STUDENTS' ANXIETY ON SPEAKING ENGLISH IN SPOKEN ENGLISH COURSE: A CASE STUDY AT ENGLISH LANGUAGE 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



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ABSTRACT

Farisy, Miftakhullail Nur A. (2019). Students' Anxiety on Speaking English in Spoken English Course: A Case Study at English Language Education Department UIN Sunan Ampel Surabaya.

A Thesis. English Language Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel. Advisor I: Dr. Irma Soraya, M.Pd. Advisor II: Rizka Safriyani M.Pd.

Key Words: Students' Anxiety, Anxiety Level, Spoken English class

Speaking in a foreign language surely students will experience various obstacles. One obstacle that occurs when speaking a foreign language is a psychological aspect, called anxiety. This qualitative research is intended to identify the level of student anxiety in speaking English and to investigate their perceptions about the causes of student anxiety in speaking English. The subjects of this study were the second semester students of the English study program UIN Sunan Ampel Surabaya 2019. To collect data, this study used a questionnaire and an interview guide. The first instrument was a foreign language class anxiety scale questionnaire distributed to 30 students who had taken oral English while interview data were obtained from 6 student representatives. Data were analyzed using several methods. Then the results of this study are presented in the form of a description. The results of this study indicate that 6 students (18%) have a low level, 9 students (31%) have a moderate level, and 4 students (13%) have a high level. That means that most students have an anxiety level at the intermediate level among the other levels found in this study. In addition, researchers also found some students' perceptions related to the causes of anxiety in speaking English, namely, tests of anxiety, communication anxiety, and fear of negative evaluations. Most students feel that anxiety in speaking English is caused by communication fears. So, it can be concluded that the second semester students are categorized in the secondary level and their speaking anxiety is caused by lack of mastery of grammar, lack of vocabulary, and lack of preparation.

ABSTRAK

Farisy, Miftakhullail Nur A. (2019). Kecemasan Siswa dalam Berbicara Bahasa Inggris di Kursus Bahasa Inggris Lisan: Studi Kasus di Departemen Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya. Sebuah tesis. Departemen Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Dosen Pembimbing I: Dr. Irma Soraya, M.Pd. Dosen Pembimbing II: Rizka Safriyani M.Pd.

Kata Kunci: Kecemasan Siswa, Tingkat Kecemasan, kelas Bahasa Inggris Lisan

Berbicara dalam bahasa asing tentunya siswa akan mendapatkan pengalaman berbagai kendala. Salah satu kendala yang terjadi ketika berbicara bahasa asing adalah aspek psikologis, yang disebut kecemasan. Penelitian kualitatif ini dimaksudkan untuk mengidentifikasi tingkat kecemasan siswa dalam berbicara bahasa Inggris dan untuk menyelidiki persepsi mereka tentang penyebab kecemasan siswa dalam berbicara bahasa Inggris. Subjek penelitian ini adalah mahasiswa semester dua program studi bahasa Inggris UIN Sunan Ampel Surabaya 2019. Untuk mengumpulkan data, penelitian ini menggunakan kuesioner dan panduan wawancara. Instrumen pertama adalah kuesioner skala kecemasan kelas bahasa asing yang didistribusikan kepada 30 siswa yang telah mengambil kelas bahasa Inggris lisan, sementara data wawancara diperoleh dari 6 perwakilan siswa. Data dianalisis menggunakan beberapa metode. Kemudian hasil penelitian ini disajikan dalam bentuk deskripsi. Hasil penelitian ini menunjukkan bahwa 6 siswa (18%) memiliki tingkat rendah, 9 siswa (31%) memiliki tingkat sedang, dan 4 siswa (13%) memiliki tingkat tinggi. Itu berarti bahwa sebagian besar siswa memiliki tingkat kecemasan di tingkat menengah di antara tingkat lain yang ditemukan dalam penelitian ini. Selain itu, peneliti juga menemukan beberapa persepsi siswa terkait dengan penyebab kecemasan dalam berbicara bahasa Inggris, yaitu, tes kecemasan, kecemasan komunikasi, dan ketakutan akan evaluasi negatif. Sebagian besar siswa merasakan bahwa kecemasan dalam berbicara bahasa Inggris disebabkan oleh ketakutan komunikasi. Jadi, dapat disimpulkan bahwa siswa semester kedua dikategorikan dalam tingkat menengah dan kecemasan berbicara mereka disebabkan oleh kurangnya penguasaan terhadap grammar, kurangnya kosakata, dan tidak adanya persiapan.

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LIST OF ABBREVIATION

UIN : Universitas Islam Negeri

FLCAS : Foreign Language Class Anxiety Scale

A : Agree

N : Neutral

DA : Disagree

CA : Communication apprehension

TA : Test anxiety

FONE : Fear of negative evaluation

CHAPTER I

INTRODUCTION

The first chapter provides a research background that explains why the researcher conducts this research and the significance of this research. In addition, the problems and objectives of this research also developed with the introduction. Then, the determination of research points is described in scope and limitation.

A. Background of Study

Speaking is the ability to express ideas or opinions systematically orally so that the meaning conveyed can be understood by other people we are talking to. It means that speaking is a way for students to share their feelings, to express their knowledge and also to show their performance to other people. They should speak clearly, fluently and accurately when they express their ideas or share their feelings so that people can understand what they mean. Im addition, Rozakis revealed that having the ability to speak English was important for achieving someone success, because it affected the ability to find work, plan or travel and so on. This means that if s student or person has the ability to speak English, they can automatically compete with others to get good jobs.

Many aspect that effect students' speaking ability, one of them is anxiety. According to Brown, anxiety is a feeling that occurs to someone, where the feeling causes the person to become agitated, frustrated and worried.³ It means that anxiety is a circumstance of obstacle in speaking that should be decreased by students. In this research, there are several levels that have anxiety, including low, medium and high anxiety level. Student who have high levels of anxiety can be said if the ability to speak is classified as low, and vice

¹ David N. *Practical English Language Teaching*. (New York: McGraw Hill, 2003). p40.

² Rozaki Laurie. *The Complete Idiots' Guide to Public Speaking English.* (Alpha Bools: US of America, 1999). p28

³ H. D. Brown. 4th edition of the Principle of Language Learning and Teaching. (Longman, Inc., San Fransisco, 2000). p151

versa. Student anxiety level are not easily identified because it is very crucial. However, anxiety occurs when someone feels nervous or afraid of what will happen later, as is the fear of talking to others.

In order to resolve student anxiety level in speaking, English Language Education Department of UIN Sunan Ampel provides Spoken English class as one of the compulsory course that must be learned in the second-semester. Some strategies and techniques have been used for every lecture in teaching speak English such as roleplay and small group discussion. Nevertheless, based on preliminary research on the student that ever joint in Spoken English class. One of the students said that they still have some problem in speaking. She told me that she chose to be silent when she asked the lecture to give her ideas or opinion because she was afraid when when she spoke English to make mistakes. She also said that when the other students could speak fluently than him, she felt annoyed to speak English in the class. It means that some of the second-semester students have anxiety in speaking English. This condition is caused by one of psychological factor related to students' reluctance to speak.⁴

A research on this case was conducted to determine the level of anxiety among students. One of Ulum's research to find out the level of student anxiety, find out the circumstances affecting the level of student anxiety, and find out how the teacher reduces the level of student anxiety in speaking.⁵ Analysis use descriptive qualitative to assess the data outcome. The source of the data from the questionnaire results and the interview. Research results indicate that most students are classified in the middle anxiety level. Some factor that influencing the anxiety; frightened, worry, not confidents and low vocabulary.

On the other hand, there are few numbers of researches related to the students level anxiety on speaking English. One of those researches found in the current topic is from Mulyani. ⁶ The researcher was conducted to capture the ability of the students to

⁵ Bakhrul Ulum. Students Anxiety Levels in Speaking at Al Hikmah English Club of SMA Islam Al Hikmah Mayong. 2016

⁴ H. Douglas Brown. *An Interactive Approach to Language Pedagogy*. (Englewood Cliffs: Prentice Hall). p.3

⁶ Mulyani. The Correlation between Students Anxiety Level and their Speaking Ability at the Second Year SMA 1 Enok. 2011

speak and to check the link between the level of anxiety among the students and their ability to speak. A questionnaire is prepared by the researcher to measure the anxiety level and speaking ability of students. The result shows that students in SMAN 1 Enok is categorized on the middle level of anxiety.

The previous study by Mulyani have conducted the research in the senior high school, not university, with both agree that study in anxiety level in speaking is very crucial because the student must know their level anxiety so that they can improve their speaking ability. Compared to the previous study, Weni et.al. research attract on the university student anxiety level. While the study attend to the fourth-semester student of English Education. Furthermore, Pratiwi et.al. research is more similar to the present research in case of the objectives and the setting of the research. 8 Whereas the Public Speaking Class Anxiety Scale (PSCAS) that proposed by Yaikhong and Usaha is used on the research. However, this present study using a questionnaire adopted from Foreign Language Anxiety Scale (FLCAS) arrange from Horwitz et.al. 10 the preview research already talks about speaking anxiety only. So, another difference that makes this present research different from previous research is that this present research the researcher wants to categorize their anxious on speaking anxiety and to identify the anxiety level of student.

Hence, this study formulated to identify and to categorize "Students' Anxiety on Speaking English in Spoken English Course at UIN Sunan Ampel Surabaya". The researcher defines the qualitative method which aims to utter in-depth questioning about student anxiety level on speaking in Spoken English class. This research will be support with questionnaire and interview in order to answer the problems of this research.

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⁷ Weni Delfia Mitha, Zul Amri, and Don Narius. *An Analysis of Students Speaking Anxiety Faced by the Fourth Semester Students of English Education.* Journal of ELT. Vol 7 No.3

⁸ Ira Audian Pratiwi, Soni Mirizon, Zuraida. An Analysis on Students Perception toward their Speaking Anxiety of English Education.

⁹ Yaikhong, K., and Usaha, S. *A Measure of EFL Public Speaking Class Anxiety*. English Language Teaching. 2012. Vol 5 No.12. p.23-35

¹⁰ Horwitz, et.al. Language Anxiety: From Theory and Research to Classroom Implications. Foreign Language Classroom Anxiety. 1991. p.27

The setting of this research is UIN Sunan Ampel Surabaya, especially at Spoken English class of English Language Education Department as a result of students have difficulty speaking about their confidence and anxiety. as the students in the second semester who are unfamiliar with their new class situation. Moreover, most of them graduated from Islamic school where their foreign language is not only English but Arabic as well. They need adjustment and practice to be able to follow the lesson. That is why the researcher conducts to research on Students' Anxiety on Speaking English in Spoken English Course. It helps the researcher to investigate the related issue and the findings can be used as the citation for another researcher.

B. Research Question

Established on the explanation of background of the study above, the research question then come as below:

- What are causes anxiety for students when they speak English in the Department of English Language Education at UIN Sunan Ampel Surabaya?
- What is the level of anxiety of students in the Spoken English class of English Language Education Department at UIN Sunan Ampel Surabaya?

C. Objectives of the Research

All things considered the student of the problem question in this study, the objective of this study is:

- to categorize the causes anxiety for students when they speak English in the Department of English Language Education at UIN Sunan Ampel Surabaya.
- 2 to identify the level of anxiety of students in the Spoken English class of English Language Education Department at UIN Sunan Ampel Surabaya.

D. Significance of the Research

At the end of writing this study, the researcher hopes that the conclusion of this research will provide assistances for the following.

a. For the Teachers

The outcome of this study will help the teacher know the level of speaking anxiety of the students in the Spoken English class and how the views of the students on speaking anxiety when they studied in their speaking class. In learning to speak, the teacher will predict the discomfort of the students.

b. For the Other Researcher

The conclusion of this research is also help the other researcher who wants to do study in this field. Especially research on the strategies of students in speaking class to overcome speech anxiety. This means that this study can be the preceding study for the other researcher who wants to investigate related to the speaking anxiety.

E. Scope and Limitation

The scope of this research is aimed on the level of student anxiety in speaking English. Anxiety levels have been divided by Emre into three levels of anxiety, namely low, medium and high level. ¹¹ Thus, the scope of this study focuses on the three levels described above. Besides, the research also aimed on the students' anxiety causes when speaking English. Furthermore, the limit of the research is the second-semester student of English Language Education Departmen at UIN Sunan Ampel Surabaya, especially in Spoken English class in the academic year 2018/2019.

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¹¹ Emre D. 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

D. Definition of Key Term

1. Anxiety

Anxiety can be described as complex affective concepts associated with frustration, self-doubt and worry, according to Thomas. ¹² Furthermore, Rochman also states that when we feel threatened, anxiety is one of our normal feelings triggered by fear and worry. This is one of the consequence of excessive fear, but this could be caused of duration and conservation of fear. ¹³ So, anxiety in this research defined as a condition which is usually experienced by students when they feel excessive fear that makes it difficult for them to speak during the Spoken English class.

2. Factor Affecting Students' Anxiety

There are some factors that affect student anxiety in speaking was explained by Mitha in her research. The factors affecting the anxiety of students, including communication concerns, test anxiety and fear of negative assessment. Hence, the research also uses some factors affecting students anxiety that was explained above, namely communication apprehension, test anxiety, and fear of negative assessment.

3. Spoken English

Spoken English is one of the course of English Language Education Department at UIN Sunan Ampel Surabaya. It is aimed at students of the second-semester to get English lesson about speaking skill and expected the students able to become mastering their English speaking skill.

¹² Thomas Scavol. The Effect of affect: A Review of the Anxiety Literature Language Learning. p.129

¹³ S. Rachman. Anxiety Second Edition. University of British. (Columbia: Canada, 2004). p.3

¹⁴ Mitha, W. D. An Analysis of Students Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program. Journal of ELT. Vol.7. No.3

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter explained the theoretical framework and kinds of literature, which is focused on the speaking anxiety that followed by the definition of speaking skill, types of speaking, components of speaking, the difficulties of speaking, definition of anxiety, factor causes anxiety, definition of speaking anxiety, and level of anxiety. In the last point, the researcher also gives the earlier study interrelated to this study. Each of point that mentioned above will be consider more in this section.

A. Literature Review

1. Speaking

1.1. Definition of Speaking Skill

English language has four language skills, one of which is speaking skill. Speaking is a type of productive skill which a sound of the language produced by the speaker. Generally, oral skill known as communication with other people where there are speakers and listener who negotiate the meaning of their conversation. there are some experts who give definitions about speaking. According to Nunan, speaking is a productive verbal skill that may involve expressing ideas or opinion, expressing a desire to do something, negotiating to get things done and to build social relationship. ¹⁵ According to Brown, speaking is one of the communication skills in English which has a close relationship with listening in a pragmatic view of language performance. ¹⁶ In addition, Harris states that speaking is a complex skill that uses the ability to

¹⁵ David Nunan. Research Methods in Language Learning. (University Press: Cambridge, 1992). p.22

¹⁶ H. Douglas Brown. *Language Assessment Principle and Classroom Practice*. (Longman: San Fransisco, 2003). p.121

pronounce, grammar, fluency and comprehension which some of these abilities are used to get score in speaking skill.¹⁷ It can be concluded that speaking has a function as communication with someone or more which can express an idea or feelings.

1.2. The Types of Speaking

There are five basic types of speaking that was states by Brown in his book. The five basic types are mentioned below.18

a. Imitative

The first of the basic types of speaking is the capability to imitate or duplicate a spoken expression, a phrase, or a full sentence. Pronunciation is the speaking performance that centered in this type. No conclusions are drawn to explain or express the context or to participate in constructive dialogue. So, the speaker must maintain a short language that must be imitated.

b. Intensive

Intensive is the second types of speaking that produces short bursts of verbal language designed to demonstrate skill in grammatical, phrasal, lexical or phonological relationship, such as intonation, stress, and rhythm.

c. Responsive

The third type of speaking is responsive in which this types include interaction and understanding at a bounded level of brief conversations, common greetings, small talks, simple requests or comments, and the like.

¹⁷ Harris, P.D. Testing a Second Language. (George Town: Mc. Graw Hill Publish Corp, 1978).

¹⁸ H. Douglas Brown, Op. Cit. p. 134

d. Interactive

Interactive speaking is the fourth type of speaking that nearly similar to responsive speaking. Thus, interactive and responsive are different in the scope of the interaction's duration and difficulty, often involving multiple participants. Interaction takes two form of transactional language, which has the aimed at exchanging some knowledge or informal networks aimed at maintaining social relationship.

e. Extensive

Extensive is the last type of speaking that includes conversations, spoken presentation and story telling. The language style is often more deliberate or planning involved in this type of conversation.

1.3. Components of Speaking

According to Welty, speaking is one of the four basic language skills, and since it is a basic communication skill, it plays an important role in everyday life. Speaking must meet the following criteria:¹⁹

a. Pronunciation

Pronunciation is the ability to create connections that are easy to understand. The main body of pedagogy includes these basics to help students learn pronunciation. The first is comfort that is an instruction to imitate and imitate to produce such a sound without further explanation. The second is language training that is the composition of special exercises includes the use of words or phrases to practice certain sounds, sounds sequences, stress patterns, rhythms and intonations. The third is practical phonetics, which includes descriptions of linguistic organs, sounds descriptions, stress, rhythm and intonation.

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¹⁹ Welty, D. and Dorothy, R. W. *The Teacher Aids in the Interlocutor Team*. (New York: Mc Grew Hill). 1976

b. Grammar

Grammar is the collection of probable and essential rules that define the arrangement of sentences, phrases and terms in a specific natural language. Grammar experts point out that this is a kind of robust structural pattern in which it is impossible to learn a language without grammar.

c. Vocabulary

Vocabulary means the correct phrase used for communication. Vocabulary refers to a collection of words that matches the content. The vocabulary is divided into two parts: a private class and a public class that consists of prepositions, pronouns and connections.

d. Fluency

Fluency is the subtlety or flow of sounds, syllables, words and phrases corresponding to words. Fluency is the most effective voice system operation achieved by students so far. It is about someone who can express a language quickly and easily without difficulty.

e. Comprehension

Comprehension is the how well or understand the language, it can be better understand it by reading, listening to others, and answering questions. In addition, comprehension is the ability to fully understand and recognize situations, facts, etc. It is the ability to understand the speakers' intentions and his general meaning.

1.4. The Difficulties of Speaking

The difficulties of speaking have several problems, such as feeling anxious when going to talk, the environment does not support to speak English frequently, do not have grammar mastery, and less of vocabulary. The

challenge in speaking is, according to Brown, a way to combine words into easy-to-understand phrases and repeat the conversation for each word. ²⁰ Other difficulties students face when speaking are intonation and interaction. According to Zhang, for most learners, speaking English is still the most difficult skill, and he still cannot speaking English.²¹ According to Peny, there are many factors that cause speech difficulties, and the following areas, first is prohibited, this mean the students worry that they make mistakes, are afraid of criticism, or are ashamed. The second, students have no motivation to express themselves. The third is due to the large number of classes and the tendency of some students to dominate, only one participant can speak at a time, while others can speak little or not. The last is use the language of the mother, students who speak the same mother tongue usually use this language because it is easier to use and less affected by the language²²

2. Anxiety in Speaking

2.1. Definition of Anxiety

Anxiety is one of the important aspects of neurotic and psychotic developing. According to Rochman, anxiety is threatened by natural feelings, feelings of tension and fear. This is one of the consequence of excessive fear, persistence of fear and anxiety. ²³ Anxiety is one of the most common mental illnesses. About 40 million people over 18 years of age worldwide suffer from excessive or morbidity. As indicated in the Guide to the Diagnosis and

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²⁰ H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy*. (San Francisco: Longman, 2001). p.4

²¹ Zhang, S. *The Role of Input, Interaction, and Output in the Development of Oral Fluency.* English Language Teaching. Vol. 2. No. 4. p.91-100

²² Peny, U. A Course in Language Teaching. (Cambridge: Cambridge University Press, 1996).

²³ S. Rochman. *Anxiety Second Edition*. (Canada: University of British Columbia, 2004). p.3

Statistics of Mental Disorders (DSM-!V-TR), fear is a natural and restrained response that people need. If excessive, suspected or uncontrolled, certain external stimuli are not needed, and when symptoms begin to manifest through various physical and emotional symptoms. As well as changes in cognitive abilities and behavior, they can turn into debilitating disorders. ²⁴ It concluded that fear is always a sense of fear that makes future events always bad.

2.2. The Factors Causes of Anxiety

According to Horwitz et al., Linguistic interest in evaluating results in academic and social contexts is linked to three results: communication problems, test anxiety and fear of negative evaluation.²⁵ This explanation provides a common reason for students to speak foreign language. Understand the source or cause of the source.²⁶

Problem Communication means the student personality traits such as shame, and disgust are common communication problems deposits. This guilt ranges from individual to individual and from situation to situation. Mack Krosky and Bond identify seven factors that can reassure students, namely low intellectual ability, poor language skills, spontaneous social intolerance, social exclusion, fear of communication, low social self-esteem, and cultural diversity of communication.²⁷ Peny also said that the barriers for students to communicate, lack of current knowledge, difficulties for students to express their thoughts, and the fact that students attend meetings for a

²⁵ Horwitz, E.K., Horwitz, M. B, and Cope, J. *Foreign Language Classroom Anxiety*. Modern Language Journal. 1986. Vol.70. p.127

²⁴ American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders 4th Ed.* (Washington DC: Author, 2000)

²⁶ Muhammad Tanver. Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills. University of Glasgow. 2007. p.14

²⁷ *Ibid*,. p.12

limited time can help them practice speaking evenly. ²⁸ While communicating, student still speak their native language for a better understanding.

Anxiety test is also important for discussing fear of foreign languages. Test anxiety is a situation that makes students worry when they receive a test or an official assessment.²⁹ Horvitz et al. said that checking for anxiety is a form of anxiety induced by fear of failure.³⁰ It suggests that in a foreign language, the fear of failure tests lectures directly.

Fear of negative feedback becomes an issue as students receive other people's negative changes. Fear of negative feedback is a continuation in a foreign language of the second element of anxiety. This is because it is not limited to a study scenario and can arise in social and assessment situations, for example, at interviews or classes in a foreign language.³¹ This is also broader, because this applies not only to the assessment of the student's teachers, but also to the reactions of other students.³²

In addition, there are many factors that cause of speaking anxiety that can occur to the students. The factors that cause of speaking anxiety they include:³³

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

²⁹ Nurmaya N. An Investigation of English Language Anxiety Experiences of Undergraduate Students in Bangladesh. 2013. p.21-22

³¹ *Ibid*., p.127

²⁸ Peny, Ur. *A Course in Language Teaching Practice and Theory.* (Cambridge University Press: Cambridge, 1996). p.10

³⁰ Horvitz, E.K., Horvitz, M. B., and Cope, J. *Foreign Language Classroom Anxiety*. Modern Language Journal. vol. 70. 1986. p.129

³² Muhammad Tanveer. *Investigation of the Factors that Cause Language Anxiety for ESL/EFL.* University of Glasgow, 2007. p.14

³³Liu 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.

delivered during the course of the lesson took place in a foreign language.³⁴

2 Low English Proficiency.

According to Brown, performance quality is closely related to the results obtained. Learning in 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 of work students greatly affects the results obtained. ³⁵So, if the English proficiency of student is low, it also affects their performance.

3 Lack of Preparation.

Preparation is one of the important things that must be done before the performance. In performance Speaking English especially in front of the public, we must need good preparation because without preparation we can be nervous to face the situation. So, students can prepare vocabulary related to the topic that will be delivered or speak, or prepare the correct intonation of disclosure while speaking, and so on.

3. Speaking Anxiety

Speaking is a part of communication which has some factors. One of the factors contains psychological is an effective factor. Tuan and Mai states that having low motivation, lack of self-confidence and feeling anxiety are included in affective factors.³⁶ Witt et al. states that fear was late due to past negative experiences and a lack of

³⁴ Penny Ur, "A Course in Language Teaching (Practice and theory)", Cambridge University Press

³⁵H. Douglas Brown, (1987), *Principle Of Language Learning and Teaching*, (New Jersey: Prentice Hall, Inc.), p. 24.

³⁶ Tuan, N. H., and Mai, T. N. Factor Affecting Students' Speaking Performance at Le Than High School. Asian Journal of Education. Vol. 2. No. 3. 2015. p.23

control over the environment. Some depressed people believe that future attempts are in vain. ³⁷ For example, depressed student speakers may fail in future language skills if they have experience working in the same situation or have low expectations of internal success. There are several factors that affect the speaker's fear. People with depression can make negative internal confessions and accusations of expected or unrecognized failures that they do not succeed or cannot given an effective public speech on this issue.

4. The Level of Anxiety

Emre states that there are several levels of student speaking anxiety to the experience they have ever faced. 38 Based on the fear of his research, it can be divided to various categories that arise from an empirical point of view, student gender and student knowledge. On the other hand, low, medium, and high, to measure how the level of anxiety of the accompanying students can be divided into three categories. 39 Horvitz said a person's level can be seen from the willingness of a person to react to a specific problem. 40 Thus, the researcher sees and observes each student know the level they have from the category of each level which has been determined of the theory.

To categorize the students into low level anxiety here means that when students 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. Then for medium level anxiety means that

³⁷ Witt, Paul L., Roberts, Mendy L., and Behnke, Ralph R. *Comparative Patterns of Anxiety and Depression in a Public Speaking Context.* University of North Texas. Vol 11. No.1

³⁸ Emre D. Sources and Levels of Foreign Language Speaking Anxiety of English. International Journal of English Language Education. 2016. Vol. 4. No. 1

³⁹ Horvitz, E.K., Horvitz, and D. J. Young. Language Anxiety: From theory and Research to Classroom Implications. p.27-39
⁴⁰ Ibid., p.39

students feel less confident about the situation in their experience with doubt in their abilities and still needs help from others in a certain condition. So, they will also comfortable if they get help and support from others. The last, high level anxiety means that students feel unconfident on their capability that makes them afraid to do something although in the imperative condition. They do not feel any dependence at all, so it will not show an exaggerated attitude to seek or expect for help. 41

5. Perception

5.1. Definition of the Perception

The definition of perception is taken from some experts. Perception is a method of understanding information about someone else by someone else, according to Nelson and Quick. ⁴² On the other hand, perception is the way people think something around them. From the perspective of the individual, it is obvious that all interpretations rely on the information received and how the information is translated into correct information. In other words, while we obtained the same information, we have a different way of interpreting the information on the basis of the ability to interpret it.

Based on their psychological process, people may have different perception depends on their psychological process. Perception cannot be determined whether it is right or wrong because each person has her or his right to have their opinions as long as the evidence cam support it. Rao and Narayan said that perception is a process of someone to choose, regulate, and interpret sensory stimuli

⁴¹ Albert Bandura. *Psychotherapist's Anxiety Level, Self-Insight, and Psychotherapeutic Competence.* Journal of Abnormal and Social Psychology. Vol.53. no.3

⁴² Nelson, J.C., and Quick, D.L. *Organizational Behavior: Foundations, Realities, and Challenges.* (New York: West Publishing Company). p.83-84

to be meaningful about their environment.⁴³ The manner in which perception is represented indicates that stimuli play a major role in building perception. Therefore, the perception involves two processes; sensation and interpretation.

5.2. Perceptual Process

A perceptual process is a step which is used by someone to interpret information. ⁴⁴ The figure below shows the perceptual process happens.

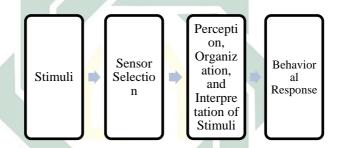


Figure 2. 1 The Perceptual Process

Based on the figure above, the perceptual process begins from stimuli which are selected by our sensory receptors to be interpreted. The data from stimulus are selected by individual sensors and people can interpret the sensory message. The information which is interpreted can be different depends on some factors. That is why each person may have different perceptions.

Another expert also explains the process of perceptual perception. The process of student perception

⁴³ Rao, V. S. P., and Narayana, P. S. *Organisation Theory and Behavior*. (Delhi: Konark Publishing Company, 1998). p.329-330

⁴⁴ Forgus, R. H. (1996). *Perception: The basic process in cognitive development.* New York: McGraw-Hill, Inc.

through three stages is explained by Alex. ⁴⁵ First, the sensory stimulation stage, where physical and social stimulation through the human sensory organs, which in this process includes the introduction and gathering of information about stimuli. The second stage is the set of sensory stimulation, meaning that students regulate the stimulus they have received in a pattern that is meaningful to them. The last stage is interpretation or evaluation, in this stage the student will interpret the data in various ways after the stimulus or data set is received.

5.3. The Relation between Perception and Learning

According to Kleinke, perception is important because it influences the students in learning. 46 when the students have good perceptions of the speaking anxiety which is happening in the spoken class, it can indicate the student to be successful in learning speaking English. On the contrary, if the students have bad perceptions towards strategies which are applied by the lecturer, it can indicate them to be failed. The following figure is the discussion. 47

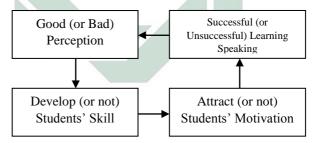


Figure 2. 2 The Relation between Perception and Learning

⁴⁵ Alex, S. *Psikologi Umum cet.II*. (Bandung: Pustaka Setia)

⁴⁶ Kleinke, C. L. *Self-Perception: The Psychology of Personal Awareness*. (San Francisco: W.H. Freeman and Co.)

⁴⁷ *Ibid.*,

In this research, the researcher would implement the definition of perception and perceptual process as the basis to consider how the students perception on speaking anxiety in Spoken English class is formed. The researcher uses a theory from Rao and Narayan, that perception is the process by which a person chooses, organizes, and interprets sensory stimulation to become meaningful information about their surroundings. ⁴⁸ Some factors influencing perception are used to know how each student could have different perceptions toward speaking anxiety. Moreover, the relation between perception and learning is used to analyzed how the success of learning speaking English is also defined by the students perception towards anxiety of speaking in the spoken English class.

B. Review Related Studies

The first previous study conducted by Weni Delfia, Zul Amri, and Don Narius. ⁴⁹ The research aims to find out the type and the level of speaking anxiety faced by fourth semester student. The data of this research was collected by the questionnaire and interview. The findings show that the level of student speaking anxiety is at the middle level. Besides, the dominant type of speaking anxiety is fear of speaking test. This study has similar objective to the present study that is to find out the level of students speaking anxiety. However, the subject of the research is forth semester student from different universities, while this present study investigated second-semester student from UIN Sunan Ampel. Another different point is that this research does not discuss the students perception of speaking anxiety, but this research discusses the type of speaking anxiety.

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⁴⁸ Rao, V. S. P., and Narayan, P.S. *Organization Theory and Behaviour*. (Delhi: Konark Publishing Company). p.329-330

⁴⁹ Delfia, W.M., Amri Z., and Narius, D. *An Analysis of Students Speaking Anxiety Faced by the Forth Semester Students of English Education Study Program of Universitas Padang*. Journal of Langauge Teaching. 2003. Vol.7. No. 3.

The second previous study is research written by Ira, Soni, amd Zuraida. The research find out the level of student speaking anxiety, factors contribute to students speaking anxiety, and students perception coping with their strategie when they speak in English. The research used a quantitative descriptive by giving Public Speaking Class Anxiety Scale questionnaire and interview question to collect the data. the result of the research show that the most of students were in the medium level of speaking anxiety, the factors contribute students anxiety were unfamiliarity with the topic, and practicing more is the strategies to reduce speaking anxiety. The different between the research and the present study is that this research focuses on the third finding, while the present study focus on the level anxiety and the students anxiety on speaking English. Moreover the present research used the Foreign Language Class Anxiety Scale that adopted from Horvitz.

The third previous study is research by Ulum. ⁵¹ The research find out the students anxiety level in speaking, to find out the factors influencing the student speaking anxiety, and to find out how does the teacher overcomes the student speaking anxiety. The researcher use descriptive qualitative by using result of the questionnaire and interview to collect the data. The result show that the level of speaking anxiety is categorized in the moderate level. The factors influencing student speaking anxiety, including afraid, nervousness, under pressure, not confidence, and fear of mistake. The differences between the research and the present research are that this research investigate the student level anxiety in speaking which is focused on the four categories of the level anxiety, namely mild level, moderate level, severe level, and panic anxiety level. While in the present research only focuses on three level, namely low, medium, and high level.

The fourth previous study is conducted by Ati which in the research intended to know the level of student anxiety and figure out how the student speaking ability can be described from their anxiety

⁵⁰ Ira Audina, P., Soni M., and Zuraida. An Analysis students Perception towards Their Speaking Anxiety of English Education Study Program at Sriwijaya University.

⁵¹ Bakhrul Ulum. An Analysis of Student Anxiety Level in Speaking in Al-Hikmah English Club of SMA Islam Al-Hikmah Mayong. 2017.

level.⁵² The research use descriptive quantitative approach which are collected through questionnaire and the final score from the speaking test. The result shows that the most of the student are at a mildly anxious level. Besides, the finding of the research gives a description that anxious student are not necessarily having low score, and mildly anxious student might not always have good score. The difference between the research and the present study is that the research focuses on the students anxiety level which is the level categorized into some level that started from very relaxed, relaxed, mildly anxious, anxious, and very anxious.

The next previous study is conducted by Abdalaziz et.al. which is the research aim to investigate students level anxiety and the factors that contribute to increasing speaking anxiety. The Foreign Language Speaking Anxiety Scale is use to collect the data and to measure speaking anxiety. The result show that student is categorized in the medium level. Besides, the low self-confidence is the factor that received the highest average followed by fear of negative evaluation and communication apprehension. However, the difference between the research and the present study is objective of this study and the subject of the study.

The sixth previous study conducted by Rumini which in this study conducted to know the types of speaking anxiety, to find out the factor anxiety, and to know the level student anxiety. ⁵⁴ The observation, questionnaire, and interview are used to collect the data. However, the result shows that type of anxiety are state anxiety, trait anxiety, and specific anxiety. The factor of anxiety, including lack of preparation, learners belief about language learning, personal and interpersonal factor, and fear of making mistakes. The strategies to reduce student speaking anxiety is preparation. Then, the most students had level of anxiety in high level. So, the difference between

⁵² Ati Saidatul U. An Analysis of Speaking Anxiety in the Production of English in Speaking Class. IAIN Salatiga.

⁵³ Abdalaziz, M. T., Goh Hock Seng, and Azizah binti atan Abdullah. Examining Levels and Factors of Speaking Anxiety among EFL Libyan. Malaysia. 2018

⁵⁴ Rumini Yuliana. A Case of Students Anxiety in Speaking Performance of IAIN Surakarta. Thesis. 2017.

the research and the present research is the aims of the study. Which in the study focuses on the strategies to reduce the speaking anxiety.

The last previous study is conducted by Dyah that focuses to know the level of student anxiety and the factor that cause speaking anxiety.55 The research use qualitative method to collect the data y analyze the data from the questionnaire and interview. The finding of the research show that the level of students speaking anxiety is categorized at the medium level. Besides, fear of negative evaluation is the dominant factor that influence anxiety of the student when speaking English. However, the difference between the research and the present study is the objectives of the study.



⁵⁵ Dyah, A. Students Anxiety Level in Speaking on General English Class. Thesis, 2018

CHAPTER III

RESEARCH METHOD

This chapter provides a research discusses the research methodology in this research. It consist research design, research subject, the setting of the research. Then pursue by the research instrument for measuring the research question. The last, it is finished by data collection techniques, data analysis techniques and research stage to administer an exceed understanding of this research.

A. Research Design

This research uses the descriptive qualitative method because it describes a real phenomenon about students' perception of speaking anxiety in spoken English class with a natural setting. Creswell states that qualitative research is a type of research that collecting numerical data based on the phenomena and analyzed using mathematical-based methods. ⁵⁶ According to Ary, descriptive research is research designed to determine the nature of the situation at the time of the study in order to obtain information about the current status of phenomenon. ⁵⁷ The purpose of descriptive qualitative is to explain, summarize various conditions, situations or variables that arise based on existing phenomena. It can be concluded that this study involved the participants to find out what was happening in the students' speaking class itself, especially in the spoken English class.

This research focuses on students' anxiety of speaking anxiety. Therefore, this research uses qualitative, because the researcher want to know what happened in student speaking in spoken English class. The researcher tries to explain about how the student anxiety level on speaking and the students perception on speaking anxiety during the study in spoken English class by interviewing students about their experience in the classroom. The researcher also use a questionnaire to analyze the situation. The researcher using a questionnaire

⁵⁶ J. W. Creswell. *Research Design: Qualitative and Quantitative Approaches.* (London: SAGE Publication, 1994)

⁵⁷ Ary, D. Introduction to Research in Education Third Edition. (New York: Holt, Rinchart and Winston the Dryden Press, 1985). p.322

checklist and interview guideline to get complete data. The questionnaire will be taken from the student directly, and then the researcher use the students to make a sample of the interview. Both of them are combined to make a valid data.

B. Research Subject

The subject of this research is 30 student of the second-semester in English Language Education Department at UIN Sunan Ampel Surabaya in academic year 2018/2019 who have enrolled in spoken English class. The researcher selects randomly of the students from entire second-semester and also select 6 participant for interview.

C. Setting of Research

The research conduct in spoken English class of English Langauge Education Department of Teacher and Training Faculty at UIN Sunan Ampel Surabaya. It is located in JL. Ahmad Yani No.117 Surabaya. This research conducted on July, 9th 2019 – August 9th 2019. So, the researcher did interview and distribute the questionnaire to the second-semester students on that month.

D. Data and Source of Data

A. Data

The result of questionnaire and interview are used in this research. The result of the questionnaire is used to know the level of student speaking anxiety and students' perception of speaking anxiety in spoken English class. Then, the result of the interview is to know the students' perception of speaking anxiety. The questionnaire and interview are taken from the students directly because they know about their experience when they attend in spoken English class. The researcher also takes notes during the conduct of the interview.

B. Sources of Data

Related to the data that needed in this research, as the questionnaire and the interview will be obtained from second-semester student of English Language Education Department at UIN Sunan Ampel Surabaya who are enrolling spoken English class in even semester academic year 2018/2019.

E. Data Collection Technique

1 Ouestionnaire

Giving a questionnaire is the step to get the information from the situation in the class. The questionnaire consisted of 24 statements and students only answered by choosing three points given, namely agree, neutral, and disagree which points were in accordance with their experience. The questionnaire is to answer the first research question. The researcher gives the questionnaire to all of the second semester student in English Language Education Department at UIN Sunan Ampel Surabaya to get more information about subject' opinion, beliefs, and feelings about the situation. The questionnaire related with the factor of anxiety to get more information about students' conditions during class, getting more accurate data about students' speaking anxiety, difficulty speaking English, situations that cause fear of speaking, causes and the most common reasons for language anxiety when practicing speaking, especially in spoken English Ouestionnaires are used to obtained factual data or information when researcher ask students questions, and researcher use this tool to prove data validity. To answer the second research question, the questionnaire was used to get more information about students' experiences in speaking English, situations, reasons and main reasons for speaking anxiety, especially in spoken English class.

2 Interview

The researcher uses interview techniques to obtain more specific information from participants who share similar factors that may be affected by anxiety among students. The researcher's interview was used to answer the first question and provide students with other information. This also helps to obtain more input from the researcher. As a consequence of the interview, the researcher took notes during the interview.

Table 3. 1 The Figure of Research Design

No.	Research Question	Literature	Sub ject	Data Colle ction Tech nique s	Instr ume nt
1.	What are causes		6	Quest	Inter
	students anxiety on		stud	ionna	view
	speaking English in		ent	ire	Guid
	spoken English			and	eline
	class of English			Interv	
	Language			iew	
	Education				
	Department at UIN				
	Sunan Ampel				
	Surabaya?	г :	20	0 1	0
2.	What is the level of	Foreign	30	Quest	Ques
	students' speaking	Language	stud	ionna	tionn ·
	anxiety in spoken	Classroom	ent	ire	aire
	English class of	Anxiety			Chec
	English Language	Scale			klist
	Education	adopted from			
	Department at UIN	1rom Horvitz			
	Sunan Ampel	1101 / 102			
	Surabaya?	and Cope.			

F. Research Instrument

Questionnaire and interview are uses by the researcher as the instrument of the research. The following is the specification of the instrument,

a. Questionnaire Checklist

The researcher uses a questionnaire checklist to gain the data to answer the first and second research question. Questionnaire checklist consists of close-ended question adopt from Horvitz's theory which explains about the collection of data about the students anxious and the level of anxiety. The number of statements in the closed-ended question is 24 statements in which the statements number 1-5 related to students' low level anxiety, statements number 6-10 related to the students' medium level anxiety, statements number 11-15 related to students' high level anxiety, statements number 16-18 related to test anxiety, statements number 19-21 related to communication apprehension, and statements number 22-24 related to fear of negative evaluation. The questionnaire can be seen in the Appendix 1.

b. Interview Guideline

The researcher uses an interview guideline to gain the first research question. The question in the interview guideline are openended question which has been divided into four parts of the question namely participant personal data, communication apprehension, test anxiety, and fear of negative evaluation. The number of questions in the interview guideline is 6 questions. The researcher also takes a note to write important information from informant or student. The interview guideline can be seen in the Appendix 1.

G. Data Analysis Technique

In this data analysis technique, the researcher assigns qualitative analysis. This analysis requires the comprehension, synthesizing, explanation of the phenomena towards the theory, and linking what already known to the new knowledge. 58 The description of those requirements is really necessary to visualize the present condition towards the phenomena under the qualitative study. To analyze the data, this result will be analyzed in stages described by Ary et al., which are, familiarizing and organizing, coding and reducing, the last, interpreting and representing. 59

1. Collecting Data

In the first step, the researcher collect the data. The collected data are questionnaire and interview. The researcher collected the questionnaires from second-semester student who have the experience in speaking English.

2. Preparing and Organizing Data for Analysis

After collecting data such as questionnaire and interview, the researcher identified the data and took key points which part is showing of the causes anxiety of students in speaking English and the level of anxiety.

3. Reading all the data

The next step, the researcher read all the data about the causes anxiety of speaking English and the level of anxiety to collect the information as much as possible. The researcher also may take a notes in the data.

4. Coding the data

In this step, the researcher started to analyze the data or information by using a checklist. This is also to identify which information that needs to be used and which one is need to be reduced.

 $^{^{58}}$ Ary, D. Introduction to Research in Education 8^{th} edition. (USA: Wadsworth Cengage Learning, 2010).

⁵⁹ *Ibid.*,

5. Interpreting the Findings

The analyzed data is explained in chapter 4 of this study finding and discussion. The findings relate to the theory which is mentioned in chapter 2. The last step of analyzing data is to conclude the whole research.

H. Research Stages

The research procedure covers the way this study will be carried during the research conducting. Those stages are explained below:

- First, the researcher asked for permission to the research subject, second-semester students of the spoken English class, to conduct research because this research requires student involvement. The researcher also made an appointment to distribute the questionnaire and conduct interviews with students.
- After having the permission the researcher distributes the questioner to the 30 students in the second semester at spoken English class. This questioner is close-ended questions so, the students gave a checklist on the statement based on their experience.
- 3. Conducting interviews. After distributed the questionnaire, researcher interviewed students to find out their experiences and perceptions about the cause of student anxiety in speaking English. The researcher conducted interviews with interview guidelines and took field notes during the session.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses questionnaire and interview conduct by the second-semester student in spoken English class of English Language Education Department. Research reports show statistical explanations of the most common factors that can affect student in oral education. This data also presented in the form of scientific discussion, analyzed on the basis of Horvitz' theory.

A. Research Findings

Based on the questionnaire and interview that was analyzed, the researcher found that students' anxiety level in speaking and their perception of speaking anxiety are explain in the below:

1. Students Anxiety on Causes of Speaking English

Researcher also use interview as a tool to know students' anxiety, which leads to language fear. Researcher limit perception to three types; these are test anxiety, communication apprehension and fear of negative evaluation.⁶⁰ In addition to the results of the previous questionnaire, the interviews here were classified as qualitative data, so researcher randomly selected 6 participant. Information about interview guidelines can be found in Appendix 2.

There are 6 questions for the interview, each with different focus on the common factors that cause fear when speaking. Researcher will determine in detail the number of common factor that cause student to fear speaking. First, question about personal information are included in interview guideline number 1. Then communication apprehension questions are included in interview guideline number 2 and 3. Then questions about test anxiety are included in the relevant interview guidelines number 4. Questions about fear of negative evaluation are included in interview guideline

⁶⁰ Nurmaya N. An Investigation of English Language Anxiety Experiences of Under graduated Student in Bangladesh. p.21-22

number 5 and 6. However, these questions that require honest and sincere answers based on the interviewer.

The researcher listens and takes note respondents' answers. However, researcher maintain limiting respondents' responses based on the theory of limitations used in this study. On the other hand, researcher refer respondents to limited answers related to the theory, even respondents give different answers depending on actual experience. Therefore, researcher rank answers based on the theory used. After doing an interview with 6 respondents, data collection is presented in the form of the following table.

Table 4. 1 The Result of the Interview

Common Factors that Cause Students' Speaking Anxiety			
Communication Apprehension	3		
Test Anxiety	1		
Fear of Negative Evaluation	2		

The table above shows that 3 out of 6 respondents believe that communication apprehension is the biggest factor that causes hourly fear when talking to students. Then one respondent stated that the anxiety test is a factor that causes fear when talking to students. Meanwhile, 2 respondents indicated that fear of negative evaluation is a factor that triggers fear when talking to students.

2. The Students' Anxiety Level in Speaking

Data specified in the questionnaire were analyzed based on frequency classification in percent with Ms. Excel 2003 and then included in the table. Therefore that number can only be given as a measure of the student anxiety level. There are 24 items in the questionnaire and it divided into 6 types of elements. The first item shows the student low level of anxiety. The statement of the types includes number 1,2,3,4 and 5 which are 3 responses to each item, such as Agree, Neutral and Disagree. This item included in the positive evaluation, which when respondents choose the response Agree has a value of 1, Neutral value of 2, and Disagree value of 3. The response was changed into a number code to make it easier for

researchers to analyze. The responses are used to determine the level of student anxiety. Each value represents its own level, namely value 1 indicates a high level of anxiety, value 2 indicates a medium level of anxiety and value 3 indicates a low level of anxiety.

The second item shows the students medium level of anxiety. The statement of the type includes number 6, 7, 8, 9 and 10 which are 3 response each item, such as Agree, Neutral and Disagree. Contrary to the first item, this item is included in the negative evaluation, where each response has a different value from the first item. In this item, response of Agree is 3, Neutral is 2, and Disagree is 1. The same as the first item, this response is converted into a number code to make it easier for researcher to analyze. The responses are used to find out anxiety levels of students. Each of these values represents its own level, that is, value 1 indicate a low level of anxiety, value 2 indicate a medium level of anxiety, and value 3 indicate a high level of anxiety.

The third item shows the students' high level of anxiety. The statement of high level of anxiety includes number 11, 12, 13, 14, and 15 which are 3 response each item, such as Agree, Neutral and Disagree. Similar to the second item, this item is included in the negative evaluation, where each response has a different value from the first item. In this item, response of Agree is 3, Neutral is 2, and Disagree is 1. The same as of the first item, this response is converted into a number code to make it easier for researcher to analyze. The response are used to find out anxiety levels of student. Each of these values represents its own level, that is, value 1 indicate a low level of anxiety, value 2 indicate a medium level of anxiety, and value 3 indicate a high level of anxiety.

The fourth item shows test anxiety. The statement of test anxiety includes number 16, 17, and 18 which are 3 response each item, such as Agree, Neutral and Disagree. Contrary to the first item, this item is included in the negative evaluation, where each response has a different value from the first item. In this item, response of Agree is 3, Neutral is 2, and Disagree is 1. The same as the first item, this response is converted into a number code to make it easier for researcher to analyze. The responses are used to find out students' perception on speaking anxiety. Each of these values represents its own factor, that is, value 1 indicate a test anxiety, value 2 indicate a

communication apprehension, and value 3 indicate a fear of negative evaluation.

The next item shows a communication apprehension. The statement of this type includes number 19, 20, and 21 which are in 3 response each item, such as Agree, Neutral and Disagree. Contrary with the first item, this item is included in the negative evaluation, where each response has a different value from the first item. In this item, response of Agree is 3, Neutral is 2, and Disagree is 1. The same as of the first item, this response is converted into a number code to make it easier for researcher to analyze. The responses are used to find out the students' perception on speaking anxiety. Each of these values represents its own factor, that is, value 1 indicate a test anxiety, value 2 indicate a communication apprehension, and value 3 indicate fear of negative evaluation.

The last item shows fear of negative evaluation. The statement of this type includes number 22, 23, and 24 which are response each item, such as Agree, Neutral and Disagree. Contrary to the first item, this item is included in the negative evaluation, where each response has a different value from the first item. In this item, response of Agree is 3, Neutral is 2, and Disagree is 1. The same as the first item, this response is converted into a number code to make it easier for research to analyze. The responses are used to find out the students' perception on speaking anxiety. Each of these values represents its own factor, that is, value 1 indicate a test anxiety, value 2 indicate a communication apprehension, and value 3 indicate a fear of negative evaluation.

No	Statement		Response		
No.	Statement	A N DA			
1.	I do not worry about making mistakes	12	18	0	
	when speaking English in language class.	40%	60%	0%	
2.	I would not be nervous when speaking	8	17	5	
	foreign language with native speaker.	27%	56%	17%	
3.	I feel confident when I speaking English	12	13	5	
	in the class.	40%	43%	17%	
4.	It would not bother me at all to take more	14	13	3	
	foreign language class.	47%	43%	10%	
5.	I feel overwhelmed by the number of	7	18	5	
	rules you have to learn when speaking	23%	60%	5 17%	
	English.	25%	00%	1/%	

Table 4. 2 Questionnaire Results of the Low Anxiety Level

Table 4.1 the results of the first table which is consist of five statements in order to determine the low level anxiety of student in speaking. the first statement shows that 40% of students chose "Agree", 60% of students chose "Neutral" and none student chose "Disagree". This mean that the student are not worried to make mistake when speaking English.

For the second statement, 27% of students choose "Agree", 56% of student choose "Neutral" and 17% of student choose "Disagree". This mean that the most of the student are not getting nervous when speaking with native speaker. For the third statement, 40% of student choose "Agree", 43% choose "Neutral" and 17% choose "Disagree". This mean that most of student accept the statement of they feel confident when speaking English in the class.

Next, the statement number four, there are 47% student choose "Agree", 43% choose "Neutral" and 10% choose "Disagree". This mean that the most of student accepted the statement that they would not bother to take more foreign language class. The statement number five, 23% of student choose "Agree", 60% of student choose "Neutral" and 17% of student choose "Disagree". This mean that most of the student feel overwhelmed by the number of rules they have learn to speak English.

The statement number six up to ten were about the student speaking anxiety in medium level. Those five closed-ended statement were counted and the result can be seen in the table 4.2 below.

Table 4. 3 Questionnaire Result of the Medium Anxiety Level

No	Statement	Response		se
No.	Statement		N	DA
6	I tremble when I know that I am going	7	15	8
6.	to be called on language class.	23%	50%	27%
7	I get nervous more when I study too	2	15	13
7.	much for a language test.	7%	50%	43%
0	I worry to get left behind when the	7	19	4
8.	language class move so quickly.	23%	64%	13%
9.	I get nervous when I do not	12	13	5
	understand the teacher says.	40%	43%	17%
10	I feel more tense in the language class	5	18	7
10.	than the other class.	17%	60%	23%

Table 4.2 above show that there were 23% student choose "Agree", 50% choose "Neutral" and 27% choose "Disagree" in statement number six. This mean that most of student tremble when they are going to be called in language class. In the statement number seven show that there were 7% of the student choose "Agree", 50% choose "Neutral" and 43% choose "Disagree". This mean that most of student are confuse when they are studying hard for the language test.

Next, the statement number eight show that 23% of the student choose "Agree", 64% choose "Neutral" and 13% choose "Disagree" which is mean that the most of student accept the statement about the worry to getting left behind when the class move so quickly. Then for the ninth statement, there were 40% of student choose "Agree", 43% choose "Neutral" and 17% choose "Disagree". This mean that most of student getting nervous when do not understand what teacher says. That statement also supported by the statement number ten which show that there were 17% of the student choose "Agree", 60% choose "Neutral" and 23% choose "Disagree. This mean that the student feel nervous in the language class than the other class.

In the questionnaire, the researcher provide six close-ended statement to know the high level of student anxiety on speaking. table 4.3 was the result of the questionnaire.

No	Statement	Response		
No.	Statement	A N DA		DA
11	I worry about the consequence of	14	12	4
11.	failing the foreign language class.	47%	40%	13%
12	I always feel not going to the	2	12	16
12.	language class.	7%	40%	53%
12	I am afraid when my lecture correct	9	11	10
13.	every mistake that I make.	30%	37%	33%
14.	I confuse and nervous when speaking	6	14	10
	in the class.	20%	47%	33%
1.5	I embarrasses to volunteer answer in	9	11	10
15.	the language class.	30%	37%	33%

Table 4. 4 Questionnaire Result of High Anxiety Level

Based on the table above, the statement number eleven show that 47% of the student choose "Agree", 40% choose "Neutral" and 13% choose "Disagree". This mean that the most of the student are worry to failing their foreign language class. In the statement number twelve show that there were 7% of the student choose "Agree", 40% choose "Neutral" and 53% choose "Disagree". This mean that the most of the student always feel not going to the class.

Next, the statement number thirteen show 30% of the student choose "Agree", 37% choose "Neutral" and 33% choose "Disagree". This mean that student accept the statement about the student afraid when their lecture correct their mistake. Then for the fourteenth statement, 20% student choose "Agree", 47% student choose "Neutral" and 33% choose "Disagree". This mean that the student get nervous when speaking in the class.

For statement number fifteen which showed that there were 30% student choose "Agree", 37% choose "Neutral" and 33% choose "Disagree". This mean that student embarrasses to be volunteer answer in their class. In the questionnaire, the researcher provide nine

close-ended statement to know the students' perception on speaking anxiety. Table 4.4 below are the result.

Table 4. 5 Questionnaire Results of the Students' Anxiety

No.	Statement	Response		se
110.	Statement	A	N	DA
16.	I usually feel comfortable during	7	19	4
10.	exams in my language class.	23%	63%	14%
17.	I start to panic when speaking without	11	12	7
17.	preparation.	37%	40%	23%
10	I still felt anxious to speak even	8	18	4
18.	though I had prepared it.	27%	60%	13%
	I feel very self-conscious when	10	17	3
19.	speaking English in front of the other	33%	57%	10%
	student.	3370	3170	1070
20.	I have never felt confident in myself	6	17	7
20.	when speaking in the class.	20%	57%	23%
21.	I am afraid wh <mark>en</mark> I do not understand	13	14	3
21.	what the lecture says in English.	43%	47%	10%
22.	I feel very confident and relaxed when	13	14	3
22.	heading to language class.	43%	47%	10%
23.	I keep thinking that the other students	17	12	1
	are better than me at speaking English.	57%	40%	3%
24.	I am afraid that other students will	3	7	15
	laugh at me when I speak English.	27%	23%	50%

Table 4.4 show that the result of the students perception on speaking anxiety. For statement number sixteen, there were 23% of the student choose "Agree", 63% student choose "Neutral" and 14% choose "Disagree". It can be implied that the most of the student admitted that they usually have problem with a language test. The student said:

I always have difficulty speaking while facing a speaking test. Even though I had prepared it before, but the time in front of the class I felt nervous. (informant 1)

In the statement number seventeen show that 37% of the student choose "Agree", 40% of the student choose "Neutral" and 23% choose "Disagree". It means that the most of the student panic when they have to speaking English without preparation before. The student said:

I felt panicked and nervous when my lecture suddenly told me to speak English in front of the class without any preparation. (informant 3)

For statement number eighteen, 27% of the student choose "Agree", 60% choose "Neutral" and 13% choose "Disagree". This mean that the student feel anxious when the lecture told them to speak without preparation. In the nineteenth statement show that there were 33% of the student choose "Agree", 57% choose "Neutral" and 10% choose "Disagree". This mean that the most of the student felt very self-conscious when speaking English in front of the other student.

Next, statement number twenty show that there were 20% of the student choose "Agree", 57% students choose "Neutral" and 23% student choose "Disagree". It implied that the student never felt quite sure of themselves when speaking English in the class. The student said:

I felt anxious when speaking English because I never feel quite sure of myself about what I want to speak in the class. Sometimes I feel nervous when my lecture asked me to speaking in front of the class. (informant 6)

For the statement number twenty one, 43% of the student choose "Agree", 47% student choose "Neutral" and 10% student choose "Disagree". This mean that the student accepted to the statement about the student afraid when they do not understand what the lecture speak English. In the statement number twenty two show that there were 43% of the student choose "Agree", 47% student choose "Neutral" and 10% student choose "Disagree". It mean that the mist of student felt quite sure and relax when heading to language class.

For the statement number twenty three show that there were 57% of the student choose "Agree", 40% student choose "Neutral" and 3% student choose "Disagree". It mean that the most of the student kept thinking that the other student are better in speaking

English than themselves. That statement was supported by statement number twenty four, there were 27% of the student choose "Agree", 23% student choose "Neutral" and 50% student choose "Disagree". This mean that student afraid when the other student laugh them when speaking English.

The result of the percentage of the questionnaire shown by several table above were concluded by the researcher in order to make it easier for reader to know the result. Following is a summary table of result from the questionnaire.

Table 4. 6 The Summary of the Student Anxiety Level and Causes
Anxiety

Categories	Percentage
Low Level	18%
Low Level	(6 participants)
Medium Level	31%
Wedium Ecver	(9 participants)
High Level	13%
Tilgli Level	(4 participants)
Test Anxiety	12%
Test 1 mixiety	(3 participants)
Communication Apprehension	18%
Communication 7 apprenension	(6 participants)
Fear of Negative Evaluation	8%
Tear of fregutive Evaluation	(2 Participants)

From the table 4.5 above, the researcher divided the score of the questionnaire into six categories; they are low, medium, high, test anxiety, communication apprehension and fear of negative evaluation. It can be concluded that the level of anxiety when speaking to students in the second-semester of English Language Education Department at UIN Sunan Ampel Surabaya is divided into several categories. The medium level with percentage is 31%.

B. Discussions

This section contains a discussion based on the result of the study. The discussion discusses students' perception about the causes of language anxiety and the level of language anxiety among students.

1. Students' Anxiety on Speaking English

Horvitz mentioned the reason for speaking anxiety in three general factors, such as fear of communication, fear of examinations and fear of negative evaluation. Based on the results of the study, researcher found that most students were afraid to speak. The interview results show that the majority of respondents expressed their belief that their fear of speaking raises concerns about communication.

One important factor for communication is students become afraid because they are shy and calm. In addition, they are shy differences from individual to individual and from situation to situation. As Putri said, students who are afraid believe that their language skills are weaker than other students. Unsuccessful language learners often have lower self-esteem than successful language learners.⁶² This finding is supported by Marwan, he states that students who are less safe are at risk of fear. ⁶³ In addition, students are afraid that if they misspell their friends or teachers, they will get a grade.

The results and qualitative interviews show how students understand speaking concerns. These results indicate that students understand the cause of anxiety when speaking English in the second semester of English classes. These factors are caused by communication fear, fear testing and fear of negative judgment. This research is in line with Dyah's research. ⁶⁴ This study adds new

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⁶¹ Ibid., p.27.

⁶² Putri P. A Study on Students Anxiety and Its Correlation with the Speaking Performance. Thesis. 2018

⁶³ Marwan A. Investigating Students Foreign Language Anxiety. Malaysia Journal of ELT research. p.37

⁶⁴ Dyah A. Students Anxiety Level in Speaking on General English Class. Thesis. 2018

evidence that is consistent with previous research to be the cause of students' language anxiety.

Other insights in the causes of anxiety in speaking English also matches the results of previous studies conducted by Azizah et al. 65 This study shows the reason for students' anxiety of speaking English, which is caused by lack of self-esteem. One possible explanation for this finding is that stduents' perceptions vary depending on students' opinions about environmental conditions and reasons for concern. Knowing the reasons for students' fear when speaking English can help reduce this fear.

The reason for students' concerns about speaking English is different, according to the results of previous research by Yuliana. 66 Previous research has shown that fear of speaking is caused by lack of preparation. While research has now shown that the reason for verbal fear of students is fear of communication. This means that this research violates this research, and lack of preparation is not one of the factors formulated in this study.

2. Students Anxiety Level in Speaking

The level of anxiety can be divided into three categories: low, medium and high. ⁶⁷ Researcher use these categories to measure the level of anxiety among students who speak English. These categories can help researcher get information about the level of anxiety students have when speaking. The checklist contains three points for the questionnaire distributed to students. The first involves a low level of anxiety, the second contains a medium level of anxiety and the third contains a high level of anxiety. The questionnaire analyzed separately using Ms. Excel 2003.

Based on the results of the research, the researcher found that 9 out of 30 students from the second-semester of the English Language Education Department at UIN Sunan Ampel Surabaya in academic

⁶⁶ R. Yuliana. A Study of Students Anxiety in Speaking Performance. Surakarta. Thesis. 2017

⁶⁵ Azizah B. A., G. Hock, and A. M. Toubot. Examining Levels and Factors of Speaking Anxiety. Malaysia. 2018

⁶⁷ Horvitz, E. K., Horvitz, and D. J. Young. *Language Anxiety: from Theory and Research to Classroom Implications*. p.27-29

year 2018/2019 were concerned about speaking English. However, the results of the questionnaire showed that 31% of students in the second-semester assessed medium level of anxiety in speaking. This finding is also supported by Horvitz's statement that people who can be classified as quite agitated are less confused about the situation in their experiences with others in certain states. ⁶⁸ This means that students feel less confidents when speaking English in spoken English class. This evidence contributes to the consistent results from previous studies on anxiety levels among students who speak English. However, previous research also found that students' anxiety in speaking English at University of Padang were moderate. This research was conducted by Weni et al.⁶⁹

Another finding that the level of anxiety among English speaking students is moderate also consistent with the results of previous studies conducted by Ira et al. which is the research show that students' anxiety of speaking English is medium. 70 One possible explanation for this finding is the level of anxiety students experience when speaking English at different levels, but most students are quite severe in English anxiety. Knowing how far they are afraid of speaking English can help students become aware of it and reduce the difficulty of speaking English. Therefore, students can change students' anxiety levels so that they are lower.

The level of anxiety of student in speaking English differs according to the results of a previous study by Abdalaziz et al. which is shows that anxiety levels among students who speak English are moderate to high. 71 In addition, an important difference between the two levels of anxiety when speaking English is that the average level of anxiety among students who speak English rarely shows anxiety. Higher levels of anxiety indicate that most students often experience problems in speaking English.

⁶⁸ Ibid.

⁶⁹ Delfia, W. M., Amri A., and Narius D. An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Stduents of English at University of Padang. Journal of English Language Teaching. Vol. 7. No. 3. 2018.

⁷⁰ Ira Audiana, P., Soni M., and Zuraida. An analysis Students' Perception towards their Speaking Anxiety.

⁷¹ Abdalaziz M. T., Goh H. S., and Azizah Binti Atan A. Examining Levels and Factors of Speaking Anxiety among EFL Libyan. Malaysia. 2018

The highest anxiety level results for students in speaking English can be found in a study conducted by Yuliana. The study shows that most students are very afraid when they speak English. This means that this study violates the current study, indicating that the fear of students speaking English is high. While research now shows that the level of student anxiety is at an average level.



 $^{^{72}}$ Rumini Y. A Study of Stduents Anxiety in Speaking Performance at IAIN Surakarta. Thesis. 2017

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the level of student anxiety and their perceptions of anxiety when speaking English in Spoken English class at English Language Education Department UIN Sunan Ampel Surabaya. This chapter also includes proposals for studies for students and future researchers.

A. Conclusion

This study tries to answer the research problem by distributing questionnaires and conducting interviews. Questionnaires and interviews were distributed to students in the second-semester of the English Language Education Department who had taken an Spoken English class. There were thirty participants for the questionnaire and three participants for the interview.

The research finding shows that the low level of students' speaking anxiety is 18% of thirty students, medium level of students' speaking anxiety are 31%, and for the high level of students' speaking anxiety is 13%. It is indicated that most students' level anxiety in speaking at Spoken English class is at the medium level. However, the finding from questionnaire and interview showed that the dominant answer from the respondent that causes speaking anxiety is categorized into communication apprehension. Communication apprehension is aspect that causes speaking anxiety of student which is caused by lack of grammatical, low of participants in a practice speaking, shyness and quietness in the class.

B. Suggestion

Based on the result of the study that conducted by the researcher and explained it above, several suggestions are given to:

1. For the Students

Students are expected not to worry about learning to speak when they speak English in class. They also need to be more careful when talking in class. They do not need to be afraid of mistakes and are more confident than ever when the student speak English. Students must also use fear reduction strategies when speaking English so they can speak English fluently without worrying about mistakes.

2. For the Lecturers

During class speaking, the teacher notices several reasons for fear of speaking. It is used to find out the cause of speaking anxiety to resolve the problem. The teacher is also advised to use a language reduction strategy because it makes it easy for students to speak English without burden. Strategies that are very helpful to help students reduce language anxiety so they speak better and more freely than before without fear.

3. For Further Researcher

The researcher suggests that the next researcher who wants to analyze the fear must do the analysis on various topics and locations. Confirm previous findings. It is also advisable to analyze in various skills. Finally, the next researcher also suggests analyzing the way students' fear are overcome.

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