



# **THE ANALYSIS OF STUDENTS' FOREIGN LANGUAGE ANXIETY (FLA) IN SPEAKING**

(A Descriptive Qualitative Study at The Sixth Semester Students of  
IAINBengkulu)

Submitted as A Partial Requirements For The Degree of S.Pd (Sarjana  
Pendidikan) in English Language Education



By:  
**ABDI ARMANZO**  
1416232866

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TADRIS FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
(IAIN) BENGKULU  
2019**





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51171 Fax. (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled : **"THE ANALYSIS OF STUDENTS' FOREIGN LANGUAGE ANXIETY (FLA) IN SPEAKING (A Descriptive Qualitative Study at the Sixth Semester Students of IAIN-Bengkulu)"** by

**ABDI ARMANZO (1416232866)** has been approved by the board of Thesis

Examiners as the requirement of the degree of Sarjana Pendidikan in English Education.

Chairman

**Dr. Ahmad Suradi, M.Ag.**

NIP.19760119200701102018

Secretary

**Hengki Satrisno, M.Pd.i.**

NIP.1990001242015031005

Examiner I

**Riswanto, Ph.D.**

NIP.197204101999031004

Examiner II

**Pebri Prandika Putra, M.Hum.**

NIP.198902032019022018

Bengkulu, Agustus 2019

Approved by The Dean of Tarbiyah and Tadris Faculty  
IAIN Bengkulu

**Dr. Zubaedi, M.Ag, M.Pd**

NIP.196903081996031005





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51171 Fax. (0736) 51171 Bengkulu

ADVISOR SHEET

Subject : Thesis of Abdi Armanzo

NIM : 1416232866

To : The Dean of Islamic Education and Tadris Faculty

IAIN Bengkulu

in Bengkulu

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary, herewith, as advisors we state that the thesis proposal of

Name : Abdi Armanzo

NIM : 1416232866

Title : The Analysis of Students' Foreign Language Anxiety (FLA)  
In Speaking (A Descriptive Qualitative Study at the Sixth  
Semester Students of IAIN Bengkulu).

has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain full Degree of Sarjana in English Study Program. Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

Bengkulu, Agustus 2019

First Advisor

Second Advisor

Riswanto, Ph.D.

Dr. H. Ali Akbariono, M.Pd.

NIP 197204101999031004

NIP 197509262001121004



## **MOTTO**

*“Then surely with difficulty comes ease”*

(Qs. Al-Insyirah, Ayah 5)

*“Just live kid!*

*The things you will face will be one of your memories in the future”.*

(4cm)

## **DEDICATION**

With greatest gratitude and love, this thesis is proudly dedicated to: My dearest parents, Ayah AgusArbain and IbuMidarsih (almh)

My special thanks to:

- Allah SWT because of his bless and His prophet Muhammad SAW the greatest motivator in my life.
- My dearest brother and sister (Arwin and Desti) who always beside.
- My big family in Bengkulu.
- 4cm (M. Fendra, Andre Mudyanto, and WelliGustian) the craziest and religious friends. I thank to Allah to have you on my side.
- My greatest brothers, FaizFaidhurrahman who always supports every kind of my way, Muhammad Fendra who have guided me to expand my mind to finish this mission and as the best spiritual motivator.

## PRONOUNCEMENT

Name : Abdi Armanzo  
SRN : 1416232866  
Study Program : English Education Program  
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "**The Analysis of Students' Foreign Language Anxiety (FLA) in Speaking** (A Descriptive Qualitative Study at the Sixth Semester Students of IAIN Bengkulu)" is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, Agustus 2019

Stated by,



Abdi Armanzo  
SRN. 1416232866



## ACKNOWLEDGMENT

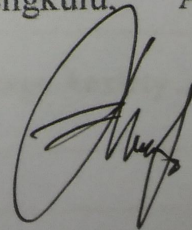
Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given him great *hidayah* during she wrote this thesis entitled "*The Analysis of Students' Foreign Language Anxiety (FLA) In Speaking (A Descriptive Qualitative Study at the Sixth Semester Students of IAIN Bengkulu)*". This thesis is as one of the requirements to get bachelor degree (sarjana) in Tarbiyah Department of English Education Program of IAIN Bengkulu.

*Shalawat* and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, the rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the dean of Tarbiyah and Tadris Faculty..
3. Supervisor, Riswanto, Ph.D. and Co-supervisor, Dr. H. Ali Akbarjono, M.Pd.
4. All of English lecturers and administration staffs of IAIN Bengkulu.
5. All of my best friends, especially in English Study Program of IAIN Bengkulu 2014.

It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, Agustus 2019



Abdi Armanzo  
The Researcher



## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b>ADVISORS SHEET.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>PRONOUNCEMENT.....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>viii</b>
<b>TABLE OF CONTENTS .....</b>	<b>ix</b>
<b>ABSTRACT.....</b>	<b>xi</b>
<b>ABSTRAK .....</b>	<b>xii</b>
<b>LIST OF TABLE .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
<b>A. Background of the Study.....</b>	<b>1</b>
<b>B. Identification of The Problems .....</b>	<b>7</b>
<b>C. Limitation of The Problem.....</b>	<b>7</b>
<b>D. Research Question .....</b>	<b>7</b>
<b>E. Research Objectivities .....</b>	<b>8</b>
<b>F. Significance of the Study .....</b>	<b>8</b>
<b>G. Definitional Key Terms .....</b>	<b>9</b>
1. Anxiety.....	9
2. Foreign Language Anxiety.....	9
3. Speaking.....	9
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>10</b>
<b>A. The Concept of Anxiety .....</b>	<b>10</b>
1. The Nature of Anxiety .....	10
2. Types of Anxiety.....	11
3. Anxiety and English Language Learning.....	12
<b>B. Impact of Foreign Language Anxiety.....</b>	<b>15</b>
<b>C. Possible Factors Contributing to Foreign Language Anxiety.....</b>	<b>17</b>
<b>D. Previous Study on Foreign Language Anxiety .....</b>	<b>19</b>
<b>E. Concept of Speaking .....</b>	<b>21</b>

1. Definition of Speaking.....	21
2. The Elements of Speaking .....	21
3. Types of Speaking.....	24
4. Characters of Successful Speaking .....	26
<b>F. Theoretical Framework.....</b>	<b>27</b>
<b>CHAPTERIII RESEARCH METHOD .....</b>	<b>29</b>
<b>A. Research Design .....</b>	<b>29</b>
<b>B. Respondent and Sample .....</b>	<b>29</b>
<b>C. Instruments.....</b>	<b>30</b>
a. Questionnaire of Foreign Language Anxiety .....	31
b. Validity .....	32
<b>D. Technique of Collecting Data.....</b>	<b>35</b>
<b>E. Data Analysis Technique.....</b>	<b>35</b>
a. Data Reduction.....	35
b. Data Display.....	36
c. Conclusion Drawing and Verification .....	37
a. Interpretation ofMean .....	38
b. Frequency of strategy used .....	39
<b>F. Research Procedure .....</b>	<b>39</b>
<b>CHAPTER IV RESULT AND DISCUSSION.....</b>	<b>41</b>
<b>A. Result.....</b>	<b>41</b>
<b>B. Factors Causing Students Anxiety in Speaking.....</b>	<b>41</b>
a. Test Anxiety.....	41
b. Communication Apprehension .....	45
c. Fear of Negative Feedback .....	51
<b>C. Discussion.....</b>	<b>54</b>
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>60</b>
<b>A. Conclusion .....</b>	<b>60</b>
<b>B. Suggestion .....</b>	<b>60</b>
<b>BIBLIOGRAPHY .....</b>	<b>63</b>
<b>A P P E N D I C E S.....</b>	<b>66</b>



## ABSTRACT

Armanzo, Abdi. 2019. *The Analysis of Students' Foreign Language Anxiety (FLA) in Speaking (A Descriptive Qualitative Study at the Sixth Semester Students of IAIN BENGKULU)*. Undergraduate Thesis. Bengkulu: Tarbiyah and Tadris Faculty. State Institute of Islamic Studies Bengkulu.

Keywords: Foreign Language Anxiety, Speaking.

This research attempted to find out the factors causing foreign language anxiety in speaking. This research was carried out by employing descriptive qualitative design. The respondent of this research was the sixth semester students of English Education Study Program of IAIN Bengkulu in academic year 2018/2019. The samples of this research were taken by using total sampling technique, i.e 30 students. The data were collected by questionnaire consisted of 29 questions related to the anxiety. The results of this study showed that the students mostly had the anxiety. There were three factors that causing the anxiety of the students in speaking; Communication Apprehension (Mean Score: 2.45), Fear of Negative Evaluation (Mean Score: 2.38), and Test Anxiety (Mean Score: 2.38). In conclusion, there were three factors that causing the student' anxiety in speaking, and the most dominant factors is the Test Anxiety. In addition, from the test anxiety, it was found that mostly students got easily nervous if they forget things that they know in their speaking class.

## ABSTRAK

Armanzo, Abdi. 2019. *The Analysis of Students' Foreign Language Anxiety in Speaking (A Descriptive Qualitative Study at the Sixth Semester Students of IAIN BENGKULU)*. Undergraduate Thesis. Bengkulu: Tarbiyah and Tadris Faculty. State Institute of Islamic Studies.

Keywords: Kecemasan dalam Bahasa Asing, Berbicara.

Penelitian ini bermaksud untuk mengetahui faktor penyebab kecemasan dalam berbahasa asing pada kemampuan berbicara. Penelitian ini dilakukan dengan menerapkan model penelitian deskriptif kualitatif. Responden dari penelitian ini adalah mahasiswa semester 6 program studi pendidikan Bahasa Inggris di IAIN Bengkulu tahun ajaran 2018/2019. Sampel penelitian diambil dengan cara tehnik sampel 25%, yakni 30 mahasiswa. Data penelitian diambil dengan menggunakan kuisioner yang terdiri dari 29 pertanyaan yang berhubungan dengan kegelisahan. Hasil dari penelitian menunjukkan bahwa hampir seluruh mahasiswa memiliki kegelisahan. Ada tiga faktor penyebab utama yang menyebabkan mahasiswa memiliki kecemasan dalam berbahasa asing; Kecemasan akan tes “*Communication Apprehension*” (Mean Score: 2.45), Takut akan Evaluasi Negatif “*Fear of Negative Evaluation*” (Berpengaruh; Mean Score: 2.38), dan Ketakutan Berkomunikasi “*Test Anxiety*” (Mean Score: 2.38). Sebagai kesimpulan, bahwa ada tiga faktor utama yang menyebabkan kecemasan mahasiswa berkomunikasi dalam bahasa asing, dan faktor yang paling dominan adalah Ketakutan akan tes “*Test Anxiety*”. Sebagai tambahan, dari kategori ketakutan akan tes, ditemukan bahwa hampir seluruh mahasiswa cemas saat mereka lupa hal yang sudah mereka ketahui dalam kelas berbicara.



## LIST OF TABLE

Table 1 .....	29
Table 2 .....	30
Table 3 .....	31
Table 4 .....	35
Table 5 .....	35
Table 6 .....	37
Table 7 .....	41
Table 8 .....	47
Table 9 .....	49

## **CHAPTER I**

### **INTRODUCTION**

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

There are so many languages in this world, when learners decide to learn a new language or a foreign language they will be involved in process of learning language skills for complete communication. Learn a new language or a foreign language, it has same process when we learn our native language. It is started by listening, then speaking, then reading and the last process is writing. Language skill divided into 2 skills, those are skills of language input and skill of language output. Skill of language input consists of listening and reading while skill of language output consists of speaking and writing.

Among these four skills, speaking is one of the important skill that we use to communicate and to understand each other in our daily activities. Furthermore, speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. For instance teaching and learning process in the classroom, teacher and students will speak each other to make them understand and being understood.

Futhermore, it is stated in the curriculum that the students are expected to be able to speak English in the classroom along with their mother language, they also expected to be able to ask a question using English. But the fact was some of the students choose to be a passive one in the classroom and they did not have motivation, confidence and courage to speak up.



Whereas the teachers have tried so many methods and tools to teach speaking and increase students speaking skill, but they were still low in speaking because the students afraid to make mistake in grammar, pronunciation and et cetera.

In addition, as argued by Nunan in Halima speaking as a productive skill focuses on how learners use and communicate in the foreign language, but in reality they barely speak in the classroom because of speaking has so many awareness's and other communicative consideration. Such as awareness's to make mistake in pronunciation, fluency or in grammar.<sup>1</sup> In addition, Rababa'h in al-hosni pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.<sup>2</sup>

Currently, in University, English Department Students learn English as their major subject, but it still categorized as a foreign language. Hence, even if they are the students of English Study Program, they are still rarely using English as their daily language to communicate with the others both in classroom and outside the classroom. Within the classroom itself, foreign

---

<sup>1</sup> Halima, Achour. "The Importance of Self-Esteem in Enhancing Foreign Language Learners' Speaking Skill at the Case of First Year LMD Students of English, University of Biskra". <http://dspace.univbiskra.dz:8080/jspui/bitstream/123456789/5780/1/ACHOUR%20Halima.pdf> (8 June 2016)

<sup>2</sup> Al-Hosni, Samira. "Speaking Difficulties Encountered by Young EFL Learners". *International Journal on Studies in English Language and Literature (IJSELL)*, <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.68.9417&rep=rep1&type=pdf> (14 June 2016)

language learning can be affected by anxious feelings especially when the learners do not achieve adequate proficiency in their speaking.

This anxious feeling is known as Foreign Language Anxiety (FLA). Foreign language anxiety is the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning.<sup>3</sup> This is different from a general feeling of anxiety, and therefore it keeps learners from reaching their goals.<sup>4</sup> Foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. From this perspective, they claimed that language anxiety is unique due to the way it involves learners' self-concepts to communicate competently and to present themselves genuinely. There are so many factors that caused this kind of anxiety, as what has been divided.<sup>5</sup> First, communication apprehension which arises from learners' inability, that they cannot adequately express mature thoughts and ideas. Second, fear of negative social evaluation, which arises from a learner's need to make a positive social impression on others. Third, test anxiety, an apprehension about academic evaluation.

Based on the classification that has been explained above, it becomes the consideration and quite interesting to be analyzed. As the researcher

---

<sup>3</sup>McIntyre, P. D., and Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44, 283-305.

<sup>4</sup>Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Rev. Appl. Linguistics*, 21:112-126. <http://dx.doi.org/10.1017/S0267190501000071> Horwitz, Horwitz & Cope (1986) Foreign Language Anxiety, *The Modern Language Journal*, Vol. 70, 1986, p. 127.

<sup>5</sup>Horwitz, E. K., Horwitz, M. B., and Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*. 70(2), 125- 132.

assume, this anxiety occurs among fifth semester students of English Education Study Program. Specifically, this anxiety mostly can be figured out in their speaking ability because speaking is an ability that directly relate to the ability of the students in expressing their thought and ideas. Learners sometimes got the anxious feeling because they are required to have a high standard as same as the standard of native speaker that they have found.<sup>6</sup> Foreign language learners are exposed to the expert language of native speakers from tapes, videos and instructors.<sup>7</sup> Because of that reason, many learners are afraid to speak out their mind in front of public, because they expected themselves to be the standard that they have set by their own and believe they would not achieve an appropriate fluency in speaking. Explained that the fear of falling short of these expectations can hinder the learning.<sup>8</sup> Anxious learners think that their language skills, especially speaking skills, are weaker than their peers' because of perceiving speaking ability as the most important.<sup>9</sup>

The researcher is focusing the case of anxiety that often occurs in classroom. A distinction between in-class and out-of-class anxiety and finds that communication with teachers and performing in front of a class are the

---

<sup>6</sup>Elaldi, S. (2016). Foreign language anxiety of students studying English Language and Literature: A Sample from Turkey. *Academic Journal*. 11(6), 219-228.

<sup>7</sup>Kitano, K. (2001). Anxiety in the college Japanese language classroom. *Modern Lang. J.* 85:549-566.

<sup>8</sup>Rajanthran, S., Prakash, R., and Husin, A. (2013). Anxiety levels of foreign language learners in the IEP classroom: A Focus on Nilai University's intensive English programme (IEP). *Int. J. Asian Soc. Sci.* 3(9):20412051.

<sup>9</sup>Young, D. J. (1999). *Affect in Foreign Language and Second Language Learning: a Preactical Guide to Creating a Low-Anxiety Classroom Atmosphere*. Boston: McGraw Hill.



major contributors to language anxiety in speaking classes.<sup>10</sup> It is shown when students are given the tasks to do oral presentations, role-play in front of class, contribution to formal discussions, answering teacher questions, informally speaking teachers were reported. All those tasks are predicted as the major reasons for learners' in-class anxiety.

The effects of language anxiety are divided into four categories: academic effects, cognitive effects, social effects and personal effects.<sup>11</sup> In general, the kind of language anxiety that occurs among the students in classroom is the social effect where the atmosphere of the class sometimes drives the students into a competition. In a competition, learners constantly compare themselves with the ones superior to them, thus losing their enthusiasm or sometimes giving up the task or avoiding the task.<sup>12</sup>

Otherwise, some researchers also believe that anxiety can bring a good motivation as the positive impact towards the students. Anxiety can also have debilitating and facilitative forms. Whereby, stress can be a good motivator for the students.<sup>13</sup> It may keep students in alert and provide them with a motivation. In contrast some stress can have devastating impact and can lead students forget several issues during an exam. This positive anxiety called facilitating anxiety and the negative called debilitating one. The former does

---

<sup>10</sup>Woodrow, L. J. (2006). *Anxiety and Speaking English as a Second Language*. Regional Language Centre Journal, 37(3), 308-328.

<sup>11</sup>McIntyre, P. D. (1999) "Language Anxiety: A Review of the Research for Language Teachers", in Dolly Jesusita Young (ed.), *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*, (Boston: McGraw-Hill, 1999), p. 35.

<sup>12</sup>Kayaoglu, M. M., and Saglamel, H. (2013). Students' Perceptions of Language Anxiety in Speaking Classes. *Journal of History Culture and Art Research*. 2(2).

<sup>13</sup>Abderrezag, S. (2010). The effects of Anxiety On Students' Achievement The case of third year LMD students: Department of English University of Constantine.

not inhibit the preparation for tests and exams, and can motivate the learner to learn and succeed. That facilitating-anxiety keeps learner motivated and “fight” new information and pushing them to do more effort to reduce the negative impact of anxiety.<sup>14</sup>

Based on the reason above, the researcher believes that the case of foreign language anxiety is worth to be analyzed, He assume that there are several factors causing foreign language anxiety in speaking classroom.

Based on the researcher interview with some lecturer and a student at IAIN Bengkulu, the researcher identified some problems, which are the students still lack on vocabulary, they had no enough confidence to speak because they have low ability in grammar, they had low motivation to speak in front of class, The students are less practice to their classmate, and some teacher are not enough communicate to their students in class.<sup>15</sup>

Furthermore, they also less in pronunciation because in English there were different forms between written and spoken form.<sup>16</sup> On the other hand, some of them said that they enjoy the learning process of English especially when they learnt speaking, because they could express what they felt, share their opinion or asked when they did not understand the lesson when they learnt English without afraid with the pronunciation and grammar as long as their teacher and their friend understand what they said.<sup>17</sup>

---

<sup>14</sup>Ellis, R. (1994) Study of second language acquisition. *Oxford University press*.

<sup>15</sup> Dedy Efrizal. A speaking lecturer in IAIN Bengkulu, Interviewed on January 10th, 2019

<sup>16</sup> Fera Zasrianita. A former of Chief of English Study Program, Interviewed on January 12th, 2019

<sup>17</sup> Citra Muslimah. A fifth semester student in IAIN Bengkulu, Interviewed on Desember 17th, 2018

Based on the reason above, the researcher believes that the case of foreign language anxiety is worth to be analyzed. The researcher assumes that there are several factors causing foreign language anxiety in speaking classroom.

#### **B. Identification of The Problems**

Based on the researcher observation at IAIN Bengkulu, the researcher identified some problems. First, the students were still lack of vocabulary. Second, they had no enough confidence to speak because they have low ability in grammar. Third, they felt nervous and afraid to speak in front of class. Fourth, the students are less practice to their classmate. Fifth, the students also less in pronunciation. Seventh, the students are difficult to express their words.

#### **C. Limitation of The Problem**

This study focuses on the causes of the anxiety that hinder spoken ability of the students in classroom.

#### **D. Research Question**

Based on the reasons above, the researcher formulates two research questions as follow:

1. What are the factors causing foreign language anxiety in speaking classroom?
2. What is the dominant factor that affect learners anxiety in sixth semester of English Education Program of IAIN Bengkulu?



### **E. Research Objectivities**

The objectivities of this reasearch is to find the factors that causing foreign language anxiety in classroom and to identify the dominant factor that affect learners anxiety in sixth semester of English Education Program of IAIN Bengkulu.

### **F. Significance of the Study**

The study is expected to give some benefits in both practical and theoretical contribution, such as:

1. Practical Contribution:
  - a. For the teacher, this research will give the feedback about how importance knowing the causes of the anxiety among the students and how it can influence their spoken language in classroom. Therefore, the teacher also can help the students to cope with their anxious feeling, give feedback, and understand the way they learn.
  - b. For students, this research will be expected to improve the understanding of the students about anxious feeling in learning foreign language and how it can influence their speaking skills in a good way later on.

- c. For researcher, as a reference to the other researchers who wants to conduct further study about the causes of the anxiety that hinder the spoken language of the students in classroom.
- 2. Theoretically, this research is expected to help in identifying the factors that hinder spoken language in classroom.

## **G. Definitional Key Terms**

### **1. Anxiety**

Anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic system.

### **2. Foreign Language Anxiety**

Foreign language anxiety is the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning.

### **3. Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Concept of Anxiety

##### 1. The Nature of Anxiety

Anxiety is one of the most well documented psychology phenomena that occur in everyday life. In general anxiety appears as the response to particular condition. In common, anxiety is identified as a feeling of being threatened, apprehension, tension, worry, or depression.

There are several definitions of anxiety which were found by the researcher. Anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such accelerated heart rate, sweaty palms, and tightness in the stomach.<sup>18</sup> Furthermore, anxiety arises as a response to a particular situation. Anxiety as a state of tension and apprehension as a natural response to perceived threat.<sup>19</sup> It means people will tend to feel anxious when they are under the threatening circumstances. Anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.<sup>20</sup>

Although anxiety and fear are sounds similar, actually these two terms are different. The difference between fear and anxiety. Fear is a natural alarm response to a dangerous situation while anxiety is more

---

<sup>18</sup>Carlson, N. R., and Buskist, W. (1997). *Psychology: The Science of Behavior*. Needham Heights: Viacom Company. 570.

<sup>19</sup>Passer, M. W., and Ronald E. S. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill.

<sup>20</sup>Ormrod, J. E. (2011) *Educational Psychology: Developing Learner*. Boston: Pearson Education Inc.



future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible that might be happen.<sup>21</sup>

From the definitions that have been explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a certain circumstances or situation that might happen later in future.

## 2. Types of Anxiety

Several kinds of anxiety have been described. Two of the most well-known is *state anxiety* and *trait anxiety*. Anxiety that arises when confronted with specific situations is called *state anxiety*. Most people experienced *state anxiety* which is also known as a normal anxiety. Anxiety is temporary feeling of anxiety elicited by a threatening situation. It is nervousness or tension at a particular moment in response to some outside stimulus.<sup>22</sup> This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is called *trait anxiety*. Trait anxiety as a pattern of responding with anxiety even in nonthreatening situations.<sup>23</sup>

---

<sup>21</sup>Halgin, R. P., and Whitbourne, S. K. (2007) *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. New York: McGraw-Hill. 148.

<sup>22</sup>Ormrod, J. E. (2011) *Educational Psychology: Developing Learner*. Boston: Pearson Education Inc.

<sup>23</sup>Ormrod, J. E. (2011) *Educational Psychology: Developing Learner*. Boston: Pearson Education Inc.

Such anxiety is a part of a person's character. People with trait anxiety tend to 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 irrespective of the situation he/she is exposed to.

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

### 3. Anxiety and English Language Learning

#### a. 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. Foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning a foreign language.<sup>24</sup> Furthermore, conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.<sup>25</sup>

---

<sup>24</sup>Brown, H. D. (1994) *Breaking the Language Barrier*. Yarmouth: Intercultural Press, Inc.

<sup>25</sup>Horwitz, Horwitz & Cope (1986) Foreign Language Anxiety, *The Modern Language Journal*, Vol. 70, 1986, p. 127.

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. Communication apprehension is an individual's fear or anxiety associated with either real or anticipated communication with another person or people.<sup>26</sup> Communication apprehension has a big role in foreign language anxiety since interpersonal interactions are the major emphasis in foreign language class, especially in speaking. In foreign language class students are demanded and required to communicate by using the target language. Somehow, they still have limited capabilities in which it can derive the students into a communication apprehension. This may happen because of students think that they will have a difficulty to understand the others in listening and making oneself understood in speaking.

Since performance evaluation is frequently done in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Anxiety is a tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation.<sup>27</sup> It means this kind of anxiety will most likely happen in an evaluation circumstances. Students will tend to feel they can fail in the upcoming test, because they just set an unrealistic

---

<sup>26</sup>Wrench, Jason S., et. al. (2014). "What is Communication Apprehension?"  
[www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s0601-what-iscommunication-apprehen.html](http://www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s0601-what-iscommunication-apprehen.html).

<sup>27</sup>Oxford, R. L. (1999). Anxiety in the language learner: New insights. In J. Arnold (Ed.), *Affective in language learning* (pp.58-67). Cambridge: Cambridge University Press.



standard to themselves if anything that they got than a perfect score is a failure for them.

Besides, there is also an anxiety that related to foreign language learning is a fear of negative evaluation. Fear of negative evaluation as an apprehension about others evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively.<sup>28</sup> In this context, students are having the fear of negative evaluation from both their teacher as the only fluent speakers in the class and their peers as the actor that most likely threat them psychologically.

Foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed foreign language anxiety as a distinct complex or self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.<sup>29</sup>

Based on above description, foreign language anxiety can be defined as a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

---

<sup>28</sup>Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20, 559-562.

<sup>29</sup>Horwitz, Horwitz& Cope (1986) Foreign Language Anxiety, *The Modern LanguageJournal*, Vol. 70, 1986, p. 127.

## **B. Impact of Foreign Language Anxiety**

Basically, the anxious feeling of the students in learning process will disturb the students. It affects their learning effort and performance in using the target language. Almost all of the students with this anxious feeling will think less clearly and probably make more mistakes than the others. Moreover, in performing the task they have to work harder because the anxiety has affected them, making them worry and distract their learning process.

Since a long time ago, many educators have been recognizing that anxiety will become a big trouble in foreign language classroom, especially in speaking class. Anxious students will experience a very difficult learning process since the anxiety affects them cognitively and impacts on their social learning process, as they will always have a fear in being evaluated and having a competition with the others. Anxiety can interfere with several aspects of cognition in learning process.<sup>30</sup> Anxious students may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information and demonstrating skill that have previously been learned. In other words, as a whole it will always distract the ability of the students' whether in the learning process or in speaking activity when they have so many disturbances they will never perform a better speaking performance. Therefore, this FLA belongs to debilitating anxiety because it can hinder language learning.

---

<sup>30</sup>Ormrod, J. E. (2011) *Educational Psychology: Developing Learner*. Boston: Pearson Education Inc.

Anxiety can affect student's cognitive processing. He proposed a variation of Tobias model of the effects of anxiety on learning from instructions which consists three stages: input, processing and output.<sup>31</sup> It means if the anxiety has affected to one stage, it will effect like domino, the information will not be going through the next stages if the first step was failed. So, the students will never acquire any information in their learning process. In input stage, there will be like a filter of information. If there is an anxiety, the anxious feeling will be play a role as a mental blocks that prevents a comprehensible input from being used for language acquisition. During the processing stage, anxiety acts as a distraction. It distracts students in processing the information effectively. When they feel worried, anxious student will not be able to digest words, phrases, grammar, and other or they need a more time to process the lesson. While at the output stage, anxiety will influence the quality of the students' performance. Furthermore, anxiety harms learners' through worry and self-doubt and also by reducing participation and creating over-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.<sup>32</sup>

---

<sup>31</sup>Young, D. J. (1999). *Affect in Foreign Language and Second Language Learning: a Preactical Guide to Creating a Low-Anxiety Classroom Atmosphere*. Boston: McGraw Hill.

<sup>32</sup>Oxford, R. L. (1999). Anxiety in the language learner: New insights. In J. Arnold (Ed.), *Affective In language learning* (pp.58-67). Cambridge: Cambridge University Press.

Based on the explanation above, the researcher concludes that the existence of the foreign language anxiety has correlation with the fluency of the students in performing speaking.

### **C. Possible Factors Contributing to Foreign Language Anxiety**

Anxiety can occur from various sources. It can come from the classroom activities or the methods which has been using by teacher in instructions and tasks. As the example, speaking activities in classroom, it becomes as the most frequently factors that provoke the anxiety. Speaking in the foreign language as the most anxiety-producing experience.<sup>33</sup> Oral skits and oral presentation in front of the class as the most anxiety producing activities. They also found that being called on to respond orally even can increase the anxiety.<sup>34</sup> Speaking activities are prone to anxiety. In these activities students always tried to communicate with their limited abilities. They also have a big fear inside themselves when they have to be evaluated by their teacher and their peers due to their incompetency in performance. Even, in certain moments, students often laughed at their friends, when they commit a mistake. It is perfectly drowning them into fear of making mistake. They do not want to make themselves as a fool in public, therefore, they will tend to be quite rather than speak to practice their English.

---

<sup>33</sup>Horwitz, Horwitz & Cope (1986) Foreign Language Anxiety, *The Modern Language Journal*, Vol. 70, 1986, p. 127.

<sup>34</sup>Koch, A. S., and Terrell, T. D. (1991). Affective reactions of foreign language students to Natural Approach activities and teaching techniques. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 109-126). Englewood Cliffs, NJ: Prentice Hall.

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. The inability to understand what is being said in the classroom often leads to communication apprehension.<sup>35</sup> Besides, threatening method like calling on students one after another in seating order may also generated anxiety. Harsh correction, ridiculed and the uncomfortable handling of mistake in front of a class are among the most important instructor-learner interaction issues related to language anxiety.<sup>36</sup> Another factor is when students believe that foreign language class is stressful and they cannot understand the lesson, also they do not have sufficient time to understand because the amount of materials is excessive. Moreover, the difficulty that students' faced in class and the result is not really satisfied when they compare to other classes, which will drive them into anxiety. Therefore, they will most likely think that the foreign language class is more demanding and more difficult than other lessons.

Furthermore, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students my failed and think that foreign language is difficult. As the example, somehow they believe that they need to speak perfectly. Such belief can lead into a language anxiety. Second, it can come from the low self-esteem of the students. Anxious students believe their language skill were weaker than the

---

<sup>35</sup>Worde, R. V. (2003). *Students' Perspectives on Foreign Language Anxiety*, Inquiry.Vol.8 No. 3.

<sup>36</sup>Oxford, R. L. (1999) Anxiety and the Language Learner: New Insights, in Jane Arnold (*ed.*), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p. 60

others.<sup>37</sup> This belief is quite enough to generate negative thinking to their present language and speaking ability. Last, sometimes the anxiety also can be caused by a lack of preparation that the students had. This lack of preparation will absolutely make the students feel anxious. They fear if they cannot perform well.

#### **D. Previous Study on Foreign Language Anxiety**

The researcher found some studies related to the study between students' anxiety and speaking ability. The first was a case study by Satriawati Eka Wahyuni on 2015 from University of Sebelas Maret, Surakarta. She had done research about students' anxiety in the speaking class and its consequences toward their speaking achievement. The participants in this study were the eighth grade students of junior high school students of Bilingual Program at SMP Islam Al Azhar 21 Solo Baru. A qualitative case study approach was employed and the data were taken through close questionnaire, in-depth interview and participant observation. The result showed that students feel anxious when they faced speaking test. That was caused by the learners' characteristics and the classroom procedure. The symptoms experienced by these anxious students was psychological symptom. In the relation of speaking achievement, it was reported that speaking anxiety

---

<sup>37</sup>Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highlyanxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101-108). Englewood Cliffs, New Jersey: Prentice Hall.



had significant impact to students' speaking achievement in all components of speaking.<sup>38</sup>

The second was a case study from Mulyani on 2011 from State Islamic University of Sultan Syarif kasim Riau. This study focused on the correlation between students' anxiety level and their speaking ability. The participants in this research were the second year of senior high school 1 Enok. Questionnaire and speaking test were used to collect the data. The finding revealed that there was a significant negative correlation between students' anxiety level and their speaking ability at the second year students of SMAN 1 Enok. So that, the conclusion was the higher students' anxiety level, the lower students' ability in speaking English they get and the lower students' anxiety level, the higher students' ability in speaking English they get.<sup>39</sup>

The previous studies about students anxiety and speaking ability have convinced the researcher that anxiety can exist when we learn foreign language and it can give negative impact toward learning process. However, the previous research have mainly focused on language learner at the sixth semester student of IAIN Bengkulu. In this research, the researcher tried to investigate students' anxiety toward their speaking ability in fifth semester students, so that the lecturer will know how to face the students who have anxiety in learning English on the next semester. Then their ability in speaking

---

<sup>38</sup>Wahyuni, E. S. (2015). Students' Anxiety in the Speaking Class and its Consequences toward their Speaking Achievement (A Case Study of the Eighth Grade Students of Bilingual Program at SMP Islam Al Azhar 21 Solo Baru).Sebelas Maret University.

<sup>39</sup>Mulyani. (2011). The Correlation between Students' Anxiety Level and Their Speaking Ability at The Second Year of Senior High School 1 Enok. State Islamic University of Sultan Syarif Kasim Riau

English became more better than before in the current semester. Hence, this research is significant to find out the correlation between students' anxiety and speaking ability, to investigate the aspects of anxiety affecting students' anxiety toward speaking ability, and to see the aspect of speaking influencing the most to the students' anxiety employed by sixth semester students.

## **E. Concept of Speaking**

### **1. Definition of Speaking**

Before the researcher explains further about speaking, it is better to explain the meaning of speaking itself. In Hornby speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, the speaking skill is the ability to perform the linguistic knowledge in the actual communication. "Speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable, and as this are not a book about human needs and desires we will not even attempt to provide examples. Its meaning lies in the structure and meaning of all language, whether this is written or spoken. But speaking nevertheless differs from written language in a number of respects"

### **2. The Elements of Speaking**

Speaking is making use words in ordinary voice, uttering words, knowing and being able to use language; expressing one in words; making

speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is to perform the linguistics knowledge in actual communication. Hornby states that the ability functions to express our ideas, feeling, thoughts, and need orally.<sup>40</sup>

There are six components of speaking skill that are normally recognized as crucial aspect that should be mastered those teachers and students in order to apply and practice of speaking.<sup>41</sup> The six components of speaking are described as in the following:

a. Pronunciation

Pronunciation cannot largely learn successfully by imitation and repetition. Therefore, teachers should have good standard of pronunciation in order that the students can imitate their teacher in any teaching and learning process, but we cannot expect our students to sound exactly like American or Britain and the teachers should introduce the activities will be done in order to give the opportunities to make a lot of repetition.

b. Vocabulary

There are two types of vocabulary in general; they are active and passive vocabulary. Active vocabulary is the words which the

---

<sup>40</sup>Hornby, A. S. *Oxford advanced learner's dictionary of current English*. New York, NY: Oxford University Press, 1995.

<sup>41</sup>Richards, J. C., & Rogers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.

students will need to understand and passive vocabulary is the words which we want the students to understand, but they will not use themselves.

c. Grammar

Grammar whose subject matter is the organization of words into various combinations, often representing many layers of structure, such as phrase, sentences, and complete utterances.<sup>42</sup> Grammar is sometimes defined as the way words are put together to make correct sentences. A specific instance of grammar is usually called a structure would be the past tense, noun plurals, the comparisons of objectives, and so forth.

Grammar is generally introduced in one of two ways in most textbooks. Either the new grammar is incorporated in the dialogue and narrative, or presented in example sentences at the beginning of the lesson. After the students have studied this initial presentation, the individual grammar points are isolated and practice. The teacher either drills the grammar into the students or introduces the concept through meaningful explanation examples and exercise.

d. Accuracy and Fluency

---

<sup>42</sup>Francis, W.N. 1958. *The Structure of American English*. New York: Ronald.

It is now very clear that accuracy and fluency are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is probably best achieved by allowing the stream of speech to flow; then, as some of this speech spills over beyond comprehensibility, the 'riverbanks' of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

e. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken Hornby. Moreover, it defines as the ability to understand completely and be aware of understanding whatever said by speaker or toward the topics that are discussed during having conversation. Comprehension is one of many components that should be paid attention to increase students' speaking ability in order to speak better. There are pronunciation, grammar, vocabulary, and fluency. Yet, speaking means making up language in ordinary way that involving those components.

3. Types of Speaking

Brown said that there are 5 types of speaking, we cited them categories of listening performance assessment tasks. A similar taxonomy emerges for oral production:

a. Imitative

At one end a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labelled “pronunciation”; no inferences are made about the test-takers ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

b. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.



c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

4. Characters of Successful Speaking

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful speaking:

a. Learners talk a lot

As much as possible of the period of time allocated to the activity is a fact occupied by learners talk.

b. Participation is even

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and participate in class.

c. Motivation is high

All students have enthusiasm to speak in class. The successful in speaking is measured through someone ability to carry out a conversation in the language.

## **F. Theoretical Framework**

In this research speaking skill meant the students' ability to communicate each other and to express their ideas concern with pronunciation, accuracy and fluency. While, according to Halliday and Biber cited in Rahmawati "Speaking is the verbal use of language to communicate with others."<sup>43</sup>

Furthermore, speaking is one of the four skills that require special abilities to be mastered, not only the linguistic ability but also the ability to use it appropriately in different situations; as a result the students found some difficulties when they learnt a foreign language especially in speaking. According to Ur there are some speaking problems that teacher can come across in getting students to talk in the classroom. Those were; inhibition lack of topical knowledge, low or uneven participation, have no confidence with their competence in English and mother-tongue used that influenced the students' speaking. As the result, students' failure in speaking

---

<sup>43</sup>Francis, W.N. 1958. *The Structure of American English*. New York: Ronald.

not only a result of the lack of linguistic rules but also psychological factors such as self-esteem which intervened in speaking which should be taken by the teacher as the important factor in teaching English.<sup>44</sup>

---

<sup>44</sup>Ur, P. & Andrew Wright. *Five-Minutes Activities: A resource book of short activities*. New York: Cambridge University Press, 1995.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study employed a descriptive qualitative design. Qualitative research is an attempt to investigate an issue by using numerical data and statistical processing.<sup>45</sup> Descriptive method is to find the answer of questions and to test hypothesis concerning the current situation of the subject of the research when there is certain phenomenon or situation happened. Descriptive qualitative research design is conducted to investigate the actual problem that is currently happened.<sup>46</sup> The description of the causes of students' anxiety was explored using this method.

#### B. Respondent and Sample

The respondent of this research is sixth semester students in English study program in academic year 2018/2019. The total is 4 classes: class A, B, C and D. Total number of respondent is 30 students. The researcher chooses this respondents, because sixth semester students of English study program has experienced quite long learning process, and also they have been learning with several lecturers who graduated from universities in abroad which influenced their learning process and also their anxiety.

Another reason why the researcher chooses the sixth semester students from different classes as the sample, because based on the researcher experience on sixth semester have a quite longer experience in learning

---

<sup>45</sup> Arikunto, S. (2010). *Prosedur Penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.

<sup>46</sup> Susetyo, 2015, *Penelitian Kuantitatif dan Penelitian Tindakan Kelas*. Bengkulu : Universitas Bengkulu

English, so they may also have experienced the anxiety of learning foreign language.

If the respondent is less than 100 respondents, it is better for the researcher to take all of the respondent as sample. Meanwhile, if the population is more than 100 respondents, the researcher may take 10-15% or 20%-25% from the total population as sample.<sup>47</sup> The researcher would take 25% from the total of sixth semester students of English Education Study Program of IAIN Bengkulu.

Table 1.  
The Research Respondent

No	Class	Total of Students
1	VI A	8
2	VI B	7
3	VI C	8
4	VI D	7
TOTAL		30

### C. Instruments

In this research, the researcher will only use a questionnaire as an instrument to collect the data. It will be used to measure the level of anxiety as well as the possible factors that affect the anxiety.

---

<sup>47</sup>Arikunto, S. (2010). *Prosedur Penelitian: Suatu pendekatan praktek*. Jakarta: Rineka Cipta.

a. Questionnaire of Foreign Language Anxiety

This research will use a questionnaire form adapted from Foreign Language Classroom Anxiety Scale (FLCAS) that developed by Horwitz.<sup>48</sup> This questionnaire has the function to measure the level of anxiety perceived by foreign language learners. FLCAS have 29 items in order to make it more relatable to the background of the students of English Department in IAIN Bengkulu. This questionnaire is divided into three main types of language anxiety in its question, as shown in the table below:

Table 2.  
Item Distribution of the Questionnaire

No	Category	Item Number
1	Test Anxiety	1, 3, 6, 8, 10, 12, 16, 20, 21, and 22
2	Communication Apprehension	4, 5, 9, 11, 13, 14, 15, 17, 18, 23, 24, 26 and 28
3	Fear of Negative Feedback	2, 7, 19, 25, 27 and 29.

The FLCAS questionnaire consists of two statements which are positive and negative. The positive range will be ranged from 4-1 as represent “Strongly Disagree” to “Strongly Agree”. While, the negative statement will be ranged from 1-4 as represent “Strongly Agree” to “Strongly Disagree”. There are 11 positive statements in the questionnaire

<sup>48</sup> Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign language classroom anxiety. *The Modern Language Journal*. 70,2, 125-132.



which are number 2, 5, 8, 11, 14, 18, 20, 22, 24, 28, and 29. While, the negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 21, 23, 25, 26, and 27. The Likert's scoring scale table to measure students' anxiety level using FLCAS is shown below:

Table 3.  
Likert's Scoring Table

Scoring		Statement
Positive	Negative	
1	4	Strongly Agree
2	3	Agree
3	2	Disagree
4	1	Strongly disagree

Adapted from Horwitz et al.<sup>49</sup>

#### b. Validity

The questionnaire of this research had been validated by the experts and had the improvement of the questionnaire item. In the first model of the questionnaire, the researcher offered 33 items of the questionnaire with the five scale of Likert's scoring range. The researcher made several changes helped by the expert who are done the validation of the questionnaire.

---

<sup>49</sup> Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a Foreign Language Anxiety Scale. *TESOLQuarterly*, 20, 4, 559-64.

After validated by the expert judgments, the researcher used the considerations and suggestions from the experts to make several changes from the item of the questionnaire, as follow:

1. Item 1 “I never feel quite sure of myself when I am speaking in my English Class” is modified become “I do not feel confident when I am speaking in English”. The reason why it has been changed because we want to make a simpler sentence to be understood by the students.
2. Item 2 “I don’t worry about making mistakes in English Class” is modified into “I don’t worry of making mistake in Speaking English”.
3. Item 3 “It frightens me when I don’t understand what the teacher saying in English” is modified into “It is uncomfortable when I don’t understand what the teacher is saying in English”.
4. “Classes” in Item 5 is changed into “Subject”
5. “I start panicking” in Item 9 is changed into “I feel panic”.
6. In item 10, the word “of failing” is changed into ”of being fail”
7. In item 11 “English Class” is changed into “Speaking class” to make it more understandable and related to the subject that taken by the students.
8. Item 12 “In English class, I can get so nervous I forget things I know” is modified into “In speaking, I can get easily nervous if I forget things I know”

9. Item 13 “ It embarrasses me to volunteer answer in my English Class” is modified into “It embarrasses me to answer voluntarily by using English in Speaking English”
10. In item 14 the sentence “I would not be nervous” is changed into “I feel good”
11. In item 15 by the last sentence the researcher changed a little bit word and added sentence “says on correcting” to make the sentence be clearer.
12. Item 17 “I often feel like not going to my English class” is changed into “I often feel sad every time we have speaking class”
13. Item 19 the words “that my” is changed into “as if”, “ready” changed into “always”, and “make” changed into “made”.
14. The researcher delete several questions as if it is has the same meaning and purpose with several question in advance. The item that has been deleted is Item 20, 23, 24, 26, 27, and 33.
15. The researcher added several questions in questionnaire that is used to collect the data, this is suggested by the experts, as follow:
  - a. Item 20 “I do not afraid of making mistake in speaking English”
  - b. Item 28 “I would probably feel motivated to speak when I am around native speakers of English”
  - c. Item 29 I feel okay speaking in front of the class, even when I know the other students will laugh at me if I make a mistake”.

#### **D. Technique of Collecting Data**

To collect the data from the subject, the researcher distributed the questionnaires adapted by Horwitz et al.<sup>50</sup> The FLCAS questionnaire administered to the third semester English Department student. After that, the administered questionnaire will be collected and the data from questionnaire will be analyzed, the obtained data has been described in the descriptive-quantitative form. Then the researcher found the frequency of the students' anxiety level and factors that are affected the anxiety.

#### **E. Data Analysis Technique**

Evaluators have identified a few basic commonalities in the process of making sense of qualitative data. Developed by Miles and Huberman to describe the major phases of data analysis: data reduction, data display, and conclusion drawing and verification.<sup>51</sup>

##### **a. Data Reduction**

First, the mass of data has to be organized and somehow meaningfully reduced or reconfigured. Miles and Huberman describe this first of their three elements of qualitative data analysis as data reduction. "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions."<sup>52</sup> Not only do the data need to be condensed for the sake

---

<sup>50</sup>Ibid

<sup>51</sup>Miles, M.B., and Huberman, A.M. (1984). *Qualitative Data Analysis*. Newbury Park, CA: Sage. Pg.16

<sup>52</sup>Ibid

of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed.

Data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized, or set aside completely for the purposes of the project at hand. Beginners often fail to understand that even at this stage, the data do not speak for themselves. A common mistake many people make in quantitative as well as qualitative analysis, in a vain effort to remain "perfectly objective," is to present a large volume of unassimilated and uncategorized data for the reader's consumption.

In qualitative analysis, the analyst decides which data are to be singled out for description according to principles of selectivity. This usually involves some combination of deductive and inductive analysis. While initial categorizations are shaped by preestablished study questions, the qualitative analyst should remain open to inducing new meanings from the data available.

#### b. Data Display

Data display is the second element or level in Miles and Huberman's model of qualitative data analysis. Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing..." A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in word or diagrammatic form, allow the analyst to

extrapolate from the data enough to begin to discern systematic patterns and interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

c. Conclusion Drawing and Verification

This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand.<sup>6</sup> Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. "The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' - that is, their validity".<sup>53</sup> Validity means something different in this context than in quantitative evaluation, where it is a technical term that refers quite specifically to whether a given construct measures what it purports to measure. Here validity encompasses a much broader concern for whether the conclusions being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations.

After collecting the data, the researcher analyzed the data. To find the students' level of anxiety, the weighted formula is used:

$$M = \frac{\sum F.W}{N}$$

Where

---

<sup>53</sup>Ibid



M : The weighted mean score of each statement

W : Weighted number of score each statement

$\Sigma F$  : Total frequency of respondents who choose alternative

Answer

N : Weight/score of each alternative answer

The data would be calculated by using the percentage technique formula as follow:

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

Where:

P = Percentage of respondent answer

F = Frequency of respondents for each category of statement

N = Number of respondents answer

#### a. Interpretation of Mean

In interpreting the mean, the formula above is involved:

1. Determine four categories of frequency.
2. Find the range of score (r), i.e. the ratio of the highest and lowest score that was  $r = 4 - 1 = 3$ .
3. Find the length of the class/category (p), by dividing the range by the number of the classes that was  $p = 3/4 = 0.75$
4. Determine the lowest score of classes. The lowest score in every class that was 1.0; 1.76; 2.52; 3.28.
5. Find the highest score of the first class by summing the lowest score of the first class with p number. That was  $1.0 + 0.75 = 1.75$ . The highest score of other classes were found out by using the same way.

Table 4.  
Class Predicate

Class	Category/Predicate
3.28 -4.0	Always
2.52 -3.27	Often
1.76 -2.51	Seldom
1.0 -1.75	Never

b. Frequency of strategy used

The means score of the strategies obtained by each student would be categorized in low, sometimes, and highly frequency of affecting factors.

Table 5.  
Frequency Use

Class	Name	Category
$\geq 3.00$	SA	High/ Strongly affected
2.40 – 2.90	MA	Sometimes/moderately affected
$\leq 2.40$	LA	Low/ less affected

## F. Research Procedure

There were some steps researcher did in conducting this research. The procedures as follow:

1. The researcher consulted all the activity related to this research with the supervisor and co-supervisor.
2. The researcher constructed the instruments of this research (questionnaire)

3. The researcher stated the subject of this research.
4. The researcher tried out the instrument (questionnaire)
5. The researcher took the data by giving questionnaire to the subject.
6. After gathering the needed data, the researcher analyzed them by using the  
formula                      and                      described                      the                      data

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result**

The data of this research has been collected in February 8<sup>th</sup> 2019. The questionnaire distributed after ‘Speaking’ class. The total number of student that answers the questionnaire was 30 students. The data of this research has been analyzed to get the mean and percentage level of the students’ anxiety and the factors causing it.

#### **B. Factors Causing Students Anxiety in Speaking**

From the data collection, the researcher had found the factors causing the students were failing into anxiety states. The researcher divided the result into three major causes; Test Anxiety, Communication Apprehension, and Fear of Negative Evaluation. The table of result data display that created by Microsoft Excel presented the results of this research. The table contained the frequency of respondents answer, the weighted average score and the predicate from each items. The data in the following tables were collected by the calculation using the SPSS version 21.0. After that, the result of the research that was compiled shown in the table as follow:

##### **a. Test Anxiety**

There were some factors that causing the students’ anxiety in speaking. The factors are shown in the following table:

Table 6.  
The Result of Factors Causing the Students' Anxiety in Speaking Related  
To Test Anxiety

Item	Frequency of Respondent's Answer				SUM	Weighted Average	Predicate
	SD	D	A	SA			
	F1	F2	F3	F4			
12	5	2	8	15	93	3.1	H
10	7	4	9	10	82	2.73	S
3	3	14	9	4	74	2.47	S
21	5	10	13	2	72	2.4	S
6	7	9	10	4	71	2.37	L
16	2	16	11	1	71	2.37	L
20	5	13	11	1	68	2.27	L
22	2	19	8	1	68	2.27	L
1	8	11	8	3	64	2.2	L
8	14	12	4	0	50	1.67	L
□	58	110	91	41	713	23.85	
Total Average						2.385	

Notes: SD= Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree. H=High  
S=Sometimes L=Low

From the table above, it could be seen that for item number 12; **in speaking, I can get easily nervous if I forget things I know.** From 30 respondents, 5 respondents strongly disagree with the item. 2 respondents disagree with the item. 8 respondents agree with the item. 15 respondents strongly agree with the item. The mean score was 3.1 with predicate 'High'. It revealed that, the first item in test anxiety term highly affected the students' anxiety in speaking.

Questionnaire item number 10; **I worry about the consequences of failing my speaking class.** From 30 respondents, 7 respondents strongly disagree with the item. 4 respondents disagree with the item. 9 respondents agree with the item. The rest 10 respondents strongly agree

with the item. The mean score for item number 10 was 2.73 it meant the predicate of the item was ‘Sometimes’. It revealed, the second item in Test Anxiety was sometimes affected the students’ anxiety.

In item number 3; **I am so nervous when I know that I am going to be called on speaking in front of the class.** From 30 respondents, 3 respondents strongly disagree, 14 respondents disagree, 9 respondents agree, and 4 respondents strongly agree with the item. The weighted average for item number 3 was 2.47. It revealed that the item number 3 also sometimes affected the anxiety of the students in speaking.

In item number 21; **The more I study for an English test, the more confused I get.** From 30 respondents. Mostly respondents chose agree with this item, it can be seen from the table that 13 respondents chose agree. and followed by 10 respondents chose disagree. The rest, 5 chose strongly disagree and only 2 respondent chose strongly agree with this item. The predicate of this item is “sometimes” with weighted average 2.4.

In item number 6; **During English class, I find myself thinking about things that have nothing to do with the course.** From 30 respondents, mostly respondents chose agree with this item and it is shown by the table with 10 respondents. 9 respondents chose disagree. Only small number of respondents chose strongly agree which are 4 respondents. While 7 respondents strongly disagree with this item. The weighted

average for this item was 2.37 with predicate 'Low'. It revealed, this item was low affecting the students' anxiety in speaking.

Questionnaire item number 16; **Even if I am well prepared for English class, I feel anxious about it.** From 30 respondents, 2 respondents strongly disagree with this item. 16 respondents disagree with this item. 11 respondents agree with this item and the other 1 respondent strongly agree with this item. The weighted average of this item was 2.37 or it's 'Low' affected the students' anxiety in speaking. If we see in weighted average from the respondents mostly respondent were on disagree state.

Questionnaire item number 20; **I do not afraid of making mistake in speaking English.** From 30 respondents, 5 respondents strongly disagree with this item. 13 respondents disagree with this item. 11 respondents agree with this item. And 1 respondent strongly agree with the item. The predicate of this item is "Low" with weighted average 2.27. It revealed, even if this item could affect the students' anxiety but the possibility that this item will cause the anxiety still not that high.

Questionnaire item number 22; **I don't feel pressure to prepare very well for English class.** From 79 respondents, 2 respondents strongly disagree with the item. 19 respondents disagree with the item. 8 respondents agree with the item. The last 1 respondent strongly agree with the item. The weighted average of this item was 2.27 with predicate "Low". In this item mostly respondents chose disagree.

Questionnaire item number 1;**I do not feel confident when I am presenting my proposal seminar.** From 30 respondents, 8 respondents strongly disagree with the item. 11 respondents disagree with the item. 8 respondents agree with the item. 3 respondents strongly agree with the item. The mean score was 2.2 with predicate “Low”.

Questionnaire item number 8;**I feel confident during speaking test in my class.**From 79 respondents, 14 respondents strongly disagree with the item. 12 respondents disagree with the item. 4 respondents agree with the item. And there was no one chose strongly agree with the item. The mean score was 1.67 with predicate “Low”.

In brief, in group of Test Anxiety, there were 1 items that strongly affected students’ speaking anxiety when they speak English in class, 3 items that sometimes affected and the rest item has low predicate to affect the students’ speaking anxiety. Total average for all items of questionnaire in Test Anxiety term was 2.38 with predicate “Low”.

b. Communication Apprehension

This part would display the reasons of students’ speaking anxiety that related to the communication apprehension. The following table presents the most frequently to the less frequently reasons that affected students speaking anxiety.

Table 7.

The Result of Factors Causing the Students’ Anxiety inSpeaking  
Related to Communication Apprehension

Item	Frequency of Respondent's Answer	SUM	Weighted	Predicate
------	----------------------------------	-----	----------	-----------



	SD	D	A	SA		Average	
	F1	F2	F3	F4			
23	2	9	6	13	90	3	H
9	6	5	6	13	86	2.87	S
4	3	10	14	3	77	2.57	S
13	10	3	7	10	77	2.57	S
17	5	7	14	4	77	2.57	S
26	3	10	14	3	77	2.57	S
15	6	8	14	2	72	2.4	S
11	3	16	8	3	71	2.37	L
24	7	9	10	4	71	2.37	L
5	8	8	12	2	68	2.27	L
14	6	13	8	3	68	2.27	L
28	6	13	9	2	67	2.23	L
18	10	16	4	0	54	1.8	L
□	75	127	126	62	955	31.86	
Total Average						2.450769	

Notes: SD= Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree. H=High  
S=Sometimes L=Low

From the table above, it could be seen that for questionnaire item number 23; **I feel the activity and conversation in speaking class moves so quickly, I worry if I cannot follow it.** From 30 respondents, 2 respondents strongly disagree with the item. 9 respondents disagree with the item. 6 respondents agree with the item. 13 respondents strongly agree with the item. The mean score was 3 with predicate “High”. It indicated that, the first item in Communication Apprehension term strongly affected students’ anxiety in speaking.

Questionnaire item number 9;**I feel panic when I have to speak without preparation in speaking class.** From 30 respondents, 6 respondents strongly disagree with the item. 5 respondents disagree with the item. 6 respondents agree with the item. 13 respondents strongly agree with the item. The mean score was 2.87 with predicate “Sometimes”. It indicated that, the second item in Communication Apprehension term sometimes affected students’ anxiety in speaking.

Questionnaire item number 4;**It is uncomfortable when I don't understand what the teacher is saying in English.**From 30 respondents, 3 respondents strongly disagree with the item. 10 respondents disagree with the item. 14 respondents agree with the item. 3 respondents strongly agree with the item. The mean score was 2.57 with predicate “Sometimes”. It indicated that, the third item in Communication Apprehension term sometimes affected students ‘anxiety in speaking.

Questionnaire item number 13;**It embarrasses me to answer voluntarily by using English in speaking class.** From 30 respondents, 10 respondents strongly disagree with the item. 3 respondents disagree with the item. 7 respondents agree with the item. 10 respondents strongly agree with the item. The mean score was 2.57 with predicate “Sometimes”. It indicated that, the fourth item in Communication Apprehension term sometimes affected students’ anxiety in speaking.

Questionnaire item number 17; **I often feel sad every time we have speaking class.** From 30 respondents, 5 respondents strongly

disagree with the item. 7 respondents disagree with the item. 14 respondents agree with the item. 4 respondents strongly agree with the item. The mean score was 2.57 with predicate “Sometimes”. It indicated that, the fifth item in Communication Apprehension term sometimes affected students ‘anxiety in speaking.

Questionnaire item number 26; **I am afraid that the other students will laugh at me when I speak English.** From 30 respondents, 3 respondents strongly disagree with the item. 10 respondents disagree with the item. 14 respondents agree with the item. 3 respondents strongly agree with the item. The mean score was 2.57 with predicate “Sometimes”. It indicated that, the sixth item in Communication Apprehension term sometimes affected students’ anxiety in speaking.

Questionnaire item number 15; **I get upset when I don't understand what the teacher says on correcting me.** From 30 respondents, 6 respondents strongly disagree with the item. 8 respondents disagree with the item. 14 respondents agree with the item. 2 respondents strongly agree with the item. The mean score was 2.4 with predicate “Sometimes”. It indicated that, the seventh item in Communication Apprehension term sometimes affected students’ anxiety in speaking.

Questionnaire item number 11; **I don't understand why some people get so upset over speaking class.** From 30 respondents, 3 respondents strongly disagree with the item. 16 respondents disagree with the item. 8 agree with the item. 3 respondents strongly agree with the item.

The mean score was 2.37 with predicate “Low”. It indicated that, the eight item in Communication Apprehension term low affected students’ anxiety in speaking.

Questionnaire item number 24; **I am afraid that the other students will laugh at me when I speak English.** From 30 respondents, 7 respondents strongly disagree with the item. 9 respondents disagree with the item. 10 respondents agree with the item. 4 respondents strongly agree with the item. The mean score was 2.37 with predicate “Low”. It indicated that, the ninth item in Communication Apprehension term low affected students’ anxiety in speaking.

Questionnaire item number 5; **I always feel confident to take all English subject.** From 30 respondents, 8 respondents strongly disagree with the item. 8 respondents disagree with the item. 12 respondents agree with the item. 2 respondents strongly agree with the item. The mean score was 2.27 with predicate “Low”. It indicated that, the tenth item in Communication Apprehension term low affected students’ anxiety in speaking.

Questionnaire item number 14; **Even if I am well prepared for English class, I feel anxious about it.** From 30 respondents, 6 respondents strongly disagree with the item. 13 respondents disagree with the item. 8 respondents agree with the item. 3 respondents strongly agree with the item. The mean score was 2.27 with predicate “Low”. It indicated that, the

eleventh item in Communication Apprehension term low affected students' anxiety in speaking.

Questionnaire item number 28; **I would probably feel motivated to speak when I am around native speakers of English.** From 30 respondents, 6 respondents strongly disagree with the item. 13 respondents disagree with the item. 9 respondents agree with the item. 2 respondents strongly agree with the item. The mean score was 2.23 with predicate "Low". It indicated that, the twelfth item in Communication Apprehension term low affected students' anxiety in speaking.

Questionnaire item number 18; **I feel confident when I speak English in front of the class.** From 30 respondents, 14 respondents strongly disagree with the item. 12 respondents disagree with the item. 4 respondents agree with the item. There is no one respondents strongly agree with the item. The mean score was 1.8 with predicate "Low". It indicated that, the thirteenth item in Communication Apprehension term low affected students' anxiety in speaking. This item is the least factors that causing the anxiety.

In brief, in group of Communication Apprehension, there were 1 item that highly affected and become the most factors causing students' anxiety when they speak English in class, 6 items that sometimes affected students' anxiety, 6 items that low affected students' anxiety when they speak English in class. Total average for all items in of questionnaire in

Communication Apprehension Anxiety term was 2.45 with predicate “Sometimes”.

c. Fear of Negative Feedback

This part displays the other reasons of students’ speaking anxiety that related to the Fear of Negative Feedback.

Table 8.  
The Result of Factors Causing the Students’ Anxiety in Speaking Related To Fear of Negative Feedback

Item	Frequency of Respondent's Answer				SUM	Weighted Average	Predicate
	SD	D	A	SA			
	F1	F2	F3	F4			
25	3	7	7	13	90	3	H
27	5	7	13	5	78	2.6	S
2	6	11	11	2	69	2.3	L
7	9	9	11	1	64	2.13	L
19	7	15	5	3	64	2.13	L
29	10	8	10	2	64	2.13	L
□	40	57	57	26	429	14.29	
Total Average						2.381667	

Notes: SD=strongly disagree, D=Disagree, A=Agree, SA=Strongly Agree. H=High S=Sometimes L=Low

From table above, it could be seen that for questionnaire item number 25; **I get nervous when I don't understand what the English teacher talks about.** From 30 respondents, 3 respondents strongly disagree with the item. 7 respondents disagree with the item. 7 respondents agree with the item. 13 respondents strongly agree with the item. The mean score was 3 with predicate “High”. It indicated that, the first item in fear of negative evaluation term highly affected students’ anxiety in speaking. It

became the most factor causing students' anxiety in speaking related to fear of negative feedback.

Questionnaire item number 27; **I am afraid that the other students will laugh at me when I speak English.** From 30 respondents, 5 respondents strongly disagree with the item. 7 respondents disagree with the item. 13 respondents agree with the item. 5 respondents strongly disagree with the item. The mean score was 2.6 with predicate "Sometimes". It indicated that, the second item in fear of negative feedback term sometimes affected students' anxiety in speaking.

Questionnaire item number 2; **I don't worry of making mistake in speaking English.** From 30 respondents, 6 respondents strongly disagree with the item. 11 respondents disagree with the item. 11 respondents agree with the item. 2 respondents strongly agree with the item. The mean score was 2.3 with predicate "Low". It indicated that, the third item in fear of negative feedback term sometime affected students' anxiety in speaking.

Questionnaire item number 7; **I keep thinking that the other students are better at languages than I am.** From 30 respondents, 9 respondents strongly disagree with the item. 9 respondents disagree with the item. 11 respondents agree with the item. 1 respondent strongly agree with the item. The mean score was 2.13 with predicate "Low". It indicated that, the fourth item in fear of negative feedback term sometimes affected students' anxiety in speaking.

Questionnaire item number 19; I am afraid if my lecturer always corrects me when I make mistakes. From 30 respondents, 7 respondents strongly disagree with the item. 15 respondents disagree with the item. 5 respondents agree with the item. 3 respondents strongly agree with the item. The mean score was 2.13 with predicate “Low”. It indicated that, the fifth item in fear of negative feedback term sometimes affected students’ anxiety in speaking.

Questionnaire item number 29; **I feel okay speaking in front of the class, even when I know the other students will laugh at me if I make a mistake.** From 30 respondents, 10 respondents strongly disagree with the item. 8 respondents disagree with the item. 10 respondents agree with the item. 2 respondents strongly agree with the item. The mean score was 2.13 with predicate “Low”. It indicated that, the sixth item in fear of negative feedback term low affected students’ anxiety in speaking.

Therefore, as the conclusion of the result above the researcher create a table to show which part of the factors that causing anxiety from most affected to least affected.

The following table presents about the result of the factors that causing students’ anxiety in speaking. The data shows:

Table 9.  
The Result of Factors that Causing Students’ Anxiety in Speaking

No	Speaking Anxiety Group	Mean Scores
1	Communication Apprehension	2.45



2	Test Anxiety	2.38
3	Fear of Negative Evaluation	2.38

As the table above, it could be concluded that the most causing factors of student anxiety was the Communication Apprehension with mean score 2.45. It meant the sources of the student anxiety mostly came from the communication.

The second highest and also the lowest weighted mean was Fear of Negative Feedback and Test Anxiety. The weighted mean was 2.38. It revealed that this factor also takes part in causing students' anxiety. The data also confirmed that mostly respondents are afraid if they were speaking in front of their friends. They were afraid of the attention that all directed to them, some of them confirmed if they did not confident because they might commit a mistake in speaking so their friend will laugh at them. Some other confirmed that is something usual happened in the class, there were certain students took it easy, but some others lost their confident and tended to stop continuing their speaking.

### **C. Discussion**

This researcher would like to discuss the factors that frequently experienced by the students when they spoke English in the class and also investigated the dominant factor causing that anxiety in speaking class in sixth semester student of English Education Study Program of IAIN Bengkulu. From the result, it can be seen that the factors which are causing the learners anxiety are Communication Apprehension (2.45), Test Anxiety (2.38) and

Fear of Negative feedback (2.38). Therefore, Communication Apprehension become the highest factor from three categories.

Based on the result of the FLCAS, it was evident that students were already anxious with the fact that they had to speak in front of the class individually. Although they had been classmates since the first semester, they had an anxiety of what was to come in the class. They experienced the same thing, i.e. they would feel anxious whenever they were asked to speak because they felt that they were unprepared and that they were not confident with their English proficiency. Thus it was evident that they experienced foreign language anxiety.

There are 3 items from each category in the questionnaire that had predicate “High/Strongly Affected” which reflect the factors that causing foreign language anxiety in speaking. There was item number 12; **In speaking, I can get easily nervous if I forget things I know.** The weighted average was 3.1. Second, it was item number 23; **I feel the activity and conversation in speaking class moves so quickly, I worry if I cannot follow it.** The weighted average was 3. Third, it was the item number 25; **I get nervous when I don't understand what the English teacher talks about.** The weighted average was 3. Mostly, the factors that causing the students’ anxiety in speaking class were coming from Communication Apprehension Category.

The second aim of this research was to find out the most dominant factor that causing students’ anxiety in speaking. The researcher found from

the three categories the test anxiety was the dominant factor causing the anxiety and it was reflected by the item number 12; **In speaking, I can get easily nervous if I forget things I know.** Mostly students of the sixth semester in English Study Program were afraid and nervous if they forget things they know when speaking class. This might happen because they were afraid of making mistake while their speaking. The reasons were because they worried in committing mistake when they speak in front of others. They worried if they could not create appropriate sentences, they forgot the things that they know, or just got blank when they had prepared all the material, but because of the anxious feeling, it was feeling like they would be failed on performing their speaking.

This feeling has grown become the core of anxiety, when the students always feel afraid of making mistake. It because their minds could not handle the feeling itself, when the students' mind could not control their feeling, it would impact to themselves and there would be a very high intensity of negative suggestion would come to their minds. The researcher believes that those negative suggestions would worsen the anxious feeling of the students. When that anxious feeling was become worst, the fear would be greater, when the fear was greater, it would impact to the performance of the students when they speak in front of others in the class. In addition, the incapability of the students to control the fear of forget the idea was because the students never realize if they were capable to control it. Therefore, it was very important to students to realize that if they could control the feeling and mind. So when

they capable to do it, they could change those anxiety become a motivation. The motivation would help them to increase the capability of controlling mind and feeling, it was also could be developed by increasing the proficiency, the experienced, and get used to train how to control mind to minimize the anxious feeling.

Furthermore, the researcher realized that the weighted mean score in each category factors were not high. It can be seen from the “Result of Factors that Causing Students’ Anxiety in Speaking” table that the factors were moderately affected to the students. It was probably caused by learners’ trained skills. The students in the sixth semester were supposed to have enough English speaking proficiency. Because they have passed three level of English Speaking class. In other words, the students at least have gained the fluency and confidence as they have performed frequently their speaking.

Compared to previous research, this research is slightly different in many ways. The first was a case study by Satriawati Eka Wahyuni on 2015 from University of Sebelas Maret, Surakarta. She had done research about students’ anxiety in the speaking class and its consequences toward their speaking achievement. The participants in this study were the eighth grade students of junior high school students of Bilingual Program at SMP Islam Al Azhar 21 Solo Baru. The result showed that students feel anxious when they faced speaking test. That was caused by the learners’ characteristics and the classroom procedure. The symptoms experienced by these anxious students was psychological symptom. In the relation of speaking achievement, it was

reported that speaking anxiety had significant impact to students' speaking achievement in all components of speaking.

The second was a case study from Mulyani on 2011 from State Islamic University of Sultan Syarif kasim Riau. This study focused on the correlation between students' anxiety level and their speaking ability. The participants in this research were the second year of senior high school 1 Enok. The finding revealed that there was a significant negative correlation between students' anxiety level and their speaking ability at the second year students of SMAN 1 Enok. So that, the conclusion was the higher students' anxiety level, the lower students' ability in speaking English they get and the lower students' anxiety level, the higher students' ability in speaking English they get. In contrast, in this research it was found that mostly students were felt nervous when forget the idea that they already know and making mistake while they speak.

This research only revealed the external factors of the students' anxiety in speaking. The data were gathered by using questionnaire. The results of the questionnaire might be inconsistent because it depends on the subject being analyzed. The subject sometime can make up their mind while answering the questionnaire, so that the result of the questionnaire tends to be bias. This research only reveals the external factors that caused foreign language anxiety in speaking. Hopefully, the further research will analyze it much deeper into the internal factors and the way how to cope with the anxiety.

Based on the discussion above, the researcher concluded that most of the sixth semester students of English Study Program were anxious. There are

several factors that causing in speaking and mostly factors were caused by Test Anxiety. The most dominant factors that caused it were the students get easily nervous if they forget things that they already know.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After doing the research and investigate the factors causing students' anxiety in speaking in sixth semester students of English Study Program, the researcher draw a conclusion based on the research question. There were two conclusions. First, there were several factors that causing foreign language anxiety in speaking, experienced by the sixth semester students of English Study Program in academic year 2018/2019.

1. Test Anxiety with weighted average of 2.38
2. Fear of Negative Evaluation with weighted average of 2.38
3. Communication Apprehension with weighted average of 2.45

Second, the dominant factor that causing foreign language anxiety in speaking was Test Anxiety and the item number 12; **“In speaking, I can get easily nervous if I forget things I know”** was the item with the highest weighted average score 3.1.

#### B. Suggestion

Based on the conclusion of this research, the researcher recommends that:

1. For students

This study suggested some recommended ways based on the finding and interview to reduce the possibility of anxiety in speaking. The students need to understand if anxiety is a normal feeling that

experienced by everyone. They should realize if they can control that feeling by controlling their mind and suggest their mind if they can cope with this feeling. So at the end they will be able to prepare themselves well. In order to make students have a better preparation before they speak in front of the class. They can improve their preparation by increasing their ability and proficiency in speaking, they also could increase their confident through having some experienced like follow the competition where speaking become the main focus, they can follow a conference where they have to communicate by using English with others, and they may follow an exchange program to live in a country where they have to survive and exercise their speaking skills. Students need to help their own selves by controlling their mind, be calm, and create a comfortable situation in the class by thinking that, if they make mistake it is something usual and should not be afraid of. Last, they need to cooperate with other students who have better capability, in order to help them improve their ability.

## 2. For Lecturers

In teaching and learning activities in the classroom. At basic, the teacher should aware if most of their students are anxious; therefore the lecturers should make a comfortable situation in teaching and learning. For example like giving more encouragement and motivation towards their students. They also need to convince the



students so they will not feel worry if they make mistake, because making mistake is something common in learning. The teacher can also provide some learning styles while teaching their students, the purpose is because every students need more excercises to find their suitable way of learning. Last, the teacher can apply various learning strategies toward their students, so the students will have many choices and they will find the proper way in order to increase their capability and confident in learning English and performing a better speaking.

### 3. For Further Research

There are still many limitations and weaknesses of the current study. Therefore, for the next research, the researcher suggest that there should be a test speaking in order to make the research becomes clearer and more detail to see the factors and symptom that causing the foreign language anxiety in speaking. The next research is also need to be more focus on the best method to reduce or cope down with the anxiety that felt by the students. It is also necessary for the next research in the future to investigate the anxiety in different skills such as writing, reading, and listening.

## BIBLIOGRAPHY

### Book:

- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brown, H.D. (1994). *Breaking the Language Barrier*. Yarmouth: Intercultural Press, Inc.
- Carlson, N.R., and Buskist, W. (1997). *Psychology: The Science of Behavior*. Needham Heights: Viacom Company.
- Francis, W.N. 1958. *The Structure of American English*. New York: Ronald.
- Halgin, R. P., and Whitbourne, S. K. (2007) *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. New York: McGraw-Hill.
- Hornby, A. S. (1995). *Oxford advanced learner's dictionary of current English*. New York, NY: Oxford University Press, 1995.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign language classroom anxiety. *The Modern Language Journal*.
- Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*. Englewood Cliffs, NJ: Prentice Hall.
- Koch, A. S., and Terrell, T. D. (1991). Affective reactions of foreign language students to Natural Approach activities and teaching techniques.
- Miles, M.B., and Huberman, A.M. (1984). *Qualitative Data Analysis*. Newbury Park, CA: Sage.

- Mulyani. (2011). The Correlation between Students' Anxiety Level and Their Speaking Ability at The Second Year of Senior High School 1 Enok. State Islamic University of Sultan Syarif Kasim Riau
- Ormrod, J. E. (2011) *Educational Psychology: Developing Learner*. Boston: Pearson Education Inc.
- Oxford, R. L. (1999). Anxiety in the language learner: New insights. In J. Arnold (Ed.), *Affective in language learning* (pp.58-67). Cambridge: Cambridge University Press.
- Passer, M. W., and Ronald E. S. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill.
- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highlyanxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, New Jersey: Prentice Hall.
- Richards, J. C., & Rogers, T. S. (1986). Approaches and methods in language teaching: A description and analysis. Cambridge: Cambridge University Press.
- Susetyo, 2015, *Penelitian Kuantitatif dan Penelitian Tindakan Kelas*. Bengkulu : Universitas Bengkulu
- Ur, P. & Andrew Wright.(1995). *Five-Minutes Activities: A resource book of short activities*. New York: Cambridge University Press.
- Wahyuni, E. S. (2015). Students' Anxiety in the Speaking Class and its Consequences toward their Speaking Achievement (A Case Study of the

Eighth Grade Students of Bilingual Program at SMP Islam Al Azhar 21  
Solo Baru).Sebelas Maret University.

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

Young, D. J. (1999). *Affect in Foreign Language and Second Language  
Learning: a Preactical Guide to Creating a Low-Anxiety Classroom  
Atmosphere*. Boston: McGraw Hill.

### **Websites:**

Wrench, Jason S., et. al. (2014). "What is Communication Apprehension?"  
[www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s0601-what-iscommunication-apprehen.html](http://www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s0601-what-iscommunication-apprehen.html)

# A P P E N D I C E S

**Appendix 1:**  
**The Result of Students' Foreign Language Anxiety In Speaking.**

Q1	FREQUENCY				Always	Often	Seldom	Never	N	SUM	WA	PR
	SD	D	A	SA								
	F1	F2	F3	F4								
12	5	2	8	15	4	3	2	1	30	93	3.1	H
23	2	9	6	13	4	3	2	1	30	90	3	H
25	3	7	7	13	4	3	2	1	30	90	3	H
9	6	5	6	13	4	3	2	1	30	86	2.87	S
10	7	4	9	10	4	3	2	1	30	82	2.73	S
27	5	7	13	5	4	3	2	1	30	78	2.6	S
4	3	10	14	3	4	3	2	1	30	77	2.57	S
13	10	3	7	10	4	3	2	1	30	77	2.57	S
17	5	7	14	4	4	3	2	1	30	77	2.57	S
26	3	10	14	3	4	3	2	1	30	77	2.57	S
3	3	14	9	4	4	3	2	1	30	74	2.47	S
15	6	8	14	2	4	3	2	1	30	72	2.4	S
21	5	10	13	2	4	3	2	1	30	72	2.4	S
6	7	9	10	4	4	3	2	1	30	71	2.37	L
11	3	16	8	3	4	3	2	1	30	71	2.37	L
16	2	16	11	1	4	3	2	1	30	71	2.37	L
24	7	9	10	4	4	3	2	1	30	71	2.37	L
2	6	11	11	2	4	3	2	1	30	69	2.3	L
5	8	8	12	2	4	3	2	1	30	68	2.27	L
14	6	13	8	3	4	3	2	1	30	68	2.27	L
20	5	13	11	1	4	3	2	1	30	68	2.27	L
22	2	19	8	1	4	3	2	1	30	68	2.27	L
28	6	13	9	2	4	3	2	1	30	67	2.23	L
1	8	11	8	3	4	3	2	1	30	66	2.2	L
7	9	9	11	1	4	3	2	1	30	64	2.13	L
19	7	15	5	3	4	3	2	1	30	64	2.13	L
29	10	8	10	2	4	3	2	1	30	64	2.13	L
18	10	16	4	0	4	3	2	1	30	54	1.8	L
8	14	12	4	0	4	3	2	1	30	50	1.67	L

**Test Anxiety**

Item	Frequency of Respondent's Answer				SUM	Weighted Average	Predicate
	SD	D	A	SA			
	F1	F2	F3	F4			
12	5	2	8	15	93	3.1	H
10	7	4	9	10	82	2.73	S
3	3	14	9	4	74	2.47	S
21	5	10	13	2	72	2.4	S
6	7	9	10	4	71	2.37	L
16	2	16	11	1	71	2.37	L
20	5	13	11	1	68	2.27	L
22	2	19	8	1	68	2.27	L
1	8	11	8	3	64	2.2	L
8	14	12	4	0	50	1.67	L
$\Sigma$	58	110	91	41	713	23.85	
Total Average						2.385	

**Communication Apprehension**

Item	Frequency of Respondent's Answer				SUM	Weighted Average	Predicate
	SD	D	A	SA			
	F1	F2	F3	F4			
23	2	9	6	13	90	3	H
9	6	5	6	13	86	2.87	S
4	3	10	14	3	77	2.57	S
13	10	3	7	10	77	2.57	S
17	5	7	14	4	77	2.57	S
26	3	10	14	3	77	2.57	S
15	6	8	14	2	72	2.4	S
11	3	16	8	3	71	2.37	L
24	7	9	10	4	71	2.37	L
5	8	8	12	2	68	2.27	L
14	6	13	8	3	68	2.27	L
28	6	13	9	2	67	2.23	L
18	10	16	4	0	54	1.8	L
$\Sigma$	75	127	126	62	955	31.86	
Total Average						2.450769	

### Fear of Negative Feedback

Item	Frequency of Respondent's Answer				SUM	Weighted Average	Predicate
	SD	D	A	SA			
	F1	F2	F3	F4			
25	3	7	7	13	90	3	H
27	5	7	13	5	78	2.6	S
2	6	11	11	2	69	2.3	L
7	9	9	11	1	64	2.13	L
19	7	15	5	3	64	2.13	L
29	10	8	10	2	64	2.13	L
$\Sigma$	40	57	57	26	429	14.29	
Total Average						2.381667	

### Appendix 2:

Item	Validity Index	Predicate	Reliability (Cronbach's Alpha)	Predicate Reliability $\geq 0.7$
		Valid $\geq 0.3$		
1	0.436	Valid	0.897	Reliable
2	0.783	Valid	0.888	Reliable
3	0.473	Valid	0.899	Reliable
4	0.581	Valid	0.894	Reliable
5	0.695	Valid	0.892	Reliable
6	0.5	Valid	0.896	Reliable
7	0.691	Valid	0.891	Reliable
8	0.703	Valid	0.891	Reliable
9	0.489	Valid	0.897	Reliable
10	0.772	Valid	0.89	Reliable
11	0.495	Valid	0.898	Reliable
12	0.424	Valid	0.898	Reliable
13	0.309	Valid	0.9	Reliable
14	0.339	Valid	0.9	Reliable
15	0.412	Valid	0.898	Reliable
16	0.536	Valid	0.895	Reliable
17	0.633	Valid	0.893	Reliable
18	0.59	Valid	0.894	Reliable
19	0.646	Valid	0.893	Reliable
20	0.739	Valid	0.89	Reliable



Item	Validity Index	Predicate	Reliability (Cronbach's Alpha)	Predicate Reliability $\geq 0.7$
		Valid $\geq$ (0.3)		
21	0.905	Valid	0.885	Reliable
22	0.499	Valid	0.899	Reliable
23	0.489	Valid	0.899	Reliable
24	0.772	Valid	0.894	Reliable
25	0.495	Valid	0.892	Reliable
26	0.424	Valid	0.896	Reliable
27	0.309	Valid	0.891	Reliable
28	0.339	Valid	0.891	Reliable
29	0.489	Valid	0.897	Reliable

### Appendix 3: Data of Samples' Response

SUBJECT	N	P	N	N	P	N	N	P	N	N	P	N	N	P	N	N	N	P	N	P	N	P	N	P	N	N	N	P	P	TOTAL SCORE
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
1	2	2	2	2	2	2	3	1	4	4	2	4	1	2	3	3	2	2	2	2	2	3	4	3	4	3	3	2	3	74
2	1	1	3	4	1	3	1	2	1	4	3	4	1	2	3	1	1	1	2	2	1	2	2	1	2	3	2	1	1	56
3	2	3	2	3	3	3	1	2	4	3	3	4	3	3	3	3	2	2	3	2	2	2	2	2	3	3	3	3	3	77
4	1	2	2	3	1	2	1	1	4	1	2	3	4	1	3	2	1	1	2	2	1	2	3	1	4	2	2	2	2	58
5	2	3	3	1	3	1	3	1	3	4	2	4	3	2	3	2	2	3	2	3	2	2	4	2	4	2	2	2	3	73
6	1	2	2	2	1	2	1	1	4	2	2	3	4	1	3	2	1	1	2	2	1	2	4	1	3	2	2	2	2	58
7	2	3	2	3	3	3	1	2	4	3	3	4	4	3	3	3	2	2	3	2	2	2	2	2	3	3	3	3	3	78
8	1	3	2	2	4	4	3	2	3	4	1	1	3	2	2	2	3	2	2	3	3	2	3	3	4	2	3	2	2	73
9	2	4	3	2	2	3	3	3	4	4	2	4	4	2	2	2	2	2	2	4	3	4	4	1	3	3	2	2	1	79
10	3	2	2	1	3	2	2	2	3	1	2	3	3	4	2	2	3	2	4	1	3	2	3	3	4	4	3	2	2	73
11	4	1	4	2	1	1	4	1	4	4	3	4	1	1	1	4	3	2	1	2	2	2	1	3	4	2	3	1	1	67
12	3	2	3	2	2	2	3	2	3	2	3	3	2	2	3	3	2	2	2	2	3	2	2	2	2	3	2	2	3	69



SUBJECT	N	P	N	N	P	N	N	P	N	N	P	N	N	P	N	N	N	P	N	P	N	P	N	P	N	N	N	P	P	TOTAL SCORE	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
26	2	3	3	3	2	3	3	1	2	3	2	3	1	3	3	2	3	2	2	3	3	2	2	2	2	2	2	2	3	3	70
27	2	3	3	2	3	3	3	1	4	4	2	4	3	1	4	3	3	2	2	3	3	2	2	3	4	3	3	3	2	80	
28	1	2	2	3	1	4	1	2	2	3	4	4	4	3	4	3	3	1	1	3	3	3	4	4	2	3	1	2	1	74	
29	2	3	2	3	3	2	2	2	1	2	2	3	4	3	1	3	3	1	3	2	2	3	2	2	4	3	3	2	3	71	
30	1	1	1	2	1	1	2	2	4	1	2	4	1	2	3	2	3	3	4	1	4	2	4	4	4	1	4	2	1	67	

#### Appendix 4: the validated questionnaire used in the research.

### QUESTIONNAIRE FOR FOREIGN LANGUAGE ANXIETY IN SPEAKING

Name \_\_\_\_\_ :

**Directions**

1. This questionnaire is used to gain the information about the level of foreign language anxiety in speaking as well as the factors causing it.
2. In this questionnaire, you will be given some questions about the perception when you are presenting seminar proposal presentation.
3. This questionnaire have no relation to your personal information or any other things that can defame you.
4. The result of this questionnaire will not affect to your academic.
5. Thank you for your help.

**Note**

1. **SD = Strongly Disagree**
2. **D = Disagree**
3. **A = Agree**
4. **SA = Strongly Agree**

Read the questions carefully. Please give a checklist (✓) to your answer.

No	Items	SD	D	A	SA
1	I do not feel confident when I am presenting my proposal seminar.				
2	I don't worry of making mistakes in speaking English.				
3	I am so nervous when I know that I'm going to be called on speaking in front of the class.				
4	It is uncomfortable when I don't understand what the teacher is saying in English.				
5	I always feel confident to take all English subject				

No	Items	SD	D	A	SA
6	During English class, I find myself thinking about things that have nothing to do with the course.				
7	I keep thinking that the other students are better at languages than I am.				
8	I feel confident during speaking test in my class.				
9	I feel panic when I have to speak without preparation in speaking class.				
10	I worry about the consequences of being fail in my speaking class.				
11	I don't understand why some people get so upset over speaking class.				
12	In speaking, I can get easily nervous if I forgot things I knew.				
13	It embarrasses me to answer voluntarily by using English in speaking class.				
14	I feel good when I am speaking English with native speakers.				
15	I get upset when I don't understand what the teacher says on correcting me.				
16	Even if I am well prepared for English class, I feel anxious about it.				

No	Items	SD	D	A	SA
17	I often feel sad everytime we have speaking class.				
18	I feel confident when I speak English in front of the class.				
19	I am afraid if my lecturer always correct me when i make mistakes.				
20	I do not afraid of making mistake in speaking English.				
21	The more I study for an English test, the more confused I get.				
22	I don't feel pressure to prepare very well for English class.				
23	I feel the activity and conversation in speaking class moves so quickly, I worry if I can not follow it.				
24	When I'm on my way to English class, I feel very sure and relaxed.				
25	I get nervous when I don't understand what the English teacher talks about.				
26	I feel overwhelmed when constructing the English tenses in speaking.				
27	I am afraid that the other students will laugh at me when I speak English.				

No	Items	SD	D	A	SA
28	I would probably feel motivated to speak when I am around native speakers of English.				
29	I feel okay speaking in front of the class, even when I know the other students will laugh at me if I make a mistake.				

### Appendix 5: Documentation

