STUDENTS' ANXIETY LEVEL
IN SPEAKING ON GENERAL ENGLISH CLASS
A CASE STUDY AT ENGLISH TEACHER EDUCATION
DEPARTMENT
UIN SUNAN AMPEL SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English

By

Dyah Ari Cendani
NIM D05213006

ENGLISH TEACHER EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL

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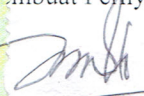
Nama   : Dyah Ari Cendani
Nim   : D05213006
Semester   : X
Fakultas   :Tarbiyah dan Keguruan
/Prodi/ Jurusan   : Pendidikan Bahasa Inggris

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul *"Students' Anxiety Level in Speaking on General English Class a Case Study of English Teacher Education Department UIN Sunan Ampel Surabaya"* adalah benar-benar merupakan hasil karya sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

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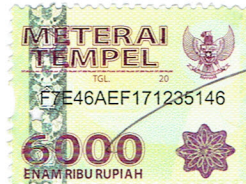
Dyah Ari Cendani
NIM. D05213006

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APPROVAL SHEET

This thesis by Dyah Ari Cendani entitled *"Students' Anxiety Level in Speaking on General English Class a Case Study of English Teacher Education Department UIN Sunan Ampel Surabaya"* has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, April 27th 2018

Advisor I

**(Dr. Phil. Khoirun Niam)**
NIP. 197007251996031004

Advisor II

(Sigit Pramono Jati M. Pd)
NIP. 198605182011011005

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EXAMINER APPROVAL SHEET

This thesis by Dyah Ari Cendani entitled *"Students' Anxiety Level in Speaking on General English Class a Case Study of English Teacher Education Department UIN Sunan Ampel Surabaya"* has been examined on April 27th, 2018 and approved by the board of examiners.
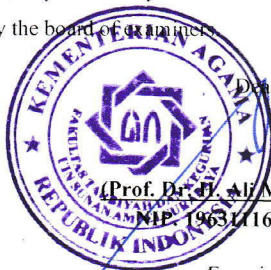
Dean,

(Prof. Dr. H. Ali Mudlofir, M.Ag)
NIP. 196311161989031003

Examiner I,

(Dra. Irma Soraya, M. Pd.)
NIP. 196709301993032004

Examiner II,

(Drs. Muhtarom, M. Ed, Gred, Dip. Tesol)
NIP. 196512201992031005

Examiner III,

(Rizka Safriyani, M. Pd.)
NIP. 198409142009122005

Examiner IV,

(Rakhmawati, M. Pd)
NIP. 197803172009122002

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama   : Dyah Ari Cendani
NIM   : D05213006
Fakultas/Jurusan : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
E-mail address   : dyaharicendani@gmail.com

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Penulis

(Dyah Ari Cendani)

ABSTRACT

Cendani, D. A. (2018). *Students' Anxiety Level in Speaking on General English Class A Case Study at English Teacher Education Department at UIN Sunan Ampel Surabaya.* A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel. Advisor I: Dr. Phil. Khoirun Niam. Advisor II: Sigit Pramono Jati M. Pd.

Key Words: anxiety, anxiety level, common factor influencing students' anxiety, general English class

Anxiety is a psychological factor that has an important role in affecting language learning outcomes. This is a case study which is focused on students' anxiety level in speaking. This research uses Qualitative. The population of this study is 91 students of the first semester at UIN Sunan Ampel Surabaya in academic year 2016/2017 who join General English Class. The participants of the study included both male and female and their ages range from 19 to 24 years old. The researcher selected randomly from the entire first semester students and selected 9 participants for interviews with the division of 3 students from each of the different levels to determine their impact and to re-confirm the questionnaire guide they had answered. The finding shows that the majority of the students' anxiety level in speaking at General English class are in medium level. The most common factors that influences anxiety levels of students in speaking is categorized into the fear negative evaluation, which means that students are fear negative evaluation from the teacher when speaking in front of the class.

ABSTRAK

Cendani, D. A. (2018). *Students' Anxiety Level in Speaking on General English Class A Case Study at English Teacher Education Department at UIN Sunan Ampel Surabaya*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dr. Phil. Khoirun Niam. Pembimbing II: Sigit Pramono Jati M. Pd.

Kata Kunci: *kecemasan, tingkat kecemasan, faktor umum yang mempengaruhi kecemasan siswa, kelas general english*
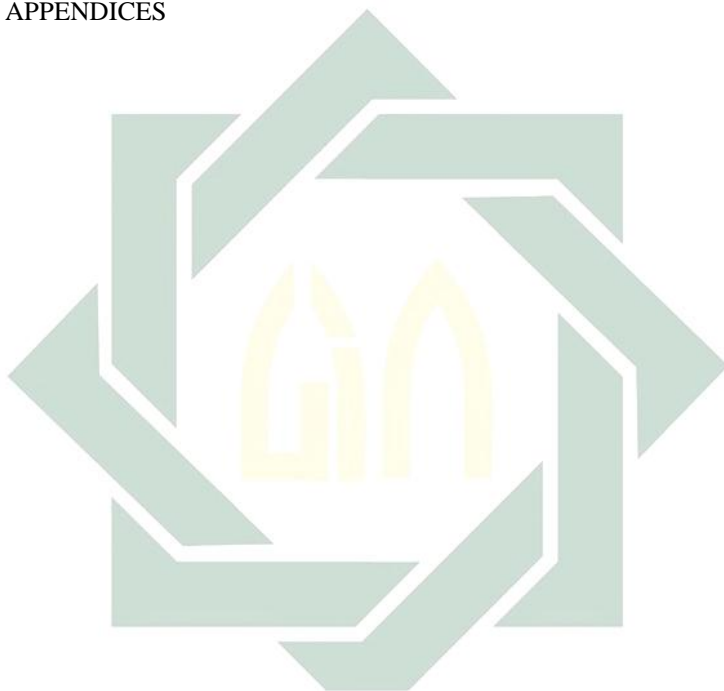
Kecemasan adalah satu faktor psikologis yang memiliki peran penting dalam mempengaruhi hasil pembelajaran bahasa. Ini adalah studi kasus yang difokuskan pada tingkat kecemasan siswa dalam berbicara. Penelitian ini menggunakan Kualitatif. Populasi dari penelitian ini adalah 91 siswa semester pertama di UIN Sunan Ampel Surabaya pada tahun akademik 2016/2017 yang bergabung dengan Kelas General English. Para peserta penelitian termasuk laki-laki dan perempuan dan usia mereka berkisar dari 19 hingga 24 tahun. Peneliti memilih secara acak dari seluruh siswa semester pertama dan memilih 9 peserta untuk wawancara dengan pembagian 3 siswa dari masing-masing tingkat yang berbeda untuk menentukan dampaknya dan untuk mengkonfirmasi kembali panduan kuesioner yang telah terjawab. Temuan ini menunjukkan bahwa sebagian besar tingkat kecemasan siswa dalam berbicara di kelas General English berada di level sedang. Faktor-faktor paling umum yang mempengaruhi tingkat kecemasan siswa dalam berbicara dikategorikan ke dalam evaluasi negatif yang menakutkan, yang berarti bahwa siswa takut akan evaluasi negatif dari guru ketika berbicara di depan kelas.

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CHAPTER I
INTRODUCTION

This chapter discusses an introduction part that covers several points. The first point is research background that explains several the reasons why this research should be observed. Next point followed by research question that shows the problems. Then, objective and significance of the research become the following points. Then, scope and limitation show the limit and the scope of the research. The last point is definition of key terms to avoid misunderstanding about the terms that are used in this research.

A. Background of Study

Speaking is one way to express or share information orally but in conversations using a foreign language needs confidence to convey it, even the students should have extensive knowledge of the vocabulary needed when speaking. Confidence will arise if the speaker master a foreign language, different to freshmen who just studied foreign language. they will feel anxious when knowing their limited vocabulary. Anxiety that they will greatly affect their learning development if students cannot manage their anxiety. Based on Richard, he said that in speaking activities should focus on the function to use English well, so they can communicate in English[1].However, in speaking activities, psychological factor influences on students' reluctance to speak.

One of psychological factors that related to students' reluctance to speak is anxiety[2]. Spiel Berger stated that anxiety is a feeling of disquiet that happened in particular moment of time[3].Most of the students in foreign language learning will have different experience of anxieties that make them better or worse during foreign language lessons. Students' anxiety here means that anxious children often have to exert more effort to perform well because they're trying to manage their

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[1]Richard, J.C. (2008). *Teaching Listening and Speaking*: From Theory to Practice. Cambridge: Cambridge Press University, p. 2.

[2] Brown, H.D. (2001). Teaching by Principles. *An Interactive Approach to Language Pedagogy*. Englewood Cliffs:Prentice Hall, p. 3.

[3]Spielberger, C. (1983).*Manual of the State-Trait Anxiety Inventory (Form Y)*. Palo Alto, California: Consulting Psychologists Press, p. 2.

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anxiety while executing a task[4]. So, the students must overcome their anxiety issues well in order they can do a good presentation also. Anxiety give negative impact on students' speaking performance; way of worry, self-doubt, reducing participation[5].

Anxiety in speaking can influence the students in developing theirspeaking ability; poorly understood pronunciations also make students embarrassed and reluctant to try speaking practice. Base on the journal of Alessia Occhipinti she said that if students believe that they were able to get a perfect result and the pronunciation is good, then they would not feel uneasy. If students are worrying that they were not able to obtain good results in a short time they will feel anxiety[6]. As Spiel Berger stated that anxiety is a feeling of disquiet that happened in particular moment of time[7]. Students' anxiety here means that anxious children often have to exert more effort to perform well because they're trying to manage their anxiety while executing a task[8].

Anxiety has good and bad impact on everyone. The students feel anxious about something or do not master the material in the lesson. This anxiety is the instinctive attitude of everyone who cannot be permanently removed. As for the benefits of anxiety, the students feel motivated us to try and do better to facing a problem, and by feeling anxious directly. The researcher find ways to turn anxiety into the power to think creatively to face the problem but, anxiety also has a bad impact on us. If we continue to feel anxious and do not act anything then cause us to become unhealthy, emotional pressure will rise, and can cause anxiety disorders

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[4]M. Owens, et.al., (2008). *Processing efficiency theory in children: Working memory as a mediator between trait anxiety and academic performance*. Anxiety, Stress, & Coping, 21 (4), p. 417-430.

[5]AngiyanaMuthachim. (2014).*"students' anxiety in learning English"* UIN SyarifHidayatullah Jakarta, p. 3.

[6] Cenoz, J - Lecumberri, M. (1999).*The acquisition of English pronunciation: learners' views*. International Journal of Applied Linguistics, 9, p. 3-17.

[7]Spielberger, C. (1983). *Manual of the State-Trait Anxiety Inventory (Form Y)*. Palo Alto, California: Consulting Psychologists Press, p. 2.

[8]M. Owens, et.al., (2008). *Processing efficiency theory in children: Working memory as a mediator between trait anxiety and academic performance*. Anxiety, Stress, & Coping, 21 (4), p. 417-430.

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such as panic attacks, phobias and obsessive behavior[9]. The factors that arise in Horwitz's anxiety are communication concerns, test anxiety, fear of negative evaluation.

Anxiety is the one psychological factor that has an important role in affecting language learning outcomes[10]. It can be positive and negative effect. The positive effect is the students will have strong motivation to develop their skill, and the negative effect is the students can get lower scores when they always feel anxious or cannot control their anxious[11].

Speaking is the most challenging skill which made students anxiety. It is caused by student's activities which are directly involved by others. In speaking the students feel more anxiety when they perform in public because they are afraid, not confident and always feel worried[12].

The researcher has found a case in the first semester students. The researcher has done preliminary research on the students that ever joint in the General English class. One of the students said that they have many problems during joint in that class, especially in speaking skill. She told me when she was asked the lecturer to give her opinion; she chose to be silent because she was afraid. She realized that she slacks of vocabulary, and she cannot pronounce well. As new students they are still struggling to adjust their learning environment, but in the process, students also have a high anxiety. So that's why the researcher want to conduct the research in General English class.

The General English class is one of subject of English Teacher Education Department in UIN Sunan Ampe lSurabaya. Based on prelimenery research the researchers choose this class because many of the students who have different origin of school, environment, and association. Therefore, many of the students who have the ability to speak

[9] Jenny Edwards, (2014*). "Living with Anxiety: Understanding the role and impact of anxiety in our lives"* p. 2.

[10] M. Liu - W. Huang, (2011). *"An Exploration of Foreign Language Anxiety and English Learning Motivation"* p. 2.

[11] Yen-ju Hou, (2013). *"Taiwanese College students' anxiety about foreign language learning between English majors and non-English majors"* p. 3.

[12] Numaya Nimat, (2013). *"An Investigation og English Language Anxiety-Experiences of Undergraute Students in Banglandesh"* p.13.

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indifferent. In this class, all of the students will do an adaptation where they will be more introduced by foreign languages that they have just encountered or never even encountered before. Another student problem is the lack of students' ability to use appropriate vocabulary, this problem occurs because the student has only a little knowledge of the vocabulary he or she possesses. The students do not know much about the vocabulary of English and their difficulty in arranging the vocabulary to be a good sentence. They will have trouble speaking if they cannot put together a good vocabulary when they asked to speak[13].

A research regarding to this case has been conducted. Alessia Occhipinti from the Department of Literature, Area Studies and European Languages the University of Oslo has conducted her research entitled *Foreign Language Anxiety in in-Class Speaking Activities* which focus on the main exposure variable of "time abroad" (i.e. in the foreign language environment) spent by L2. The researcher analyzes her research using quantitative method which showed that by speaking activities of student fairly stressful practices[14].

The preview research already talks about speaking only. In fact, every level of anxiety must have some because that is reinforced by several factors that make students reluctant to play an active role in speaking, therefore in this research the researcher wants know deeply analyze the students' anxiety level and the common factor which will arise in this research.

Therefore, the researcher wants to know the students' anxiety level and common factor of the students in first semester of English Teacher Education Department because of the students have problems with their confidence and they always feel anxiety when faced with a perform. General English class contained various skills such as, speaking, listening, reading and writing. In this case students have problems while

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[13]Hanunah, (2009). *"Students' Strategies in Overcoming Speaking problems in Speaking Class of second semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya"* Unpublished thesis (Surabaya: library of Islamic State University Sunan Ampel Surabaya), p. 2.

[14]Alessia Occhipinti, "*Foreign Language Anxiety in in-Class Speaking Activities*". the Department of Literature, Area Studies and European Languages the University of Oslo, p. 1.

speaking primarily on their confidence, with anxiety when they are performing in front of General English class. As students begin to feel unfamiliar with their new class situation, they need adjustment and practice to be able to follow the lesson. That's why the researcher conducts to study on Students' Level of Anxiety in Speaking on General English Class.

B. Research Question

According to the background of the study above, the research question then come as follows:

1. What is the students' level of anxiety in General English Class of English Teacher Education Department at UIN Sunan Ampel Surabaya?

2. What are the causes factor of speaking anxiety of students in General English Class of English Teacher Education Department at UIN Sunan Ampel Surabaya?

C. Objective of the Research

Considering the students of the problem question on this study, the objectives of study are:

1. To know the students' level on speaking anxiety in General English Class of English Education Department at UIN Sunan Ampel Surabaya

2. To know the factor that caused speaking anxiety of the students in General English Class of English Education Department at UIN Sunan Ampel Surabaya

D. Significances of the Research

There are two significances of the study:

1. For Teacher

The result of this research the teacher knows how the students' anxiety when they studied in their speaking class. The teacher can anticipate the student's anxiety in learning speaking.

2. For Future Researchers

The result of this study could use as the previouse stady or references to do the similar research.

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E. Scope and Limitation of Study

1. The scope

   Emre Debreli divide the research into anxiety level there are three levels of students' anxiety are low, medium, and high. Level[15]. Based on the explanation above, the scope of this research focuses on those level of anxiety in students' speaking toward speaking ability in the class.

   Scovel divide that anxiety has three types of anxiety are trait anxiety, state anxiety, and situation-specific anxiety[16]. Based on the explanation above, the scope of this research focuses on situation-specific anxiety, which have to identify into three related factors in anxiety: 1) communication concerns, 2) test anxiety, and 3) fear of negative evaluation.

2. Limitation

   The researcher conducts this research inspeaking lesson. Furthermore, this research have the subject all of students in thefirst semester students, expecially in General English classat English Teacher Education Department of UIN Sunan Ampel Surabaya.

F. Definition of Key term

1. Anxiety

According to S. Rochman he said that anxiety is one of natural feeling, feelings that caused by tension and anxiety that made him feel threatened. This is one of the effects of an excessive fear, but this could be caused due to the cause, duration and maintenance of fear and of anxiety[17]. So, anxiety in this research is excessive afraid to talk that make them difficult in speaking during General English Class.

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[15]Emre Debreli, (2016).*"Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with regard to Language Proficiency and Gender".* International Journal of English Language Education. Vol. 4, No. 1

[16]Scovel, T. (1978). *The effect of affect on foreign language learning: A review of the anxiety research. Language Learning*, 28, 129-142.

[17] S. Rachman, (2004). "*Anxiety Second Edition*". University of British Columbia, Canada, p. 3.

2. Anxiety Level

   Emre Debreli states that in anxiety there are several levels of students' anxiety to the experience they have ever faced[18].While to measure how students' anxiety level can be grouped into three categories are low, medium, and high level[19]. So, anxiety level in this research is the way how the researchers know the students' anxiety level during the lesson of speaking and the teacher have to support strongly relationship with student's feelings of anxiety[20]in the General English class that viewed from the gender of students.

3. Common Factor influencing students' anxiety

   Numaya Nimat explained in his research that there are three common factors that affect anxiety in speaking students. They are communication Concerns, test anxiety, and fear of negative evaluation[21]. The researcher uses three commonly factor influencing students' anxiety they are communication concerns (CC), test anxiety (TA), fear of negative evaluation (FONE).

4. General English

   General English is one of the subjects of English education at UINSunan Ampel Surabaya. General English is aimed at students of the first semester to get general lesson about English and expected the students able to become mastering English in all of the skills.

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[18]Emre Debreli, (2016).*"Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with regard to Language Proficiency and Gender".* International Journal of English Language Education. Vol. 4, No. 1

[19] ibid

[20]Horwitz (2001). "*Anxiety and Language Achievement..*". Cambridge Univercity Press, p. 114.

[21]Numaya Nimat, (2013). *"An Investigation og English Language Anxiety-Experiences of Undergraute Students in Banglandesh"* p. 21-22

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter focuses on review of related theories and literatures of the student's anxiety level in General English Class, which is focus on the students' level followed by definition of anxiety, definition of anxiety level, Impact of Students' Anxiety, Factor Anxiety, Type of Anxiety, Signs Anxiety. In the last, the researcher also give previous study related to the research. Each of those will be discussed more in this following section.

A. Review of Related Literature
1. Anxiety
a. Definition of Anxiety

According to S. Rochman he said that anxiety is one of natural feeling, feelings that caused by tension and anxiety that made him feel threatened. This is one of the effects of an excessive fear, but this could be caused due to the cause, duration and maintenance of fear and of anxiety[22].

b. Students' Anxiety

Students' anxiety is the students can not feel confidence when they want do something. The students' anxiety they have inconsistence behavior, based on the article of Jessica Minahan and Nancy Rappaport they say that the students less behavior attributes of anxiety in school they haven't developed the necessary skills[23]. So many factors the students feel like that, one of factor that included is they less confidence during speaking and performing presentation, based on the journal of Alessia Occhipinti she said that if students believe that they were able to get a perfect result and the pronunciation is good, then they would not feel uneasy. If students are worrying that

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[22] S. Rachman, (2004). "*Anxiety Second Edition*". University of British Columbia, Canada, p. 3.

[23]Jessica Minahan- Nancy Rappaport, (2013). "*Anxiety in Students*". Kappanmagazine.

they were not able to obtain good results in a short time they will feel anxiety[24].

c. Impact of Students' Anxiety

      The students who feel anxious can be prone to distress or depression. Thus, the students will be left behind and fail in academic. According to Hopko, students with high anxiety level may fail inclases because it would interfere with thinking and confidence in doing tasks[25].

d. Factor Anxiety

      Horwitz et al., considering language anxiety with relation to performance evaluation within academic and social contexts, describe a correlation between it and three related performance anxieties: (1) communication concerns (CC); (2) test anxiety (TA); (3) fear of negative evaluation (FOTE) [26].These are the descriptions of the components.

  1) Communication Concerns

      In communicating, speaking skills are very important to make others understand what we are talking about. Someone who likes to speak especially a foreign language must have knowledge of the language better than a quiet person. According to Macintyre and Gardner, who feel the high level of anxiety is speaking[27]. Stolid student will get difficult to develop their speaking skills because they lack of self-confidence make the learning speaking process unresolved. Limited knowledge about the language makes students tend to

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[24] Cenoz, J., - Lecumberri, M. (1999). *The acquisition of English pronunciation: learners' views*. International Journal of Applied Linguistics, 9, p. 3-17.

[25]Hopko, D.R., et.al., (2005). *The impact of anxiety on performance IQ*. Anxiety, Stress, & Coping, 18 (1), p. 17-35.

[26] Horwitz, E. K. (1988). *The Beliefs about Language Learning of BeginningUniversity Foreign Language Students*. Modern Language Journal. 72, p. 283-94

[27] Muhammad Tanveer, (2007). *"Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language"*,University of Glasgow., p. 11-13.

find it difficult to communicate. According to Daly, someone who avoids even fears to communicate is the impact of students who have communication problems[28]. According to Ur he argues that thefactors that hamper students difficulties in communicating are inhibition (worry making mistakes), lack of topical knowledge so that students find it difficult to express their thoughts, low participation in a meeting because of time limitations for students can practice speaking evenly, and still often using mother tongue to make it easier for them to understand each other while interacting[29].

2) Test Anxiety

Test anxiety is situations that make students feel anxious especially when performing formal tests or evaluation provided by the school[30]. Based on Horwitz, the fear of student failure associated with performance can cause anxiety[31]. According to Musch & Broder factors that affecting students feel anxious when doing the test is the students feel worried and always negative thinking, and they are afraid to fail in their exams, it make the students hard to remember the information needed to complete their exam. So the biggest causes of anxiety is an evaluation from the teacher in the oral foreign language test.

3) Fear of Negative Evaluation.

Fear of negative evaluation is students' worries when receiving a negative correction from others. The students always think about the bad things they will get from teachers

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[28]Ibid

[29] Ur, P. (1996). *"A course in Language Teaching. Practice and Theory"*. Cambridge University Press, p. 10.

[30]NumayaNimat, (2013). *"An Investigation og English Language Anxiety-Experiences of Undergraute Students in Banglandesh"* p. 21-22.

[31] Muhammad Tanveer, (2007). *"Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language",*University of Glasgow., p. 14.

and peers[32]. According to Horwitz and Cope, students feel supervised that it makes them in secure and unable to display maximally therefore students are likely to think of getting a reprimand from the teacher. students feel uncomfortable when the teacher asks about the activities in front of many people, this kind of activity can make students feel panic and fear the wrong in talking, so they think negatively of their own ability.[33]

e. Anxiety Level

According to Horwitz he said that to measure the height of anxiety students in speaking English or called Foreign Language Anxiety (FLA) is to use the Foreign Language Classroom Anxiety Scale (FLCAS). This assessment can be related to fears of communications, test anxiety, and fear of negative evaluation. This is to obtain anxiety level results for students of Horwitz's specific approach, adopted in his research for two reasons: (1) The specific characterization of the FLA situation best fits the definition of the FLA as anxiety driven by a task and a unique context for learning a foreign language, and (2) the characterization of a specific situation provides many advantages to conceptualizing and assessing anxiety[34].

Emre Debreli states that in anxiety there are several levels of students' anxiety to the experience they have ever faced[35]. Based on his research anxiety can be seen in various categories that can be seen from the empirical perspective, student' gender, and how the

[32]NumayaNimat, (2013). *"An Investigation og English Language Anxiety-Experiences of Undergraute Students in Banglandesh"*, p. 22.

[33] Horwitz, et.al., (1991). *"Language Anxiety: From Theory and Research to ClassroomImplications"*, Foreign Language Classroom Anxiety. In E.K. Horwitz & D. J. Young, p.27-39.

[34] Taghreed M. Al- Saraj, (2014). *"Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS)"* : The Anxiety of Female English Language Learners in Saudi Arabia, p. 3.

[35]Emre Debreli, (2016).*"Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with regard to Language Proficiency and Gender"*. International Journal of English Language Education, Vol. 4, No. 1

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level of student proficiency. Meanwhile to measure how students' anxiety level Horwitz can be grouped into three categories are low, medium, and high level[36].

Horwitz said that the level of a person can be seen from a person's ability to respond a particular problem[37], thus the researchers see and observe each student to know the level they have from the category of each level which has been determined of the theory.

To categorized the students into low-level anxiety here means that when students feel confident for the situation in their experienced so that they do not feel embarrassed to interact with others though they got difficulty in their experiences. Then for medium-level anxiety means that students feel less confident about the situation in their experienced with doubt in their abilities and still needs help from others in certain condition. So, they will also comfortable if they get a help and support from the others. The last high-level anxiety means that students feel unconfident on their capabilities that make them afraid to do something althought in the imperative condition. They do not feel any dependency at all, so it will not show an exaggerated attitude to seek a support or expect for help[38].

f. Type of Anxiety

Anxiety is one of the most common attitudes in most people who did not master in anything. Based on Horwitz, he said that as many people in English study, researchers are examining one of the variables on psychology and education that has a negative effect on students[39]. As for the complex factors consisting of the constituent

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[36]Horwitz, et.al., (1991). *"Language Anxiety: From Theory and Research to ClassroomImplications"*, Foreign Language Classroom Anxiety. In E.K. Horwitz & D. J. Young, p.27-39.

[37]Ibid.

[38] Albert Bandura, (1956). *"psychotherapist's anxiety level, self-insight, and psychotherapeutic competence"*, journal of abnormal and social psychology, Vol. 52, no. 3, May.

[39]Horwitz, E. (2001). *Foreign language classroom anxiety*. The Modern Language Journal, 70, p. 125-132. Retrieved April 2, 2015, from

elements of different characteristics, three important anxiety distinctions are usually mentioned: 1) State-Trait Anxiety, 2) Facilitating-Debilitating anxiety, 3) Situation-Specific Anxiety.

1) *State–Trait Anxiety*

Spiel Berger explained that there is a difference between state anxiety and trait anxiety. He said that state anxiety refers to emotional and physical reactions towards a stimulus apprehended as a threat in a particular context while trait anxiety refers to individual differences in reactions towards a perceived threat in the environment in general[40]. In other word the specific anxiety is experience that is considered an anxiety depends on the state, so that it is accepted as trait anxiety. While students who have high levels of anxiety will greatly affect their psychology so they can seriously hinder L2 fluency.

2) *Facilitating–Debilitating Anxiety*

Kleinman states that anxiety is divided into two types are facilitate and debilitating anxiety[41]. Facilitating anxiety means that something that makes it increasing and continues to affect the student's ability to develop in speaking for foreign language, while debilitating anxiety means that lowering anxiety levels felt by students, which can make anxiety levels decrease. Most research found an association between anxiety and student pretensions with anxiety levels affecting student achievement by raising awareness in the learning process. For that, Bailey said that teachers can have an effect on students' anxiety levels, because teachers can provide anxiety levels through some materials or tests provided so that teachers in haste can help students maintain sufficient, not too high or too low; because an appropriate level of anxiety acts a positive role and can motivate students to preserve their efforts in process of learning.

http://engrammetron.net/resources/psychophysiologyrestricted/ Articles/Horwitz_etal.pdf.

[40]Spielberger, C. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto: Consulting Psychologists Press, p. 23.

[41]Klein, F. (1997). *Control group in Pharmacotherapy and psychotherapy evaluations*. Retrieved April 20, 2015 from the World Wide Web: http://www.apa.org/treatment/vol1/97_a1.html

3) *Situation–Specific Anxiety*

Situations specific anxiety related to situations that make the anxiety increase in certain events that are being experienced. As in mathematics or in foreign language speakers. In this case anxiety arising from class or field observations. The point is the anxiety associated in a special situation that is caused by a certain thing such as reciprocity of teachers in the process of learning in the classroom.Therefore; the events that make students uncomfortable are new situations or changes that occur making a person will experience extreme panic attacks or anxiety in certain situations. Anxiety is not necessarily felt by others, for example some people are afraid and feel anxious if they are in a very dark place, but others feel extreme anxiety when they experience major changes in their life, or start new activities such as college entrance, and etc[42].

g. Signs Anxiety

Based on Tirto, there are several Sign of Anxiety which are:
1. Feeling anxious
2. Feeling helpless
3. Having a sense of danger or panic coming
4. Breath
5. Heart rate increase rapidly
6. Sweating
7. Tremble
8. Feeling weak or tired.

This situation if left unchecked will be very disturbing life, especially mental person[43].

2. Speaking
a. Definition of Speaking

According to Chaney she says that speaking is the important ways to other communicate, and the process to sharing meaning of the

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[42]Majda Saidi, *" The Impact of Students' Anxiety on Oral Performance "*. Mohamed Khider University of Biskra, p. 26.

[43]Tirto Jiwo, (2012). "*Anxiety (kecemasan)"*http://tirtojiwo.org/wpcontent/uploads/2012/06/kuliah-anxiety.pdf, p. 2.

context[44].Speaking requires that learners not only know how to produce specific points of language such for instance grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language[45].

b. Speaking Anxiety

Based on Mustaffa, psychological phenomena that occur in most students usually marked with fear and anxiety[46]. Many researchers found this incident during the learning process took place mainly foreign language learning. From this phenomenan Mustaffa added that the anxiety in the student's nature tend to be from various factors that affects the students are fear if failure in the subjects, weak vocabulary, evaluation of a negative nature and lack of self-confidence. therefore if students are left to feel anxiety excessive will get poor results on students self and the final value of student learning.

c. How to Good Speaking

According to Philips, the teacher can do the following things to help their students to speak[47]:

1) Encourage Students Interactions

The current situation of English learning can also affect the student to develope in processing the words or sentences. Most of the students feel embarrassed because they feel do not have much vocabulary. The students will feel more comfortable and not feel depressed if the conditions around them will be support to interested in speaking English. Therefore it is very important to create a comfortable in the classroom where students will not be afraid to speak. The comfortable situation can

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[44] Emma Rosana Febriyanti, "*Teaching Speaking of English As English a Foreign Language: Problems and Solutions*". Universitas Lambung Mangkurat, p. 3.

[45]Nunan - David. (1999). *Second Language Teaching and Learning. Boston, Massac husetts.*Heinle&Heinle Publishers.

[46]Mustaffa, R., et al. (2014). "*Exploring the Factors of Classroom Anxiety in the Context of EFL Arab Students. International Journal of Social Science and Humanities Research*", Vol.2, Issue 2.

[47] Emma Rosana Febriyanti, Emma RosanaFebriyanti, "*Teaching Speaking of English As English a Foreign Language: Problems and Solutions*". UniversitasLambungMangkurat, p. 9.

make the students will easily interactions with other friends in the class and try to give the participation.

2) Make Speaking Activities Communicative

In this activity, the students must be able to provide a response or discussion. This activities should also be encouraged or supported by teachers so that, students have thought about something that they thinks are important to exchange their opinions. Philips also argues that "The aim of communication activities is to encourage purposeful and meaningful interaction between students". Communicative tasks are designed so that, students have a reason or purpose for speaking. So, in this activity teachers tried to provide the material interesting enough that students are motivated or compelled to speak the English language support.

3) Plan Speaking Activities Carefully

In this activity, uses several stages that start from the low or light stage first, so, it can facilitate the students to follow the learning process such as using a language that is light and easy to understand or talk a little ignore the composition of a good sentence but it is no better. Students will get used to what they have been practicing and they learn. So, at least they already understand the context of good and true when speaking English despite using simple sentences. As Philips says "Speaking activities need to be very carefully structured at first at lower levels so, the students have few demands on them". When they are used to communicating, the teacher is better at increasing the more difficult activities such as role-plays, discussions, debates and problem-solving tasks.

d. The Difficulties of Speaking

The difficulties of speaking have several problems, According to Brown the problem or difficulty in speaking are how to group a word into a sentence that is easy to understand, and conversation are repetitive of word[48]. The students also feel anxious that add to difficulty become more difficult.

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[48]Brown, H. Douglas. (2001). *Teaching by Principle an Interactive Approach to Language Pedagogy*. San Francisco: Longman, p. 4.

In speaking English there is a process whereby it pause or pause to think about something to say. The others difficulties face by the students is intonation and interaction this is the most clanging of the students[49]

e.   Causes of Speaking Anxiety

Many causes of anxiety that can occur to the students. Students feel anxious for several reasons they include[50]:

1.   Lack of vocabulary

Vocabulary is a very important component when talking. We cannot speak well if we lack vocabulary. Vocabulary can be interpreted as the words given or delivered during the course of the lesson took place in foreign language[51].

According to Murcin and Mc Intosh they say that there are four specific factors that make students feel relatively easy in making words or difficulties, there are[52]:

a) The intrinsic difficulty of the word to be learned
b) The interaction between a group of words to be learned at the same time
c) The interaction between groups of words to be learned in sequence
d) The effect of repeated presentation of words to be learned.

2.   Low English proficiency

Based on Brown, performance quality is closely related to the results obtained. Learning in the school students will get inputs that match the ability or performance of students. If the student's performance in the class is low then the input will also be low, so vice versa. Then the quality

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[49] .ibid

[50] Liu Meihua, (2007). *"Anxiety in Oral English Classroom: A Case Study in China"*. Indonesian Journal of English Language Teaching. Volume 3/Number 1, May, p. 128.

[51] Penny Ur, *"A Course in Language Teaching (Practice and theory)"*, Cambridge University Press

[52] Hanunah, "Students' Strategies in Overcoming Problems………., p. 19.

of work students greatly affects the results obtained[53]. So, if the students' English proficiency is low, it also affects their performance.

3. Lack of preparation

Preparation is one of the things that must be done. In Speaking English especially in front of the public, we must needs a good preparation. Students can prepare vocabulary related to the topic that will be delivered, or prepare the correct intonation of disclosure while speaking, and so on.

B. Review of Previous Study

There are four previous studies that have similarity of this research. The research is written by Alessia Occhipinti from the Department of Literature, Area Studies and European Languages the University of Oslo has conducted her research entitled *Foreign Language Anxiety in in-Class Speaking Activities.* This research analyzed about the main exposure variable of "time abroad" (i.e. in the foreign language environment) spent by L2. The researcher analyzes her research using qualitative method which showed that by speaking activities of student fairly stressful practices. These researches have two objects to analyze is students of Italy and students of Spanish, so in this research the writer include two particular classes to get the information about teaching methodologies of those teacher and general environment. Then the result of research is the researchers know the difference between two students from different countries. So, the result of this study is from the two students are not much different, they are equally have linked to the teaching methodologies of those teachers. The differences from my research are this research focused on the one subject in first semester of the students, not to compared between others countries.

A research conducted by Tran Thi Thu Trang, Karen Moni and Richard B. Baldauf, Jr. the title is "Foreign language anxiety and its effects on students' determination to study English: To abandon or not to abandon?". This research explains about the findings indicate that awareness of the importance of English and volition were two important factors that influenced anxious students 'determination to study English. The result to the findings about the effects of FLA on achievement from correlation research, it is important to understand whether FLA affects

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[53] H. Douglas Brown, (1987),*Principle Of Language Learning and Teaching*, (New Jersey: Prentice Hall,Inc,), p. 24.

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students' determination to study English. The purpose of this study, therefore, was to investigate anxious students' experiences in learning EFL by assessing whether FLA affected their determination to study English. The differences from my research are this research focused on causes of the anxiety factors so the teacher know the effects that will be happen in the students.

A research conducted by Sumiyati "An Analysis of Students' Oral Performance of Speaking Ability in MAN Sidoarjo". In this research explains that students in MAN Sidoarjo have problem about their speech test is not depend on true ability of student, therefore researcher suggest to use oral performance test. Then the result of research is to know ability of student in speaking English, and how student's response to applying performance appraisal. This research the researcher uses descriptive qualitative method. The differences from my research are this research focused on the level anxiety of students based on their ability with any causes factor that influenced. So, the teacher will know about their ability and how to measure or anticipate the students anxious.

A research conducted by Luluk Fatikah Sari "English Reading Habit of Student Teachers at English Teacher Education Department of Sunan Ampel State Islamic University: Level and Common Factor Analysis". In this research explains about English reading habit especially in English reading habit level and the most common factor that influence the students. In this research student teacher will be more aware to their reading habit before going to the real teaching in the Teaching Internship later. It means that this research will be more specific than the previous research even those are observed about reading habit. This research the researcher uses mix method design. The differences from my research are this research focused on speaking activity, the students that feel anxious when speak up in front of others that can be seen by performing ability of students.

Those all are different with this research; the writer only focuses on the students' anxiety level and the factor of the students that influence in first semester of English Teacher Education Department in UIN Sunan Ampel Surabaya. This research uses qualitative method. It means the writer knows about what the level of students when they feel anxiety in first semester in English Education Department of UIN Sunan Ampel Surabaya. The research will know mental of students when they practice, is the students getting good material and they can follow those study or

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not. And the researcher will know the factor that influences the students' anxiety during the lesson process.
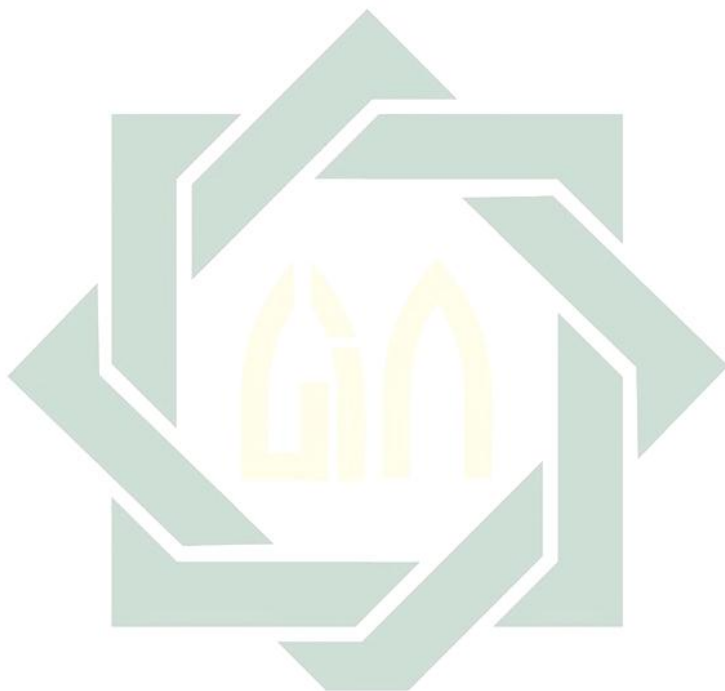
CHAPTER III

RESEARCH METHOD

This chapter discusses research methodology that is used in this research. It covers research design, population and sample, research setting. Then it is followed by research instrument as the tools for measuring the research question. Then, it is completed by data collection techniques, data analysis technique and research stages to provide better understanding in this research.

A. Research Design

This research is a case study focused on the students' anxiety level. The researchers obtained data from the parties concerned or collect data from various sources. Therefore, this research used qualitative method.

According to Journal of Qualitative Research Methods there argue that "Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations"[54].This qualitative used because the researcher wants to know that happened in students' speaking classroom itself, especially in General English class. The researcher tries to explain about how the students 'anxiety level during study in General English class researcher might interview students at the first semester in State Islamic University of Sunan Ampel Surabaya about their experiences in the classroom to try and understand their factor that influencing the students' anxiety on the classroom. The researchers also use questionnaire to analyze the situation.

Based on the Denzim he said that qualitative study uses various methods, in this study researchers used qualitative methods to collect the data. Qualitative methods were used to collect and analyze the data from questionnaires and interview instruments, but in this research more used questionnaires to obtain the data because

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[54] Family Health International, *Qualitative Research Methods: A Data Collector's Field Guide* (Modul.1), p. 1.

students will more easily to introspection themselves with a written statement[55].

The researchers use this qualitative method to find out how the level of anxiety students while talking in the classroom and to determine what the factors that affect for the students' anxiety. The researcher using questionnaire checklist and interview to get completed the data. This questionnaire is taken from the students directly, after the researcher take the data of questionnaire the researcher uses the students to make sample of interview. Then both of them are combine to make a valid of data.

B. Subject of the Study

The population of this study is 91 students of first semester at UIN Sunan Ampel in academic year 2016/2017 who join at General English Class. The participants of the study included both male and female and their ages range from 19 to 24 years old. The researcher selected randomly from the entire first semester students and the researcher selected 9 participants for interviews with the division of 3 students from each of the different levels to determine their impact and to re-confirm the questionnaire guide they had answered.

C. Population and Sample

The population of this research is the first semester of English Teacher Education Department in academic year 2016/2017. They are chosen through some considerations. It is because of the learning competence of student still need to be improved, especially for their speaking.

In selecting the participant for group, the researcher chooses 4 classes. When the researcher can only assign randomly different ability to four different classes, the researcher uses questionnaire and interview to grouping them in categorize. Based on the theory of Horwitz the sample of this research make a good data, the

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[55] Denzin, Norman K. - Lincoln, Yvonna S. (1994). *Handbook of Qualitative Research. Thousand Oaks*: Sage.Jensen, MogensKjaer, (1991). "Kvalitativemetoderianvendtsamfundsforskning", Rapport 91-1, København, Socialforskningsinstituttet.

researcher choose a half of population[56]. So the researcher chose some of the students to complete this data.

D. Data and Source of Data

One of the considerations about choosing the research problem is a readiness of the data resources. The data of qualitative view understands the present phenomena. While data resources are subject where data got. Data that should be used and need to the writer are:

1. Primary Data

Primary data is the original data. The primary data of this study refer to interview and questionnaire result which comes from students themselves to know the level of anxiety and the factors that cause them to feel anxious. This questionnaire is taken from the students directly because they know about their experience when they attend in General English class. So, this research using interview and questionnaire to get the data as primary data of research.

2. Secondary Data

The secondary data is the supporting data obtained from sources. In this study, secondary data related to various possible factors in student anxiety using the source of the book. To obtain the appropriate data and research support, the researcher using book to find data resources.

The researcher also needs many books regarding with anxiety of students in classroom and speaking for formal setting itself. The researcher also needs so many books which are talk about the learning speaking and its method or strategy. So, this research also using the source of the book.

E. Data Collection Technique

Data in this study is collected by using interview and questionnaire technique because it allowed students to answer, can get answers appropriate or relevant to the research objectives and

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[56] Horwitz, E. (2001). *Foreign language classroom anxiety*. The Modern Language Journal, 70, p. 125

facilitated retrieval of data in large quantities[57]. The researcher easily to analyze and interpret with putting all the data together from one place. To collect the data, the researcher use technique as follow:

1. Questionnaire

Giving questionnaire is the step to get the information from situation in their class. Students only answer by selecting 3 given point (disagree, neutral, agree) which is appropriate with their experiences. This questionnaire is to answer research question number 1. The researcher gave the questionnaire to all of the first semesters in English Education Department at Islamic State University of Sunan Ampel Surabaya to get more information about students' experience in speaking class, the difficulties of speaking English, situation cause speaking anxiety, the causes and most dominant causes of speaking anxiety when practicing speaking especially in General English class. Questionnaire was used to get the factual data or information as the researcher wants from the students, and the researcher used this instrument to prove that the data is valid.

To answer the question number 2, questionnaire is used to get more the data on the subjects' opinions, beliefs and feelings about the situation. The instrument was given included from division related with the factor that has marked (F) on each item. The next step, the researcher used questionnaire about their feeling to support the data obtained from questionnaire. After distributing questionnaire the researchers conducted the second questionnaire about their feeling that related with the factor of anxiety to get more information about the state of the student while studying in class to get the data more accurately about semesters students' speaking, the difficulties of speaking English, situation cause speaking anxiety, the causes and most dominant causes of speaking anxiety when practicing speaking especially in General English class of English Education Department at Islamic State University of Sunan Ampel

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[57]Deni Bagus, (2011). *"Jurnal manajemen: Penyusunan Kuesioner Penelitian",* p. 1.

Surabaya. In this research, the data was described with the descriptive qualitative design.

2. Interview

According to Creswell, interview can give information that cannot observe directly and it provides personal detail information.[58] The researcher is used interview technique to get deeper information from the participants who got the cammon factor that can be influncen to students' anxiety. It used by the researcher to answer first question by giving specific information from the students. It helped help the researcher to get more enough data. The researcher has taken a note during the interview as the result of interview.

F. Research Instruments

In this research the researchers adopted the instrument of Horwitz's theory which explains about the collection of data about the level of anxiety and influencing factors. To know the problems that arises in the event after interview and giving the students questionnaire checklist. Questionnaire checklist is the batter way to collect the information about this problem, because the students easier to

a. Questionnaire Checklist

Questions that are given to the object of research to find out information related to the research and returned to the researchers. It is related to the state of things, responds or opinions that are known by the object of research[59].

The questionnaire used many kind of sources, in this research related about the state of the student while studying in class to get the data more accurately about first semesters students' speaking, the difficulties of speaking English, situation cause speaking anxiety, the causes and most dominant causes of speaking anxiety when practicing speaking especially in formal setting class of

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[58]John W. Creswell, (2010). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 212

[59]SubyantoroArief, - FX Suwarto, MetodedanTeknikPenelitianSosial, (Yogyakarta: C.V Andi Offset, 2007), p. 128.

English Education Department at Islamic State University of Sunan Ampel Surabaya.

The following table shows the research questions, subject, technique, instrument, also number of question in instrument and categorize.

G. Population and Sample

The population of this research is the first semester of English Teacher Education Department in academic year 2016/2017. They are chosen through some considerations. It is because of the learning competence of student still need to be improved, especially for their speaking.

In selecting the participant for group, the researcher chooses 4 classes. When the researcher can only assign randomly different ability to four different classes, the researcher uses questionnaire and interview to grouping them in categorize. Based on the theory of Horwitz the sample of this research make a good data, the researcher choose a half of population[60]. So the researcher chose some of the students to complete this data.

Table 3.1 Research Instruments

Research Questions	Subject	Technique	Instrument	Categorize	Number of question in Instrument
What is the students' level of anxiety in a case study of students on	Students	Questionnaire	Questionnaire	Low level	Questionnaire items number1,2,3,4,5,6

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[60] Horwitz, E. (2001). *Foreign language classroom anxiety*. The Modern Language Journal, 70, p. 125

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				Medium Level	Questionnaire items number7,8,9,10,11,12
General English Class of English Education Department at UIN SunanAmpel Surabaya?				High Level	Questionnaire items number13,14,15,16,17,18
What are the factor that caus speaking anxiety of students in General English Class of English Education Department at UIN SunanAmpel Surabaya?	Students	Questionnaire and interview	Questionnaire, Interview	Questionnaire	Questionnaire items number 11, 14, 15, 16
				Interview	Interview items number1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 17, 18, 19, 20, 21, 22, 23, 24

H. Data Analysis Technique

Researchers analyzing data through several stages in order to obtain accurate results like following the steps by Ali Sya, ban, M.Pd[61] :

1. Data Collection

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[61]Ali Sya,ban, M.Pd, "TeknikAnalisis Data Penelitian" UHAMKA, 2005, p. 8.

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Data collection from the results of research, for example: the results of questions, interviews, etc. means that the researcher must got the data from the object or respondent to know the situation of the phenomenon.

2. Data Reduction

After the data collection from questions. The researcher does collect and classified by making summary records, coding to adjust according to the results of the research.

3. Display Data or Presentation of Data

After the data are already organized and has been adapted to the code, and then the researcher explained the result with descriptive to be easily understood as a whole and also can explained conclusions to analyzing and then the researcher does the next research.

4. Conclusion or Verification

The research results that have been collected and summarized must be repeated again by matching the data reduction and display data, so that the conclusions that have been studied can be agreed to be written as a report that has the correct level of trust[62].

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[62] Miles, B. Mathew dan Michael Huberman. 1992. Analisis Data KualitatifBukuSumberTentangMetode-metodeBaru. Jakarta: UIP, p. 12.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about the data taken from questionnaires and interviews conducted by English education students at UIN Sunan Ampel in General English class. The statistical description reports of the most common factors that can affect students in their speaking learning is shown as research findings. Furthermore, the data analyzed on students' anxiety level in speaking at General English based on Horwitz's theory and the general factors affecting students in their level of anxiety based on Horwitz are shown as a research discussion.

A. Research Findings

Research findings report the information that is discovered by the researcher through research instruments. Because there are two research questions, certainly this chapter requires two main points of research findings and also two main points of research discussion. It is broken down into several details information related with the finding. Then, the findings correlate to the theories to make clear and strong explanation. Describing about research questions, certainly research instruments are needed as the tools in order to answer the research questions.

1. The Students' Anxiety Level in Speaking

The first instrument on the level of student's adulthood in speaking English. The data obtained in the questionnaire was analyzed using Microsft Excel 2016, so that the number or numbers that can be made just as a measure of student anxiety levels. There are 18 items contained in the questionnaire. This can be attached to appendix 1. In the questionnaire there are 3 kinds of items.

a. Looking at the students' low anxiety levels, which are listed in items 1,2,3,4,5, and 6, in this item there are 3 options: disagree, neutral, and agree. This is the indicators to find out the anxiety level of students by using questionnaire. The indicators is presented below:

1) Disagree is rated 3 as well as low anxiety level
2) Neutral is rated 2 as well as the level of moderate anxiety
3) Agree is rated 1 and a high level of anxiety

b. Looking at the students' medium level of anxiety, listed on item number 7,8,9,10,11, and 12, in this item there are 3 options: disagree, neutral, and

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agree. This is the indicators to find out the anxiety level of students by using questionnaire. The indicators is presented below:

1) Disagree is rated 1 as well as low anxiety level
2) Neutral is rated 2 as well as the level of moderate anxiety
3) Agree is rated 3 and a high level of anxiety

c. Looking at the students' high anxiety level, which is listed on item number 13,14,15,16,17, and 18, in this item there are 3 options: disagree, neutral, and agree. This is the indicators to find out the anxiety level of students by using questionnaire. The indicators is presented below:

1) Disagree is rated 1 as well as low anxiety level
2) Neutral is rated 2 as well as the level of moderate anxiety
3) Agree is rated 3 and a high level of anxiety

To determine the level of anxiety of students in speaking, 6 items related to students' anxiety level are analyzed separately which each level of anxiety has different information from each student. Descriptive statistics using Microsoft Excel 2016 are required to analyze the data. In descriptive statistics direct research to organize and summarize data so that it simplifies with a more comprehensive to understand. Descriptive statistic led the researcher to organize and summarize the data so it could be more comprehensive to be understood.[63] Moreover, descriptive statistics includes mean, median, mode as the central tendencies.

To facilitate the researchers in analyzing the data then the encoding option using the numeric code that is 3, 2, and 1 that have been indicated in the previous explanation to be entered into the data shaped Excel. In each selection code will represent their own level. In each item has a score that will indicate the student's anxiety level on questionnaire number 1-6 is included into the positive evaluation so that when they answer the option number 1 it is get 3 score as described in the previous explanation, as opposed to questionnaire number 7-18 is included into the negative evaluation of the current score as it has been described previously. After entering the data, anxiety level analysis of students can be shown in Appendix 1, the table describes the scores obtained from each student.The scoring all of the data will be determined to know the level of each student as follows:

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[63]Theodore, *Fundamentals of Statistical Reasoning in Education*, p. 2.

1) The values of 18 - 30 are categorized as Low Level
2) The values 31 - 42 are categorized as Medium Level
3) The values 43 – 54 are categorized as High Level

As a complement of previous data the researchers used descriptive statistics by including data analysis of the mean, median, and mode as below:

Table 4.2 Level anxiety of students in speaking
Using Descriptive Statistic

	Numbers' question																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Valid	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	1.87	1.85	1.88	1.71	1.93	1.91	2.2	1.9	2.44	2.19	2.37	1.79	2.23	2.33	2.57	2.16	1.78	2.38
Median	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00	2.00	3.00	3.00	3.00	2.00	2.00	3.00
Mode	2	1	1	1	1	2	2	2	2	3	3	2	3	3	3	2	2	3

NB.

		Total
Mode:	*Skor 1*	4
	Skor 2	8
	Skor 3	6

The table shows that of 91 respondents and 18 questionnaire items, descriptive statistics analyzed median and mode averages. Mean refers to the middle score of data collected[64]. In addition, the mode refers to a score that has "largest frequency"[65]. In this study, data analysis focuses on the largest frequency of data collection. The table shows that the largest frequency or mode shown by number 3 and refers to the option "agree".

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[64]*Ibid.*, p. 56.
[65]*Ibid.*, p. 55.

The median of 18 items in the questionnaire shows an equal number of modes. From the descriptive statistics table, it can be seen that median from the statement of numbers 10, 11, 13, 14, 15, and 18 = 3.00. this indicates on the option <u>Agreed</u>.

Furthermore, the average of each statement shows a different number, but closes with a number of 2 or 2.00. of the mean, referring tooptions<u>Neutral</u>, there are even some additional points such as 2.04 to 2.10 it doesn't enough to be classified as the option<u>Agreed.</u>

From ithose; mean, median and mode. Indicates most of the students choose a second choice answer or can be classified as <u>Neutral</u>. From all of the data, the researcher find out how many respondents with each level grouping are low level of 5 students, medium level of 76 students, and high level of 10. For more detailed analysis, the researcher gives a detailed analysis of each item relating to students' anxiety level questionsin discussion.

2. The Dominant Influential Factor of Students' Anxiety in Speaking

As stated in the chapter two before, the researcher used questionnaire and interview as a tool to know the most common factor that influences in speaking of the students. The researcher limited the common factors into three factors; these were communication concerns, test anxiety, and fear of negative evaluation[66]. Interview here was classified as qualitative data in addition to the results of the previous questionnaire, so that the researcher decided to use convenience sampling and took 9 subjects who were available (3 students that have high level of anxiety, 3 students that have medium level of anxiety, and 3 students that have low level of anxiety). For the interview guideline, it can be seen in Appendix 2.

There are 10 - 24 questions. Each question has different focus of common factors that caus speaking anxiety of students.There are several effects or attitudes that affect each factor according to the theory of Horwitz, Macintyre and Gardner, Daly, Numaya Nimat, Musch and Broder. The detailed numbers of the common factors that influences in speaking of the studentsare shown below:

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[66]NumayaNimat, (2013). *"An Investigation og English Language Anxiety-Experiences of Undergraute Students in Banglandesh"*p. 21-22.

a. Questions about Communication Concern can be seen in the Interview Guideline question number 1,2,7,8,9,10,12and 22, the result of Interview is 4 of students that feel Communication Concern. For Questionnaire Checklist question number4,15, and 16, the result of Questionnaire checklist are 33 students feel Communication Concern.

b. Questions deal with Test Anxiety are shown by the Interview Guideline question number 3,5, 6,18,19,20, and 21, the result of Intervew there is no students that feel Test Anxiety. For Questionnaire Checklist question number1,7, and 17, the result of Questionnaire checklist are 33 students feel Test Anxiety.

c. Question related to Fear of Negative Evaluation are in the Interview Guideline question number 4,13,17,23, and 24, the result of Interview is 5 of students that feel Fear of Negative Evaluation.For Questionnaire Checklist question number8,14, and 18, the result of Questionnaire checklist are 64 students feel Test Anxiety.

Those questions in the interview guideline actually were open-ended questions which require the real and honest answer based on the experience of the interviewee. The researcher listened all the answers and reasons, but the researcher still maintained the limit of the respondents' answer. The limit was based on the limit theories that researcher used in this research. In the other hand, even the respondents gave the answer according to their speaking experience, but the researcher guided them to the limit of the answer and reason related to the theory. While doing the interview, the respondents may give the various answers. The way researcher sorted out the answer based on the theories that were used is the main step before counting the numbers of the subject who answered which one of the commons factor that influence their reading is. As well as Questionnaire, but in questionnaire results students do not answered with open-ended questions and they just admintted (agree, neutral, or disagree) based on the experience they feel.

After doing the interview with 9respondents, the data collection wes served in form of tables below. Then, the diagram of the most common factor is shown by Appendix 3 (script of interview)

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Table 4.3Interview of Common Factors
thatInfluence in Speaking of The Students' Anxiety

Common Factors that Influence in Speaking based NumayaNimat		
Communication Concern	Test Anxiety	Fear of Negative Evaluation
4	0	5

The table shows that 5respondents declared Fear of Negative Evaluation in speaking was the most common factor that influences their speaking of the students' anxiety. Then, 0respondents stated that they were influenced by Test Anxiety in speaking. Meanwhile, 4respondents gave the answer that they were influenced by Communication Concern.

Result after getting questionnaire with 91 respondents, the data collection presented in form of tables below. Then, the diagram of the most common factor is shown by Appendix 4. (Instruments of questionnaire)

Table 4.4Questionnaire of Common Factors
that Influence in Speaking of The Students' Anxiety

Common Factors that Influence in Speaking based NumayaNimat		
Communication Concern	Test Anxiety	Fear of Negative Evaluation
33	33	64

The table shows the values that often appear on each respondent. The table shows that 64 respondents declared Fear of Negative Evaluation in speaking was the most common factor that influence their speaking of the students' anxiety. Then, 33respondents stated that they were influenced by Test Anxiety in speaking. Meanwhile, also

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33respondents gave the answer that they were influenced by Communication Concern.

B. Discussion

1. The Students'Anxiety Level in Speaking

Regarding to the speaking ability, a person can be fluent and confident when speaking a foreign language, especially in front of others have enough ability in speaking. When a person has good ability to speak, automatically their language and confidence are better when speaking in front of others. Of course, everyone has confidence in different speech. It happens because of their confidence in low level of ability according to Jessica Minahan and Nancy Rappaport they say that the students less behavior attributes of anxiety in school they haven't developed the necessary skills[67]. meaning that each student has level anxiety of speaking ability aremostly different. This point will discuss more about the level anxiety of speaking according to Horwitz's theory.

Analyzing about level anxiety of speaking, the researcher used standard measurement from Horwitz's theory. Horwitz state that level anxiety of speaking are three levels; those are <u>low level</u> of anxiety, <u>medium level</u> of anxiety and <u>high level</u> of anxiety[68]. Each level anxiety of speaking has their own categories as what the researcher explained before in chapter two.

Horwitz stated that the level anxiety of speaking is divided into three levels based on the category[69]. People who can be categorized as low level of anxiety are people who feel confident for the situation in their experience so that they do not feel embarrassed to interact with others though they got difficulty in their experiences. After that, people who can be categorized as medium level of anxiety are people who feel less confident about the situation in their experience with others in certain conditions, whereas people who can be categorized as high level of

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[67]Jessica Minahan- Nancy Rappaport, (2013). "*Anxiety in Students*". Kappanmagazine.

[68]Horwitz, et.al., (1991). "*Foreign Language Classroom Anxiety. In E.K. Horwitz & D. J. Young* "Language Anxiety: From Theory and Research to ClassroomImplications". p.27-39

[69]Ibid.

anxiety are people who feel unconfident on their capabilities that make them afraid to do something althought in the imperative condition.

Specifically, the researchers used this standard to measure levelanxiety of speaking in English speaking classes. With these categories can be helped researchers to make information about level anxiety of students in speaking.

In the questionnaire there are two points. The first includes the level anxiety of speaking, the second of which also provides additional information related to the factors that affect the students in speaking. Both were analyzed using Microsoft Excle 2016, but those were analyzed separately. It happens because there are self calculation questionnaireof each item. Here, the researchers make two points that are interconnected in single questionnaire.

a. Anxiety Level of Student

For eighteen items that deal with student anxiety levels were analyzed to know they experienced of anxiety level in speaking English descriptive statistic including mean, median, and mode. Eighteen items related to students' anxiety levels have the following options:

1) Disagree is rated 1 as well as low anxiety level
2) Neutral is rated 2 as well as the level of moderate anxiety
3) Agree is rated 3 and a high level of anxiety

According to table 4.2 of the excle report, it deals with anxiety level of speaking, mean, median and mode shows inthe values that often appear are in number 2. Even the mean shows different numbers such as 1.06, 1.07, and 1.08 which may be indicated as number 1 because those are have numbrs after decimal point that is enough to be categorized as number 2 such as 0.46, 0.68, and 0.91. They even have numbers after the decimal point, but they are not enough to be categorized as 3 because the numbers after the decimal point are not more than 0.50, ie 0.06, 0.07, and 0.08. From table 4.2, it can be indicate that from mean, median, and mode, they are in the same number that is number 2. The previous explanation has been shown the statistical report of medium level.

Number 2 in table 4.2 is valued as medium level. Recalling to Horwitz's theory of medium level means that people who feel less confident about the situation in their experience with others in certain

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conditions[70]. Based on the redearch findings, the respondents show that they exceeded to be categorized as mediumlevel students' anxiety. In addition, they were in higher level than afraid to do something even in a pressed condition. In other hand, they are not enough to be categorized as lowlevel of students' anxiety.

The statistics table aboutanxiety level of students has been shown in the previous chapter. To make a better understanding beyound the statistical table that is shown through the number, the researcher prepared another data representing the statistics table in from of graphical. The charts come from the analysis of each item in the questionnaire that reflects the anxiety level of students. The graphs are analyzed by SPSS 20 also. Here, the researcher showed the result of questionnaire from each item in from of graphical

1. Questionnaire Item Number 1. It deals with questionI usually at ease during tests in my speaking class.

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[70]Albert Bandura, (1956). *"psychotherapist's anxiety level, self-insight, and psychotherapeutic competence"*, journal of abnormal and social psychology, Vol. 52, no. 3, May.
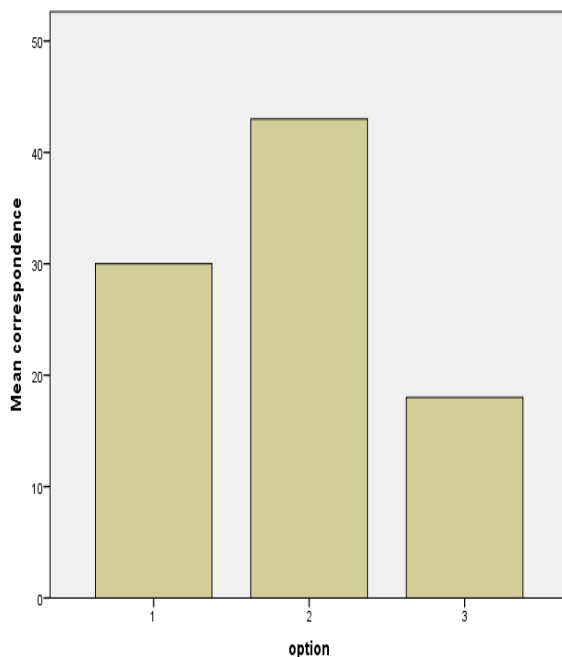
Figure 4.1 Questionnair Result Item Number 1

From the figure, it shows that 19,8% of student teachers were in Low Level, 47,2% they were in Medium Level and 33% they were in High level. Figure 4.1 above showed the diagram of item number 2 and it clearly shows that the dominant answer is in Medium level.

2. Questionnaire Item Number 2. It deals with questionI don't worry about making mistakes in speaking class

38
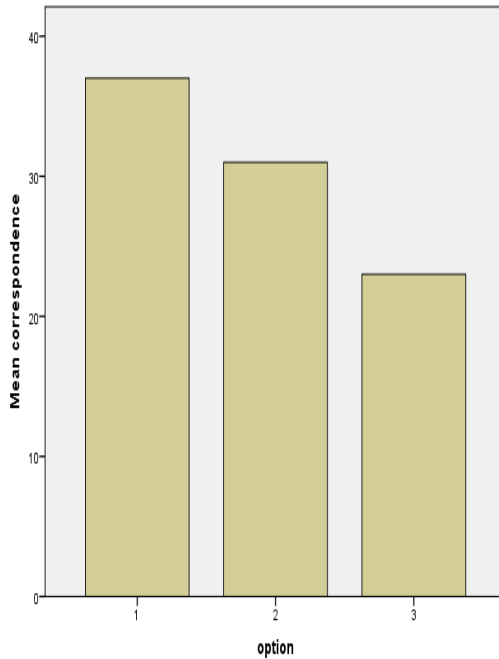
Figure 4.2 Questionnair Result Item Number 2

Recalling the statistic report table 4.4 dealing with questionnaire item number 1, it shows that 25,3% of student teachers were in Low Level, 34,1% they were in Medium Level and 40,7% they were in High level. Figure 4.2 above showed the diagram of item number 1 and it clearly shows that the dominant answer is in Highlevel.

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3. Questionnaire Item Number 3. It deals with questionI will not be nervous when speaking to native speakers.
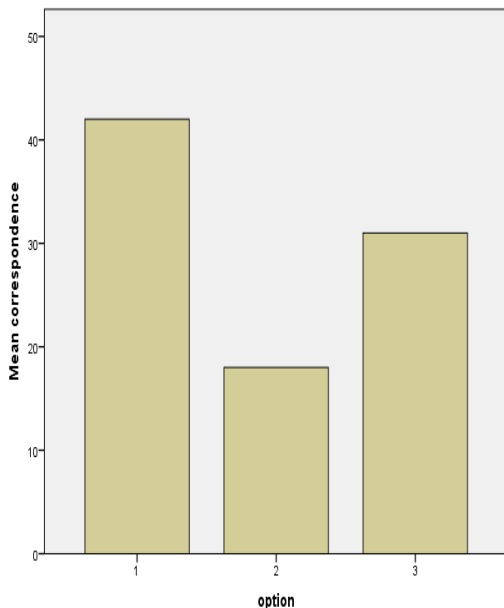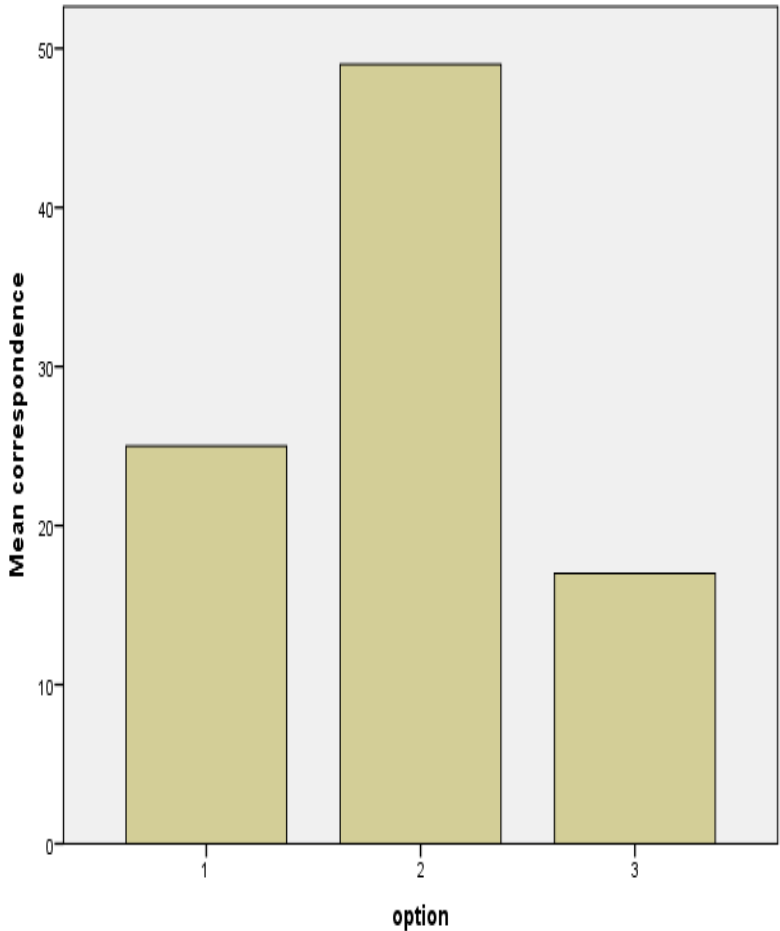

Figure 4.3 Questionnair Result Item Number 3

Recalling the statistic report table 4.5 dealing with questionnaire item number 1, it shows that 34,1% of student teachers were in Low Level, 19,8% they were in Medium Level and 46,6% they were in High level. Figure 4.3 above showed the diagram of item number 1 and it clearly shows that the dominant answer is in High level.

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4. Questionnaire Item Number 4. It deals with question<u>I feel confident when I speak English in the class.</u>
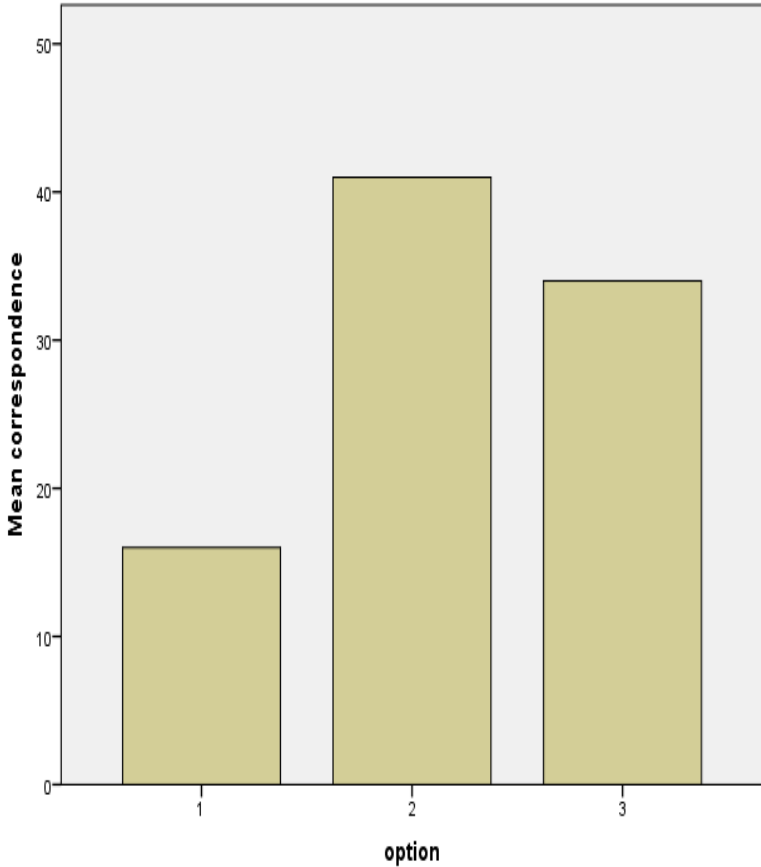
Figure 4.4 Questionnair Result Item Number 4
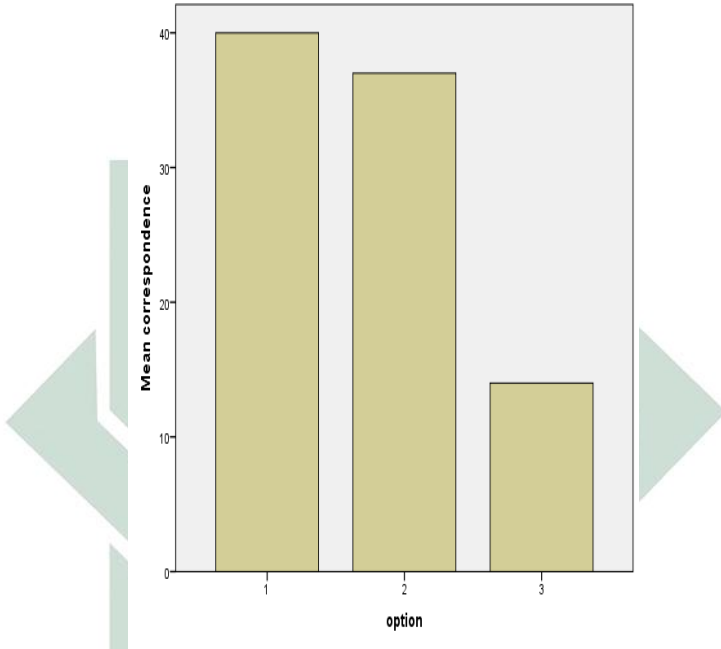
Recalling the statistic report table 4.6 dealing with questionnaire item number 1, it shows that 15,3% of student teachers were in Low Level, 40,7% they were in Medium Level and 44% they were in High level. Figure 4.3 above showed the diagram of item number 1 and it clearly shows that the dominant answer is in High level.

5. Questionnaire Item Number 5. It deals with question<u>I feel very self-conscious about speaking English in front of other students.</u>

Figure 4.5 Questionnair Result Item Number 5
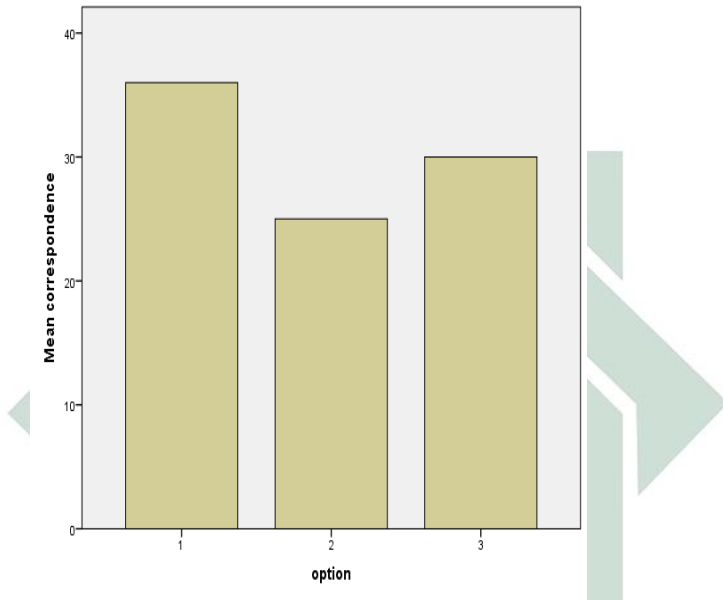
Recalling the statistic report table 4.7 dealing with questionnaire item number 1, it shows that 32,9% of student teachers were in Low Level, 27,5% they were in Medium Level and 39,6% they were in High level. Figure 4.5 above showed the diagram of item number 1 and it clearly shows that the dominant answer is in High level.

6. Questionnaire Item Number 6. It deals with question<u>I feel very sure and relaxed, when I'm on my way to speaking class.</u>
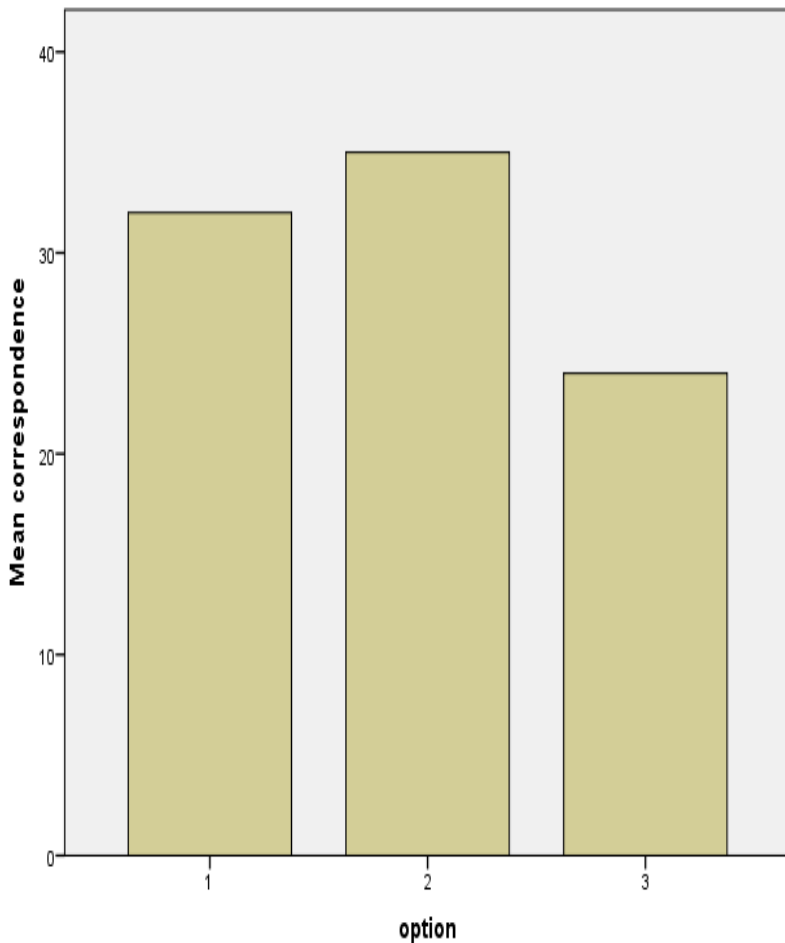
42

Figure 4.6 Questionnair Result Item Number 6

Recalling the statistic report table 4.8 dealing with questionnaire item number 2, it shows that 18,7% of student teachers were in Low Level, 53,8% they were in Medium Level and 27,5 % they were in High level. Figure 4.6 above showed the diagram of item number 2 and it clearly shows that the dominant answer is in Medium level.

7. Questionnaire Item Number 7. It deals with question<u>I keep thinking that the other students are better at speaking than I am.</u>
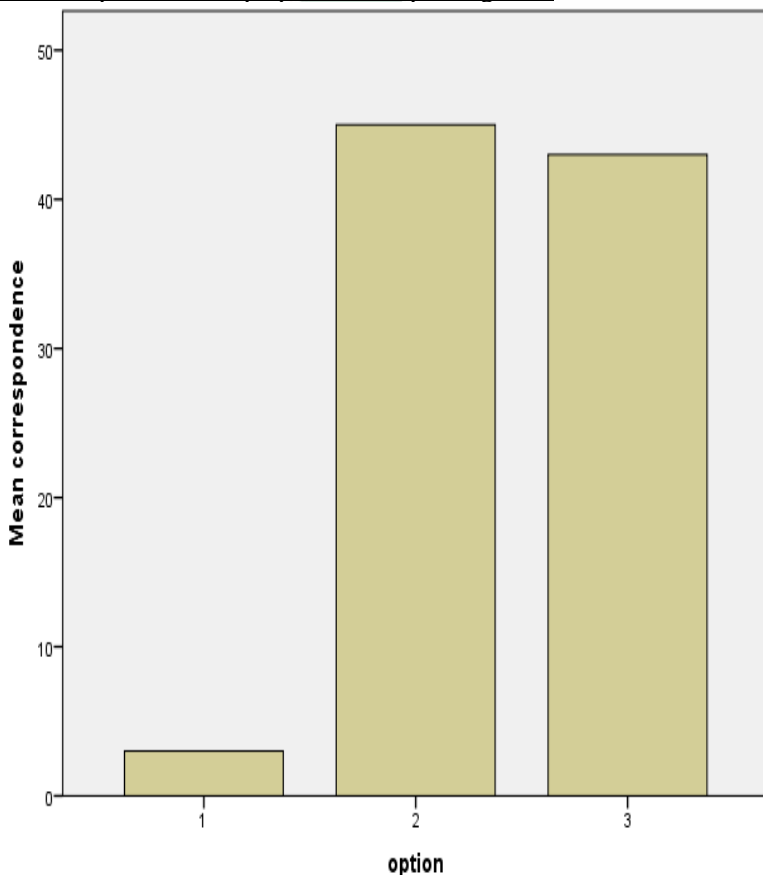

Figure 4.7 Questionnair Result Item Number 7

Recalling the statistic report table 4.9 dealing with questionnaire item number 3, it shows that 17,6% of student teachers were in Low Level, 45% they were in Medium Level and 37,4% they were in High

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level. Figure 4.7 above showed the diagram of item number 2 and it clearly shows that the dominant answer is in Medium level

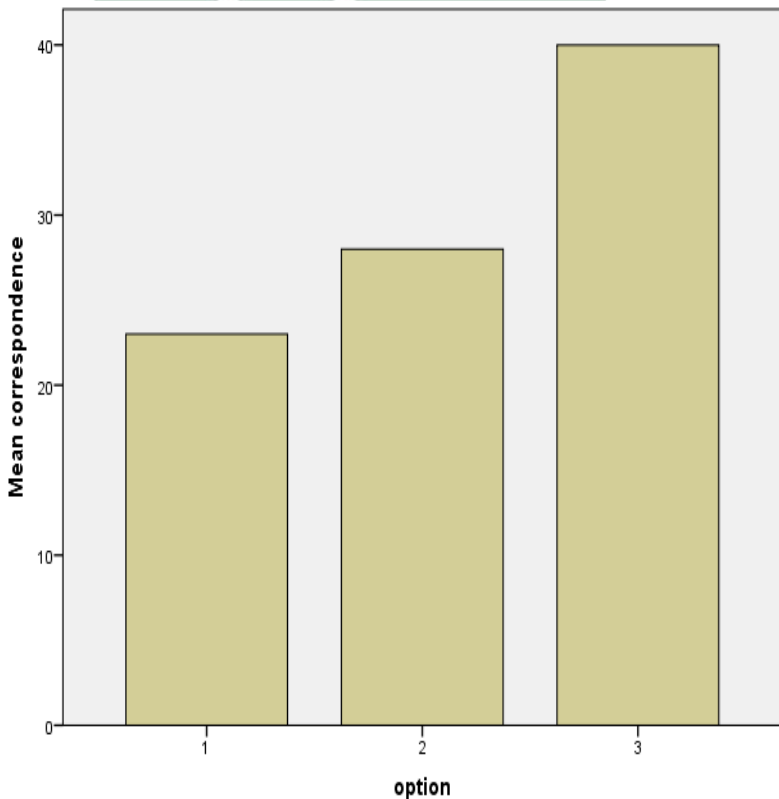8. Questionnaire Item Number 8. It deals with questionI never feel quite sure of myself when I am speaking.

Figure 4.8 Questionnair Result Item Number 8

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Recalling the statistic report table 4.10 dealing with questionnaire item number 2, it shows that 35,2% of student teachers were in Low Level, 38,5% they were in Medium Level and 26,3% they were in High level. Figure 4.8 above showed the diagram of item number 2 and it clearly shows that the dominant answer is in Medium level

9. Questionnaire Item Number 9. It deals with question I start to panic when I have to speak without preparation in speaking class.

Figure 4.9 Questionnair Result Item Number 9

Recalling the statistic report table 4.11 dealing with questionnaire item number 2, it shows that 3,3% of student teachers were in Low Level, 49,4% they were in Medium Level and 47,3% they were in High level. Figure 4.9 above showed the diagram of item number 2 and it clearly shows that the dominant answer is in Medium level

10. Questionnaire Item Number 10. It deals with questionI tremble when I know that I'm going to be called to speak up in front of the class.

Figure 4.10 Questionnair Result Item Number 10

Recalling the statistic report table 4.12 dealing with questionnaire item number 3, it shows that 25,3% of student teachers were in Low Level, 30,7% they were in Medium Level and 44% they were in High level. Figure 4.10 above showed the diagram of item number 3 and it clearly shows that the dominant answer is in High level

11. Questionnaire Item Number 11. It deals with question<u>I worry about getting left behind when speaking class moves so quickly.</u>
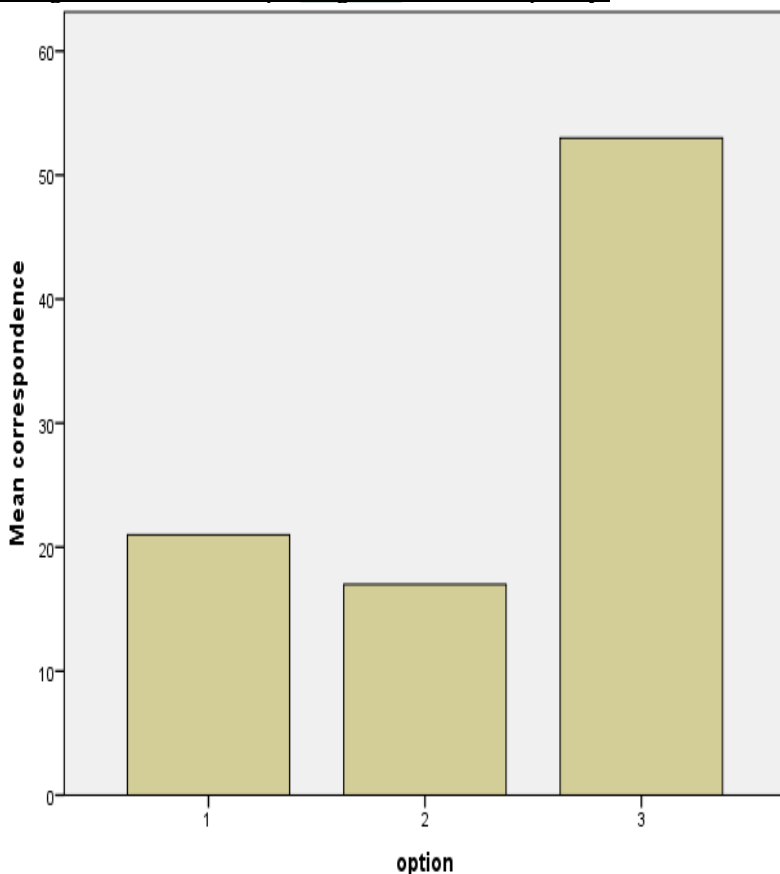
Figure 4.11 Questionnair Result Item Number 11

Recalling the statistic report table 4.13 dealing with questionnaire item number 3, it shows that 22% of student teachers were in Low Level, 18,7% they were in Medium Level and 59,3% they were in High level. Figure 4.11 above showed the diagram of item number 3 and it clearly shows that the dominant answer is in High level.

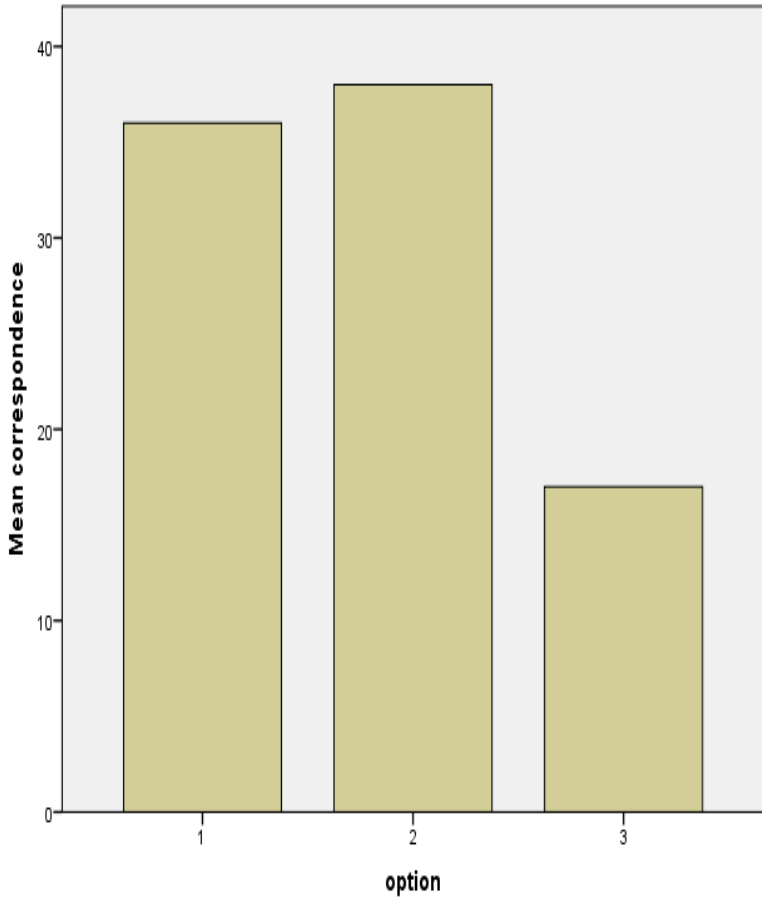12. Questionnaire Item Number 12. It deals with questionI get more confused when I more study for a speaking test.
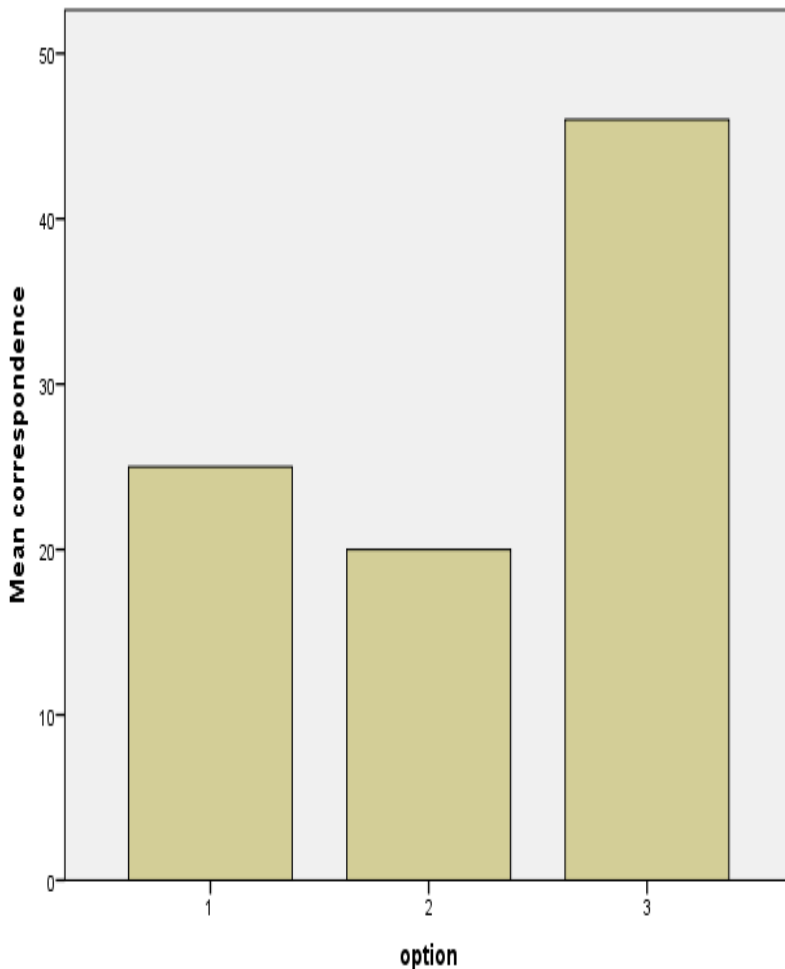
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Figure 4.12 Questionnair Result Item Number 12

Recalling the statistic report table 4.14 dealing with questionnaire item number 2, it shows that 39,6 % of student teachers were in Low Level, 41,7 % they were in Medium Level and 18,7 % they were in High level. Figure 4.12 above showed the diagram of item number 2 and it clearly shows that the dominant answer is in Medium level.

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13. Questionnaire Item Number 13. It deals with questionI feel anxious if I even prepare well for speaking class.

Figure 4.13 Questionnair Result Item Number 13

Recalling the statistic report table 4.15 dealing with questionnaire item number 3, it shows that 27,5 % of student teachers

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were in Low Level, 22 % they were in Medium Level and 50,5 % they were in High level. Figure 4.13 above showed the diagram of item number 3 and it clearly shows that the dominant answer is in High level.

14. Questionnaire Item Number 14. It deals with question<u>I afraid that my teacher is ready to correct every mistake I make.</u>
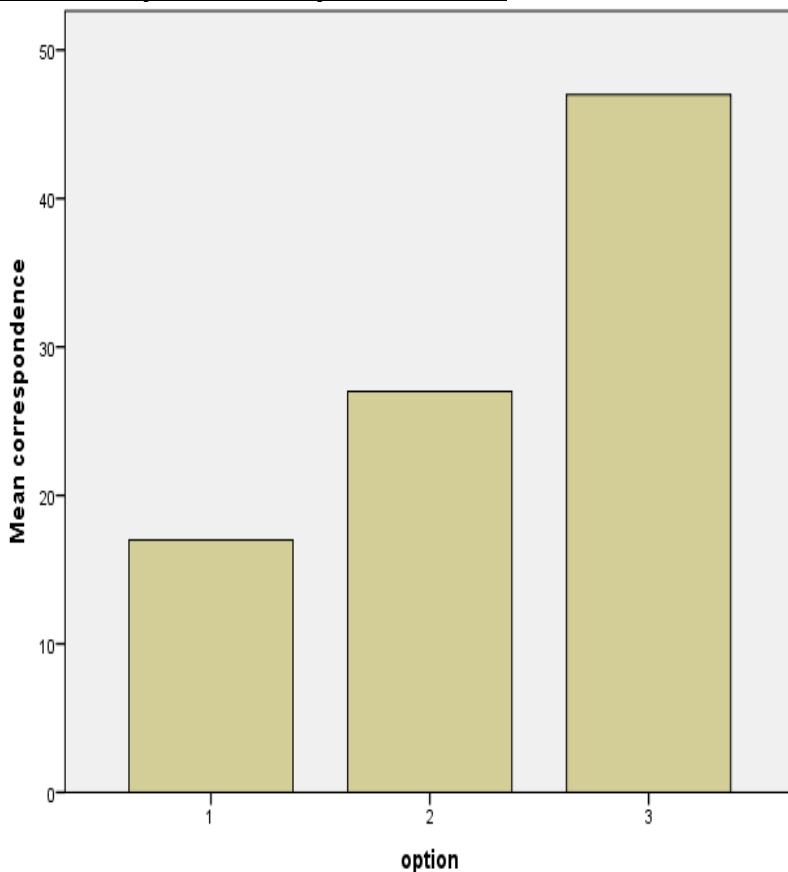

Figure 4.14 Questionnair Result Item Number 14

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Recalling the statistic report table 4.16 dealing with questionnaire item number 3, it shows that 18,7 % of student teachers were in Low Level, 29,7 % they were in Medium Level and 51,6 % they were in High level. Figure 4.14 above showed the diagram of item number 3 and it clearly shows that the dominant answer is in High level.

15. Questionnaire Item Number 15. It deals with question<u>I am afraid that the other students will laugh at me when I speak English.</u>
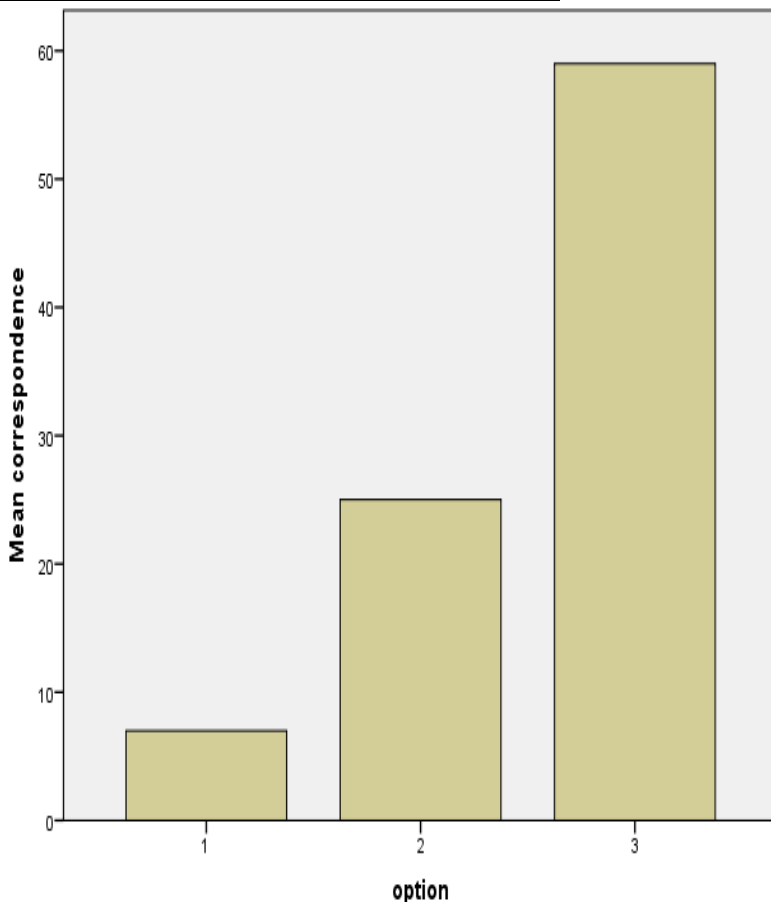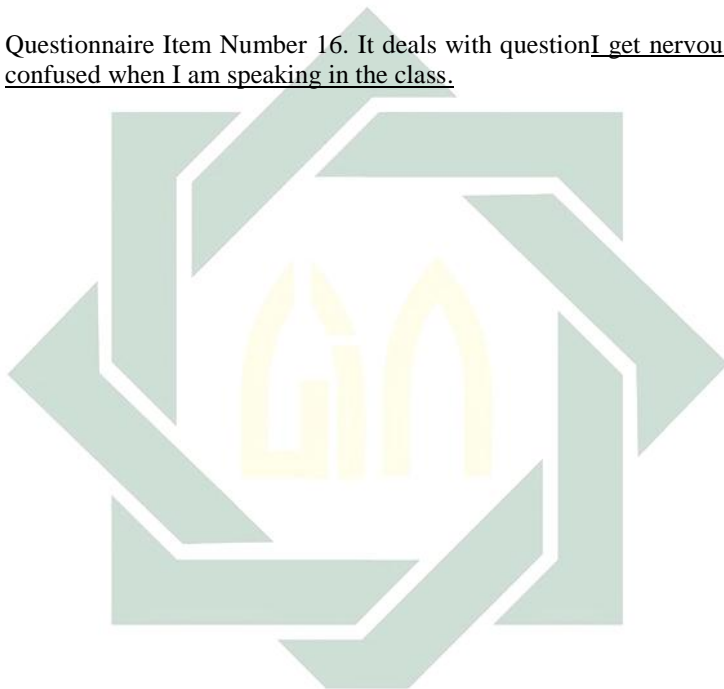
Figure 4.15 Questionnair Result Item Number 15

Recalling the statistic report table 4.17 dealing with questionnaire item number 3, it shows that 7,7% of student teachers were in Low Level, 27,5 % they were in Medium Level and 64,8% they were in High level. Figure 4.15 above showed the diagram of item number 3 and it clearly shows that the dominant answer is in High level.

16. Questionnaire Item Number 16. It deals with question<u>I get nervous and confused when I am speaking in the class.</u>
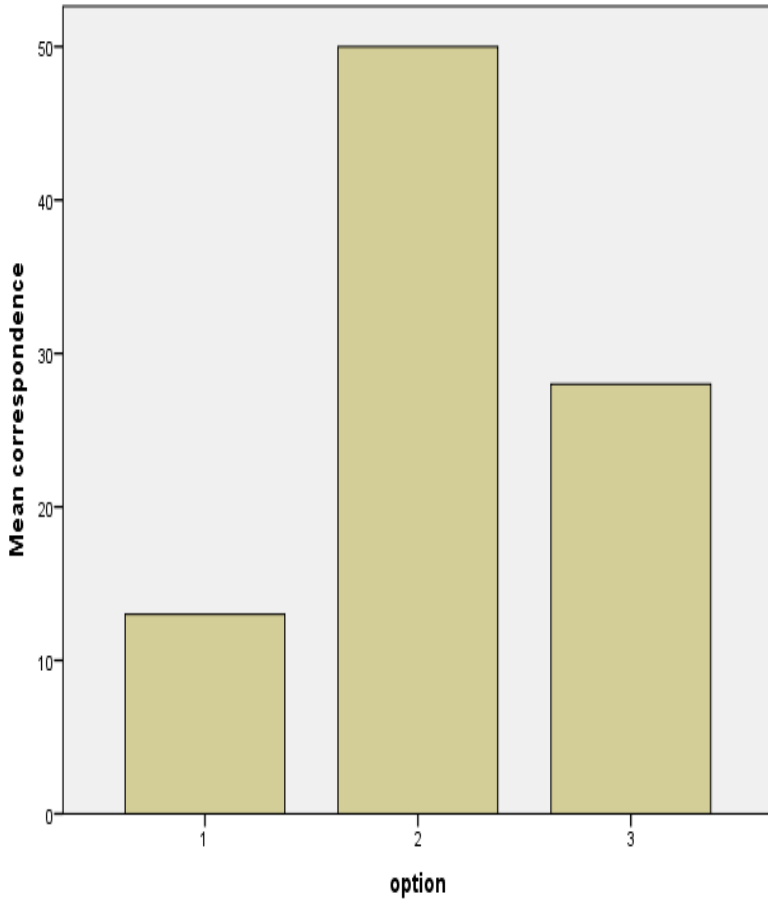
Figure 4.16 Questionnair Result Item Number 16

Recalling the statistic report table 4.18 dealing with questionnaire item number 2, it shows that 14,3% of student teachers were in Low Level, 55 % they were in Medium Level and 30,7% they were in High level. Figure 4.16 above showed the diagram of item number 2 and it clearly shows that the dominant answer is in Medium level.

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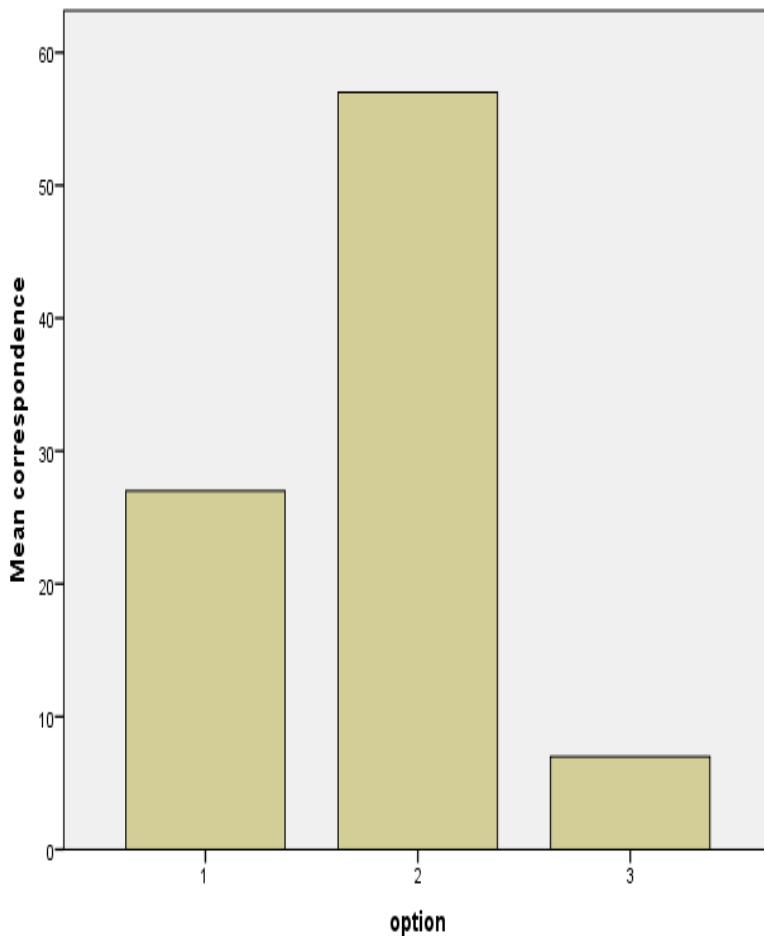17. Questionnaire Item Number 17. It deals with questionI often feel like not going to my speaking class.

Figure 4.17 Questionnair Result Item Number 17

Recalling the statistic report table 4.19 dealing with questionnaire item number 2, it shows that 29,7% of student teachers

were in Low Level, 62,6 % they were in Medium Level and 7,7% they were in High level. Figure 4.17 above showed the diagram of item number 2 and it clearly shows that the dominant answer is in Medium level.

18. Questionnaire Item Number 18. It deals with question<u>I worry about the consequences of failing my speaking class.</u>
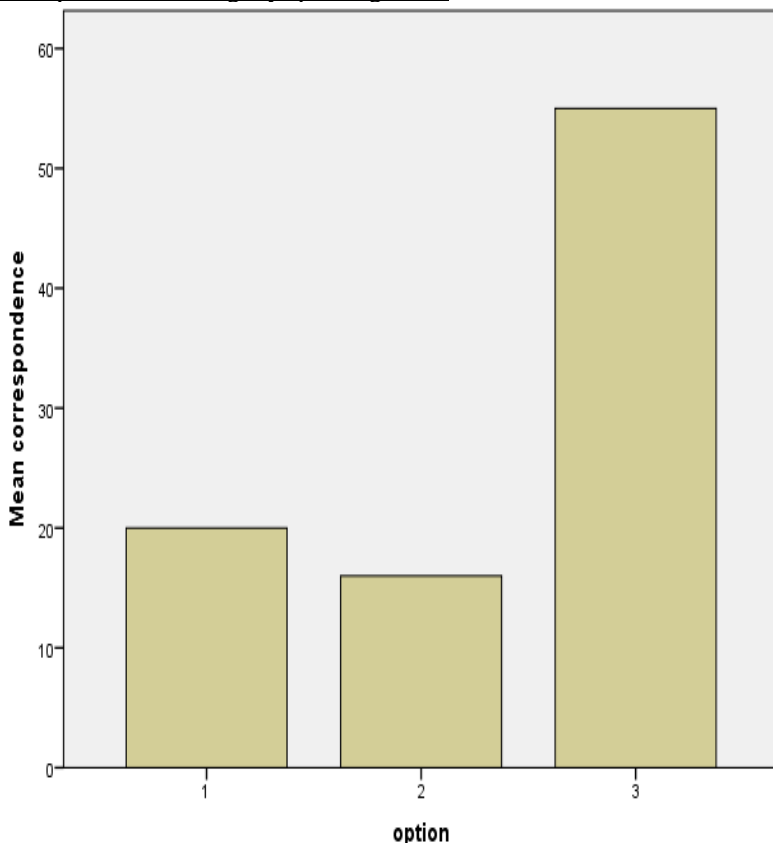

Figure 4.18 Questionnair Result Item Number 18

Recalling the statistic report table 4.20 dealing with questionnaire item number 3, it shows that 22 % of student teachers were

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in Low Level, 17,6 % they were in Medium Level and 60,4 % they were in High level. Figure 4.18 above showed the diagram of item number 3 and it clearly shows that the dominant answer is in High level

Most of the charts show the medium levels. This is shown in Figure 4.2 above. Each items that deals with anxiety level of students in speaking indicates that the dominant level is in number 2 that indicates medium level is 8 items, for number 1 that indicates low level is 4 items, and for number 3 that indicates high level is 6 items.

**b. The Dominant Influential Factor of Students' Anxiety in Speaking**

To correlate with level anxiety, common factors were analyzed to give additional knowledge deals with level anxiety. Numaiya Nimat states there are three common factors that influences in speaking of the students. These were communication concerns, test anxiety, and fear of negative evaluation[71]. As the need of the second research question, this research wanted to know what the most common factor that influences in speaking of the students is according to Numaiya Nimat's theory. The research findings respond that from 9 respondents who did the interview, most of them, 5 respondents explained that Fear of Negative Evaluation is the most common factor that influences in speaking of the students.

The research also findings respond 91 respondents who did the questionnaire, most of them, 64 respondents explained that Fear of Negative Evaluation is the most common factor that influences in speaking of the students. This factor can be collect with doing giving questionnaire on the students, most of them have categorized in the fear negative evaluation. It can be inferred that they anxious to speaking because it have afraid in negative evaluation from the teacher. For Communication Concern, the researcher finds 33 respondents and for Test Anxiety the researcher also finds 33 respondents.

Recalling about the objective of this research, it obviously stated that this research wants to know the factor dominant from students' anxiety level. Furthermore, the data and the theories show that student at General English Class of English Education Department at UINSA are in

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[71]NumayaNimat, (2013). *"An Investigation og English Language Anxiety-Experiences of Undergraute Students in Banglandesh"*p. 21-22.

medium level. It is also important to know what the most common factor that influences in speaking is. After knowing about students' anxiety level, it needs to know the most common factor that influences students' anxiety level. Moreover, it was clearly found that the dominant factors affecting students' anxiety levels are moderate levels or can be called medium level and most of them fear of negative evaluation from teachers. It means that students often feel anxious when speaking because they are not confident of their ability it make students are fear of negative evaluation from the teacher.
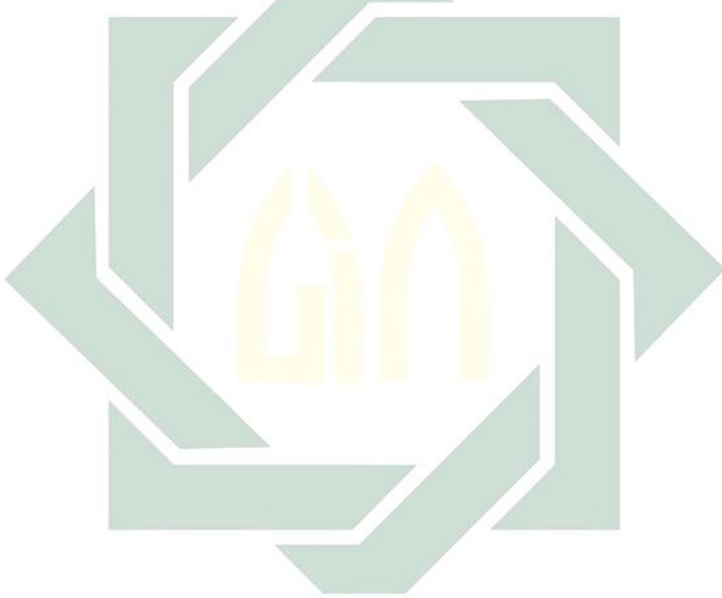
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter discusses the student teachers' reading habit level and followed by the most common factor that influences reading habit level. Moreover, this chapter includes the suggestion regarding the research for student teachers and future researchers.

A. Conclusion

Based on the research findings, the researcher will divide the conclusion into two main point related to the research questions.

1. Students'Anxiety Level in Speaking

Research findings show thatfor Low Level of students' anxiety level are 5 respondents, Medium Level of students' anxiety level are 76 respondents, and for High Level of students' anxiety level are 10 respondents. It is indicate that most anxiety level of students in speaking at General English class are in medium level. It is proved by the statistical analysis, the table shows that mostly students give answers in the option number 2, it known as medium level.

2. The Dominant Influential Factor of Students' Anxiety in Speaking

Base on the finding the dominant influential factor of students' anxiety in speking is categorized into the fear negative evaluation, which means that students are Fear Negative evaluation from the teacher when speaking in front of the class.

B. Suggestion

According to the conclusion of the study, several suggestions are given to:

1. For Students Teacher

The researcher offers suggestion to the student teacher to keep the Medium Level as the level of anxiety to students' speaking, because at this level students will be more vigilant in preparation speaking and they will be better prepared to receive the material as well as the evaluation given by the teacher. As the most common factor that fear of negative evaluation of teachers should the students are not too afraid about it, because all will return for the good of the students themselves.

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Furthermore, students are expected to achieve a good level of speaking ability by reducing anxiety levels while speaking. So that the students can following those class with comfortably.

2. For Further Researchers

Finally, this research has a lot of weaknesses, it would be pleased if future researchers will do better than the researcher did. Specifically, there are many things to be researched dealing with students' anxiety because anxiety speaking is a kind of big umbrella. This research is limited only to know the level anxiety of students' speaking and the most common factors that influence their anxiety speaking. furthermore, finding the best way to reduce student anxiety levels is one of the interesting things to be observed regarding this research.

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