

**STUDENTS' PERCEPTION ON SPEAKING ANXIETY
TOWARDS THE FEAR OF NEGATIVE SOCIAL
EVALUATION**

THESIS

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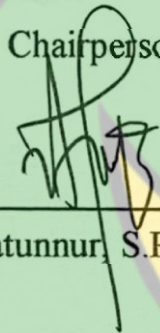
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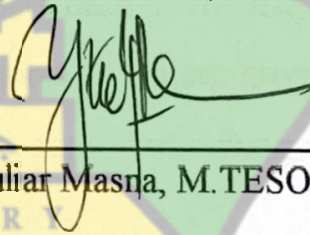
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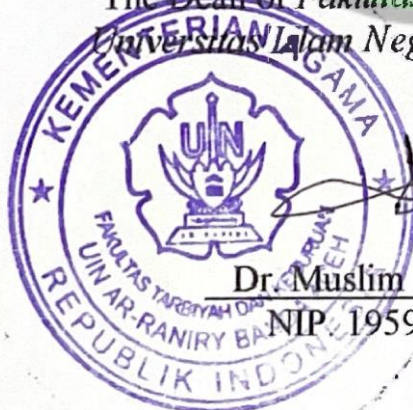
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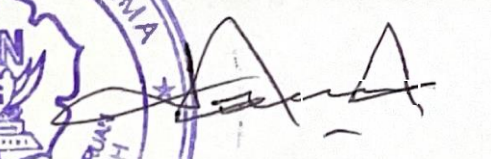


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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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Saya yang membuat surat pernyataan,

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In the name of Allah Subhanahu wa ta'ala, All Praise to Allah Subhanahuwata'ala, The Most Powerful and Merciful God. Shalawat and Salam be upon our Prophet Muhammad Shallahu'alaihi wa salam, as The Messenger of God who has brought Islam to the life of the Ummah, his families, and all of the amirul mukminin who are istiqamah in His Way.

Firstly, the researcher would like to thank Allah Subhanahu wa ta'ala because of His help, the researcher has finished writing the thesis entitled "Students' Perception on Speaking Anxiety towards the fear of Negative Social Evaluation". The purpose in writing this thesis is to fulfill the requirements in acquiring a Bachelor Degree in the Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University.

Furthermore, in arranging this thesis, the researcher truly faced lots of challenges and obstructions but with the help of many individuals, those obstructions could be passed. In writing this thesis, the researcher also got help and support. Hence, the researcher would like to show gratitude by saying thanks to Miss Alfiatunnur, M.Ed as the Main Supervisor, Mr. Mulia, M.Ed as the Co. Supervisor, Alm. Kamaruzzaman, S.H., M.H and Elly Afrida, S.H as Parents, Nabilla Ummami Kamaruzzaman, S.H and Faradiba Ummami Kamaruzzaman as the supportive sisters of the researcher.

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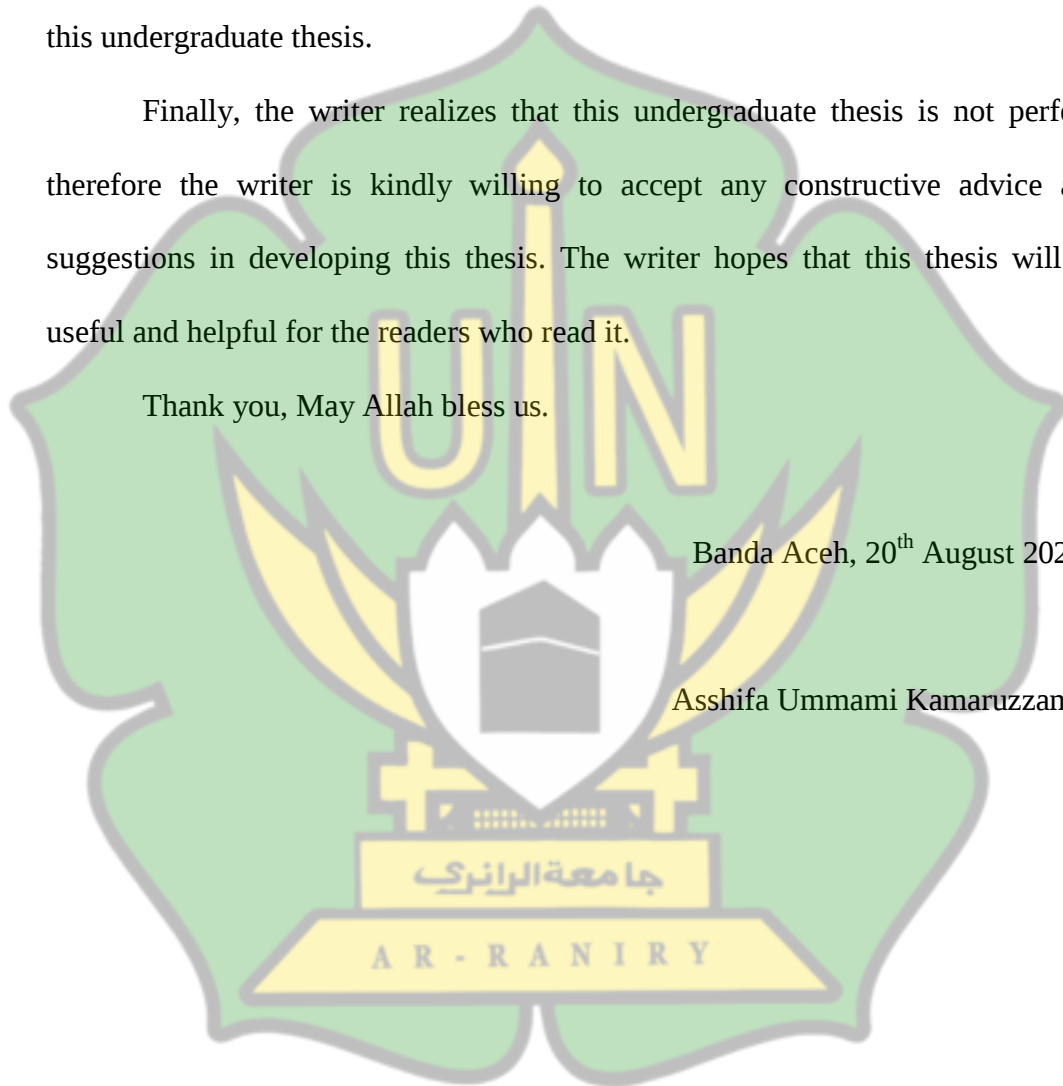
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Finally, the writer realizes that this undergraduate thesis is not perfect, therefore the writer is kindly willing to accept any constructive advice and suggestions in developing this thesis. The writer hopes that this thesis will be useful and helpful for the readers who read it.

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ABSTRACT

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This research aimed to investigate the students' perception on speaking anxiety towards the fear of negative social evaluation. The fear of negative evaluation is the apprehension about others' evaluations, which may include avoidance of evaluative situations and the expectation that others might evaluate them negatively. In this case, it happened when the students spoke in front of the class. The participants were students from the English Language Education Department who had taken the required speaking classes. The writer used a qualitative method by distributing a questionnaire to the students to select the exact participants and conducted a semi-structured interview. The research results revealed that the students agreed that they feel anxious when speaking in front of the class because they think they are being watched by others and might get negative responses. The attention of the audience makes them feel more insecure and unable to perform well in class. It can be summarized that the aspect of the fear of negative social evaluation on anxiety has a significant impact on the students' teaching-learning process, especially in speaking classes.

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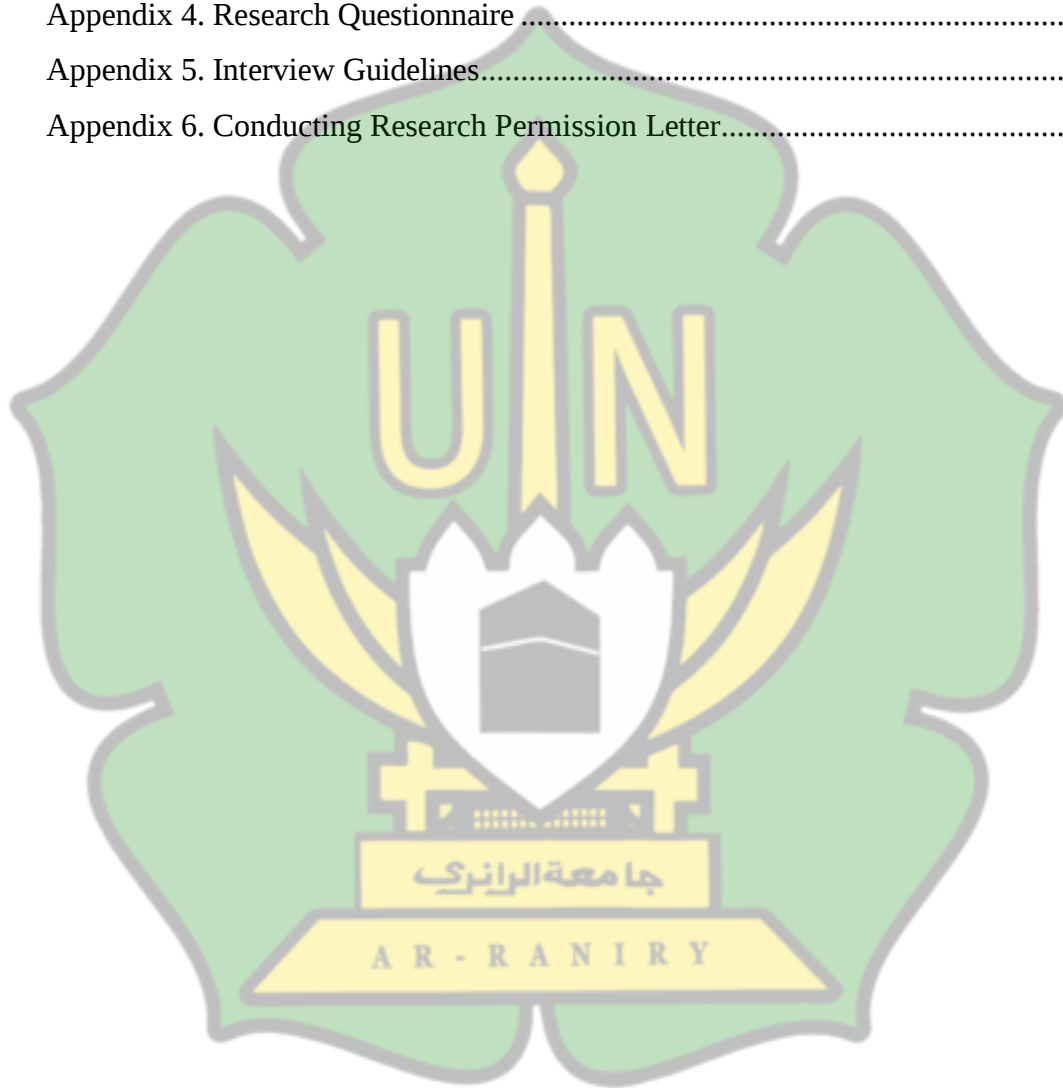
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CHAPTER I

INTRODUCTION

A. Background of Study

The issue of anxiety in language learning is widely recognized for its significant impacts on language learners, especially in speaking. Nowadays, speaking can be a challenging task for many students because it needs interactions. The other three skills, such as writing, reading, and listening, can be practiced alone, but for speaking, the students cannot talk alone; they have to make every effort possible to find a partner to complete the conversation. In speaking English, being understood by a communicant is undoubtedly the goal of English language students' learning. However, the biggest problem is they cannot speak English fluently.

Consequently, many reasons cause a lack of confidence in terms of anxiety about making errors, as stated by Boonkit (2010). It can be stressful when they are expected to speak English before fluency is achieved. Furthermore, Thornbury (2005) noted that lack of vocabulary, improper grammatical use (or “grammatical errors”), and fears of mistakes are some factors that can contribute to speaking failure and trigger an acute sense of anxiety.

Moreover, the problem of language anxiety does not only happen to the beginner but also to intermediate and advanced level students, who usually deal with English. Nunan (2003) and Burkart & Sheppard (2004) argued that success in learning English is rated depending on the students' capability to make

communication in the language. If we want to encourage the students to communicate in English, we should use the words in real conversation and ask them to do the same. Horwitz (1986) constructed that the Foreign Language Classroom Anxiety Scale (FLCAS) consists of three performance anxieties, one of which is the fear of negative social evaluation. A person who has an intense fear of negative evaluation may be very sensitive to others' views in the classroom, such as teachers, native speakers, fluent second language (L2) speakers, and peers (Horwitz et al., 1986). The essential point of the fear of negative social evaluation concerns in the individuals' perception of others' negative evaluations. The fear of negative social evaluation leads to feelings of anxiety about making mistakes and trying to maintain their face in front of their classmates and instructors.

The feeling of being watched by others makes them feel more insecure and unable to perform well in class. Even in a small group, learners might experience anxiety for fear of negative evaluation from their peers, resulting in being quiet and reticent (Ohata, 2005). As a result, students become more and more frustrated, especially when the error corrections are done before they have time to formulate a response, ultimately causing them to lose their focus in constructing answers. It means that fear of negative evaluation prioritizes the perception of other assessments or outlooks (Horwitz, 1986).

Previous studies have been conducted by other researchers on a related topic. Septy (2016) studied about Students' Anxiety in Speaking English. The data were obtained through observation of class interaction and an interview. The

study revealed two findings related to the research questions. First, two types of anxiety were evidenced, i.e., trait anxiety and state/situational anxiety. Second, the students' anxiety in the English speaking class derived from three primary sources of tension, i.e., communication apprehension, test anxiety, and fear of negative evaluation. Moreover, as the interview data revealed, lack of vocabulary and preparation have also contributed to students' anxiety in speaking.

Thus, Cucu (2017) stated in the research, an analysis of student's speaking anxiety and its effect on speaking performance. The results show that the students' speaking performance significantly differs between the two groups, the higher level and the lower level of anxiety students. The data show that speaking anxiety may make a negative contribution to the overall students' speaking performance achievement. It also found that nervousness is a dominant factor followed by worry and tension.

Primarily, the students must be aware of the anxiety that may occur to them due to many problems that usually happen in speaking. Therefore, knowing the sources that indicated the student's speaking anxiety experience, specifically the fear of negative social evaluation, is an effective way to help the students to improve their speaking skills. However, many studies have been published on the speaking anxiety, none has explicitly documented the topic of the fear of negative social evaluation. To fill the gap, this research examines The Students' Perception of Speaking Anxiety towards The Fear of Negative Social Evaluation. This research focuses on fourth and sixth semester students who have taken speaking (basic, intermediate, and advance) classes.

Based on things mentioned above, this study is designed to find out or to investigate how the students perceive the fear of negative social evaluation on speaking anxiety that affects their performance on speaking inside or outside the classroom.

B. Research Questions

Based on the background above, this study guided by the following research question: How do the students perceives on speaking anxiety towards the fear of negative social evaluation?

C. Aim of the Study

Based on the research questions, the purpose of this research is to understand the students' perception of speaking anxiety towards the fear of negative social evaluation.

D. Significance of the Study

Practically, this study is significant as it may to contribute to students who take the speaking class due to problems and difficulties that may happen when they perform in front of the course. For example, in speaking class, the students must use speech in front of the class for the test, and they need to be confident with a fluent accent and various vocabulary. It is expected that the students must be aware of the fear of negative social evaluation so they can have the tricks to avoid it. Also, the teacher can provide a proper method of teaching speaking skills and engage students to be more confident in speaking. To other researchers, this research can be a reference to conduct a similar topic in the future.

E. The Scope of Study

This research focuses on investigating students' perception on speaking anxiety towards the fear of negative social evaluation.

F. Terminology

1. Students' Perception

Walgito (2002) stated that perception is the process that takes place within the individual that begins with the receipt of stimuli until it is realized and understood by the individual so that the individual can recognize himself and his surroundings. Perception is also defined as the process of inferring information and determining the message obtained from objects, events, or relationships (Rahmat, 2003). In this study, perceptions refer to how students in the Intermediate Speaking Class perceive the fear of negative evaluation during their speaking learning process.

2. Speaking Anxiety

Psychology is an affective factor involved in speaking skills. Tuan (2015) states that low motivation, a lack of self-confidence, and feelings of anxiety are included in affective factors. Abramson in Witt (2011) also reported that speaking anxiety occurs because of previous negative experiences or the perception of a lack of control over external circumstances. Some depressed individuals feel that whatever they attempt to do in the future will be useless. Students with depressive thoughts might perceive an upcoming speech performance as doomed to failure, given experiences in similar contexts or low internal expectations for success.

Students who feel anxiety are likely to make harmful internal attributions and blame anticipated or perceived failure on their inability to perform effectively.

3. The Fear of Negative Evaluation

Toyama and Yamazaki (2018) state that the fear of negative social evaluation is thought to involve a person's considering or conceiving that others will evaluate him or her badly as a result of a projection or an unstable psychological condition, such as moodiness or neuroticism. As peer evaluation is very common in second language classes, students feel uncomfortable when they think that they are being watched by both the teacher and other students (Price, 1991; Zhao Na, 2007). The feeling of being watched by others makes them feel more insecure and unable to perform well in class. Von Worde (2003) claims that most students in language classes feel humiliated if they are called on in class. Another aspect of the fear of negative evaluation is error correction.

According to Van Worde (2003) and Ohata (2005), some students become more frustrated when the teacher corrects an error before they have time to formulate a response. They tend to feel that the teacher is continuously testing them, as well as perceiving every correction as a sign of failure. This is because they are afraid their friends will laugh at them whenever they mispronounce words (Aydin, 2004). Zhao Na (2007) states that most speaking activities in the second language classroom unconsciously promote an environment of evaluating each other's proficiency, which leads to feelings of anxiety.

G. Previous Study

The first study, titled “Students’ Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung)” was conducted by Septy Indriaty (2016). Her research purposes were to investigate the factors contributing to students’ anxiety when speaking English at a Hotel and Tourism College in Bandung. This study examined the types and sources of anxiety using a case study design. The participants were students at the college. The study revealed two major findings: first, two types of anxiety were evidenced—trait anxiety and state/situational anxiety; second, students’ anxiety in the English speaking class was derived from three main sources: communication apprehension, test anxiety and fear of negative evaluation. Moreover, the interview data revealed that a lack of vocabulary and preparation have also contributed to students’ anxiety.

The second study was conducted by Darmawati (2017), titled “Students’ Anxiety in Speaking English at Second Grade Students of SMA Pesantren Mahyajatul Qurra’ Takalar”. The aim of this study was to identify the causes of students’ anxiety in speaking English, the types of anxiety present, and the methods students used to overcome their anxiety. The participants for this study were 20 second-grade students. The results indicated that their anxiety stemmed from learners’ beliefs about language learning, personal and interpersonal anxiety, and classroom procedures. Students’ ways of overcoming their anxiety included preparation, relaxation, positive thinking, and resignation. The types of students’ anxiety identified included communicative apprehension and fear of negative evaluation.

The two previous studies share both similarities and differences with the current research. The similarities can be seen in the objectives of those studies, which aimed to investigate students' anxiety in speaking English. However, there are notable differences between the previous studies and this research. Septy Indriaty focused on students at a hotel and tourism college in Bandung as her participants to examine the types of speaking anxiety. Meanwhile, Darmawati involved second-grade students from SMA Pesantren Mahyajatul Qurra' Takalar. In contrast, the current research involves at UIN Ar – Raniry who have completed basic, intermediate, and advanced speaking classes. Furthermore, this study specifically utilizes the “fear of negative social evaluation” aspect of anxiety to investigate the students' perception on speaking anxiety.



CHAPTER II

LITERATURE REVIEW

A. Perception

According to Walgito (2002), perception is a process occurring within an individual that begins with the receipt of stimuli until it is realized and understood, allowing the individual to recognize themselves and their surroundings. Perception is also defined as the process of inferring information and determining the message obtained from objects, events, or relationships (Rahmat, 2003). From those definitions, perception is viewed as a response to stimuli or the surroundings. These responses are then interpreted as meaningful information about the stimuli. Furthermore, Sarwono (2010) argued that perception encompasses what we see, hear, and conclude. This is supported by Zahrotul (2012), who states that perception is an experience of objects, events, or relationships obtained by gathering information and interpreting the message.

In other words, perception is a process whereby people select, organize, and interpret sensory stimuli into meaningful information. This implies that understanding is a process of recognizing an object with the help of the sense. One receives stimuli from the outside with full awareness, and the attempt to understand and interpret the stimulus creates a meaning that can be understood. Dakir (as quoted by Sujiyana, 2001) categorized the perception process into three steps: first, there is the selection of stimuli by the sense organs; the second step is interpretation, the process of organizing information until meaning is acquired; and finally, a reaction follows this process. This reaction is a form of behavior

resulting from the interpretation process, and the feedback can be either positive or negative.

The researcher is interested in understanding students' perception of speaking anxiety towards the fear of negative social evaluation. Students are expected to have a positive perception of speaking anxiety to sustain their learning. However, the students' perception of speaking anxiety towards the fear of negative social evaluation may differ from one another; they can be positive or negative.

B. Concept of Speaking

Many definitions of speaking have been proposed by language theorists. Speaking plays an important role in communication, especially in oral communication, because human beings need to interact in order to build relationships with others. Harmer (2001) defined speaking ability as a skill that presupposes 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 the use of non-verbal language. Speaking occurs in real-time situations and allows little time for detailed planning. Therefore, fluency is required to reach the goal of the conversation.

Gebhard (2009) similarly explained that the primary goal of a communicative classroom is the development of students' communicative competence in English, especially in speaking. This method of communication has two major effects; first, it strengthens relationships between those involved in

speaking so that they can communicate more eagerly with each other; second, it provides opportunities for language development for both the listener and the speaker.

Richards and Rodgers (2001), in their analysis of the theoretical base of communicative language teaching (CLT), offered the following four characteristics of a communicative view of language:

- 1) Language is a system for the expression of meaning
- 2) The primary function of language is interaction and communication
- 3) The structure of language reflects its functional and communicative uses.
- 4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Furthermore, Matthew (1994) stated that speaking is any process in which people share information, ideas and feelings. It involves all of body language, mannerisms, and styles—anything that adds meaning to a message. It can be said that when students talk about their ideas or opinions, there is an interaction between the speaker and the listener to clarify the intended information. In other words, the speaker must be able to convey the ideas clearly during the process of speaking; as a result, the listener can receive and understand what the speaker means.

Speaking skill, on the other hand, seems more difficult than other skills. According to Bailey (2005), this happens for two reasons; first, unlike reading or

writing, speaking happens in real time; usually, the person you are talking to expects you to speak immediately afterward. Second, when you speak, you cannot edit or revise what you wish to say as you would if you were writing. In summary, speaking is language skill consisting of a two-way system of communication where information is exchanged between participants.

C. Speaking Anxiety

Speaking is an interactive process to convey or extend information in order to construct meaning during interactions between two or more people. Thus, it is important to speak fluently, correctly, and understandably. Studying speaking aims to improve students' ability to master English by creating activities in the classroom. However, in improving their speaking ability, students face several problems. These included a lack of vocabulary, improper grammar, and fear of making mistakes, all of which can contribute to speaking failure and cause an acute sense of anxiety.

There are various definitions of anxiety in literature. General anxiety has been described as an “emotional state with the subjectively experienced quality of fear or a closely related emotion”. Chiang (2012) defined anxiety as a synonym of worry, uneasiness, and disquietude. According to Horwitz et al. (1986), “anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. Anxiety is also defined as distress or uneasiness of the mind caused by the fear of danger or misfortune (Suleimenova, 2012). Anxiety is also defined as distress or uneasiness of the mind caused by the fear of danger or misfortune. It can be manifest as

insecurity and an inability to cope with environmental realities, representing a kind of fear projected toward future uncertainty (Yusuf, 2004).

Anxiety is one of the internal factors that exist in a person's personality in addition to self-esteem, willingness to communicate, and motivation. Horwitz, (1986) stated that psychologists describe anxiety as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system. Anxiety becomes the most general emotional dilemma of someone's feelings. Everyone will feel anxious about something that will happen in their lives, especially when they have to face speaking exercise.

It is a state of instability on the knowledge and cognitive aspects which negatively affect students' performance when attempting to learn a foreign language (Horwit, E., Horwitz, M. & Cope, 1986). Foreign language anxiety in several physiological, behavioral, and knowledge-related responses accompany an individual's feelings as a result of his or her negative expectations and failure in terms of negative performance related to foreign language learning. Language anxiety is explained by Horwitz et al. (1986) as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

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 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).

Anxiety can have a negative impact on someones' personality if he or she cannot manage it. Mayer (2008) said that anxiety is a normal aspect of life and of being human, and it has a positive side to it, too. Moreover, Griffin and Tyrrell (2007) argued that if students can control their anxiety into positive feelings instead of being controlled by it, they will reach optimal performance. For instance, when the student always achieves a bad score in their achievement and feels underachieve because she does not feel putting an effort. She begins to afraid of not passing her subjects or her grade. Then, her anxiety becomes weak, and she gets the 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 from acquiring English as their foreign language.

In brief, anxiety is a normal feeling that happened in someone's life. When someone has a problem, then they feel anxiety to face it. It will have a good impact if they can manage their anxiety into a positive feeling. Thus, it is related to speaking skills because when they have high anxiety, they will speak hesitantly. They are too worried when they talk in English. Hence, their speaking will be slow, and they will repeat many words on their dialog.

D. Foreign Language Anxiety

Foreign language anxiety plays an essential role in learning a foreign language because it can hinder the students in acquiring their target language. Horwitz et al. (1986) discuss foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Moreover, (Horwitz 2001) stated that foreign language anxiety is a situation-specific form of anxiety that does not appear to bear a strong relation to other types of anxiety; it is related to the language learning context.

It means that there is a relationship between foreign language anxiety and language learning. Anxiety can have a negative and positive impact on the students who desire to master a foreign language, especially English. It can be harmful if the students cannot manage or control their anxiety. It will be difficult for them to learn English, and their score will be bad. Otherwise, anxiety can have a positive impact on students. For example, when the students feel anxiety about not passing her or his examination, they will be severe in learning English.

There are three types of anxiety perspective on the nature of anxiety can be found in the literature; those are state anxiety, trait anxiety, and situation-specific anxiety. Pappamihel (2002) stated that state anxiety is a feeling of apprehension under certain situations, while trait anxiety is a condition where individuals tend to become anxious regardless of the circumstance. The last type is situation-specific anxiety, which only appears when certain specific factors or events are present and occurs consistently (MacIntyre& Gardner, 1991). In short, anxiety

closely related to the students' achievement in acquiring English. Furthermore, the students will be more challenging to acquire English if they have high anxiety because they are too afraid of making a mistake while they learn English.

E. The Aspects of Language Anxiety

Various aspects cause language anxiety during the learning process. Horwitz, Horwitz, and Cope (1986) stated that the primary sources of language anxiety are communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance), and fear of negative evaluation (worry about how others view the speaker). Here are the explanations about three of them:

1. Communication Apprehension

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

2. Test Anxiety

Wu and Chan (2004) argued 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 wrong perceptions in the evaluative situation. It means that test anxiety is related to someones' fear of a test-taking situation. The students tend to deal with test anxiety every time they got to face frequent test. Mayer (2008) stated that every student understands that taking a test means she will be graded, judged, and compared to her classmates and that performance will get a negative consequence from her teacher and parents. He also mentioned that children with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary.

Physical symptoms include 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 substance of the test that has been remembered before.

3. Fear of Negative Social Evaluation

Fear of negative social evaluation is a worry about how others view the speaker. It is defined as apprehension about other's evaluations, distress over their negative evaluations, and the

expectation that others would evaluate oneself negatively (Watson & Friend, 1969). Toyama and Yamazaki (2018) stated that fear of negative social evaluation is thought to involve a persons' considering or to conceive that others will evaluate him or her badly as a result of a projection or an unstable psychological condition such as moodiness or neuroticism.

As the evaluation on each other is very common in second language classes, the students feel uncomfortable when they think that they are being watched by both teacher and other students (Price, 1991; Zhao Na, 2007). The feeling of being watched by others makes them feel more insecure and unable to perform well in class. Von Worde (2003) claimed that most of the students in language classes feel humiliated if they were being called in the class. Another aspect of fear of negative evaluation is error correction.

According to Van Worde (2003) and Ohata (2005), some students become more frustrated when the teacher corrects the error before they have time to formulate a response ultimately. They tend to feel continually being tested by the teacher and perceive that every correction as a sign of failure. It is because they were afraid to laugh at whenever they mispronounced some words (Aydin, 2004). Zhao Na (2007) stated that most of the speaking activities in second language classroom unconsciously promote the environment of evaluating each other's proficiencies that soon leads to the feeling of anxiety.

The fear of negative evaluation is the apprehension about other assessment, which may include avoidance of evaluative situation and the expectations that others might evaluate negatively (Lucas, Miraflores & Go, 2011). Moreover, Young (cited in Dunn, 2012) argued in his survey on students' perspective on anxiety and speaking in the foreign language. Many students reported that they would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their peer. It means that if the students are not sure what they are saying, they will feel fear of negative evaluation from others and 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 complete criticized their performance. Thus, it makes them stumble over the words. It happens because the other students who do not perform criticized their performance.

In this research, we will focus on the last aspect of anxiety which is the fear of negative social evaluation. From the explanation above, it can sum up that aspect the fear of negative social evaluation on anxiety give a significant impact on students' teaching-learning process, especially in speaking skills. In this case, fear of negative social evaluation used to measure their anxiety through a questionnaire adapted from the FLCAS questionnaire for collecting the data survey. There are 15 related items to the fear of negative social evaluation. To

obtain and strengthen the data needed, the researcher used a semi-structured interview because this method could uncover descriptive data of participants' personal experiences. Also, this interview allowed informants to express their experiences in their terms.

F. Effects of Anxiety in Speaking

Anxiety in speaking has a negative effect on students' academic, cognitive, social, and personal levels. Furthermore, anxiety has a significant impact on students' academic achievement. Horwitz, Horwitz, and Cope (1986) mentioned that an anxious student tends to lose concentration, become forgetful, experience a rapid heartbeat, and sweat, which may lead to negative behaviors such as avoiding class or procrastinating on homework. Ultimately, these behaviors will affect their cognitive competence because highly anxious students will perform and achieve lower than low-anxious students in class. In this case, if students' anxiety increases, their academic achievement will decrease. Regarding the effect on students' cognition, MacIntyre and Gardner (1994: 285) state that anxiety has been shown to have pervasive and subtle negative influences, on the three stages of cognitive processing: input, processing, and output.

For this reason, students who experience anxiety find it difficult to process meaningful input and tend to be less responsive to language output. In terms of social effects, there are many ways in which the social context influences language anxiety. In a competitive classroom atmosphere, complicated interactions with teachers, or the risk of embarrassment, as well as the opportunity for contact with a member of the target language group may all influence

language anxiety (MacIntyre, 1999). In addition, MacIntyre and Gardner (1991) stated that perhaps the most recurring finding on language anxiety and one of its most important social effects is that anxious students do not communicate as often as relaxed students.

This implies that if students experience high anxiety, they will avoid talking to other people because they worry about others' perceptions or fear making mistakes when they speak in a foreign language. Regarding personal effects, MacIntyre (1999) contends that among the most troublesome effects of language anxiety is the severe anxiety reaction within an individual language learner. Price (1991) reveals that some highly anxious language students will choose to ignore or stay away from their language class rather than attend it. Thus, it can be argued that this type of effect is considered the most debilitating effect of language anxiety. In short, anxiety has a significant impact on students' achievement in speaking scores because high anxiety directly affects their performance. In a sense, if students' anxiety increases, their academic achievement will decrease; conversely, if students' anxiety is high, their speaking skills will decline.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative approach, because the researcher does not intend to test or compare theories, but rather aims to describe a phenomenon. Creswell (2012) defined qualitative research as “exploring a problem and developing a detailed understanding of a central phenomenon”. Moreover, Moleong (2008) explained that descriptive research is used to describe the object of study as it is, based on empirical facts. Therefore, the researcher adopts a descriptive design to examine students’ perceptions on speaking anxiety towards the fear of negative social evaluation aspect.

B. Research Setting

This research took was conducted at Ar-Raniry State Islamic University (UIN Ar-Raniry) in Banda Aceh. The institution’ status was officially upgraded following the publication of Presidential Regulation (Perpres) RI Number 64. UIN Ar-Raniry is situated at Ibnu Sina Street Number 2, Kopelma Darussalam, Syiah Kuala, Kota Banda Aceh.

C. Research Participants

This study was conducted at UIN Ar-Raniry. The population consisted of fourth and sixth-semester students with varying speaking proficiency levels in the English Language Education Department. The researcher utilized purposive sampling because the study required specific criteria to address its objectives.

According to Etikan (2016), purposive sampling is employed based on the participants' suitability regarding the phenomenon of interest. Consequently, a sample of ten students was selected based on the following criteria: they must have completed Basic Speaking, Intermediate Speaking, and Advance Speaking courses.

D. Data Collection

Data for this research were obtained by conducting interviews with informants. According to Wiratha (2006), an interview is a data collection method conducted through communication, contact or a personal relationship between the data collector (interviewer) and the data sources (informants). Moreover, Griffiee (2012) states that interviews can make the interviewer and interviewees more comfortable and open with each other. Without requiring statistical there is no asking about the statistical analysis.

To obtain the required data, the researcher used a semi-structured interview method, as it can uncover descriptive data regarding participants' personal experiences. Furthermore, this interview format allowed the informants to express their experiences in their own terms. In the opinion of Griffiee (2012), a semi-structured interview means questions are predetermined, but the interviewer is free to ask for clarification and even add follow-up questions.

Before conducting the interviews, the researcher distributed the questionnaire to English department students who had passed the speaking (basic, intermediate, and advanced) courses. After gaining the necessary data from the questionnaire, the researcher selected ten students who experienced speaking

anxiety during their speaking course. The respondents were chosen based on the highest frequency score in the questionnaire. Finally, these ten participants were interviewed by the researcher to explore their perceptions of speaking anxiety towards the fear of negative social evaluation.



E. Data Analysis

Data analysis is the process of examining data to obtain an explanation for a specific phenomenon. The data include interview transcripts, which are supported by audio recordings.

Miles (2014) mentioned that qualitative data analysis consists of four procedures for analyzing and interpreting qualitative data, as follows:

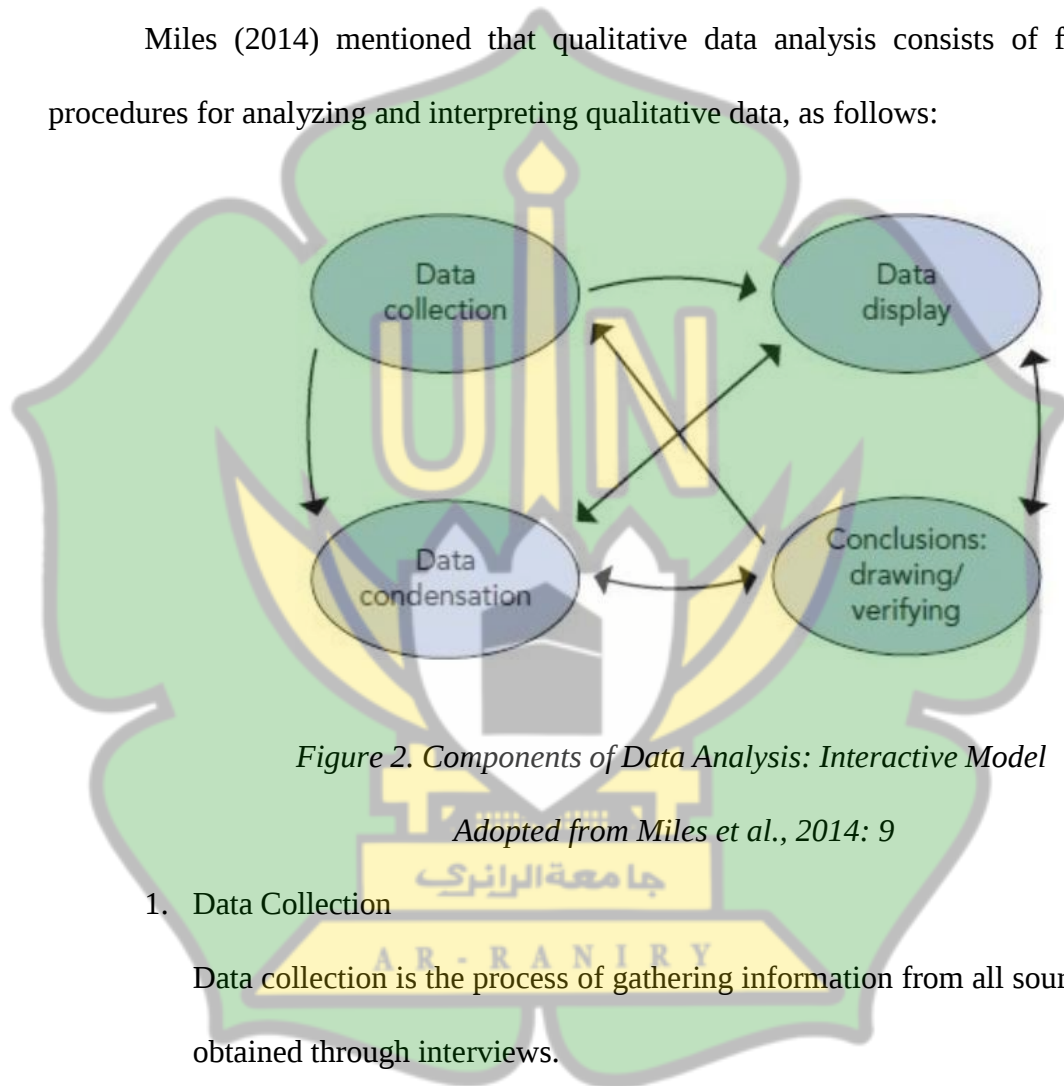


Figure 2. Components of Data Analysis: Interactive Model

Adopted from Miles et al., 2014: 9

1. Data Collection

Data collection is the process of gathering information from all sources obtained through interviews.

2. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data contained in written-up field notes and transcripts.

3. Data Display

The collected data is presented in the form of brief descriptions, tables, and charts so make it easier to understand.

4. Drawing and Verifying Conclusions

Conclusion drawing is the process of interpreting data based on the preceding condensation and display stages. The researcher draws conclusions supported by strong evidence gathered during the data collection phase.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research findings are based on qualitative data gathered through semi-structured interviews. This study involved ten students from the Language Education Department at UIN Ar-Raniry who had previously completed basic, intermediate, and advanced speaking courses. The interviews were conducted from July 2 to July 5, 2020. The participants were identified by their initials: ARM, FA, RI, BAI, MC, TAF, SNP, FR, RJ, and WM. Prior to the interviews, the researchers distributed a questionnaire consisting of 15 items regarding fear of negative social evaluation, based on Horwitz's theory. Out of 50 total respondents, the research sample was narrowed down to ten participants selected based on the highest frequency scores from the questionnaire results. Here are the data:

Table 4.1 Students' Total Score of Questionnaire

No.	Students' Initial	Responses					Total Score / Students
		5 (Strongly Agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly Disagree)	
1.	TZ	0	3	11	1	0	47
2.	ARM	9	3	1	0	2	62
3.	AF	1	1	5	7	1	39
4.	OJ	0	0	15	0	0	45
5.	AR	1	7	7	0	0	54

6.	IA	0	1	7	7	0	39
7.	RR	4	6	2	1	2	54
8.	FR	0	13	2	0	0	58
9.	BA	1	7	7	0	0	54
10.	TZ	0	3	11	1	0	47
11.	RO	0	3	5	3	4	37
12.	RJ	4	7	3	1	0	59
13.	DA	1	6	7	1	0	52
14.	MC	4	5	4	2	0	56
15.	RAG	1	1	3	9	1	37
16.	PZ	1	4	7	2	1	47
17.	IAM	3	4	6	1	1	52
18.	MW	0	0	8	7	0	38
19.	SNP	3	5	7	0	0	56
20.	TAF	4	3	6	2	0	54
21.	NF	0	3	8	2	2	42
22.	CRAN	0	3	5	5	2	39
23.	SH	0	4	8	3	0	46
24.	SR	1	7	6	1	0	53
25.	PM	0	3	6	3	3	39
26.	ZK	0	3	6	6	0	42
27.	KA	0	3	10	1	1	45
28.	IG	1	2	5	7	0	42
29.	AM	2	2	3	3	5	38

30.	IF	0	0	1	11	3	28
31.	LM	0	1	14	0	0	46
32.	RK	0	8	5	2	0	51
33.	RI	3	6	6	0	0	57
34.	SA	1	6	6	2	0	51
35.	SMW	0	4	9	2	0	47
36.	BAI	1	10	4	0	0	57
37.	MM	0	5	7	3	0	47
38.	SHM	0	7	6	2	0	50
39.	LIM	0	0	15	0	0	45
40.	FN	1	1	2	8	3	34
41.	WM	3	9	1	2	0	58
42.	HFK	1	2	5	6	1	41
43.	SA	1	6	6	2	0	51
44.	AS	0	4	3	6	2	39
45.	AZ	0	4	3	6	2	39
46.	HE	1	2	5	6	1	41
47.	AD	0	1	6	6	2	36
48.	MNM	0	6	7	2	0	49
49.	AU	0	5	8	2	0	48
50.	FA	6	4	4	1	0	60

To explain the interview results about students' anxiety, the researcher drew research findings based on interview questions, which dived into several

points:

a. The Students' Feeling When They Get Called on Speaking Class

In speaking classes, students are required to speak more, both in public and in pairs. The purpose of these classes is to enable students studying foreign languages to speak them according to the context and to build confidence when speaking. However, students often feel scared when the teacher tells them to speak in front of the class. It makes them tremble, turn pale, and of course, causes other adverse effects. As said by ARM who felt the same way:

"Yes, I'm just afraid if I've been called to come to the front of the class with the lecturer. What I experienced was trembling and nervous, and I became very pale and scared because I was afraid of speaking in public and being watched by many people, I was afraid of being wrong."

Similarly, FA feels that she is terrified until everything she has prepared is gone. She added that:

"If the lecturer called me to the front of the class, I would be nervous, and everything that has been prepared to be presented will disappear. Then when in front of the class, I saw the faces of my friends who were smarter than me. I was afraid that something would go wrong, so I was embarrassed. I was worried about being commented on in public. That's why I was shaking."

MC is very anxious that her friends will make fun of her. She mentioned that:

"I cannot speak English fluently; I am afraid I will make mistake and my friends will make fun of it."

FR feels that he doesn't have self-confidence when it comes to speaking. He added that:

"I don't know, I just can't and I don't want to speak in front of everyone, I'm not confidence."

From the participants' responses above, the researcher found that the informants showed that they faced fear when they were speaking in public. They feel the trembling caused by the public's attention focused on them. The nervousness then prevents them from focusing on what was being said.

b. Students' Nervousness in Speaking Class

Students' fear of learning a foreign language certainly harms their development and learning process. A lack of ability in this field makes students nervous and leads them to forget what they prepared for the speaking class. This was agreed with by RI who said that:

"Sure, I'm nervous because I'm not too good at English. I learned English when I was in junior high school and senior high school. So, I never took English lessons outside of school. Because in this department you have to speak English in more detail, sometimes you get nervous when you enter class. Fear of being called or suddenly your name being called by the lecturer. Because I always think about being afraid, studying becomes uncomfortable, so I forget what has been prepared and learned."

Then BAI also believed that:

"Mostly, I'm nervous. If the material has to talk in front of the class, especially presentations, I am afraid to go to class. I am afraid that I will be embarrassed when I am in front of the class I cannot speak. Especially in front of the lecturer because it must have had a direct effect on grades. Because the fear and negative thinking make me forget all the material."

TAF also added:

"Every time I have to speak in front of many people, I'm

always nervous. Because I feel that I cannot because I am incapable”

FR stated:

“At first, I was confident enough. However, when I saw my friends, I was discouraged because I felt that they are better than me.”

WM mentioned:

“I was worried about what they are going to think about me, and often when I made mispronunciations, they were laughing because of the way I said it”

Based on the explanations from the informants, they experienced nervousness during class, which then cause them forget the materials that had been learned or prepared. The nervousness they experienced was caused by a lack of self-confidence and a fear of not being labelled as proficient in English. This fear makes students uncomfortable in their studies, thereby hindering their progress.

c. Students’ Anxiety Even When Well Prepared

Anxiety is often felt by foreign language learners when they are in the classroom. This anxiety can be caused by several factors: students’ weak abilities in this field, the fear of speaking in public, and others.

Consequently, students often prepare materials or learn before entering the class. However, such preparation does not always solve the problem, and sometimes students still feel anxious about being in class even though they have prepared the material well before the class starts. ARM stated that:

"If I already prepare like a preview of the material before entering class, I'm not too anxious. Because I already understand a little about the material. But if it is grammar or written material. If the speaking session in front of the class, I am still nervous even though I am ready. I am worried when people see it. It is like fear of being judged negatively."

ARM felt that she was not too nervous if she had prepared the materials before entering class. For her, reviewing the subject matter to be taught can help her overcome anxiety during learning. However, this only applies to textual material. If it involves speaking content in front of the class, ARM feels nervous even though she has prepared it. This is due to her fear of being judged by other students.

RI added that:

"In the end, even if I prepared all of the material, I forget everything and just sweating a lot. It is uncomfortable."

In contrast to ARM, FA held the opposite opinion, stating that:

"Not, when it is prepared, I'm not too nervous anymore. Not as scared as not studying. Because I know the material better, so it's easier."

She explained that preparing materials before entering a foreign language class made her feel more relaxed in the learning process. She became more confident and less anxious.

d. The Heart Flutter

Students' anxiety when speaking in front of the class makes their hearts race, which subsequently leads to a loss of focus, causing their prepared materials to slip from their minds. This emotion spontaneously

arises when students are called upon by the teacher in a speaking class.

As MC said:

"Yes, there is, when I have been called, I feel like I got a heartache, to the point of trembling sometimes. Maybe afraid because it will definitely be assessed. If you can't, you would be embarrassed."

Then TAF added that:

"I don't have a heartbeat, either. Of course, there is nervousness. But just normal. If I talk at first, I'm nervous, and then I get used to it."

SNP mentioned that:

"I am jittery whenever I have to speak in English. My feet always tremor, my heart is pounding hard and "aaeuu, aaeuu" are the only sounds out from my mouth."

MC and SNP felt higher anxiety than TAF. MC felt palpitations when her name was called by the lecturer to answer questions or or perform a task related to the speaking class, while SNP felt his heart is pounding when he had to speak English. Meanwhile, TAF had a different experience, as she did not feel her heart beating excessively. She only felt normal anxiety the first time her name was called.

e. Worry about Getting Left Behind and Making Mistakes

For some students with low foreign language learning proficiency, the pace of the class feels too fast. This is due to their anxiety in keeping up with the material taught by the teacher. Consequently, they worry about getting left behind. In the end, they do not dare to ask questions about things they do not understand because

other students can comprehend the material quickly and easily. As said by SNP that:

"When I was in class, if I didn't understand the material, I didn't dare to ask. Because many of my other friends already understand. I'm embarrassed to ask. Maybe for me, things are difficult to understand, but for other friends, it's easy. I'm afraid the more I ask the more I make a mistake."

BAI also thought that it was better not to speak English because she was worried about making a mistake. She added that:

"I am shy because I am afraid, I will make mistake."

In contrast to SNP and BAI, WM had no worries about being left behind because she always asked the lecturer about things she did not know. Additionally, she mentioned that speaking was hard to master, but she did not feel ashamed to ask if the material was difficult to understand, as she said:

"There is no problem in terms of getting speaking material in the classroom. I don't feel ashamed to ask if the lecturer explained too fast, or I don't understand the material. Because it is all about getting a high score, I need to question everything I don't know. But still, I feel anxious when it comes time for me to present the material in front of the class. For me speaking is hard to master, but it is okay; I still want to learn."

f. Feeling More Tense and Nervous in Speaking than Other Class

Speaking class is a class that provides a direct assessment of our vocal performance in class. It can be judged from the material that has been prepared and from the sudden material. It makes us feel anxious every time we go to class because we are afraid that our speaking ability will be tested. As FR felt that:

"I feel very nervous and tense in speaking class because I don't know when it's my turn to be asked by the lecturer to test my speaking skills. Sometimes they suddenly asked me to come in front of the class to talk about current issues. It makes me nervous. In other courses, I was more relaxed because it was more in the context of writing and understanding material through writing and sometimes asking questions."

Also RJ said that he is okay with the other class, but it is so hard with speaking class. She mentioned that:

"Speaking class is the hardest class to master. The lecturer often gives sudden questions to answer right away. It makes me very nervous and negative thinking before entering class. I was afraid that my name would suddenly be called without preparation. Because I am not very good at speaking English and also embarrassed when I have to speak in front of the class. I feel more prepared and less nervous when I walk into other classes"

In WM's opinion, speaking is the hardest skill to master. She understands English but doesn't know how to speak. She added that:

"Speaking is my main problem in all language classes. I know how to write English, but it is difficult to explain it vocally in front of the class, especially if it is impromptu. I will be terrified and sometimes make me just silent in front of the class."

B. Discussion

There is one research question provided: how do the students perceive speaking anxiety towards the fear of negative social evaluation; this study aims to explain the students' perception of speaking anxiety towards the fear of negative social evaluation. In this research, ten English department students had taken speaking (basic, intermediate, and advance) classes as participants. The

participants were selected from the highest total frequency results of the questionnaire. The questionnaire is distributed via a google form.

Based on the finding above and to answer the research question, the researcher found that all respondents have felt speaking anxiety. They have a perception that the audience will evaluate them negatively when they speak in front of the class. They are afraid that their names will be called to appear speaking in front of the class at any time. Primarily if the lecturer will assess the performance. They are afraid that the audience will think they can't speak English well if they tremble in front of the class, which makes them even more nervous.

Their bodies will tremble and turn pale when face to face with the audience. It applies to all assessment conditions in the class, either with careful or sudden material preparation or impromptu. Even though they have prepared the material well, when dealing directly with the audience and staring at their faces, everything will disappear. It is due to excessive fear that the audience will comment badly on their appearance in front of the class.

Based on the interview, some of them said that they could overcome a bit of their fear by preparing well-prepared materials to be presented in front of the class, but nervousness and trembling remained. They still feel it but can be controlled.

Every time they are in speaking class, they feel their hearts beating fast when they will be called to the front of the class. It is because they know they will be assessed, both by the lecturers and the audience. They keep thinking about the assessment until they forget about the learning materials that have been prepared.

They are also afraid of being left behind by other friends who they believe can speak English better than them in front of the class. This worry ness makes the speaking anxiety level even higher.

Because of this, they feel that the other classes are better and more comfortable to join. Speaking class is a class they avoid because they feel more tense and nervous, making them uncomfortable to learn.

Based on the problems mentioned above, it was balanced with the theory pointed out by Horwitz (1986) that psychologists describe anxiety as a subjective feeling of tension, apprehension, nervousness, and wrongness associated with an autonomic nervous arousal system. Anxiety becomes the most general emotional dilemma of someone's feelings. Everyone will feel anxious about something that will happen in their lives, especially when facing a speaking course. The fear of negative evaluation from others might contribute to speaking anxiety.

In this study, respondents 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 lecturers. The feeling of being watched by others makes them feel more insecure and unable to perform well in class.

Liu (2007) explained that Fear of negative evaluation is the anxiety associated with the learner's perception of how other onlookers; instructors, classmates or others; may negatively view their language ability. However students in this particular class are more concern about their social relationship. The classmates' opinion has sharp negative effects on students' self-esteem and

participation. The findings above seem to support research done by Tanveer (2007) that anxiety is intrinsic to language learning and it is to be related significantly higher than other class anxieties (e.g. mathematics, research methodology, etc.). The general finding concerning sources of anxiety students experience revealed that most of the students tend to be nervous in speaking English.

In addition, 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 can sum up that aspect the fear of negative social evaluation on anxiety has a significant impact on students' teaching-learning process, especially in speaking.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data description and analysis, it can be concluded that the students' perception of speaking anxiety towards the fear of negative social evaluation was positive. They were agreed that they feel anxious when speaking in front of the class because they think they have been watched by others and get negative responses. The attention from the audiences makes them feel more insecure and unable to perform well in class.

Anxiety can have a negative and positive impact on the students who desire to master a foreign language, especially English. It can be harmful if the students cannot manage or control their anxiety. It will be difficult for them to learn English, and their score will be bad. Otherwise, anxiety can have a positive impact on students. For example, when the students feel anxiety about not passing her or his examination, they will be severe in learning English and practice their speaking ability.

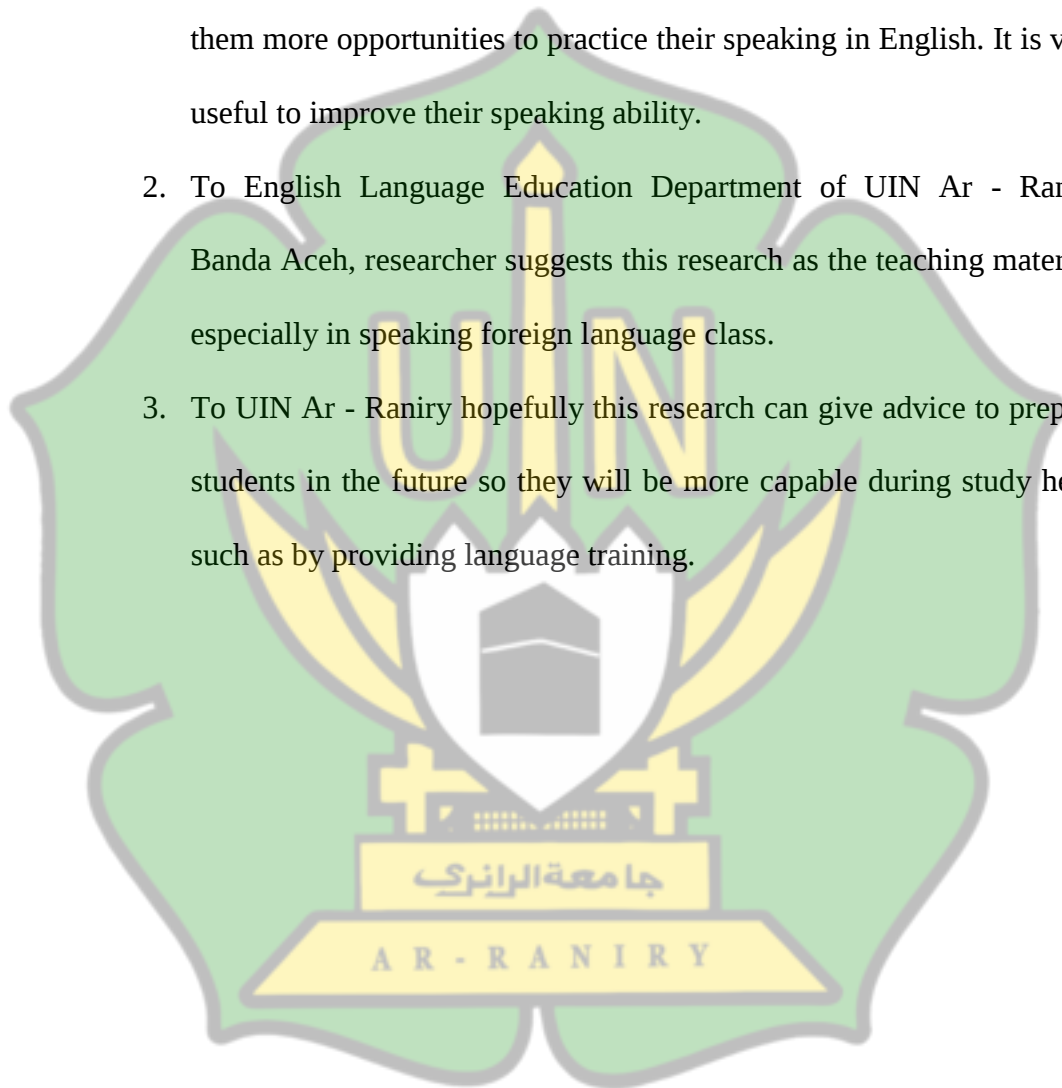
B. Suggestion

In the end of the thesis, the researcher also provided a number of suggestions as follows:

1. For the students who take the speaking class, it is important to manage their anxiety by practicing their speaking ability day by day. We can ask for help from the lecture, peer, or professional in the field of

anxiety. The students should be more motivated and have confident in learning English. If they have confident, they will be brave to speak English without feeling shy, anxious, or afraid in making mistakes. Furthermore, they should join in some organization where it can give them more opportunities to practice their speaking in English. It is very useful to improve their speaking ability.

2. To English Language Education Department of UIN Ar - Raniry Banda Aceh, researcher suggests this research as the teaching material, especially in speaking foreign language class.
3. To UIN Ar - Raniry hopefully this research can give advice to prepare students in the future so they will be more capable during study here, such as by providing language training.



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APPENDICES

APPENDIX 1. LETTER OF ADVISORY



APPENDIX 2. CONSENT FORM

CONSENT FORM

Dear Student,

The purpose of this letter is to invite you to participate in research entitled, “Students’ Perception on Speaking Anxiety towards the Fear of Negative Social Evaluation”. The objective of the study to examine. (1) How do the students perceive on speaking anxiety towards the fear of negative social evaluation? Therefore, your opinion on this matter is the main source of this research. Here, your willingness is required as part of the research ethical code. Your name will not be listed. At the end of this project, the writer would be glad to share the result of this research with you. If you have any questions, do not hesitate to ask.

Thankyou for your attention and cooperation.

Asshifa Ummami Kamaruzzaman



APPENDIX 3. PRINT SCREEN RESULT QUESTIONNAIRE

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G1 It wouldn't bother me at all to take more foreign language classes.

	D	E	F	G
1	What semester are you in?	What are you majoring in?	I tremble when I know that I'm going to be called on in language class	It wouldn't bother me at all to take more foreign language classes.
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APPENDIX 4. RESEARCH QUESTIONNAIRE

RESEARCH QUESTIONNAIRE

Assalamualaikum warahmatullah wabarakatuh. Bismillahirrahmanirrahim.

Dear Respondents.

I am the last semester student at the English Language Education Department Tarbiyah and Teacher training Faculty UIN Ar-raniry who are conducting research on *Students' Perception on Speaking Anxiety towards The Fear of Negative Social Evaluation*. On this occasion, I request your cooperation to participate in this study as respondent for this questionnaire. Your answers are used as the completing data for my research. Your name are noticed as your initial name.

The Fear of Negative Social Evaluation is one of the aspects of anxiety. It is like being afraid of getting so much attention and evaluation when you speak in public.

Please choose the one that is closest to you.

SA= Strongly Agree (sangat setuju)

A = Agree (setuju)

N = neither agree nor disagree (Netral)

D = Disagree (tidak Setuju)

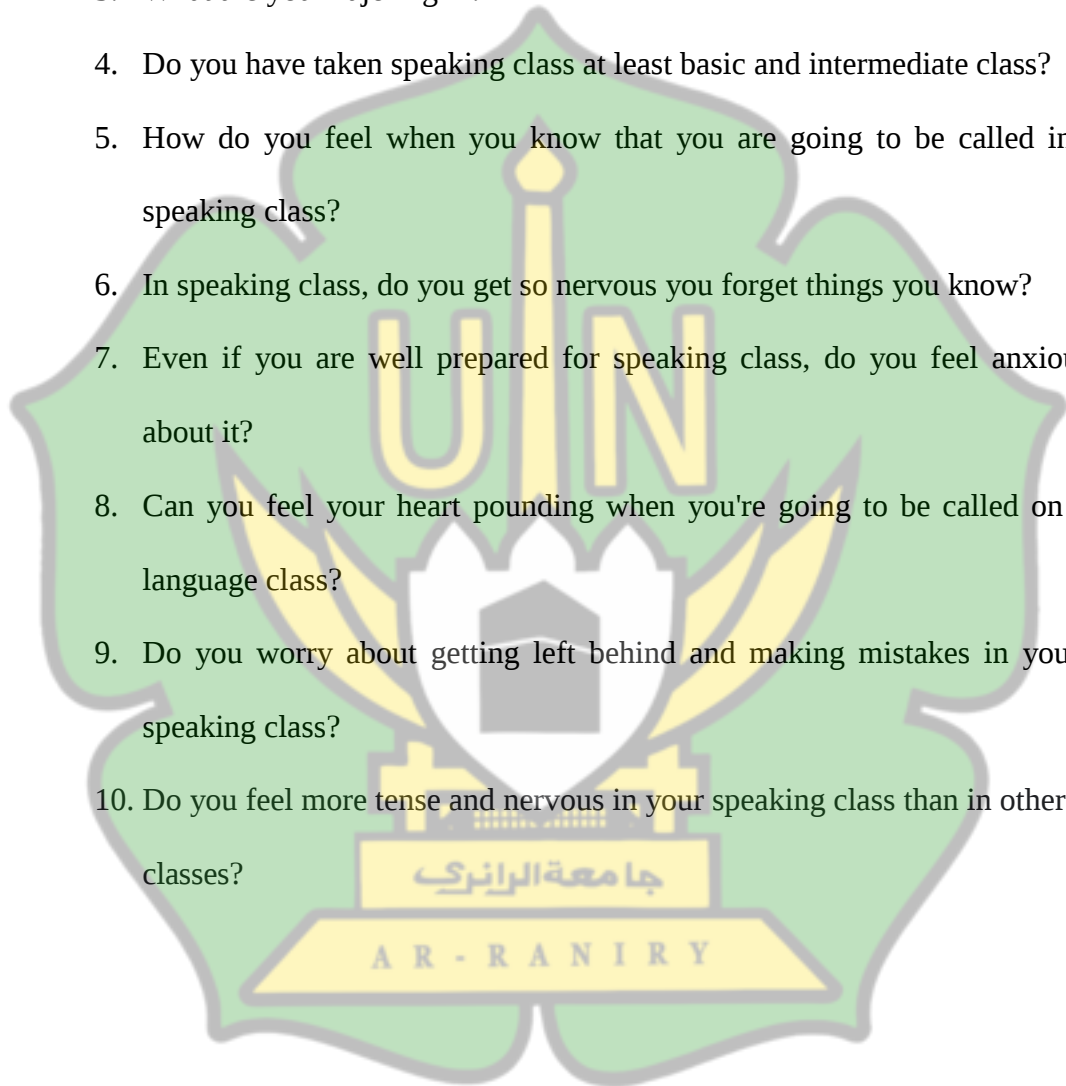
SD = Strongly Disagree (sangat tidak Setuju)

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I tremble when I know that I'm going to be called on in language class					
2. It wouldn't bother me at all to take more foreign language classes.					
3. During language class, I find myself thinking about things that have nothing to do with the course.					
4. I am usually at ease during tests in my language class.					
5. I worry about the consequences of failing my foreign language class.					
6. I don't understand why some people get so upset over foreign language class.					
7. In language class, I can get so nervous I forget things I know					
8. Even if I am well prepared for language class, I feel					

anxious about it.					
9. I often feel like not going to my language class.					
10. I can feel my heart pounding when I'm going to be called on in language class.					
11. The more I study for a language test, the more confused I get.					
12. I don't feel pressure to prepare very well for language class.					
13. Language class moves so quickly I worry about getting left behind.					
14. I feel more tense and nervous in my language class than in my other classes.					
15. When I'm on my way to language class, I feel very sure and relaxed.					

APPENDIX 4. INTERVIEW GUIDELINES

1. What is your name?
2. What semester are you in?
3. What are you majoring in?
4. Do you have taken speaking class at least basic and intermediate class?
5. How do you feel when you know that you are going to be called in speaking class?
6. In speaking class, do you get so nervous you forget things you know?
7. Even if you are well prepared for speaking class, do you feel anxious about it?
8. Can you feel your heart pounding when you're going to be called on in language class?
9. Do you worry about getting left behind and making mistakes in your speaking class?
10. Do you feel more tense and nervous in your speaking class than in other classes?



APPENDIX 6. CONDUCTING RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7662/Un.08/FTK.1/TL.00/08/2020
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Prodi Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ASSHIFA UMMAMI KAMARUZZAMAN / 140203253**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Pendidikan No. 919 Gampoeng Baro, Kec. Meuraxa Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Perception on Speaking Anxiety towards the Fear of Negative Social Evaluation***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Agustus 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



M. Chalis, M.Ag.

Berlaku sampai : 13 Agustus
2021



AUTOBIOGRAPHY

1. Name : Asshifa Ummami Kamaruzzaman
2. Place / Date of Birth : Banda Aceh, 08 Desember 1995
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Pendidikan No. 919 Gampong Baro, Kec
Meuraxa, Banda Aceh.
9. E-mail : asshifakamaruzzaman@gmail.com
10. Parents
 - a. Father : Alm. Kamaruzzaman
 - b. Mother : Elly Afrida
 - c. Occupation : Housewife
11. Address : Jln. Pendidikan No. 919 Gampong Baro, Kec.
Meuraxa, Banda Aceh
12. Education Background
 - a. Elementary School : SD Negeri 1 Banda Aceh (2002-2003)
: SD Swasta Budhi Dharma Takengon (2003-2006)
: SD Negeri 1 Banda Aceh (2006-2008)
 - b. Junior High School : SMP Negeri 19 Percontohan Banda Aceh (2008-2011)
 - c. Senior High School : SMA Negeri Modal Bangsa Aceh (2011-2014)
 - d. University : UIN Ar-Raniry (2014-2020)

Banda Aceh, August 7th, 2020

Asshifa Ummami Kamaruzzaman