SPEAKING ANXIETY FACED BY STUDENTS

IN EFL SPEAKING CLASS

(A CASE STUDY ANALYSIS OF ENGLISH LANGUAGE RESEARCH)

SKRIPSI

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LEGITIMATION

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This is certify that the sarjana's Skripsi

has been approved by the Board of Examiners

as the requirement for the degree of Sarjana in English Language Education

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CHAPTER I

INTRODUCTION

This chapter is an introduction which explains the background of the study, research problem, objectives of the study, significance of the study, and definition of key terms.

A. Background of Study

The development of the times, mastering more than one language has become a very important aspect. Indonesia is a nation that will enter the era of globalization. So, the demand for mastering a foreign language is getting higher. English as a world language has become a compulsory language that must be mastered by all people to be able to keep up with the times. English is not only used as the language of instruction in the business world but also in the world of education.

To be able to master English, of course, it is not easy because students are required to master the four components of language, namely the components of Speaking, Listening, Reading and Writing. From the four components, speaking ability is considered very important because it can be immediately seen and applied as soon as someone speaks English.

Speaking or speaking skills are considered more important than other skills because during the process of communication with others we certainly

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have to respond at that moment, in our speaking too cannot edit and correct what we have said (Nunan, 2003:48).

Given the importance of communication skills in English, IKIP PGRI Bojonegoro English Education Department of equips students with Speaking courses which are divided into four levels, namely Speaking 1, Speaking 2, Speaking 3 and Speaking 4. This is so that students can talk or communicate smoothly, naturally and systematically both in formal and informal situations. Besides that, they are also prepared to become an educator who is reliable and professional in their field, namely in English language science.

In speaking lectures, students are provided with a variety of linguistic expressions that they can use as soon as they speak English both concerning formal and informal situations.

Anxiety experienced in communication in English can weaken and can affect students' adaptation to the target environment and ultimately the achievement of their educational goals. Anxiety reactions can be categorized as reflecting worry or emotionality (Liebert, R. M. & Morris, L. W., 1967). Emotionality refers to physiological reactions, such as blushing or racing heart, and behavioral reactions, such as stammering and fidgeting. Worry refers to cognitive reactions, such as self-deprecating thoughts or task-irrelevant thoughts (Zeidner 1998, Naveh-Benjamin 1991). Worry is seen as the more debilitating of the two because it occupies cognitive capacity that otherwise would be devoted to the task in hand, for example, speaking a foreign language (Tobias, 1986). Based on the phenomenon in the field, it is known that there are still many students who

are afraid and Anxiety in speaking English in speaking class. Students often quote that speaking foreign languages is an anxiety product experience. Starting from the concept that foreign language processes are activities that go beyond memorization more than linguistic structures, words, and rules.

Therefore I was interested in finding out what causes anxiety in speaking foreign languages faced by students and influences anxiety or fear of speaking English in class so that they can feel more confident in speaking English in the future.

B. Research Problem

For doing the study, the Researcher formulates the following questions as research problems. This is:

What are the causal factors of speaking Anxiety faced by students in English Foreign Language speaking class?

C. Objectives of The Study

Based on the problem above, the objectives for doing the study have been decided by the researcher, as follows:

To describe the causal factors of speaking anxiety faced by students in English Foreign Language.

D. Significance of The Study

The major significance of research into foreign/second language anxiety is in the relationship between anxiety and unconfident in EFL speaking class. so that to expand knowledge about several factors that cause student anxiety, especially in English-speaking classes. This will also be able to help EFL

students when speaking in front of the class and to understand the factors so that they will get more awareness related to anxiety. The result, this research can be considered for further research on effective ways to overcome these problems.

E. Definition of Key Terms

Anxiety is the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning (MacIntyre, P.D., & Gardner, R.C., 1994: 284).

Thornbury (2005: iv) *speaking* is the communication ability between people that take turns in exchanging particular information. Brown, Burns & Joyce in Florez (1999: 1) also defined speaking as the constructing meaning process by producing, receiving, and processing information interactively. It can be concluded speaking is the ability of language to exchange information and build meaning with others orally. Given its function, speaking becomes one of the most important in language learning. People can express their goals, feelings, ideas, opinions about the topics they want. Besides, one way for people to understand each other.

Speaking is an anxious triggering activity that makes students anxious when they are in the classroom, many learners are highly anxious because of participating in speaking activities (Keramida, 2009).

Speaking anxiety is a form of feeling that is both fearful, tense in the face of problems speaking or in carrying out speaking English with various symptoms caused. *Anxiety* in this study is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic

nervous system (Horwitz, 2001:113). *Language anxiety* can be described as "the feeling of tension and apprehension especially associated with the second language, including speaking, listening, and learning " (MacIntyre & Gardner, 1994, as quoted in Subasi, 2010:30). Language anxiety is anxiety that arises when someone learns English. According to (Arnold & Brown, 1999), anxiety is a major factor that can hinder the learning process. (Horwitz and Cope, 1986) have proposed three factors that influence the performance anxieties of students, communications apprehension, test anxiety, and fear of a negative evaluation/acceptance. They believe that anxiety in learning EFL is closely related to other academic and social aspects. (Na, 2007) has also added anxiety about English classes as one more anxiety factor.

Foreign Language is a language which is not widely used in the learners' immediate social context but might be used in the future (Saville-Troike, 2005).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses reviews of related literature the research topic about speaking anxiety faced by students in EFL speaking class. the literature is divided into three main parts namely previous study, theoretical background, and theoretical framework.

A. Theoretical Background

1. Speaking

Speaking is an oral communication which occurs between the speakers and the listeners. According to Thornbury (2001), speaking requires the ability to co-operate in the management of speaking turns. It typically takes place in real-time with a little time for detailed planning as well. In this condition, a lot of memorized lexical expressions are also necessary for spoken language. Therefore, the study of grammar may not be the most important matter to reach the most efficient way of speaking preparation.

Based on Harmer (2001), speaking happens when two people are engaged in talking to each other. Here, they are conducting speaking for some proper reasons, such as information sharing, asking or giving something, and other communication purposes.

In line with the theories, it concludes that speaking is the ability to express something through a spoken language. Speaking is about

carrying the ideas into words which are dealing with someone's concerns, perceptions, and feeling to make other people convey the meaning or message of the spoken language. Speaking is one of the ways to express and to communicate the ideas.

a. Components of the Speaking Skill

According to Hughes (1989), at least there are five components of the speaking skill related to comprehension, grammar, vocabulary, accent (varieties of pronunciation), and fluency.

First, comprehension is the ability to understand something. To conduct a good communication orally, speakers must understand what others say. Oral communication certainly requires a subject to respond to speech likewise to initiate it.

The second component is grammar. Grammar as one of the micro-skills is essential for students. Grammar is concerned with arranging a correct sentence in a conversation which is in line with the explanation stated by Heaton (1978: 5).

The third component is the vocabulary. Without sufficient mastering on vocabulary, people cannot communicate with others effectively or express their ideas both in oral and written discourse.

The next component is accented (varieties of pronunciation). It is the students' can produce clearer language when they speak. It is related to the phonological process that refers to the component of grammar made up of the

elements and principles that determine how sounds vary. There are two features of pronunciation, that is, phonemes and suprasegmental features.

The last component is fluency. In learning to speak, fluency is the goal of many language learners. Fluency can be determined as the ability to speak with reasonably fast speed and with a small number of pauses and "us" or "ers". The conditions indicate that the speaker does not need to spend a lot of time searching for the language items needed to express the message (Brown: 1987)

From the explanation above, it concludes that to master the speaking skill at least language learners require comprehension, grammar, vocabulary, pronunciation, and fluency. The skills are essential to communicate or to express the speaker's idea orally to make it clear and effective.

b. Appropriate Speaking Performance

Students need to master the components of speaking in order to be able to conduct the appropriate oral performance. In line with that statement, both students and Lecturer need to know the factors that can determine good speaking performance. Thornbury (2005: 127) explains several criteria to identify the characteristic of the appropriate speaking performance.

The first is grammar and vocabulary. It is related to produce oral performance with the accurate and appropriate use of syntactic forms and vocabulary to achieve the task requirements at each level. The range and appropriate use of vocabulary are also important here. The second is discourse management. It is dealing with students' ability to express ideas and opinions

incoherent, connected speech. It requires students to construct sentences and to produce utterances to convey information and to express or justify opinions. The students' ability to maintain a coherent flow of language with an appropriate range of linguistic resources over several utterances is the main concern here. The next is pronunciation. It refers to the students' ability to produce comprehensible utterances to fulfill the task requirements, i.e. refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning. The last is interactive communication. This refers to the students' ability to interact with the interlocutor and other students by initiating and responding appropriately and at the required speed and rhythm to fulfill the oral performance requirements. It includes the ability to use functional language and strategies to maintain or repair interaction, e.g. in conversational turn-taking, and a willingness to develop the conversation and move the task towards a conclusion. Students should be able to maintain the coherence of the discussion and may ask the interlocutor or other students for clarification.

It is important to notice that grammatical accuracy is only one of the various factors. The Lecturers also need to remind themselves when assessing speaking that even native speakers produce non-grammatical forms in fast. It would be unfair to expect a higher degree of precision in learners than native speakers are capable of.

2. Anxiety

Anxiety is an innate natural factor which affects each individual from the time of birth. Anxiety can appear on its own when someone is in a stressful situation and something threatens them. Anxiety is a feeling in which a person feels anxious, nervous, confused and flustered in a situation that could marginalize her. (Mayer, 2008:4) has said that "anxiety is defined as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger". The feeling of anxiety is natural and is experienced at times by everyone. But excessive anxiety sometimes makes the sufferer unable to do anything. Anxiety reactions can be categorized as reflecting worry or emotionality (Liebert and Morris, 1967). Emotionality refers to physiological reactions, such as blushing or racing heart, and behavioral reactions, such as stammering and fidgeting. Worry refers to cognitive reactions, such as self-deprecating thoughts or task-irrelevant thoughts (Zeidner 1998; Naveh-Benjamin 1991). Excessive anxiety can cause physical disorders such as "shallow breathing and hyperventilation, an intense rush of adrenaline and other stress hormones, pounding heartbeats, heart palpitations, sweating, shaking limbs and trembling, body and muscle tension, a dry mouth, headaches, nausea, diarrhea, and/or vomiting" (Mayer, ibid).

a. Language Anxiety

Language anxiety is anxiety that arises when someone learns English. According to (Arnold & Brown, 1999), anxiety is a major factor that can hinder

the learning process. Anxiety itself is a subjective feeling of tension, state of apprehension, nervousness, and worry which is associated with the rise of the autonomic nervous system caused by unclear fears that are indirectly related to objects.

Atkinson (1996:212) defines anxiety as an unpleasant emotion characterized by concern at different levels in each person. Whereas according to (Hurlock, 1997:62) anxiety is an effective situation that feels unpleasant which is followed by a physical sensitivity that warns someone of threatening danger.

In the dictionary of psychology terms, Chaplin defines anxiety as the feeling of a mixture of fear and concern about the future feeling without any specific reason for that fear. Anxiety is a manifestation of various emotional processes that are diffusely mixed, which when people are experiencing the pressure of feeling (frustration) and inner conflict (conflict). There are several types of anxiety due to knowing that there is a danger that threatens him, anxiety in the form of a disease that can affect the whole person. Furthermore, anxiety due to feelings of sin or guilt.

It has become a tradition for students to experience anxiety when dealing with English lessons as a foreign language at school. The excessive feelings of anxiety that students face in the foreign language classroom often makes them appear to have no ability in learning English, especially in learning speaking skills. One of the reasons why students can experience excessive anxiety when asked to speak English orally is because of unsystematic teaching-learning in the classroom which limits the time for students to talk directly. Students assume that

they come to campus just to listen to all the explanations from their English teacher, then they write all their answers to the topic without directly using the English language to talk about what they have understood and what they have not yet understood (Nunan, 1999).

Thornbury (2005) has claimed that a student who is not fluent in speaking English can suffer from stress and embarrassment. It cannot be denied that students who aren't fluent can feel anxiety when they are asked to speak in English. They may not have much self-confidence because of their limitations in speaking English.

However, students who are reliable in the field of linguistics can also often feel anxious when facing an English test. This can happen so that they forget what they know because of their anxiety. Horwitz, Horwitz and Cope, 1986: 126) have written: "students commonly report to counselors that they 'knew' a certain grammar point but 'forgot' it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously".

Anxiety can also occur due to too deep understanding of semantic meaning in speaking. Students who concentrate deeply on the level of understanding in semantic meanings in a language can directly feel anxiety due to them (Gass & Selinker, 2001). Semantic understanding of the use of a language is important, however, if students are too burdened with a high level of understanding of semantic factors, the students themselves can suffer because of it. Anxiety faced by the students can lead to negative reactions. According to

(Bailey, 1983) as cited by (Gass and Selinker, 2001:357) "anxiety depends on the situation in which learners find themselves".

Based on the statements above, anxiety is not only faced by students who have low proficiency but also by students with high proficiency. It all depends on how the students respond to the anxiety that they face. Occasionally, inflexible prerequisites will be embedded in the students' minds which can raise high levels of anxiety due to excessive self-monitoring. Excessive self-monitoring is one of the sources of students' speaking anxiety (Thornbury, 2005). (Tsui, 1996) in (Bailey & Nunan, 1996) has explained that one of the ways that teacher can reduce the anxiety faced by students when speaking English is to focus more on the content of students' speaking in English rather than focussing on the form.

As confirmed by several surveys (Horwitz et al., 1986; Ely, 1986; Young, 1990; Price, 1991; Aida, 1994), one of the most anxiety-provoking activities in the foreign language is speaking. Unlike writing, where each writer can get on by himself, without disturbing the rest of the class, at his speed. (Brown & Yule, 1983: 25) speaking is an activity which involves more than one person, and it tends to threaten one's public standing fairly easily (Tsui, 1996).

b. Effect of Anxiety on Motivation

Anxiety can affect students' motivation and ability in speaking English in the classroom. Students who have low motivation may have low proficiency and as a result be more anxious in language classes (Yamashiro & Mclaughlin, 2001 in Robinson et al., 2001). In line with Yamashiro and Mclaughlin, (ibid), Liu and

Cheng, 2014) researched EFL university students to determine the relationship between the affective factors faced by students in the classroom, such as anxiety factors and motivation factors. They found that there was a very close relationship between the factors of anxiety and motivation iEFL students. Students with high motivation in English have low anxiety. However, if the students' anxiety is high and excessive, then the students will not be motivated to learn English. This finding reveals that high anxiety will decrease motivation. Motivation can only be high if the students' anxiety is low.

Lozanov (1975) has said that to motivate students, (new) teaching techniques are not needed, the most important point is how the teacher frees the students from anxiety, embarrassment, and high blood pressure. Lozanov (ibid) has claimed that putting students in a comfortable, relaxed, and fun place can increase students' motivation to learn. (Finocchio, 1974) has also stated that to increase students' motivation in learning; students should be free from anxiety. Finocchio gives examples of liberation from anxiety, such as students do not need to be ashamed and anxious if they are not ready to do the work or if they make mistakes and errors in production or if they are not able to respond to the teacher's questions promptly and directly. Students may not be able to liberate their anxiety without the help of their teachers. Teachers are expected to help to ease students' speaking anxiety to help them to be successful in speaking English. Students need self-confidence and a sense of security when they find a challenge in speaking; students need comfortable classroom conditions where the teacher does not become a judge of the students' mistakes and errors in practicing English orally.

The teacher should act as the students' mentor and guider who is ready to help the students in the problems they face in speaking (Thornburg, 2005). Kreshan, 1982:32) has written that "the effective language teacher is someone who can provide input and help to make it comprehensible in a low anxiety situation".

c. The Factors of Anxiety

(Horwitz and Cope, 1986) have proposed three factors that influence the performance anxieties of students: communications apprehension, test anxiety, and fear of a negative evaluation/acceptance. They believe that anxiety in learning EFL is closely related to other academic and social aspects. (Na, 2007) has also added anxiety about English classes as one more anxiety factor.

As *the first* anxiety factor, communication apprehension is a type of shyness characterized by a fear of or anxiety about communicating with people (Horwitz, et al. ibid). This anxiety very often plagues EFL students in English classes. Students feel embarrassed to talk to the teacher, and/or their peers in English. These students feel like someone is observing them watching out for them to make mistakes in their grammar, this causes the students to be anxious when asked to speak English. Students feel that their English language is not as good as the ability of their peers.

Meanwhile, test anxiety refers to a *type of performance anxiety* stemming from a fear of failure (Gordon & Sarason, 1955, as cited by Horwitz et al., 1986). This factor usually occurs when students face an English language test, especially an oral test. Students feel pressured and uncomfortable in this situation. Even

students who have prepared themselves perfectly for an oral English test can make errors in the test. They seem to lose their ability during the test. Students make untypical errors and do not know what they have to do on the test. According to (Yamashiro and Mclaughlin, 2001: 114) in Robinson et al. (2001), "test anxiety is a form of anxiety that is like a motivating factor to study harder and perform better". But on the contrary, (Horwitz and Cope, 1986) reveal that frequently students who knew the answer before the test experience forgetfulness because of their nervousness that causes them to lose memory power so that they give wrong answers in a test.

Then, *fear of negative evaluation* is defined as apprehension about the evaluations of others, avoidance of evaluative situations, and the expectation that others will evaluate one negatively (Watson & Friend, 1969, as cited in Horwitz, et al., 1986). This factor causes students to feel anxious to show their abilities directly in English because students feel that their classmates will give negative comments on their performance. Students also feel anxious when their teacher gives them correction which makes their self-esteem fall in front of their peers. Particularly, in giving feedback to students, the teacher is not justified to give just negative feedback that can marginalize one or more students. The teacher's feedback on students' responses has to contain an element of positive reinforcement that can motivate the students, even when students' responses are wrong. Teachers should respond to students' correct answers with praise so that students get reinforcement for what they have learned (Rivers, 1986).

Specifically for the fourth factor, the anxiety about English classes factor that was created by (Na, 2007) when investigating EFL students in China. This factor was associated with anxiety faced by students when they should be in English classes or English lessons. This anxiety was reserved only for the English classroom or the English lesson. The students felt more depressed if they were in English classes than if they were in other classrooms or lessons. (Krashen, 1982: 31) has written that "low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety".

3. English Foreign Language

According to Saville-Troike (2005) "Foreign language is a language which is not widely used in the learners' immediate social context but might be used in the future."

a. Foreign Language Anxiety

There is a certain term for anxiety that linked to language performance. The term Language Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is specific anxiety which is related to language learning and use. According to Brown (1991: 80), "foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning a foreign language." Besides, according to Gardner and MacIntrye (1999: 60) as cited in Oxford, "It is fear or apprehension occurring when a learner is expected to perform in the target language."

Based on the description above, the writer concludes that foreign language anxiety is a feeling, or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

b. Components of Foreign Language Anxiety and Related Causal Factors

Based on the University of Pittsburgh's web related to speech anxiety, most people have different kinds of speech anxiety when they have to speak in front of a group since public speaking is many people's greatest fear. Speech anxiety has various ranges from a slight feeling of nervous to a nearly incapacitating fear.

There are most common symptoms dealing with speech anxiety such as shaking, sweating, butterflies in the stomach, dry mouth, rapid heartbeat, and squeaky voice. It can be said that students who are indicated to have the symptoms on their speaking performance are categorized as anxious students.

Horwitz et al. (1986: 127), considering language anxiety with relation to performance evaluation within academic and social contexts, describe a correlation between it and three related performance anxieties: (1) communication apprehension (CA); (2) test anxiety; (3) fear of negative evaluation. Due to its emphasis on interaction, the construct of communication apprehension is also relevant to the conceptualization of foreign language anxiety (McCroskey, 1977: cited in 1986: 127). These are the descriptions of the components.

1) Communication Apprehension (CA)

One of the most studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally (Daly 1991: 3). Horwitz et al. (1986: 128) define communication apprehension (CA) as "a type of shyness characterized by fear or anxiety about communicating with people". The condition appeared in speaking performance when the students were asked to speak in front of their friends. They were shy and cannot do their best. The feelings of shyness vary greatly from individual to individual, and from situation to situation. McCroskey and Bond (1980, 1984: cited in Tanveer 2007: 12) found seven factors that could result in a quiet child (this can equally offer explanation of adult CA); (a) low intellectual skills, (b) speech skill deficiencies, (c) voluntary social introversion, (d) social alienation, (e) communication anxiety, (f) low social self-esteem, (g) ethnic/cultural peaking Anxiety in EFL Speaking Class The present study aims known anxiety felt by students at the moment of speaking during the EFL speaking class. If this fear is existent in the students interviewed the question is asked: which in-class activities make them particularly uncomfortable? Many researchers have supported the idea that communicating in the foreign language class may be a traumatic experience causing feelings of fear (Beebe, 1983; Lucas, 1984; Horwitz et al., 1986; Liu, 1989; Phillips, 1992). Ely (1986), MacIntyre & Gardner, (1989), Campbell (1991), Price (1991), Aida (1994) claim that speaking in the target language seems the most threatening aspect of foreign language learning and that the lack of oral skills constitutes serious problems to language learners. Although students

show the most interest in learning to communicate orally in the foreign language (Phillips, 1991), their anxieties may play debilitating roles. Labor (1969 in Tsoi, 1996: 156) affirms that speaking in class is experienced by students as "high-risk" and "low-gain". divergence in communication norms. Those factors can lead to communication apprehension.

McCroskey (2006: 4) also asserts that individuals who, from early childhood, are greeted with negative reactions from others in response to their attempt to communicate develop a sense that staying quiet is more highly rewarded than talking. This can suggest, according to behaviorist learning methodology, that the negative reactions to learners' errors by language instructors can reinforce their fear of making mistakes and future attempts to communicate. Children who receive a lot of early experience of talking are more likely to be less anxious than those who receive fewer opportunities for communication.

2) Test Anxiety

An understanding of test anxiety is also related to the discussion of foreign language anxiety. Horwitz et al. (1986) explain test anxiety as a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature.

Unfortunately, highly anxious students, foreign/second language, require continual evaluation by the instructor – the only fluent speaker in the class

(Horwitz et al., 1986: 129). It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students (Horwitz et al., 1986: 127).

3) Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in the second/foreign language class (Horwitz et al., 1986: 127). It can be broader since the factors that cause anxiety not only teacher's evaluation but also the reaction of other students in the class.

In addition, individual differences in the English classroom can be a catalyst for the existence of anxiety. Individual differences are psychological traits or chronic tendencies that convey a sense of consistency, internal causality and personal distinctiveness (Carver & Schreier, 2000: 5). Although the role of situations is acknowledged to play a role here (Robertson & Callanan: 1998), individual differences are considered to play an essential role in how people generally react across the situations they experienced. Alternatively, as Larson (1989) has suggested, individual differences may affect behavior only when paired with situational conditions that cause stress. In other words, individual differences are related to classroom competitiveness. The students tend to compare their ability to their classmates with their perception. It may cause stress when they have low estimation towards themselves comparing to the others.

discussion or forcing learners out of the role - it will stop the sense of frustration that some learners may feel when they come to a 'dead-end' of language or ideas.

b) Feedback provider

The difficult question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

When the learners are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, a helpful and gentle correction may get learners out of difficult misunderstanding and hesitations. Everything depends upon the teacher's tact and the appreciation of the feedback which is given in particular situations.

When learners have completed an activity it is vital to allow them to assess what they have done and told them what, in the teacher's opinion, went well. The teacher will respond to the content of the activity as well as the language used.

2) Negative Self Perception and Low Self Esteem

Anxious learners about speaking continue to think about their learning difficulties and, distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self-degradation or poor

performance, which considerably restrict their ability to elaborate the information received in the class (MacIntyre & Gardner, 1991a). Daly (1997a) states that anxious learners tend to have more negative self-perception and tend to underestimate their quality of speaking ability. MacIntyre & Gardner (1991a) analyzed the perceptions which these subjects had about English Foreign Language classes. Students were asked to rate their abilities in speaking, listening, writing and reading in the EFL using a questionnaire made of six anxiety scales and four portions: "Essay", "Can Do", Production Tasks" and "Auxometers". The result was that 87% of the students perceived speaking as the most anxiety-arousing experience; in addition, a significant difference was found for the self-rated speaking ability, with those learners writing a relaxed report, perceiving themselves as more proficient than the anxious group.

Young (1999) confirms that anxiety arousal may be associated with self-related thoughts of failure and negative self-perception about the subject's own EFL capacity. Thus, it is not surprising that learners consider speaking in front of other people one of the most common sources of anxiety, especially if proficiency in the foreign language is perceived as limited (Young, 1999). It would seem, then, that students who begin with a self-perceived low ability level in the foreign language class are perfect candidates for language anxiety. The relation between anxiety, cognition, and behavior is likely to be cyclical, in which one affects the other (Leary, 1990). For instance, answering a question in the foreign language may be a stressful activity; worry and anxiety make the student concentrate on negative thoughts and rumination. Hence, the cognitive

Favorable attitudes towards the Foreign Language may imply a positive involvement in the English Foreign Language learning process, encouraging frequent contact with native speakers of the other language, active participation in the English Foreign Language learning situations (i.e. in-class activities in the foreign language class), exposure to the English Foreign Language itself (watching television in the other language, for example), all of which are indispensable activities for the improvement of one's own English Foreign Language skills (Gardner et al., 1976; McCoy, 1979).

Aware of the findings outlined above, the present research will attempt to observe students' attitudes toward the English language as possible predictors of the students' feeling in the EFL classroom. This feeling will be also the object of comparison of students of English in EFL speaking class, in which exposure to the English foreign Language may be a good source of curiosity and interest toward English language and its people.

b) Negative Experiences

The learner's experience in acquiring each of the four language skills (i.e. listening, speaking, writing and reading) has triggered the interest of researchers such as Cheng (1999). Hence the claims that the learner's "history of success and failure in performing each skill might

lead to differentiated attitudes, emotion and expectations about each of the language skills" (Cheng, 1999: 438).

In light of this explanation, it is easy to understand why some students feel more anxious in speaking the EFL than in writing or reading activities (Young, 1990). Fifty-percent of Koch & Terrell's students (1991) reports oral skits and oral presentations in front of the others as very stressful and embarrassing in their Natural Approach classes.

Apart from the difficulties originated sometimes from the language skill itself which may discourage the learner, negative experiences may stem from the teacher, the methods he adopts and the relation he establishes with his students (MacIntyre & Gardner, 1991a). Being friendly, having a good sense of humor, being relaxed and patient, telling students that everyone makes mistakes are all qualities of a good teacher. These may make learners comfortable in the foreign language class and that may encourage students to see the EFL class as a positive experience and environment in which to learn (Young, 1990). It is important for the teacher giving his students constant reinforcements and help develop more realistic expectations about the EFL (Young, 1991).

For this purpose, Krashen (in Horwitz, 1990) exhorts language instructors to share with their students the experiences they had as language learners. Perceiving the teacher as a successful language learner, students may get aware of the fact that negative

experiences of failing exams or oral tests, or making errors or feeling anxious when speaking an EFL are normal experiences, indispensable and unavoidable to learn a foreign language. Problems occur when the instructor's belief about his role in the class is far removed from that of a person who should create a relaxed atmosphere in the class.

As for the Audiolingual Method (Young, 1991), where the teacher behaves as a drill sergeant, many instructors believe they have to correct every single error making the student constantly anxious as if living in a minefield. Brown and Yule (1983: 53) report "the last thing a teacher should be thinking of is correcting that student's pronunciation or intonation." when a student is trying to formulate a sentence in the EFL. In that case, the learner may forget or go blank about what he is intending to say, withdrawing into self-doubt which leads him to consider the foreign language as a negative experience to be avoided as soon as possible (Horwitz et al., 1986). And these are modes of behavior which no language instructor would like to see in his students.

B. Reviews of The Previous Studies

Anxiety reactions can be categorized as reflecting worry or emotionality (Leibert and Morris, 1967). Emotionality refers to physiological reactions, such as blushing or racing heart, and behavioral reactions, such as stammering and fidgeting. Worry refers to cognitive reactions, such as self-deprecating thoughts or

task-irrelevant thoughts (Zeidner 1998; Naveh-Benjamin 1991). Worry is seen as the more debilitating of the two because it occupies cognitive capacity that otherwise would be devoted to the task in hand, for example, speaking a foreign language (Tobias, 1985).

Some researcher about Speaking anxiety in ELT speaking class has been conducted. Choose some literature as previous studies that are close to the topic. Recent research in language learning has provided some support for this theory (MacIntyre and Gardner 1994; Onwuegbuzie, Bailey and Daley 2000). (Horwitz and Cope, 1986) made a valuable contribution to theorizing and measurement in language learning anxiety. They considered anxiety as comprising three components: communication apprehension, test anxiety and fear of negative evaluation. Horwitz and colleagues viewed the construct of foreign language anxiety as more than a sum of its parts and define foreign language anxiety as 'a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process' (Horwitz and Cope 1986; Horwitz 1986).

Based on the research which is done by Tanveer (2007:58) the title *Investigation of The Factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and The Influence It Casts on Communication in The Target Language.* the causal factors of the anxiety are psycholinguistic and socio-cultural perspectives. Some psycholinguistic factors are related to learners' cognition and language learning difficulties like a classroom environment, fear of

making mistakes, and linguistic difficulties. There are also the sociocultural factors like cultural differences, social status self-identity, and gender.

The results of the interview study indicate that the most anxiety-provoking skill in L2/FL (English) learning is the speaking skill. Almost all research subjects acknowledged that people feel anxious and nervous while speaking English in front of others.

Another study by MacIntyre and Gardner (1989: 251) the title *Anxiety And Second-Language Learning, vol. 39* and MacIntyre and Gardner (1991: 513) *Language Anxiety: Its Relation to Other Anxieties and Processing in Native And Second Languages, language learning vol. 41* found that performance in the target language was negatively correlated with language anxiety, but not with more general forms of anxiety. They categorized 23 different anxiety scales into three categories of anxieties by using a statistical method called factor analysis.

1. The first category or "factor" was found to include most of the anxiety scales (i.e., measures of trait anxiety, communication apprehension, interpersonal anxiety and so on) and was then labeled "General anxiety" or "Social Evaluation Anxiety";

2. The second factor was found to be State Anxiety (e.g. Novelty Anxiety, the physical danger scale, etc.), and

3. The third factor was labeled Language Anxiety, for it was composed of two measures of French test anxiety, French use anxiety, and French classroom anxiety. Such results of factor analysis clearly indicated that language anxiety could be separated from other forms of anxiety, as

evidenced by the procedure of factor analysis that specified no correlations among the factors.

Based on the results of factor analysis, language anxiety could be separated from other forms of anxiety as evidenced by the procedure of factor analysis that shows no correlations among the factors.

William and Andrade (2008: 186) the title *investigated foreign language learning anxiety in Japanese EFL University Classes to find out the type of situation that provoked the anxiety and the ability to cope with the anxiety.*

Their findings indicated that anxiety was most often associated with the output and processing stages of the learning process. Furthermore, they found that fear of receiving a negative evaluation, speaking in front of the class, and a random selection, a procedure that the lecturer used for calling the students were cited as sources of anxiety.
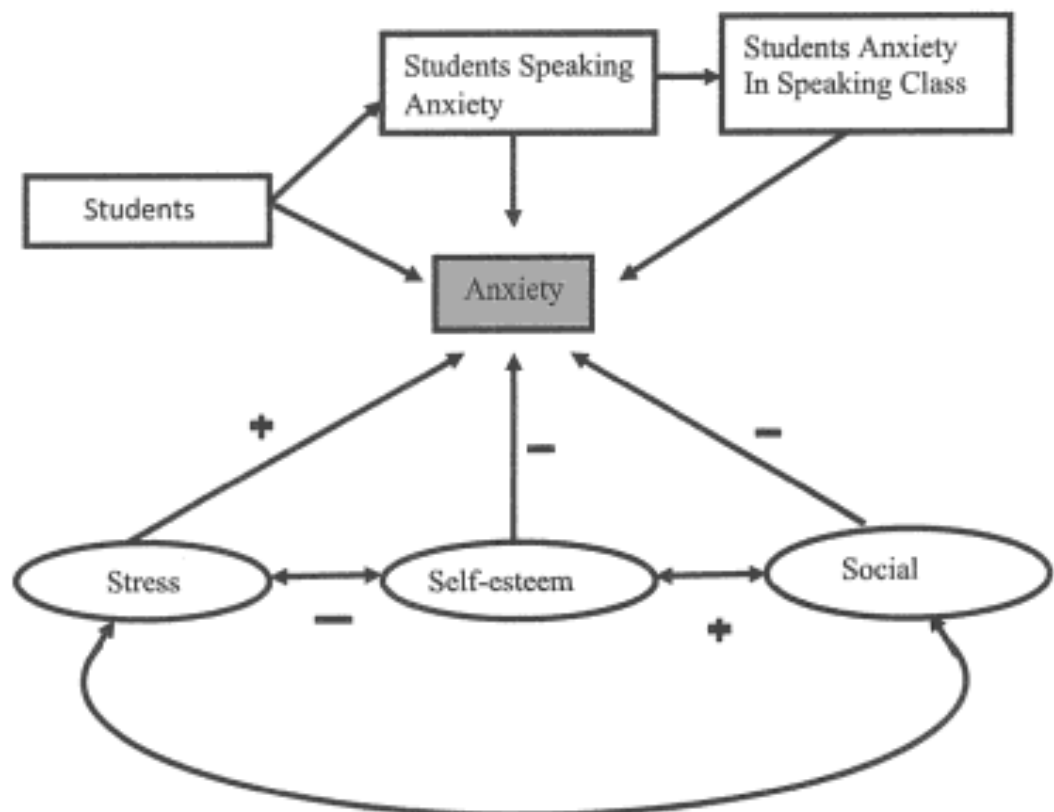
C.   Theoretical Framework

Figure 2.1: Framework Anxiety

EFL students face difficulties in different main areas. One of them is the anxiety factor. While Arnold (2009:145) stated that effects refer to emotions, feelings, beliefs, moods, and attitudes which give highly effect to one's behavior. Based on preview studies about EFL speaking class, it can be noticed that some specific anxiety variables in human behavior play an important role in second language acquisition like inhibition, risktaking, and motivation.

Therefore, in this research figure 2.1: Framework Anxiety, the analysis is limited on anxiety which closely related to those anxiety variables, such as lack of

motivation (Social support), lack of self-confidence (self-esteem), anxiety, and fear of making mistake. For the sake of being reliable and valid in analyzing speaking anxiety faced by the students and the cause of it, observation and interview will be done.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A qualitative method was considered to be an appropriate strategy to obtain the data needed. It allows the researcher to understand "the meaning" of situation/condition (maxwell, 1996). Ritchie and Lewis (2003:2-3) stated, Qualitative research aimed to provide an in-depth understanding of the research participants related to their experiences, thoughts, history, social, and material situations. This method describe how students experience speaking anxiety, The source of such an experience, and students' coping strategies toward speaking anxiety was suited to be explored by this method. It offers a deep insight into the phenomenon and valuable information that provide a way to see the issue from the view of the subject (alwasilah, 2008). This method is also considered to appropriate because this "make sense" to the students' perceptions about the phenomenon (maxwell, 1996:17). Therefore, the research uses a descriptive method to reveal the phenomenon of speaking anxiety in EFL speaking class.

B. Presence of Researcher

To obtain valid and objective data on what is examined, the presence of researchers in the field in qualitative research is absolutely

necessary. The presence of researchers as direct observers of the activities to be studied determines the results of the study, so by way of field research as a full observer directly at the research site the researcher can find and collect data directly. So, in this study, research instruments are researchers themselves who are also data collectors. While other instruments are supporting instruments or complementary instruments, therefore the presence of researchers in the field is very necessary.

The purpose of the presence of researchers in the field is to observe directly the conditions or activities that take place, social phenomena and physical symptoms that occur in EFL speaking class. This is intended to observe directly whether these events will be far different or relevant to the results of the research obtained from the results of the interview.

C. Place and Time of The Study

The study was conducted in EFL speaking class. Besides, for many reasons, it was found that many students were very anxious to speak English. This condition pushed the researcher to find not only speaking anxiety by students and its causes but also influences faced by students to speaking Anxiety they had. The source of such an experience. It offers a deep insight into the phenomenon and valuable information that provide a way to see the issue from the view of the subject (alwasilah, 2008). And the data were originated from the responses of students in EFL speaking class related to the topic of this study.

Conducted from November until July, with the following schedule as shown in table 3.1

No	Activity	Month									
		11	12	1	2	3	4	5	6	7	8
1	Designing research proposal	▓									
2	Developing a research proposal			▓							
3	Developing a research instrument				▓						
4	Conducting a proposal seminar					▓					
5	Trying out instrument						▓				
6	Experiment and analyzing the data						▓				
7	Writing the report						▓	▓	▓	▓	
8	Submitting the document										▓

Table 3.1 Time of The Research

D. Subject of The Study

In this study, Therefore, Four students were chosen as the respondents of this research and the unit of analysis in this research was individual.

E. Source of The Data

The instrument is an implementation or a piece of apparatus used by the researcher in collecting data (Arikunto, 2006:149). The research was meant to obtain the data from the students. The instruments were interviewed, observation sheets, reflection sheets, and a voice recorder.

1. Observation

In this case, it is conducted the observation by making field notes to know anxiety speakers' performances during their activity in the class.

2. Reflection sheets

Reflection sheets are a useful means for capturing the perspectives of several different parties on teaching and learning outcomes, experiences or practice. for example, *'Was that your best performance? Yes/No', Did you feel nervous? yes/No' If it yes, what makes you feel so? The teacher, your friends, the material is too difficult, afraid of a making mistake on grammar', etc.*

3. Interview

Ritchie & Lewis (2003:36) stated interview allowed the researcher for getting detailed investigation and understanding of someone's thought and response dealing with specific phenomena.

In this case, the writer tried to interview each participant for getting more detailed information related to speaking anxiety by students and the reasons that made it happened. The interview was considered as the most appropriate and beneficial way as the data collection technique. In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce and Naele: 2006).

The conversation during the interview was recorded with a voice recorder of the data to give the writer more information and make sure that they didn't miss any details. the example of the interview:

Do you think learning and speaking English as a foreign language is very difficult? What kind of difficulties or problems do you feel when speaking English? What kinds of situations cause stress or anxiety for you? Are you afraid of making errors while speaking English and how do you think people will react if you make mistakes?

Through this method, the researcher asked the participants about their feeling, anxiety, difficulties they face, and other cause and influences that associated with their performance in classroom English performance. The conversation during the interview was recorded with a voice recorder. The researcher also used the list of questions from similar research by Tanveer (2007).

F. Method of Collecting Data

Various techniques were used for collecting the data, such as observation, interview and reflection sheet. When it needs to gain insights into things like people's opinions, feelings, emotions, and experiences, then interviews will almost certainly provide a more suitable method – a method that is attuned to the intricacy of the subject matter (Denscombe, 2007:174).

The data were derived from the students' responses towards the interview the conversation during the interview was recorded with a voice recorder. The researcher also used a list of questions from similar research by Tanveer (2007) to

their anxiety in EFL speaking class and the cause of it. For collecting the data, the writer did some steps below:

1. It was decided the information that would be achieved by designing a field note to collecting data. To get information from the sample, observations have been made since the speech class began.

2. It was defined the sample of this study that is purposive sampling. Take samples by choosing specific features that are suitable for the study so that it is expected to answer research problems.

3. It also gave the reflection questions to students to find out which students who feel anxious when they were performing in the speaking class.

4. The data from the observation and reflection were needed to support the preparation of the interview.

G. Method of analyzing data

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researcher accumulates to increase his understanding and to enable him to present what he has discovered (Bogdan and Biklen, 1982). Data analysis was done by using several stages:

1. Data Collection

In order to get the data from the field, firstly, the researcher observed the teaching-learning process in the speaking classroom. The results of the activity were in the form of field notes. Secondly, giving reflection questions to students,

reflection is needed to support interview preparation and the researcher conducted in-depth interviews with some students to verify the data from the field notes. In the step, it also found some information about students' problems in class.

2. Data Reduction

After the data obtained, then the next step that researchers do is to reduce data by discarding data that is not related to research, making data transcription, grouping and concluding from the data obtained. After the process of data reduction, data collection is completed when the data is saturated.

3. Attract Conclusion and Verity Data

The last, he analyzed the results of the observations and in-depth interviews. The data analysis covered categorization of the collected data, choosing and deciding research focus, sharpening the research focus and selecting some categories as substantive theories.

H. The Trustworthiness of The Data

All qualitative researchers collect multiple sources of data to ensure that they have a deep understanding of the phenomena being studied. To enhance credibility, the researcher discusses how the information provided by the different data sources was compared through triangulation to corroborate the conclusions (Lodico, Spaulding, and Voegtle 2010: 170). It means that triangulation enables the researcher to conduct a practice of viewing this case from more than one perspective. Therefore, the researcher can get a better understanding to investigate the factors that cause students' anxiety.

There are several types of data triangulation as the result of the idea that the condition of the data can vary based on the time data were collected, people involved in the data collection process, and the setting from which the data were collected (Begley: 1996).

Theoretical triangulation is defined as the use of multiple theories in the same study to support or refute findings since different theories help researchers to see the problem at hand using multiple perceptions (Thurmond: 2001). Both related theories can be used in formulating hypoSkripsi to provide a broader and deeper understanding of the research problem in hand (Banik: 1993).

Investigator triangulation can be defined as the use of more than two researchers in any of the research stages in the same study. It involves the use of multiple observers, interviewers, or data analysts in the same study for confirmation purposes (Thurmond: 2001)

Methodological triangulation is defined as the use of more than two methods in studying the same phenomenon under investigation (Mitchell: 1986). The type of triangulation may occur at the level of research design or data collection (Bums & Grove: 1993). Methodological triangulation is the type of triangulation that has been widely used in social sciences. However, the type of triangulation is somehow confusing due to the two levels where it can occur in the research process.

Analysis triangulation also referred by some authors as the data analysis triangulation. It is the use of more than two methods of analyzing the same set of data for validation purposes (Kimchi, Polivka, & Stevenson: 1991). In other

words, it involves the convergence of multiple data sources. The research used data triangulation (use of contrasting sources of informant). According to Denscombe (2007: 136), the validity of findings can be checked by using different sources of information. This can mean comparing data from different informants (informant triangulation) or using data collected at different times (time triangulation). In the study, the researcher used data which were collected from the field and students as the main data. For the triangulation procedure, used the data from collected through in-depth interviews as the data comparison.