EFL STUDENT' PERCEPTION ON SPEAKING ANXIETY OF TEACHER-STUDENT AT ENGLISH DEPARTMENT OF IAIN PALANGKA RAYA

THESIS

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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1441 H

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THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana*in English Language Education

BY:
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FACULTY OF TEACHER TRAINING AND EDUCATION
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This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya,14 April 2020

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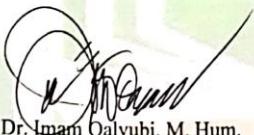
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Assalamu'alaikum Wr.Wb.

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Thank You for your attention

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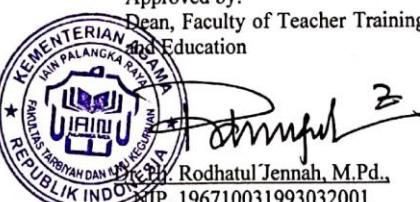
MOTTO AND DEDICATION

"The Intelligent people can lose because of the tenacity of the fools"

This thesis dedicated to:

My beloved Father Nadi and My mother Rohayati for their valuable endless prayer, sacrifice, and support. My beloved sistersSiti Selviana and Rifa Sunda Ningsih, who always give support to me. My Big Family, my cousin, my aunty, and my uncle, who always support me until finish this study. All of my friends from TBI 2016.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Here with, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of the researcher and has not been written in collaboration with any other person, nor does it include, without dueacknowledgment, the work of any other person.

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Palangka Raya, 14 April 2020

Your faithfully

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ABSTRACT

Yuswana M.2020.*EFL student' perception on speaking anxiety of teacher-student at English Department of IAIN Palangka Raya.*Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, M.Hum., (II) Hesty Widiastuty,M.Pd.

Key words: *EFL Student', Perception, Speaking anxiety, teacher-student*

This study aims at finding out the EFL student' perception on speaking anxiety of teacher-student at English Department of IAIN Palangka Raya. This study belongs to a survey study with a Quantitative method design. For the data collection, it was used instruments such as questionnaire. The population of the study was the EFL students' of Teacher-student (teaching practice or PM-2) eight Semester at English Department OF IAIN Palangka Raya, with a sample of 60 students. To analyzed the data of this study, the researcher used SPSS 16.0 program.

The result of research on what was the EFL student' perception on speaking anxiety of teacher-student shows that:shown Agree with perspective in EFL student' perception on speaking anxiety of teacher-student at English Department of IAIN Palangka Raya was 81.6%. All of the indicators show the analysis students' perception with the result were 9 items categorized Agree and 16 items categorized Strongly Agree with the final result was 81.6% and the categorized Strongly Agree, which was answered the research question that EFL student' perception on speaking anxiety of teacher-student at English Department of IAIN Palangka Raya.It obviously answered that the Perception of on speaking anxiety was effective for the learning system against of the opposite perspective.

It was recommended that the speaking anxiety of the teacher-student to know what the problem on speaking anxiety and to be overcome the anxiety in teaching English. It also can be used to improve teacher-student confront anxiety. All teacher-students expected to givea meaningful contribution to the English teacher. The teacher-students got the improvement of their English teaching on speaking anxiety and teacher-students hada positive perception on teaching English.

ABSTRAK

Yuswana M. 2020.*Persepsi Mahasiswa Terhadap Kecemasaan BerbicaraPada Mahasiswa PM 2 di Jurusan Bahasa Inggris IAINPalangka Raya.*Thesis, Skripsi, JurusanPendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut AgamaIslam Negeri palangka Raya. Pembimbing: (1) Dr. Imam Qalyubi, M.Hum., (II) Hesty Widiastuty,M.Pd.

Key words: *EFL, Persepsi, kecemasan Berbicara, Mahasiswa PM 2*

Penelitian ini bertujuan untuk mengetahui bagaimana persepsi mahasiswa terhadap kecemasaan bebicara pada mahasisa PM 2 di Jurusan Bahasa Inggris. Penelitian ini menggunakan Survei dengan metode pendekatan kuantitatif. Untuk pengumpulan data, digunakan instrumen seperti kuesioner. Populasi penelitian ini adalah siswa EFL dari mahasiswa PM 2 (praktik mengajar atau PM-2) delapan Semester di Jurusan Bahasa Inggris IAIN Palangka Raya, dengan sampel 60 siswa. Untuk menganalisis data penelitian ini, peneliti menggunakan program SPSS 16.0.

Hasil penelitian tentang apa persepsi mahasiswa pada kecemasan berbicara mahasiswa PM 2 menunjukkan bahwa: ditunjukkan Setuju dengan perspektif dalam persepsi mahasiswa terhadap kecemasan berbicara Mahasiswa PM di Departemen Bahasa Inggris IAIN Palangka Raya adalah 81,6%. Semua indikator menunjukkan analisis persepsi siswa dengan hasilnya adalah 9 item dikategorikan Setuju dan 16 item dikategorikan Sangat Setuju dengan hasil akhir adalah 81,6% dan kategori Sangat Setuju, yang menjawab pertanyaan penelitian yaitu persepsi mahasiswa terhadapkecmasan berbicara mahasiswa PM 2 di Jurusan Bahasa Inggris IAIN Palangka Raya. Itu jelas menjawab bahwa Persepsi pada kecemasan berbicara efektif untuk sistem pembelajaran yang bertentangan dengan perspektif yang berlawanan.

Penelitian ini merekomendasikan bahwa kecemasan berbicara pada mahasiswa PM 2 untuk mengetahui apa masalahnya pada kecemasan berbicara dan untuk mengatasi kecemasan dalam mengajar bahasa Inggris. Ini juga dapat digunakan untuk meningkatkan kecemasan mahasiswa PM 2. Semua mahasiswa PM 2 diharapkan dapat memberikan kontribusi yang berarti bagi guru bahasa Inggris. Para guru-siswa mendapat peningkatan pengajaran bahasa Inggris mereka pada kecemasan berbicara dan mahasiswa PM 2 memiliki persepsi positif tentang pengajaran bahasa Inggris.

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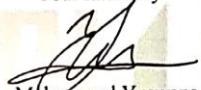
His appreciation is addressed to:

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Palangka Raya, 14 April 2020

Your faithfully

Mohammad Yuswana
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CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, research problem, objectives of the study, scope and limitation, significance of the study, and definition of the key term.

A. Background of the Study

English is an international language that can be used to communicate with foreigners, or with people from English orally country, it is a great advantage, no wonder if there are so many English learners in Indonesia, and English is now taught to the students since the very low level by Kurnia (2012).

According to Campbell (1967), perception defined as something that is being observed and what is said about it. The researcher also mentions the perception is a process where one will form an impression about someone or something. Based on the definition, perception is constructed as a result of individual observation on certain things or events occur around them which will produce certain perceptions.

Anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system. Anxiety becomes the most general emotional dilemma of someones' feelings. Everyone will feel anxious towards something that will happen in their life, especially when they have to face speaking exercise by Horwitz (1986).

Brown (2009) said Speaking is one of two productive skills in language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form.Speaking anxiety occurs due to several factors. One of the factors that cause speaking anxiety is the topical knowledge of teacher-students. for example when they are asked to teach in front of the class without any prior preparation and discussed material. Amaterial that they do not master, then they will have difficulty in speaking and describing the material. it's because they do not have topical knowledge about the material or they do not like it, so they will talk less.

Previous research on speaking Anxiety in teacher-student has focused on the topic. Bilali (2015) found that Establish the factors that influence the birth of anxiety to student teachers during teaching. The participants were students of the Faculty of Education, "Alexander Xhuvani" University, enrolled in programs of study: "Elementary Teacher" and "Preschool Teacher". The instrument used was a two-page self-report questionnaire with demographic information including age and study program as well Teaching Anxiety Scale. The findings that the teaching anxiety to student teachers influenced by several factors that are associated with specific characteristics of learning situations as teaching planning, ability to analyze problems of learning, class management, assessment of students, public speaking. In this case, many teacher-students have a lot of experience in teaching and learning because they are still inthe teaching-learning stage, of course, there are many anxieties faced in speaking

in front of the class that are very difficult. Speak English when teaching in front of the class.

Thompson (2014) Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for Penn State students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

It has been generally recognized that many teacher-students faces difficulties in teaching and speaking English language, Difficulties such as the lack of proficiency of a teacher-student in English skills, especially speaking and the most basic thing is vocabulary, then also the difficulties experienced can not make a good learning system and learning styles that are still monotonously added with lack of confidence. that makes many teacher-students face difficulties in teaching and speaking English.

This study will have investigated the factors speaking anxiety problems faced by English Department students in Teaching practice (PM2) in IAIN Palangka Raya. The study will have a focus on speaking anxiety problems in case of nervousness, speech anxiety and self-awareness because previously researcher had asked some teacher-students who had already teaching practice and asked the question why they were speaking anxiety during teaching

practice and their answer was nervous at teaching practice, speech anxiety, and self-awareness.

B. Research Problems

According to the statement above, the research question formulated that:

"How do EFL students' perception on speaking anxiety of teacher-student at English Departement of IAIN Palangka Raya?

C. Objective of the Study

Based on the research problem above, the objective of the study was as follows :

"To describe the EFL students' perception on speaking anxiety of Teacher-Student at English Departement of IAIN Palangka Raya"

D. Assumption of The Study

The assumption of this research Based on the paticipants needs, The participants provided accurate information on the questionnaire. The participants to be honest in their responses to the questionnaire. The participants actually answered the questionnaire only once.

E. Scope andLimitation of The Study

In line with the identification of the problems, the focus of the researcher will haveon Teacher-students in speaking skills includes the problems of Speaking anxiety of teacher-students. The teacher-students at seven semesters who follow teaching practice 2 (PM 2) of IAIN Palangka Raya will be the subject of the study. The decision will have taken by considering the importance to describe the factors speaking anxiety problems faced by English department

teacher-students to teach in class. Speaking in class is the most frequently difficult for anxious teacher-students even though they are good at responding to a drill or giving prepared teaches. The researcher assumed that there should be some suitable techniques in teaching English especially public speaking which could motivate the anxious teacher-students to have high confidence of teacher-students in a class.

F. Significance of the Study

This study was theoretical and practical significances:

The present study was about the interest of language educators and students because of the potentially negative impact of foreign language anxiety, not only on the various domains of language performance but also on students'attitudes and perceptions of language learning in general.

Theoretically: this study makes it possible to know the Speaking anxiety of teacher-students in their speaking skill and to describe the speaking anxiety of teacher-students in speaking. The findings of the present study were also trying to throw light on the speaking anxiety teacher-student associate with foreign language students'poor participation in the class at 6th semester English Department Study Program who follows Teaching Practice 2 (PM 2) at English Department of IAIN Palangka Raya order to help lecture be aware of the domains that lead students' speaking anxiety.

Practically, the study expected to give a meaningful contribution to:

1. Lecturers can know the speaking anxiety of teacher-students in their speaking skills.

2. The student knew what must they were if there are speaking anxiety of teacher-student during teaching practice.

3. Another researcher can become their reference to conduct another study about speaking anxiety of teacher-student.

G. Definition of Key Terms

Related to the title of this study, the researcher wants to present the definition of key terms that can be used to make the readers easy to understand what the researcher is trying to clarify about the problems that are discussed in this research. The key terms are arranged as follows :

1. ***EFL students*** is students who learn English by non-native speakers living in a non-English orally environment. Students who learn English as Foreign Language (students learn at English department in Palangka Raya).

2. ***Perceptions*** is defined as something that is being observed and what is said about it.

3. ***Speaking Anxiety*** defined refers to the fear of speaking in public is related to anxiety or Communication Apprehension.

4. ***Teacher-Student*** is a person who teaches in a school for a limited period under supervision as part of a course to qualify as a teacher

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter review of related literature begins with related studies, speaking Anxiety (concept, components, and types of classroom speaking performance) and Anxiety (a concept of anxiety, foreign language anxiety, aspect of language anxiety, and effect of anxiety in speaking).

A. Previous Studies

In this study, there are some previous studies, they were :

There was some research focusing on teacher-student. For instance by Akinsola (2014) with the title "Assessing pre-service teachers teaching anxiety". The research methodology used Quantitative. Stated that teaching anxiety experienced by pre-service lecturers throughout the number of teaching practices among student teachers in the African country. The finding shows that there have been vital relationships between twelve of the things. Anxiety was found to be significantly related to room management issues, with being evaluated by supervisors, with forming relationships with students and also the subject lecturers, and with achieving lesson goals. Bilali (2015) with the title "Factors influencing the appearance of teaching anxiety to student teachers". The research methodology used the Qualitative method. found that Establish the factors that influence the birth of hysteria to student lecturers throughout teaching. The participants were students of the school of Education, "Alexander Xhuvani" University, listed in programs of study: "Elementary Teacher" and "Preschool Teacher". The findings that the teaching anxiety to student lecturers

influenced by a variety of things that are related to specific characteristics of learning things as teaching coming up with, ability to investigate issues of learning, category management, assessment of scholars, speech.

Some Previous studies relat   ing to speaking anxiety in teacher-student was be reviewed. For example by Klanrit (2012) with the title "EFL teacher's anxiety in using Englis in teaching in the language classroom". The research methodology used the Mixed method. indicates that to check sources of teachers' anxiety in exploitation English within the language schoolroom, to investigate parts of sources of a tension of language lecturers, and to match the parts of sources of teachers' anxiety between three provinces specifically, Udon Thani, Nong Khai, and Nongbualampoo.

The present study predicated on secondary English teachers' experiences. The Participant of the study was 673 West Germanic language lecturers obtained through a stratified sampling based mostly upon the quantitative relation of country teachers from 3 provinces. The analysis findings were as follows: one. Four factors that caused teachers' anxiety in exploitation English within the language schoolroom were 1) teacher expectations regarding students' language limitations and low motivation that were at the high level, 2) students' attitudes towards finding out English that was at the medium level, 3) teachers' language proficiency was at the low level, and 4) teaching and learning management was at the medium level. 2. Analysis of sixty-five issues exploitation factor loading from Principle parts Analysis it had been found that sources of teachers' anxiety in using English within the language schoolroom were in four areas. By Mosaddaq (2016) with the title "A study of sources of EFL student teachers'

anxiety during their practicum experience". The research methodology used the Qualitative method. Explicit that to explore the various sources of hysteria EFL student- lecturers' expertise whereas doing their practicum courses. The finding wasa daily diary of the scholar lecturers showed that EFL student teachers suffered from completely different sources of hysteria, like time management, room management, use of instructional technology, speaking English throughout the lesson, being discovered, lesson coming up with, teaching procedures, teaching completely different levels, providing analysis and feedback, subject data, college atmosphere, overcrowded categories, causeless students, lack of support.

By Ngidi (2003) with the title "Student-teacher anxieties related to practice teaching". The research methodology usesa qualitative method. indicates that investigated anxieties experienced by student lecturers concerning apply teaching. the coed Teacher Anxiety Scale (STAS) and Eysenck temperament form (EPQ) were wont to confirm the connection between student teachers' personalities and their anxiety levels. The results conjointly showed important many-sided interaction effects of student teachers' story variables (gender, age-associated grade placement) on practice-teaching connected factors like analysis and an unsuccessful lesson. The findings are mentioned and improvement to apply teaching prompt.

Topical Knowledge also one of the factors affecting Speaking Anxiety, the study was conducted by Jedynak (2011) with the title "Teaching experience and its role in foreign language teachers' anxiety". The research methodology used a qualitative method. Explicit that discovering associate degree extent to that this

development is a gift within the lecturers teaching English as a remote language in Poland. The first aim was to check the level of anxiety in 3 teams of language lecturers representing different seniority. The results of the study confirmed the idea that middle school lecturers expertise the sensation of tension. Therefore, they validate the presumption that associate degree anxiety appears to be an indivisible component of the teaching profession. Regardless, the lecturer's instructional background all the themes displayed a sure level of tension.

By Otanga (2015) with the title "Student teachers' anxiety and satisfaction with teaching practice among university students in Kenya". The research methodology used the Quantitative method. This indicates that to extend findings and also establish whether anxiety relates to satisfaction with teaching practice. By Wambugu (2013) with the title "Student-teacher' perception of teaching practice assessment in Egerton University, Kenya". The research methodology used the Quantitative method. Found that investigated the coed teachers' perceptions of teaching follow assessment. 3 teaching follow zones namely; Kericho/Bomet, Uasingishu,/Keiyo, and Nyeri/Kirinyaga were willy-nilly hand-picked. The results showed that the coed teachers' perceptions towards teaching follow assessment were favorable. The findings conjointly indicated that there have been no statistically vital variations in their perceptions by space of specialization.

Between related study with the researcher, research has differences and similarities. First, the similarities between eight related studies above with the researcher research were all of the related studies is speaking anxiety of teacher-

student. Second, the difference with the researcher research was the Object of this study students' at English Departement of IAIN Palangka Raya.

B. EFL Students

EFL or English Foreign Language student is the students whose language is not English. Students who learn of English by non-native speakers living in a non-English orally environment.

Wiliam (2013) EFL is an associate abbreviation for "English as a remote Language". this can be primarily accustomed to discussing students (whose mother tongue isn't English) learning English whereas living in their own country (EnglishClub.com). English as a remote Language (EFL) students usually takes place in an exceedingly foreign country, sometimes with students from the identical country. EFL student is wherever the scholars learn English in an exceedingly country where English isn't the language. for instance, a Chinese student learning English in China would make up this class.

Maria (2006) EFL students typically all be from the identical country. they need an identical culture and build similar mistakes within the target language. Therefore, these mistakes will be corrected by the teacher as a full instead of singly with the ESL learner. Associate in Nursing EFL students is way additional possible to be learning the language for educational functions and also the stress of teaching diverge. EFL is sometimes learned in environments wherever the language of the community and also the college isn't English. EFL lecturers have the tough task of finding access to and providing English models for his or her students.

EFL studnt is **students who learn English as the second language from the mother tongue. EFL student is students used for nonnative English speakers learning English in a country where English is not commonly spoken. So, EFL students use of English by speakers with different native languages.**

C. **Perception**

Perception is the organization, identification, and interpretation of sensory information to represent and understand the presented information or the environment. Perception is arguments, opinions, or statements people about something that happened. Perception is a process by which individuals organize and interpret their sensory perceives to give meaning to their environment.

According to Campbell (1967), perception is defined as something that is being observed and what is said about it. The researchers also mention the perception is a process where one will form an impression about someone or something. Based on the definition, perception is constructed as a result of individual observation on certain things or events occur around them which will produce certain perceptions.

Ary (2010) Perception is the process by which organisms interpret and organize sensations to produce a meaningful experience of the world. Sensation usually refers to immediate, relativity on the processed result of in the eyes, ears, nose, tongue, or skin.

Perception is a process that is a learned thought interaction with the surrounding environment. Perception describes one world and typically involves

further processing sensory input. Actually, perception is an organized wall picture of the world. Everyone has a different perception, statement, opinions about something or someone.

According to Toha (2003) indicates that the factors that influence a person's perception are as follow :

External factors also have **Intensity**, of stimulus implies that the more intense the stimulus audio or visual, the more is the likelihood it will be perceived. It is because of this advantage that advertisers employ intensity to draw the consumers' attention. **Size**, size of the object or stimulus has a greater impact on the perception process because the size influences attention and recognition more dramatically. **Repetition**, Repeated stimuli have more impact on performances than a single statement. Repetition has the advantage of being attention catching. **Novelty and familiarity**, a novel object in a familiar situation or a familiar object in a novel situation tend to attract attention. Thus a white person or a black person in India catches attention faster.

Internal factors include that habit, motivation and interest, learning, organizational and specialization, economic and social background, and personality. There is **Habit**, Habits die hard and therefore individuals perceive objects, situations, and conditions differ according to their habits. A Hindu will bow and do Namaskar when he sees a temple while walking on the road, because of his well-established habit. These are several instances in life settings where individuals tend to react with the right response to the wrong signals. Thus a retired soldier may throw himself on the ground when he hears a sudden burst of a car tire. **Motivation and interest**, Two examples of motivational factors are

hunger and thirst. Motivational factors increase the individual's sensitivity to those stimuli which he considers as relevant to the satisfaction of his needs in view of his past experience with them. **Learning,** The state of learning influences and plays a crucial role in the perception process. However, it should be recognized that the role of learning is more pronounced in respect of complex forms of perception where the symbolic content creeps into the process. Although interrelated with motivation and personality, learning may play the single biggest role in developing a perceptual set. **Organizational role and specialization,** the modern organization's value specialization. Consequently, the specialty of a person that casts him in a particular organizational role predisposes him to select certain stimuli and to disregard others. Thus in a lengthy report, a departmental head will first notice the text relating to his department. **Economic and social background,** The employee perceptions are based on economic and social backgrounds. Socially and economically developed employees have a more positive attitude toward development rather than less developed employees. **Personality,** The personality of the perceiver as well as the stimulator have an impact on the perception process. The age, sex, race, dress, etc of both the persons have a direct influence on the perception process.

Process of Perception, The perceptual process presents three basic sub-processes or elements of perception. These are the existence of stimuli, perceptual mechanisms, and perceptual outputs. Perceptual outputs along with other determinants of human behavior affect and shape behavior. Let us how the perceptual process works in terms of its three basic elements. **Perceptual Inputs**

: strictly orally, perceptual inputs in the form of stimuli are not part of the actual perceptual process through these are necessary for the occurrence of perception. Stimuli may be in the form of objects, events, or people. When the perceiver interacts with a stimulus, sensation takes place which, we have seen earlier starts the perceptual process. **Perceptual Mechanism:** Perceptual mechanism involves three elements- selection of stimuli, organization of stimuli, and interpretation of stimuli. **Selection of stimuli:** After receiving the stimuli from the environment, some are selected for further processing while others are screened out because it is possible for a person to selected all stimuli which he sees in the environment. There are two types of factors that affect the selection of stimuli. These are external and related to stimuli and internal related to the perceiver. These external and internal factors are of several types. We shall discuss these factors and their impact on the selection of stimuli in the subsequent section of this chapter dealing with perceptual selectivity. **Organization of Stimuli :** After the stimuli are received, these are organized in some form to make sense out of that. The various forms of organizing stimuli are figure-ground perceptual grouping, simplification, and closer. **Interpretation of Stimuli:** People interpret the meaning of what they have selectively perceived and organized in terms of their assumptions of people, things and situations. They also become judgmental as well and tend to interpret the thing as good/bad, beautiful/ugly and so on which are quite relative terms. In such a process, there are chances of misinterpretation. **Perceptual Outputs:** Based on a perceptual mechanism that ends with the interpretation of stimuli, perceptual outputs emerge. These outputs may be in the form of covert

actions development of attitudes, opinions, beliefs, impressions about the stimuli under consideration. These outputs along with other factors affecting human behavior may result in overt behavior. For example, when a person sees an advertisement for a product, he may perceive that the product is good. This perception, however, may not be enough for the person to buy the product (overt behavior). The actual buying may depend on the availability of the product, perceiver's need for the product and his propensity and capacity to spend money on buying the product.

D. Speaking

Brown (2009) said Speaking is one of two productive skills in 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. From some definitions above it can be concluded that speaking skill is always relate to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

In summary, the speaker has to be able to convey the ideas clearly in the process of speaking, as a result, the listener can receive and understand what the speaker means. Speaking is language skills consisting of two-way-system of communication, where only one person speaks and the others only listen.

Component of Speaking, Speaking is not only means of how we speak fluently and correctly to be understood by others but it also has components that explain the way we produce the utterances or sentences meaningfully and

accurately to be understood by others. According to Haris (1974), there are five components to measure students' speaking ability as follows: **Fluency** refers to the ability of how to speak fluently and accurately. The smoothness or flow of the sounds, syllabus, words, and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. It also can be seen with the way they speak, Ifsomeone can speak English without any pauses, such as; "ums" or "emm". It indicates that the quality of their fluency is smooth. **Pronunciation** is the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication such as different phonemes, rising and falling in intonation and stress Here isthe example of different phonemes. **Vocabulary** can be defined as the words used in language, phrase, clauses, and sentences. If someone has many words to utters what they interest to say, it will be smooth to give some information or receive the information. In vocabulary, the students should know about content word and function words in English vocabulary. **Grammar** Basically, grammar refers to the sentence structure and tenses. Heaton (1991) defines grammar as the students' ability to manipulate the structure and to distinguish appropriate grammatical formsfrom inappropriate ones. Besides that, grammar will help the students to speak fluently. **Comprehension** denotes the ability of understand the speakers' intention (understand what the speaker said) and general meaning (get the point what the speaker said). Cohen (2005) argues that to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. From those two experts, it can be

said that comprehension refers to the speakers' understanding of what are they saying to the listeners in order to avoid misunderstanding information.

In brief, these components above are important for the teacher-student to acquire English communication because it can be used to express ideas, feelings, and emotions to other people.

Types of Classroom Speaking Performances Speaking is an interactive process to convey or extend the information in order to construct the meaning during interaction among two people or more. Thus, It is important to speak fluently, correctly, and understandable. Studying speaking is aimed to improve students' speaking ability in mastering English by creating some activity in the classroom. There are several activities of speaking performance, Brown (2001) describes six types of classroom speaking performance. Those six types are as follows: **Imitative,** Imitative speaking tasks are based on repetition. The students need to repeat a sentence that they hear.Imitative performance includes the ability to practice an intonation and focusing on certain particular elements of language form. **Intensive,** Intensive is focusing on practicing some phonological or grammatical aspects of language. The example task or intensive speaking is reading aloud task. **Responsive,** Responsive performance includes interaction and test comprehension but it is just short conversation, such as replies to a teacher or students-initiated questions or comments. **Transactional**, Transactional (dialogue) It is carried out to convey or exchange specific information in a conversation. The focus on transactional dialogue is on what is said or done in some situations.Interpersonal (dialogue), Interpersonal dialogue is carried out for the purpose of maintaining a social relationship than for the

transmission of facts and information. Extensive (monologue), Extensive monologue includes an oral presentation, speech, and storytelling, where the students have to share and explain the ideas about their knowledge.

E. Anxiety

Anxiety is one of the internal factors in personality besides self-esteem, willingnessto communicate and motivation. There are several definitionsof anxiety.Anxiety can give a negative impact on the someones' personality if he or she can not manage it. Mayer (2008) says that anxiety is a normal aspect of life and of being human, and it has a positive side to it, too. Moreover, Griffin and Tyrrell (2007) argue that if students can control their anxiety into a positive feeling instead of being controlled by it, they will reach optimal performance. Horwitz et al. (1986) state that anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system. Anxiety becomes the most general emotional dilemma of someones' feelings. Everyone will feel anxious about something that will happen in their life, especially when they have to face speaking exercise.

In brief, anxiety is a normal feeling that is happened in someone. When someone has a problem then they feel anxiety to face it, it will give a good impact if theycan manage their anxiety into a positive feeling. Thus, it is related to speaking skills because when they have high anxiety, they will speak hesitantly. They are too worried when they speak in English. Hence, their speaking is going to be slow and they will repeat many words on their dialog.

The aspect of Language Anxiety, Speaking anxiety in this study refers to the feeling of apprehension, nervousness, or worry that interrupts students' speaking performance just before or whilst performing a speaking task in class. Language anxiety is caused by various causes during the learning process. The primary sources of language anxiety, stated by Horwitz, and Cope (1986) communication apprehension (the fear ofcommunicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance), and fear of negative evaluation (worry about how others view the speaker). Here is the explanation about three of them: Communication apprehension arises from someones' fear and shyness if they have to communicate with others. Wu and Chan, (2004) In communication apprehension, people usually afraid of oral communication that is about speaking and listening. They will get difficult to understand what people are saying and to make someone understands what theypurpose to say. For example, when the students have to speak English with the teacher in the class, he or she may be anxious and afraid to speak in English or he may not understand what the teacher is saying. Moreover, the students will not feel confident when they have to say something to others because they are too afraid to talk with English.Test Anxiety Wu and Chan (2004) argue that test anxiety can occur when students have poor performance in the previous test. The students develop a negative stereotype about tests and they have irrational perceptions in the evaluative situation. It means that test anxiety is related to someones' fear of a test-taking situation. The students tend to deal with test anxiety every time they got to face frequent tests. Mayer (2008) states that every student understands that

taking a test means she will be graded, judged, and compared to her classmates and that performing will get a negative consequence from her teacher and parents.Lucas and Go (2011) Fear of Negative Evaluation Fear of negative evaluation is the apprehension about other evaluations which may include avoidance of evaluative situations and the expectations that others might evaluate them negatively. Moreover, Young (2012) argues that in his survey on students' perspective on anxiety and speaking in the foreign language, many students reported that they would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their peer. It means that if the students are not sure of what they are saying, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of others. For example, when the students perform their performance in front of the class, suddenly the student fall silent and get high anxiety. It happens because the other students who do not perform criticized their performance. Thus, it makes them stumble over the words. It happens because the other students who do not perform criticized their performance.

From the explanation above, it can be summed up that three components of foreign language anxiety give a big impact on students' teaching-learning process especially in speaking. In this research, communication apprehensions to measure their anxiety through questionnaire and interview. Actually, speaking anxiety in this study refers to the feeling of apprehension, nervousness, or worry that interrupts teaching anxiety of teacher-student performance just before or whilst performing speaking in class.

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Factors of Contributing in Anxiety, Richa (2007) stated Anxiety can result when a combination of increased internal and external stresses overwhelm one's normal coping abilities or when one's ability to cope normally is lessened for some reason. **Psycholinguistic Factors**, It is a fact that communication in a second language or foreign language requires second/foreign language learning. However, the complexities or difficulties involved in the process of learning a second/foreign language may also cause language anxiety for EFL/ESL learners. This section discusses the psychological and linguistic reasons for language anxiety that occurs at all three stages of language learning: input, processing, and output. Input is the first stage of language learning. It activates Language Acquisition Device (LAD) is an innate language-specific module in the brain which carries out the further process of language learning. Anxiety at the input stage (input anxiety) refers to the anxiety experienced by the learners when they encounter a new word or phrase in the target language. **Processing,** Anxiety at the processing stage, called processing anxiety, refers to the apprehension students experience when performing cognitive operations on new information. **Output,** Anxiety while communicating in the target language is more likely to appear at the output stage, which entirely depends upon the successful completion of the previous stages: input, and processing. Anxiety at the output stage refers to learners' nervousness or fear experienced when required to demonstrate their ability to use previously learned material. **Socio-Cultural Factor,** Social Environment for Second Language (L2) / Foreign Language (FL) Acquisition. The limited exposure to the target language and lack of opportunities to practice speaking in such environments do not let the

communicative abilities of L2/FL learners fully develop and result in embarrassment or stress for them when they are required to speak both in and out of the class. In contrast, the second kind of environment provides learners with greater exposure to the target language.Errors in Social Setting, Although it is axiomatic that language learning cannot be without errors, errors can be a source of anxiety in some individuals because they draw attention to the difficulty of making positive socio impressions when speaking a new language. Errors in socio settings are mostly overlooked if they do not interfere with meaning because people consider it impolite to interrupt and correct somebody who is trying to have a conversation with them. It is only in the classroom environment that feedback on errors is provided frequently, light brown (2006) mentioned this leads many learners tofrustrations and embarrassments by making them conscious about their deficiencies. **Gender,** Gender has also been found to cause anxiety in male and female interaction both within and out of the classroom settings. Gobble and Matsuda asserted (2003) that gender-related anxiety research has yielded conflicting results. In their study on state anxiety found, females are more emotionally stable thanmales in their reactions to highly stressful and relaxing circumstances.

Effect of Anxiety in Speaking, Anxiety in speaking have a negative effect on students' academic, cognitive, social, and personal level. At the end, these behaviors will affect their cognitive competence because high-anxious students will perform and achieve lower than those of low-anxious students in the class. In this case, if students' anxiety increases, their academic achievement will decrease.

Additionally, in the effect on students' cognitive, MacIntyre and Gardner (1994) say that anxiety has also been shown to have negative influences, both pervasive and subtle, on the three stages of cognitive processing: input, processing, and output. For this reason, the students who have anxiety will get difficult in processing meaningful input, and to be less responsive to language output.

In terms of social effects, there are many ways that social context gives an effect on language anxiety.It means that if the students have high anxiety, they will avoid communicating with other people because they worry about others' perceptions or fear of making mistakes when they speak in a foreign language.

The personal effect has a negative effect on acquiring English, MacIntyre (1999) contends that among the most troublesome effects of language anxiety is the severe anxiety reaction for an individual language learner. Prive (1991) reveals that some language students who have high anxiety will choose to ignore or stay away from their language class rather than to follow the class. Thus, it can be said that this type of effect is considered as the most debilitating effect of language anxiety.

F. Teacher-Student

Thompson (2014) Student Teaching is a full-semester, full-time, full-day, clinical component of the teacher preparation program for Penn State students seeking initial teacher certification. The primary purpose of the student teaching experience is to provide you with a carefully mentored experience to help you develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development. By Ngidi (2003) with the

title "Student-teacher anxieties related to practice teaching". The research methodology usesa qualitative method. indicates that investigated anxieties experienced by student lecturers with respect to applying to teach. The coed Teacher Anxiety Scale (STAS) and Eysenck temperament form (EPQ) were wont to confirm the connection between student teachers' personalities and their anxiety levels. The results conjointly showed important many-sided interaction effects of student teachers' story variables (gender, age-associated grade placement) on practice-teaching connected factors like analysis and an unsuccessful lesson. The findings are mentioned and improvement to apply teaching prompt.

Field experiences, such as student teaching, are cooperative endeavors in which host schools work closely with the University to provide quality experiences for teacher certification candidates. Hosting a student teacher is a major professional commitment by teachers, administrators, and school boards. The university faculty supervisor and mentor teacher provide intense, supportive guidance to help you learn and enhance your professional role. Other school personnel, such as principals and department heads, also play a crucial role in mentoring you. All of these will be working together to help you become the best teacher you can be.

CHAPTER III

RESEARCH METHOD

In this chapter, the research method begins with research design, subjects of the study, the source of data, research instrument, data collection procedure, data analysis procedure. Each of them was presented in the following discussion.

A. Research Design

This study used a Quantitative approach. The design of the study is Survey Research design. The researcher will use this design to find the perception of speaking anxiety of teacher-student at Seven Semester who follows teaching practice / PM 2 at English Departement of IAIN Palangka Raya in academic years 2019/2020.

B. Population and Sample

1. Population

According to Ary, et al (2010) indicates that the population is all members of any well-defined class of people, events, or objects. The population is all of the individuals from whom the data was collected. In this study, the population is all of the EFL students' who have follows a teaching practice / PM 2 at English Department of IAIN Palangka Raya. Meanwhile, the group that will observe call a sample.

2. Sample

In this study, the researcher used total sampling or call as a census sampling technique. Sugiyono (2013) indicates that total sampling was a

technique of determining sample which takes all the members of the population as a respondent or sample. According to Arikunto (2002) states that if the total population of less than 100 was better taken all, so the research is a total population. The sample is all of the EFL students'who have followedteaching practice / PM 2 at English Departement of IAIN Palangka Raya, which consists of 60 students.

Table 3.1

Sample of study

NO.	Female	Male
1	40	20
Total Number	60 Students	

C. Research` Instrument

1. Questionnaire

The questionnaire is a set of questions for gathering information from the subject of study. In this research, the researcher used a questionnaire to get data related to the first research problem. Brown in Zoltan Dornyei (2010), stated questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. Survey questions can take a variety of forms. The types question is close-ended question. The close-ended question was used on the first question of the research problem. The questionnaire was used a sa Likert scale (Haris, 1969).

In addition, the Likert scale is the most common use question format for assessing the participant's opinion of usability (Dornyei, 2010). Likert scale in this study Strongly agrees (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Harris (1969) presented the sample that used 1 - 5 points. Below are the items of the questionnaire.

Table 3.2

Range Score of Statements

ANSWERS	SCORE
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Agree (SA)	1

Each statement from the questionnaire would be labeled with each own score. There are five predetermined answers with scale 1 – 5 suggested by the Likert Scale.

The questionnaire was included the 25 items that are close-ended. The questionnaire was divide into three parts. The first part is about speaking. Shortly, items 1 and 2 were the items that conveyed a statement about speaking definition. Then items 3 and 4 talked about teacher-student in speaking anxiety in the class. Item 5 discussed the types of speaking anxiety in the class. Item 6 -10 asserted the factors affecting speaking anxiety in-class teaching. Then items 10 – 25 talked about anxiety and these items were

adopted from Kriangkrai Yaikhong &Siriluck Usaha's thesis. All of the questions in qestionnaire is positive questions.

2. **Research Instrument Reliability**

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. On a theoretical level, reliability is concerned with the effect or error on the consistency of scores (Donald ary, 2010, p.237). Reliability is defined as how much consistency the test scores the tester achieves on the retest (Sudijono, 2005, p.179-180). Reliability is the consistency of score if the test is conducted to the same tester (Sugianto, 2017) to find the reliability of data, the researcher used Alpha's formula.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_i}{S_t} \right)$$

With description:

r_{11} = Coefficient reliability

k = Number of items

$\sum S_i$ = Total score variants each item

S_t = Total score Variants

3. Research Instrument Validity

a. Face Validity

Daniel Mujis (2004) stated that Face validity is taken to ensure that the questionnaire is valid. Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Doing a pilot study was not only to know the students' difficulties in answering the questionnaire but also to measure the construct validity of the questionnaire. Face validity ensures that the test items look right to other testers, teachers, indicators, and tests (Heaton, 1974).

b. Content Validity

It is especially important for achievement tests; it is also a concern for other types of measuring instruments, such as personality and aptitude measures. Content validity demands appropriateness between the ability to be measured and the test is used to measure it.

c. Construct Validity

Sugiyono (2009, p. 177) states "Construct validity test can be used with the opinion of experts (experts' judgment). In this case, after the instrument is constructed on the aspects that werebe measured based on a particular theory, then it is consulted with experts. The experts made a decision: the instrument can be used without revisions, adding some improvements or possibly a total revision.

Validity (quality) is a quality that shows the relationship between a measurement (diagnosis) with the meaning or purpose of learning or behavioral criteria (Supriadi, 2011, p.108). The technique used to determine the validity of a test is by product-moment correlation technique. Here is the formula of product-moment correlation with rough numbers:

$$r_{xy}$$
$$N \sum XY \, (\sum X)(\sum Y)$$

With description:

r_{xy} : Correlation coefficient

X : The value of variable X

Y : The value of variable Y

N : Number of subjects

$\sum$: Number of values (Supriadi, 2011).

To determine whether the test question is valid or invalid then r_{xy} or r_{hitung} compared with product moment r_{tabel} with the following criteria:

If $r_{hitung} \geq r_{tabel}$ then valid

If $r_{hitung} \leq r_{tabel}$ then invalid (Purwanto, 2004).

D. Data Collection Procedure

The questionnaire gives to the participants through some procedure from the prepare with the result that analyzes, the holistic was clearly in steps below:

1. Determining Population of study.

2. Ask Permission to English Department of IAIN Palangka Raya

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3. Prepared the questionnaire.

4. Distributed questionnaire in the form

$$\text{Stdev} = \sqrt{\frac{\sum f x^2}{N-1}}$$ of google form to the respondents.

5. Collected the questionnaire from the respondents.

E. Data Analysis Procedure

1. Data Analysis of Quantitative

The model conduct to analyze quantitative data is Descriptive Statistics (Mean and Standard Deviation). For a clear understanding, the data was present using tables and a bar graph.

a. Mean

$$\overline{X} = \frac{\sum X}{N}$$

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 lie.

c. The Modus / Mode

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

d. Standard Deviation

Table 3.3
Category of Measurement of Students Perceptions

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

(*Nazir M. Metode Penelitian, Ghalia Indonesia:Bogor:2005*)

e. Conclusion

The researcher find conclusion answering for formulating the problems. The researcher makes a conclusion from all the data that get in order to make clear and understand for the reader.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion of the research about the EFL students' perception on speaking anxiety of Teacher-Student at English Department of IAIN Palangka Raya.

A. Data Presentation

The percentage calculation of the Questionnaire Result on the EFL student' perception on speaking anxiety of teacher-student at English Department of IAIN Palangka Raya.

No	Statement	Number & Percent	Scale					Total
			SD=1	D=2	N=3	A=4	SA=5	
1	I tremble when knowing that I am going to be called on to teach and speak English.	Number	4	9	23	19	5	60
		Percent	6.7%	15.0%	38,3%	31.7%	8.3%	100
2	I start to panic when I have to teach and speak English without preparation in advance.	Number	2	13	19	19	7	60
		Percent	3.3%	21.7%	31.7%	31.7%	11.7%	100
3	I get nervous and confused when I am teaching and speaking English.	Number	3	9	22	24	2	60
		Percent	5.0%	15.0%	36.7%	40.0%	3.3%	100
4	I get so nervous when the student asks me to speak English which I have prepared in advance.	Number	2	11	15	27	5	60
		Percent	3.3%	18.3%	25.0%	45.0%	8.3%	100

5	I have no fear of teaching and speaking English	Number	1	3	17	35	4	60
		Percent	1.7%	5.0%	28.3%	58.3%	6,7%	100
6	I feel confident while I am teaching English	Number	1	7	14	29	9	60
		Percent	1.7%	11.7%	23.0%	48,3%	15.0%	100
7	I feel very self-conscious while speaking English in front of students.	Number	2	4	17	28	9	60
		Percent	3.3%	6.7%	28.3%	46.7%	15.0%	100
8	I am afraid when teaching and speaking English	Number	0	7	22	25	6	60
		Percent	0%	11.7%	36.7%	41.7%	10.0%	100
9	I feel relaxed while teaching and speaking English.	Number	1	5	20	30	4	60
		Percent	1.7%	8.3%	33.3%	50.0%	6.7%	100
10	I face the Student of speaking English with confidence.	Number	1	4	23	25	7	60
		Percent	1.7%	6.7%	38.3%	41.7%	11.7%	100
11	I never feel quite sure of myself while I am teaching and speaking English.	Number	1	8	22	27	2	60
		Percent	1.7%	13.3%	36.7%	45.0%	3.3%	100
12	In a class, I can get so nervous I forget things I know.	Number	1	11	16	28	4	60
		Percent	1.7%	18.3%	26.7%	46.7%	6.7%	100

13	I am afraid that students will laugh at me while I am teaching and speaking English.	Number	2	11	15	25	7	60
		Percent	3.3	18.3%	25.0%	41.7%	11.7%	100
14	It embarrasses me if I mistake to teach and speak English.	Number	0	9	17	29	5	60
		Percent	0%	8.3%	23.3%	45.0%	8,3%	100
15	I enjoy the experience of teaching and speaking English.	Number	4	6	18	25	7	60
		Percent	6.7%	10.0%	30.0%	41.7%	11.7%	100
16	I feel anxious while waiting to teach English.	Number	1	10	22	21	6	60
		Percent	1.7%	16.7%	36.7%	35.0%	10.0%	100
17	I want to speak less when I teach because I feel shy while speaking English.	Number	2	15	18	21	4	60
		Percent	3.3%	25.0%	30.0%	35.0%	6.7%	100
18	Even if I am very well-prepared I feel anxious about teaching and speaking English.	Number	4	5	22	25	4	60
		Percent	6.7%	8.3%	36.7%	41.7%	6.7%	100
19	I keep thinking that other teachers are better at teaching English than I.	Number	6	8	14	27	5	60
		Percent	10.0.%	13.3%	23.3%	45.0%	8.3%	100

20	I always feel that the studentsspeak English better than I do.	Number	1	8	26	21	4	60
		Percent	1.7%	13.3%	43.3%	35.0%	6.7%	100
21	I find it hard to look at the student (male or female) in my eyes while teaching English.	Number	2	12	20	23	4	60
		Percent	3.3%	20.0%	33.3%	38.3%	5.0%	100
22	I am ashamed to speak English with a student(male or female)	Number	3	11	18	24	4	60
		Percent	5.0%	18.3%	30.0%	40.0%	6.7%	100
23	Certain parts of my body feel very tense and rigid while teach and speaking English with **male** students	Number	3	13	16	24	4	60
		Percent	5.0%	21.7%	26.7%	40.0%	6.7%	100
24	Certain parts of my body feel very tense and rigid while teach and speaking English with **female** students	Number	4	11	17	25	3	60
		Percent	6.7%	18.3%	28.3%	41.7%	5.0%	100
25	I don't like it if there are students who like to underestimate their teacher (male or female)	Number	1	0	10	31	18	60
		Percent	1.7%	0%	16.7%	51.7%	30.0%	100

B. Research Findings

The percentage calculation above of the questionnaire result of the EFL student' perception on speaking anxiety of teacher-student at English Departement of IAIN Palangka Raya. The questionnaire was given to 60 students as a sample, including English students generation 2016. The questionnaire distributed to the students in the google form. The percentage of the results on students' perceptionsas follows.

The score of Mean, Median, Modus, and Standard Deviation are tabulated in the table. The table is as follows:

Table 4.1

Result of Questionnaire

No	Item	Number & Percent	Scale					Total	MN	MDN	MOD	ST. DEV
			SD=1	D=2	U=3	A=4	SA=5					
1	1	Number	4	9	23	19	5	192	3.2	3	3	1.022
		Percent	6.7%	15.0%	38.3%	31.7%	8.3%	100				
2	2	Number	2	13	19	19	7	196	3.27	4	4	1.039
		Percent	3.3%	21.7%	31.7%	31.7%	11.7%	100				
3	3	Number	3	9	22	24	2	193	3.22	4	4	0.922
		Percent	5.0%	15.0%	36.7%	40.0%	3.3%	100				
4	4	Number	2	11	15	27	5	202	3.37	4	4	0.991

		Percent	3.3%	18.3%	25.0%	45.0%	8.3%	100				
5	5	Number	1	3	17	35	4	218	3.63	4	4	0.758
		Percent	1.7%	5.0%	28.3%	58.3%	6,7%	100				
6	6	Number	1	7	14	29	9	218	3.63	4	4	0.938
		Percent	1.7%	11.7%	23.0%	48,3%	15.0%	100				
7	7	Number	2	4	17	28	9	218	3.58	4	4	0.907
		Percent	3.3%	6.7%	28.3%	46.7%	15.0%	100				
8	8	Number	0	7	22	25	6	210	3.5	4	4	0.834
		Percent	0%	11.7%	36.7%	41.7%	10.0%	100				
9	9	Number	1	5	20	30	4	211	3.52	4	4	0.813
		Percent	1.7%	8.3%	33.3%	50.0%	6.7%	100				
10	10	Number	1	4	23	25	7	213	3.55	4	4	0.852
		Percent	1.7%	6.7%	38.3%	41.7%	11.7%	100				
11	11	Number	1	8	22	27	2	201	3.35	4	4	0.820
		Percent	1.7%	13.3%	36.7%	45.0%	3.3%	100				

12	12	Number	1	11	16	28	4	203	3.38	4	4	0.922
		Percent	1.7%	18.3%	26.7%	46.7%	6.7%	100				
13	13	Number	2	11	15	25	7	204	3.4	4	4	1.028
		Percent	3.3	18.3%	25.0%	41.7%	11.7%	100				
14	14	Number	0	9	17	29	5	210	3.5	4	4	0.854
		Percent	0%	8.3%	23.3%	45.0%	8,3%	100				
15	15	Number	4	6	18	25	7	205	3.42	3	4	1.046
		Percent	6.7%	10.0%	30.0%	41.7%	11.7%	100				
16	16	Number	1	10	22	21	6	201	3.35	3	3	0.936
		Percent	1.7%	16.7%	36.7%	35.0%	10.0%	100				
17	17	Number	2	15	18	21	4	190	3.17	3	4	0.994
		Percent	3.3%	25.0%	30.0%	35.0%	6.7%	100				
18	18	Number	4	5	22	25	4	200	3.33	4	4	0.968
		Percent	6.7%	8.3%	36.7%	41.7%	6.7%	100				

19	19	Number	6	8	14	27	5	197	3.28	4	4	1.121
		Percent	10.0.%	13.3%	23.3%	45.0%	8.3%	100				
20	20	Number	1	8	26	21	4	199	3.32	3	3	0.854
		Percent	1.7%	13.3%	43.3%	35.0%	6.7%	100				
21	21	Number	2	12	20	23	4	198	3.22	3	3	0.94
		Percent	3.3%	20.0%	33.3%	38.3%	5.0%	100				
22	22	Number	3	11v	18	24	4	195	3.25	4	4	1.002
		Percent	5.0%	18.3%	30.0%	40.0%	6.7%	100				
23	23	Number	3	13	16	24	4	217	3.22	4	4	1.027
		Percent	5.0%	21.7%	26.7%	40.0%	6.7%	100				
24	24	Number	4	11	17	25	3	192	3.13	4	4	1.022
		Percent	6.7%	18.3%	28.3%	41.7%	5.0%	100				
25	25	Number	1	0	10	31	18	245	4.08	4	4	0.787
		Percent	1.7%	0%	16.7%	51.7%	30.0%	100				

The data above could be detailed as follows :

Table 4.2

Item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	4	6,7	6,7	6,7
	TS	9	15,0	15,0	21,7
	N	23	38,3	38,3	60,0
	S	19	31,7	31,7	91,7
	SS	5	8,3	8,3	100,0
	Total	60	100,0	100,0	

Item 1, shown that there are 5 students (16.7%) state strongly agree, 19 students (51.7%) agree, 23 students (20.0%) neutral, 9 students (10.0%) disagree, and 4 student (1.7%) strongly disagree. The calculation of analysis students' perception item 1 was 76 % with the categorized Agree.

Table 4.3

Item_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	3,3	3,3	3,3
	TS	13	21,7	21,7	25,0
	N	19	31,7	31,7	56,7
	S	19	31,7	31,7	88,3
	SS	7	11,7	11,7	100,0
	Total	60	100,0	100,0	

Item 2, shown that there are 7 students (11.7%) state strongly agree, 19 students (31.7%) agree, 19 students (31.7%) neutral, 13 students (21.7%) disagree, and 2 student (3.3%) strongly disagree. The calculation of analysis students' perception item 2 was 78 % with the categorized Agree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table 4.4					
Item_3					
Valid	STS	3	5,0	5,0	5,0
	TS	9	15,0	15,0	20,0
	N	22	36,7	36,7	56,7
	S	24	40,0	40,0	96,7
	SS	2	3,3	3,3	100,0
	Total	60	100,0	100,0	

Item 3, shown that there are 2 students (3.3%) state strongly agree, 24 students (40.0%) agree, 22 students (36.7%) neutral, 9 students (15.0%) disagree, and 3 student (5.0%) strongly disagree. The calculation of analysis students' perception item 3 was 77 % with the categorized Agree.

Table 4.5

Item_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	3,3	3,3	3,3
	TS	11	18,3	18,3	21,7
	N	15	25,0	25,0	46,7
	S	27	45,0	45,0	91,7
	SS	5	8,3	8,3	100,0
	Total	60	100,0	100,0	

Item 4, shown that there are 5 students (8.3%) state strongly agree, 27 students (45.0%) agree, 15 students (25.0%) neutral, 11 students (18.3%) and 2 students (3.3%) strongly disagree. The calculation of analysis students' perception of item 4 was 81 % with the categorized strongly agree.

Table 4.6

Item_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,7	1,7	1,7
	TS	3	5,0	5,0	6,7
	N	17	28,3	28,3	35,0
	S	35	58,3	58,3	93,3
	SS	4	6,7	6,7	100,0
	Total	60	100,0	100,0	

Item 5, shown there are 4 students (6.7%) state strongly agree, 35 students (58.3%) agree, 17 students (28.3%) neutral, 3 students (5.0%) disagree, and 1 student (1.7%) disagree. The calculation of analysis students' perception item 5 was 87 % with the categorized Strongly agree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table 4.7					
Item_6					
Valid	STS	1	1,7	1,7	1,7
	TS	7	11,7	11,7	13,3
	N	14	23,3	23,3	36,7
	S	29	48,3	48,3	85,0
	SS	9	15,0	15,0	100,0
	Total	60	100,0	100,0	

Item 6, shown that there are 9 students (15.0%) state strongly agree, 29 students (48.3%) agree, 14 students (23.0%) neutral, 7 students (11.7%) disagree, and 1 students (1.7%) strongly disagree. The calculation of analysis students' perception item 6 was 87 % with the categorized Strongly agree.

Table 4.8

Item_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	8	13,3	13,3	13,3
	N	18	30,0	30,0	43,3
	S	25	41,7	41,7	85,0
	SS	9	15,0	15,0	100,0
	Total	60	100,0	100,0	

Item 7, shown that there are 9 students (15.0%) state strongly agree, 28 students (46.7%) agree, 17 students (28.3%) neutral, 4 students (6.7%) disagree, and 2 students (3.3%) strongly disagree. The calculation of analysis students' perception item 7 was 87% with the categorized Strongly agree.

Table 4.9

Item_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	7	11,7	11,7	11,7
	N	22	36,7	36,7	48,3
	S	25	41,7	41,7	90,0
	SS	6	10,0	10,0	100,0
	Total	60	100,0	100,0	

Item 8 shown that there are 6 students (10.0%) state strongly agree, 25 students (41.7%) agree, 22 students (36.7%) neutral, 7 students (11.7%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 8 was 84 % with the categorized Strongly Agree.

		Frequency	Percent	Valid Percent	Cumulative Percent
		Table 4.10			
		Item_9			
Valid	STS	1	1,7	1,7	1,7
	TS	5	8,3	8,3	10,0
	N	20	33,3	33,3	43,3
	S	30	50,0	50,0	93,3
	SS	4	6,7	6,7	100,0
	Total	60	100,0	100,0	

Item 9, shown that there are 4 students (6.7%) state strongly agree, 30 students (50.0%) agree, 20 students (33.3%) neutral, 5 students (8.3%) disagree, and 1 students (1.7%) strongly disagree. The calculation of analysis students' perception item 9 was 84 % with the categorized Strongly Agree.

Table 4.11

Item_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,7	1,7	1,7
	TS	4	6,7	6,7	8,3
	N	23	38,3	38,3	46,7
	S	25	41,7	41,7	88,3
	SS	7	11,7	11,7	100,0
	Total	60	100,0	100,0	

Item 10, shown that there are 7 students (11.7%) state strongly agree, 25 students (41.7%) agree, 23 students (38.3%) neutral, 4 students (6.7%) disagree, and 1 students (1.7%) strongly disagree. The calculation of analysis students' perception item 10 was 85 % with the categorized Strongly Agree.

Table 4.12

Item_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,7	1,7	1,7
	TS	8	13,3	13,3	15,0
	N	22	36,7	36,7	51,7
	S	27	45,0	45,0	96,7
	SS	2	3,3	3,3	100,0
	Total	60	100,0	100,0	

Item 11, shown that there are 2 students (3.3%) state strongly agree, 27 students (45.0%) agree, 22 students (36.7%) neutral, 8 students (13.3%) disagree, and 1 students (1.7%) strongly disagree. The calculation of analysis students' perception item 11 was 80 % with the categorized Strongly Agree.

Table 4.13

Item_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,7	1,7	1,7
	TS	11	18,3	18,3	20,0
	N	16	26,7	26,7	46,7
	S	28	46,7	46,7	93,3
	SS	4	6,7	6,7	100,0
	Total	60	100,0	100,0	

Item 12, I shown that there are 4 student (6.7%) state strongly agree, 28 students (46.7%) agree, 16 students (26.7%) neutral, 11 students (18.3%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 12 was 81% with the categorized Strongly Agree.

Table 4.14

Item_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	3,3	3,3	3,3
	TS	11	18,3	18,3	21,7
	N	15	25,0	25,0	46,7
	S	25	41,7	41,7	88,3
	SS	7	11,7	11,7	100,0
	Total	60	100,0	100,0	

Item 13, shown that there are 7 students (11.7%) state strongly agree, 25 students (41.7%) agree, 15 students (25.0%) neutral, and 11 students (18.3%) disagree, and 2student (3.3%) strongly disagree.The calculation of analysis students' perception item 13 was 81% with the categorized Strongly Agree.

Table 4.15

Item_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	9	15,0	15,0	15,0
	N	17	28,3	28,3	43,3
	S	29	48,3	48,3	91,7
	SS	5	8,3	8,3	100,0
	Total	60	100,0	100,0	

Item 14, shown that there are 5student (8.3%) state strongly agree, 29 students (45.0%) agree, 17 students (23.3%) neutral, 9 students (8.3%) disagree, and 0 students (0%) strongly disagree. The calculation of analysis students' perception item 14 was 84% with the categorized Strongly Neutral.

		Frequency	Percent	Valid Percent	Cumulative Percent
			Table 4.16		
			Item_15		
Valid	STS	4	6,7	6,7	6,7
	TS	6	10,0	10,0	16,7
	N	18	30,0	30,0	46,7
	S	25	41,7	41,7	88,3
	SS	7	11,7	11,7	100,0
	Total	60	100,0	100,0	

Item 15, shown that there are 7 students (11.7%) state strongly agree, 25 students (41.7%) agree, 18 students (30.0%) neutral, 6 students (10.0%) disagree, and 4 students (6.7%) strongly disagree. The calculation of analysis students' perception item 15 was 82% with the categorized Strongly Agree.

Table 4.17

Item_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,7	1,7	1,7
	TS	10	16,7	16,7	18,3
	N	22	36,7	36,7	55,0
	S	21	35,0	35,0	90,0
	SS	6	10,0	10,0	100,0
	Total	60	100,0	100,0	

Item 16, shown that there are 6 students (10.0%) state strongly agree, 21 students (35.0%) agree, 22 students (36.7%) neutral, 10 students (16.7%) disagree, and 1 students (1.7%) strongly disagree. The calculation of analysis students' perception item 16 was 80% with the categorized Strongly Agree.

Table 4.18

Item_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	3,3	3,3	3,3
	TS	15	25,0	25,0	28,3
	N	18	30,0	30,0	58,3
	S	21	35,0	35,0	93,3
	SS	4	6,7	6,7	100,0
	Total	60	100,0	100,0	

Item 17, shown that there are 4 students (6.7%) state strongly agree, 21 students (35.0%) agree, 18 students (30.0%) neutral, 15 students (25.0%) disagree, and 2student (3.3%) strongly disagree. The calculation of analysis students' perception item 17 was 76% with the categorized Agree.

<table>
<tr><td colspan="6">Table 4.19</td></tr>
<tr><td colspan="6">Item_18</td></tr>
<tr><td></td><td></td><td>Frequency</td><td>Percent</td><td>Valid Percent</td><td>Cumulative Percent</td></tr>
<tr><td>Valid</td><td>STS</td><td>4</td><td>6,7</td><td>6,7</td><td>6,7</td></tr>
<tr><td></td><td>TS</td><td>5</td><td>8,3</td><td>8,3</td><td>15,0</td></tr>
<tr><td></td><td>N</td><td>22</td><td>36,7</td><td>36,7</td><td>51,7</td></tr>
<tr><td></td><td>S</td><td>25</td><td>41,7</td><td>41,7</td><td>93,3</td></tr>
<tr><td></td><td>SS</td><td>4</td><td>6,7</td><td>6,7</td><td>100,0</td></tr>
<tr><td></td><td>Total</td><td>60</td><td>100,0</td><td>100,0</td><td></td></tr>
</table>

Item 18, shown that there are 4 students (6.7%) state strongly agree, 25 students (41.7%) agree, 22 students (36.7%) neutral, 5 students (8.3%) disagree, and 4 students (6.7%) strongly disagree. The calculation of analysis students' perception item 18 was 80 % with the categorized Strongly Agree.

Table 4.20

Item_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	6	10,0	10,0	10,0
	TS	8	13,3	13,3	23,3
	N	14	23,3	23,3	46,7
	S	27	45,0	45,0	91,7
	SS	5	8,3	8,3	100,0
	Total	60	100,0	100,0	

Item 19, shown that there are 5 students (8.3%) state strongly agree, 27 students (45.0%) agree, 14 students (23.3%) neutral, 8 students (13.3%) disagree, and 6 students (10.0%) strongly disagree. The calculation of analysis students' perception item 19 was 78 % with the categorized Agree.

Table 4.21

Item_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,7	1,7	1,7
	TS	8	13,3	13,3	15,0
	N	26	43,3	43,3	58,3
	S	21	35,0	35,0	93,3
	SS	4	6,7	6,7	100,0
	Total	60	100,0	100,0	

Item 20, shown that there are 4 students (6.7%) state strongly agree, 21 students (35.0%) agree, 26 students (43.3%) neutral, 8 students (13.3%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 20 was 79 % with the categorized Agree.

Table 4.22

Item_21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	3,3	3,3	3,3
	TS	12	20,0	20,0	23,3
	N	20	33,3	33,3	56,7
	S	23	38,3	38,3	95,0
	SS	3	5,0	5,0	100,0
	Total	60	100,0	100,0	

Item 21, shown that there are 3 students (5.0%) strongly agree, 23 students (38.3%) agree, 20 students (33.3%) neutral, 12 students (20.0%) strongly disagree, and 2 students (3.3%) strongly disagree. The calculation of analysis students' perception item 21 was 79 % with the categorized Agree.

Table 4.23

Item_22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	5,0	5,0	5,0
	TS	11	18,3	18,3	23,3
	N	18	30,0	30,0	53,3
	S	24	40,0	40,0	93,3
	SS	4	6,7	6,7	100,0
	Total	60	100,0	100,0	

Item 22, shown that there are 4 students (6.7%) state strongly agree, 24 students (40.0%) agree, 18 students (30.0%) neutral, 11 students (18.3%) strongly disagree, and 3 students (5.0%) strongly disagree. The calculation of analysis students' perception item 22 was 78 % with the categorized Agree.

Table 4.24

Item_23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	5,0	5,0	5,0
	TS	13	21,7	21,7	26,7
	N	16	26,7	26,7	53,3
	S	24	40,0	40,0	93,3
	SS	4	6,7	6,7	100,0
	Total	60	100,0	100,0	

Item 23, I shown that there are 4 student (6.7%) state strongly agree, 24 students (40.0%) agree, 16 students (26.7%) neutral, 13 students (21.7%) disagree, and 3 students (5.0%) strongly disagree. The calculation of analysis students' perception item 23 was 86% with the categorized Strongly Agree.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Table 4.25				
	Item_24				
Valid	STS	4	6,7	6,7	6,7
	TS	11	18,3	18,3	25,0
	N	17	28,3	28,3	53,3
	S	25	41,7	41,7	95,0
	SS	3	5,0	5,0	100,0
	Total	60	100,0	100,0	

Item 24, shown that there are 3 student (5.0%) state strongly agree, 25 students (41.7%) agree, 17 students (28.3%) neutral, 11 students (18.3%) disagree, and 4 students (6.7%) strongly disagree. The calculation of analysis students' perception item 24 was 76% with the categorized Agree.

Table 4.26

Item_25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,7	1,7	1,7
	N	10	16,7	16,7	18,3
	S	31	51,7	51,7	70,0
	SS	18	30,0	30,0	100,0
	Total	60	100,0	100,0	

Item 25, shown that there are 18 students (30.0%) state strongly agree, 31 students (51.7%) agree, 10 students (16.7%) neutral, 0 students (0%) disagree, and 1 student (1.7%) strongly disagree. The calculation of analysis students' perception item 25 was 98 % with the categorized Strongly Agree.

Table 4.27

Final Result of Analysis Students' Perception

NO	Score	Categorized
1	76	Agree
2	78	Agree
3	77	Agree
4	81	Strongly Agree
5	87	Strongly Agree
6	87	Strongly Agree
7	87	Strongly Agree
8	84	Strongly Agree
9	84	Strongly Agree
10	84	Strongly Agree
11	80	Strongly Agree
12	81	Strongly Agree

13	81	Strongly Agree
14	84	Strongly Agree
15	82	Strongly Agree
16	80	Strongly Agree
17	76	Agree
18	80	Strongly Agree
19	78	Agree
20	79	Agree
21	79	Agree
22	78	Agree
23	86	Strongly Agree
24	76	Agree
25	98	Strongly Agree

Final result $= \dfrac{\text{Total Score}}{\text{Total Item}}$

$= \dfrac{2.041}{25}$

$= 81.6$ % (Stongly Agree)

Based on the questionnaire result, the students perceived that teacher-students were anxiety in teaching and they showed a positive perception of speaking anxiety of teacher-student and helpful to learn English.The total item questionnaire consists of 25 questions with the final result was 81.6 % and the categorized StronglyAgree.

C. Discussion

In this following discussion, the analysis of EFL students' perception on speaking anxiety of teacher-student at English Departement of IAIN Palangka Raya would be discussed. The result of the questionnaire shown the following the data related to Teacher-students' perception toward the statements that

asked in questionnaire sheets that are related to EFL students' perception on speaking anxiety.

From the result of the research in the questionnaire attaching on the result of the research above, the finding could be made in the chart to easily see the EFL student' perception on speaking anxiety of teacher-student at English Departement of IAIN Palangka Raya. The chart as follows

Figure 4.1

Chart of EFL student' perception on speaking anxiety of teacher-student
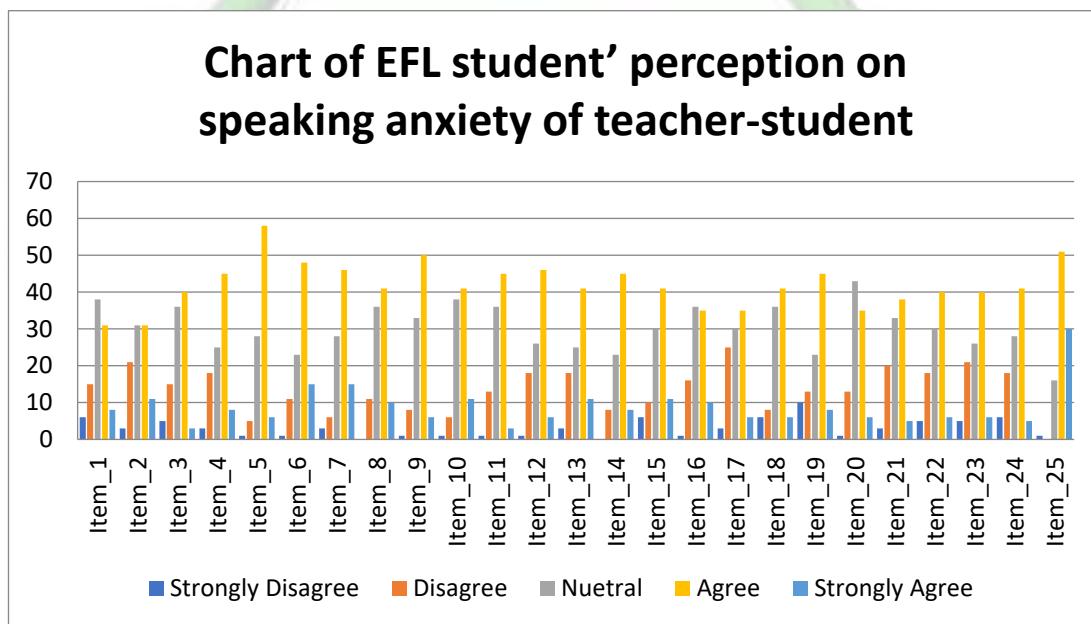
Based on the chart, it could be concluded above score item by item. To discuss the chart about the result of the as follows :

Item 1, this data was given where in teacher-student situations when teaching Englis in this context, the teacher-students still tremble. From the data result, it was relevant that most of the students (51.7%) agreed. The teacher-students believe that the tremble when knowing that called on to teach and speak

English. It means that even though the teacher-students already in a level of college, they believe that they feel tremble when knowing called on to teach and speak Englis. The teacher-student still needed in order to enhance and support teaching-learning.

Item 2, in addition, they panic when have to teach and speak English without Preparation in advance. The teacher-students can not work better on their teacher if they still panicwhen teaching English. The data result (31.7%) agreed with that statement. This could imply that the teacher-students can work better on their teaching if they can overcome panic in teaching English.

Item 3, the teacher-students agreed they get nervous and confused when theywere teaching and speaking English. The teacher-students' perceived that nervous and confused when teaching English. It wasrelevant to the data (40.0%) agree with that statement. It can be implied that the teacher-students can teach better for teaching English when the teacher-student alsomust be the focus and can be overcome their nervousness. They also felt really helpful when the student gives a calm situation when teach and speak English.

Item 4, theteacher-students agreed get so nervous when the student asks they to speak English which they have prepared in advance. Based on the data (45.0%) agree with that statement. Although they have prepared in advance they so nervous when the student asks to teacher student. it can be overcome when teacher-student get many schedule and experience teaching English.

Item 5, the students agreed with that statement. It was relevant to the data (58.3%) they have no fear of teaching and speaking English. it can be good teaching because they have no fear of teaching and speaking. All teacher-student have no fear but they have nervousness and anxiety when teaching and speaking English.

Item 6, the students agreed tofeel confident while theyare teaching English. It made them be better about teaching English. It was relevant to the data (48.3%) becausethe teacher-student was practice PM 1, it can make be confident.

Item 7, based on the data (46.7%) agreed with that statement about feeling very self-conscious while speaking English in front of students because many teacher-students face directly with students that made the teacher-student felt self-conscious. It showed the participants a positive perception that statement is necessary.

Item 8, that statement about comfortable teaching when just sitting in the seat of the teacher, teacher-students agreed and perceived positively that comfortable teaching when just sitting in the seat of the teacher, it be better and its' will be helpful. It was relevant from the data (41.7%). they must change their teaching style in order for a teacher can near all students not only sitting in the seat of the teacher for teaching.

Item 9, that statement discussion about feeling relaxed while teaching and speaking English. the teacher-students confirmed their agreed and gave the

perceived positively. It was relevant from the data (50.0%). they felt relaxed when teaching English because they very enjoy when teaching English and they are also master the material and their speaking fluently.

Item 10, the data discussed face the Student of speaking English with confidence, their perceived positively and agreed if the teacher-studentwas speaking with confidence to students. It makes them easier for teaching English. The perceived positively was relevant to the data (41.7%).

Item 11, based on the data still agreed from that statement because they never feel quite sure of myself while theywere teaching and speaking English. It was relevant to the data Agreed (45.0%).

Item 12, the students' agreed with the statement. It was relevant to the data (46.7%), the teacher-students perceived positively about In a class, they can get so nervous theyforget things they know. Moreover, teacher-student when in a class they can forget all the material because they can get so nervous besides they have learned the material before. it must be stayed calm in a class.

Item 13, the students perceived them afraid that students will laugh at them while theyare teaching and speaking English is perceived positively. It was relevant from the data (41.7%). when students laugh in a class certainly the teacher-student afraid and they felt embarrassed.

Item 14, discussion about embarrassedthem if they mistake to teach and speak English, still agreed. It was relevant from the data (45%). if they mistake

when teaching and speak English they felt embarrassed because they felt what they do mistake afraid the student laugh or be underestimated.

Item 15, discussion about I enjoy the experience of teaching and speaking English, the teacher-students' perceived positively and agreed with what the statement said. The data showed (41.7%) agree. the teacher-student very enjoy when teaching and speaking English because they have experience. many experienced the teacher-student when teaching and also more fluently when speaking English in teaching.

Item 16, based on the data this section neutral to the statement they felt anxious while waiting to teach English, the data shown (36.7%) because of that statement neutral.if the teacher-student is going to teach or waiting to teach certainly they have time to prepare, that to subtract anxiously.

Item 17, that statement discussed they want to speak less when they teach because they feel shy while speaking English. They were perceived agreed. The data was (35.0%). They felt shy when speaking English in teaching because they speak less.

Item 18, the statement the students' perceived about Even if they were very well-prepared they felt anxious about teaching and speaking English. The result shown agreed (41.7%). From the result, although the teacher-student have well-prepared they still felt anxious.

Item 19, the data showed (45.0%) the students agreed with the statement, their shown perceived positively that they keep thinking that other teachers were

better at teaching English than them. Teacher-student felt that the other teacher better than them. it normally because they still practice not yet to become the real teacher.

Item 20, the teacher-students' neutral with that statement and give the perceived positively, the data shown (43.3%). they always feel that the studentsspeak English better than they do. The teacher-student felt if they speak English and then there were students speak English better, it made the teacher-student felt lack confidence.

Item 21, the discussion that the teacher-students find it hard to look the student (male or female) in my eyes while teaching English. The result (38.3%) agreed because they felt difficulties when they look at students that influential in teaching.

Item 22, based on the percentages the students agreed with the statement. It was relevant to the data (40.0%) teacher-student was ashamed to speak English with the student (male or female). There were teacher-student have felt ashamed to speak English.

Item 23, based on (40.0%) the students agreed with that statement about Certain parts of their body feel very tense and rigid while teach and speaking English with male students. There were teacher-student felt tense and rigid when teaching and speaking English with a male student, it can not focus when teaching.

Item 24, the students' perceived positively with the statement Certain parts of my body felt very tense and rigid while teach and speaking English with female students. It was relevant to the data (40.0%) agreed. Like item 23 teacher-student felt very tense and rigid with a female student.

The last statement when they were not like it if there were students who like to underestimate their teacher (male or female) (51.7%) agreed, if students who like to underestimate the teacher, they felt the teacher no appreciated.

According to Young (Chapter II p. 22-23) argues that in his survey on students' perspective on anxiety and speaking in the foreign language, many students reported that they would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their peer.

It means that if the teacher-students are not sure of what they are saying, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of others. For example, when the students perform their performance in front of the class, suddenly the teacher-student fall silent and get high anxiety. It happens because the other students who do not perform criticized their performance. Thus, it makes them stumble over the words. It happens because the other students who do not perform criticized their performance.

In conclusion, the finding shown Agree with perspective in EFL students' perception on speaking anxiety of teacher-student at English Department of

IAIN Palangka Raya was 81.6%. All of the indicators show the analysis students' perception with the result were 9 items categorized Agree and 16 items categorized Strongly Agree with the final result was 81.6% and the categorized Strongly Agree, which was answered the research question that EFL student' perception on speaking anxiety of teacher-student at English Department of IAIN Palangka Raya. Based on the table of analysis was shown that EFL student' perception of speaking anxiety of teacher-student at English Department of IAIN Palangka Raya was Strongly Agree. The total items of the questionnaire were 25 questions. It was obviously answered that the use of EFL students' perception of speaking anxiety of teacher-student was effective for Teaching against the opposite perspective.

Previewing all of the indicators whose purpose was to saw the students chose types of speaking anxiety in teaching. Most of the students' was chose by EFL student' perception of speaking anxiety of teacher-student at English Department of IAIN Palangka Raya. The students' perception realized that the implementation using speaking anxiety of teacher-student at the English Department of IAIN Palangka Raya has a better impact as the whole teaching. The students' perception realized that the implementation of EFL students' perception of speaking anxiety of teacher-student at English Department of IAIN Palangka Raya felt could learn better on how to require the ability to converse or to express their ideas fluently consist of their English Teaching.

There were 3 indicator items specification of the questionnaire, the first indicator was types of speaking anxiety the items number 1 and 5 within line

with Richa (Chapter II p. 24-25). The second indicator was students' interest got the item number 6-10 with an average score of 4.20. The last indicator is internal criteria for success got the item number 11-25 with inline Richa (Chapter II p. 24-27).

CHAPTER V

CLOSING

This chapter contains the conclusion of the findings and suggestions. The finding and the suggestion aim atthe students, specifically for the teacher-student English Department of IAIN Palangka Raya, and those who are interest further in researching the speaking anxiety of teacher-student.

A. Conclusion

This study showed the importance of EFL students' perception of speaking anxiety of teacher-student at the English Department of IAIN Palangka Raya. The finding showed that the total average score of EFL students' perception on speaking anxiety of teacher-student at the English Department of IAIN Palangka Raya. All of the indicators show the analysis students' perception with the result were 9 items categorized Agree and 16 items categorized Strongly Agree with the final result was 81.6 % and the categorized Strongly Agree, which is answering the research question that EFL students' perception on speaking anxiety of teacher-student. In addition, it was intended to determine their satisfaction with speaking anxiety of teacher-student with the type is Likert skill. Taking everything into account, it seems that on speaking anxiety of teacher-student. Although speaking anxiety in teaching was regarded as useful and easier to learn, several students though Agree on the perception of speaking anxiety of teacher students in their learning, most of them felt the burden and fell it is difficult because English teaching makes teacher-studentsfeel anxious and nervous.

B. Suggestion

1. For teacher-student.

   The researcher recommended the teacher-students to realize their position as teacher-student and focused to learn how to reduce their anxiety in speaking when they got some problem in teaching. However, this finding declared that the teacher-students have to consider their difficulties in learning English especially in speaking anxiety.

2. For the Lecturer

   It was recommended to English teachers use to be good teachers in teaching English about anxiety. This study was expected to be significant to the teachers who were teaching English as a foreign language. There were beneficial inteaching English. They applied this, in real teaching English. They also know what to be done to increase teaching English without anxiety. With the help of this study got a further picture of proficiency Teaching English. This study helped the teacher to knew the weakness or strength of the pattern of teaching English on speaking anxiety.

3. For the Other Researchers

   This study, the researcher used Quantitative method, its recommended for the other researcher to do the research used the other design to increase better research for who interest researching EFL student' perception on speaking anxiety of teacher-student at English department.

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