

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter describes and analyzes the data which are obtained during the research. In this chapter includes the display of the result of questionnaire and interview and discussion about the answer of research problems.

#### **A. Preparation**

Before doing the research, the researcher came to the lecturers of speaking two to ask permission to do research about class speaking two. Then she explained what she needs to do in the research. The research had been done in second semester students of English Department of State Institute for Islamic Studies Sunan Ampel Surabaya 2013. Speaking two consists of four class; A, B, C and D.

After getting permission from the lecturers to do the research, the researcher came to the speaking class in order to give the questionnaire to the students and to interview the lecturers of speaking two. The researcher did the research on April 25<sup>th</sup> and 26<sup>th</sup> 2013.

## **B. Process**

### 1. Questionnaire

The researcher collected the information from second semester students of English Department State institute for Islamic Studies 2013 using questionnaire. It included questions about the second semester students' speaking abilities, students' participation in speaking class, the difficulties of speaking English, situation cause speaking anxiety, the causes and most dominant causes of speaking anxiety when practicing speaking and the way to reduce speaking anxiety including lectures' role and strategies to reduce speaking anxiety for second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013. Questionnaires were given on April 25<sup>th</sup> 2013 at 11am and April 26<sup>th</sup> 2013 at 8 am before the class speaking two began.

### 2. Interview

In this interview, the researcher collected the information from lecturers speaking two about the second semester students' speaking, students' participation in speaking class, the difficulties of speaking for students, the situation of causes of speaking anxiety, the causes of speaking anxiety for students, the most dominant causes of speaking anxiety and the way to reduce causes of speaking anxiety including lectures' role and

strategies to reduce speaking anxiety for the second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 when students' practiced speaking to support the data. The researcher interviewed twice. She interviewed lecturer on April 25<sup>th</sup> 2013 at 9 am and on April 25<sup>th</sup> 2013 at 12.30 am after the class speaking two was finished.

### **C. Research Finding**

According to the data gained from questionnaire and interview, the researcher found students' perception on causes of speaking anxiety and ways in reducing speaking anxiety. Those are:

#### **1. Students Perception on Causes of Speaking Anxiety**

Concerning with the students' response toward causes anxiety when speaking English in class that was gained on April 25<sup>th</sup>- 26<sup>th</sup> 2013, the researcher explained the result in percentages that she shared to all of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 in class speaking two, as follow:

Table 01

## Students experience of learning English

Question: How long have you been learning English?

No	Responses	F	N	Percentage (%)
1.	9 years	29	85	34,12 %
2.	10 years	16	85	18,82 %
3.	11 years	12	85	14,12%
4.	12 years	14	85	16,5 %
5.	Under 9 years	5	85	5,89 %
6.	Over 12 years	9	85	10,58 %

Based on the table above, it could be concluded that the students' experience of second semester students English Department of State Institute for Islamic Studies Sunan Ampel Surabaya 2013, 29 students (34,12%) learned English 9 years, 16 students (18,82%) learned English 10 years, 14 students (16, 5%) learned English 12 years, 12 students (14,12%) learned English 11 years, and 14 students (16, 5 %) gave other answers, that there were 9 students (10,58%) learned English over 12 years, and 5 students (5,89%) learned less than 9 years.

Table 02

## The students' feeling when learning English

Question: How do you feel about your experience of learning English?

No	Responses	F	N	Percentage (%)
1.	Good	51	85	60 %
2.	Anxiety-provoking	14	85	16,5 %
3.	Bored	10	85	11,74%
4.	Stressed out	9	85	10,59 %
5.	Nothing special	1	85	1,17 %

Based on the table above, it could be concluded that the students' feeling in learning English in second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013, there were 51 Students (60%) felt good, 14 students (16.5%) felt anxious, 10 students (11,76%) felt bored, 9 students (10,6%) felt stressed out in learning English, and 1 students (1,17%) had another answer that there were nothing special when learning English.

Both of the lecturers speaking two also explained the same things about students' speaking ability. The lecturers stated that students' speaking ability in second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 was varied. Some of them had good speaking abilities, and some of the others did not have good speaking abilities. It might be caused by students' experience<sup>49</sup>.

Table 03

## Students' participation

Question: How is your participation in speaking class?

No	Responses	F	N	Percentage (%)
1.	Very high	2	85	2,35%
2.	High	8	85	9,4%
3.	Medium	59	85	69,5%
4.	Low	16	85	18,8%
5.	Very low	0	85	-

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<sup>49</sup> Interviewed the lecturers of speaking two on April 25<sup>th</sup> 2013

Based on the table above it could be concluded about the students' participation in class speaking two of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013, there were 59 students (69,5%) who had medium participation, 16 students (18,8%) had low participation, 8 students (9,4%) had high participation, and 2 students (2,35%) had very high participation.

Both of the lecturers also explained about students' participation in class of speaking two. They said that the participation of the second semester students depend on the task. If the task was easy, they would be enthusiastic to speak English, and if the task was difficult, there was no participation in the speaking class, they tended to be silent in speaking class. So, the participation of the students depended on the material that students studied in class<sup>50</sup>.

Table 04

The situation that disturbed the students when speaking English

Question: What disturbs you the most about speaking English?

No	Responses	F	N	Percentage (%)
1.	Discussion in the class	9	85	10,59%
2.	Giving presentation in the class	29	85	34,12%
3.	Debating	32	85	37,65%
4.	Doing oral test	9	85	10,59%
5.	Practice speaking English	5	85	5,88%
6.	Game	1	85	1,17%

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<sup>50</sup> Interviewed the lecturers of speaking two on April 25<sup>th</sup> 2013

Based on the table above it could be concluded that there were 32 students (37,65%) feel disturbed to speak English when debating, 29 students (34,1%) feel disturbed to speak English when giving presentation in the class, 9 students (10,6%) feel disturbed to speak English when doing oral test, 9 students (10,6%) feel disturbed to speak English when discussion in the class, 5 students (5,88%) feel disturbed to speak English when practiced speaking and 1 student (1,17%) feel disturbed to speak English when playing game.

Table 05

## Students' difficulties when speaking English

Question: What kind of difficulties or problems did you experience when speaking English?

No	Responses	F	N	Percentage (%)
1.	Difficulties of remembering vocabulary	28	85	32,9%
2.	grammar	35	85	41,2%
3.	Stress, rhythm and intonation	8	85	9,43%
4.	Pronunciation	13	85	15,3%
5.	Easy	1	85	1,17%

Based on the table above, it could be concluded that the difficulties of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 when speaking English, 35 students (41,2%) had difficulty in grammar, 28 students (32,93%) had difficulty to remember vocabulary, 13 students (15,3%) had difficulty in pronunciation, 8 students (9,4%) had difficulty in stressing, rhythm and intonation, and 1 student (1,17%) had no problems when speaking English.

The lecturers also said that the second semester students also had some problems when speaking English. Those were: grammatical speaking, using uncommon English, difficulties in vocabulary, pronunciation, phrase and present their speaking. They also tended to speak English with Indonesian taste such as “I mean like this” in their speaking<sup>51</sup>.

Table 06  
Frequency of students' anxiety  
Question: How often do you feel anxious when speaking English?

No	Responses	F	N	Percentage (%)
1.	Always	7	85	8,2%
2.	Often	15	85	17,65%
3.	Sometimes	51	85	60%
4.	Seldom	10	85	11,7%
5.	Never	2	85	2,35%

Based on the table above, it could be concluded that frequency of students' anxiety when speaking English in the class speaking two of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013, 51 students (60%) sometimes felt anxious when speaking English in the class, 15 students (17,6%) often felt anxious when speaking English in the class, 10 students (11,7%) seldom felt anxious when speaking English in the class, 7 student (8,2%) always felt anxious when speaking English in the class, and 2 student (2,3%) never felt anxious when speaking English in the class.

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<sup>51</sup> Interviewed the lecturers of speaking two on April 25<sup>th</sup> 2013

According to the lecturer of speaking two, the second semester often felt anxious when speaking English, especially when the lecturer gave difficult material. It could also be most of them anxious when speaking English.

Table 07

## Kind of situation that causes speaking anxiety

Question: What kind of situations that causes speaking anxiety for you?

No	Responses	F	N	Percentage (%)
1.	Speaking in front of people	17	85	20%
2.	Speaking in front of teachers	12	85	14,12%
3.	Speaking in front of class	34	85	40%
4.	Speaking in oral tests	19	85	22,34%
5.	Conditional	1	85	1,17%
6.	Speaking in front native	1	85	1,17%
7.	Never anxious	1	85	1,17%

Based on the table above, it could be concluded that the situation that caused second semester students feel anxious when speaking English were: 34 students (40%) were anxious when speaking in front of people, 19 students (22,34%) were anxious when speaking in oral tests, 17 students (20%) were anxious when speaking in front of class, 12 students (14,12%) were anxious when speaking in front of teacher and 3 students (3,51%) had another answers, 1 student (1,17%) was anxious when speaking in conditional situation, 1 student (1,17%) was anxious when speaking in front of native and 1 student (1,17%) was never anxious when speaking English.

Both of the lecturers also explained that the second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 usually felt anxious when speaking English. They felt anxious when speaking one by one in front of the class and when faced to face with their lecturer. They also never feel anxious when the students speak among the classmate<sup>52</sup>.

Table 08  
Something happen when the students feel anxious  
Question: What happens to you when you feel anxious when speaking English?

No	Responses	F	N	Percentage (%)
1.	Get nervous	25	85	29,42%
2.	Lose confidence	25	85	29,42%
3.	Start blushing	3	85	3,53%
4.	The heartbeat gets faster	17	85	20%
5.	Poor performance	12	85	14,12%
6.	Make herself confident	1	85	1,17%
7.	Lazy	1	85	1,17%
8.	Never anxious	1	85	1,17%

Based on the result table above, it could be concluded that something happen in second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 when they felt anxious, 25 students (29,42%) were getting nervous, 25 students (29,42%) lost confidence, 17 students (20%) whose heartbeat gets faster, 12 students (14,12%) had poor performance, 3 students (3,53%) started blushing when

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<sup>52</sup> Interviewed the lecturers of speaking two on April 25<sup>th</sup> 2013

speaking English and 3 students had another answers, 1 student (1,17%) was lazy, 1 student (1,17%) would make herself more confident and 1 student (1,17%) was never anxious when speaking English.

Table 09

## Causes of speaking anxiety

Question: What do you think about the main causes of speaking anxiety when you practice speaking in class?

No	Responses	F	N	Percentage (%)
1.	Lack of vocabulary	23	85	27,1%
2.	Low English proficiency	16	85	18,82%
3.	Lack of preparation.	13	85	15,3%
4.	Lack of practice	21	85	24,7%
5.	Do not remember what are prepared	8	85	9,4%
6.	Fear making mistake	1	85	1,17%
7.	Lack of confidence	3	85	3,53%

Concerning on the table above, it could be concluded that the main causes of speaking anxiety for second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 when speaking in class, 23 students (27,1%) had lack of vocabulary, 21 students (24,7%) had lack of practice, 16 students (18,82%) had low English proficiency, 13 students (15,3%) had lack preparation, 8 students (9,4%) did not remember what were prepared and 4 students had another answers, 3 students (3,53%) had lack of confidence and 1 student (1,17%) had fear of making mistake.

Table 10

## Most dominant causes of speaking anxiety

Question: What do you think are the most dominant causes of speaking anxiety in second semester students of English Department?

No	Responses	F	N	Percentage (%)
1.	Lack of vocabulary	12	85	14,1%
2.	Low English proficiency	5	85	5,9%
3.	Lack of preparation.	7	85	8,2%
4.	Lack of practice	43	85	50,6%
5.	Inability to express ideas	16	85	18,8%
6.	Fear making mistake	2	85	2,35%

Based on the table above, it could be concluded that the most dominant causes of speaking anxiety in second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 were found when speaking English, 43 students (50,6%) had lack of practice, 16 students (18,82%) were inability to express ideas, 12 students (14,1%) had lack of vocabulary, 7 students (8,23%) had lack preparation, and 5 students (5,9%) had low English proficiency, 2 students (2,35%) had other answers that is they were fear of making mistake when speaking English.

Table 11

## Students' fear when speaking English

Question: What is second semester students' fear when speaking English in the class?

No	Responses	F	N	Percentage (%)
1.	Fear of making mistakes and being laughed at	50	85	58,8%
2.	Fear of losing face	3	85	3,53%
3.	Fear of being focus of Attention	9	85	10,6%
4.	Fear of being unable to follow and understand others	13	85	15,3%
5.	Do not remember what are prepared	10	85	11,8%

Based on the table above, it could be concluded that some causes of speaking anxiety for students related with students fear were also found when speaking English in the class, 50 students (58,8%) were fear of making mistake, 13 students (15,3%) were fear of being unable to follow an understand others, 10 students (11,8%) did not remember what were prepared, 9 students (10,6%) was focus of attention, 3 students (3,5%) were fear of losing face.

According to the lecturers of speaking two, the causes of speaking anxiety faced by second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 when practiced speaking in speaking class was afraid to make mistake, lack of self-confidence. There were many reasons for second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 who felt afraid to make mistake. Those were: they were not

familiar with their friends, they wanted to look smart from the other friends, they did not want to look stupid in front of their friends, they did not want their friends to bully when they were afraid of making mistake. They were also ashamed when they made mistake<sup>53</sup>.

Table 12

People reaction when the students make mistake because of anxiety when speaking

Question: What do you think people will react if you make mistakes because of anxiety?

No	Responses	F	N	Percentage (%)
1.	Giving negative critics	7	85	8,34%
2.	Giving positive critics	9	85	10,6%
3.	Laughing	27	85	31,7%
4.	Nothing to say	39	85	45,9%
5.	Smile	1	85	1,17%
6.	Giving support	1	85	1,17%
7.	Giving applause	1	85	1,17%

Based on the table above, it can be concluded that the reaction of people if they make mistake when speaking , 39 students (45,9%) answered that the people will have nothing to say when they make mistake, 27 students (31,7%) answered that the people would be laughing when they make mistake, 9 students (10,6%) answered that the people will give positive critic, 7 students (8,34%) answered that the people give negative critics, and 3 students have other answers: 1 student (1,17%) said that the people would give support, 1 student (1,17%) said that the people would

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<sup>53</sup> Interviewed the lecturers of speaking two on April 25<sup>th</sup> 2013

give applause, and 1 student (1,17%) said that the people would smile when they make mistake.

## 2. The Ways to Reduce anxiety when Speaking English

Based on the result of the data from questionnaire, there are some ways in reducing anxious when speaking English. Those are showed as follow:

Table 13

The students' reaction in anxious situation

Question: What do you do in anxious situation?

No	Responses	F	N	Percentage (%)
1.	Concentrate on the message that will be delivered	17	85	20%
2.	Quickly finish the conversation	41	85	48,25%
3.	Quickly overcome my anxiety	15	85	17,65%
4.	Restore my confidence	7	85	8,24%
5.	Speak slowly	1	85	1,17%
6.	Silent	1	85	1,17%
7.	Cannot do anything	1	85	1,17%
8.	Making reason to go out	1	85	1,17%

Based on the result of table above, it could be concluded that the students' reaction in anxious situation, 41 students (48,25%) quickly finish their speaking, 17 students (20%) would concentrate on the message that will be delivered, 15 students (17,65%) quickly overcame their anxiety, 7 students (8,24%) restore their confidence and 5 students had another answers, 2 students ( 2,35%) would make a reason to go out of the class, 1

student (1,17%) spoke slowly, 1 student (1,17%) was silent, and 1 student (1,17%) could not do anything.

Table 14

The role of the lecturer in reducing anxious in speaking English

Question: What do you think about what your lecturer of speaking two can do in reducing the feeling of anxiety when speaking in class?

No	Responses	F	N	Percentage (%)
1.	Help learners to accept the fact that they will make mistakes as part of the learning process	8	85	9,4%
2.	Lecturer should give positive feedback	30	85	35,3%
3.	Lecturer should make teaching learning process fun	31	85	36,48%
4.	Lecturer should motivate his students	15	85	17,65%
5.	Lecturer should speak English well and easy to understand	1	85	1,17%

Based on the table above, it could be concluded that the lecturers' role in reducing anxious for second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 when speaking English in the class, 31 students (36,48%) answered that the lecturers should make teaching learning process fun, 30 students (35,3%) answered that lecturers should give positive feedback, 15 students (17,65%) answered that lecturers should motivate their students, 8 (9,4%) answered that the lecturers should help learners to accept that fact that they will make mistakes as part of the learning process, 1 student (1,17%) answered other answer that is the lecturers should speak English well and easy to understand.

The roles of the lecturers when the second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 felt anxious are that the lecturers will encourage the students to speak, give feedback and also motivate the students to speak up in the class. They explained to the second semester in order that they were not afraid making mistake. They also explained that making mistake is normal. It could happen to everyone especially in teaching learning process.

The lecturers of speaking two also had strategies to reduce speaking anxiety when speaking English. They tried to minimize asking students to come forward in front of the class and they would create comfortable atmosphere in the class. They were likely to ask the students to practice with their classmate in order that they could enjoy in speaking class. They also were friendly as they can<sup>54</sup>.

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<sup>54</sup> Interviewed the lecturers of speaking two on April 25<sup>th</sup> 2013

Table 15

## The student' ways in reducing speaking anxiety

Question: What would you like to suggest for student in order to reduce causes of speaking anxiety in second semester students of English Department?

No	Responses	F	N	Percentage (%)
1.	Positive self talk in your speaking	17	85	20%
2.	Relaxation by taking a deep breath before speaking	15	85	17,65%
3.	Preparing the material when you want to give presentation or debate	15	85	17,65%
4.	Concentrate on the message that will be delivered	5	85	5,88%
5.	Students should be encouraged to speak and not to get worried about errors	32	85	37,65%
6.	Practice speaking English	1	85	1,17%

Based on the table above, it could be concluded that the students' strategies to reduce speaking anxiety when speaking English in the class, 32 students (37.65%) answered that the students should be encouraged to speak and did not get worried about errors, 17 students (20%) answered that the students should be positive talking, 15 students (17,65%) answered that the students should prepare the material when they wanted to give presentation or debate, 15 students (17,65%) answered that the learner should relax by taking a deep breath before speaking, 5 students (5,88%) answered that the students should concentrate on the message that will be delivered, 1 student (1,17%) answered that the students should practiced their speaking English outside the class.

The lecturers suggested to the second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 to relax and to be confident when practice speaking. They also suggested that the students were not afraid of making mistake because it is normal and always practice speaking outside the class<sup>55</sup>.

#### **D. Discussion**

This section presents the discussion based on the findings of the study. The discussion is concerned about the causes of speaking anxiety for second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 and the way to reduce anxiety in speaking English.

##### **1. Students Perception on Causes of Speaking Anxiety**

Meihua Liu mentioned the causes of speaking anxiety when practice speaking are: lack of vocabulary, low of English proficiency, lack of preparation, lack of practice, fear of making mistake and being laughed at, fear of losing face, fear of being focus of attention, inability to express ideas and memory dissociation.<sup>56</sup>

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<sup>55</sup> Interviewed the lecturers of speaking two on April 25<sup>th</sup> 2013

<sup>56</sup> Liu Meihua, "Anxiety in Oral English Classroom: A Case Study In China". Indonesian Journal of..... 128

Based on the research finding of this thesis, the researcher found that most of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 feel anxious when speaking. There were some causes speaking anxiety faced by second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 when practice speaking in the class of speaking two.

The result of the questionnaire showed that the most of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 were anxious when speaking English in the class. The causes are lack of vocabulary, lack of practice, low of English proficiency, lack of preparation, do not remember what were already prepared, lack of confidence, and fear of making mistake.

The researcher found that most dominant causes of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 were lack of practice in speaking English. They may tend to use their mother tongue because it is easier than foreign language. They rarely communicate with their friends or family using English language outside the class. Because of lack of practice to speak English to others, they were anxious when speaking English.

Based on the fact above, it is not surprising that many students' spoke English with anxious feeling. It was because in their questionnaire showed that most of the students do not practice their speaking outside of the class. It indicates that there are two possibilities why they did so. Firstly, the students are still feeling embarrassed in practice speaking English with their friends. Second, they do not have effective environment outside of the class.

Another cause is that the students often feel anxious when speaking English in classroom because they are lack of vocabulary. It was because the lecturer gave too difficult material. It was difficult for students to speak English because the topic and the vocabulary was seldom to discuss or hear so they had limited time to think about the topic and were not ready with the vocabularies that they used. Therefore, it made most of the students felt anxious when speaking English in the class. This finding is also supported by Ur' idea "low or uneven participation is compounded by tendency of some learners to dominate, while other speaks very little or not at all"<sup>57</sup>. In addition they also felt afraid if they were wrong in pronunciation, and sometimes they felt that the topics were uninteresting and they did not understand the material as well. As the lecturer of

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<sup>57</sup> Penny Ur, "*A course in Langue Teaching (practice and Theory)*", (Cambridge University Press, 1996), 121

speaking two said during the interview that “ *The causes of speaking anxiety faced by second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 when practice speaking in the class is feeling afraid of making mistake*”

Another cause of speaking anxiety is lack confidence in speaking English because they were afraid of making mistakes and felt that it was unnatural to speak English. This finding is supported by Ur’ statement that learners are often inhibited about trying in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attract<sup>58</sup>. For example it is difficult for them to differ in pronouncing vowel and consonant. It made them confused to pronounce vowel and consonant in English. In this case the lecturers’ role is very needed.

The other cause of speaking anxiety is lack of preparation in speaking English. Actually preparation is very important before speaking English. As Horwitz et al found that in counseling sessions at the Learning Skills Centre at the University of Texas students said that they did not feel too apprehensive during drills or about speaking if they had

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<sup>58</sup> Penny Ur, “A Course.....”, 121

time to plan their spoken interventions<sup>59</sup>. It means that the students would prepare the material before practice to speak English in front of the class, so the students could speak fluently without anxious.

The researcher also found that another cause of speaking anxiety is low English proficiency. According to the questionnaire answers, some of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 have low participation when speaking English. It was because they had low English proficiency. As Brown said that “if the students get low quality of input, then their performance will get low“<sup>60</sup>. It means that English proficiency influences students’ anxiety when speaking English.

Another cause of speaking anxiety faced by some of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013, they were forgetting what are prepared before speaking in class. They became nervous when speaking English in class because they couldn’t remember what they had learned or prepared. Actually the students did not remember the material prepared

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<sup>59</sup> Wilson Jean T. Stephenson, “*Anxiety in Learning English as a Foreign Language : Its Associations with Student Variables, with Overall Proficiency, and with Performance on an Oral Test*”, (Universidad de Granada, 2006)

<sup>60</sup> Douglas H. Brown, *Principle Of Language Learning and Teaching*, (New Jersey: Prentice Hall, Inc, 1987), 24

because they feel anxious when practice speaking in class. They were unusual with their friend, lecturers or new environment.

According to the result of questionnaire, some of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 were inability to express their idea when they feel anxious in speaking English especially when the students did not have idea to express their meaning. This finding is supported by Casado & Dereshiwsky's statement:

“Communication apprehension refers to nervousness related to communication with people. Students' inability to express themselves or to understand each other leads to apprehension. Second language students prone to anxiety report that they are afraid to speak in the foreign language, showing feelings of nervousness, confusion, and even panic”<sup>61</sup>.

Another cause of speaking anxiety is fear of being unable to follow and understand others. Some students usually did not know what their friends meant when practice speaking in class. It was also difficult for them to understand their friends' vocabulary. This also caused the students anxious.

Actually some students were fear of being focus attention. Because of being focus attention could be responsibility when they cannot deliver

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<sup>61</sup> Casado, M. & Dereshiwsky, M. (2001). *Foreign Language Anxiety of University Students* .....14

their message fluently. So this cause could make the students feel anxious when speaking in the class.

The researcher also found that one of cause speaking anxiety that the second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 were fearful of losing face in front of their friends and lecturer. They were shy, when they are speaking English in front of others, even if they are not inhibited, they usually complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

## 2. The Ways to Reduce Anxiety when Speaking English

In order to get good speaking, the students need to reduce their speaking anxiety. The questionnaire showed that the most of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 (97,65%) still feel anxious when speaking. To reduce those problems, the student had strategies in order to make their speaking ability better without anxiety.

Based on the questionnaire, most of the students said that they were still afraid making mistake when speaking English in front of class, so to overcome the problem, the students would be encouraged to speak

English in order to improve their speaking ability. They did not get worried about errors when speaking in front of the class. They must think that making mistake is normal when studying. As the lecturer's statement *"the second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 should not be afraid of making mistake because it is normal in teaching learning process"*.

Based on the questionnaire, another strategy in reducing anxiety is the second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 tried to increase their confidence by being positive talk in their speaking in class. They should think that their opinions or performances are good. They also think that they can contribute something useful to this discussion.

Some of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 reduce speaking anxiety by preparing the materials before presentation or debate because by preparing all the material would make them easier to list the new vocabularies. Knowing the material and the vocabularies before would make them easy to present. This finding is also supported by Ur' statement that the other characteristic of successful speaking activity is having high motivation, learners are eager to speak because they are

interested in the topic and have something new to say about it, or learners contributed to achieving a task' objectives<sup>62</sup>. It means that if the students are interested with the material, they would be active to speak English in class without anxious.

Another way in reducing speaking anxiety is relaxation by taking a deep breath before speaking. Most of students get nervous and lose confidence when they feel anxious in speaking English. They were also quickly finished their performance when they feel anxious. So, to reduce anxious feeling when speaking, they should relax when speaking English in order to be able to speak fluently without anxiety and their friends can catch and understand their message that had been delivered. As the lecturers' statement "*the second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 should relax and be confident when practice speaking*".

Concentrate on the message that will be delivered is also another way to reduce speaking anxiety. When speaking English especially in front of class, the students should concentrate on the message that will be delivered in order to the message can be understood by the audiences.

They also should reduce their speaking anxiety by practicing their speaking English out of class with their friends. They also should join

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<sup>62</sup> Penny Ur, "A Course....., 121

some English Clubs in Campus because in English Clubs, they would have more practices with the other friends who have good English.

The lecturers of speaking two also have a role in reducing anxiety when speaking English in the class. Most of the students hope that the lecturers would make teaching learning process fun. If the lecturers could make comfortable environment, the student would speak without feeling worried to make mistake and anxious.

According to Young's language learners:

“Instructors who had a good sense of humor and were friendly, relaxed and patient, who made students feel comfortable, and who encouraged students to speak out were cited as helpful in reducing foreign language class anxiety<sup>63</sup>”

It means that the lecturer' role is very important for the students. They should create comfortable situation in class. They should also ask the students to relax before and during speaking English.

Another lecturers' role is that the lecturers should give positive feedback. Giving positive feedback is very important role in reducing anxious when speaking English because it can improve the students' speaking. The students must listen positive feedback without feeling ashamed when the students make mistake in their speaking.

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<sup>63</sup> Jesusita Young Dolly, “*Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?*”, *The Modern Language Journal*, Vol. 75, No. 4 (Winter, 1991), pp. 432

The Lecturer should also motivate their students to reduce anxiety especially when speaking English. Motivation is very important in teaching learning process especially in speaking class. If the motivation from the lecturers is strong, it would provoke a decision to speak English in class. So, motivation must always be given in teaching learning process.

The lecturers also agree that:

“The role of the lecturers when the second semester students felt anxious was the lecturers will encourage the students speaking, give feedback and also motivate the students to speak up in the class”.

The lecturers also must help their student to accept the fact that will make mistake as part of the learning process. As the lecturers of speaking two said that making mistake is normal in teaching learning process, so the students did not need to fear of making mistake when speaking.

The last lecturers' role to reduce speaking anxiety is that the lecturer should speak English well and can be easily understood in order for the students to catch and understand message that were delivered in the class.