**“SOPHOMORE STUDENTS’ ANXIETY IN LEARNING SPEAKING: SOME AFFECTING FACTORS”**

***(A Study at Department of English Language Teaching UIN AR-Raniry)***

THESIS

**Submitted by**

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**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

Emotions are important in the classroom since has impact on learning. They influence learners’ ability to get information and to accurately understand what they face. Brown (1991:73) states that emotions affect learning in generall because they are the foundation of the learning strategies and techniques. In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Indeed emotions have the potential to support students’ thinking and have the potential to disturb in learning. Negative emotions such as anger, anxiety, and sadness have the potential to disturb students’ learning efforts.

However, in foreign language learning, students’ emotions tend to be more discouraging rather than encouraging. Emotional state such as anxiety can disturb students in the language learning prosess of speaking. Felling of worry, and nervousness will prevent students’ ability to perform successfully in learning speaking.

According to Oxford (1999:60), in her language research show that there was a negative relationship between anxiety and performance. Anxiety endanger students’ performance by way of worry, self-doubt, and reducing participation. In addition, Schutz (2013) said that weaken the anxiety can raise the affective

solution and a 'mental block' that prevents the anxious sttudent in learning speaking. Anxious students will have difficulties in following in learning speaking. They may learn less and also may not be able to explain what they have learned. Even worse, they may experience more failure, which in turn increase their anxiety.

Meanwhile, during my teaching practice in Sekolah Menengah Pertama Negeri (SMPN) 2 Banda Aceh, SMPN 16 Banda Aceh, Sekolah Menengah Atas (SMA) 10 Fajar Harapan Boarding School, Madrasah Ulumul Qur’an (MUQ) boarding school Pagar Air, Alfalah Abu Lam Ue boarding school, and even in the 4th semester students at of Faculty of Education and Teacher Training Department of English Language Education at Ar-Raniry State Islamic university, the researcher found anxious students in learning speaking. Many of them feel nervous, make avoidance and less of participation in the classroom. In this case the target language is English, because they were worried about making error in speaking class. A student thought if the student made an error, the teacher would blame the student and the student partners’ would mock him. So the student preferred to be quiet and sit passively. While some of them also believed that learning speaking was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice speaking in the class, they started to stammer. Moreover, some of them were unable to speak in front of the class because they were not sure if they can express their speaking in English.

Base on preliminary study conducted at Faculty of Education and Teacher Training Department of English Language Education, the researcher found that the sophomore students were still anxious to speak in English whether in front of the class or infont of teacher. This might due to lack of practices in learning speaking, therefor, the factors that lead the sophomores students’ anxiety in speaking still needs to be recovered in order to make Faculty of Education and Teacher Training Ar-Raniry State Islamic University a better university in the future, the researcher assumes the research needs to be conducted.

Base on the problem explained above, the researcher intend to raise the issue to put into much concern with the title

 “**Sophomore Students’ Anxiety in Learning Speaking: Some Affecting Factors”**

This study investigated and proved that the factors that lead the sophomore students’ anxiety still need to be explored especially for the sophomore students of Faculty of Education and Teacher Training Department of English Language Education

Several studies have been conducuted in explorig the factors that cause anxiety faced by sophomore students in learning speaking. Juhana (2012) in her study ‘Psychological factors that hinder students from speaking in English class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia) This study was conducted at a senior high school in South Tangerang, Banten Province. The participants consisted of 62 second grade students to find out their perspective related to the psychological factors that hinder them from speaking, the result show that most of those students have psychological factors such as fear of mistake, shyness, anxiety, and the like that hinder them from practicing their speaking in English class

Keiko Iizuka (2010:106) surveyed 105 students of English language program at Keio university in Japan. The results showed that students experienced anxiety in some context as follows: participating in class without enough preparation, speaking in front of the class, difficulty in following teachers’ (and classmate) talk, fear of making mistake in presentation, and student’s feeling about his/her own English proficiency.

1. **Research Question**

Based on the background, the researcher formulates a research question as follows: “What are students factors believed to contribute to their anxiety in learning speaking?”

1. **Research Aim**

The research aims to figure out what factors are more possible to cause anxiety in learning speaking as perceived by the 4th semester students of Faculty of Education and Teacher Training Department of English Language Educationat Ar-Raniry State Islamic university.

1. **Significance of the Research**

This research is expected to give advantages to:

1. Students

This research is expected to figure out the factor sophomore students’ anxiety in learning speaking.

1. Teachers or Lecturers

This study is expected to be useful in increasing teachers or lecturers’ awareness of the issue so that teachers or lecturers can solve the problems or use effective teaching in speaking.

1. Researcher

The researcher expects that the study will improve researcher knowledge about the factors that lead sophomore students’ anxiety in learning speaking.

1. University

The researcher expected to raise the awareness of policymakers at the Ar-Raniry State Islamic University so that the policymakers will consider the issue and take appropriate actions to dwindle the incidences of the sophomore students.

1. **The Scope of the Study**

This study focuses on the causes of students’ anxiety in learning speaking as perceived by students at 4th semester of Faculty of Education and Teacher Training Department of English Language Education at Ar-Raniry State Islamic University.

1. **Research Terminology**

Before going furher on this research, some basic terms are need to be defined.

1. Sophomore

According to Hornby (1995) the word ‘Sophomore’ means: “a student in the second year of a course of study at a college or university, in high school is typically 15 or 16 years old, while a college sophomore is 19 to 20 years old”. The word sophomore in this study means the students of second years at 4th semester of Department of English Language Education at Ar-Raniry State Islamic University.

1. Anxiety

Horwitz (1986) anxiety is part of the human condition and it has a broad definition. Anxiety in general can be defined as the subjective feeling of tension, apprehension, nervousness, and worry. Anxiety can be defined as a complex concept base on not only feelings but also assesment about the potential and perceived threats in certain situations.

The word anxiety in this study means the feeling of nervousness that faced by sophomore and needed to figure out the factors that lead them to anxiety (the students of second years at 4th semester of Department of English Language Education at Ar-Raniry State Islamic University) in learning speaking.

**CHAPTER II**

**LITERATURE REVIEW**

Literature review chapter presents the previous studies related to sophomore students’ anxiety and some affecting factors in learning speaking. The pertinent literature will be reviewed and analyzed with the intention of providing a theoritical consideration of this study.

1. **Anxiety**
	1. The Nature of Anxiety

Anxiety is a part of human life and it is one of the most well-known and documented psychological phenomena. In general, anxiety come up from human body as a response to certain situation. Such as a feeling of being threatened, apprehension, or worry.

There are several definitions of anxiety which are difined by some experts. According to Carlson and Buskist (1997: 570), anxiety is a sense of worry that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, anxiety arises as a response to a particular situation. Passer and Smith (2009: 546), define anxiety as a state of tension and apprehension as a natural response to perceived threat.

It means that anxiety occurs when people are threatened. Ormrod (2011: 401), states that anxiety is a feeling of nervousness and apprehension concerning with a situation.

Although anxiety and fear sounds similar, both are actually different. Halgin and Whitbourne (2007: 148), describe the difference between fear and anxiety. Fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented. A feeling of apprehension and nervousness about the possibility of something terrible might happen. According to Passer (2009), anxiety responses consist of emotional component, feeling of tension, worry. physiological responses, increased heart rate and blood pressure, and behavioral responses, avoidance of certain situations.

It can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

* 1. Types of Anxiety

Anxiety is differed into two. The most well-known is state anxiety and trait anxiety. Anxiety that happens when facing with specific situations is called state anxiety. Most people experiences state anxiety which is also known as a normal anxiety. According to Ormrod (2011), state anxiety is temporary feeling of anxiety found by a threatening situation. It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety occurs in a particular situation or in a stressful event therfore this is not permanent. In other words, it is a situation when threatening situation go down the feeling of anxious that will be disappear.

However, in certain cases, anxiety comes more intense, strong and adds for longer. This kind of anxiety is called trait anxiety. According to Ormrod (2011), trait anxiety is a response with anxiety even in nonthreatening situations. Such anxiety is a part of a person’s character. People with trait anxiety are tended to be worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious with regardless the situation he/she is faced to.

Based on the intensity, duration and situations, anxiety can be divided into two types: state anxiety; feeling of worry and nervousness as reaction to particular situation, and trait anxiety; more intense anxiety that depends on ones individual regardless of the situation.

1. **Anxiety and English Language Learning**
	1. Foreign Language Anxiety

 There is a certain term for anxiety that linked to language performance. The term language anxiety and foreign language anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown (1991), foreign language anxiety is a feeling of intimidation and lack of the potential of learning a foreign language. In addition, according to Oxford (1999), fear or worry occur when a learner is expected to perform a target language. Furthermore, Horwitz, & Cope (1986), proposed conceptual foundations of foreign language anxiety. According to them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

 Communication apprehension is a type of shyness characterized by fear or anxiety about communication with people. Jason S. Wrench (2014), state that communication apprehension is an individual’s fear or anxiety associated with real communication with another people. Communication apprehension plays a role in foreign language anxiety since interpersonal interactions are the major emphasis in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may get students into a communication apprehension.

Communication apprehension happened because students think that they will have a difficulty understanding with others in listening and making them self understood in speaking. Because performance evaluation is often in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Based on Oxford (1999) test anxiety is the tend to become nervous about the result of inadequate performance on a test or other evaluation. It means this kind of anxiety happend in an evaluation situation. Students with test anxiety might have unpleasant experience on their previous tests which makes them fear of failing the next test.

Another anxiety related to foreign language learning is fear of negative evaluation. Horwitz (1986) defined fear of negative evaluation as worry about others’ evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively. In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Horwitz, and Cope (1986) also believe that foreign language anxiety is not only the combination of those performance anxiety related to foreign language learning context. But they also proposed that, foreign language anxiety as a different complex of self- perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Based on description above, it could be said that foreign language anxiety is a feeling or nervousness, worry and apprehension experienced when learning or using the target language.

* 1. Impact of Foreign Language Anxiety

Basically, nervousness feeling such anxiety will disturb students. It absolutely affects students’ learning 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 bother their learning process.

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. Ormrod (2011), believe that anxiety can bother with several aspects of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, resume information, and show skill that have previously been learned. In other words, foreign language anxiety belongs to weaken anxiety because it can hinder language learning. Similar 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 stages: input, processing, and output. Further, anxiety can affect students’ cognitive performance at any or all of the three stages. It means if anxiety distrub the cognitive work at one stage, then information is not passed along to the next stage.

At the input stage, foreign language anxiety acts like a filter that preventing some information from getting into the cognitive processing. This is similar to Krashen (2013) 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 language 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’ foreign language performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Moreover, Oxford (1999), describes that “anxiety will harm learners because worry and self-doubt and also by reducing participation and creating avoidance of the language.” He also mentioned certain aspects that have negative correlation of anxiety such as: grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.

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

* 1. Possible Factors Contributing to Foreign Language Anxiety

Anxiety can happen from various sources. It sometimes comes from classroom activities and methods which are related to teachers instructions and tasks. For example, speaking activities, it appears often as one of the anxiety factors. Horwitz, & Cope (1986), found that speaking in the foreign language as the most anxiety-producing experience. While Oxford (1999), also found oral quantity and oral presentation in the front of the class as the most anxiety producing activities. Speaking activities are prone to anxiety. In speaking students try to communicate in their limited capabilities. They also fear of being negatively evaluated by the teachers and peers which exposed their weakness. Moreover, in some cases students often laughs at their peers who make a mistake. It absolutely makes students fear of making mistake. Horwitz (1991), found that fear of being laughed at by other is one of the greatest sources of anxiety.

In addition, inappropriate ways of teaching can also contribute to students’ anxiety, for example speaking too much fast. According to Worde (2013:5), the inability to understand what is being said in the classroom often lead to communication apprehension. Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford (1999), also noted that “harsh correction, ridicule and the uncomfortable handling of mistake in front of a class are among the most important instructor-learner interaction issues related to language anxiety.” Students’ might also feel anxious because of the excessive material demand. They find that foreign language class stressful when they don’t have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover, the level of difficulty of foreign language class and the poor of result of students may elicit anxiety when compared to other classes. So, they may find that the foreign language class is more demanding and more difficult than other class.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to language anxiety. Horwitz et al (1986), noted that “certain beliefs about language learning also contribute to the students’ tension and frustration in the classroom.” This also indicates that low self-esteem can generate anxiety.

Horwitz (1991) noted that anxious students believed their language skill were weaker than any other students. Mostly it comes from their learning experience. A stressful learning experience will condition the students to believe that the language learning is difficult. This belief is quite enough to generate negative thinking to the present language learning. Eventually, this lead the students to avoid every single thing about the language learning includes preparation for classroom activities or a test. According to Marwan (2007), lack of preparation was the major contributor of students’ anxiety. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

Here is the illustration of possible factors contributing to anxiety adapted from Horwitz (1986), Worde (2003), and Horwitz (1991)

fear of negative evaluation by teachers or peers; ridiculed

Classroom activities; speaking

threatening acts; harsh correction

From teacher

Inappropriate ways of teaching

Incomprehensible input

Excessive

Materials

Factors constributing to anxiety

level of

difficulty

the language is difficult

beliefs about language learning

should perfect while speaking

low-self esteem

From student

stressful learning experience

lack of preparation

1. **Previous Study on Foreign Language Anxiety**

Many people have investigated the issue of foreign language anxiety from different perspective. Worde (2003:4), in his investigation to the cause of language learning anxiety found that speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves as the main causes of learning anxiety.

Chan and Wu (2014:287), conducted their study on student’s anxiety at Elementary school student in Teipei and they found that there were five sources of language anxiety namely: low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents.

Marwan (2007:43), investigated Indonesian students’ foreign language anxiety. He tried to find out the types of anxiety experienced by foreign language learners and the strategies they used to cope with their anxiety. It seeks to find out the types of anxiety experienced by FL learners and the strategies they use to cope with their anxiety. The findings revealed that the majority of students, despite their gender and level differences, experienced some kinds of FL anxiety and many of them also applied particular strategies to overcome their FL anxiety factors. like lack of confidence, lack of preparation and fear of failing the class were the primary causes of their anxiety.

Juhana (2012) ‘Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia; This study was undertaken at a senior high school in South Tangerang, Banten Province. The participants consisted of 62 second grade students to find out their perspective related to the psychological factors that hinder them from speaking, the result show that most of those students have psychological factors such as fear of mistake, shyness, anxiety, and the like that hinder them from practicing their speaking in English class.

William & Andrade (2008:186), examined anxiety in sophia university Japanese EFL classes in order to find out the type of situation that provoked the anxiety and the ability to cope with the anxiety. A survey was conducted among 243 Japanese learners in 31 conversational English classes at four-year universities in Japan by questions used in cross-culture study of emotions. Findings indicated that anxiety was most often associated with the output and processing stages of the learning process. Furthermore, they found that fear of receiving negative evaluation, and speaking in front of the class. In an effort to explore learners coping strategies for a foreign language anxiety Keiko Iizuka (2010:106) surveyed 105 students of English language program at Keio University in Japan. The results showed that students experienced anxiety in some context as follows: participating in class without enough preparation, speaking in front of the class, difficulty in following teachers’ (and classmate) talk, fear of making mistake in presentation, and student’s feeling about his/her own English proficiency.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter covers the explanation of the method used in conducting the research, the research participants, and techniques of data collection.

1. **Reseach Design**

This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in Department of English Language Education at Ar-Raniry State Islamic university, specifically anxiety in learning English.

According to Fraenkel and Wallen (2009), qualitative is a study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the case study approach allowed the researcher to study particular students in an attempt to understand the case of language anxiety.

1. **Research Participants**

Population of this research involved All students 4th semester of Faculty of Education and Teacher Training Department of English Language Education at Ar-Raniry State Islamic University. To determine the participants of this study, the researcher used a purposive sampling in order to help the writer understand the phenomenon being studied. The participants of the study were selected 10 students 4th semester students of Faculty of Education and Teacher Training Department of English Language Education who were considered to be anxious in speaking class by showing some characteristics in classroom observations during a month, as site in Oxford (1999) there are some characteristics of anxious students that showing carelessness, lack of verbal comunication, lack of volunteering in class, and there are some physical actions that showing by anxious students such as squirming, stammering, lack of eye contact. Students who showed those characteristics were selected as the participants of this research.

1. **Methods of Data Collection**

To obtain the data, the researcher used two techniques of data collection. Since the study is a case study, therefore the researcher use classroom observation and interview (in-depth interview technique) as the primary technique.

1. Observation

The data collection technique is observation. Observation according to Bungin (2007), is a data collection technique used to collect data through observation and sensing. In this case, the observation conducted by observing students’ behavior during teaching and learning. The role of researcher in the observation was participant. The researcher observed all of the students in unit sixth, especially ten participants who will be interview with the researcher. In the next meeting, three meetings were observed. Each observations lasted approximately eighty minutes, following the duration of a meeting. The researcher observed the signs of language anxiety as in Oxford (1999) that appeared in every single phase learning speaking which took place in the classroom. Furthermore, the observation was used to find out when was students likely to feel anxious and in what situations that might trigger their anxiety in speaking class.

1. Interview

Another data collection is interview technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin (2007) stated that in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide.

Before conducting the interview, the researcher observed the class in order to find anxious students as the participants. The observation guide was followed, using the signs of language anxiety by Oxford (1999) as explained on the previous page. Students who showed the signs of language anxiety were asked if they ever experienced anxiety in English class. The first step in conducting the interview was to obtain a poll of the students who considered themselves to be anxious in speaking class and were willing to be interviewed.

Those students whose responses high levels of anxiety were asked and invited to participate, most of the students were willing to participate, and some were eager to share their experiences.

During the process of interview with the students, the researcher explained the nature of the study and all interviews would be conducted in Bahasa, students’ first language, to get answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview. Later on, 10 participants were interviewed. All of participants in the 4th semester students of Faculty of Education and Teacher Training Department of English Language Education. Each interview was about ten minutes and recorded with participants’ consent. The interview guide was adapted from Horwitz (1991) focusing on foreign language anxiety. The following questions were asked:

1. Please tell me something about how you have felt during speaking class?
2. What the most bothers you about speaking infront of class?
3. Do you have any idea why you feel so anxious in your speaking class?
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think speaking class is a difficult subject to learn?
6. Have your teacher/lecturer played a role in your feelings, either good or bad, about your speaking class?
7. Do you have any ideas of how speaking class might be less stressful?

To validate the data, the researcher observed ten participants in following meeting who had interviews with the researcher in the last meeting.

1. **Methods of Data Analysis**

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles & Huberman (1997): data reduction, data display, and conclusion drawing and verification.

1. **Data Reduction**

Firstly, the raw data has to be classified and somehow meaningfully reduced or reconfigured. Miles & Huberman (1997) data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data.

In reducing the data, the writer chose aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research. Further, the writer put codes on each meaningful unit based on the list of codes (table 3.1). Then, the writer examined all the relevant data sources for description and themes which will be used for the research findings.

**Table 3.1**

**List of Codes**

|  |  |
| --- | --- |
| Factors Contribute to Anxiety | codes |
| AF: Factors from teacher | AF-T |
| AF: Teachers’ personality | AF-TP |
| AF: Speaking in front of the class | AF-TSP |
| AF: Incomprehensible Input | AF-TII |
| AF: Factors from students | AF-S |
| AF: Ridiculed by friends | AF-SR |
| AF: Beliefs about English | AF-SB |
| AF: English is difficult | AF-SB/DF |
| AF: Low self-esteem | AF-SB/LO |
|  AF: Lack of preparation |  AF-SLK |

1. **Display**

Data display is the second phase in Miles and Huberman’s model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The researcher displayed the data that have been reduced in order to facilitate for data interpretation. It displayed in a table with the basic categories such as factors contribute to language anxiety.

1. **Conclusion Drawing and Verification**

Conclusion drawing involves stepping back to consider what data analysis means and to assess their implication for the research question. In this phase, the writer drew meaning from the data in a display. Furthermore, the data have to be checked for their sturdiness and confirmability. The writer checked the validation of the data using triangulation strategy. Miles & Huberman (1994), triangulating is a tactic for verifying or confirming findings by using multiple sources and modes of evidence. The researcher examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid findings of this study.

**CHAPTER IV**

**RESULT AND DISCUSSION**

1. **Data Description**

The data were gathered through classroom observation and interview with the participants who were considered to be anxious in speaking class.

1. **The Result of Observation**

The table below is a data display arranged from classroom observation

**Table 4.1**

**Factor Contribute to Anxiety**

|  |  |
| --- | --- |
| Factors contribute to Anxiety [AF] | Signs |
| Speaking activities: speaking in front of the class [AF-TSP], being called by teacher or waiting turn [AF-TSP], did not know how to answer teacher’s question [AF-TSP], worried about grammatical mistakes and worried about pronunciation [AF-SB/LO] | Avoidance; lack of eye contact, pretend to be busy by reading a book or writing a note, refuse teachers instruction to practice.Physical; worry, stuttering, lowering the voice, speak too much fast and sweating. |
| Ridiculed by others [AF-SR] | Physical; Lose focus, worry, lowering the voice, squirming, stammering, stuttering, and sweating or smiling, laughing to cover anxiousness. |
| When teacher deliver a lesson: incomprehensible input [AF-TII], teacher speak too much fast [AF-TII], fear of getting left behind [AF-TII]. | Avoidance; showing carelessness, lack of eye contact, chatting with peers, Physical;, confusing, worried. |
|  |  |

Based on the table 4.1, it shows that students might feel anxious at some situations. Students were most anxious in speaking activities such as speaking in front of the class, being called by the teacher or waiting turn to speak. They also worried about grammatical and pronunciation mistake. It also revealed that students often laughed at student who made a mistake. Some students appeared to be anxious when their peers ridiculed them. Further, it also appeared that students might feel anxious when the teacher delivered a lesson.

1. **The Result of Interview**

 The table below is a data display collected from interview**.** It shows what factors that might contribute to the students’ anxiety.

**Table 4.2**

**Factors Contribute to Anxiety**

|  |  |
| --- | --- |
| Interview | Participants Answers/Factors Contribute to Anxiety [AF] |
| The 1st interview | Lack of preparation [AF-SLK], Asked to speak in front of the class [AF-TSP], ridiculed by peers [AF-SR], limited vocabulary [AF-SB/LO], asked by the teacher [AF-TSP], unannounced test [AF-TP], speaking is difficult [AF-SB/DF]. |
| The 2nd Interview | Lack of preparation [AF-SLK], asked by the teacher [AF-TSP], do not understand what teacher said [AF-TII], ridiculed by peers [AF-SR], the way teacher acts and behave [AF-TP], speaking is difficult [AF-SB/DF]. |
| The 3rd interview | Lack of preparation [AF-SLK], being called by the teacher [AF-TSP], asked by the teacher to speak in front of the class [AF-TSP], having turn to speak [AF-TSP], ridiculed by peers [AF-SR], the way teacher acts and behave [AF-TP]. |

|  |  |
| --- | --- |
| The 4th interview | Lack of preparation [AF-SLK], do not understand what teacher said [AF-TII], explain too fast [AF-TII], speak in front of the class [AF-TSP], the way teacher acts and behave [AF-TP], speaking is difficult [AF-SB/DF]. |
| The 5th interview | Asked to speak in front of the class [AF-TSP], limited vocabulary [AF- SB/LO], the way teacher acts and behave [AF-TP], speaking is difficult [AF-SB/DF], speaking is difficult [AF-SB/DF]. |
| The 6th interview | Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], Lack of preparation [AF-SLK], feel other students are better [AF-SB/LO], the way teacher acts and behave [AF-TP], explain too fast [AF-TII], speaking is difficult [AF-SB/DF]. |
| The 7th interview | Lack of preparation [AF-SLK], speak in front of the class [AF-TSP], speaking is difficult [AF-SB/DF], the way teacher acts and behave [AF-TP], explain too fast [AF-TII], limited vocabulary [AF-SB/LO].  |
| The 8th interview | Lack of preparation [AF-SLK], being called by the teacher [AF-TSP], asked to practice [AF-TSP], do not understand what teacher said [AF-TII], ridiculed by peers [AF-SR], speaking is difficult [AF-SB/DF], feel other students are better [AF-SB/LO], the way teacher acts and behave [AF-TP]. |

|  |  |
| --- | --- |
| The 9th interview | Lack of preparation [AF-SLK], do not understand what teacher said [AF-TII], ridiculed by peers [AF- SR], asked to practice [AF-TSP], do not understand what teacher said [AF-TII], speaking is difficult [AF-SB/DF], the way teacher acts and behave [AF-TP]. |
| The 10th interview | Asked by the teacher [AF-TSP]], fear of being ridiculed by others [AF-SR], feel other students are better [AF- SB/LO], limited vocabulary [AF-SB/LO], English is difficult [AF-SB/DF], the way teacher acts and behave [AF-TP]. |

 Based on the table 4.2, it shows that lack of preparation and speak in front of the class were the aspects that bothered the participants most in speaking class. They also spoke of their fear of making mistake and being ridiculed by peers. then, when asked why feel so anxious, the participants responded that they feel anxious when do not understand what teacher said and do not prepare enough the material. They also spoke fear of being ridicule by peers so they became anxious. Moreover, they thought that they feel anxious because only had limited vocabulary and grammar knowledge. They also felt that other students are better than them. While asked how people react if someone make a mistake, they all responded that their peers will laughed. The writer also examined the participants’ beliefs about English language. They also thought that other students were better than them.Further, the participants also asked how teacher influenced their feelings. They responded that the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and too panic when they have to speak English. Many also commented that they get forced them to practice. Last, the participants suggested that the teacher should teach more slowly and comprehensible by using English moderately. They also wanted the teacher to encourage them and not forced them to practice. Moreover, they argued that a group learning and an extra time to understand the lesson would be very helpful.

1. **Discussion**

 The findings shown six factors that contribute to the sophomore students of Department of English Language Education at Ar-Raniry State Islamic university. It also shown that those factors were not only come from teacher but also from the students. Based on the findings, the factors that contribute to anxiety could be classified as follows:

1. Factors Contribute to Anxiety comes from Teacher
	1. Speaking in front of the Class

 Most of the participants responded that they were feel anxiety when having to speak in front of the class. They often answered that they started to worry when their teacher asked them to practice their speaking in front of the class. While the other said that they started anxious when suddenly teacher asked them a question.

 Moreover, some of the participants said that they felt nervous because all the students pay attention to them. They fear of being negatively evaluated by both teacher and peers which can expose their deficiency. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge.

 During observation it also found that students appeared to be anxious when speaking in front of others. Some of them lowered their voices or speak faster to avoid the teacher correction. While several other were likely to avoid their teacher by pretended to be busy writing a note or read a book.

 Similar result was found by Iizuka (2010) that students experienced anxiety in some contexts. One of the contexts is speaking in front of the class. This finding is also consistent in Oxford (1999) that oral presentation or speaking is the most anxiety producing activities. He also added that being called by teacher to respond was also anxiety producing. Horwitz (1986) also noted that students are very aware about speaking foreign language in front of others students, those feeling often lead to fear or even panic. Moreover, according to the writter difficulty in speaking in groups or in public are all describe of communication apprehension

* 1. Incomprehensible Input

 According to the participants, unclear explanation may also contribute to their anxiety in learning Speaking. The interview indicated that most of the participants get so bothered when the students don’t understand a lesson. They told that they started to feel nervous when they do not understand what teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure.

 Moreover, the result of the observation revealed that some students looked confused when the teacher gave a lesson. A few even showed carelessness by chatting with their friend next to them or drawing something maybe to reduce their anxiousness.

 Worde (2003) noted that incomprehension create considerable amount of anxiety. Moreover, similar result was found by Iizuka (2010) that difficulty in following teachers’ talk lead to anxiety.

* 1. Teachers’ Personality and Attitude

 The two previous factors discussed, speaking in front of the class and incomprehensible input, both indicated that it was clear teacher had played significant role in the amount of anxiety. However, other factors mentioned by the participants were also appeared to be generated by teacher.

 Some participants reported that they got anxious when teacher overly criticized students’ mistake. It made them feel very threaten. They also commented that they started to feel uncomfortable or worried when suddenly the teacher gave them a quiz or a test. Furthermore, they suggested that teacher should show their empathy and encouragement to their students.

 Price (1991) noted that some teachers had increased students’ anxiety. These findings were also consistent with Oxford (1999) who classified the most important teacher-learner interaction related to language anxiety into three issues such as harsh correction, ridicule, and the uncomfortable handling of mistake in front of a class.

1. Factors Contribute to Anxiety comes from Students
2. Lack of Preparation

 The findings indicated that lack of preparation was also factors that contribute to the students’ anxiety. Students admitted that they usually get very anxious when they did not prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. Some students also suggested that the lecturer give a preparation such as a motion that would be discussed in next meeting, Similar result was found by Marwan (2007) that lack of preparation was the main factor of students’ anxiety. In addition, Iizuka (2010) also found that participating in class without enough preparation often lead the students to anxiety.

1. Being Ridiculed by Peers

 Another factor that play great role in contributing the participants into anxious feeling is ridicule by peers. They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by friends or making fool of themselves in public.

 Moreover, some of them had painful memories of being ridiculed by peers. They admitted that their friends often ridiculed or even sometimes shouted at them if they make a mistake. It just simply makes them lose their focus and feel so embarrassed and lost everything in thier mind. This finding also indicated that is why they get so nervous when had to speak in front of the class.

 In addition, this finding is supported by the result of observation that indeed most students were likely to laughed at their friends when he or she made a mistake. The worst thing was the students who made mistake just started to lose their focus. Their mind went blank and silent for a moment. They worry, squirming, or stuttering. They looked so disturbed, worried and even sweating. While some of them just smiled or also laughed to cover their anxious feeling.

 Similar result was found by Price (1991) that fear of being ridiculed by peers as one of the greatest sources of anxiety.

1. Beliefs about the Language Learning

 Certain beliefs were also found as factor that may contribute to students’ anxiety. The interview revealed that speaking is a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were better than them. In other words they had a low self esteem.

 Furthermore, some of them replied that they had a problem with their vocabulary. They believed that in order to understand what being said in English they must understand every word.

 Moreover, during observation it also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do.

 These findings were consistent with Horwitz. (1986) that beliefs about language learning also contribute to the students’ tension and frustration in the classroom.

**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

1. **Conclusions**

The present study focus on college or univesrsity level and shows clear and convincing evidence of the factor of students’ anxiety in learning speaking. According to the students, there are six factors that contribute to their anxiety are found in this study, they are: speaking in front of the class, being laughed at by friends, incomprehensible input, teachers’ personality and attitude, students’ beliefs and lack of preparation. The sources of these factors are not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of foreign language anxiety.

The experiences of the students provide a great deal of information about students’ anxiety in learning speaking. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other words students can provide valuable information about their anxiety in learning speaking. Therefore, it is important to use their insights to create a more relaxing environment.

1. **Suggestions**

Although this study was conducted with a small number of participants with a short period of time, the findings provide some useful information that can be used by both teachers, stakeholders and researchers to improve the quality of English teaching and learning.

Based on the result of this study, there are a number of suggestion can be made to reduce anxiety in English class. First, the teacher should be aware of foreign language anxiety. This study indicated that teachers’ awareness of students’ anxiety is still insufficient. Therefore, it is necessary to raise teachers’ awareness since anxiety is an important factor which affects students’ learning. Good acknowledgement of the existence of student’s anxiety in learning speaking 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 learning speaking.

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Appendix

Interview transcript

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 1 : | Menurut saya speaking itu menarik tetapi berbicara di depan kelas saya merasa gugup |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 1 : | Kurang waktu, kadang kadang lagi ketika membuat persiapan speaking dalam kelas, kawan lagi ngomong juga depan kelas, kita ngak bisa fokus, antara membuat persiapan speaking atau mendengar kawan lagi ngomong di depan kelas |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 1 : | Reaksi orang orang yang pinter tetapi tidak mengerti apa yang kita ngomongin kadang kadang saya sedih karena mereka tidak mengerti bahasa saya, ditertawakan kalau saya salah ngomong dalam speaking, bahkan ada juga yang meremehin jadi malu. |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 1 : | Menurut saya karena kekurangan waktu dalam persiapan speaking, jadi tidak bisa ngomong karena belum ada bahan, materi dan argumen yang mendukung topik di dalam speaking, terus karena maju kedepan kelas,kurang kosakata dan juga merasa cemas ketika ada kuis yang tiba tiba tanpa pemberitahuan sebelumnya |
| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 1 : | Menurut saya speaking itu sulit bukan hanya dari segi pengucapannya aja tetapi dari segi pengetahuannya juga, kita tidak bisa ngomong kalau tidak tahu pengetahuan dalam speaking |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 1 : | Dosen itu sangat berpengaruh kepada mahasiswa dalam speaking, kalau menurud saya kalau dosen itu menuntun kita untuk tampil speaking yang bagus itu membuat mahasiswa semangat dalam penampilan speaking |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 1  | Menurut saya kalau dosen mau menguji mahasiswa untuk speaking yang bagus, jadi dosen itu harus kasih judul dulu dari minggu sebelumnya untuk maju di depan kelas, jadi mahasiswa bisa mempersiapkan materi yang lebih lengkap, terus dosen itu harus memberikan materi apa apa aja yang harus dikuasai oleh mahasiswa sebelum maju kedeapan kelas, harus kasih feedback yang bagus dan kurang bagus dan juga menghargai kerja keras mahasiswa. |

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 2: | Menurut saya speaking itu susah karena sebagian dosen ngomong terlalu cepat sehingga saya tidak mengerti |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 2 : | Kadang kadang saya lupa beberapa kosa kata ketika maju kedepan kelas untuk penampilan speaking, terus kurang persiapan juga mengganggu dalam speaking sehingga tidak tau mau ngomong atau kasih argument yang sesuai dengan topik |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 2: | Diketawain terus terhenti ditempat bahkan hilang semua ide ide saya apalagi sama kawan yang belum kenal dengan dekat |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 2 : | Karena kurang persiapan materi, disuruh maju kedepan kelas ketika speaking, kurang mengerti apa yang dijelaskan oleh dosen, di tertawakan sama kawan kalau ada pengucapan yang salah, dan juga keitka dosen memperbaiki kesalahan saya di depan mahasiswa lainnya. |

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| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 2 : | Bukan speaking yang susah tetapi tergantung dengan dosen dan tergantung kita sendiri |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 2: | Dosen itu sangat berpengaruh bagi mahasiswa dan menentukan mahasiswa kedepannya, yang membuat mahasiswa mengerti dan terus termotivasi, dan sangat berpengaruh ketika memperbaiki kesalahan kesalahan murid di depan kelas |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 2  | Harus saling memperbaiki satu sama lain, dan meciptakan suasana lebih nyaman tidak terlalu tegang |

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 3: | Sangat menarik karena saya suka speaking class, terkadang saya grogi kalau ngomong di depan kelas. |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 3 : | Kurang persiapan materi, kadang kadang ada dosen yang menyuruh mahasiswa untuk menguasai materi dalam 5 menit padahal kita belum pernah dengar dengan topik atau materi yang harus dikuasai |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 3: | Terkadang mereka ketawa tetapi kalau kawan ngak apa apa biasa aja tetapi saya malu dengan dosen bisa bisa berkurang nilainya. |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 3 : | Karena kurang waktu untuk persiapan speaking di depan kelas tidak tau mau ngomong apa, karena maju kedepan keas jadi semua orang dapat melihat dan mendengar semua omongan kita, saya juga cemas ketika meununggu giliran untuk tampil di depan kelas, dan juga cemas ketika di tertawakan oleh teman ketika speaking jadi ide ide saya sebelumnya hilang. |

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| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 3 : | Menurut saya speaking itu mudah karena saya suka dengan speaking |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 3 : | Sangat berpengaruh teruma dalam menilai siswa di depan kelas, saya butuh motivasi dan dorongan dari dosen. |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 3 | Menurut saya dalam pembelajaran speaking judulnya harus yang pernah kita dengar ngak susah sesuai dengan konteks, jadi kalau untuk speaking tidak harus cari informasi lagi atau googling lagi.  |

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 4: | Ketika speaking semua orang akan memperhatikan kita jadi disitu saya terkadang merasa agak kesulitan seperti gugup |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 4 : | Ketika maju ke depan kelas suasana kelas itu tiba tiba diam dan sunyi hanya suara kita yang terdengar jadi orang dengan mudah menemukan kesalahan dari speaking kita |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 4: | Walaupun ngak ketawa secara langsung tetapi perasaan saya ngak enak, karena merasa tidak enak dan kurang nyaman jadi saya kehilangan ide ide yang ingin saya sampaikan. |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 4 : | Karena kurang waktu untuk persiapan tampil di depan kelas, tidak mengerti penjelasan dosen terkadang dosennya ngomong bahsa inggris terlalu cepat dan juga ketika ada kata kata yang salah pengucapan kawan saya tertawa dan saya semakin cemas. |

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| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 4 : | Susah karena menangkat suatu tema dibutuhkan wawasan yang banyak, bukan Cuma ngomong ngomong aja |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 4 : | Berpengaruh sekali karena semakin enak dosen mengajar semakin mudah kita memahami pelajarannya |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 4 | Pastikan dulu apa yang kita sampaikan itu benar dan bermamfaat dan di bawa dengan santai, sehingga ngak ada perdebatan karena kita bawa berita yang benar, terus dosennya harus menciptakan suasana yang nyaman di dalam kelas. |

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 5: | Speaking adalah sangat penting, tetapi saya merasa gugup ketika speaking di depan kelas karena kurang persiapan |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 5 : | Hal yang mengganggu saya ketika speaking di depan kelas adalah kurang persiapan, saya ngak bisa mengeluarkan ide ide saya karena kurang persiapan materi atau topik |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 5: | Terkadang tertawa tetapi tidak menjadi masalah bagi saya pribadi. |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 5 : | saya merasa panik ketika dosen menyush maju kedepan dan saya kurang persiapan dalam tampil speaking, terkadang speaking itu menjadi sulit ketika saya tidak tau kosakata. |

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| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 5: | Menurut saya susah karena harus mengeluarkan ide ide yang bagus kepada yang lain, itulah yang menyulitkan bagi saya, pertama saya harus menemukan ide ide dan itu ngak mudah bagi saya |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 5 : | Bagi saya pribadi penting tetapi terkadang saya kurang puas jadi harus cari informasi sendiri diluar kelas. |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 5 | Ini adalah tugas dosen yang paling utama, itu semua bagaimana sifat atau tingkah laku dosen ngak marah marah, bawaannya enak, semua itu dari dosen bagaimana mahasiswa bisa senyaman mungkin didalam kelas |

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 6: | Saya merasa speaking itu sangat berguna untuk kita tetapi saya merasa panikKetika kehilangan kosakata di depan kelas. |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 6: | Ketika kurang persiapan, salah ngomong baik dari segi pengucapan maupun grammar |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 6: | Walaupun ngak diketawain tetapi di pandangin terus, akhirnya kita mersa ngak enak dan hilang ide ide sebelumnya yang udah kita rencanakan. |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 6: | Karena penjelasannya kurang jelas karena telalu cepat saya jadi saya cemas kalau misalnya kurang mengerti apa yang diajarkan oleh dosen, ketika disuruh maju kedepan dan didengar oleh semua mahasiswa, terkadang diketawiin kalau ada yang salah, ketika ada kuis saya menjadi panik karena kurang persiapan untuk tampil, terkadang saya merasa mahasiswa yang lain lebih bagus speakingnya dari pada saya.  |

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| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 6: | Menurut saya speaking itu menjadi susah ketika saya ngak ada persiapan apa apa Ketika maju di depan kelas. |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 6: | Berpengaruh sekali bagi saya, dosen itu menjadi pedoman dan motivasi buat kami semua, saling memahami sesama mahasiswa |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 6: | Menguasai segela pembelajaran dalam speaking, sebaiknya dosen menciptakan yang nyaman dan memberikan waktu untuk persiapan |

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 7: | Saya mersa gugup ketika tidak ada persiapn dalam speaking di depan kelas |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 7: | Kurangnya persiapan saat tampil di depan kelas, diketawain oleh kawan juga menjadi faktor saya hilang fokus. |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 7: | Reaksinya kurang peduli tetapi kita aja yang ngak enak karena merasa ada yang salah |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 7 : | Karena kurang waktu untuk persiapan tampil di dalam kelas, karena maju kedepan kelas, karena kekurangan kosakata, terkadang malu dikoreksi di depan kawan dan Dosen menjelaskan dengan cepat sehingga ada beberapa informasi yang tertinggal. |

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| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 7 : | Sulit karena perlu belajar pengucapan, logak, bahkan grammar yang benar. |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 7 : | Sangat berpengaruh bagi saya terutama tingkah laku dosen di dalam kelas, semakin enak dosen mengajar semakin mudah dipahami pelajarannya, dosen menciptakan hubungan yang baik dengan mahasiswa. |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 7 : | Supaya pembelajran lebih rileks hubungan antara dosen dengan mahasiswa harus baik, dan dosen menciptakan suasana yang nyaman. |

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 8: | Saya merasa khawatir ketika maju ke depan kelas untuk tampil speaking |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 8: | Ketika di ketawaiin oleh orang saya merasa bahwa saya masih banyak kekurangan di banding dengan mahasiswa lainnya. |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 8: | Ada yang ketawa walaupun ngak keras, pandangan tertuju ke arah kita ketika tampil di depan kelas kalau ada yang salah ngomong saya merasa malu. |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 8: | Karena disuruh maju kedepan kelas, disuruh praktek di depan kelas, ketika saya ketinggalan informasi karena ngak mendengar juga timbul rasa khawatir takut di tanya sama dosen. |

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| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 8: | Sulit karena bukan hanya ngomong aja tetapi perlu dilihat dari segi pengucapan dan grammar yang benar |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 8: | Berpengaruh karena kalau dosennya terlalu serius jadi bawaannya terlalu tegang dalam belajar. |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 8: | Menurut saya pembelajaran lebih rileks khusus dalam speaking mahasiswa dikasih kebebasan dalam memilih topik sehingga bisa mempersiapkan diri sebelum maju kedepan kelas. |

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 9: | Saya terkadang kurang mengerti dan tertekan dalam speaking di depan kelas, karena dosen memberikan kritikan di depan kelas sehingga semua orang bisa tahu kekurangan saya. |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 9 : | kritikan dosen setelah maju didepan kelas, persiapan waktu yang kurang dan ditertawakan oleh teman |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 9: | Dipandang dengan cara yang berbeda bahkan ada yang ketawa walaupun tidak keras sehingga saya merasa kurang nyaman karena menjadi pusat perhatian. |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 9 : | Karena kurang waktu untuk persiapan tampil di depan kelas, kurang mengerti apa yang di jelaskan oleh dosen, terus ditertawakan oleh orang kalau ada kata kata yang salah,  |

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| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 9 : | Sulit, karena dalam speaking itu bukan hanya memberi ide aja tetapi harus ada wawasan yang luas disamping itu ada banyak pengucapan yang harus kita kuasai |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 9 : | Sangat berpengaruh karena mahasiswa bisa speaking itu karena dosennya juga, kalau dosennya mengajar dengan baik mahasiswanya pasti dengan mudah dapat memahami pelajarannya |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 9 : | Supaya rileks belajar dosen memberi topik atau bahan jadi mahasiswa bisa mempersiapkan diri sehinggan kedepan bisa lebih nyaman. |

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| Penulis : | Bagaimana perasaan kamu saat belajar mata kuliah speaking? |
| Partisipan 10: | Saya merasa cemas ketika menunggu giliran maju kedepan kelas untuk tampil speaking |
| Penulis:  | Hal apa saja yang mengganggu kamu di kelas speaking? |
| Partisipan 10: | Ketika di lihat oleh orang (eyes contact) di depan kelas saya lupa kosakata dan juga berkeringat  |
| Penulis : | apa reaksi orang-orang sekitar kalau kamu salah dalam kelas speaking ? |
| Partisipan 10: | Biasanya kalau saya salah ditertawakan walaupun Cuma senyum aja tetapi itu berarti yang lain buat saya dan sangat mengganggu. |
| Penulis : | Menurut kamu sendiri, kenapa kamu begitu cemas saat speaking? |
| Partisipan 10: | Karena kurang waktu dalam persiapan speaking, di tertawakan kalau ada yang salah dan kurang mengerti apa yang dijelaskan oleh dosen. |

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| Penulis : | Apa menurut kamu speaking itu pelajaran yang sulit? |
| Partisipan 10: | sulit karena saya kekurangan kosakata, dan masih kurang dari segi grammar |
| Penulis : | Apakah guru/dosen mempengaruhi perasaan kamu saat belajar speaking? |
| Partisipan 10: | Sangat berpengaruh baik dari segi methode pembelajaran maupun dari segi tingkh laku dosen dalam memperlakukan mahasiswa. |
| Penulis : | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks? |
| Partisipan 10: | Menurut saya supaya pembelajaran rileks proses pembelajaran harus dibuat dengan nyaman dan dosen harus tau bagaimana memperlakukan mahasiswa dengan baik tidak ada pilih kasih, harus diperlakukan dengan sama. |

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