Speaking is one of the skills required in learning a language. Speaking is defined as an interactive process of building meaning that involves producing, receiving and processing information. In other words, speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. Then, speaking skills are the ability to perform the linguistic knowledge in actual communication. The ability functions to be expressing one idea, feeling, thoughts, and needs orally (Dincer and Yesilyurt, 2013). Otherwise speaking is an oral communication which occurs between the speakers and the listeners. Through the activity of speaking, people can convey the message, information, ideas, opinion, and feelings. Brown (2001) states that speaking is literary to say things, express thought aloud, and uses the voice.

Many definitions about speaking have been proposed by language theorists. Harmer (2001) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to

process information and language on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It occurs in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation. The way of communication, has two major effects. The first one is; it strengthens relationships between people involved in speaking so that they can more eagerly communicate with each other, the second one; it provides opportunities for language development to occur, both for the listener and the speaker.

B. Speaking in EFL Learning

Learners do not have an instant knowledge for communication outside their classroom in English as a foreign language context. There are many ways to obtain that knowledge, such as through language class, special media, speaking module, or an occasional tourist. However, efforts must be made to create a lot of speaking opportunities for learners (Brown, 2001). Communicative language teaching in the EFL context is clearly a greater challenge for students and the teacher. It has important role at achieving the goal of the speaking class, that is, to master the speaking skill appropriately. Hopefully, students not only learn English for academic purpose but also learn to use in certain activities. However, students have a lack of motivation and difficulties in seeing the relevance of learning English. Moreover, students' level of proficiency is sometimes determined by standardized multiple-choice to examination, so that the "proficiency" often turns out to be related more to the ability to accomplish the standardized test than to the ability to use English for communication and meaningful purposes (Brown, 2001).

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language one needs to pay attention to precise details of the language. It is also important to organize the discourse so that the interlocutor understands what the speaker says (Cameron, 2001). To master the speaking skill, learners need a lot of practice. According to Pinter (2005) speaking practice starts with practicing and drilling set phrases and repeating models. Accordingly, in the EFL teaching process, the teacher should not burden over demanding tasks to the students just for the sake of fluency and accuracy. Fluency and accuracy are the results of hard and long learning processes. It is very slowly and gains in a very small increase. However, the most important thing is that the students learn something in the process.

C. Components of speaking

Brown (2001) states that there are some components should be recognized by learner in learning speaking:

a. Pronunciation

Thornbury (2005) states that pronunciation refers to the students' ability to produce comprehensible utterances to fulfil the task requirements. It refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning.

b. Grammar

Harmer (2001) says that grammar of a language is the description of the ways in which words can change their forms and combine into sentence in that language. It helps the learners to combine the words, to produce sentence correctly. In speaking, grammar could help the learners will to different the formal and informal expression or polite and impolite expression.

c. Vocabulary

Vocabulary is one of important element in speaking. Without vocabulary, learners cannot say something. The learners can make a sentence or communicate effectively what they want to say. One cannot communicative effect or express their idea both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which used in communication.

d. Fluency

Fluency is used to measure capable or incapable someone in using the language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, or natural pauses, false start, word search, etc. (Nunan, 2003).

e. Comprehension

In learning English, comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning sentences

(Brown, 2007). It requires someone can understand what other speakers say automatically in oral communication.

Based on the theories above, it can be put forward that speaking is the activity in uttering words or in using a language by making a speech in ordinary voice to express the thought, the ideas, the feeling and the willingness. There are five components of speaking skill namely, pronunciation, grammar, vocabulary, fluency, and comprehension. In speaking, the speaker uses speech sound as the signal to convey the message. Amiruddin (2019) states that grammar, word stress, and pronunciation are the components that students must understand to achieve good speaking. He added that it need more efforts and practice for the EFL students to have good command of speaking English.

D. Definition of Anxiety

Anxiety is a series of mind and body reactions that have experienced by each people around the world especially when they speak in front of many people. Brown (2000) states that anxiety is associated with feelings of uneasiness, frustration, self -doubt, apprehension, and worry. To put it in another word, anxiety can be generally associated with threats to self-efficacy and appraisals of situations as threatening (Pappamihiel, 2002). The learners who feel anxious in their foreign language learning may find their study less enjoyable. The learners who feel anxiety will lose their self-confidence. They will have particular perception that assumes something as a big problem or difficult matter. The condition can lead them into certain level of frustration.

While language anxiety is related to a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, 1986). Second language anxiety is defined here as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to using a foreign / second language for communication beyond the language classroom. Foreign language anxiety may be defined as an emotional state accompanied by physiological and behavioral aspects that become apparent on the case of the individual learning languages other than his or her native language. In fact, in order to properly understand and discuss the aspect of anxiety Richards and Schmidt (2002) provide the following working definition: Subjective feelings of apprehension and fear associated with language learning and use. Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety. Issues in the study of language anxiety include whether anxiety is a cause or an effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific kinds of anxiety associated with speaking, reading, or examinations (Richards and Schmidt 2002).

Based on different definition about anxiety above, the researcher can conclude that, Anxiety is a feeling and related to the psychological system of someone who is experiencing an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.

E. The Cause of Anxiety

According to Horwitz et al. (1986), three causes of anxiety related to performance anxieties are (1) communication apprehension (CA), (2) test anxiety, (3) fear of negative evaluation. This description will be used to investigate the causes of student's anxiety in speaking English (foreign language) in this study.

a. Communication Apprehension (CA)

One of the most studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally. Horwitz et al. (1986) define communication apprehension (CA) as a type of shyness characterized by fear or anxiety about communicating with people. The condition appeared in speaking performance when the students were asked to speak in front of their friends. They were shy and cannot do their best. The feelings of shyness vary greatly from individual to individual, and from situation to situation. McCroskey and Bond (1980, 1984: cited in Tanveer 2007) found seven factors that could result in a quiet child (this can equally offer explanation of adult CA); (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. Those factors can lead to communication apprehension.

McCroskey (2006) also asserts that individuals who, from early childhood, are greeted with negative reactions from others in response to their attempt to communicate develop a sense that staying quiet is more highly rewarded than

talking. This can suggest, according to behaviorist learning methodology that the negative reactions to learners' errors by language instructors can reinforce their fear of making mistakes and future attempts to communicate. Children who receive a lot of early experience of talking are more likely to be less anxious than those who receive less opportunities of communication.

b. Test Anxiety

An understanding of test anxiety is also related to the discussion of foreign language anxiety. Horwitz (1986) explains test anxiety as a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature. Unfortunately, highly anxious students, foreign/second language, require continual evaluation by the instructor – the only fluent speaker in the class. It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students (Horwitz, 1986)

c. Fear of Negative Evaluation A N I R Y

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in the second/foreign language class (Horwitz, 1986). It can be broader since the factors that cause anxiety not only teacher's evaluation but also the reaction of other students in the class. In addition,

individual differences in English classroom can be a catalyst for the existence of anxiety. Individual differences are psychological traits or chronic tendencies that convey a sense of consistency, internal causality and personal distinctiveness (Carver & Scheier, 2000). In other words, individual differences are related to the classroom competitiveness. The students tend to compare their own ability to their classmates with their own perception. It may cause stress when they have low estimation towards themselves comparing to the others.

F. Impact of Speaking Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students' speaking effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process. Anxiety has long been recognized by educators as a potential problem in speaking classroom. Anxious student will have difficulty in their speaking since anxiety affects cognition processing. According to Ormrod (2011) anxiety can interfere with several aspects of cognition in speaking process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned. In other words, speaking anxiety belongs to debilitating anxiety because it can hinder language learning.

Similar to with Ormrod, MacIntyre as cited in Young (1999), also believed that anxiety can affect students' cognitive processing. He proposed a variation of

the Tobias model of the effects of anxiety on learning from instruction which consist of three stage: input, processing, and output. Further, anxiety can affect students' cognitive performance at any or all of the three stages. It means that if anxiety disturbs the cognitive work at one stage, then information is not passed along to the next stage. At the input stage, speaking anxiety acts like a filter that preventing some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a „mental block that prevents a comprehensible input from being used for language acquisition. For example, anxious student may not be able to gather information of the speaking rules and vocabulary because anxiety interfere their ability to process information.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson. While at the output stage, anxiety can influence the quality of students' speaking performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Based on the description above, it could be said that the existence of speaking anxiety can affect the fluency of learner's speech and learning in general.

G. Students Strategies for Reducing Anxiety

If someone in a situation that feels difficult to do thing, one of the important thing that need to do is relax. Normally, the feeling of fear to the situation caused panic or become tense and flustered. Someone just needs to calm down and relax in these moment. This is the technique to relax, when someone in difficult situation, the body will have started to react as if it is a dangerous or highly stressful situation and heart rate will jump, someone will feel physical sign of tension and possibly start blushing. The instinct will be to run and feel panicked. What someone want is reverse this and feel confidence, calm, and in control.

Kondo and Ling (2004) write in academic journal about strategies for reducing language anxiety. In their journal, there are five strategies can used by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation.

a. Preparation

The first strategies is preparation. In this strategy, students attempt to control their own self by improving learning and study strategies (examples: study hard, trying to obtain good summaries of lecture notes). By using these strategies would be expected to increase students' subjectively estimated mastery of the subject matter and reduce the anxiety associated with the language class. The researcher argues that preparation is one of the effective strategy. Preparation is effective because it trance our self to facing the potential condition. By using

preparation, we can prepare all the things we need in the side of material when facing the problem (test/perform). Preparation also can combine with other technique to support us from the side of emotion.

b. Relaxation

The second one is relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath and try to calm down). The more one relaxes, the more anxiety loses. Sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly. Exercise turns nervous energy into positive energy through a calming release of breath, Tseng (2012) Based on the observation, the Researcher include praying to the God into relaxation technique. For the people who has religion and believe to the God, praying to their God is also one of the technique to relaxing their mind. So, typical items or some action to relax is by take a deep breath, try to calm down, drink water, close the eye, praying to the God, and more (different person has different way to relax their body).

c. Positive Thinking

The third strategy is positive thinking, it is characterized by cooling down of pressure problematic cognitive process that underlie students' anxiety, think that everything can be well. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student (example: imagining oneself giving a great performance, trying to enjoy

the tension). It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors in an integral part of the language learning process. It is also important to realize that perfection is an impossible goal and that is not a requisite for success (Tseng, 2012).

d. Peer Seeking

The fourth strategy is peer seeking, this strategy distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/ or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

e. Resignation

This is characterized by students to run from the problem and they do not want to belong to the activity because minimizing the impact of anxiety by refusing to face the problem. Some of the action in this strategies are giving up, sleeping in class. The Researcher argues that it is one of the extreme strategy. This may be because "accepting the reality" is one of many ways to reduce stress and tension. They do not want to try and re-try after failing because they are afraid of more stress. Resignation seems to be one possible strategy choose by the students. This strategy only offers a temporary quick solution. Later, those students have to face greater problems. They may not be able to acquire proper mastery of the second language and may also fail in examining.

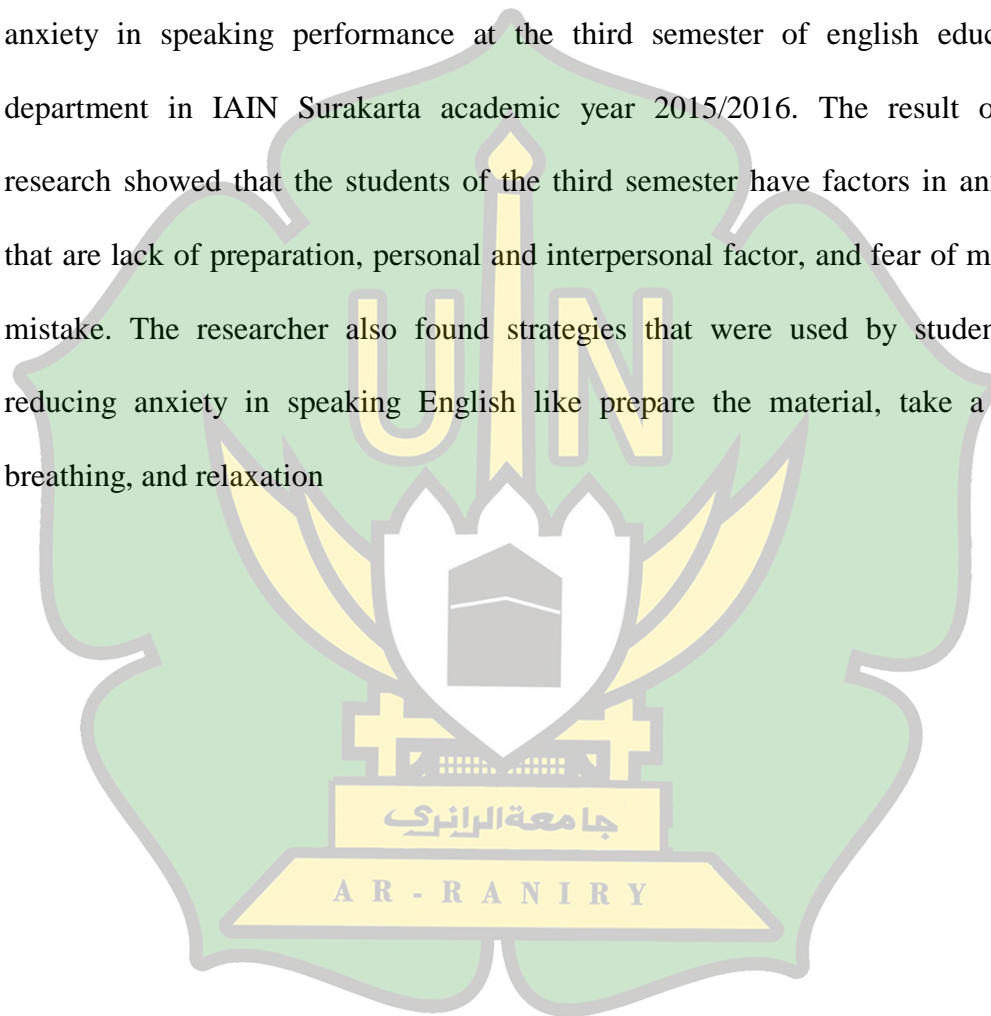
J. Previous Study

Some studies have been conducted about this topic. Abrar, Failasofah, & Masbirorotni (2016) conducted about EFL Student Teachers' Speaking Anxiety: the Case in One English Teacher Education Program. This study examined student teachers' Foreign Language Speaking Anxiety (FLSA) associated with gender and proficiency differences. The participants of the study were 72 second-year EFL student teachers at the English teacher education program of one public university in Jambi, Indonesia. A close-ended questionnaire developed from Syakur (1987) and Horwitz et al, (1986) was administered to the participants to explore their FLSA. The results indicated that EFL student teachers are highly anxious when speaking English. Furthermore, the findings revealed that there is no statistical difference between male and female student teachers on FLSA. On the contrary, proficiency does affect EFL learners' anxiety wherein more proficient students seem to be less nervous to speak.

Then Mitha & Amri (2018) conducted research about an analysis of students' speaking anxiety faced by the fourth semester students of english education study program of english department of universitas negeri padang. Based on the research analysis, it was found that the level of students' speaking anxiety is in the middle level with the percentage was 82%. It was significantly different with other levels which had 9% for low level and also 9% for high level. The types faced by the respondents were in the fear of speaking test (44%), communication apprehension (34%), and feedback by peers and lecturer (22%).

The dominant type of speaking anxiety was fear of speaking test. However, after having the depth interview about their speaking anxiety, the research showed that all types of speaking anxiety were in the relationship.

The last previous study is Anshori (2016) conducted about students anxiety in speaking performance at the third semester of English education department in IAIN Surakarta academic year 2015/2016. The result of the research showed that the students of the third semester have factors in anxiety, that are lack of preparation, personal and interpersonal factor, and fear of making mistake. The researcher also found strategies that were used by students in reducing anxiety in speaking English like prepare the material, take a deep breathing, and relaxation



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method used in this research. Therefore, it is necessary to discuss the research setting, research design, population and sample, data collection, and data analysis.

A. Research Design

This research is aimed to figure out the factors caused language anxiety in EFL students. The research used quantitative method. Quantitative method can be used in response to relational questions of variables within the research. Leedy and Ormrod (2001) states that quantitative research seek explanations and predictions that generates to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to the theory.

Creswell (2003) stated that quantitative research employ strategies of inquiry such as experimental and surveys and collect data on predetermined instruments that yield statistical data. The findings from quantitative research can be predictive, explanatory, and confirming. The next section focuses on quantitative research methodology.

B. Research Setting

UIN Ar-Raniry Banda Aceh is where the research was conducted the research. According to the university' official website, the place located at JL.

Ibnu Sina, No. 2, Darussalam, Syiah Kuala, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh. This research was conducted at the Department of English Language Education (PBI) in UIN Ar-Raniry Banda Aceh.

C. Respondents

This study took place at the English Language Department at Islamic State University of Ar-Raniry, the respondents in this research were the third to fourth-year students who have taken intermediate speaking and advanced speaking. The reason to choose this course was because in speaking course the students learnt about presentation in front of the class and had possibility to the anxiety. There were 63 students chosen from 414 total students to be the respondent. The respondents were selected by using purposive sampling. Therefore, I choose the respondents using purposive sampling since I selected the respondents who had experience or knowledge of the issues been addressed in the research.

D. Method of Data Collection

In collecting the data, I used one instrument, which was the questionnaire. The form of the questionnaire adopted by Horwitz, it was Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire used four-point Likert scale format ranging from 4 'strongly agrees' to 1 'strongly disagree'. To avoid the misunderstanding, the questionnaire was written in Bahasa. Then, participants were asked to check the statements carefully and read them thoroughly. Because of this research was conducted in the pandemic Covid-19 situation, the questionnaire was spreaded by using google form. Then, I shared the link to all of third and

fourth-year WhatsApp group. The participants was given 22 questions related to language anxiety. Thus, the data transferred to the sheet and analyzed it statistically to see the percentage of each question.

E. Data Analysis

After collecting the data, the data was analyzed by classifying students' respond toward every statement of the questionnaire into a table. I calculated the number of students who gave the responses of “strongly agree”, “agree”, “disagree”, and “strongly disagree” toward every statement. After that, the number of students who gave the response transformed into per cent. Finally, the last result was showed into a table.

To determine the feasibility of the media through quantitative data, I used the *Likert Scale* in analyzing the data. The researcher used the *Likert Scale* to quantify the respondents' opinion through the questionnaires. The quantitative data were obtained from the second and third questionnaires which were distributed to the English teachers and the students. The scoring of the data used the following formula.

- 1 = SD, if the respondents strongly disagree with the statement
- 2 = D, if the respondents disagree with the statement
- 3 = A, if the respondents agree with the statement
- 4 = SA, if the respondents strongly agree with the statement

The data were analyzed by calculating the percentage by using the formula below:

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

Note:

P= Percentage of the item

f= collected scores

N=Number of cases



CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the research result and discussion based on the data obtained from the questionnaire. It attempts to answer the questions of the study.

There were 63 English department students of UIN Ar Raniry Banda Aceh who have been the sample in this research. The students had been asked 31 questions on the questionnaire which related to the students' anxiety in learning speaking. The questionnaire was spread headed by using google forms. Based on the result of the questionnaire, researcher draw the research result according to questionnaire questions which divided into several points as below:

A. Result

In gaining the data in this research, the researcher used the FLCAS developed by Horwitz et al. (1986). The original version of FLCAS is a 22-item, 5-point. The scale instrument ranged from (strongly disagree to strongly agree) measuring students language anxiety. Here the table of each number of question with the percentage of students' answer to anxiety.

1. I never feel quite sure of myself when I am speaking in my foreign language class.

Table 4.1. Questionnaire's result no.1

No	Category	Frequency	percentage
1	Strongly Disagree	7	11,1%
2	Disagree	21	33,3%
3	Agree	32	50,8%
4	Strongly Agree	3	4,8%
Frequency		63	100%

Through the table above, it shows that 4,8% of students response was strongly sure about themselves when they are speaking English. 50,8% response was sure about themselves when they are speaking English, 33,3% was not sure about themselves when they are speaking English. 11,1% was strongly sure about themselves when they are speaking English. From the explanation above, for English Department while speaking English felt unsure with themselves. It shows from the respondent percentage between strongly agree and agree is 46% compared percentage between disagreeing and strongly disagree is 22,2%. Thus most of the students sure about what they are speaking in the foreign language.

2. I don't worry about making mistakes in language class.

Table 4.2. Questionnaire's result no.2

No	Category	Frequency	Percentage
1	Strongly Disagree	11	17,4%
2	Disagree	23	36,5%
3	Agree	21	33,3%

4	Strongly Agree	8	12,7%
Frequency		63	100%

From the data above, it shows that students' opinions about worry in making mistakes disagree and agree are not too different. There is 36,5% who choose to disagree related to the statements while there is 33,3% who choose to agree. Another statement strongly disagrees with 17,4% and strongly disagree with 12,7%. There are a few students who strongly disagree about worry about making mistakes. it can conclude that they have low confidence when speaking English in front of the class.

3. I tremble when I know that I'm going to be called on in language class.

Table 4.3 questionnaire's result no.3

No	Category	Frequency	percentage
1	Strongly Disagree	3	4,8%
2	Disagree	23	36,5%
3	Agree	29	46%
4	Strongly Agree	8	12,7%
Frequency		63	100%

There are 46 % of students who felt nervous when to be called by the teacher to in front of the class. It shows that many students are nervous when speaking in front of the class and also supported with 12,7% students who strongly agree in feeling that anxiety. However, there are 36,5% of students who also did not felt the same. They disagree that they did not feel tremble when to be called on language class. It can be conclude that some students felt tremble or anxious being called to speak English in the class yet some student also did not feel the same.

Thus there are 3% of students who have high confidence to speak in front of the class.

4. It frightens me when I don't understand what the teacher is saying in the foreign language

Table 4.4 questionnaire's result no.4

No	Category	Frequency	percentage
1	Strongly Disagree	2	3%
2	Disagree	22	35%
3	Agree	34	54%
4	Strongly Agree	5	8%
Frequency		63	100%

From the data, there is 54% which is half total students felt the fear when they did not understand what the teacher is saying. It effected to misunderstanding task or knowledge that they catch. It also supported by 8% of students who choose strongly agree to feel the same. Besides, there is 35% of students who disagree with the statement and 3% of students choose strongly disagree.

5. It wouldn't bother me at all to take more foreign language classes.

Table 4.5. Questionnaire's result no.5

No	Category	Frequency	Percentage
1	Strongly Disagree	1	1,6%
2	Disagree	17	27%
3	Agree	34	54%
4	Strongly Agree	11	17,4%
Frequency		63	100%

Most of the students agreed that they like to take more foreign language classes. It is proven by 54% responses from the students and 17,4% they strongly agree on it. From the responses, the students think that taking more foreign language would not bother them. However, there are 27% of students who did not agree that take more foreign would not bother them.

6. During language class, I find myself thinking about things that have nothing to do with the course.

Table 4.6. Questionnaire's result no.6

No	Category	Frequency	percentage
1	Strongly Disagree	3	4,8%
2	Disagree	21	33,3%
3	Agree	32	50,8%
4	Strongly Agree	7	11,1%
Frequency		63	100%

The students might not always focus during the learning process. Sometimes they are thinking about things that have nothing related to the course. It is caused by many factors such; the students did not understand the course, or the course is too boring to learn. From the data, some students agree and disagree. There is 50,8% of students agree that they often think about things which not related to the course. Moreover, there is 33,3% of student who also disagrees with this statement. The students have good focus during learning speaking class so that is why they do not think another thing. Moreover, there is only 4,8% of students

who strongly disagree and 11,1% who strongly agree. It concluded that the student who likes to think other things which have no relationship is higher.

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

Table 4.7. Questionnaire's result no.7

No	Category	Frequency	percentage
1	Strongly Disagree	4	6,3%
2	Disagree	9	14,2%
3	Agree	27	42,8%
4	Strongly Agree	23	36,5%
Frequency		63	100%

In this statement, most of the students agree and strongly agree that other students are better at language than she/he. The highest response from the students is to agree with 42,8% and strongly agree with 36,5%. The feeling of less confident support this statement. Moreover, nine students disagree with 14,2% of respond while strongly disagree, 6,3%.

8. I am usually at ease during tests in my language class

Table 4.8. Questionnaire's result no.8

No	Category	Frequency	percentage
1	Strongly Disagree	5	7,9%
2	Disagree	19	30,1%
3	Agree	37	58,7%
4	Strongly Agree	2	3,2%
Frequency		63	100%

The highest response with the statement I am usually at ease during tests in my language class agrees with 58,7%. They like to relax during the test because

it helped them during the exam. Yet 30,1% of students did not agree that they enjoy and relax during the test. There were nine students gave this response. However, there are 2 students strongly agree with 3,2% and five students who strongly disagree with average 7,9%.

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

Table 4.9. Questionnaire's result no.9

No	Category	Frequency	percentage
1	Strongly Disagree	4	6,3%
2	Disagree	15	23,8%
3	Agree	19	30,2%
4	Strongly Agree	25	39,7%
Frequency		63	100%

Data above shows that 39,7% respondents answered strongly agree, then 30,2% answered agree. There was 23,8% who answered disagree that feeling panic appeared when respondents have to speak up in presentation without any preparation in class. In this case, it shows that students would panic when they have to speak without any preparation in the presentation section in class. Panic is one kind of feeling anxious. Moreover, when the teacher asks to speak spontaneously without any preparation during a presentation in the class, then students will panic suddenly then anxiety will increase.

10. I worry about the consequences of failing my foreign language class

Table 4.10. Questionnaire's result no.10

No	Category	Frequency	percentage
1	Strongly Disagree	5	7,9%
2	Disagree	12	19,0%
3	Agree	28	44,4%
4	Strongly Agree	18	28,6%
Frequency		63	100%

Most of the students agree that they worry about the consequences of failing in language that would give by the teacher. From the students' responses, there is 44,4% responses from the students and 28,6% they strongly agree on it. However, there is 19% of students who did not agree and 7,9% of students strongly disagree.

11. I don't understand why some people get so upset over foreign language classes

Table 4.11. Questionnaire's result no.11

No	Category	Frequency	Percentage
1	Strongly Disagree	3	4,8%
2	Disagree	20	31,7%
3	Agree	34	54%
4	Strongly Agree	6	9,5%
Frequency		63	100%

The highest response with the statement "I don't understand why some people get so upset over foreign language classes" is agree with 54%. Most of the students did not understand why someone into so much for something like

language when they are has no the ability on it. While another responses disagrees with 31,7% that concluded that they understood why students get upset when they cannot master a foreign language. However, 9,5% of students strongly agree to the statements and 4,8% strongly disagree.

12. In language class I can get nervous I forget things I know

Table 4.12. Questionnaire's result no.12

No	Category	Frequency	Percentage
1	Strongly Disagree	2	3,2%
2	Disagree	19	30,1%
3	Agree	25	39,7%
4	Strongly Agree	17	26,9%
Frequency		63	100%

In this statement, most of the students agree and disagree that in language class “I can get nervous I forget things I know”. The highest response is 39,7% from 25 students who agree to the statement while 17 students strongly disagree with 26,9%. They agree that they are getting nervous if forgetting something that they know. However, 30,1% of students disagree with this statement. They can keep relaxing even they forget the things that they know. It is also followed with students responses strongly disagree with 3,2%.

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

Table 4.13. Questionnaire's result no.13

No	Category	Frequency	percentage
1	Strongly Disagree	7	11,1%
2	Disagree	26	41,3%
3	Agree	23	36,5%

4	Strongly Agree	7	11,1%
Frequency		63	100%

From the data above, 36,5% of respondents disagree and 11,1% others strongly agree that they shamed when they ask to be a volunteer to speak in front of the class. 41,3% answered disagree and 11,1% others answered strongly disagree that they shamed to be a volunteer to speak in front of the class especially in presentation. The feeling of shameness may cause from the classroom atmosphere. When a student tries to answer or try to speak in the presentation section in the class in English, but unfortunately she/ he makes a mistake, then a whole class will laugh at her/him. This is why 68% of students answered agree and strongly disagree about this question.

14. I would not be nervous speaking the foreign language with the native speakers.

Table 4.14. Questionnaire's result no.14

No	Category	Frequency	percentage
1	Strongly Disagree	6	9,5%
2	Disagree	24	38,1%
3	Agree	24	38,1%
4	Strongly Agree	9	14,3%
Frequency		63	100%

From the total responses, the responses between agree and disagree are balanced with average 38,1. For those who have good ability in a foreign language, speaking with native speakers would not be big matters and do not nervous. Yet for those who have a lower ability, speaking with foreign learner

might be enormous problem for them, because they would be nervous during the speaking. It also influences by less vocabulary and the grammar.

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

Table 4.15. Questionnaire's result no.15

No	Category	Frequency	Percentage
1	Strongly Disagree	6	9,5%
2	Disagree	15	23,8%
3	Agree	30	47,1%
4	Strongly Agree	12	19%
Frequency		63	100%

The highest response to "I upset when I don't understand what the teacher is correcting" is 47,1% from 30 students who gave the response. There is a willingness to learn more in foreign language learner so that the students like to get better feedback from the teacher. Yet they will upset to themselves if they do not understand what the teacher is correcting. It also supported by the strongly agree response with 19%. Moreover, there is 23,8% of students who disagree with the students. It might be because they have low interest in learning a foreign language and the strongly disagree response is 9,5%.

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

Table 4.16. Questionnaire's result no.16

No	Category	Frequency	percentage
1	Strongly Disagree	12	19,0%
2	Disagree	11	17,5%
3	Agree	28	44,4%
4	Strongly Agree	12	19%

Frequency	63	100%
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The speaking anxiety among foreign language students in front of the class is commonly happening. It is caused by the lack of preparation or the fear of negative social evaluation. In the statement of even “if I am prepared for a language class, I feel anxious about it”, most of the students agreed and strongly agreed with that statement. There is 44,4% from agreeing to 19% strongly agree. It shows that the anxiety could not be avoided. It always follows everyone. However, some students strongly disagree and disagree with this statement, with an average 19% strongly disagree and 17,5% disagree.

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

Table 4.17. Questionnaire's result no.17

No	Category	Frequency	percentage
1	Strongly Disagree	15	23,8%
2	Disagree	30	47,1%
3	Agree	13	20,6%
4	Strongly Agree	5	7,9%
Frequency		63	100%

From the table above, 7,9% of respondents answered strongly agree, 20,6% agreed with the statement “I often feel like not going to my language class”. Then, 47,1% of students answered disagree, and 23,8% others answered strongly disagree. The respondent thought that did not go to the language class was not a good decision when they have a problem during learning a foreign language.

18. I feel confident when I speak in foreign language class.

Table 4.18. Questionnaire's result no.18

No	Category	Frequency	Percentage
1	Strongly Disagree	4	6,3%
2	Disagree	20	31,7%
3	Agree	29	46,0%
4	Strongly Agree	10	15,9%
Frequency		63	100%

From the table above, 15,9% of respondents answered strongly agree, 46% agreed with the statement "I feel confident when I speak in a foreign language class". Then, 31,7% of students answered disagree, and 15,9% others answered strongly disagree. Respondents felt confident when they speak in a foreign language in the class can improve their confidence. In this case, the class atmosphere which made students confident to speak out because they thought their friends in the process learning too.

19. I am afraid that my language teacher is ready to correct every mistake I make.

Table 4.19. Questionnaire's result no.19

No	Category	Frequency	percentage
1	Strongly Disagree	13	20,6%
2	Disagree	27	42,8%
3	Agree	20	31,7%
4	Strongly Agree	3	4,8%
Frequency		63	100%

From the data above, it explains that 31,7% of respondents answered agree, and 4,8% strongly agreed with the statement "I am afraid that my language

teacher is ready to correct every mistake I make". 42,8% disagreed, and 20,6% answered strongly disagree with the statement above. Feeling afraid of being corrected by the teacher is a factor of most anxiety in the students. This factor is not from the internal aspect from the individual itself, but also external aspect such as environment-class learning. The silence/ passive students are not only because they are not competent. The researcher believes that not only knowledge but anxiety may happen because the environment atmosphere that pressures the individual in the classroom learning process.

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

Table 4.20. Questionnaire's result no.20

No	Category	Frequency	percentage
1	Strongly Disagree	5	7,9
2	Disagree	15	23,8
3	Agree	26	41,2
4	Strongly Agree	17	27
Frequency		63	100%

From data above, more than half respondents is 41,2% answered agree that they feel their hear-pounding when they called on language class, and 17% strongly agreed, for 23,8% answered disagree and 7,9% others answered strongly disagree. It shows that feeling heart-pounding would appear when students being called for presentation. Heart pounding is a kind of physical response to anxiety. Here 68,2% of freshmen students of English Department answered that they feel

the heart-pounding fast when they being called for presentation. It is quite a high percentage which anxiety does exist among students in EFL learners.

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

Table 4.21. Questionnaire's result no.21

No	Category	Frequency	Percentage
1	Strongly Disagree	15	23,8%
2	Disagree	26	41,2%
3	Agree	16	25,4%
4	Strongly Agree	6	9,5%
Frequency		63	100%

From the data above, it shows that 25,4% of students answered agree, 41,2% of students answered disagree, and 23,8% answered strongly disagree with the statement “The more I study for a language test, the more confused I get”. It shows that they were believe that the more they study for language test the more it helps them to pass the test.

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

Table 4.22. Questionnaire's result no.22

No	Category	Frequency	Percentage
1	Strongly Disagree	3	4,8
2	Disagree	28	44,4
3	Agree	26	41,2
4	Strongly Agree	6	9,5
Frequency		63	100%

From the table above, 9,5% respondents answered strongly agree, 41,2% agreed with the statement “I don’t feel pressure to prepare very well for language class”. Then, 44,4% of students answered disagree, and 4,8% others answered strongly disagree. The respondents believed that they felt pressure to prepare very well for language class because they have lack of ability, while another respondents’ opinions said that they did not worry or felt pressure to prepare language class before starting the learning process.

B. Discussion

Language anxiety refers to the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. However, research on Indonesian causes of the students’ anxiety in learning English as a foreign language is still limited. The purpose of this study was to describe the causes of the students’ anxiety to speaking English at English education department students.

1. What are the factors causing EFL students’ experience of language anxiety?

Based on the questionnaire data analysis, three themes were related to the causes of students’ anxiety to speaking English the classroom at the research site: (1) communication apprehension, (2) Text anxiety (3) Fear of negative responses from others, Within the first theme, “communication apprehension”, participants reported that there were a variety of factors (e.g. low intellectual skills, speech skill deficiencies, voluntary social introversion, social alienation, communication

anxiety, low social self-esteem, ethnic/cultural divergence in communication norms.) that made them anxious to speak in English the classroom. In this study, due to participants' communication apprehension, they were not only quiet in the classroom, but also they might never speak English outside the classroom with their teachers and friends.

Another factor that prevented participants from speaking in English the classroom was fear of negative responses from others which is in line with previous literature that indicates that one of the causes of anxiety is fear of negative evaluation. According to Horwitz (1986), the fear of negative evaluation from others might contribute to language anxiety. In this study, participants were anxious to speak English because they were afraid of getting negative responses from other people such as friends who have better ability in a foreign language or being evaluated by teachers.

The next factor is "test anxiety". In this study, the participants reported that they had test anxiety when they started to speak to other people, they lost their confidence. Test anxiety in this study is related to the situation in which participants felt unconfident to use their English with other people. Additionally, based on the data analysis, it was found that the Fear of failure to speak English with teachers was another factor that prevented participants from using their English the classroom. Almost all participants were afraid of talking to the teachers because they were afraid of making mistakes in their conversation. Thus this research has similarity with Anshori (2016) who found that the students of the third semester have factors in anxiety, that are lack of preparation, personal

and interpersonal factor, and fear of making mistake. The researcher also found strategies that were used by students in reducing anxiety in speaking English like prepare the material, take a deep breathing, and relaxation.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and recommendation of the study. The conclusion is the summary of the result of this study. The recommendation presents several advices dealing with this study especially and teaching English learning generally.

A. Conclusion

Based on the result in chapter four, the researcher can conclude that most students of the English education department of UIN Ar Raniry still feel anxious when speaking. According to the students there were various factors that contribute to their anxiety. There are at least three factors which were found in this study, they were 1) communication apprehension, (2) Text anxiety (3) Fear of negative responses from others. The sources of these factors were not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of speaking anxiety.

B. Suggestion

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by both teacher and stakeholders to improve the quality of English teaching and speaking.

Based on the result of this study, there are a number of suggestion can be made to reduce anxiety in English classroom. First, the teacher should be aware of

speaking anxiety. This study indicated that teachers' awareness of students' anxiety is insufficient. Therefore, it is necessary to raise teachers' awareness since anxiety is an important factor which affects students' speaking. Good acknowledgement of the existence of students' anxiety in speaking English will absolutely influence the teacher in treating the students properly.

As for the students, they need to get involved to reduce anxiety in classroom. Students should respect each other in order to create a friendly environment. They should help a lower level students when have a difficulty instead of ridiculed them. This would make them feel comfortable with each other. In addition, anxious students should realize that mistakes are a natural part of language learning. Therefore, it should not discourage them in speaking English.

In addition, this study indicated that classroom activities or methods are also important component in making students feel anxious or not. This issue, however, is not specifically addressed in this present study. Therefore, further investigations about certain approaches or methods that can help reducing anxiety in speaking English are needed.

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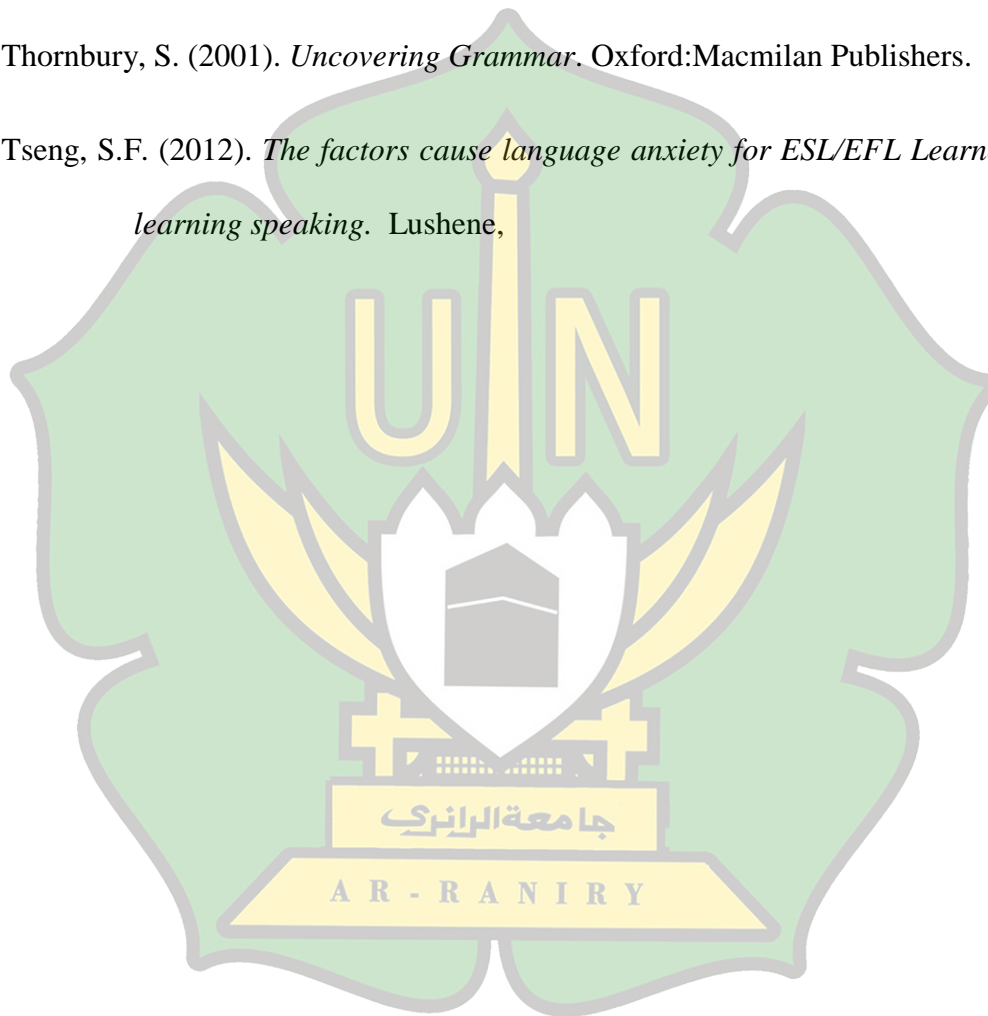
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LIST OF APPENDIX

INSTRUMENT

Questionnaire about students' anxiety

Source: Horwitz

No	Statement	Response			
		SA (Strongly Agree)	A (Agree)	D (Disagree)	SD (Strongly Disagree)
1	I never feel quite sure of myself when I am speaking English in class.				
2	I do not worry about making mistakes in language class.				
3	I tremble when I know I am to be called on in language class.				
4	It frightens me when I do not understand what the teacher said in English.				
5	It would not bother me at all to take more foreign language class.				
6	I find myself thinking about things have nothing to do with course.				
7	I keep thinking that the other students are better at language than me.				

8	I am usually at ease during tests in my language class.				
9	I start to panic when I have spoken without preparation in language class.				
10	I worry about consequences of failing my foreign language class.				
11	I don't understand why some people get so upset over foreign language classes.				
12	In language class, I can get so nervous I forget things I know.				
13	It embarrasses me to volunteer answers in my language class.				
14	I would not be nervous speaking the foreign language with native speakers.				
15	I get upset when I don't understand what the teacher is correcting.				
16	Even if I am well prepared for language class, I feel anxious about it.				
17	I often feel like not going to my language class.				
18	I feel confident when I speak in foreign language class.				
19	I am afraid that my language teacher is ready to correct every mistake I make.				

20	I can feel my heart pounding when I'm going to be called on in language class.				
21	The more I study for a language test, the more confused I get.				
22	I don't feel pressure to prepare very well for language class.				
23	I always feel that the other students speak the foreign language better than I do.				
24	I feel very self-conscious about speaking the foreign language in front of other students.				
25	Language class moves so quickly I worry about getting left behind.				
26	I feel more tense and nervous in my language class than in my other classes.				
27	I get nervous and confused when I am speaking in my language class.				
28	When I'm on my way to language class, I feel very sure and relaxed.				
29	I get nervous when I don't understand every word the language teacher says.				
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.				

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