

**AN ANALYSIS OF SPEAKING ANXIETY OF THE  
ELEVENTH-GRADE STUDENTS IN ONE OF  
THE PUBLIC SENIOR HIGH SCHOOLS  
IN BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2023/2024**

**A Thesis**

**Submitted as a Partial Fulfilment of the requirement for S-1 Degree**

**By:**

**RISMITA MARISA UTAMI**

**NPM 1911040468**

**Study Program: English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN LAMPUNG STATE  
ISLAMIC UNIVERSITY  
1446 H/ 2024 M**

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## ABSTRACT

Speaking Anxiety is generally defined as one of the affective factors that influences speaking ability. One of the major obstacle students have to overcome in learning to speak is anxiety. Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension of worry. This research explained how to analyze the students' speaking anxiety in English foreign language (EFL) the Eleventh-Grade Students in one of the Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024.

This research used a qualitative research method. The researcher chose the eleventh-grade students in one of the Public Senior High Schools in Bandar Lampung, which consisted of 24 students. In collecting the data, the researcher used observation, interview, and questionnaire. The researcher used three major phases of the data analysis: data reduction, data display, and drawing conclusions.

From the data analysis, the researcher found some conclusions about students' speaking anxiety in Eleventh-Grade Students in one of the Public Senior High Schools in Bandar Lampung. First, the type of student speaking anxiety was state anxiety. Anxiety experienced by the students only appears or occurs when they are faced with certain situations that feel threatening to them, and that anxiety does not last for long. Second, the causes and factors of the students' speaking anxiety were fear, worry, heart breathed, self-prediction, irrational faith, over-sensitivity toward the threats, the sensitivity of anxiety, wrong attribution of body signals, and low self-efficacy in speaking, especially in English foreign language (EFL).

**Keyword: Cause and factors, types, speaking anxiety**

## DECLARATION

Hereby, I stated this thesis entitled “An Analysis of Speaking Anxiety of The Eleventh-Grade Students in one of The Public Senior High Schools in Bandar Lampung in The Academic Year of 2023/2024” is completely my own work, I am fully aware that I have quoted some statemnets and theories from various sources and they are properly acknowledged in the future.

Bandar Lampung, Mei 2024

Declared by,



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OF THE ELEVENTH GRADE STUDENTS  
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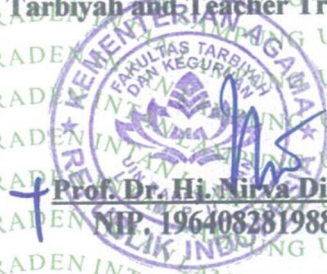
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A research thesis entitled **AN ANALYSIS OF SPEAKING ANXIETY OF THE ELEVENTH GRADE STUDENTS IN ONE OF THE PUBLIC SENIOR HIGH SCHOOLS IN BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2023/2024**, by: **RISMITA MARISA UTAMI**, NPM: 1911040468, Study Program: English Education, was tested and defended in the examination session held on: Thursday, June 27<sup>th</sup> 2024

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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا

“So, surely with hardship comes ease. Surely, with that hardship comes more ease.

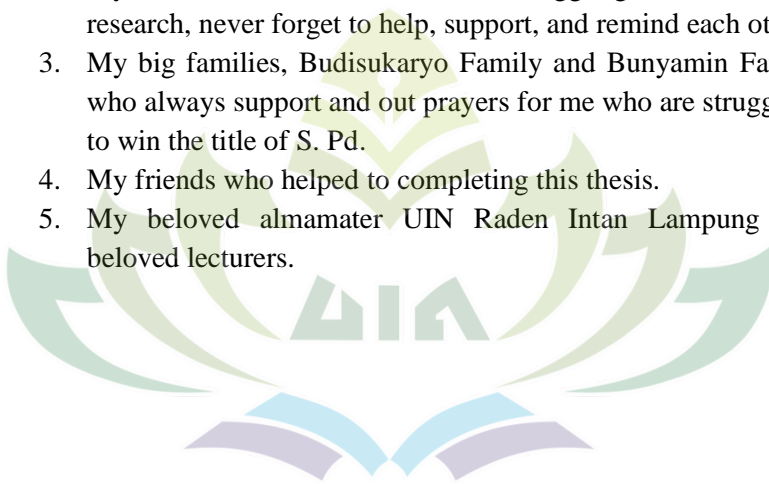
(Q.S Al- Insyirah:5-6)”



## DEDICATION

I dedicate this thesis to everyone who loves and cares about me from the bottom of my heart. I would like to dedicate this thesis specifically to:

1. My beloved parents Mr. Syafrozi and Ms. Erni always tirelessly pours out prayers for their children who are struggling to win the title of S. Pd and never forget to always remind them that Allah is a good planner. May Allah bless you all.
2. My brother Suherman, who are struggling with our own research, never forget to help, support, and remind each other.
3. My big families, Budisukaryo Family and Bunyamin Family who always support and out prayers for me who are struggling to win the title of S. Pd.
4. My friends who helped to completing this thesis.
5. My beloved almamater UIN Raden Intan Lampung and beloved lecturers.





## CURRICULUM VITAE



The researcher's name is Rismita Marisa Utami. Her nickname is Mita. She was born in Bandar Lampung on March 6<sup>th</sup> 2000. She is the first child of two children from her beloved parents, her father named Syafrozi and her named mother Erni. She has one brother named Hanif Abid Lasmana. She started her education in TK Dharma Wanita in 2005 and graduated in 2006, then continued to SD N 1 Kemiling Permai and SMP N 28 Bandar Lampung in 2006 then graduated in 2012. Then, she continued her study at junior high school at SMP N 28 Bandar Lampung from 2012 until 2015. After that, she continued her study in Senior High School in SMKN 8 Bandar Lampung in 2015 and graduated in 2018. Afterward, she decided to become University Students in English Education Study Program at UIN Raden Intan Lampung in 2019 and graduated in 2024.

## ACKNOWLEDGEMENT

By the name of Allah Almighty, the Lord of the world, who had given the researcher his guidance, mercy, blessing, and health to complete this research. Shalawat and Salam were forever for a noble character, the prophet Muhammad SAW, who has brought human beings from the darkness to lightness and from the bad character to the good one. This thesis entitled “An Analysis of Speaking Anxiety of the Eleventh-Grade Students in one of the Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024” was submitted as one of the necessary requirements for receiving the S-1 Degree in the English Department Study Program at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung. Therefore, the researcher would sincerely thanks :

1. Prof. Dr. Hj. Nirva Diana, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
2. M. Ridho Kholid, S.S., M.Pd, the Chairperson of the English Education Study Program.
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Meriza Angraini and Anisa Fitri Zian Meliantika always cheer me up about my thesis journey.

9. Her big family, who always gave motivation and support in completing this thesis.

May Allah, the most gracious and the most merciful, always gave His blessing and compassion for all Muslims in the world. Finally, the researcher expected that this thesis can be a benefit the readers. Aamiin Allahuma Aamiin.

Bandar Lampung, Mei 2024

**Rismita Marisa Utami**

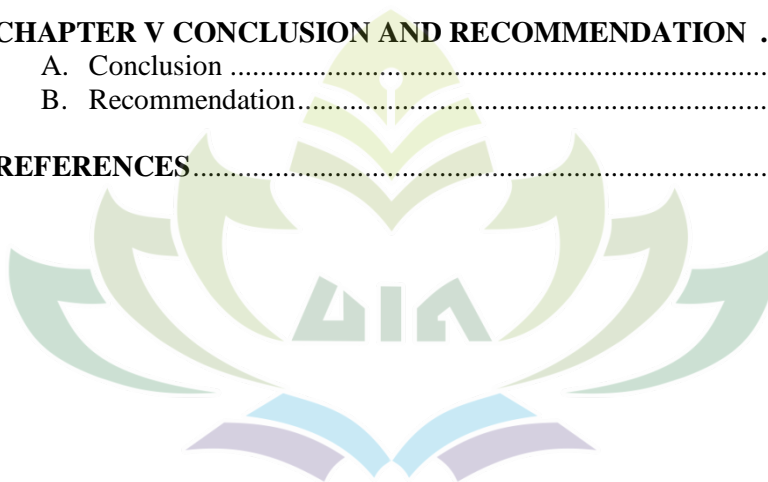
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

According to McCarthy, analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it. A resolution of anything, whether an object of the senses or of the intellect, into its constituent or original elements; an examination of the parts of a subject, each separately, as the words which compose a sentence, the tones of a tune, or the simple propositions which enter into an argument. It is opposed to synthesis<sup>1</sup>. Analysis is detailed examination of the elements or structure of something<sup>2</sup>. Therefore it can be concluded that analysis is the process by which sense and meaning are made of the data gathered in qualitative research, and by which the emergent knowledge is applied to problems.

Meanwhile speaking is action of conveying information or expressing one's thoughts and feelings in spoken language<sup>3</sup>. Speaking is desire and purpose driven; in other words we genuinely want to communicate something to achieve a particular end<sup>4</sup>. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.

Anxiety is one of the psychological disorders which are most well-known. In general, anxiety arises as a reaction to a given situation from the human body. Anxiety is generally defined as a feeling of fear, nervous, stress, or tension. anxiety (also called angst or worry) is a psychological and physiological state

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<sup>1</sup>Michael McCarthy, *Discourse Analysis for Language Teachers* (Cambridge: Cambridge University Press, 1991). 6.

<sup>2</sup>A S Hornby, *Oxford Advance Learner's Dictionary* (Oxford: Oxford University Press, 2006). 19.

<sup>3</sup>A S Hornby. 123.

<sup>4</sup>Aidil Syah Putra, "The Correlation Between Motivation and Speaking Ability," *Journal of English Language Education and Literature* II, no. 1 (2017): 36–57, <https://journal.stkipnurulhuda.ac.id/index.php/Channing/article/view/87/60w>.



characterized by somatic, emotional, cognitive, and behavioral components. It is the displeasing feeling of fear and concern.<sup>5</sup> Thus student anxiety is the feelings, thoughts, and experiences that create an apprehension level during the study process and affect the students' academic performance.

Speaking in English is not easy, so many students, even non-students, feel afraid and anxious to speak. Anxiety usually occurs because of fear of pronouncing the vocabulary wrong or afraid if the listener does not understand the meaning. So this research interested in analyzing the anxiety felt by students when speaking English.

## B. Background of the Problem

Speaking is one of the skills that language learners should master. However, there is a problem when someone wants to talk about something; someone finds themselves anxious or shy when they want to express their ideas about something. This phenomenon can influence the development of students' speaking abilities. It means that the ability of students to communicate in English, in terms of the productivity of their speaking skills, is still low. Students majoring in English make many mistakes when they speak.<sup>6</sup> They make errors in pronunciation, words of stress and intonation; grammatical accuracy, such as tenses, prepositions, and sentence constructs; vocabulary, such as inappropriate words chosen; fluency, frequent improvement; and interactive communication.

Similarly, students tend to make mistakes that include misuse of speech, sentence composition, word meanings, and voice intonation. English proficiency is very complex, considering the nature of what is involved in the conversation. Not all students

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<sup>5</sup>C Sutarsyah, "An Analysis Of Student's Speaking Anxiety and Its Effect on Speaking Performance," *Indonesian Journal of English Language Teaching And Applied Linguistics (IJETAL)* 1, no. 2 (2017): 213.

<sup>6</sup>Uli Modesta Siagian, "An Analysis of Students' Anxiety in Speaking," *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan* VIII, no. 1 (2021): 47–53, <https://doi.org/10.55681/nusra.v2i1.66>.

in the English foreign language (EFL) speaking class have the courage to speak. Many students feel anxious in speaking classes, and some tend to be quiet.

Siagian explained that anxiety causes students' anxiety to speak English in the classroom. Students' anxiety about speaking English in class was caused by a lack of familiarity with the task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence and then low English proficiency. Based on the result of this study, students' anxiety about speaking English was predominantly caused by a lack of confidence. They make errors in pronunciation, words of stress and intonation; grammatical accuracy, such as tenses, prepositions, and sentence constructs; vocabulary, such as inappropriate words chosen; fluency, frequent improvement; and interactive communication.<sup>7</sup> Therefore, the teacher is expected to pay attention to factors that cause students' anxiety about speaking English in a language classroom. The teacher needs to support and encourage students to speak English in the classroom.

Relating to the explanation above, the researcher often found students' anxiety when they were speaking and performing in one of the public senior high schools in Bandar Lampung. The researcher chose one of the Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024 as the subject of the research because the researcher ever asked about students' speaking to an English teacher at a Public Senior High School in Bandar Lampung. He said that students' ability to communicate was still low, and they were shy about speaking on tests. Next, the researcher chose the social class because the teacher said that the speaking ability of the social class was lower than that of the science class. So, the researcher interested in analyzing the factors and causes of students at one of the Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024, especially in social class, embarrassment or anxiety when speaking in English.

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<sup>7</sup>Uli Modesta Siagian.

Then, the researcher observed the second-grade students at one of the Public Senior High Schools in Bandar Lampung by following steps:

1. The researchers prepared an observation sheet;
2. The researchers prepared a permission sheet to carry out research at the selected school;
3. The researcher made permission with the principal and the teacher to observe the progress of English learning activities in that class;
4. The researcher entered the class and continued by observing the progress of English learning activities;
5. The researcher writes down the results of the observation then writes them in observation notes

Then after observing the students, the researcher found some problems:

1. Some of the students at this school were less confident because they needed to gain more pronunciation knowledge.
2. Students fear negative evaluations. They think that if they make a mistake in speaking English, their friends will laugh at them.
3. The students felt anxious about the test.
4. The students usually worry about the consequences of failing English class.

The problem found is also supported by some research related to speaking anxiety. This research conducted by Najiha and Sailun shows that students need more confidence when they are speaking English. The students think that their friends are better at speaking English than them. Furthermore, the students are afraid to make mistakes, especially in grammar and pronunciation. Then, all of the students fear teacher evaluation, and sometimes they feel so scared when the test or exam will be held<sup>8</sup>.

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<sup>8</sup>Betty Sailun Najiha, "An Analysis of Students' Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu," *Lectura: Jurnal Pendidikan* 12, no. 2 (2021): 225.

Dealing with the explanation above, this research would like to know the factors that cause students to become anxious and then analyze the anxiety types that students face when learning to speak. Therefore, this research is entitled “An Analysis of Speaking Anxiety of the Eleventh Grade Students in One of Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024.”

### **C. Focus and Sub-focus of the Research**

Based on the stated problem above, this research focused on the speaking anxiety experienced by the eleventh social class students in one of the Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024 and the factors causing speaking anxiety in the eleventh social class students of Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024.

### **D. Formulation of the Problem**

In this research, the formulation of the problem:

1. What are the types of anxiety experienced by the eleventh social class students in one of the Public Senior High Schools in Bandar Lampung in the Academic Year 2023/2024?
2. What are the factors that cause the eleventh-social-class students in one of the Public Senior High Schools in Bandar Lampung to be anxious about speaking English in the Academic Year 2023/2024?

### **E. Objective of the Research**

The objective of this study was to determine:

1. To find out the types of anxiety experienced by Students in speaking English at eleventh social class students in one of Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024.

2. To find out the factors that cause students anxiety in speaking English at eleventh social class students in one of the Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024.

## **F. Significance of the Research**

From the statement above, the researcher expected the result of the research to be used:

1. Theoretically

To give the readers information about the experience and the factor that caused speaking anxiety by the eleventh students in speaking English.

2. Practically

- a. For the students

The result of this research was expected to benefit students by helping them deal with their anxiety about speaking English, especially for the students in SMAN 14 Bandar Lampung.

- b. For English teachers

The result of this research was expected to help teachers overcome students who experience speaking anxiety while learning English.

- c. For the next researchers

This research was also expected to be a reference for further research on the problems of anxiety experienced by students when learning English or other languages.

## **G. Relevance Studies**

Some previous research also supports this research. There were several relevant studies to this research as follows; the first research was conducted by Darmaida Sari, "Speaking Anxiety as Factor in Studying EFL". This qualitative study investigated the factors of speaking anxiety in EFL classes. The Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, adapted and modified from Horwitz and Cope (1986) and Yahya (2013), was

used in collecting the data. Sixty-five second-grade, year eleventh senior high students from Senior High School 5 Banda Aceh were asked to fill in the questionnaire to determine what factors lead to speaking anxiety among these EFL students. The findings indicated that communication apprehension factors lead to 71% of students' speaking anxiety, followed by fear of negative evaluations, 53%; then test anxiety, 48%, and the lowest was 39% for anxiety about English classes. English teachers are expected to be able to understand the character of each of their students in the classroom because the anxiety level for each student can be different, one from the other.<sup>9</sup>

Ryan P. Kibitzing and Anne conducted the second research, "English Language Classroom Anxiety and Performance of Senior High School Learners". This study applied a quantitative research method to describe the effect of English language classroom anxiety on the grades of male and female grade 12 humanities and social science learners. An adapted questionnaire was used as the primary source in the data collection. A teacher of English evaluated this to meet the objectives of the study. The gathered data were analyzed and interpreted using mean, standard deviation, Cronbach's coefficient alpha and Pearson r. The study revealed that the mean grade of the respondents was very satisfactory; the level of anxiety of the respondents was neutral; the male and female levels of stress were both interpreted as neutral; the degree of relationship between ELCAS and the performance of the respondents in their English subjects was the negatively low correlated, inverse relationship between the ELCAS and performance was found out; and, there was a significant relationship between the ELCAS and English performance of the respondents..<sup>10</sup>

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<sup>9</sup>Darmaida Sari, "Speaking Anxiety As a Factor In Studying Efl By Darmaida Sari l Syiah Kuala University, Banda Aceh," *English Education Journal (Eej)* 8, no. 2 (2017): 177–86.

<sup>10</sup>Ryan Kabigting and Joy Ann Nanud, "English Language Classroom Anxiety and Performance of Senior High School Learners," *International Journal of Linguistics and Translation Studies* 1, no. 2 (2020): 58–69, doi:10.36892/ijlts.v1i2.69.

The following research was conducted by Djahimo, "Student Anxiety and Their Speaking Performance: Teaching EFL to Indonesian Students". This study aims to determine whether or not there's an impact on students' anxiety and speaking performance. In addition, it seeks to identify factors related to students' reluctance that can hinder their oral performance. Observation, interview, and questionnaire were used to collect the data, which was then analyzed qualitatively. Based on the findings and analysis, it can be revealed that students' anxiety has an impact on their speaking performance, and this becomes one of the reasons why they find it difficult to express themselves in English. Many factors have been identified, but only the main ones are presented in this writing to answer why the students have been reluctant to perform orally. Knowing that the factors mentioned above severely hampered their oral performance, several solutions have been recommended to help them quickly cope with their anxiety.<sup>11</sup>

Maisarah conducted another research, "Factors Causing Anxiety in Speaking English Experienced by The Students of Senior High School in Jombang". This study was conducted to determine the factors contributing to the anxiety of high school students in Jombang when speaking English. This study identified the factors of anxiety in speaking English based on the phenomenon experienced by the students. The research method used in this study was descriptive quantitative. At the same time, the data analysis was the frequency distribution analysis (percentage of occurrence). The result shows that three factors cause anxiety in speaking the factors were: communication apprehension, test anxiety, and negative evaluation. The results of this study showed that the first factor that had the most influence on students' anxiety in speaking English was communication apprehension, which was the most vital factor causing the

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<sup>11</sup>Santri E.P Djahimo, "Student Anxiety and Their Speaking Performance: Teaching EFL to Indonesian Student," *International Journal of Social Sciences and Humanities* 2, no. 3 (2018): 187–95, <https://doi.org/10.29332/ijssh.v2n3.235>.

students' anxiety in speaking. The second was test Anxiety, and the last one was the fear of being evaluated negatively<sup>12</sup>.

The last research was conducted by Jupri, Mismardiana, Muslim, and Haerazi, "Teaching English Using Two Stay Two Stray in Improving Students' English-Speaking Skills Integrated with Foreign Language Anxiety". This research investigated the teaching of English by using Two Stay Two Stray to improve the students' speaking skills in the tenth-grade students of vocational schools in West Nusa Tenggara Province, Indonesia. The participants of this research were 28 students. The research utilized classroom action research. The research covered two cycles, and each cycle consisted of four steps: planning, acting, observing, and reflecting. The research consisted of two cycles, and each cycle applied three parts: pre-test, treatment, and post-test. The data collected were qualitative and quantitative data. The qualitative data were gained through observation and documentation.

Meanwhile, the quantitative data was collected from the test. The researcher used SPSS 16.00 to analyze the quantitative data. It can be seen from cycle I up to cycle II. The result of the cycle I showed that the mean of the post-test is higher than the pre-test. The mean of the post-test was 66.14, and the pre-test was 60.50. In cycle II, the mean of the post-test is higher than the mean of the pre-test. The mean score of post-tests was 76.28, and the pre-test was 66.14. The researcher concluded that using Two Stay Two Stray improved the 10th-grade students' speaking skills at vocational schools in West Nusa Tenggara Province<sup>13</sup>.

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<sup>12</sup>Maisarah, "Factors Causing Anxiety in Speaking English Experienced By The Students of Senior High School in Jombang," *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* 10, no. 2 (2019): 232, <https://doi.org/10.30739/darussalam.v10i2.371>.

<sup>13</sup>Jupri Jupri et al., "Teaching English Using Two Stay Two Stray in Improving Students' English Speaking Skills Integrated with Foreign Language Anxiety," *Journal of Language and Literature Studies* 2, no. 1 (2022): 33–42, <https://doi.org/10.36312/jolls.v2i1.719>.



Meanwhile, there are differences and similarities with some previous research explained. The differences found in the research design used in the research. Other research applied quantitative research design, while this research applied qualitative research design. Other differences in collecting this research's data used observation, questionnaires, and interviews. While previous research only used questionnaires to gather the data. The similarity between this research and previous research was the use of variables about the speaking anxiety of the students. Besides the other research, the novelty of this research is that it discusses speaking anxiety from two perspectives: the teacher and the students. So, the data became more complex. Meanwhile, other research only focuses on the students to get the data related to speaking anxiety.

## H. Research Method

### 1. Research Design

In this research used qualitative approach it concerns with developing explanations of social phenomena. Understanding the research environment and all it most in social psychological.<sup>14</sup> According to Creswell qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems.<sup>15</sup>

The qualitative method was chosen because this research aims to provide insight into the case of language anxiety in eleventh-grade students in social class in one of the Public Senior High Schools in Bandar Lampung, specific anxiety in speaking English. This research chose the social class because the teacher said that the speaking ability of the social class was lower than that of the science class. So, the researcher is interested in analyzing the factors and causes of

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<sup>14</sup>Kate Windridge Hancock, Beverley Elizabeth Ockleford, *An Introduction Qualitative Research* (new york: NIHR RDS EM, 2009). 7.

<sup>15</sup> Djaman Satori and AanKomariah, *MetodologyPenelitianKualitatif* (Bandung: Alfabeta, 2014). 13.

students at one of the Public Senior High Schools in Bandar Lampung in the Academic Year of 2023/2024, especially in social class. It causes students in the social class to feel embarrassed or anxious when learning English, especially in speaking class.

According to Franked, a case study is a qualitative study approach that studies a single individual, group, or vital example to formulate interpretations of the specific case or to provide helpful generalization<sup>16</sup>. Therefore, the research case approach allows this research to study particular students in an attempt to understand the case of language anxiety.

## 2. Research Subject

According to Ary stated that the subject of research is to limit the subject of research as an object, thing or person where the data for the research variable is inherent, and at issue.<sup>17</sup> This research used the eleventh social class in SMAN 14 Bandar Lampung as the subject. It concerned a class that has anxiety about speaking English. The subject of this research was the eleventh social one class in SMAN 14 Bandar Lampung, which consisted of 24 students.

## 3. Data Collection Techniques

### a) Observation

Observation is a complex process, a process that is composed of variety of biological processes and psychological processes<sup>18</sup>. Sarwono states that observation to recording the events, behaviors, objects in view, and other things that need support in the research.<sup>19</sup>

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<sup>16</sup> Fraenkel E Wallen et al, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill Higher Education, 2009). 45.

<sup>17</sup> John W. Cresswell, *Educational Research, Quantitative And Qualitative Research, Fourth Edition* (Boston: Pearson Education, 2012).

<sup>18</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)* (Bandung: Alfabeta, 2017). 56.

<sup>19</sup> Jonathan Sarwono, *Metode Penelitian Kuantitatif & kualitatif* (Yogyakarta: Graha Ilmu, 2006). 43.

Based on the theories above, observations are process monitoring, seeing phenomena in the subject place. In collecting the data, this research observed students' conditions and what they feel anxious about when speaking English as a foreign language in the learning process.

Therefore, this research was observed to find the data. Observation used to describe students speaking anxiety and problems which may arise. Related to the time of carrying out the observation to see the stress experienced by students while in class based on research from Isnaini carried out for one time<sup>20</sup>.

There will be the procedure in observation:

- 1) Preparing the observation note. In here the researcher preparing the observation sheet that given to the students related speaking anxiety.
- 2) Came to the class then observed the students while learning speaking. Then record and wrote something that found related the students' behavior in speaking class in eleventh social one class of SMAN 14 Bandar Lampung.
- 3) To made the observation result become more maximized, the researcher recorded to know the detail happened in speaking class. Moreover, this research carries out observations for 3 times.

b) Questionnaire

Questionnaire is a list of questions used by researcher to get from the students directly through a process of communication or ask questions. Questionnaire is a group or sequence of questions designed to obtain information on a subject from the respondent. Sugiyono declared that

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<sup>20</sup>Nur Isnaini, "An Analysis Of Students' Speaking Anxiety Students of English Foreign Language (Efl) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year Of 2018/2019" (UIN Raden Intan Lampung, 2017).

questionnaire is the data collecting technique that conducted by giving questions or written statement to the respondent to answer.<sup>21</sup> Based on the theories above, it can be concluded in collecting the data, this research used questionnaire.

There will be the procedure in giving questionnaire:

- 1) Preparing the questionnaire form.
- 2) Rechecked the questionnaire that should be coherent with the speaking anxiety aspects.
- 3) Gave the questionnaire for the eleventh social one class in SMAN 14 Bandar Lampung.
- 4) Analyzed the questionnaire result from the students.

c) Interview

The interview is kind of verbal communication, which aims to obtain information. An interview is a collection tool information by asking a number of questions orally to be answered orally also. Furthermore, it is a direct face-to-face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin, an in-depth interview is a process to obtain information for the purposes of research face-to-face questioning between the interviewer and informant or interview, with or without the use of an interview guide<sup>22</sup>. According to Lodico there are three types of interviews, they are: structured interviews, semi-structured, and non-structured interviews. An interview is a conversation for gathering information. A research interview involves an interviewer who coordinates the process of conversation, asks questions, and responds to the questions<sup>23</sup>. In this research gave interview to the

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<sup>21</sup>Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. 68

<sup>22</sup>Burhan Bungin, *Penelitian Kualitatif* (Jakarta: Kencana Prenada Media Group, 2007). 67.

<sup>23</sup>Marguerito G. Ludico, *Methods in Educational Research from Theory to Practice* (San Fransisco: Jassay- Bass, 2006). 78.

teacher and students about speaking anxiety in class most in learning in speaking skill. Interview used to support the observation and questionnaire.

There was the procedure in interview:

- 1) Preparing the questions that will be given to the English teacher and the students
- 2) Gave the questions and record or write the answer.
- 3) Analyzed the interview result from the English teacher and the students.

#### 4. Research Instrument

These are the fact-finding strategies. They are tools for data collection, include observation, interview questionnaire. Essentially this research will ensure that the instrument chosen is valid and reliable. Research instrument is tool of facilities which use by the researcher in collecting data in order to make the research easier and get better result, in the meaning completer and more systematic so it would easy analyze.<sup>24</sup> It is mean to collect the data, some instruments are needed. In this research used observation, interview and questionnaire are needed to collect the data about students' speaking anxiety in EFL.

##### a) Observation

Observation is data collection technique used to collect research data through observation and sensing<sup>25</sup>. Observation used when this research describes students speaking anxiety and problems which may arise. The purpose of observing students was to understand what factor causing of anxiety in English class. There was classification of speaking scores to know the students with lower and high scores in speaking:

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<sup>24</sup>Marguerito G. Ludicoet al, *Methods in Educational Research from Theory to Practice*. 123.

<sup>25</sup>BurhanBungin, *PenelitianKualitatif*. 67.

**Table 1.1**  
**Classification the Students Speaking Scores**

No.	Classification	Score
1	Excellence	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	≤ 40

**Table 1.2**  
**Specification of Observation**

No	Components	Indicator	No. Item
1	To know Students Speaking Anxiety in English Foreign language	To know the students' feeling of Over self-prediction toward	1
		To know students' irrational faith	2
		To know students' problems in Over-sensitivity toward threat	3
		Knowing students' factors make Sensitivity of anxiety	4
		To know students wrong Attribution body signal	5
		To know why students have low self-efficacy	6
	Students ability in speaking English	To know the students' ability in speaking English than their local language	7
		To know student factors that make difficult to remember the vocabulary when speaking English	8

(Adopted from Nevid, Rathus & Greene in Nur Isnaini, "An Analysis of Students' Speaking Anxiety Students of Foreign Language (EFL) at The Fifth Semester English Department of University Islamic State of Raden Intan Lampung Academic Year of 2018/2019". UIN Raden Intan Lampung)

## b) Questionnaire

A survey or questionnaire is the main tool or instrument will use to collect data in descriptive survey research study.<sup>26</sup> Creswell states an open-ended question on questionnaire, means on questionnaire, you may ask some questions that are closed ended some that are open ended.<sup>27</sup> This research used open-ended questionnaire to validate observation and interview result and to got the detail information of students about speaking anxiety in English foreign language. The specification of the questionnaire can be described as follows:

**Table 1.3**  
**Questionnaire guideline for the students**

No	Components	Indicator	No Item
1	To know Students Speaking Anxiety in English Foreign language	To know the students feeling of Over self – prediction toward	1,2
		To know students' irrational faith	3,4,5
		To know students' problems in Over sensitivity toward threat	6
		To know students' factors make Sensitivity of anxiety	7
		To know students wrong Attribution body signal	8,9
		To know the students' problem when speaking English	10
		To know why students' have low self-efficacy	11
		To know the students' difficulties to remembering vocabulary	12

(Adopted from Nevid, Rathus& Greene in Nur Isnaini, "An Analysis of Students' Speaking Anxiety Students of Foreign Language (EFL) at The Fifth Semester English

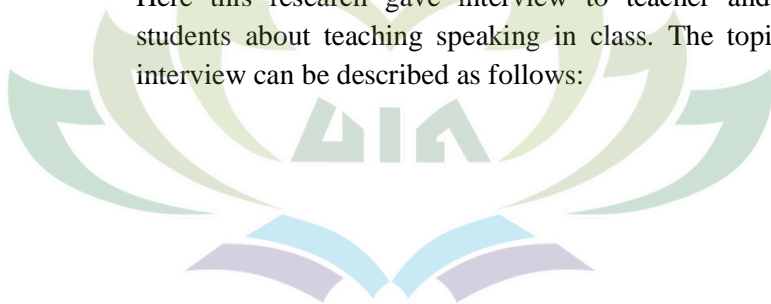
<sup>26</sup>Marguerito G. Ludico et all, *Methods in Educational Research from Theory to Practice*. 122.

<sup>27</sup>John W. Creswell, *Educational Research, Quantitative And Qualitative Research, Fourth Edition* (Boston: Pearson Education, 2012). 205.

*Department of University Islamic State of Raden Intan Lampung Academic Year of 2018/2019*". UIN Raden Intan Lampung)

c) Interview

Interview will use as data collecting techniques and if the researcher wants to find some anxiety's students. In addition, the purpose of this interview is to make sure about the result of the observation and to get more data related to this research. In-depth interview is a process to obtain information for the purpose of research by face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide.<sup>28</sup> The purpose of giving interviews to the teacher was to ascertain the factors experienced by the students that make students feel anxious when learning English. Here this research gave interview to teacher and the students about teaching speaking in class. The topic of interview can be described as follows:



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<sup>28</sup>Burhan Bungin, *Penelitian Kualitatif*. 111.



Table 1.4

## Blueprint of the interview teacher

Components of Observation	Indicator	Total Item
To know teacher's learning in the class	Ask the teacher about the process Learning and influence of overself-prediction toward fear	1
	Ask the teacher about student's Irrational faith	1
	Ask the teacher about student's fear to Threat	1
	Ask the teacher about student's emotion While face the subject	1
	Ask the teacher about student's body Reaction	1
	Ask the teacher about student's desire In speaking without self-efficacy	1
	Ask the teacher about students confident in speak English than speak in their local language	1
	Ask the teacher about what makes the students difficult to remember the vocabulary when the students wants to speaking in English	1
Total item		8

(Adapted from Nevid, Rathus & Greene in Nur Isnaini, "An Analysis of Students' Speaking Anxiety Students of Foreign Language (EFL) at The Fifth Semester English Department of University Islamic State of Raden Intan Lampung Academic Year of 2018/2019". UIN Raden Intan Lampung)

**Table 1.5**  
**Blueprint of the interview the students**

Components of Observation	Indicator	Total Item
To know the students' anxiety in speaking	Ask the students about the process Learning and influence of overself-prediction toward fear	3
	Ask student's Irrational faith	1
	Ask student's feels fear to threat in the class	2
	Ask the student's emotion while face the subject	3
	Ask the student's body reaction in speaking class	1
	Ask the student's desire In speaking without self-efficacy	1
	Ask the students confident in speak English than speak in their local language	1
	Ask the students what makes them difficult to remember the vocabulary when they wants to speaking in English	3
Total item		15

(Adapted from Nevid, Rathus& Greene in NurIsnaini, "An Analysis of Students' Speaking Anxiety Students of Foreign Language (EFL) at The Fifth Semester English Department of University Islamic State of Raden Intan Lampung Academic Year of 2018/2019". UIN Raden Intan Lampung)

#### 5. Research procedure

Some steps apply to the research procedures well. The steps were as follows:

- a. This research found the subject of the study. The subject was the eleventh social class in SMAN 14 Bandar Lampung.
- b. This research observed students' speaking anxiety in English as a foreign language.
- c. This research interviewed the teacher and the students for their opinions on speaking anxiety.
- d. This research gave the questionnaire to the students.
- e. This research analyzed the data and then made the report.

#### 6. Trustworthiness of Data

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell classified the validity of data into eight strategies. Those are:

- 1) Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
- 2) Use member checking to determine whether these participants feel that they are accurate.
- 3) Use rich, thick description to convey the findings.
- 4) Clarify the bias means the researcher brings to the study.
- 5) Also present negative or discrepant information that runs counter to the themes.
- 6) Spend prolonged time in the field.
- 7) Use peer debriefing to enhance the accuracy of the account.
- 8) Use an external auditor to review the entire project<sup>29</sup>.

This research will use triangulation technique. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. Thus, this research will use two triangulation techniques in collecting the data to get validity.

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<sup>29</sup>Creswell, *Educational Research, Quantitative And Qualitative Research, Fourth Edition*, 2012. 191.

The purpose of triangulation is to increase the credibility and validity of the findings<sup>30</sup>.

This research used methodological triangulation to determine data validity from those types of triangulations. Besides, this research collected the data by using an interview guide supported by a questionnaire. This research also used observation, which can give evidence that the participants were proper subjects of study.

## 7. Data Analysis

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Cohen et al data reduction, data display and conclusion drawing and verification<sup>31</sup>.

### a) Data Condensation

Data condensation does not mean disregarding data; instead, it means distilling from the complexity of the findings the critical points of the phenomenon in question, reducing complexity without violating it, catching the essence of the issue or the situation, enabling the researcher to identify, for example, patterns, key issues, causal processes and sequences. In this case, this research selected data that contained observation interviews, interviews, and questionnaires for the students. Then, this summary is analyzed to see the critical information, groups the data, selects the data needed, and arranges it in the proper format to give meaningful results and conclusions.

### b) Data Display

Data display is the second phase in the Cohen et al. model of qualitative data analysis. This phase provides an organized and composed information

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<sup>30</sup> Denzim and Lincolin, *Hanbook of Qualitative Research* (Yogyakarta: PustakaPelajar, 2009). 46.

<sup>31</sup> Cohen et al., *Research Methods in Education 8th Edition* (London: Routledge., 2018). 641.

assembly that permits conclusion drawing. This research displayed the data that have been reduced to facilitate data interpretation. It is displayed in a table with the basic categories, such as factors contributing to language anxiety.

c) Conclusion Drawing and Verification

Conclusion drawing involves considering what the analyzed data means and assessing their implications for the research question. This research will draw meaning from the data and display it in this phase. Verification is linked to concluding and entails revising the data as often as necessary to cross-check and verify emergent conclusions. Verification refers to the process that can explain the answer to research questions and objectives.

Furthermore, the data must be checked for stability and confirmability. The research checked the validation of the data using a triangulation strategy. According to Miles, triangulating is a trait for verifying or confirming findings using multiple sources and modes of evidence.<sup>32</sup> This research examined multiple sources such as interview responses and observational data as many times as necessary to obtain the valid findings of this study.

There are three steps in reporting the result of qualitative research. First, it is data reduction. It was to find out the critical points of the research. Second, after getting the key points of the research, it was described in the form of a narrative to be meaningful and easy to understand. The last was the conclusion drawn. In this step, this researcher concluded the researcher after analyzing all of the data.

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<sup>32</sup> et al. 641.

## **I. Systematics of the Discussion**

This research discusses the research into the structure as below:

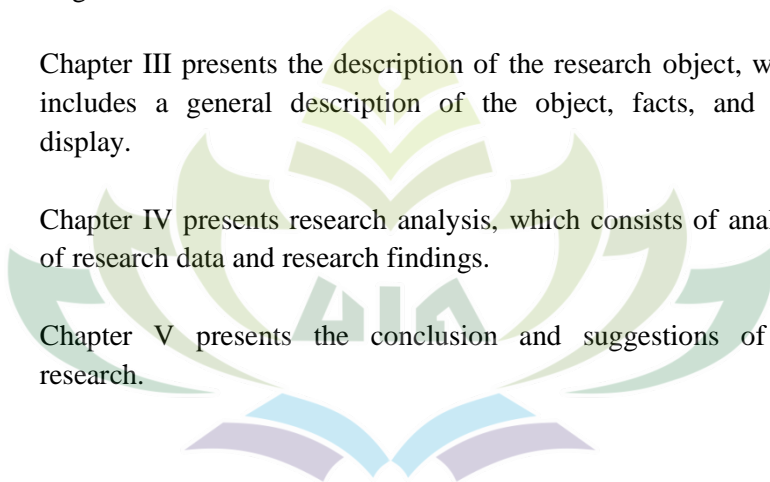
Chapter I present the introduction, which consists of title affirmation, background of the problem, focus and sub-focus of the study, identification of the problem, objective of the research, uses of the research, relevance of study, research methodology, and systematic discussion.

Chapter II presents the theories of speaking, anxiety, and factors of speaking anxiety that are faced by the students in speaking English.

Chapter III presents the description of the research object, which includes a general description of the object, facts, and data display.

Chapter IV presents research analysis, which consists of analysis of research data and research findings.

Chapter V presents the conclusion and suggestions of the research.





## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. Concept of Speaking

##### 1. Definition of Speaking

Speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. The first definition proposed by Nunan states that speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning. We have to be able to make our speaking can be understood by others clearly<sup>33</sup>. As stated by Thornbury in Zyoud that speaking is interactive and requires the ability to cooperate in the management of speaking turns<sup>34</sup>.The frequency of using the language will determine the success in skill. In other words, without practicing, it will be difficult to speak English fluently.

While Brown cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers<sup>35</sup>.Furthermore, Richards and Renandya state that effective oral communication requires the ability to use the language appropriately in social interactions that involve not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.<sup>36</sup>

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<sup>33</sup>David Nunan, *Practical English Language Teaching. First Edition* (New York: Mc Grawhill, 2003). 48.

<sup>34</sup>Munther Zyoud, "Theoretical Perspective on How to Develop Speaking Skill Among University Students," *An Intentional Multidisciplinary Journal* 2, no. 1 (2016): 3.

<sup>35</sup>H. Douglas Brown, *Principle of Language Learning and Teaching* (San Francisco State University: Pearson Limited edition, 2001). 267.

<sup>36</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002).



Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

From some definitions above, the writer concluded that speaking is a systematic process of constructing meanings, ideas, and thoughts to other people based on the context orally and effectively. Speaking is not only making sounds by speech organs but ideas and emotions are also taking part in it. Speaking is the process of using the urge of speech to perform vocal symbols in order to share information, knowledge, idea, and opinion with the other person. Moreover, speaking cannot be dissociated from the listening aspect, because speaking involves speaker and listener.

## 2. Function of Speaking

The function of speaking is to deliver messages or ideas from the speaker to the listener. Richard said, Brown and Yule made a useful distinction between the interactional functions of speaking, which serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There are three functions of speaking. They are talks as interaction, talk transaction, and talk performance<sup>37</sup>.

### a. Talk as interaction

This refers to what we normally mean by conversation and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit-chat, recount recent experiences, and so on because they wish to be friendly and establish a comfortable zone of interaction with others. The focus is more on the speakers and how they

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<sup>37</sup> Jack C Richards, *Teaching Listening and Speaking* (new york: Cambridge University Press, 2008). 21.

wish to present themselves to each other than on the message.

b. Talk as a transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transactions, Jones in Richard states talk is associated with other activities. For example, students maybe engaged in hand on activities. (e.g.in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding.

c. Talks to performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches<sup>38</sup>.

From the definition above, it can be said that the function of speaking has many senses, they are talk and performance refers to public talk. Entire the functions of speaking are related to guiding the people in speaking activity.

### 3. Kinds of Speaking Activities

To increase students' speaking motivation, teachers should engage their student into various speaking activities. Teacher has to set up kind of enjoyable speaking activities, so the student can fully participate on it. Speaking activities can give the student enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

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<sup>38</sup>Jack C Richards. 22.

According to Nunan, there are several speaking activities that lead students to speaking mastery. These activities are designed to increase students' fluency in speaking English<sup>39</sup>.

a. Information Gap

Information is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. Nunan states that the information gap is one type of speaking activity where two speakers have different parts of information making up a whole. Because they have different information, there is a gap between them.

b. Role Plays

This activity is a kind of speaking activity in that relatively safe environment of the classroom. In a role-play, students are given particular roles in the target language. Teachers can prepare the students to play the role of a policeman, doctor, tourist, etc. The student will practice the target language effectively before they have to do the conversation in real life.

c. Simulation

Simulation is more complicated than role-plays. Because a simulation requires the props to make a somewhat realistic environment to support students' language practice. For example, if the students have to practice transactional speaking with the cashier in the bookstore, the teacher might provide some stuff such as books, pens, and rules, even using the money for their purchases. So, the situations are created by the teacher as if it is real.

d. Contact Assignment

The purpose of this activity is to get the students to talk to people using the target language by sending them out of the classroom. The teacher sends the students to find

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<sup>39</sup>David Nunan, *Practical English Language Teaching. First Edition.*

information much any as they can. The students are provided with a worksheet and they can fulfill the information by asking the questions. Afterward, the students compile the result of the survey and report what they have learned.

## **B. Concept of Anxiety**

### **1. Definition of Anxiety**

Anxiety is one of the most well-documented psychological phenomena. In general, anxiety appears in the human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry. There are several definitions of anxiety that are found by the researcher. According to Carlson, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach<sup>40</sup>”.

Furthermore, anxiety arises as a response particular situation. Passer defines anxiety as a state of tension and apprehension as a natural response to the perceived threat. It means that people naturally feel anxious when they are threatened. Anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome<sup>41</sup>.

Although anxiety and fear sound similar, both are actually different. Halgin describes the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen. Furthermore, according to Barlow, as cited in Passer and smith, Anxiety responses

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<sup>40</sup>Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior* (Needham Heights: Viacom Company, 1997). 558.

<sup>41</sup>Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior* (new york: McGraw-Hill Higher Education, 2007). 787.

consist of emotional component, feeling of tension; cognitive component, worry, physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations<sup>42</sup>. From the definition above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

## 2. Type of Anxiety

There are some experts that discuss about anxiety such as Ormrod, Passer and Smith, and Nevid et al. However in this research only focusses of the theory of Nevid at al because this theory more understandable and relate with the situation that faced by the students in learning situation of the anxiety. Other than that, this research also looks up type of anxiety in Isnaini's research to find out the understanding regarding the theory of the type of anxiety that has been described by Nevid et al in Isnaini's research<sup>43</sup>.

Therefore, Nevid et al divides the types of anxiety into two types, state anxiety, and trait anxiety:

### a. State Anxiety

State Anxiety is a temporary feeling of anxiety elicited by a threatening situation<sup>44</sup>. Another definition of state anxiety is defined by Huberty which is State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger. It means that state anxiety is an anxious feeling that is felt by people only when they face a specific situation and in a short time.

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<sup>42</sup> Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorder*, (new york: McGraw-Hill, 2007). 144.

<sup>43</sup> Nur Isnaini, "An Analysis Of Students' Speaking Anxiety Students of English Foreign Language (Efl) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year Of 2018/2019."

<sup>44</sup> Jeffrey S. Nevid, Spencer A Rathus, Berverly Greene, *Abnormal Psychology in a Changing World (5th Ed.)* (Pearson Education: Prentice Hall, 2003). 180.

This is the condition faced by the students' when they feel state anxiety. When the students only listen to material explanations from the teacher their attitudes and behavior look normal and relaxed do not show characteristics of anxiety like tense faces. But, all of them have the same reactions and behavior as feeling shocked and nervous when the teacher asked them to speak English in front of class, sweating and trembling when the teacher asked them to answer questions using English, but when they are speaking and answer questions in Indonesian language, they are very fluently not showing the symptom of anxiety. This indicate that anxiety experienced by the students only appear or occur when they are faced with certain situations that feel threatening to them and that anxiety does not last for long. The responses and reactions of anxiety that they experience occur spontaneously in certain situations such as when they are asked by the teacher to speaking English in front of the class or answer questions in English.

b. Trait Anxiety

Trait anxiety is a pattern of responding with anxiety even in non-threatening situations<sup>45</sup>. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In regard to this, Marwan argues that trait anxiety is a person's tendency to feel anxious about the situations they are exposed to. Trait anxiety is part of a person's character and is a permanent disorder. People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by his character.

This is the condition that faced by the students' when they feel trait anxiety. The students always show a

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<sup>45</sup> Nevid, et. al. 181

tense face during the learning process not only when practice speaking English in front of the class, they also seemed to remain silent during does not interact with their peers just pretending to be busy writing notes in book and, and they also does not respond when the teacher invited them to interact using English during the learning process in class.

The anxiety in speaking English that experienced indeed always appeared and lasted during the process of learning speaking English in the classroom. Anxiety experienced by the students not only when the teacher asked him to practice speaking English in front of the class, but the anxiety he experienced even always appeared in situations that actually do not threaten them such as feelings of fear and worry when they only listened to the teacher speak and explain the material using English or hear their friends speak in English.

However, in certain cases, anxiety comes intense and lasted for long. This kind of anxiety is called trait anxiety. Based on the intensity, duration and situations, anxiety can be divided into two types: state anxiety, feeling of apprehension and nervousness as reaction to particular situation, and trait anxiety: more intense anxiety that depends on one's individual regardless of the situation.

### **3. Anxiety Factor**

According to Nevid, et.al some factors which can make people feel anxious are:

- a) Over self-prediction toward fear, Person with anxiety disorder often predict copiously about how great fear or anxiety in a situation. Example, people with phobic snakes will feel trembling it is same as students who feel trembling if he/she forward in front of the class for perform and think if the other students have bad impression.

- b) Irrational faith, Self-defeating can increase anxiety disorder. if a person face problem. Example, she/he would think “I should get out from here” or “my heart will come out from my chest”. That suggestion will disturb the plan, encourage the behavior to avoid, decreasing hope. It means that feel may come when someone feels very nervous then they decide to go out from that situation. It happened because they feel afraid or nervous too much of something.
- c) Over sensitivity toward threat, over sensitivity toward threat is like a fear of threat. Other people feel in safe situation but for he/she will happen that makes afraid. It is like someone feels afraid to much when the other people enjoy the situation. It can be seen in English class, students who likes English they will enjoy the learning, but students who do not like English, they will feel fear or nervous.
- d) The sensitivity of anxiety, a fear of anxiety people who high sensitivity toward anxiety has excessive fear. They were afraid on emotions unmanageable resulted something that detrimental they easily feel panic when having signs of anxiety are heart breathing, short breath.
- e) Wrong attribution body signal, it means that the beat of heart will rise, the breath quickly, perspire. This factor can be find in the exam situation. The students who did not learning anymore will doing this.
- f) Low self-efficacy. Low self-efficacy is tended to feel more anxious in a situation where doubt the ability its own. And anxiety will impede performance.<sup>46</sup> Low self-efficacy means that someone who always unconfident with their ability to doing something. They think that they will break the situation then they friend will laugh every time when they make a little mistake.

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<sup>46</sup> Nevid.et al., 468.



People with low self-efficacy will have less confidence in their ability to perform the task with success. Besides that, someone with low self-efficacy will also make it difficult in doing many ways. Moreover, they will always feel afraid and give up easily.

### C. Speaking Anxiety

Horwitz identified three performance anxieties<sup>47</sup>. The first is communication apprehension, which is a type of shyness that is felt when communicating with people and that manifests itself through anxiety, test anxiety, and fear of negative evaluation. The second is fear of negative evaluation that stems from an individual's concern of being evaluated negatively, leading to the individual avoiding others' evaluations and evaluative situations. The third test anxiety is defined as a type of performance anxiety that arises from fear of failure felt in academic evaluations environments.

Performing spoken English in front of an audience can be a very difficult task for some students as they may experience anxiety, which hinders them from giving successful oral performances. When such anxiety is experienced by students majoring in English Language Education, the stakes are higher since they are future. In this profession, they are required to have the confidence to demonstrate their skills before an audience: their students. Lightbown also discusses speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as for example, an oral presentation in front of a larger group of people.

Nevertheless, in these situations researchers prefer to use the term tension. Lightbown claim however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student's learning process. Anxiety that interferes

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<sup>47</sup>E.K Horwitz, "Preliminary Evidence for the Reliability and Validity of a Foreign Language English Anxiety Scale," *TESOL Quarterly* 20, no. 3 (1986): 559-562.

with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.<sup>48</sup>

Speech or oral communication anxiety are feelings or nervousness, dread, and concern that people experience before, during, or after public speaking. Academic researchers use the term communication apprehension to describe this condition and define it as the fear or anxiety associated with real or anticipated communication with others. Moreover, Speech anxiety and communication apprehension are terms used interchangeably to describe similar (if not the same) phenomena. According to Brydon, speech anxiety refers to the feelings of discomfort that people experience before or during speaking in public<sup>49</sup> Whereas communication apprehension as a feeling of fear or anxiety about a situation in which one must communicate, especially when the communication act takes place in a public forum.

## **D. Anxiety and English Foreign Language**

### **1. English as Foreign Language**

English is one of the subjects in school, this subject is important value and be examined in national standard in Indonesia. English is an international language and it is spoken by many people all over the world, so it is an important language. English is used to communicate to the world and is very important to acquire science and technology. English is used as foreign language in Indonesia and it must be learnt by students in Indonesia to get science or the knowledge which comes from others countries easily.

Setiyadi stated that English is really a foreign language in Indonesia.<sup>50</sup> It means that in Indonesia, English is

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<sup>48</sup>N Lightbown, P. &Spada, *How Languages Are Learned* (oxford: Oxford University Press, 2003). 34.

<sup>49</sup>Brydon& Scott, *Between One and Many: The Art and Science of Pubic Speaking*. Mountain View (California: Mayfield, 1997). 32.

<sup>50</sup>Ag. BambangSetiyadi, *Teaching English as a Foreign Language* (Yogyakarta: GrahaIlmu, 2006). 32.

just learnt at school as a compulsory subject. Students seldom use English in the society, because they usually use a language based on their mother tongue. Language is social construct as much as it a mental ability.<sup>51</sup> It is important for students to be just aware of this in foreign or second language as they are in their own. Learning English as a foreign language is not same as learning a mother tongue were the students have much time to use it in daily life. Learning is acquiring or getting of knowledge of a subject of skill by study, experience, or instruction.<sup>52</sup> It means that learning activity that done by students to get experience and instruction to help us understanding everything that we wonder to know.

## 2. Foreign Language Anxiety

According to Brown, foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning foreign language.<sup>53</sup> In addition, according to Gardner that It is fear or apprehension occurring when a learner is expected to perform in the target language.<sup>54</sup> Furthermore, Horwits Proposed conceptual Foundations of foreign language anxiety. Based on them, foreign language anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.<sup>55</sup> Anxiety related to foreign language learning is fear of negative evaluation.

In a foreign language learning context, students are prone to have a fear of negative evaluation from both teachers

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<sup>51</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Cambridge University Press, 2002). 25.

<sup>52</sup>H. Douglas Brown, *The Practice of English Language Teaching* (San Fransisco: Person Longman, 2002). 7.

<sup>53</sup>H. Douglas Brown, *Breaking the Language Barrier* (Yarmouth: Intercultural Press, 1991). 80.

<sup>54</sup>Rebecca L.Oxford, *Anxiety and the Language Learner: New Insights s*”, in *Jane Arnold (Ed), Affect in Language Learning* (Cambridge: Cambridge University Press, 1999). 60.

<sup>55</sup>Elaine K. Horwitz, “Foregn Language Classroom,” *The Modern Language Journal* 70, no. 2 (1986): 127.

as the only fluent speaker in the class and their peers. However, Horwitz and Cope also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.<sup>56</sup>

Based on the description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when using the target language.

### 3. Impact of Foreign Language Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distract their practice process. Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distract their practice process. information, and demonstrating that have previously been learned.<sup>57</sup> In other words, foreign language anxiety belongs to debilitating anxiety because it can hinder language learning and performance.

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<sup>56</sup>Elaine K. Horwitz. 128.

<sup>57</sup>Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner* (Boston: Person Education Inc, 2001). 402.

#### 4. Difference between fear and anxiety

Fear of the unknown refers to anxiety around unpredictable situations or events. It can also link to things that people find unfamiliar or strange. Individuals are likely to experience fear of the unknown when there is a lack of information.<sup>58</sup> Another name for the condition is intolerance of uncertainty. Someone who has a fear of the unknown may:

- a. have negative feelings toward uncertain situations or event
- b. process information in a biased way, particularly in ambiguous situations view uncertainty to be threatening
- c. Physical symptoms, most of which relate to having panic attacks Trusted Source, may include:

hot flushes or chills, a choking sensation, shortness of breath or difficulty breathing, dry mouth, sweating and trembling, a need to go to the toilet, nausea, pain or tightness in the chest, rapid heartbeat, which doctors call tachycardia, headache, ringing in the ears, numbness or pins and needles, in particular in hands and feet, dizziness and feeling faint<sup>59</sup>.

The anxiety disorders are the most common mental disorders. It is manifest by disturbances of mood, as well as of thinking, behavior, and physiological activity. It includes panic disorder, agoraphobia, generalized anxiety disorder, specific phobia, social phobia, obsessive-compulsive disorder, acute stress disorder, and post-traumatic stress disorder. Anxiety, which may be understood as the pathological counterpart of normal fear, is manifest by disturbances of mood, as well as of thinking, behavior, and physiological activity.<sup>60</sup> The anxiety disorders include panic disorder (with

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<sup>58</sup> Yalda Safai, "Understanding What Fear of the Unknown Is and How to Overcome It," *Medical News Today*, 2023, <https://www.medicalnewstoday.com/articles/fear-of-the-unknown#symptoms>.

<sup>59</sup> Safai.

<sup>60</sup> A. Adwas Almokhtar, J M Jbireal, and Azab Elsayed Azab, "Anxiety: Insights into Signs, Symptoms, Etiology, Pathophysiology, and Treatment," *East*

and without a history of agoraphobia), agoraphobia (with and without a history of panic disorder), generalized anxiety disorder, specific phobia, social phobia, obsessive-compulsive disorder, acute stress disorder, and post-traumatic stress disorder.

Anxiety differs from fear in that the fear producing stimulus is either not present or not immediately threatening, but in anticipation of danger, the same arousal, vigilance, physiologic preparedness, and negative affects and cognitions occur. Different types of internal or external factors or triggers act to produce the anxiety symptoms of panic disorder, agoraphobia, post-traumatic stress disorder, specific phobias, and generalized anxiety disorder, and the prominent anxiety that commonly occurs in major depression<sup>61</sup>. It is currently a matter of research to determine whether dysregulation of these fear pathways leads to the symptoms of anxiety disorders.

### **E. Speaking Anxiety in Foreign Language**

Commonly, English language teachers are aware of the existence of a phenomenon called foreign language speaking anxiety. However, sometimes it appears to be problematic to classify whether a student seems reluctant to speak in the target language because of lack of motivation or increased anxiety level. In order to define speaking anxiety and its reasons, the general term anxiety should be defined according to its symptoms. Anxiety, as stated by Horwitz in Yalçın is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Foreign language learners, who feel anxious, face symptoms such as sweating, palpitations, worry, forgetfulness and difficulties in language learning<sup>62</sup>. Anxious foreign language students identify speaking in

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*African Scholars Journal of Medical Sciences* 2, no. 10 (2019): 580–91, <http://www.easpublisher.com/easjms/>.

<sup>61</sup> Almokhtar, Jbireal, and Azab.581.

<sup>62</sup> Özlem Yalçın and Volkan İnceçay, “Foreign Language Speaking Anxiety: The Case of Spontaneous Speaking Activities,” *Procedia - Social and Behavioral Sciences* 116 (2014): 2620–24, <https://doi.org/10.1016/j.sbspro.2014.01.623>.

the target language as the most frightening language skill. It is often reported that they feel stressed and even start to “freeze” when they have to act out a role-play or deliver a speech.<sup>63</sup> However, Horwitz in Yalçın emphasize the role of students’ beliefs (e.g. remaining silent and reluctant to speak until fluency in the foreign language is established) in increasing their anxiety levels. The reason of this silence is mostly because students fear to make errors and as a result get corrected by the teacher in front of their classmates<sup>64</sup>. Especially in oral performance, and being called on in class without being prepared to answer, are other factors that lead to shaking and sweating.

Other than that Rumiyati and Seftika also explain foreign language anxiety is a situation specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety; it is related to the language learning context. It means that there is a relationship between foreign language anxiety and language learning. Anxiety can give negative and positive impact to the students who desire to master foreign language especially English. It can be negative if the students cannot manage or control their anxiety. It will be difficult for them to learn English and their score will be bad.<sup>65</sup> Otherwise, anxiety can give positive impact to the students. For example, when the students are feeling anxiety about not passing her or his examination, they will be serious in learning English. In short, anxiety is closely related to the student’s achievement on acquiring English. Furthermore, the students will be more difficult to acquire English especially in speaking if the students have high anxiety because the students are too afraid of making mistake while the students learn English.

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<sup>63</sup> Yalçın and İnceçay.20.

<sup>64</sup> Yalçın and İnceçay.23.

<sup>65</sup> Rumiyati and Seftika, “Anxiety of Speaking English in English Foreign Language (EFL) Class,” *Journal of English Education Literature and Linguistics* 1, no. 1 (2018): 47–61.

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