STUDENTS' ENGLISH SPEAKING ANXIETY AT SMAN 2 PALANGKA RAYA

THESIS

BY
DEWI MARIANI
SRN 1501121041

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M / 1440 H

STUDENTS' ENGLISH SPEAKING ANXIETY AT SMAN 2 PALANGKA RAYA

THESIS

Presented to
State Islamic Institut of Palangka Raya
In partial fulfillment of the requerments
for degree of *Sarjana* in English Language Education

BY
DEWI MARIANI
SRN 1501121041

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M / 1440 H

ADVISOR APPROVAL

Thesis Title	:	STUDENTS' ENGLISH SPEAKING ANXIETY AT SMAN 2 PALANGKA RAYA
Name	:	Dewi Mariani
SRN	:	1501121041
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasyah by the Board of Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, September 20th 2019

Advisor I	Advisor II
Hj. Apni Ranti, M.Hum.	**Akhmad Ali Mirza, M.Pd.**
ORN. 198101182008012013	**ORN. 198406222015031003**

Acknowledged by:

Vice Dean in Academic Affairs	Secretary, Department of Language Education
Dr. Nurul Wahdah, M.Pd.	**Akhmad Ali Mirza, M.Pd.**
ORN. 198003072006042004	**ORN. 198406222015031003**

THESIS APPROVAL

Thesis Title	: Students' English Speaking Anxiety at SMAN 2 Palangka Raya
Name	: Dewi Mariani
NIM	: 1501121041
Faculty	: Teacher Training and Education
Department	: Language Education
Study Program	: English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day	: Thursday
Date	: October, 10th 2019

BOARD OF EXAMINERS

Zaitun Qamariah, M.Pd. ..... (Chair/Examiner)

Sabarun, M.Pd. ..... (Main Examiner)

Hj. Apni Ranti, M.Hum. ..... (Examiner)

Akhmad Ali Mirza, M.Pd. ..... (Secretary/Examiner)

Approved by:
Dean, Faculty of Teacher Training and Education

Dr. Hj. Rodhatul Jennah, M.Pd.
NIP. 196710031993032001

OFFICIAL NOTE

Palangka Raya, September 20th 2019

Hal : **Examination of**
Dewi Mariani's Thesis

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

In -
Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of:

Name	:	Dewi Mariani
SRN	:	1501121041
Thesis Title	:	STUDENTS' ENGLISH SPEAKING ANXIETY AT SMAN 2 PALANGKA RAYA

Can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Advisor I,	Advisor II,
Hj. Apni Ranti, M.Hum.	**Akhmad Ali Mirza, M.Pd.**
NIP. 198101182008012013	**NIP. 198406222015031003**

MOTTO AND DEDICATION

"A DREAM DOES NOT BECOME REALITY THROUGH MAGIC, IT TAKES FROM YOUR DETERMINATION AND WORK HARD"

This Thesis is dedicated to:

My beloved Father Jusan Sariman, my Mother Salasiah, all of my family and my friends. I thank them for their prayer and support.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Herewith, I:

Name	: Dewi Mariani
SRN	: 1501121041
Faculty	: Teacher Training and Education
Department	: Language Education
Study Program	: English Education

Declare that :

1. This thesis has never been submitted to any other tertiary education institution for any academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgment, the work of any other person.
3. If at later time found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, September 27 2019
Yours Faithfully,

DEWI MARIANI
SRN. 1501121041

ABSTRACT

Mariani, Dewi. 2019. ***Students' English Speaking Anxiety at SMAN 2 Palangka Raya.*** **Thesis,** Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj. Apni Ranti, M.Hum.,(II) Akhmad Ali Mirza, M. Pd.

Key words: Speaking Anxiety, Speaking English.

This research was aimed to know students' difficulties in speaking English. The study was carried out on language major in SMAN 2 Palangka Raya. Especially in English language subject, in tenth grade, eleventh grade and twelfth grade.

The design of the study was survey design in quantitative approach design involved 67 students in Language major at SMAN 2 Palangka Raya. It used purposive sampling. In order to collect the data, the researcher used questionnaire.

The result finding covered: the types of anxiety in speaking English and also knowing the factor of anxiety in speaking English. The result for types of anxiety are: trait anxiety (47%), specific situation anxiety (47%), state anxiety (50%). The result showed they were getting neutral anxious in speaking English. The researcher concludes that the majority of the students at SMAN 2 Palangka Raya had type of speaking anxiety which was state anxiety. The reason of researcher categorized them into state anxiety can be seen from the questionnaire result, at 50%. The questionnaire result also showed that they had state anxiety. Based n the result, the factor of students' anxiety in speaking English is categorized into fear of negative evaluation.

ABSTRAK

Mariani, Dewi. 2019. ***Kecemasan Siswa Berbicara Bahasa Inggris di SMAN 2 Palangka Raya.*** **Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I)** Hj. Apni Ranti, M.Hum.,(II) Akhmad Ali Mirza, M. Pd.

Kata Kunci: Kecemasan Berbicara, Berbicara Bahasa Inggris.

Penelitian ini bertujuan untuk mengetahui kesulitan siswa dalam berbicara bahasa Inggris. Penelitian ini dilakukan pada jurusan bahasa di SMAN 2 Palangka Raya. Terutama dalam mata pelajaran bahasa Inggris, di kelas sepuluh, kelas sebelas dan kelas dua belas.

Tekhnik penelitian ini adalah desain survei dengan pendekatan kuantitatif yang terdiri dari 67 siswa jurusan Bahasa di SMAN 2 Palangka Raya. Penelitian ini menggunakan metode purposive sampling. Untuk mengumpulkan data, peneliti menggunakan angket.

Temuan hasil meliputi: jenis kecemasan dalam berbicara bahasa Inggris dan juga mengetahui faktor kecemasan dalam berbicara bahasa Inggris. Hasil untuk jenis kecemasan adalah: kecemasan sifat (47%), kecemasan situasi khusus (47%), kecemasan sesaat (50%). Hasilnya menunjukkan mereka mulai cemas netral dalam berbicara bahasa Inggris. Peneliti menyimpulkan bahwa mayoritas siswa di SMAN 2 Palangka Raya memiliki jenis kecemasan berbicara yang merupakan kecemasan sesaat. Alasan peneliti mengelompokkannya menjadi menyatakan dapat dilihat dari hasil kuesioner, yaitu 50%. Hasil kuesioner juga menunjukkan bahwa mereka memiliki kecemasan sesaat. Berdasarkan hasilnya, faktor kecemasan siswa dalam berbicara bahasa Inggris dikategorikan ke dalam ketakutan akan evaluasi negatif.

ACKNOWLEDGMENTS

The researcher would like to express her sincere gratitude to Allah SWT. For the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr.Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, Akhmad Ali Mirza M.Pd., for his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, Zaitun Qamariyah, M. Pd., for her invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Hj. Apni Ranti, M.Hum. and Akhmad Ali Mirza, M.Pd., for their generous advices, valuable guidance, and elaborated correction during their busy time to the completion of her thesis.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

8. Her classmates of Study Program of English education, especially the 2015 period, for the support in sadness and happiness during the study in undergraduate program for their sprits to accomplish her study.
9. Her beloved parents, Jusan Sariman and Salasiah, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all.

   Aamiin.

Palangka Raya, September 2019
The researcher,

Dewi Mariani
SRN. 1501121041

TABLE OF CONTENTS

COVER i
COVER (Second Page) ii
ADVISOR APPROVAL iii
THESIS APPROVAL iv
MOTTO AND DEDICATION vii
DECLARATION OF AUTHORSHIP viii
ABSTRACT ix
ABSTRACT (Indonesian) x
ACKNOWLEDGMENT xi
TABLE OF CONTENTS xiii
LIST OF TABLE xv
LIST OF APPENDICES xvi

CHAPTER 1 INTRODUCTION 1
A. Backround of the Study 1
B. Research Problem 5
C. Objective of the Study 5
D. Scope and Limitation 5
E. Significances of the Study 5
F. Definition of Key Terms 6

CHAPTER 2 REVIEW OF RELATED LITERATURE 8
A. Related Studies 8
B. Definition of Speaking 11
C. Second Language Acquisition 12
D. Speaking Anxiety 13
1. Our Body 13
2. Our Mind 13
3. Our Behavior 14
E. Types of Anxiety 16
1. Trait Anxiety 16
2. State Anxiety 16
3. Specific Situation Anxiety 17
F. Factors of Anxiety 17
1. Communication Apprehension 18
2. Fear of Negative Evaluation 18
3. Test Anxiety 19

CHAPTER 3 RESEARCH METHOD 20
A. Research Design 20
B. Population 21
C. Sample 22
D. Research Instrument 22
1. Questionnaires 22

2. Validity 24
3. Reability 25
E. Data Collecting Procedure 26
F. Data Analysis Procedure 27

CHAPTER 4 RESEARCH FINDINGS AND DISCUSSION 29
A. Data Presentation 29
1. Types of Students Anxiety 29
2. Result of the Research 32
3. Factor that Contribute to Students Anxiety 61
4. Discussion 69

CHAPTER 5 CONCLUSION AND SUGGESTION 71
A. Conclusion 71
B. Suggestion 72
REFERENCE
APPENDICES

IAIN PALANGKARAYA

LIST OF TABLE

Table Page
Table 3.1 Population 21
Table 3.2 Sample 22
Table 3.3 The Items of Questionnaires are Design to Survey 24
Table 3.4 Category of Measurment of Students Speaking Anxiety..... 25
Table 4.1 Trait Anxiety Data Presentation 29
Table 4.2 Specific Situation Anxiety Data Presentation..... 30
Table 4.3 State Anxiety Data Presentation 32
Table 4.4 Result Item 1..... 33
Table 4.5 Result Item 2..... 34
Table 4.6 Result Item 3..... 35
Table 4.7 Result Item 4..... 35
Table 4.8 Result Item 5..... 36
Table 4.9 Result Item 6..... 37
Table 4.10 Result Item 7..... 37
Table 4.11 Result Item 8..... 38
Table 4.12 Result Item 9..... 39
Table 4.13 Result Item 10..... 39
Table 4.14 Result Item 11..... 40
Table 4.15 Result Item 12..... 41
Table 4.16 Result Item 13..... 41
Table 4.17 Result Item 14..... 42
Table 4.18 Result Item 15..... 43
Table 4.19 Result Item 16..... 43
Table 4.20 Result Item 17..... 44
Table 4.21 Result Item 18..... 45
Table 4.22 Result Item 19..... 45
Table 4.23 Result Item 20..... 46
Table 4.24 Result Item 21..... 47
Table 4.25 Result Item 22..... 47
Table 4.26 Result Item 23..... 48
Table 4.27 Result Item 24..... 49
Table 4.28 Result Item 25..... 49
Table 4.29 Result Item 26..... 50
Table 4.30 Result Item 27..... 51
Table 4.31 Result Item 28..... 51
Table 4.32 Result Item 29..... 52
Table 4.33 Result Item 30..... 53
Table 4.34 Result Item 31..... 53
Table 4.35 Result Item 32..... 54
Table 4.36 Result Item 33..... 55
Table 4.37 Result Item 34..... 55
Table 4.38 Result Item 35..... 56
Table 4.39 Result Item 36..... 57
Table 4.40 Result Item 37..... 57

Table 4.41 Result Item 38 58
Table 4.42 Result Item 39 59
Table 4.43 Result Item 40 59
Table 4.44 Result Item 41 60
Table 4.45 Result Item 42 61
Table 4.46 Result Item 43 61
Table 4.47 Result of Questionnaire 66
Table 4.48 Final Result of Students' Speaking Anxiety 69

IAIN PALANGKARAYA

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problem, objective of the study, hypotheses of the study, scope and limitation of the study, significance of the study and definition of key terms.

A. Background of the Study

Speaking is very important in second language learning. Speaking is a skill which is worthy of attention in both first and second language. Speaking the way to construct words and phrases with individual sounds, use pitch change, intonation and stress to convey different meaning (Harmer, 2007:38).

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Since it is important, English is taught widely at formal schools starting from elementary school up to universities, even at informal school i.e. courses. According Bahrani and Soltani, (2012:27) as a real communication, speaking allows the interlocutor to accomplish a task, such as conveying a message, obtaining the information, or expressing an opinion.

Despite it is mportant , speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. The use of English as a second

language in oral communication is complex activities to be considered when teaching the English language (Al-Sibai, 2004:3).

Speaking is one of the four skills in English subject as a tool to communicate each other. According to Hornby (2000:43), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. But so far there are still many students who are not able to speak English. According to Ur (2001:117), there are many factors that cause difficulty in speaking, they are as follows: inhibition, nothing to say, low or uneven participation and mother tongue. In addition, Raba'ah (2005:15) pointed out that there are many factors that cause difficulties in speaking English. When they want to say something in the classroom they are sometimes inhibited, they are worried about making mistakes and fearful of criticism, they are ashamed of the other students' attention towards themselves. According Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non anxious students" (Aida 2009, Macintyre and Gardner, 2009:39). So, students anxiety to speak English very important to be solved. Because it can be influence their speaking ability. Beside that, speaking English must be practice to be success pronounciation and vocabulary, especially to improve their speaking ability.

Anxiety can be described as a perceived notion of psychological distress which occours due to the expectation of a disconcerting and potentially threatning event. Although extentive research has focused on the concept of anxiety, it cannot be defined by purely objective or concrete means"(Rachman, 2004,in Larson, 2007:2) "we define anxiety as emotion characterized by feelings of anticipated danger, tension, and distress and by sympathetic nervous system arousal" (Davidoff,2001:356).

However, the anxiety experienced is related to language anxiety. Language anxiety is viewed as one of the hindrances for language learners from their successful achievement in a high level of proficiency in a foreign language. (Horwitz, (2010) cited in Kondo, 2007:130). Furthermore, he also stated that language anxiety is restricted only to speaking and listening in the situation where learners communicate spontaneously in their second language.

According to Worde (2003), more than half a foreign language learners experienced some degree of anxiety. It is also argued that language learning anxiety may pose potential problems for language learners, Kondo (2009). In other words, learners who feel anxious in their foreign language may find their study less enjoyable. Moreover, he also added that the learners who feel anxious may have problems such as reduced words production and difficulty in understanding spoken instruction. In addition, Tanver (2007: 5) says that learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English

and claim to have a mental block against learning English.

The fact that anxiety plays an important in learners learning a foreign language, yet, paying attention to the factors of learning should be taken into consideration. Horwitz (2010:46), believes that anxiety about speaking a certain language can affect students‟ performance. It can influence the quality of oral language production and makes individual appear less fluent than they really are. This explanation suggests that teacher may consciously create a communal and friendly atmosphere, and may also suggest the students take a proactive role in creating such an environment.

Nowadays, there are a lot of schools that have special program to improve students' speaking skill. One of senior high school in Palangka Raya which has the language program in ten, eleventh, and twelve grade at SMAN 2 Palangka Raya. Many people known SMAN 2 Palangkaraya as one of favorite school in Palangka Raya, the school has known because the school has international standard especially for English in language program. But, even the school has international standard the researcher found out that many students from SMAN 2 Palangka Raya have many anxiety in speaking English. From interviewed last month with some students at language major in SMAN 2 Palangka Raya they said that they have many anxiety when they asked to speak in English.

Based on the explanation above the researcher interested in investigating the cause of students anxiety in SMAN 2 Palangka Raya. The

researcher will conduct a research entitled: **"Students' English Speaking Anxiety at SMAN 2 Palangka Raya".**

B. Research Problem

1. What are the types of students' anxiety in speaking English at SMAN 2 Palangka Raya?
2. What are the factors that contribute students anxiety to speak English?

C. Objective Of The Study

1. To identify the types of students' anxiety in speaking English at SMAN 2 Palangka Raya.
2. To identify the factor that contribute students anxiety to speak English.

D. Scope and Limitation

This research is conducted at SMAN 2 Palangka Raya, and discusses about the students' anxiety in speaking English. The study belongs to a quantitative research. This study focused on the students'anxiety to speak English in English class at the ten, eleventh, and twelve grade of SMAN 2 Palangka Raya, especially to the language class.

E. Significances of the Study

The researcher hopes the result of this study is useful, and this study is expected to be significant in the following ways.

1. Theoretically

   This study hopefully can decrease the students speaking anxiety by identifying the problems in speaking by the ten, eleventh, and twelve grade students at language program.

2. Practically

To give contribution in solving the students problems and to inform and to add reference for the researcher's knowledge and the students in language program to improve they skill in Speaking English.

F. Definition of Key Terms

1. Anxiety is the problem in this study; anxiety isone of the psychophysiology difficulties. "Anxiety and fear are sometimes distinguished from one another on two dimensions. The object of a fear is easy to specify, while the object of an anxiety is often unclear. The intensity of a fear is proportional to the magnitude of the danger."
2. Speaking English: in this study means the ability to use English as foreign language to talk about something, to have conversation, or to mention or describe something. Speaking based on David Nunan is described as (the ability to express oneself in the situation, or situation in precise words, or the ability to express a sequence of ideas fluently).
3. Speaking anxiety: is a worry feeling to speak and perform the language that the learner got in foreign language class. Students in speaking class, most of them feel anxious or nervous when they perform in front of class. Because to perform with, or in front of other people is obviously not the same as when no one else is present. It can make them cannot

perform maximal. Learners who feel anxious in their foreign language learning may find their study less enjoyable. Speaking anxiety as something that has a great impact on one's self confidence since it often makes one experience failure when not being able to speak out and show what one knows.

IAIN PALANGKARAYA

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature, related studies, definition speaking, and speaking anxiety.

A. Related Studies

Park & Lee (2005) L2 Learners' Anxiety, Self-Confidence and Oral Performance. This study examined the relationships between second language learners' anxiety, self-confidence and speaking performance. The participants of their study were one hundred and thirty two Korean college students who enrolled the English conversation classes. The results of their study indicated that learners' anxiety level was negatively related to their oral performance. The results of the analyses showed that there were significant effects of anxiety and self-confidence on L2 learners' oral performance: The higher anxious the students were about speaking English, the lower scores they gained on their oral performance; The higher confident they were, the higher oral performance they showed. The similarities between Park & Lee and this research is anxiety speaking english from second language learners. The differences is Park & Lee examined the relationships self-confidence and oral performance, and this research is identify the types, the factor and the strategy from the students.

Shabnam Amini Naghadeh (2014) Anxiety and Speaking English as a Second Language among Iranian English Major Students of Payame Noor University.

The study was conducted on a sample of 62 male and female English major students from Payame Noor University. This study attempts to identify potential sources of anxiety relevant to the student' affective needs or concerns in Payame Noor University through the use of foreign language classroom anxiety scale (FLCAS) questionnaire and interview. As the findings indicate, there is a significant inverse relationship between anxiety and speaking English as a second language. The similarities between Shabnam Amini Naghladeh and this study is anxiety speaking english from second language learners. The differences is Shabnam identify potential sources of anxiety and this research is identify the types, the factor and the strategy from the students.

Tanveer (2007) Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence it Casts on Communication in the Target Language. Investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language. The findings suggested that language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors and from the fear of losing self-identity. The similarties between tanveer and this research is anxiety speaking english from second language learners and identify the factor of anxiety. The differences are Tanveer give

recommended a variety of strategies and this research is identify the strategy from the students to fix it.

Aydin S. (2008) An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. Conducted a study to investigate the sources and levels of fear of negative evaluation as well as language anxiety among Turkish students as EFL learners, and to determine the correlation between the two. A sample group consisted of 112 foreign language learners. The results of the analysis indicated that EFL learners suffer from language anxiety and fear of negative evaluation. Furthermore, fear of negative evaluation itself was found to be a strong source of language anxiety. The similarities between Aydin and this research is language anxiety among students as EFL learners. The differences is Aydin to investigate the sources and levels of fear of negative evaluation and this research is identify the types, the factor and the strategy from the students.

Diao Zhiping (2013) Anxiety of Speaking English in Class among International Students in a Malaysian University. The researcher concluded that the teacher's strategies and students' reactions to his strategies are not related to their cultural background but to their affective filters and learning skills common to all human beings. The purpose of the research is to find out what factors that are related to teacher's strategy and students' reaction to the teacher's strategy. The similarities between Diao and this research is anxiety speaking english and the stategy when speaking English in class. The differences is Diao examines teachers'perspectives and reactions towards learners' anxiety and investigates the students' perspectives of teachers' reaction to their feelings of anxiety, and this research is identify the types, the factor from the students.

B. Definition Of Speaking

Brown (2009:48) said Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form. Speaking consists of producing systematic verbal utterances to convey meaning.

Brown (2000:267) 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.

Speaking is one of tools of human communication, produce sound, words, intonation and articulation. Speaking is to speak is to utter words or articulate sounds, as human beings to express thoughs by words as as the organs may be so obstructed that a man may not be able to speak. Speaking is the productive skill in the oral mode. It like the other skills is more complicated than it seems at first and involves more than just pronouncing words.

Richards and Renandya state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown states that social contact in interactive

language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. Speaking is one of the skills needed in learning a language. The form and meaning of speaking depends on the context, including speakers, listeners experiences, physical environment and the purpose of speaking.

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.

C. Second Language Acquisition

Second language acquisition refers to the process of language acquisition by a speaker who already has a knowledge of another language. Second-language acquisition (SLA), second-language learning, or L2 (language 2) acquisition, is the process by which people learn a second language. Second-language acquisition is also the scientific discipline devoted to studying that process. The field of second-language acquisition is a subdiscipline of applied linguistics, but also receives research attention from a variety of other disciplines, such as psychology and education.

D. Speaking Anxiety

Horwitz (2001:112) said ―Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system‖. He has been found to interfere with many types of learning and it is only logical that this would also apply to second language learning. Next, Brown (2001:135) also claims ―Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object‖. Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education.

Form of anxiety can show in various forms. Dixon in his book "Understanding Anxiety Problems", There are several signs of anxiety that showed by anxiety symptoms involve in our body, mind, and behavior. The symptoms are:

1. Our body

   Someone who feels anxious to face something is usually visible by the signs. Those signs are breathing becomes more rapid, heart beat speeds up, feel dizzy and light-headed, get "butterflies" in stomach, feel sick and need a toilet, the mouth becomes dry and it feels difficult to swallow, feel sweat more, and feel "jittery" or "jumpy".

2. Our mind

When someone gets anxiety, they feel frightened, they may tell their selves that they are physically ill, having heart attack or a stroke or a going mad, think that people are looking at them, worry that they may lose control and make a fool of their selves in front of others, and feel that they must escape and get to a safe place.

3. Our behavior

When anxiety hits someone, they tend to make excuses to avoid going out or doing things and hurry out of places or situations where they feel anxious. “Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object”. Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education.

Anxiety is a complex psychological term covering many variables. In its simplest form, anxiety can be defined as “a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating”.Language anxiety plays a crucial role in foreign language learning. This notion has been pointed out in several studies revealing a negative correlation between high levels of anxiety and achievement in language learning.

Therefore, in this thesis anxiety can be concluded as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. The academic literature has offered a somewhat confusing account of language anxiety. Researchers have been unable to draw a clear picture of how anxiety affects language learning and performance. Some researchers reported a negative relationship between language anxiety and achievement, e.g. the higher the anxiety, the lower the performance.Others reported no relationship, or a positive relationship more recently, Horwitz has reiterated that the issue of understanding the relationship between anxiety and achievement is unresolved.

In addition to the negative effects of anxiety on language learning and performance, anxietyhas occasionally been found to facilitate language learning. Anxiety, in its debilitating and facilitating forms, serves simultaneously to motivate and to warn the learner. Facilitating anxiety "motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behavior". Debilitating anxiety, in contrast "motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behavior". Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

The fact that anxiety plays an important in learners‟ learning a foreign language, yet, paying attention to the factors of learning should be taken into

consideration. Horwitz (2010: 46), believes that anxiety about speaking a certain language can affect students‟ performance. It can influence the quality of oral language production and makes individual appear less fluent than they really are. This explanation suggests that teacher may consciously create a communal and friendly atmosphere, and may also suggest the students take a proactive role in creating such an environment.

E. Types of Anxiety

Broadly speaking, anxiety can be divided into three types, Elis (1994: 479-480) namely: trait anxiety, state anxiety and situation-specific anxiety. Drawing on work in general psychology defines;

1. Trait anxiety

Trait anxiety is as a more permanent predisposition to be anxious‟. It is best viewed as an aspect of personality. In addition, Pappamihiel (2002, cited in Riasati, 2011: 908) states that trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed to. Indeed, such anxiety is a part of a person‟s character and hence is permanent and difficult, if not impossible, to get rid of. A person who is trait anxious is likely to feel anxious in a variety of situation. Once the anxiety becomes a trait one, it will hinder language learning. Furthermore, this idea is likely to be relevant with what (Spielberger, 2010 cited in Kondo, 2009: 130) states that trait anxiety is defined as an individual tendency to be anxious in any situation.

2. State anxiety

State anxiety is as apprehension that is experience at the particular moment in time as a response to a definite situation (Spielberger, 2010). It is a combination of trait and situation specific anxiety. To follow Horwitz (2010) state anxiety is referred to a situational anxiety. As the name implies, this type of anxiety arises in a particular situation and hence is not permanent. It is nervousness or tension at the particular moment in response to some outside stimulus. It occurs because learners are exposed to a particular situation or event that is stressful to them.

3. Specific-situation anxiety

Specific-situation anxiety refers to the persistent and multi-facetednature of some anxieties (MacIntyre & Gardner, 1991: cited in 2001: 113). It isaroused by a specific type of situation or event such as public speaking, examinations,or class participation (Ellis, 1994: 480). On the other hand, (Spielberger, 2010) says that situation specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety can be included in situation specific anxiety.

F. Factors of Anxiety

Learning anxiety can be attributed into several factors. (Horwitz, 2010) argues that in the context of foreign language learning, learner may feel anxious due to problem related to three dimension of anxiety. Firstly, communication apprehension Secondly, fear of negative evaluation Thirdly, a general feeling of anxiety The description of these components will lay the foundation for the Indrianty: Students' anxiety concept of foreign language anxiety, providing an insight to comprehend the source of anxiety. As the focus in this study is on speaking skill, those components will be explained below:

1. Communication apprehension

   Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals, and is a behavioral trait related to the psychological constructs of shyness and reticence (McCroskey, 2003). On the other hand, Horwitz et al (2010:128, cited in Tanver, 2007: 11) define communication apprehension as "a type of shyness characterized by fear or anxiety about communication with other people". Relevant to the statement mention above, Tanver (2007:13) argues that communication apprehension may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual‟s life and learners‟ personality traits such as shyness, quietness, and reticence are considered tofrequently precipitate communication apprehension.

2. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component of 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 foreign language class (Horwitz et al., 2010: 127). It is also boarder in the sense that it pertains not only to the teachers‟ evaluation of the students but also to the perceived reaction of other students as well (Tanveer, 2007: 14).

3. Test anxiety

An understanding test anxiety is also related to the discussion of foreign language anxiety. Test anxiety, as explain by Horwitz at al. (cited in Tanveer, 2007: 12) refers to a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classroom because of its continuous performance evaluative nature. As test anxiety is treated differently when dealing with oral communication, the other two components can be focused on in examining the attitudes in English oral communication classroom.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method, research design, and approach which used in the study including research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

In this research, the researcher used quantitative approach. Quantitative is the data that from of number using statistic data. According to Ary, et.al (2010: 648) Quantitative research a ginnery employing operational definitions to generate numeric data to answer predator mined hypotheses or questions.

The type of research in this study is survey research. Survey research is a study that gathers data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaire. In survey research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behavior. A survey researcher may want to investigate association between respondents' characteristics such as age, education, social class, race, and their current attitudes toward some issue. The data collections in this study were mostly in the form of description and explanation.

By the statements above, the researcher used survey research is a process of collecting information about the respondents of population. The

researcher described all of phenomena based on the facts in the field. In this case the researcher will use survey with quantitative design because the researcher measure, describe, identify and explain the types and factors of students' anxiety to speak English in English at SMAN 2 Palangka Raya. For this reason, the researcher will apply quantitative study as the research design.

B. Population

According to Ary, et al (2010, p. 148) population is defined as all members of any well-defined class of people, events, or objects. According to Borg, W. R & Gall, M.D in Muhammad Adnan Latthat (2008, p.10) target population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research (Latief, 2014, p. 181). This population in this research are students in SMAN 2 Palangka Raya. The investigated population in this study is all of the students in SMAN 2 Palangka Raya.

Table 3.1
Population

No	Class	Number of the students
1	X	519
2	XI	422
3	XII	462
Total		1403

C. Sample

Sample is a portion of population. It is a small group of people that is observed. According to Ary, et al (2010, p.49) sample is a small group that is observed which is a portion of a population. Charles, C.M. state in Muhammad Adnan Latief (2009, p. 16) defines a sample as a small group of people selected to represent the much larger entire population from which it is down. There are three classes in the Language program, for this research, the students of Language program at SMAN 2 Palangka Raya will be as the sample, meanwhile the number of the samples are 74 students. The researcher used purposive sampling.

Table 3.2
Sample

No	Class	Students
1	X Language	24
2	Xi Language	24
3	Xii Language	27
Total	74	

D. Research Instrument

In this study the researcher used an instrument to help in collecting the data of research. According to Arikunto (2010) this research is a manner that is used to collect the data. The instrument used in this study is questionnaire.

1. Questionnaires

Questionnaire is one of the research instruments which consist of a

series of questions or statements to obtain the information from participants. In a questionnaire, the participants respond to the questions or statements by writing or marking an answer sheet (Fraenkel et al., 2011: p.125).

The first instrument used in this research were 43 items of questionnaire developed by Horwitz et al. (2010) called FLCAS (Foreign Language Classroom Anxiety Scale). FLCAS questionnaire used to gain the data from the respondents and to measure students‟ level of anxiety in language class. This close-ended questionnaire presented in form of Likert‟s scale, which is consist of 1-5 options of answer. This scale provided five responses ranging from “Strongly Agree (SA)”, “Agree (A)”, “Neither Agree nor Disagree (NA)”, “Disagree (D)”, and “Strongly Disagree (SD)”.

Table 3.3
The Items Of Questionnaires Are Design To Survey

Factors of Anxiety	Types of Anxiety	No. Items	Total
Communication Apprehension	Trait	*1, 4 ,9 ,14 ,15 ,18 ,24, 27, 29, 30, 32, 36, 37, 38,*	14 items
Test Anxiety	Specific-situation anxiety	*3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28, 39, 43*	17 items
Fear of Negative Evaluation	State	2, 7, 13, 19, 23, 31, 33, 34, 35, 40, 41, 42	12 items

Total	43 items

For the questionnaire, that was not made by the researcher, but adapted by Horwitz et.al (2010). It is because the researcher claimed that if she take or use the present questionnaire, it as helpful, effective and efficient. Also, it is more valid and reliability. Without, start to make and examine the questionnaire to get the validity and reliability.

Table 3.4

Category of Measurment of Sudents Speaking Anxiety

No	Score	Categorized
1	80%-100%	Strongly Agree
2	60%-79.99%	Agree
3	40%-59.99%	Neutral
4	20%-39.99%	Disagree
5	0%-19.99%	Strongly Disagree

2. Validity

Sugiyono (2004, p. 267) has expressed a similar view validity instrument it means the instrumen that used to get the data (measure) is valid. Valid it means the instrument can be used to measure what were we want to measure. Based on Sugiyono, the result of the study is called

valid if there was a similarities between the data that have collected by the tests and the true data that happened on the object of the study.

The used three validities to know the instrument validity of the study, they are faced with validity, content validity and construct validity. A good test should posses' validity, that is it should measure what it is intended to measure and nothing else. Ary (2010, p. 196) discovered that validity is the extent to which a measure actually taps the underlying concept that its purpose to measure. In this study, the validity is classified into face, content and construct.

a. Face Validity

According to Ary et al (2010, p. 196) state that this is a subjective judgment on the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer. Specifically, in this study to know the anxiety students' in speaking English at language class in SMAN 2 Palangka Raya.

b. Content Validy

Ary (2010, p. 214) has drawn attention to the fact that content validity is essentially and of necessity based on the judgment, and such judgment must be made separately for each situation. The question of an instrument's validity is always specific to the particular situation and to the particular prupose for which it is being

used. A questionnaire that has validity in one situation may not be valid in a different situation.

3. Realibility

According to Singarimbun in Tanzeh (2009: 55) reliability is an index that shows the extent to which the device is used to measure the same phenomenon twice and the measurement results obtained are relatively consistent, they are called reliable. In sequence, reliability shows consistency in measuring the same phenomenon. In this test, the study analyzed the moments of Pearson products using Pearson correlation. For SPSS version 20, correlation analysis is used.

E. Data Collecting Procedure

In this study a questionnaire is used to collect data. The steps are as follows:

1. The researcher prepared a questionnaire. The questionnaire adapted from Horwitz, and Cope (2010)
2. The researcher chose ite of research. The location is at SMAN 2 Palangka Raya
3. The researcher asked for permission with the teacher
4. The researcher gave the questionnaire for the students
5. The researcher interviewed for to all the samples
6. The researcher calculated the results of the response

7. The researcher clear analyzed the data obtained using SPSS version 20
8. The researcher interprated the results of the data

F. Data Analysis Procedure

Sugiyono (2014 p. 147) argued that in quantitative research, data analysis is an activity after data from all respondents or other data sources are collected. Data analysis is needed to answer the research questions. Based on this study the researcher will use a quantitative descriptive. To analyze the data, the steps applied as follow:

1. Collecting the main data (item score/responses)
2. Arranging the collected score into the distribution of frequency of the score table.
3. Calculating Mean using formula, Median, and Modus.
   a. Mean

$$\overline{X} = \frac{\Sigma X}{n}$$

Where:

X = Mean value

Σ = Sum of

X = raw score

n = Number of case.

b. Median

The median is defined as that point in a distribution of measure which 50 percent of the cases lay.

c. The Modus / Mode

The mode is the value in a distribution that occurs most frequently

4. Calculating the deviation score and standard deviation using the formula:

a. Deviation Score

$x = X - \bar{X}$

x = Deviation Score

X = raw score

$\bar{X}$ = Mean

b. Standard Deviation

$$s^2 = \frac{\Sigma x^2}{N-1}$$

$$s = \sqrt{\frac{\Sigma x^2}{N-1}}$$

$$s = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

Where

x^2 = sum of the squares of each score (i.e., each score is first squared, and then these squares are summed)

$X)^2$ = sum of the score squared (the scores are first summed, and then this total is squared)

N = Number of cases

5. Interpreting the analysis result.
6. Giving conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher showed the result of the study and discussion. The finding to answer the research problem is questionnaire.

A. Data Presentation

1. Types of Students' Anxiety

a. Trait Anxiety

The data presentation show about the calculation of the questionnaire result of this research. The trait anxiety data result is shown in the table below:

Table 4.1
Trait Anxiety Data Presentation

Item Number	Frequency and Percent	Scale					Total
		SA =5	A =4	N =3	D =2	SD =1	
1	Frequency	2	26	22	13	4	49
	Percent	3.0	38.8	32.8	19.4	6.0	100

4	Frequency	5	20	16	15	11	45
	Percent	7.5	29.9	23.9	22.2	16.4	100
9	Frequency	13	24	16	8	6	52
	Percent	19.4	35.8	23.9	11.9	9.0	100
14	Frequency	6	17	23	16	5	48
	Percent	9.0	25.4	34.3	23.9	7.5	100
15	Frequency	3	3	25	25	11	38
	Percent	4.5	4.5	37.3	37.3	16.4	100
18	Frequency	4	18	29	9	7	48
	Percent	6.0	26.9	43.3	13.4	10.4	100
24	Frequency	5	16	26	11	9	47
	Percent	7.5	23.9	38.8	16.4	13.4	100
27	Frequency	3	21	31	7	5	50
	Percent	7.5	10.4	46.3	31.3	4.5	100
29	Frequency	5	16	22	18	6	46
	Percent	7.5	23.9	32.8	26.9	9.0	100

30	Frequency	3	9	22	24	9	40
	Percent	4.5	13.4	32.8	35.8	13.4	100
32	Frequency	4	25	26	9	3	50
	Percent	6.0	37.3	38.8	13.4	4.5	100
36	Frequency	12	22	24	4	5	53
	Percent	17.9	32.8	35.8	6.0	7.5	100
37	Frequency	1	12	23	25	6	40
	Percent	1.5	17.9	34.3	37.3	9.0	100
38	Frequency	11	20	23	8	5	51
	Percent	16.4	29.9	34.3	11.9	7.5	100

$$\text{Result for trait anxiety} = \frac{\text{Total Score}}{\text{Total Item}}$$
$$= \frac{677}{14}$$
$$= 47 \text{ (Neutral)}$$

b. Specific Situation Anxiety

The data presentation show about the calculation of the questionnaire result of this research. The specific situation anxiety data result in the table below:

Table 4.2

Specific Situation Anxiety Data Presentation

Item Number	Frequency and Percent	Scale					Total
		SA =5	A =4	N =3	D =2	SD =1	
3	Frequency	8	15	17	18	9	45
	Percent	11.9	22.4	25.4	26.9	13.4	100
5	Frequency	13	30	17	4	3	58
	Percent	19.4	44.8	25.4	6.0	4.5	100
6	Frequency	3	8	14	26	16	37
	Percent	4.5	11.9	20.9	38.8	23.9	100
8	Frequency	4	20	31	8	4	50
	Percent	6.0	29.9	46.3	11.9	6.0	100
10	Frequency	12	33	8	8	6	55
	Percent	17.9	49.3	11.9	11.9	9.0	100
11	Frequency	5	17	26	17	2	49
	Percent	7.5	25.4	38.8	25.4	3.0	100
12	Frequency	6	10	16	27	8	40

	Percent	9.0	14.9	23.9	40.3	11.9	100
16	Frequency	4	18	24	14	7	47
	Percent	6.0	26.9	35.8	20.9	10.4	100
17	Frequency	1	6	7	30	23	30
	Percent	1.5	9.0	10.4	44.8	34.3	100
20	Frequency	13	15	20	15	4	50
	Percent	19.4	22.4	29.9	22.4	6.0	100
21	Frequency	4	4	18	30	11	38
	Percent	6.0	6.0	26.9	44.8	16.4	100
22	Frequency	8	31	19	7	2	55
	Percent	11.9	46.3	28.4	10.4	3.0	100
25	Frequency	4	14	21	21	7	42
	Percent	6.0	20.9	31.3	31.3	10.4	100
26	Frequency	2	1	21	25	18	32
	Percent	3.0	1.5	31.3	37.3	26.9	100
28	Frequency	8	24	28	3	4	52

	Percent	11.9	35.8	41.8	4.5	6.0	100
39	Frequency	7	11	38	7	4	48
	Percent	10.4	16.4	56.7	10.4	6.0	100
43	Frequency	4	9	30	16	8	42
	Percent	6.0	13.4	44.8	23.9	11.9	100

Result for specific situation anxiety = $\frac{\text{Total Score}}{\text{Total Item}}$

$= \frac{802}{17}$

= 47 (Neutral)

c. State Anxiety

The data presentation show about the calculation of the questionnaire result of this research. The state anxiety data result in the table below:

Table 4.3

State Anxiety Data Presentation

Item Number	**Frequency and Percent**	**Scale**					**Total**
		SA =5	**A =4**	**N =3**	**D =2**	**SD =1**	
2	Frequency	8	10	13	21	15	40

	Percent	11.9	14.9	19.4	31.3	22.4	100
7	Frequency	11	25	20	9	2	53
	Percent	16.4	37.3	29.9	3.4	3.0	100
13	Frequency	9	20	21	10	7	50
	Percent	13.4	29.9	31.3	14.9	10.4	100
19	Frequency	5	11	15	20	16	40
	Percent	7.5	16.4	22.4	29.9	23.9	100
23	Frequency	9	24	24	9	1	52
	Percent	13.4	35.8	35.8	13.4	1.5	100
31	Frequency	6	18	14	17	12	43
	Percent	9.0	26.9	20.9	25.4	17.9	100
33	Frequency	9	27	17	11	3	52
	Percent	13.4	40.3	25.4	16.4	4.5	100
34	Frequency	9	23	19	9	7	50
	Percent	13.4	34.4	28.4	13.4	10.4	100
35	Frequency	7	29	18	9	4	51

	Percent	10.4	43.4	26.9	13.4	6.0	100
40	Frequency	9	30	21	6	1	57
	Percent	13.4	44.8	31.3	9.0	1.5	100
41	Frequency	16	17	26	7	1	57
	Percent	23.9	25.4	38.8	10.4	1.5	100
42	Frequency	12	23	22	7	3	53
	Percent	17.9	34.3	32.8	10.4	4.5	100

Result for state anxiety = $\frac{\text{Total Score}}{\text{Total Item}}$

$= \frac{598}{12}$

= 50 (Neutral)

B. Result of the Research

The researcher calculated the data frequency, percentage, valid and comulative percentage of the item using SPSS version 20.2 program. Based on the explanation above, the result of questioner can be seen as follow.

Tabel 4.4

Result item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.0	6.0	6.0
	Disagree	13	19.4	19.4	25.4
	Neither	22	32.8	32.8	58.2
	Agree	26	38.8	38.8	97.0
	Strongly Agree	2	3.0	3.0	100.0
	Total	67	100.0	100.0	

Item 1, I never feel quite sure of myself when I am speaking in my foreign language class. There were 67 total students, 2 students (3,0%) strongly agree, 26 students (38,8 %) agree, 22 students (32.8%) neither, 13 students (19.4%) disagree and 4 students (6,0%) strongly disagree. Most of the students choose "Agree" option, it is 38,8% , it means that they feel anxious in order to speak English.

Tabel 4.5

Result item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	22.4	22.4	22.4
	Disagree	21	31.3	31.3	53.7
	Neither	13	19.4	19.4	73.1
	Agree	10	14.9	14.9	88.1
	Strongly Agree	8	11.9	11.9	100.0
	Total	67	100.0	100.0	

Item 2, I don't worry about taking mistakes in language class. There were 67 total students, 8 students (11,9%) strongly agree, 10 students (14,9%) agree, 13

students (19,4) neither, 21 students (31,3% disagree), 15 students (22,4%) strongly disagree. Most of the students choose “Disagree” option, it is 31,3%, it means that they are worry making a mistakes in language class.

Tabel 4.6

Result item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	13.4	13.4	13.4
	Disagree	18	26.9	26.9	40.3
	Neither	17	25.4	25.4	65.7
	Agree	15	22.4	22.4	88.1
	Strongly Agree	8	11.9	11.9	100.0
	Total	67	100.0	100.0	

Items 3, I tremble when I know that I'm going to be called on in language class. There were 67 total students, 8 students (11,9%) strongly agree, 15 students (22,4%) agree, 17 students (25,4%) neither, 18 students (26,9%) disagree, 9 students (13,4%) strongly disagree. Most of the students choose “Disagree” option, it is 26,9%, it means that they not feel anxious when they called to speak English.

Tabel 4.7

Result item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	16.4	16.4	16.4
	Disagree	15	22.4	22.4	38.8

	Neither	16	23.9	23.9	62.7
	Agree	20	29.9	29.9	92.5
	Strongly Agree	5	7.5	7.5	100.0
	Total	67	100.0	100.0	

Item 4, It frightens me when I don't understand what the teacher is saying in the foreign language. There were 67 total students, 5 students (7,5%) strongly agree, 20 students (29,9%) agree, 16 students (23,9%) neither, 15 students (22,2%) disagree, 11 students (16,4%) strongly disagree. Most of the students choose "Agree" option, it is 29,9% it means that they show their anxiety in misunderstanding the teacher said in English.

Tabel 4.8

Result item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.5	4.5	4.5
	Disagree	4	6.0	6.0	10.4
	Neither	17	25.4	25.4	35.8
	Agree	30	44.8	44.8	80.6
	Strongly Agree	13	19.4	19.4	100.0
	Total	67	100.0	100.0	

Item 5, It wouldn't bother me at all to take more foreign language classes. There were 67 students, 13 students (19,4%) strongly agree, 30 students (44,8%) agree, 17 students (25,4%) neither, 4 students (6,0%) disagree, 3 students (4,5%) strongly disagree. Most of the students choose "Agree" option, it is 44,8% it means that the students do not feel annoying to take other class in

learning foreign language.

Tabel 4.9

Result item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	23.9	23.9	23.9
	Disagree	26	38.8	38.8	62.7
	Neither	14	20.9	20.9	83.6
	Agree	8	11.9	11.9	95.5
	Strongly Agree	3	4.5	4.5	100.0
	Total	67	100.0	100.0	

Item 6, During language class, I find myself thinking about things that have nothing to do with the course. There were 67 students, 3 students (4,5%) strongly agree, 8 students (11,9%) agree, 14 students (20,9) neither, 26 students (38,8) disagree, 16 students (23,9%) strongly disagree. Most of the students choose "Disagree" option, it is 38,8% it means that the students give negative response for the statement.

Tabel 4.10
Result item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.0	3.0	3.0
	Disagree	9	13.4	13.4	16.4
	Neither	20	29.9	29.9	46.3
	Agree	25	37.3	37.3	83.6
	Strongly Agree	11	16.4	16.4	100.0
	Total	67	100.0	100.0	

Item 7, I keep thinking that the other students are better at languages than I am. There were 67 students, 11 students (16,4%) strongly agree, 25 students (37,3%) agree, 20 students (29,9%) neither, 9 students (13,4%) disgree, 2 students (3,0%) strongly disagree. Most of the students choose "Agree" option, it is 37,3% it means that the students admitted they keep thinking that their friends are better than himself.

Tabel 4.11
Result item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.0	6.0	6.0
	Disagree	8	11.9	11.9	17.9

	Neither	31	46.3	46.3	64.2
	Agree	20	29.9	29.9	94.0
	Strongly Agree	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

Item 8, I am usually at ease during tests in my language class. There were 67 students, 4 students (6,0%) strongly agree, 20 students (29,9%) agree, 31 students (46,3%) neither, 8 students (11,9%) disagree, 4 students (6,0%) strongly disagree. Most of the students choose "Neither" option, it is 46,3% it means that neutral.

Tabel 4.12
Result item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	9.0	9.0	9.0
	Disagree	8	11.9	11.9	20.9
	Neither	16	23.9	23.9	44.8
	Agree	24	35.8	35.8	80.6
	Strongly Agree	13	19.4	19.4	100.0
	Total	67	100.0	100.0	

Item 9, I start to panic when I have to speak without preparation in language class. There were 67 students, 13 students (19,4%) strongly agree, 24 students (35.8%) agree, 16 students (23,9%) neither, 8 students (11,9%) disagree, 6 students (9,0%) strongly disagree. Most of the students choose "Neither" option, it is 23,9% it means that neutral.

Tabel 4.13
Result item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	9.0	9.0	9.0
	Disagree	8	11.9	11.9	20.9
	Neither	8	11.9	11.9	32.8
	Agree	33	49.3	49.3	82.1
	Strongly Agree	12	17.9	17.9	100.0
	Total	67	100.0	100.0	

Item 10, I worry about the consequences of failing my foreign language class. There were 67 students, 12 students (17,9%) strongly agree, 33 students (49,3%) agree, 8 students (11,9%) neither, 8 students (11,9%) disagree, 6 students (9,0%) strongly disagree. Most of the students choose "Agree" option, it is 49,3% it means that the students agree about consequences of failing in foreign language class.

Tabel 4.14
Result item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.0	3.0	3.0
	Disagree	17	25.4	25.4	28.4
	Neither	26	38.8	38.8	67.2
	Agree	17	25.4	25.4	92.5
	Strongly Agree	5	7.5	7.5	100.0
	Total	67	100.0	100.0	

Item 11, I don't understand why some people get so upset over foreign language classes. There were 67 students, 5 students (7.5%) strongly agree, 17

students (25,4%) agree, 26 students (38,8%) neither, 17 students (25,4%) disagree, 2 students (3,0%) strongly disagree. Most of the students choose "Neither" option, it is that neutral

Tabel 4.15
Result item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	11.9	11.9	11.9
	Disagree	27	40.3	40.3	52.2
	Neither	16	23.9	23.9	76.1
	Agree	10	14.9	14.9	91.0
	Strongly Agree	6	9.0	9.0	100.0
	Total	67	100.0	100.0	

Item 12, In language class, I can get so nervous I forget things I know. There were 67 students, 6 students (9,0%) strongly agree, 10 students (14,9%) agree, 16 students (23,9%) neither, 27 students (40,3%) disagree, 8 students (11,9%) strongly disagree. Most of the students choose "Disagree" option, it is 40,3% it means that the students not forget when they feel nervous.

Tabel 4.16
Result item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	10.4	10.4	10.4
	Disagree	10	14.9	14.9	25.4
	Neither	21	31.3	31.3	56.7
	Agree	20	29.9	29.9	86.6

	Strongly Agree	9	13.4	13.4	100.0
	Total	67	100.0	100.0	

Item 13, It embarrasses me to volunteer answers in my language class. There were 67 students, 9 students (13,4%) strongly agree, 20 students (29,9%) agree, 21 students (31,3%) neither, 10 students (14,9%) disagree, 7 students (10,4%) strongly disagree. Most of the students choose "Neither" option, it is 31,3% it means that neutral.

Tabel 4.17
Result item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	7.5	7.5	7.5
	Disagree	16	23.9	23.9	31.3
	Neither	23	34.3	34.3	65.7
	Agree	17	25.4	25.4	91.0
	Strongly Agree	6	9.0	9.0	100.0
	Total	67	100.0	100.0	

Item 14, I would not be nervous speaking the foreign language with native

speakers. There were 67 students, 6 students (9,0%) strongly agree, 17 students (25,4%) agree, 23 students (34,4%) neither, 16 students (23,9%) disagree, 5 students (7,5%) strongly disagree. Most of the students choose "Neither" option, it is 34,4% it means that neutral.

Tabel 4.18
Result item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	16.4	16.4	16.4
	Disagree	25	37.3	37.3	53.7
	Neither	25	37.3	37.3	91.0
	Agree	3	4.5	4.5	95.5
	Strongly Agree	3	4.5	4.5	100.0
	Total	67	100.0	100.0	

Item 15, I get upset when I don't understand what the teacher is correcting. There were 67 students, 3 students (4,5%) strongly agree, 3 students (4,5%) agree, 25 students (37,3%) neither, 25 students (37,3%) disagree, 11 students (16,4%) strongly disagree. Most of the students choose "Neither and Disagree" options, it is 37,5% it means that the students reject the statement.

Tabel 4.19
Result item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	10.4	10.4	10.4
	Disagree	14	20.9	20.9	31.3
	Neither	24	35.8	35.8	67.2

	Agree	18	26.9	26.9	94.0
	Strongly Agree	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

Item 16, Even if I am well prepared for language class, I feel anxious about it. There were 67 students, 4 students (6,0%) strongly agree, 18 students (26,9%) agree, 24 students (35,8%) neither, 14 students (20,9%) disagree, 7 students (10,4%) strongly disagree. Most of the students choose "Neither" option, it is 35,8% it means neutral.

Tabel 4.20
Result item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	34.3	34.3	34.3
	Disagree	30	44.8	44.8	79.1
	Neither	7	10.4	10.4	89.6
	Agree	6	9.0	9.0	98.5
	Strongly Agree	1	1.5	1.5	100.0
	Total	67	100.0	100.0	

Item 17, I often feel like not going to my language class. There were 67 students, 1 student (1,5%) strongly agree, 6 students (9,0%) agree, 7 students (10,4%) neutral, 30 students (44,8%) disagree, 23 students (34,3%) strongly disagree. Most of the students choose "Disagree" option, it is 44,8% it means that the students give negative response toward the statement.

Tabel 4.21
Result item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	10.4	10.4	10.4
	Disagree	9	13.4	13.4	23.9
	Neither	29	43.3	43.3	67.2
	Agree	18	26.9	26.9	94.0
	Strongly Agree	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

Item 18, I often feel like not going to my language class. There were 67 students, 4 students (6,0%) strongly agree, 18 students (26,9%) agree, 29 students (43,3%) neither, 9 students (13,4%) disagree, 7 students (10,4%) strongly disagree. Most of the students choose "Neither" option, it is 43,3% it means that neutral.

Tabel 4.22
Result item 19

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	16	23.9	23.9	23.9
	Disagree	20	29.9	29.9	53.7
	Neither	15	22.4	22.4	76.1
	Agree	11	16.4	16.4	92.5
	Strongly Agree	5	7.5	7.5	100.0
	Total	67	100.0	100.0	

Item 19, I am afraid that my language teacher is ready to correct every mistake I make. There were 67 students, 5 students (7,5%) strongly agree, 11 students (16,4%) agree, 15 students (22,4%) neither, 20 students (29,9%) disagree, 16 students (23,9%) strongly disagree. Most of the students choose "Disagree" option, it is 29,9% it means the students do not worry of the teacher's correction toward their mistakes in language.

Tabel 4.23
Result item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.0	6.0	6.0
	Disagree	15	22.4	22.4	28.4
	Neither	20	29.9	29.9	58.2

	Agree	15	22.4	22.4	80.6
	Strongly Agree	13	19.4	19.4	100.0
	Total	67	100.0	100.0	

Item 20, I can fell my heart pounding when I'm going to be called on in language class. There were 67 students, 13 students (19,4%), strongly agree, 15 students (22,4%) agree, 20 students (29,9%) neither, 15 students (22,4%) disagree, 4 students (6,0%) strongly disagree. Most of the students choose "Neither" option, it is 29,9% it means that neutral.

Tabel 4.24
Result item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	16.4	16.4	16.4
	Disagree	30	44.8	44.8	61.2
	Neither	18	26.9	26.9	88.1
	Agree	4	6.0	6.0	94.0
	Strongly Agree	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

Item 21, The more I study for a language test, the more con fused I get. There were 67 students, 4 students (6,0%) strongly agree, 4 students (6,0%) agree, 18 students (26,9%) neither, 30 students (44,8%) disagree, 11 students (16,4%) strongly disagree. Most of the students choose "Disagree" option, it is 44,8% it means that the students will be more understood by study harder for a language test.

Tabel 4.25
Result item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.0	3.0	3.0
	Disagree	7	10.4	10.4	13.4
	Neither	19	28.4	28.4	41.8
	Agree	31	46.3	46.3	88.1
	Strongly Agree	8	11.9	11.9	100.0
	Total	67	100.0	100.0	

Item 22, I don't feel pressure to prepare very well for language class. There were 67 students, 8 students (11,9%) strongly agree, 31 students (46,3%) agree, 19 students (28,4%) neither, 7 students (10,4%) disagree, 2 students (3,0%) strongly disagree. Most of the students choose "Agree" option, it is 46,3% it means that they getting pressure to prepare well for the language class.

Tabel 4.26
Result item 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.5	1.5	1.5

	Disagree	9	13.4	13.4	14.9
	Neither	24	35.8	35.8	50.7
	Agree	24	35.8	35.8	86.6
	Strongly Agree	9	13.4	13.4	100.0
	Total	67	100.0	100.0	

Item 23, I always feel that the other students speak the foreign language better than I do. There were 67 students, 9 students (13,4%) strongly agree, 24 students (35,8%) agree, 24 students (35,8%) neither, 9 students (13,4) disagree, 1 student (1,5%) strongly disagree. Most of the students choose "Agree and Neither" option, it is 35,8% it means that the students who accept the statement.

Tabel 4.27
Result item 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	13.4	13.4	13.4
	Disagree	11	16.4	16.4	29.9
	Neither	26	38.8	38.8	68.7
	Agree	16	23.9	23.9	92.5
	Strongly Agree	5	7.5	7.5	100.0
	Total	67	100.0	100.0	

Item 24, I feel very self conscious about speaking the foreign language in front of other students. There were 67 students, 5 students (7,5%) strongly agree, 16 students (23,9%) agree, 26 students (38,8%) neither, 11 students (16,4%) disagree, 9 students (13,4%) strongly disagree. Most of the students choose "Neither" option, it is 38,8% it means that neutral.

Tabel 4.28
Result item 25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	10.4	10.4	10.4
	Disagree	21	31.3	31.3	41.8
	Neither	21	31.3	31.3	73.1
	Agree	14	20.9	20.9	94.0
	Strongly Agree	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

Item 25, Language class moves so quickly I worry about getting left behind. There were 67 students, 4 students (6,0%) strongly agree, 14 students (20,9%) agree, 21 students (31,3%) neither, 21 students (31,3%) disagree, 7 students (10,4%) strongly disagree. Most of the students choose "Neither and Disagree " option, it is 31,3% it means that the students reject the statements.

Tabel 4.29
Result item 26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	26.9	26.9	26.9
	Disagree	25	37.3	37.3	64.2
	Neither	21	31.3	31.3	95.5
	Agree	1	1.5	1.5	97.0
	Strongly Agree	2	3.0	3.0	100.0
	Total	67	100.0	100.0	

Item 26, I feel more tense and nervous in my language class than in my other classes. There were 67 students, 2 students (3,0%) strongly agree, 1 student

(1,5%) agree, 21 students (31,3%) neither, 25 students (37,3%) disagree, 18 students (26,9%) strongly disagree. Most of the students choose "Disagree" option, it is 37,3% it means that the students do not accept the statement.

Tabel 4.30
Result item 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	7.5	7.5	7.5
	Disagree	7	10.4	10.4	17.9
	Neither	31	46.3	46.3	64.2
	Agree	21	31.3	31.3	95.5
	Strongly Agree	3	4.5	4.5	100.0
	Total	67	100.0	100.0	

Item 27, I get nervous and confused when I am speaking in my language class. There were 67 students, 3 students (7,5%) strongly agree, 21 students (10,4%) agree, 31 students (46,3%) neither, 7 students (31,3%) disagree, 5 students (4,5%) strongly disagree. Most of the students choose "Neither" option, it is 46,3% it means that neutral.

Tabel 4.31
Result item 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.0	6.0	6.0
	Disagree	3	4.5	4.5	10.4
	Neither	28	41.8	41.8	52.2
	Agree	24	35.8	35.8	88.1

	Strongly Agree	8	11.9	11.9	100.0
	Total	67	100.0	100.0	

Item 28, When I'm on my way to language class, I feel very sure and relaxed. There were 67 students, 8 students (11,9%) strongly agree, 24 students (35,8%) agree, 28 students (41,8%) neither, 3 students (4,5%) disagree, 4 students (6,0%) strongly disagree. Most of the students choose "Neither" option, it is 41,8% it means that neutral.

Tabel 4.32
Result item 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	9.0	9.0	9.0
	Disagree	18	26.9	26.9	35.8
	Neither	22	32.8	32.8	68.7
	Agree	16	23.9	23.9	92.5
	Strongly Agree	5	7.5	7.5	100.0
	Total	67	100.0	100.0	

Item 29, I get nervous when I don't understand every word the language teacher says. There were 67 students, 5 students (7,5%) strongly agree, 16 students (23,9%) agree, 22 students (32,8%) neither, 18 students (26,9%) disagree, 6 students (9,0%) strongly disagree. Most of the students choose "Neither" option, it is 32,8% it means that neutral.

Tabel 4.33
Result item 30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	13.4	13.4	13.4
	Disagree	24	35.8	35.8	49.3
	Neither	22	32.8	32.8	82.1
	Agree	9	13.4	13.4	95.5
	Strongly Agree	3	4.5	4.5	100.0
	Total	67	100.0	100.0	

Item 30, I feel overwhelmed by the number of rules you have to learn to speak a foreign language. There were 67 students, 3 students (4,5%) strongly agree, 9 students (13,4%) agree, 22 students (32,8%) neither, 24 students (35,8%) disagree, 9 students (13,4%) strongly disagree. Most of the students choose "Disagree" option, it is 35,8% it means that the students not feel overwhelmed by the number of rules that have to learn to speak a foreign language.

Tabel 4.34
Result item 31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	17.9	17.9	17.9
	Disagree	17	25.4	25.4	43.3
	Neither	14	20.9	20.9	64.2
	Agree	18	26.9	26.9	91.0
	Strongly Agree	6	9.0	9.0	100.0
	Total	67	100.0	100.0	

Item 31, I am afraid that the other students will laugh at me when I speak the foreign language. There were 67 students, 6 students (9,0%) strongly agree, 18

students (26,9%) agree, 14 students (20,9%) neither, 17 students (25,4%) disagree, 12 students (17,9%) strongly disagree. Most of the students choose "Agree" option, it is 26,9% it means that the students feel anxious when they speak foreign language.

Tabel 4.35
Result item 32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.5	4.5	4.5
	Disagree	9	13.4	13.4	17.9
	Neither	26	38.8	38.8	56.7
	Agree	25	37.3	37.3	94.0
	Strongly Agree	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

Item 32, I would probably feel comfortable around native speakers of the foreign language. There were 67 students, 4 students (6,0%) strongly agree, 25 students (37,3%) agree, 26 students (38,8%) neither, 9 students (13,4%) disagree, 3 students (4,5%) strongly disagree. Most of the students choose "Neither" option, it is 38,8% it means that neutral.

Tabel 4.36
Result item 33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.5	4.5	4.5
	Disagree	11	16.4	16.4	20.9
	Neither	17	25.4	25.4	46.3

	Agree	27	40.3	40.3	86.6
	Strongly Agree	9	13.4	13.4	100.0
	Total	67	100.0	100.0	

Item 33, I get nervous when the language teacher asks questions which I haven't prepared in advance. There were 67 students, 9 students (13,4%), strongly agree, 27 students (40,3%) agree, 17 students (25,4%) neither, 11 students (16,4%) disagree, 3 students (4,5%) strongly disagree. Most of the students choose "Agree" option, it is 40,3% it means that the students get nerveous when the teacher asks question.

Tabel 4.37
Result item 34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	10.4	10.4	10.4
	Disagree	9	13.4	13.4	23.9
	Neither	19	28.4	28.4	52.2
	Agree	23	34.3	34.3	86.6
	Strongly Agree	9	13.4	13.4	100.0
	Total	67	100.0	100.0	

Item 34, I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up. There were 67 students, 9 students (13,4%) strongly agree, 23 students (34,4%) agree, 19 students (28,4%) neither, 9 students (13,4%) disagree, 7 students (10,4%) strongly disagree. Most of the students choose "Agree" option, it is 34,4% it means that the students feel mess up.

Tabel 4.38
Result item 35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.0	6.0	6.0
	Disagree	9	13.4	13.4	19.4
	Neither	18	26.9	26.9	46.3
	Agree	29	43.3	43.3	89.6
	Strongly Agree	7	10.4	10.4	100.0
	Total	67	100.0	100.0	

Item 35, I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing. There were 67 students, 7 students (10,4%) strongly agree, 29 students (43,4%) agree, 18 students (26,9%) neither, 9 students (13,4%) disagree, 4 students (6,0%) strongly disagree. Most of the students choose "Agree" option, it is 43,3% the students accept the statement.

Tabel 4.39
Result item 36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	7.5	7.5	7.5
	Disagree	4	6.0	6.0	13.4
	Neither	24	35.8	35.8	49.3
	Agree	22	32.8	32.8	82.1
	Strongly Agree	12	17.9	17.9	100.0
	Total	67	100.0	100.0	

Item 36, I feel more comfortable in class when I don't have to get in front of the class. There were 67 students, 12 students (17,9%) strongly agree, 22

students (32,8%), agree, 24 students (35,8%) neither, 4 students (6,0) disagree, 5 students (7,5%). Most of the students choose “Neither” option, it is 35,8% it means that neutral.

Tabel 4.40
Result item 37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	9.0	9.0	9.0
	Disagree	25	37.3	37.3	46.3
	Neither	23	34.3	34.3	80.6
	Agree	12	17.9	17.9	98.5
	Strongly Agree	1	1.5	1.5	100.0
	Total	67	100.0	100.0	

Item 37, I would enjoy class if we weren’t corrected at all in class. There were 67 students, 1 student (1,5%) strongly agree, 12 students (17,9%) agree, 23 students (34,3%) neither, 25 students (37,3%) disagree, 6 students (9,0%) strongly diagree. Most of the students choose “Disagree” option, it is 37,3% it means that the students reject the statement.

Tabel 4.41
Result item 38

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	7.5	7.5	7.5
	Disagree	8	11.9	11.9	19.4
	Neither	23	34.3	34.3	53.7
	Agree	20	29.9	29.9	83.6

	Strongly Agree	11	16.4	16.4	100.0
	Total	67	100.0	100.0	

Item 38, I would feel better about speaking in class if the class were smaller. There were 67 students, 11 students (16,4%) strongly agree, 20 students (29,9%) agree, 23 students (34,3%) neither, 8 students (11,9%) disagree, 5 students (7,5%). Most of the students choose "Neither" option, it is 34,3% it means that neutral.

Tabel 4.42
Result item 39

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.0	6.0	6.0
	Disagree	7	10.4	10.4	16.4
	Neither	38	56.7	56.7	73.1
	Agree	11	16.4	16.4	89.6
	Strongly Agree	7	10.4	10.4	100.0
	Total	67	100.0	100.0	

Item 39, I am more willing to speak in class when we have a debate scheduled. There were 67 students, 7 students (10,4%) strongly agree, 11 students (16,4%) agree, 38 students (56,7%) neither, 7 students (10,4%) disagree, 4 students (6,0%) strongly disagree. Most of the students choose "Neither" option, it is 56,7% it means that neutral.

Tabel 4.43
Result item 40

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.5	1.5	1.5
	Disagree	6	9.0	9.0	10.4
	Neither	21	31.3	31.3	41.8
	Agree	30	44.8	44.8	86.6
	Strongly Agree	9	13.4	13.4	100.0
	Total	67	100.0	100.0	

Item 40, I am less anxious in class when I am not the only person answering a question. There were 67 students, 9 students (13,4%) srongly agree, 30 students (44,8%) agree, 21 students (31,3%) neither, 6 students (9,0%) disagree, 1 student (1,5%) strongly disagree. Most of the students choose "Agree" option, it is 44,8% it means that the students accept the statement.

Tabel 4.44
Result item 41

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.5	1.5	1.5
	Disagree	7	10.4	10.4	11.9
	Neither	26	38.8	38.8	50.7
	Agree	17	25.4	25.4	76.1
	Strongly Agree	16	23.9	23.9	100.0
	Total	67	100.0	100.0	

Item 41, I prefer to be allowed to volunteer an answer instead of being called on to give an answer. There were 67 students, 16 students (23,9%) strongly agree, 17 students (25,4%) agree, 26 students (38,8%) neither, 7 students

(10,4%) disagree, 1 student (1,5%) strongly disagree. Most of the students choose “Neither” option, it is 38,8% it means that neutral.

Tabel 4.45
Result item 42

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.5	4.5	4.5
	Disagree	7	10.4	10.4	14.9
	Neither	22	32.8	32.8	47.8
	Agree	23	34.3	34.3	82.1
	Strongly Agree	12	17.9	17.9	100.0
	Total	67	100.0	100.0	

Item 42, I am more willing to participate in class when the topics we discuss are interesting. There were 67 students, 12 students (17,9%) strongly agree, 23 students (34,3%) agree, 22 students (32,8%) neither, 7 students (10,4%) disagree, 3 students (4,5%) strongly disagree. Most of the students choose “Agree” option, it is 34,3% it means that the students accept the statement.

Tabel 4.46
Result item 43

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	11.9	11.9	11.9
	Disagree	16	23.9	23.9	35.8
	Neither	30	44.8	44.8	80.6
	Agree	9	13.4	13.4	94.0
	Strongly Agree	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

Item 43, I feel uneasy when my fellow students are asked to correct my mistakes in class. There were 67 students, 4 students (6,0%) strongly agree, 9 students (13,4%) agree, 30 students (44,8%) disagree, 8 students (11,9%) strongly disagree. Most of the students choose "Disagree" option, it is 44,8% it means that they are reject the statement.

2. Factor that contribute to students anxiety

There are 3 (three) factors that contribute to students' anxiety. They are communication apprehension, test anxiety and fear of negative evaluation. There are the factors which found based on the questionnaire.

a. Communication Apprehension

Based on items *1, 4 ,9 ,14 ,15 ,18 ,24, 27, 29, 30, 32, 36, 37* and *38*, showing the communication apprehension **Item 1** shown that 26 students were agree that they never feel quite sure of themselves if when they are speaking in they foreign language class. **Item 4** shown that 20 students were agree that they frightens them when they don't understand what the teacher is saying in the foreign language.

Item 9 shown that 24 students were agree that they start to panic when they have to speak without preparation in language class. **Item 14** shown that 23 students were neither that they would not be nervous speaking the foreign language with native speakers. **Item 15** shown that 25 students were agree and neither that they get upset

when they don't understand what the teacher is correcting. **Item 18** shown that 29 students were neither that they get upset when they don't understand what the teacher is correcting. **Item 24** shown that 26 students were neither that they feel very self conscious about speaking the foreign language in front of other students. **Item 27** shown that 31 students were neither that they get nervous and confused when they are speaking in they language class. **Item 29** shown that 22 students were neither that they get nervous when they don't understand every word the language teacher says. **Item 30** shown that 24 students were disagree that they feel overwhelmed by the number of rules they have to learn to speak a foreign language. **Item 32** shown that 26 students were neither that they would probably feel comfortable around native speakers of the foreign language. **Item 36** shown that 24 students were neither that they feel more comfortable in class when they don't have to get in front of the class. **Item 37** shown that 25 students were disagree that they would enjoy class if they weren't corrected at all in class. **Item 38** shown that 23 students were neither that they would feel better about speaking in class if the class were smaller.

b. Test anxiety

Based on items *3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28, 39,* and *43,* showing the test anxiety **Items 3** shown that 18 students were disagree that they tremble when know that they are

going to be called on in language class. **Item 5** shown that 30 students were agree that they wouldn't bother at all to take more foreign language classes. **Item 6** shown that 26 students were disagree that they during language class, they find themselves thinking about things that have nothing to do with the course. **Item 8** shown that 31 students were neither that they usually at ease during tests in language class. **Item 10** shown that 33 students were agree that they worry about the consequences of failing they foreign language class. **Item 11** shown that 26 students were neither that they don't understand why some people get so upset over foreign language classes. **Item 12** shown that 27 students were disagree that they in language class, they can get so nervous they forget things they know. **Item 16** shown that 24 students were neither that they Even if they are well prepared for language class, they feel anxious about it. **Item 17** shown that 30 students were disagree that they often feel like not going to my language class. **Item 20** shown that 20 students were neither that they can fell they heart pounding when they are going to be called on in language class. **Item 21** shown that 30 students were disagree that they the more they study for a language test, the more con fused they get.

Item 22 shown that 31 students were agree that they don't feel pressure to prepare very well for language class. **Item 25** shown that 21 students were neither and disagree that they always feel that

the other students speak the foreign language better than they do. **Item 28** shown that 28 students were neither that when they are on my way to language class, they feel very sure and relaxed. **Items 39** shown that 38 students were neither that they more willing to speak in class when they have a debate scheduled. **Item 43** shown that 30 students were neither that they feel uneasy when my fellow students are asked to correct my mistakes in class.

c. Fear of Negative Evaluation

Based on items *2, 7, 13, 19, 23, 31, 33, 34, 35, 40, 41* and *42,* showing the fear of negative evaluation **Item 2** shown that 21 students were disagree that they don't worry about taking mistakes in language class. **Item 7** shown that 25 students were agree that they keep thinking that the other students are better at languages than they. **Item 13** shown that 21 students were neither that they it embarrasses them to volunteer answers in they language class. **Item 19** shown that 20 students were disagree that they afraid that them language teacher is ready to correct every mistake they make. **Item 23** shown that 24 students were agree and neither that they always feel that the other students speak the foreign language better than they do. **Item 31** shown that 18 students were agree that they afraid that the other students will laugh at her when she speak the foreign language. **Item 33** shown that 27 students were agree that they get nervous when the language teacher asks questions which they

haven't prepared in advance. **Item 34** shown that 23 students were agree that they think they can speak the foreign language pretty well, but when they know they are being graded, they mess up. **Item 35** shown that 29 students were agree that they would be more willing to volunteer answers in class if they weren't so afraid of saying the wrong thing. **Item 41** shown that 30 students were agree that they prefer to be allowed to volunteer an answer instead of being called on to give an answer. **Item 42** shiwn that 26 students were neither that they are more willing to participate in class when the topics they discuss are interesting. **Item 43** shown that 23 students were agree that they feel uneasy when my fellow students are asked to correct they mistakes in class.

Tabel 4.4
Result of Questionnaire

Item		Scale									
		SA	A	N	DA	SDA	Total	MN	MDN	MO	SD
1	Number	2	26	22	13	4	49	3.13	3.00	4	0.967
	Percent	3.0%	38.8%	32.8%	19.4%	6.0%	100				
2	Number	8	10	13	21	15	40	2.62	2.00	2	1.312
	Percent	11.9%	14.9%	19.4%	31.3%	22.4%	100				
3	Number	8	15	17	18	9	45	2.92	3.00	2	1.234
	Percent	11.9%	22.4%	25.4%	26.9%	13.4%	100				

4	Number	5	20	16	15	11	45	2.89	3.00	4	1.220
	Percent	7.5%	29.9%	23.9%	22.2%	16.4%	100				
5	Number	13	30	17	4	3	58	3.68	4.00	4	1.003
	Percent	19.4%	44.8%	25.4%	6.0%	4.5%	100				
6	Number	3	8	14	26	16	37	2.34	2.00	2	1.108
	Percent	4.5%	11.9%	20.9%	38.8%	23.9	100				
7	Number	11	25	20	9	2	53	3.50	4.00	4	1.020
	Percent	11.9%	37.3%	29.9%	13.4%	3.0%	100				
8	Number	4	20	31	8	4	50	3.17	3.00	3	0.936
	Percent	6.0%	29.9%	46.3%	11.9%	6.0%	100				
9	Number	13	24	16	8	6	52	3.44	4.00	4	1.197
	Percent	9.0%	11.9%	23.9%	11.9%	9.0%	100				
10	Number	12	33	8	8	6	55	3.55	4.00	4	1.184
	Percent	17.9%	49.3%	11.9%	11.9%	9.0%	100				
11	Number	5	17	26	17	2	49		3.0	3	0.965
	Percent	7.5%	25.4%	38.8%	25.4%	3.0	100				
12	Number	6	10	16	27	8	40	2.68	2.0	2	1.144
	Percent	9.0%	14.9%	23.9%	40.3%	11.9%	100				
13	Number	9	20	21	10	7	50	3.20	3.0	3	1.174
	Percent	13.4%	29.9%	31.3%	14.9%	10.4%	100				
14	Number	6	17	23	16	5	48	3.44	3.0	3	1.079
	Percent	9.0%	25.4%	34.3%	23.9%	7.5%	100				
15	Number	3	3	25	25	11	38	2.43	2.0	2	0.972
	Percent	4.5%	4.5%	37.5%	37.5%	16.4%	100				
16	Number	4	18	24	14	7	47	2.97	3.0	3	1.072
	Percent	6.0%	26.9	35.8	20.9	10.4	100				
17	Number	1	6	7	30	23	30	1.98	2.0	2	0.976
	Percent	1.5%	9.0%	10.4%	44.8%	34.3%	100				
18	Number	4	18	29	9	7	48	3.04	3.0	3	1.036
	Percent	6.0%	26.9%	43.3%	13.4%	10.4%	100				
19	Number	5	11	15	20	16	40	2.53	2.0	2	1.234
	Percent	7.5%	16.4%	22.4%	29.9%	23.9%	100				
20	Number	13	15	20	15	4	50	3.26	3.0	3	1.188
	Percent	19.4%	22.4%	29.9%	22.4%	6.0%	100				
21	Number	4	4	18	30	11	38	2.40	2.0	2	1.030
	Percent	6.0%	6.0%	26.9%	44.8%	16.4%	100				
22	Number	8	31	19	7	2	55	3.53	4.0	4	0.924
	Percent	11.9%	46.3%	28.4%	10.4%	3.0%	100				
23	Number	9	24	24	9	1	52	3.46	3.0	3	0.942
	Percent	13.4%	35.8%	35.8%	13.4%	1.5%	100				
24	Number	5	16	26	11	9	47	2.95	3.0	3.0	1.120
	Percent	7.5%	23.9%	38.8%	16.4%	13.4%	100				
25	Number	4	14	21	21	7	42	2.80	3.0	3	1.076

	Percent	6.0%	20.9%	31.3%	31.3%	10.4%	100				
26	Number	2	1	21	25	18	32	2.16	2.0	2	0.947
	Percent	3.0%	1.5%	31.3%	37.5%	26.9%	100				
27	Number	3	21	31	7	5	50	3.14	3.0	3	0.941
	Percent	7.5%	10.4%	46.3%	31.3%	4.5%	100				
28	Number	8	24	28	3	4	52	3.43	3.0	3	0.972
	Percent	11.9%	35.8%	41.8%	4.5%	6.0%	100				
29	Number	5	16	22	18	6	46	2.94	3.0	3	1.085
	Percent	7.5%	23.9%	32.8%	26.9%	9.0%	100				
30	Number	3	9	22	24	9	40	2.597	3.0	2	1.030
	Percent	4.5%	13.4%	32.8%	35.8%	13.4%	100				
31	Number	6	18	14	17	12	43	2.83	3.0	4	1.262
	Percent	9.0%	26.9%	20,9%	25.4%	17.9%	100				
32	Number	4	25	26	9	3	50	3.26	3.0	3	0.930
	Percent	6.0%	37.3%	38.8%	13.4%	4.5%	100				
33	Number	9	27	17	11	3	52	3.41	4.0	4	1.061
	Percent	13.4%	40.3%	25.4%	16.4%	4.5%	100				
34	Number	9	23	19	9	7	50	3.26	3.0	4	1.175
	Percent	13.4%	34.4%	28.4%	13.4%	10.4%	100				
35	Number	7	29	18	9	4	51	3.38	4.0	4	1.043
	Percent	10.4%	43.4%	26.9%	13.4	6.0%	100				
36	Number	12	22	24	4	5	53	3.47	4.0	3	1.092
	Percent	17.9%	32.8%	35.8%	6.0%	7.5%	100				
37	Number	1	12	23	25	6	40	2.65	3.0	2	0.930
	Percent	1.5%	17.9%	34.3%	37.3%	9.0%	100				
38	Number	11	20	23	8	5	51	3.35	3.0	3	1.124
	Percent	16.4%	29.9%	34.3%	11.9%	7.5%	100				
39	Number	7	11	38	7	4	48	3.14	3.0	3	0.957
	Percent	10.4%	16.4%	56.7%	10.4%	6.0%	100				
40	Number	9	30	21	6	1	57	3.59	4.0	4	0.888
	Percent	13.4%	44.8%	31.3%	9.0%	1.5%	100				
41	Number	16	17	26	7	1	57	3.59	3.0	3	1.015
	Percent	23.9%	25.4%	38.8%	10.4%	1.5%	100				
42	Number	12	23	22	7	3	53	3.50	4.0	4	1.049
	Percent	17.9%	34.3%	32.8%	10.4%	4.5%	100				
43	Number	4	9	30	16	8	42	2.77	3.0	3	1.027
	Percent	6.0%	13.4%	44.8%	23.9%	11.9%	100				

Based on table 4.4 above, the results of the questionnaire describe the highest mean score average of 3.68 on item 5, at the

median of 4.0 on items ,in mode 4 on items 5,7,9,10,22,33,35,36,40 and 42 while at standard deviation 1,312 on item 2.

Note :

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

MN = Mean

MDN = Median

MO = Modus

SD= Standard Deviation

Tabel 4.5
Final Result of Students' Speaking Anxiety

No	Score	Categorized	No	Score	Categorized
1	49	Neutral	23	52	Neutral
2	40	Neutral	24	47	Neutral
3	45	Neutral	25	42	Neutral
4	45	Neutral	26	32	Disagree

5	58	Neutral	27	50	Neutral
6	37	Disagree	28	52	Neutral
4	53	Neutral	29	46	Neutral
8	50	Neutral	30	40	Neutral
9	52	Neutral	31	43	Neutral
10	55	Neutral	32	50	Neutral
11	49	Neutral	33	52	Neutral
12	40	Neutral	34	50	Neutral
13	50	Neutral	35	51	Neutral
14	48	Neutral	36	53	Neutral
15	38	Disagree	37	40	Neutral
16	47	Neutral	38	51	Neutral
17	30	Disagree	39	48	Neutral
18	48	Neutral	40	57	Neutral
19	40	Neutral	41	57	Neutral
20	50	Neutral	42	53	Neutral
21	38	Disagree	43	42	Neutral
22	55	Neutral			

Final Result = $\frac{\text{Total Score}}{\text{Total Item}}$

$= \frac{2025}{43}$

= 47% (Neutral)

C. Discussion

In this section, the researcher discusses the result of questionnaire. The questionnaire was adapted from Horwitz. Results of research on learning speaking English at school are obtained using a questionnaire as the main instrument for collecting data. The

data presented consisted of responses, central tendencies (mean, median and mode) and standard deviations. There are 67 students from 3 classes in the year 2019-2020 with common majors.

The researcher concludes that the majority of the students at SMAN 2 Palangka Raya had type of speaking anxiety which was state anxiety. While the average results from the questionnaire that given by researcher stated that they tended to be neutral, which categorized at 47% the facts on the ground showed that they felt nervous when speaking English in the class, it states that they had anxiety. State anxiety is the anxious type which often occurs when someone gives response to some outside stimulus or reactions. Based on the score, it is categorized as neutral (50%), same of the students also feel anxious in particular time and situation, where it is belonged to specific situation anxiety which categorized as neutral (47%). The response will lead them to nervousness, tensions and hesitations. Then few of them had trait anxiety, which also categorized as neutral (47%).

The reason of researcher categorized them into state anxiety can be seen from the questionnaire result, at 50%. The questionnaire result also showed that they had state anxiety. The majority of them answered ‘strongly agree’ or ‘agree’ in the type of statements that indicated state anxiety, such as afraid of incorrect grammatical rule, incorrect vocabularies, fear of forgetting what they would say while

speaking, fear of judgment from other students, and fear of negative comment or sudden correction from the teacher. It similar to Horwitz's theory which is mention that It is nervousness or tension at the particular moment in response to some outside stimulus. It occurs because learners are exposed to a particular situation or event that is stressful to them. By those answers, we can conclude that most of them worried about other reaction about their speaking ability. And for the previous study it is different with Tanveer's findings that language anxiety can originate from learners' own sense of self, their related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors and from the fear of loosing self identity.

By that result, we can conclude that most of them worried about other reaction about their speaking ability. Questionnaire result showed that they rarely practiced their speaking. Most of them did not train and improve their speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of the conclusion and suggestion of the study. The researcher explains the conclusion of the study and some suggestion in order to the future researcher better than this study.

A. Conclusion

According to findings in this study, questionaire is one of tool learning to get a result shown that students at SMAN 2 Palangka Raya in language major they often feel anxiety when they practice their English in front of class either daily school activity.

After analyzing the data, the result showed that most of the students admitted that they were getting neutral anxious in speaking English. The percentage of students' response was 47%. Based on the result, as can be seen the type of the students' anxiety in speaking English is state anxiety they were getting anxious in fear of negative evaluation (50%). For type of the specific situation anxiety they were getting anxious in test anxiety (47%). And for the type of trait anxiety they were getting communications apprehension. The factors of the students' anxiety in speaking English. It was seen from the percentage of students' response in every statement in the questionnaire. The factors of the anxiety influence their achievement in speaking skill. Based on the result, we can see the factor of the sudents' anxiety in speaking English. It was seen from the percentage of students' response in every statement in the questionnaire. The highest percentage is state anxiety for the type anxiety and fear of negative evaluation for factor

anxiety.

B. Suggestion

Based on the result, it is implied that most of the students experienced anxious in every types of anxiety. They get anxious in feeling worry, feeling nervous, worrying about negative evalutation from their friends, not talk fluently in speaking. According to the findings above the researcher consider that the researcher has an important suggestion for who involved in this research.

First for all students one day you will surely realize how important English is in the future, make sure you prepare yourself by honing your English language skills to make it easier and smooth your way to reach your goals.

Second for English teacher, hopefully from this reasearch, the teacher can see what must be done about this phenomenon. The researcher hoped to give a contribution to English teacher in teaching learning speaking English in the class.

Last for next researcher in this research was specialized to identify the anxiety factor of students in speaking skill. Hence, it is suggested for the next researcher to conduct a study in investigating the factor of students' anxiety in other skill of English learning, such as writing, reading, and listening. It is also suggested for the researcher to do the study by using other kinds of research method to obtain accurate result. For instance, the

research which is related with the anxiety can be done by using quantitative research.

IAIN PALANGKARAYA

REFERENCES

Aida, Y. 2009. *Examination of Horwitz, Horwitz and Cope's construct of foreign language anxiety: The case of students of Japanese.* The Modern Language Journal. 78, 2, 155-68.

Al-Sibai, D. 2004. *Adult Learners of English Anxiety and Speaking English as a Second Language among Iranian English Major Students of Payame Noor University*. Promoting Oral Fluency of Second Language Learners: Educational Linguistics Department of English. King Saud University.

Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Ary, D et al.2010. *Introduction to Research in Education*. Canada: Thompson Wadsworth.

A.S. Hornby. (2000). *Oxford Advanced Learners of Current English.* New York: Oxford University Press

Aydın, S. 2008. *How can teachers reduce test anxiety of L2 learners? Humanizing Language Teaching 4.* Retrieved in September 2008 from http://hltmag.co.uk/jul07/sart05.htm.

Bahrani, T., & Soltani, R. (2012). *How to Teach Speaking Skill?. Journal of Education and Practice*, 3(2), 26-29

Brown, H. D. 2000. *Principles of language learning and teaching 4th ed.* New York: Pearson Education.

Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Francisco State University.

Clifford, R. T. 2014. *L1, L2, and cognitive development: Exploring relationships. In N. A. Brown & J. Bown (Eds.), To advanced proficiency and beyond: Theory and methods for developing superior second language ability.* Washington, DC: Georgetown University Press.

Davidoff Linda L. 2001. *Psikologi Suatu Pengantar*. Jakarta: Erlangga.

Ellis, R. 1994. *The study of second language acquisition*. Oxford: Oxford University Press.

Fraenkel, Jack R. And Norman E. Wallen. (2009). *How to Design and Evaluate Research in Education.* New York. McGraw-Hill Companies

Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction (8th ed.).* New York, NY: Pearson Education.

Harmer, Jeremy. 2007. *How to Teach English. Harlow: Pearson Education Limited.*

Horwitz, E. K. 2010. *Foreign and second language anxiety*. Language Teaching. 43, 2, 154-167.

Latief, M.A. (2011). *Research Methods On Language Learning: An Introduction*. Malang: State University of Malang Press.

Littlewood, W. 2007. *Communicative Language Teaching.* Cambridge: Cambridge University Press.

McCroskey, J.C. 2003. *"The Communication Apprehension Perspective". Journal Of Communication Quarterly.* Baverly Hills, CA: Sage Publications.

Pappamihiel, N. E. 2002. *English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom*. Proquest Education Journal. 36(3), 327-355.

Park, H., & Lee, A.R. 2005. *L2 learners' anxiety, self-confidence and oral performance. 10th Conference of Pan-Pacific Association of Applied Linguistics, Edinburgh University, conference proceedings* (197-208).

Raba'ah, G. 2005. *Communication Problems Facing Arab Learners of English Journal of Language and Learning,* 3(1), ISSN 1740-4983.

Rachman, S.J. 2004. *Fear of contamination. Behaviour Research and Therapy*, 42, 1227- 1255.

Richard, Jack C and Willy A Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge University.

Shabnam Amini Naghadeh. 2014. *Anxiety and Speaking English as a Second Language among Iranian English Major Students of Payame Noor University.* Journal of Educational and Management Studies.

Singarimbun, Masri & Effendi Sofian. 2009. Metode Penelitian Survai. Jakarta : LP3ES. Kotler, Philip & Gary Amstrong. 2008.

Spielberger, C. D. 2010. *Manual for the State-Trait Anxiety Inventory.* Palo Alto, CA: Mind Garden.

Sugiyono. (2009) *Metode Penelitian Kuantitatif dan Kualitatif.* Bandung : Alfabeta.

Tanveer, Muhammad. 2007. *Investigation of the factors that causelanguage anxiety for ESL/EFLlearners in learning speaking skills and the influence it casts oncommunication in the target language*. University of Glasglow. United Kingdom: Unpublished Doctoral Dissertation.

Ur, P. 2001. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Worde, V. Renee. 2003. *Students' Perspective in Foreign Language Anxiety.*

Zhiping, Diao. 2013. *Anxiety Of Speaking English In Class Among International Students In A Malaysian University*. International Journal of Education and Research Vol. 1 No.11.