

**AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING  
PERFORMANCE**

**( A Study at Second Grade at SMAN 5 BANDA ACEH)**

**THESIS**



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THESIS

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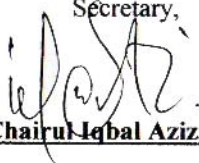
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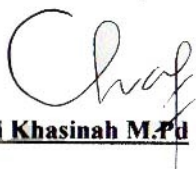
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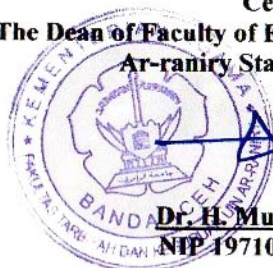
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### **Abstract**

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Key words: Speaking Performance, Students' Anxiety.

This study is focused on identifying the factor of students' anxiety in speaking performance. Thus, a questionnaire was distributed to the students. The questionnaire was adapted from Horwitz and Horwitz (1986). This study is a qualitative research. The sample of this study was class XI IPA-1 of SMA Negeri 5 Banda Aceh. Then, the data was analyzed by putting the total of students' response of every statement into graphic. It was found that there are 72 % of the students who experienced the anxiety of test, 73% of the students feel anxious in communicative apprehension, and 55 % of them were getting anxious in fear of negative evaluation. Based on the result, the factors of students' anxiety in speaking English is categorized into three major type of anxiety, namely test anxiety, communicative apprehension, and fear of negative evaluation.

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents the background of study, research question, research aim, significance of the study, research terminologies.

#### **A. Background of Study**

In learning English, there are four basic skills that students should master; they are listening, speaking, reading, and writing. Speaking is one of the most important skills to be mastered by students of English as a foreign language (EFL). As stated by Harmer (2007, p.38), speaking the way to construct words and phrases with individual sounds, use pitch change, intonation and stress to convey different meaning.

Chaney and Burkey (1998: 13) also define speaking as the process building and sharing meaning through the use of verbal and non-verbal symbol in a variety of contexts. Indeed speaking is a process of exchanging words or information between an individual and more on certain context. According to Tarigan (1985), speaking is a skill of conveying word or sounds of articulation to express or to deliver ideas, opinion, and feeling. As a real communication, speaking allows the interlocutor to accomplish a task, such as conveying a message, obtaining the information, or expressing an opinion ( Bahrani and Soltani, 2012 p. 27).

Generally, speaking is a way to build a communication. It is used to share meaning through the use of words. Speaking is one of important aspects in human life

process and also a crucial part of second language learning and teaching. It is a process that involves two or more people of sending and receiving message or information in oral communication to speak and express their ideas, feeling, and emotion to others. Therefore, speaking has received the greatest attention among both students and teachers. To sum up, speaking is the way we say things depending on the situation to send message which allow speaker to investigate their thoughts and feeling about a topic.

Nevertheless, speaking is also a tough skill to be mastered by EFL learners. According to Tanveer (2007, p.1) many EFL students express inability. Sometimes, even acknowledge the failure in speaking foreign language. Supported by Horwitz et al, these learner may be good in learning other skills, but they have 'mental block' while it comes to learn to speak foreign language (1986, p.125).

For this reason, the writer conducted a preliminary study in SMAN 5 Banda Aceh. In the study, the writer held an informal interview for fifteen second graders at SMAN 5 Banda Aceh. From the interview, they admitted that speaking skill was a serious problem in learning English. They said that they did not have vocabulary mastery and less knowledge of grammar in English. Hence, it enabled them to speak English fluently. Then, they appeared to be shy, uncomfortable, have no confident and loss for words in practicing speaking English. Thus, it can be concluded that vocabulary mastery, grammar knowledge, influent, students' self-problem affected their achievement in speaking skill.

A previous study on analyzing students' anxiety in speaking was conducted by Gopang in 2015. This research involved undergraduated students at Lasbela University in Baluchistan. There were 15 female and 20 male students as the participants in this research. They were studying English as a major subject. In collecting data, this study used questionnaire which was designed by Woodrow in 2006. Every statement in questionnaire consisted of five points with likert scales. The result show that students experienced moderate speaking anxiety. They felt nervous and avoided speaking speaking.

Other pervious study was conducted by Mayangta in 2013. The research was about the students' speaking anxiety in an EFL classroom. This study was aimed to investigate students' speaking anxiety in EFL classroom. This study was addressed to second graders of Junior High School in Bandung. This study used two kinds of questionnaire. The first questionnaire was open-ended questionnaire (FLCAS) which was developed by Horwitz et al. (1986). The second questionnaire was open ended questionnaire made to obtain the sources of students speaking anxiety and their coping strategies. The result showed that most of students got anxious level of anxiety with no very relaxed students.

The similar study about students' anxiety in learning English was also conducted by Musthachim in 2013. The research was a qualitative method study by using case study method. This study investigated foreign language anxiety of EFL junior secondary school students at the 8<sup>th</sup> grade of SMPN 9 South Tangerang. As the result, speaking in front of the class, being laughed at by others, incomprehensible

input, students' belief about language learning, teacher personality, and the lack of preparation were the factors which cause students feel anxious in learning English.

Hence, the researcher wants to focus on analyzing the factor that affect students' anxiety in speaking performance at XI IPA I in SMAN 5 Banda Aceh. For this reason, this study is entitled **“An Analysis of Students' Anxiety in Speaking Performance”**.

#### **B. Research Question**

Based on the background above, the research question is formulated as *“What are the factors influencing students' anxiety in speaking English?”*.

#### **C. Research Aim**

The aim of this study is to identify the factors that contribute to students' anxiety in speaking English.

#### **D. Significance of The Study**

The result of this study is expected to enrich references for the English teacher especially in speaking skill. The teacher should realize that all of students have anxiety in speaking English. Moreover, for the foreign language learner, speaking English will be a big problem for them because they have less of language features in English, less motivation, and less of self-confident. For this reason, the teacher should be able to face the students' anxiety by applying interesting and creative learning in English speaking class.

## **E. Research Terminology**

There are two variables that are operated in this study. Definition of the variables are clarified as follows:

### **a. Speaking Performance.**

Generally, speaking performance can be defined as the act of express idea orally. Burns and Joyce (1997, in Torky in 2006) clarified that speaking is constructing meaning, such as producing, receiving, and processing information interactively. In addition, Bygate (1998) argued that speaking is an interactional skill which order speaker to create decision about communication.

As argued by Harmer (2007, p. 284), speaking is how to deliver the expressive communication involving knowledge of language feature and a way to get information and language. This study is limited on the students' performance in speaking class at XI-IPA 1 of SMAN 5 Banda Aceh.

### **b. Anxiety speaking performance**

As we know before, the anxiety is defined as the feeling of fear, worries, and nervousness in facing a certain condition. Some experts explained the definition of anxiety. As stated by Horwitz et al (1986) in Mayangta (2013, p. 6), *anxiety is the feeling of tension, apprehension, nervous, and worry associated with an around of the autonomic nervous system*. In this research, the study is focused on analyzing students' anxiety in speaking performance in class XI-IPA 1 of SMAN 5 Banda Aceh.



## **CHAPTER II**

### **LITERATURE REVIEW**

This section presents the related theories involving review of anxiety in speaking performance and a review of speaking performance.

#### **A. Definition of Anxiety**

Generally, anxiety is defined as someone's fearness in facing something that can be a serious problem for him/ her. Horwitz, Horwitz, and Cope (1986) explained that, "*anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system*". Pappamihel (2002, as cited in Mahmoodzadeh, 2012) defined anxiety as the threats to self-efficacy and appraisals of situations as threatening. In other word, Ormrod (2011) also stated that anxiety can be defined as uneasiness and apprehensions feeling toward uncertain outcome of a given condition. In conclusion, anxiety is everyfeeling of scary which is appeared because of unsure result of a particular effort. Furthermore, anxiety is meant by a risk of a situation.

#### **B. Type of Anxiety**

There are two kinds of anxiety. They are clarified as the follows:

##### **1. Trait Anxiety**

Generally, trait anxiety is a kind of anxiety where a subject is generally anxious in many things. Brown (1994) revealed that trait anxiety is more permanent predisposition to be anxious. In this case, someone with trait anxiety experiences anxious in every time. In other word, Ormrod (2011) clarified trait anxiety may appeared even in nonthreatening situation. He continued that this kind of the anxiety can be a character of a person.

## 2. State Anxiety

State anxiety is defined as a kind of anxiety which is appeared when a person accepted a condition as dangerous, harmful, and threatening him/ her (Spielberg, 1992). It means that the person only experience the anxiety in a given situation. The kind of this anxiety is also temporary. It is because the person only feels anxious in an event which can be dangerous for him.

Briefly, the trait and the state anxiety are differed by the situation and duration. Someone with trait anxiety may feels anxious in every condition in long duration. It can be happened when the other people feel relax. On the other hand, a person with state anxiety will only feel anxious when they think that the situation will risk him. That is why the kind of this anxiety is happened temporary. The anxious feeling will disappeared when the person passed the dangerous event.

## C. The Anxiety in Speaking Performance

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



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

Lanefeldt (2011) argued that “speaking anxiety is something that has a great impact one’s self- confidence when the speaker speaks out and shows what one knows”. The students who experience failure in speaking performance, they will better to quiet than taking a risk to fail again. Hence, it is important for teacher to make effective class in stimulating them to speak. Horwitz, Horwitz, and Cope (1986) stated that the students who have problem in speaking, they will have greater difficulty in speaking in foreign language class.

To sum up, anxiety is serious problem for students that can influence their achievement in speaking performance. For this reason, Antony (2004) claimed that it is necessary to overcome students’ anxiety in speaking performance. The students can plan for change, change the way of think, confront anxiety-provoke situation, change the way to communicate and improving relationship, medicate, copy with rejection,

meet new people, learn to make presentation with confidence, and stop trying to be perfect.

Horwitz, Horwitz, and Cope (1986) figure out that there are three kinds of anxiety in language learning. They are communication apprehension, test anxiety, and fear of negative evaluation.

1. Communication Apprehension.

Communication apprehension is defined as a feeling of shy as the impact of fear to communicate with other people. In this case, the students who have problem in speaking in group usually have difficulties in speaking in foreign language class. The students have less of control in communicative situation. Thus, it influences their speaking performance.

2. Test Anxiety

Commonly, the test anxiety is appeared when the students worry to fail in a test. The students who feel anxious in test of foreign language class may get difficulty test and quizzes since the test. Even, the students who most prepared often make errors in the test.

3. Fear of negative evaluation

Fear of negative evaluation is defined as the students who are not only get anxiety in taking test. They can feel anxious in every social evaluative situation, for instance interviewing for a job or speaking in foreign language class.

In conclusion, the factors of students anxiety are categorized into three major problems, firstly, the factors are categorized as communication apprehension. In this case, the students feel anxious because of embrace feeling when speak in front of class. Secondly, the factors are called as test anxiety. It means that the students feel worry when they have to face the English test. It is due to the level of difficulty of the test. Lastly, the anxiety is appeared because fear of negative evaluation. It can be implied that someone feels anxious when he or she to speak in every social evaluate situation, such as interview for a job.

#### **D. Possible Factors Contributing to Anxiety in Speaking Performance.**

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

In other references, Worde (2003) argued that students' fear in misunderstanding what is being said in classroom can lead to communication apprehension. Besides, the way of teaching also can cause the students feel anxious in learning process. For this reason, the teacher should make the comfortable class without threatening them in practicing speaking English (Oxford, 1991).

According to Marwan (2007), the lack of preparation is a big deal toward students' worries in speaking English. In this case, they are scared not to perform well in their speaking performance. Horwitz, Horwitz, and Cope (1986) also clarified the factors that contribute to the students' feelings of anxiety in speaking English. They categorize the factors into three major factors, such as from teacher, material, and from students.

The factor from teacher involves classroom speaking activity and inappropriate ways of teaching. The classroom speaking activity can evoke the fear of negative evaluation by teacher or peers. However, the inappropriate ways in teaching is risky to threatening acts and incomprehensible input.

The students' anxiety is also determined by material used in learning process. The excessive and the difficulty level of learning material strongly affect students' worries in speaking activity in class.

The factor from students includes belief about language learning. In this case, the students believe that language is difficult. So, they feel unable to face the difficulties. The students also think that they should always show the perfect performance in speaking. Moreover, low self-esteem, stressful learning experience, and the lack of preparation also often become factors toward students' anxiety in speaking performance.

#### **E. Effect of Anxiety on Language Learning**

This section explains about the effect of anxiety toward language learning. Horwitz, Horwitz, and Cope (1986) divided the impact into two categories, those are

second language studies and clinical experience. Based on second language studies, there are some the impact of anxiety toward the language learner. The anxious learner will affect students' communication strategies in language class. The students will effort to avoid the difficulties or personal message in the target language. Moreover, the students with higher level of anxiety will produce shorter composition and quality of writing less than calmer counterparts do.

Based on clinical experience, the anxious students feel apprehension, worry, and dread. The students have problem to focus, forget easily, sweat, and get palpitation. Thus, they try the avoidance behavior such as skip a class and postpone homework.

Briefly, some studies proved that the anxiety has bad impact toward students in English learning. The anxiety affects their speaking performance. In this case, the students who have high level anxiety will reach low achievement in practice speaking. Clinically, the students will have difficulty to focus in English learning. Thus, they may skip the class to avoid the lesson. For this reason, the students have to try to face the anxiety.

#### **F. Relevant Studies of Students' Anxiety in Speaking Performance**

There are some studies that were conducted by the researchers related with analysis of students' anxiety in language learning. One of them was conducted by Oktaviani, Radjab, and Ardi in 2013. This study was held in SMAN 7 Padang. This research was aimed to identify component which most affect toward their anxiety in

learning English and identify the source of their anxiety. The findings through questionnaire showed that the component that have most impact toward the students' anxiety involve feeling of fear toward other negative evaluation, worrying about communicating, feeling anxious in test and English learning class. Through interview, the students were found that they have less of self-confident in learning English, feeling anxious of teacher's correction, and class activity, such as speaking class and English testing.

Other study was conducted by Putri in 2014. This study was conducted in SMAN KRIAN. This study was purposed to find out the anxiety level of XI grade students, the factors that affect the anxiety, and correlation between students' anxiety and the speaking performance. The result showed that the students have high level of anxiety. It was caused by students' anxiety in speaking, test taking, and fear of negative evaluation. In this case, students who have lowest level of anxiety have positive correlation with speaking performance. In contrary, there was found negative correlation between students with highest level of anxiety and speaking performance. Hence, it can be implied that the level of anxiety has a big impact toward speaking performance.

Another study was carried out by Mayangta in 2013. The research has a goal to investigate the level of students' anxiety, the source of their speaking anxiety and their strategy to face the anxiety. The data was obtained from 32 students of junior high school in Bandung. The result showed that 43.8% of the students were mildly

anxious, 9.4% of them felt very anxious, about 21.9% of them experience anxious feeling, and 25% of them feeling relax in speaking performance. The source of their anxiety was appeared from personal and interpersonal anxiety, students' belief about language learning, interaction between students and teacher, classroom activity and perceived level of English proficiency. To overcome the anxiety, most of students did preparation, relaxation, and resignation strategy.

In this study, the research is focused on identifying the factors of students' anxiety in speaking performance. This research is qualitative descriptive design. The study uses the adaptation of questionnaire by Horwitz, Horwitz, and Cope to obtain the data. The data is analyzed by making it into the graphic. Finally, the factors of students' anxiety will be found.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter consists of research plan, research participant, location of research, source of data, research instrument, technique of data collection, and technique of data analysis.

##### **A. Research Plan**

This research used descriptive qualitative research. Seliger and Shohamy (1989) define descriptive research as a study which have purpose to explain, specify, describe, and explore the occurred phenomenon without experimental manipulation. As argued by Ary (2006), “*Qualitative research focuses on understanding social phenomena from perspective of human participants in the study.*” It can be implied that this study involves human to give description toward the event. In other word, Sugiyono (2010) defines qualitative research as a kind of category of study that is used to analyze the natural event. Then, the final result of the study is described in written words. In this study, the writer analyzed the factor of students’ anxiety in speaking performance by describing the result in written word.

##### **B. Research Participants**

Generally, population is a group of people which is used as the respondents of a study. In 2014, Rangkuty stated that population is the whole of object or subject in a



given area and have qualification that related with research problem that will be studied.

Besides, sample is also important element of a study. Commonly, sample is a small part of population which is used as the object or subject in a study. Emzir (2013) has argued that sample is representative of the population about which we will make generalization. Thus, the writer took the students of SMAN 5 Banda Aceh as the population. The sample of this research was science students of second graders in the school. The class was XI IPA 1. There were 20 students of the class.

#### **C. Research Location**

The study was held in SMA 5 Banda Aceh. The school was located in Kopelma, Darussalam, Banda Aceh.

#### **D. Source of Data**

Source of the data was found at second grade of SMA 5 Banda Aceh. The students of the school were the participants on this study. The students were ordered to give the response toward the prepared questionnaire. The questionnaire was filled to identify the factors that affected the students' anxiety in speaking performance.

#### **E. Instrument of Data Collection**

As we know before, instrument is defined as a tool that is used to obtain the research data. In collecting data, the writer used questionnaire which was given to the

respondent. Ary (2006) stated that questionnaire and interview can be applied to collect information from groups of subjects in a research. The questionnaire was adapted from Foreign Language Classroom Anxiety Scale as suggested by Horwitz and Cope in 1986. The score of questionnaire used Likert scale that was categorized into strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The questionnaire consisted of thirty statements which were responded by the students. The following table is some statements of the FLCAS questionnaire by Horwitz and Cope:

**Table 3.1 Some statements of FLCAS Questionnaire by Horwitz and Cope(1986)**

No.	Statement	Response			
		SA (Strongly Agree)	A (Agree)	D (Disagree)	SD (Strongly Disagree)
1	I never feel quite sure of myself when I am speaking English in class.				
2	I do not worry about making mistakes in				

	language class.				
<b>3</b>	I tremble when I know I am to be called on in language class.				
<b>4</b>	It frightens me when I do not understand what the teacher said in English.				
<b>5</b>	It would not bother me at all to take more foreign language class.				
<b>6</b>	I find myself thinking about things have nothing to do with course.				
<b>7</b>	I keep thinking that the other students are better at language than me.				
<b>8</b>	I am usually at ease				

	during tests in my language class.				
<b>9</b>	I start to panic when I have spoken without preparation in language class.				
<b>10</b>	I worry about consequences of failing my foreign language class.				
<b>11</b>	I don't understand why some people get so upset over foreign language classes.				
<b>12</b>	In language class, I can get so nervous I forget things I know.				
<b>13</b>	It embarrasses me to volunteer answers in my language class.				
<b>14</b>	I would not be				

	nervous speaking the foreign language with native speakers.				
15	I get upset when I don't understand what the teacher is correcting.				
16	Even if I am well prepared for language class, I feel anxious about it.				
17	I often feel like not going to my language class.				
18	I feel confident when I speak in foreign language class.				
19	I am afraid that my language teacher is ready to correct every mistake I make.				

<b>20</b>	I can feel my heart pounding when I'm going to be called on in language class.				
<b>21</b>	The more I study for a language test, the more con- fused I get.				
<b>22</b>	I don't feel pressure to prepare very well for language class.				
<b>23</b>	I always feel that the other students speak the foreign language better than I do.				
<b>24</b>	I feel very self- conscious about speaking the foreign language in front of other students.				
<b>25</b>	Language class moves so quickly I worry				

	about getting left behind.				
<b>26</b>	I feel more tense and nervous in my language class than in my other classes.				
<b>27</b>	I get nervous and confused when I am speaking in my language class.				
<b>28</b>	When I'm on my way to language class, I feel very sure and relaxed.				
<b>29</b>	I get nervous when I don't understand every word the language teacher says.				
<b>30</b>	I feel overwhelmed by the number of rules you have to learn to				

	<p> speak a foreign  language. </p>				
31	<p> I am afraid that the  other students will  laugh at me when I  speak the foreign  language. </p>				

#### **F. Technique of Data Collection**

To obtain the data, the questionnaire was distributed to the students as the respondents in this study. The writer gave time for one hour for the students to fill the questionnaire. The writer kept watching the respondents to fill the questionnaire in collecting data process. Then, the students filled the response column by giving check mark (√) after read the statement one by one. After that, the filled questionnaire was collected. Then, the data was analyzed.

#### **G. Technique of Data Analysis**

As stated by Bogdan and Biklen (1992), data analysis is a way to search and arrange the interview transcript, field notes, and other materials to make other people understand what someone found about the phenomenon. Thus, analyzing the data



help us to explain or present what have discovered in a study. Hence, this section presents the way to analysis the data in this study.

After collecting the data, the data was analyzed by categorizing students' respond toward every statement of questionnaire into a graphic. It meant that the writer calculated the number of students who gave the response "strongly agree", "agree", "disagree", and "strongly disagree" toward every statement. After that, the number of students who gave the response was changed into a percent. Finally, the last result was put into a graphic. Thus, the graphic showed the total of students who respond every statement in detail.

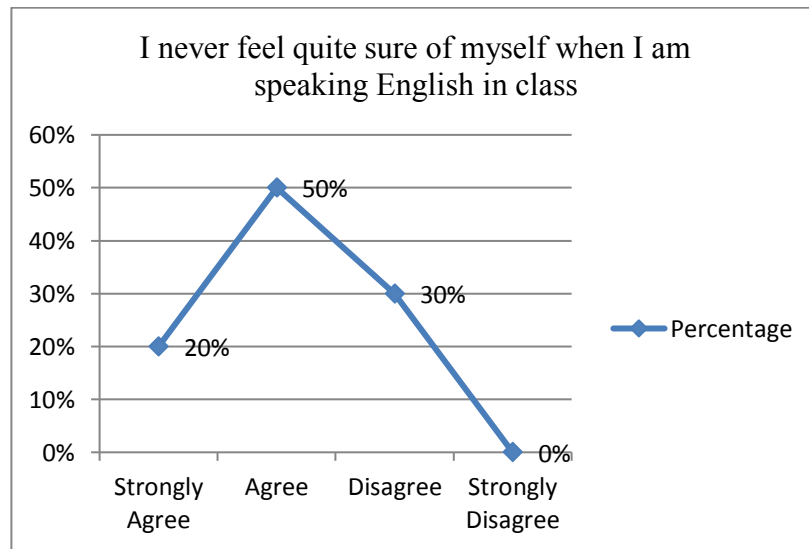
## CHAPTER 4

### RESULT AND DISCUSSION

In this section, the writer will present the result and the discussion of the research data. The result of the data will perform frequency of every statement in the form of graphic.

#### A. Result

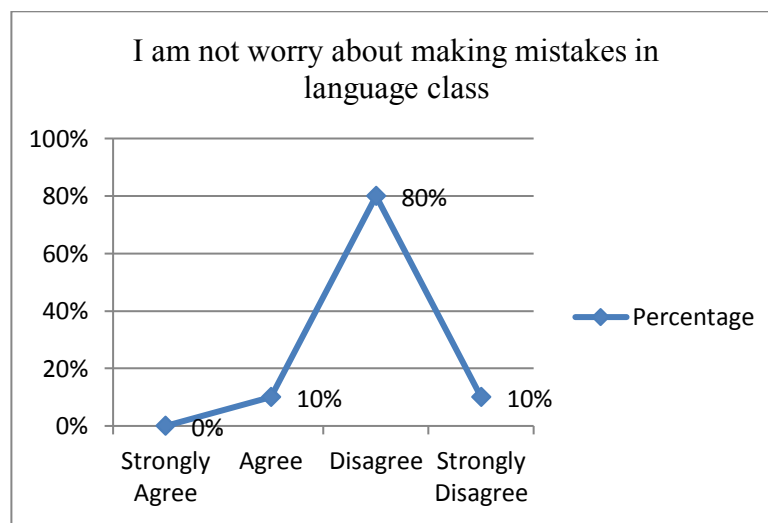
After collecting the data, the frequency of every statement was analyzed by classifying the frequency into percentage. Then, input it into the graphic. The following chart presents the frequency of statement 1. It is presented in chart 4.1.



The chart presents the percentage of the students who never feel quite in speaking English in class. From twenty students, fifty percent of them agree with the statement and twenty percent of them who strongly agree with the statement. It

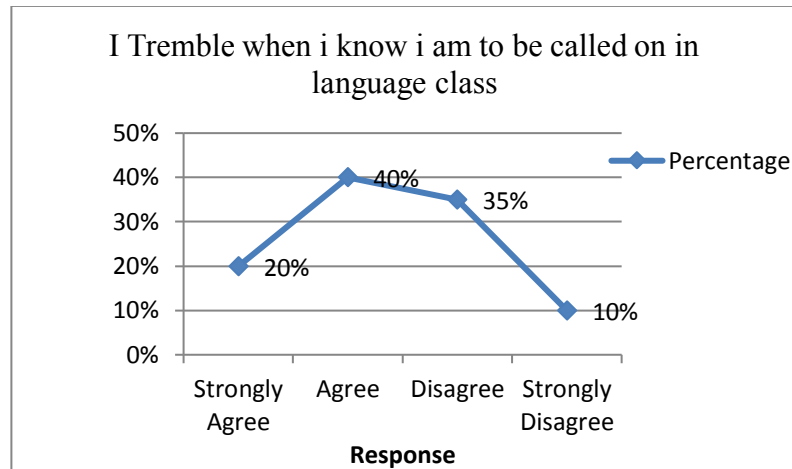
implies that they feel anxious in order to speak English in class. There are only thirty percent of the students who do not agree toward the statement. It means that they are always feeling quite in speaking English in class.

The 2<sup>nd</sup> statement was also analyzed like the previous statement. The result is presented in chart 4.2.



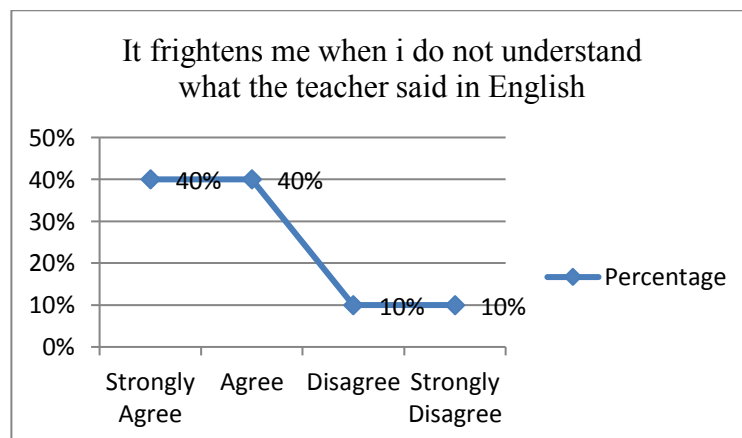
The chart performs the students' response toward whether they are worry or not to make mistakes in language class. In fact, eighty percent of 20 students say that they are worry about making mistakes in language class. Even, about ten percent of the students express that they are strongly worry toward mistakes in language class. It proves that the students feel anxious in language class. There were only ten percent of the students who do not feel worry to make mistakes in language class.

The following chart presents the analysis of students' response toward 3<sup>rd</sup> statement. The result is showed in chart 4.3.



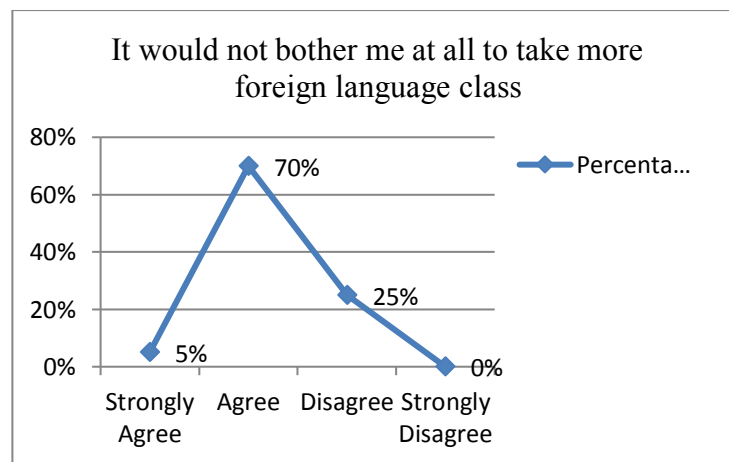
From the graphic, we can see that 40% of the students admitted that they tremble when being called on in language class. Even, there are 20% of the students who strongly agree with the statement. On the other hand, there are 45% of them who do not agree with the statement.

The students' response toward 4<sup>th</sup> statement was also analyzed by making it into graphic. The result is presented in chart 4.4.



From the chart above, it implies that most of the students show their anxiety in speaking English. It is seen from the percentage, that is, 40% admitted that they feel scare in misunderstanding the teacher said in English. It is also supported by 40% of the students who strongly agree with the statement. There are 20% of students who reject that they feel frightening in understanding what their teacher said in English.

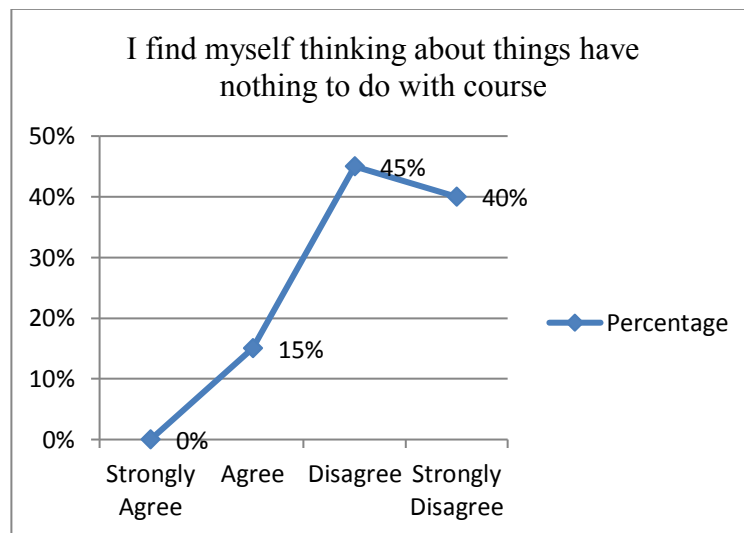
The 5<sup>th</sup> statement is aimed to know whether the students' anxiety annoys them to take other foreign language or not. The result is presented in chart 4.5.



The graphic shows that most of the students do not feel annoying to take other foreign language class although they feel anxious in learning foreign language. There are 70% of them who give response “agree” toward the statement and 5% of them who give response “strongly agree” toward the statement. While, 25% of them give

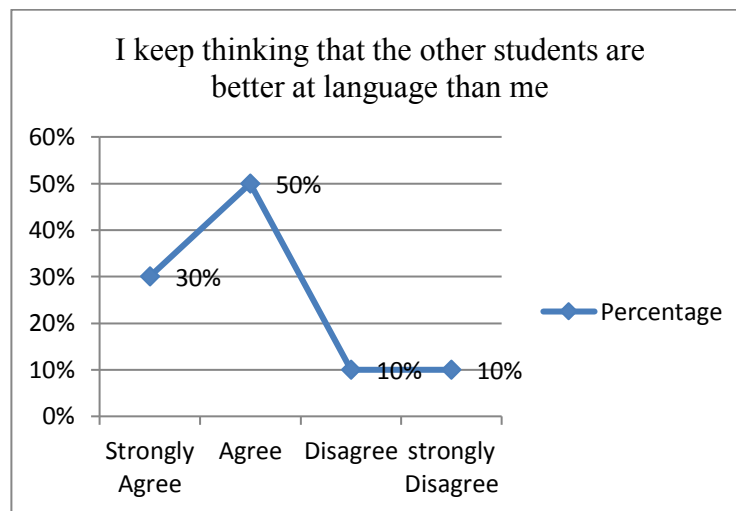
response “disagree” toward the statement. It means that they feel bother to take other foreign language class.

The following chart is the graphic of percentage of students’ response toward whether or not the students find themselves think about things have nothing to do with the course. The percentage is described in chart 4.6.



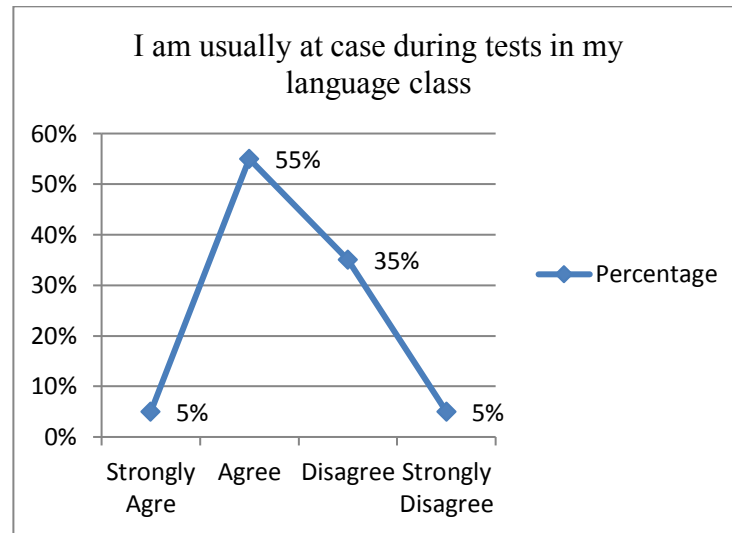
The chart above presents percentage of students’ response for the 6<sup>th</sup> statement. Thus, the graphic shows that most of the students give negative response for the statement. As we see, there are 45% of the students who give response “Disagree”. Even, 40% of them give response “Strongly Disagree”. While, the others students, 15%, instead accept the statement.

The 7<sup>th</sup> statement has a goal to know students' response whether or not they always think that the other students have better ability in language. The percentage is presented in chart 4.7.



The chart above informs that most of the students do not have self confident in language. It is because 50% of the students admitted that they keep thinking that their friends are better at language than himself. Even, 30% of them express that they strongly agree with the statement. Totally, there are 80% of students who feel anxious because they always assume that other students are better at language than me. While, the graphic shows that there are 20% of the students who reject the statement. It can be concluded that they have high self confident toward their own self.

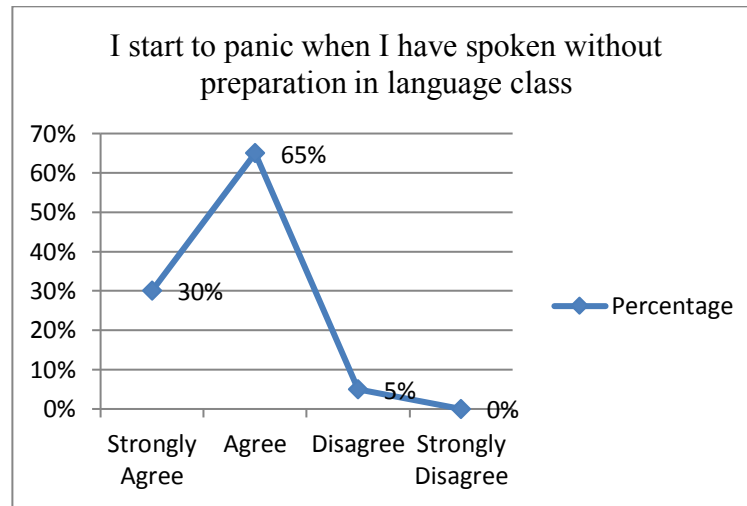
The 8<sup>th</sup> statement is aimed to identify the total of students who usually who have problem in language test. We can show the result in chart 4.8.



Based on the graphic, it can be implied that most of the student admitted that they usually have problem in language test. It is proved that there are 55% of the students who agree with the statement. 5% of them strongly agree with the statement. On the other hand, 40% of the students admitted that they do not have problem in language test.

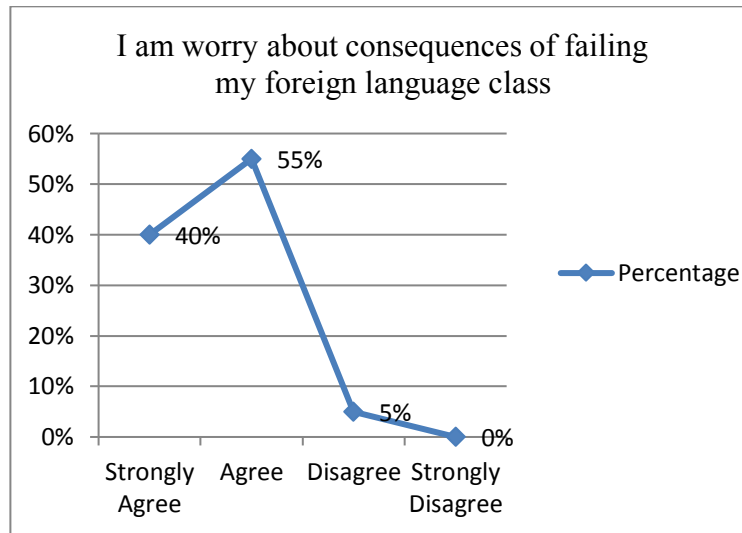
The percentage of students' response toward the 9<sup>th</sup> was obtained. The percentage is presented in chart 4.9.





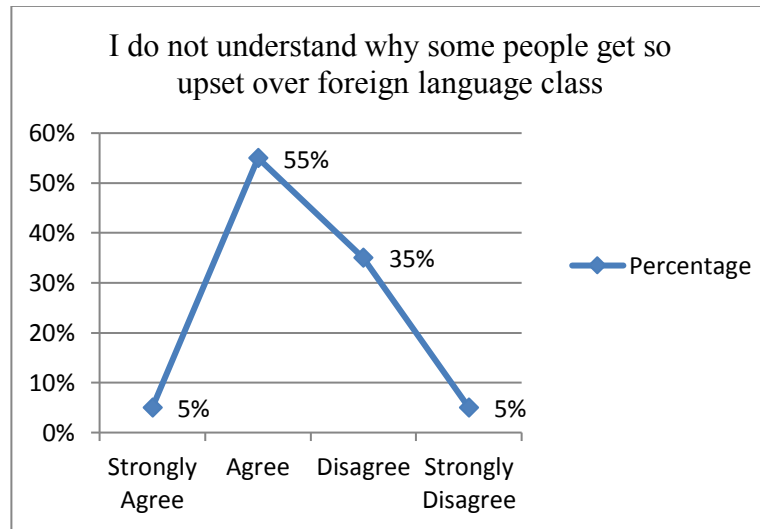
The chart above shows that most of the students feel starting panic when they have to practice speaking without preparation in language class. We can see that 65% of twenty students deal with the statement. Moreover, 30% of them also strongly deal with the statement. Their anxiety was proved by feeling panic in speaking if they do not have preparation. However, there are only 5% of the students who reject the statement.

The 10<sup>th</sup> statement is aimed to identify students' response toward consequences of failing in foreign language class. The percentage of students' response is presented in chart 4.10.



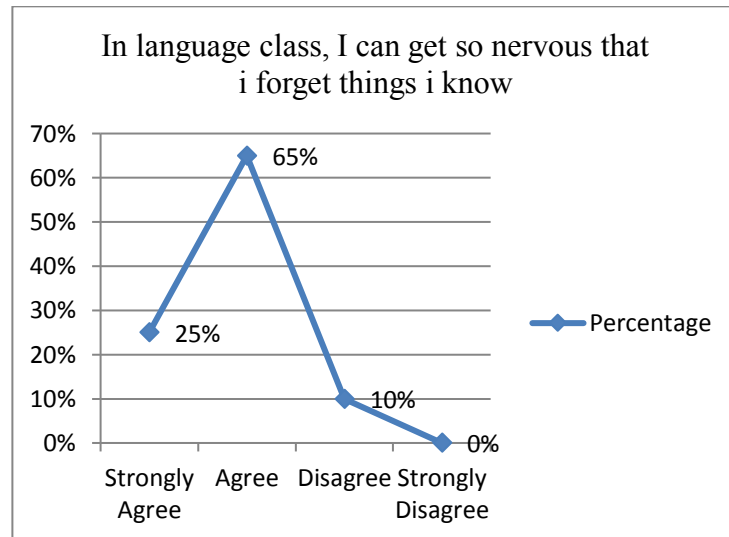
The chart 4.10 tells about the percentage of students who feel worry about consequences of failing in foreign language class. Thus, it shows that 55% of the students agree about worrying the consequences of failing in foreign language class. Moreover, 40% of the students strongly admitted the statement. In other way, 5% of the students do not deal with the statement.

The 11<sup>th</sup> statement has a goal to clarify the percentage of the students who do not understand why some people get so upset over foreign language class. For this reason, the percentage is performed in chart 4.11.



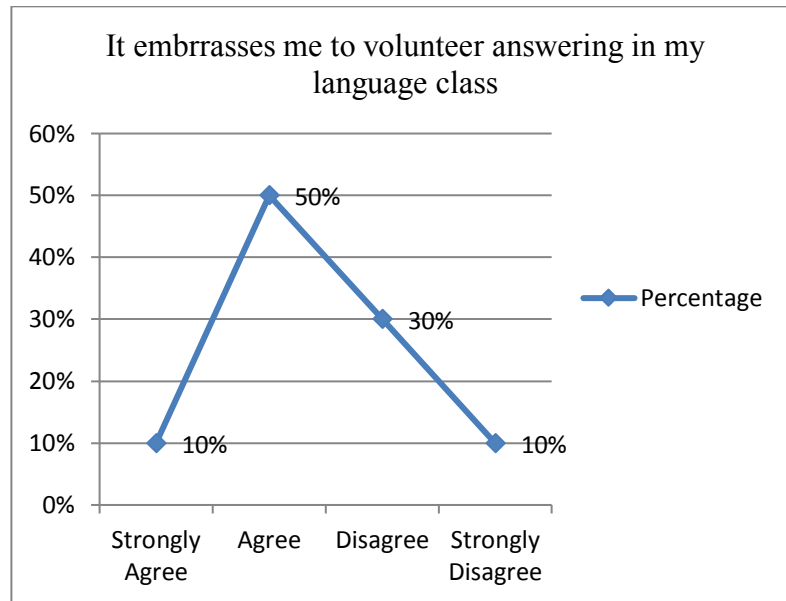
Based on the chart, more than half of total of the students respond the statement positively. There are 5% admit that they strongly do not understand why some people get so upset over foreign language class. The chart also shows that there are 55% of the students who give response “Agree” for the statement. On contrary, 40% of the students do not agree with the statement. 35% of the students give response “Disagree” and 5% of them give response “Strongly Agree”.

The 12<sup>th</sup> statement is aimed to know the percentage of students’ response about forgetting everything when feeling nervous in language class. The result is performed in language class.



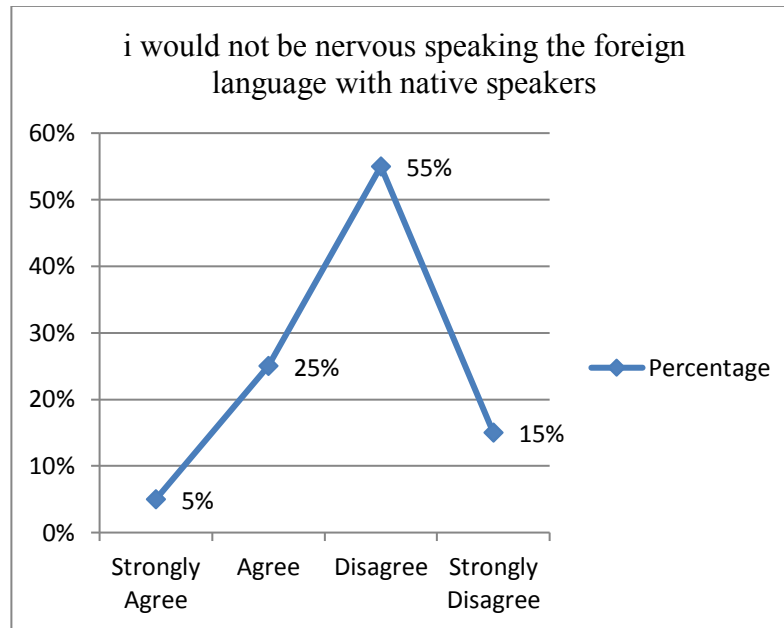
From the twenty students, 65% of the students give the positive response toward the statement. Even, 25% of the students strongly agree with the statement. It can be implied that they feel anxious because forgetting things which cause nervous in speaking in English. While, there are only 10% of the students who give the negative response toward the statement.

The 13<sup>th</sup> statement is aimed to identify the percentage of students who feel embarrassing to volunteer answering in language class. The percentage is showed in chart 4.13.



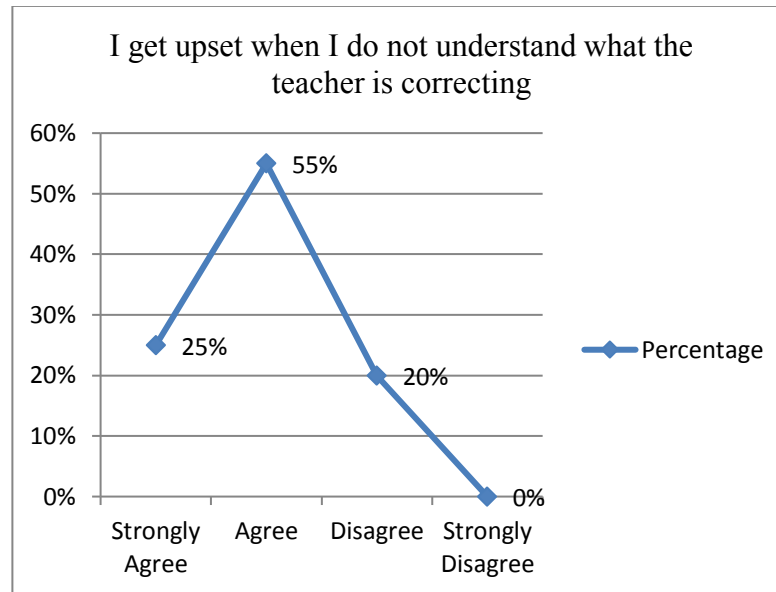
From the twenty students, there are 50% of them who deal with the statement. They feel embarrassing to answering a question by using English. 10% of them even admitted that they strongly agree toward the statement. In other way, 40% of the students do not deal with the statement. Even, 10% of the students strongly do not accept that they feel embarrassing to volunteer answering in language class.

The 14<sup>th</sup> statement is purposed to know the percentage of students who would not be nervous speaking the foreign language with native speaker. The percentage is presented in chart 4.14.



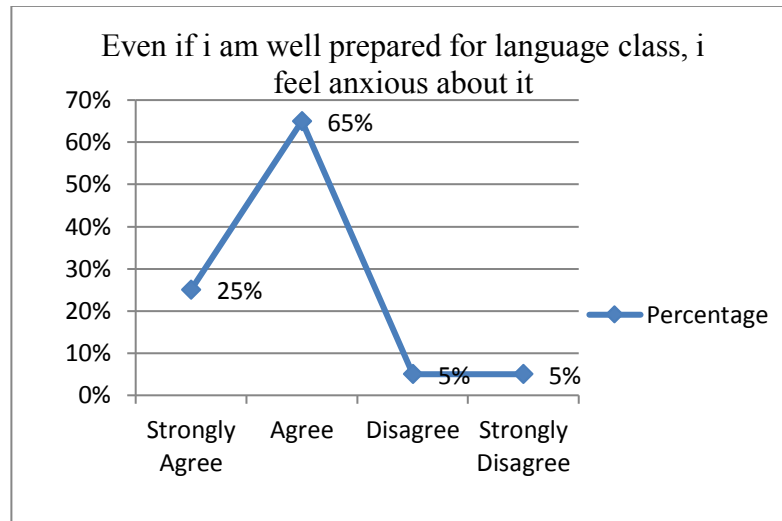
Related to the statement, there are 55% of twenty students who do not accepted the statement. 15% of them also rejected the statement by giving response “strongly disagree”. It means that they are getting nervous in speaking with the native speaker. On contrary, 30% of them deal with the statement. It implies that they are not getting nervous to speak English with native speaker.

The following chart is presented the total of the students who get upset when they do not understand what the teacher is correcting. The result is presented in chart 4.15.



Based on the aforementioned chart, it is found most of the students respond the statement positively. It is because there are 55% of the students who are getting upset when they do not understand what their teacher correct. 25% of the students also accept the statement by giving response “Strongly Agree”. On the other hand, there are only 20% of the students who reject the statement.

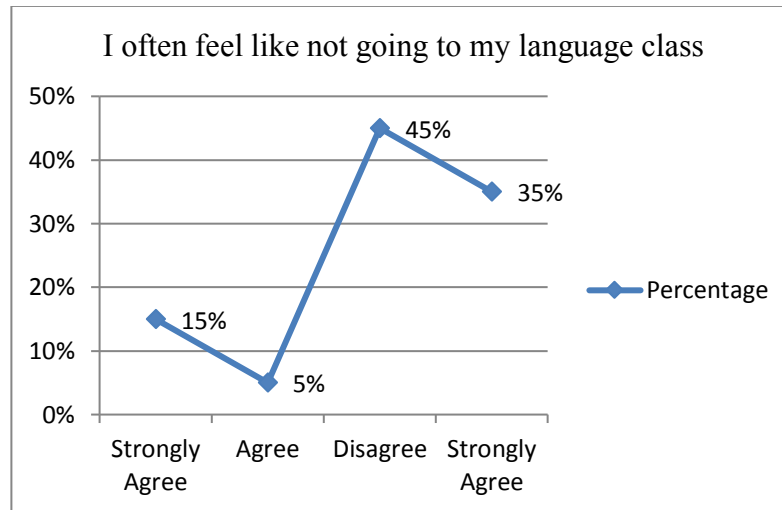
The 16<sup>th</sup> statement is aimed to identify the percentage of the students who still feel anxious although having well prepared for language class. The percentage is presented in chart 4.16.



Related to the statement, about 10% of twenty students do not deal with the statement. They reject the statement that they do not feel anxious if having well preparation for language class. On contrary, there are about 90% of students who accept the statement. 65% of them give response “agree” and 25% of them give response “strongly agree” with the statement. It means that most of the students are keeping anxious although they have well prepared for language class.

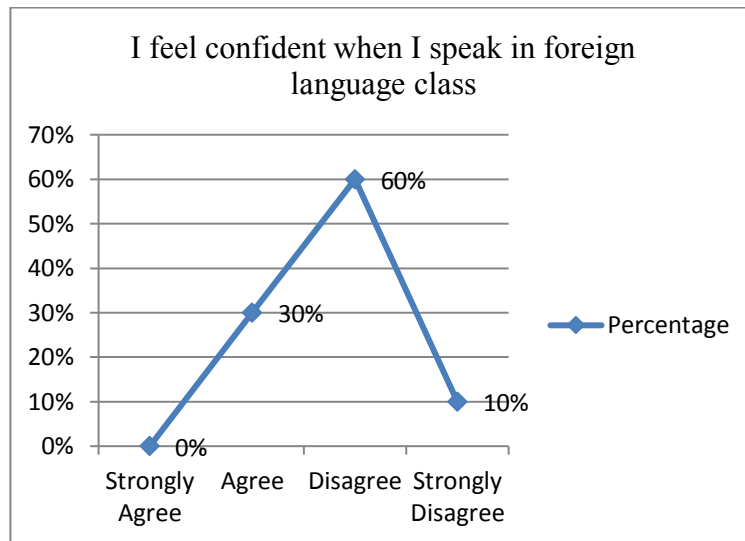
The 17<sup>th</sup> statement is meant to identify the percentage of students who feel like not going to language class. The percentage is performed in chart 4.17.





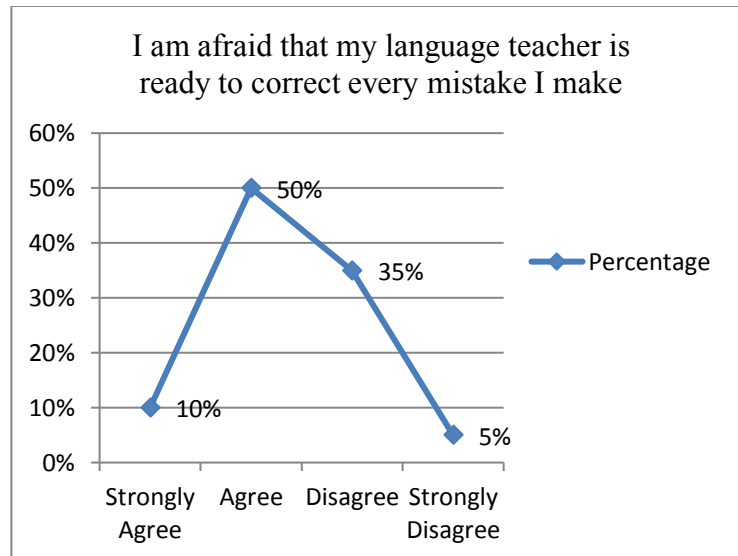
From the twenty students, we find most of them give negative response toward the statement. It is seen from the students who totally give response “Disagree”. It reaches 45% of twenty students. Even, 35% of them give response “Strongly Disagree” toward the statement. It means that they keep going to the language class. However, there are 20% of the students who give positive response toward the statement.

The 18<sup>th</sup> statement aims to know the percentage of students who feel confident to speak by using foreign language. The result is showed in chart 4.18.



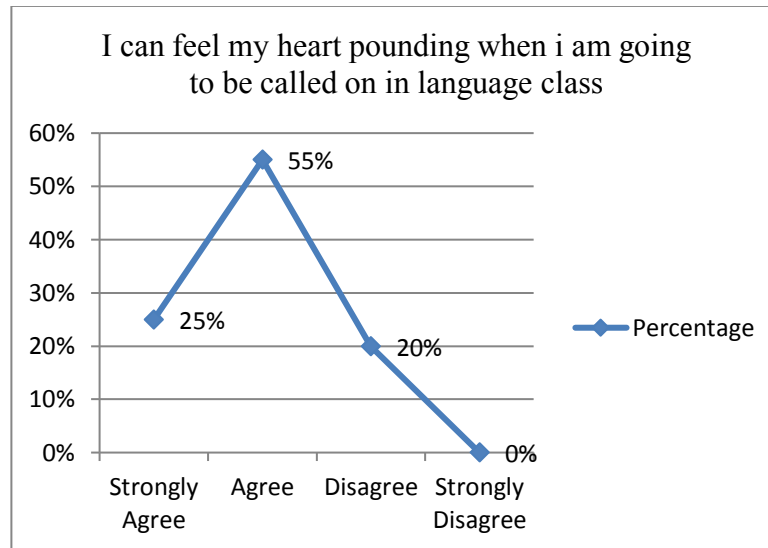
Related to the statement, we can find that there are only 30% of the students who feel confident to speak by using foreign language in front of class. The rest of them reject the statement because they do not have self confident when speak by using foreign language in front of class.

The 19<sup>th</sup> has a goal to identify the percentage of the students who feel scare that the language teacher check the students' mistake in language. The result is figured out in chart 4.19.



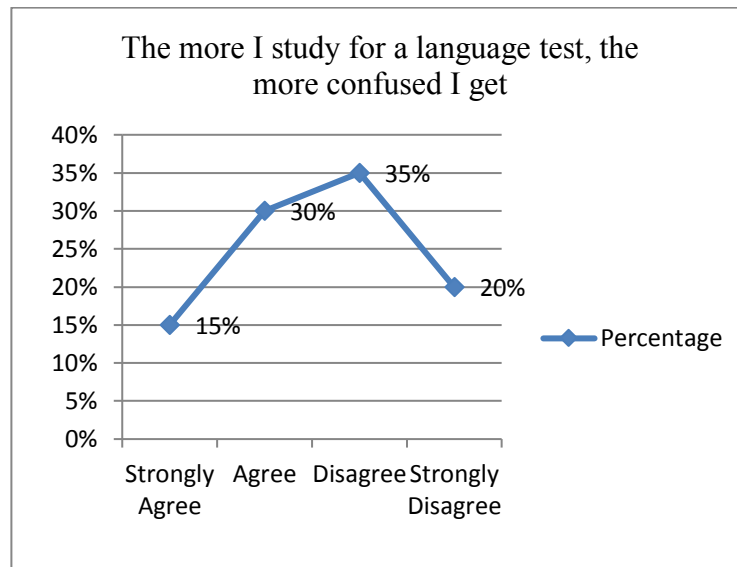
From the chart, it is seen that half of the students give the response “agree” for the statement and 10% of them give response “Strongly Agree” for the statement. While, there are 35% of them give response “Disagree” and the rest of them give the response “Strongly Disagree” for the statement. It concludes that they do not worry of the teacher’s correction toward their mistakes in language.

This is the chart of the 20<sup>th</sup> statement. It aims to explain the percentage of the students whose heart pounding when being called on in language class. The percentage is performed in chart 4.20.



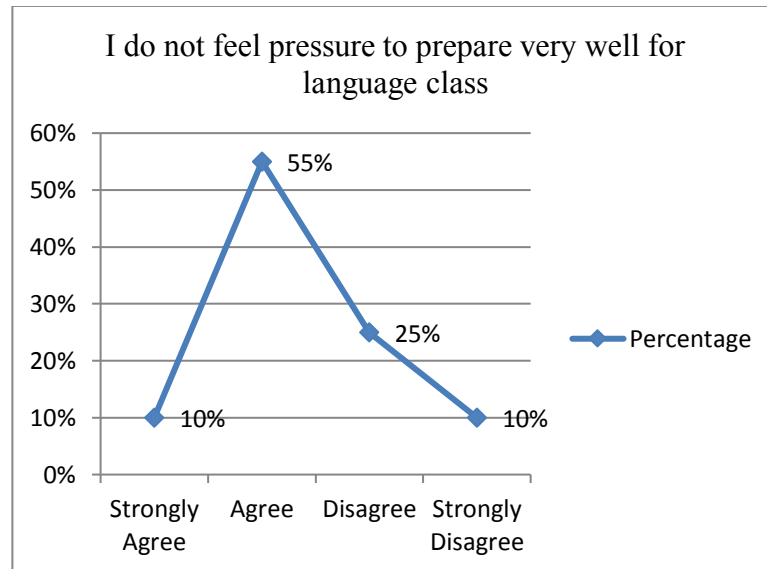
The chart shows that there are only 20% of the students who do not deal with the statement. On contrary, most of the students accepted the statement. They feel pounding when being called on in language class. It is proved by 55% of them give response “Agree” and 25% of them give response “Strongly Agree” for the statement.

The chart of 21<sup>st</sup> is meant to present the percentage of students who more confused although they study harder about language. The result is showed in chart 4.21.



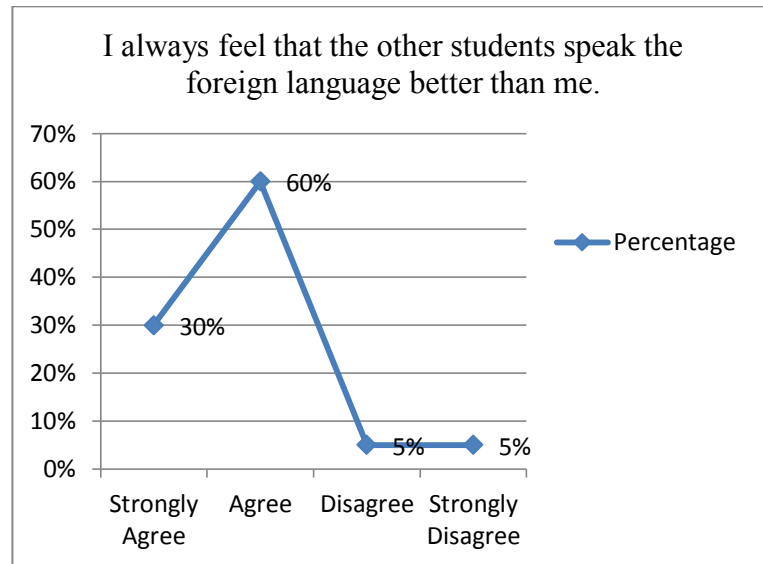
From the chart, we know that there are 55% of the twenty students who support the statement. It means that they will be more understood by study harder for a language test. In other hand, 45% of them instead accept the statement where they will be more confused by more studying for a language test.

The following chart purposes to tell the total of the students who are getting pressure to make well preparation for language class. The result is presented in chart 4.22.



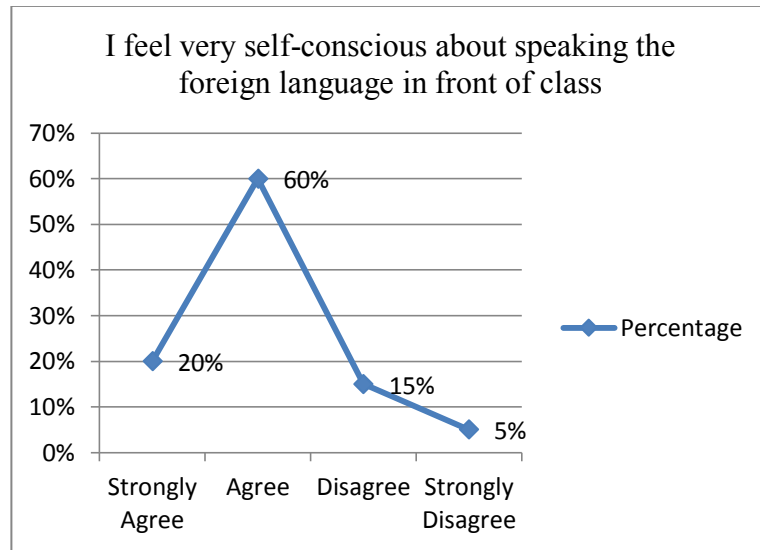
By the chart above, it shows that the most of the students have the same thinking with the statement. There are 65% of them who also getting pressure to prepare well for the language class. Instead, there are small numbers of the students who do not feel pressured at all for language class.

The next chart is the result of the students' percentage who assumes that the other students have better ability in speaking foreign language. The result can be seen in chart 4.23.



Related to the statement, there are only 10% of the students who reject the statement. Instead, 60% of them accept the statement by giving response “Agree” and 30% of the students also accept the statement by giving response “Strongly agree” for the statement.

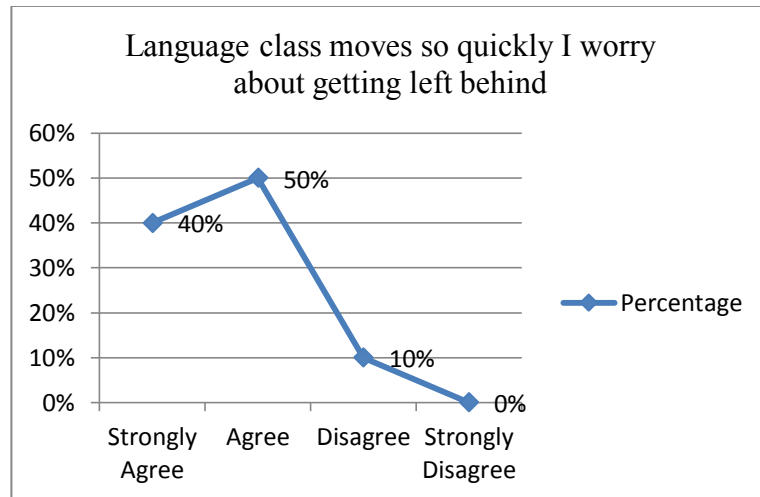
The following chart is the graphic of 23<sup>rd</sup> statement. It is aimed to show the percentage of students who feel self-conscious in speaking foreign language in front of class. The percentage is performed in chart 4.24.



The chart tells us that most of the students support the statement. There are 60% of the students who feel very self conscious about speaking for foreign language in front of class. 20% of them also deal with the statement by giving response “Strongly Agree”. On the other hand, there are 20% of the students who reject the statement. 15% of them give response “Disagree” and the rest of them give response “Strongly Disagree”. It means that they do not feel very conscious about speaking the foreign language in front of class.

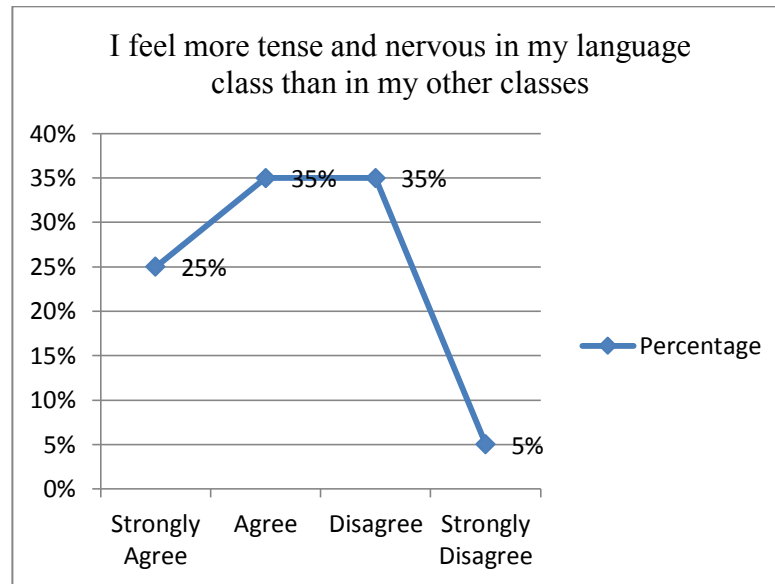
The following chart is purposed to identify the percentage of students who feel worry about getting left behind if language class moves so quickly. The percentage is presented in chart 4.25.





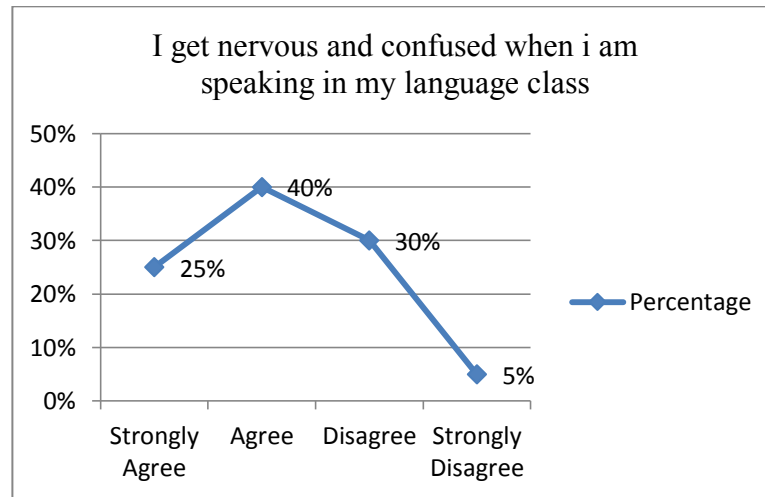
The chart informs us that most of the students support the statement. There are only 10% of the students who reject the statement. They do not worry to be left behind if the class moves so quickly. While, there are 90% of the students who deal with the statement. 50% of them give response “Agree” and 40% of them give response “Strongly Agree” for the statement.

The chart of 25<sup>th</sup> statement is meant to explain the percentage of students who feel more tense and nervous in language class than other classes. The percentage is elaborated in chart 4.26.



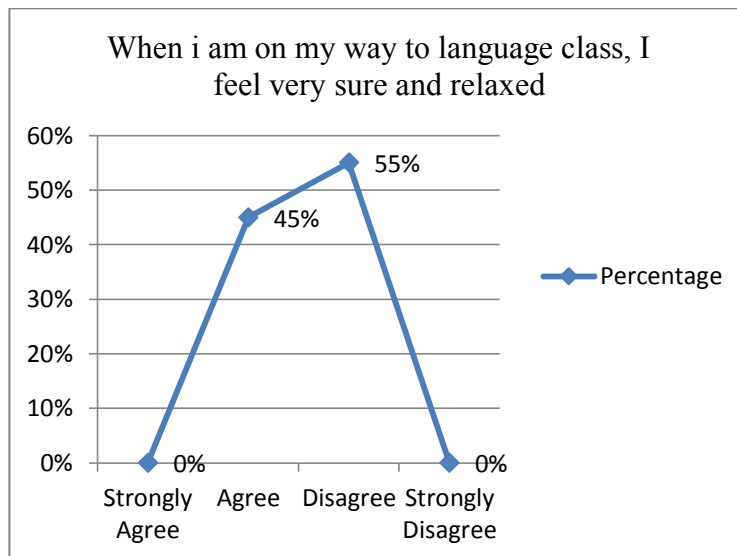
From the chart, there are 40% of the students who do not accept the statement. 35% of them give response “Disagree” and 5% of them give response “Strongly Agree” for the statement. However, the rest of the students accept the statement. The language class more makes them getting tense and nervous than other class. 35% of the students give response “Agree” and 25% of them give response “Strongly Agree” for the statement.

The next chart is the graphic of 27<sup>th</sup> statement. It has a purpose to identify the percentage of students who are getting nervous and confused in speaking in language class. The percentage is elaborated in chart 4.27.



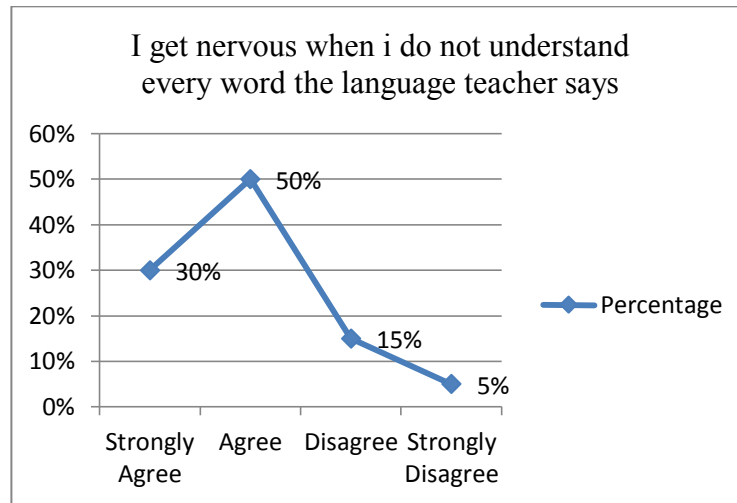
After counting it into a graphic, it is seen that there are dominant differences between positive and negative response for the statement. There are only 35% of students who give negative response for the statement. 30% of them give response “Disagree” for the statement. Then, the others give response “Strongly Disagree” for the statement. While, there are 65% of the students who accepted the statement. 25% of them give response “Strongly Agree” for the statement. The others give response “Agree” for the statement.

The next chart is the graphic of 28<sup>th</sup> statement. The chart aims to investigate the percentage of students who feel very and relaxed in language class. The percentage is seen in chart 4.28



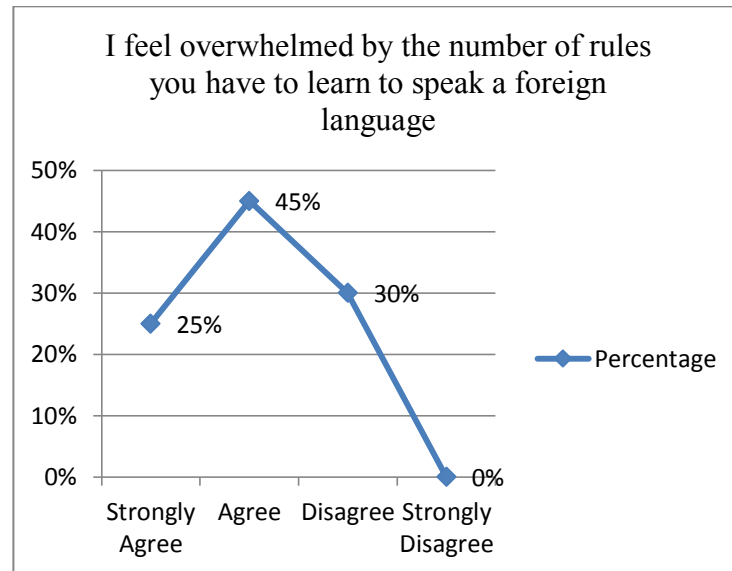
From the chart, it shows that there are 55% of the twenty students reject the statement. It means that they do not feel very sure and relaxed when attending language class. While, the rest of the students accept the statement. They admit that they feel very sure and relaxed in language class.

The following chart describes the percentage of the students who are getting nervous because they do not understand what the teacher says in foreign language. The result is presented in chart 4.29.



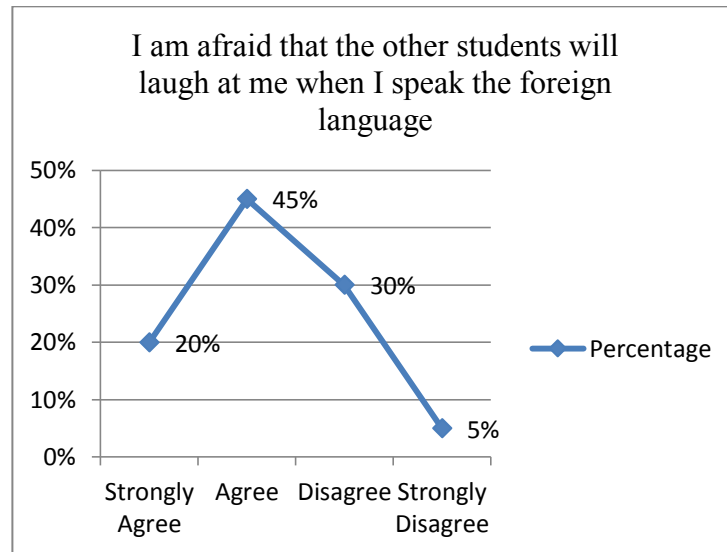
From the aforementioned chat, it is seen that there are 20% of the students who reject the statement. 15% of them give response “Disagree” and 5% of them give response “Strongly Disagree” for the statement. It implies that they are not feeling nervous when they do not understand what the teacher says in foreign language. On contrary, 80% of the students give the positive response for the statement. 50% of them give response “Agree” and 30% of them give response “Strongly Agree” for the statement. In conclusion, they admit that they feel nervous when they do not understand what the teacher says in foreign language.

The following chart presented the percentage of the students who feel overwhelmed by the number of rules you have to speak a foreign language. The percentage is presented in chart 4.30.



From the chart, it is seen that most of the students accept the statement. There are 45% who give response “Agree” and there are 25% who give response “Strongly Agree” for the statement. It implies that they feel overwhelmed by the number of rules that have to learn to speak a foreign language. However, 30% of them reject the statement.

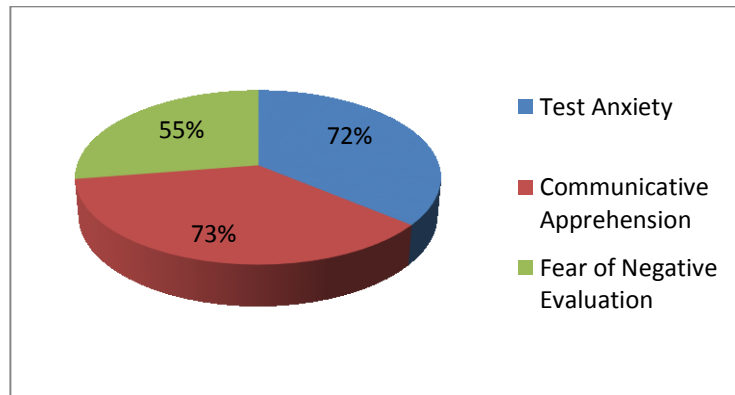
The last is 31<sup>st</sup> statement. The percentage of students’ response for the statement is presented in chart 4.31. It has a goal to identify the percentage of the students who afraid being laughs by other students when they speak the foreign language in front of their friends.



Related to the statement, we can see that there are 5% of the students who strongly reject the statement. Then, 30% of the students also reject the statement by giving response “Disagree”. On the other hand, there are 45% of the students who give agreement for the statement. Instead, 20% percent of them strongly agree with the statement. In briefly, most of the students feel anxious due to feeling afraid for being laughed by other students in speaking foreign language.

## **B. Discussion**

In this section, the writer will discuss the result of questionnaire. The questionnaire was adapted from Horwitz and Horwitz. It consisted of thirty one statements. The questionnaire is categorized into three major type of anxiety, namely test anxiety, communicative apprehension, and fear of negative evaluation. The percentage of students’ response toward every type of anxiety is presented in the following diagram.



For the anxiety of test, the average of the whole of the statement of test anxiety copes with 72%. The type of this test includes number 2, 3, 8, 9, 10, 12, 16, 19, 20, 21, and 22. It implies that most of the students in the class experience the anxiety in language test.

In this case, the students feel worry to make mistake in language. They are worry if they will fail in taking language test. In addition, they are also keeping worry although they are well prepared. As argued by Wu and Chan (2004) in Kurniasih (2016), *“Students deal with test anxiety or a person who has to give a speech in front of the audiences will build up, such as negative thought toward test and have unreasonable opinion in the evaluative situation if he or she feels anxious”*.

Related with anxiety of communicative apprehension, it was found the average of percentage of the whole statement. The statement of communicative apprehension includes number 1, 4, 14, 15, 18, 24, 27, 29, and 30. There are 73% of the students who have problem in communicative apprehension.

In this case, they are getting worry for misunderstanding when communicate with their teacher. The students also often experience nervous and confused when they do



conversation with native speaker and speak in front of language class. They also do not have self confident when practice speaking in language class. As stated by Horwitz, Horwitz, and Cope (1986), *“Having problem in listening or learning a spoken messages are manifestation of communication apprehension”*. Worde (2003) also claims that incomprehension is the great factor which causes the students’ anxiety. In other references, Iizuka (2007) explains that difficulty in understanding the teacher’s words in speaking can lead to anxiety.

The last type of anxiety by Horwitz, Horwitz, and Cope is fear of negative evaluation. The statement of fear of negative evaluation consists of number 5, 6, 7, 11, 13, 17, 23, 25, 26, 28 and 31. After counting the average of percentage in every statement in fear of negative evaluation, there are about 55% of the students who get anxiety which is caused by fear of negative evaluation.

Due to factor of fear of negative evaluation, the students get anxiety because they are not ready to accept other people’s evaluation when they are practicing speaking in the class. Even, they keep thinking that other students are better in language than themselves. Moreover, they are afraid being laughed by the other when they are speaking at class. As argued by Price (1991), *“Anxious students believed their language skill were weaker than any other students. Unsuccessful language learner often has lower self-esteem than successful language learner”*. Marwan (2007) also elaborates that students who have less confidence are risky to get anxiety.



## **CHAPTER 5**

### **CONCLUSIONS AND SUGESSTIONS**

This chapter presents the conclusions and suggestions of the research. This chapter deals with what is discussed in the previous chapter.

#### **A. Conclusions**

The research was conducted by giving questionnaires for students to collect data. The questionnaire was consisted of statement of students' anxiety in speaking English. The questionnaire was adapted from Horwitz, Horwitz, and Cope (1986). After analyzing the data, the result showed that most of the students admitted that they were getting anxious in speaking English. The percentage of students' response was also categorized into three type of anxiety. 72% of the students experienced the anxiety of test, 73% of the students feel anxious in communicative apprehension, and 55% of them were getting anxious in fear of negative evaluation.

Based on the result, we can see the factors of the students' anxiety in speaking English. It was seen from the percentage of students' response in every statement in the questionnaire. The factors of the anxiety influence their achievement in speaking skill.

#### **B. Suggestions**

Based on the result, it is implied that most of the students experienced anxious in every type of anxiety. They get anxious in facing language test, feeling nervous and

confused in communicating with their teacher, and worrying about negative evaluation. Thus, the factor of the anxiety that the students respond in the questionnaire affects on their performance in speaking class.

To overcome the students' anxiety, the teacher should apply the interesting method to teach speaking skill for students. The interesting method will stimulate students' to enhance their anxiety in produce idea in speaking. In addition, the teacher should create the comfortable situation of speaking class. It is because the comfortable situation can make the students reduce their anxiety in speaking. Hence, they will become relax in learning speaking skill in English.

This research was specialized to identify the anxiety factor of students in speaking skill. Hence, it is suggested for the next researcher to conduct a study in investigating the factor of students' anxiety in other skill of English learning, such as writing, reading, and listening. It is also suggested for the researcher to do the study by using other kinds of research method to obtain accurate result. For instance, the research which is related with the anxiety can be done by using quantitative research.

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## Questionnaire of Students' Anxiety in Speaking Performance

### I. Student's Identity

a. Name :

b. Sex : ☐ Male ☐ Female

### II. Statement List

Read the statement on the following table. Then, give your response toward the statement by checklist (✓) in the response column. SA= Strongly Agree, A= Agree, D= Dissagree, and SD= Strongly Dissagree

No.	Statement	Response			
		SA	A	D	SD
1	I never feel quite sure of myself when I am speaking English in class.				
2	I do not worry about making mistakes in language class.				
3	I tremble when I know I am to be called on in language class.				
4	It frightens me when I do not understand what the teacher said in English.				
5	It would not bother me at all to take more foreign language class.				
6	I find myself thinking about things have nothing to do with course.				
7	I keep thinking that the other students are better at language than me.				
8	I am usually at case during tests in my language class.				
9	I start to panic when I have spoken without preparation in language class.				
10	I worry about consequences of failing my foreign language class.				
11	I don't understand why some people get so upset over foreign language classes.				
12	In language class, I can get so nervous I forget things I know.				
13	It embarrasses me to volunteer answers in my language class.				
14	I would not be nervous speaking the foreign language with native speakers.				

15	I get upset when I don't understand what the teacher is correcting.				
16	Even if I am well prepared for language class, I feel anxious about it.				
17	I often feel like not going to my language class.				
18	I feel confident when I speak in foreign language class.				
19	I am afraid that my language teacher is ready to correct every mistake I make.				
20	I can feel my heart pounding when I'm going to be called on in language class.				
21	The more I study for a language test, the more confused I get.				
22	I don't feel pressure to prepare very well for language class.				
23	I always feel that the other students speak the foreign language better than I do.				
24	I feel very self-conscious about speaking the foreign language in front of other students.				
25	Language class moves so quickly I worry about getting left behind.				
26	I feel more tense and nervous in my language class than in my other classes.				
27	I get nervous and confused when I am speaking in my language class.				
28	When I'm on my way to language class, I feel very sure and relaxed.				
29	I get nervous when I don't understand every word the language teacher says.				
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.				
31	I am afraid that the other students will laugh at me when I speak the foreign language.				



## **AUTOBIOGRAPHY**

Name : Santriza  
Place/date of Birth : Teunom/01 Maret 1994  
Sex : Female  
Religion : Islam  
Nationally : Indonesia  
Marital Status : Single  
Occupation : Student  
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Phone Number : 082364188377  
Educational Background  
SD : SD Teupin Asan (2006)  
SLTP : SMPN 4 Teunom (2009)  
SLTA : MAN 2 Meulaboh (2012)  
Department : English Department of Tarbiyah Faculty of  
UIN Ar-Raniry 2013-2018  
Student's Number : 231324353  
Father's Name : Kasman  
Father's Occupation : Farmer  
Mother's Name : Aswani  
Mother's Occupation : House wife  
Address : Desa Paya Baroe Kec. Teunom Kab. Aceh Jaya

Banda Aceh, 30 January ,2018

The writer,

**(Santriza)**

