

CHAPTER I

INTRODUCTION

This chapter is an introduction to the present investigation and provides both background and context for the study. This chapter consists of background of the study, problem of the study, objective of the study, limitation of the study, significance of the study, definition of key terms, and framework of the discussion.

A. Background of the Study

English is a second or foreign language that learning by people in the world. That is because English is claim as International language and demand people to learn English. By that fact, English is not only learning by people for business purpose, but also for students in all stages of school. As an international language, English has important place in school subject. Almost or maybe all of schools, college, and University.

As international language, English used by many communities in many countries in this world. It plays an important role of in every aspect of human life, such as communication, economics, education, science, and technology. One of the ways in communication is through speaking.

Language is a life skill. In foreign language class, the students learn some skills (listening, speaking, reading, and writing) and components such grammar, vocabulary, and pronunciation. In this learning oral speaking skill is a big part due to in language class. Therefore, speaking is probably a priority for most learners of English, Shiamaa (2006, p.30) stated speaking is defined operationally in this

study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In addition, speaking can support other language skills for students in foreign language class, they are demanded to practice the language by speaking. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing their speaking.

By showing speaking performance, lecturers or other people can give feedback about it. However to be a good speaker is not so easy as we know. Eva Strangert said (2006, p.4) the result indicated that a good speaker is trustworthy, expressive, powerful and involved and that being insecure, hesitant, and monotonous leads to the opposite impression. Therefore, speaking is probably a priority for most learners of English. Giving the importance of speaking skills in a range of contexts, and that the universities state their students will graduate having achieved oral presentation and social interaction as skills.

Other skills and knowledge that instruction might address include the following: Speak clearly, grammar accuracy, know your target audience, selecting appropriate vocabulary, using gesture and body language (Anton 2009, p.3). In short, a speaker will become a good speaker, if a speaker can use accurate grammar, vocabulary, pronunciation with the combination of applying gesture and body language with proper strategies by identifying to whom the speaker will speak.

There are many kinds have contributing speaking performance, some problems the influency speaking performance students is anxiety. Speaking fear, anxiety, and stress can be well-managed, eliminated, or better yet, effectively incorporated into someone's speaking events. This worry or anxiety in speaking English can make the students get not maximal in speaking; they can't get the point what they want to share. Jingjing Chui (2011, p.78) in Research on High School Student's English Learning Anxiety has found that most students experienced anxiety in classrooms, especially the fear of negative evaluation. Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students (Tsiplakidess 2009, p.39). So, students' anxiety to speak English is very important to be solving, because it can influence their speaking ability. Besides, speaking English must be practice to get a good pronunciation and vocabulary, especially to improve their speaking ability.

Anxiety can be describe as a perceive notion of psychological distress which occurs due to the expectation of a disconcerting and potentially threatening event. Although extensive research has focused on the concept of anxiety, it cannot be defined by purely objective or concrete means (Larson 2007, p.2).

Davidoff (2007, P.356) we define anxiety as an emotion characterized by feelings of anticipated danger, tension, and distress and by sympathetic nervous system arousal.

According to Horwitz, and Cope (1986, p.125-132) foreign language anxiety is caused by the apprehension of communicating with others in the second language context.

Anxiety is a state of uncomfortable emotion where danger is perceived, and the victim has a powerless feeling with the expression of tension in anticipation of danger. In the classification of anxiety, refer to 'trait anxiety' as a rapid permanent behavior or feeling to be anxious and this is considered to be part of personality. However speaking anxiety come for all of students the influence and factors comes for many ways such as feeling nervous, lost words, feeling judgements by others, cannot express in easy words or its can be become for lecture. For all the learners, anxiety can bring motive power or difficulties. On the one hand, certain anxiety could make learners produces the courage to meet the new task, and that is one of the important factors in language learning. On the other hand, extreme anxiety could make learners avoid the study task.

Many causes of students anxiety to speak English, it's important for students' to reduce their anxiety to speak English, as Zhang (2001, p.52) "A contributing factor to learners' success or failure to master second/foreign language is the manner that learners for their worries, apprehension, and even dread when faced with a certain language" Then based on observation, the writer has got problems in the class, the students have problem in their mental to speak English in front of class. Almost all students have the problem, when they speak English in front of class, they are seen really anxious, nervous, worried.

In this case, the writer's interest to take up that problem, also interesting because they were have past in studying English and automatically they have to using English well in speaking. So the writer's through his paper entitled:

“Speaking Anxiety of 6th Semester English Education Study Programme in State Islamic Institute of Palangka Raya”.

B. Problems of the Study

Based on the background of the study above, the problem of the study are:

1. What is domain of students’ speaking anxiety 6th semester English Education Study Programme at State Islamic Institute of Palangka Raya?
2. How do the students’ perception strategy to overcome speaking anxiety of 6th semester students English Education Study Programme in State Islamic Institute of Palangka Raya?

C. Objective of the Study

1. To investigate which one domain lead students’ speaking anxiety of 6th semester English Education Study Program in State Islamic Institute of Palangka Raya.
2. Provide students’ perception strategy to overcome speaking anxiety of 6th semester English Education Study Program in State Islamic Institute of Palangka Raya.

D. Limitation of the Study

This study was conducted observation and descriptive design which focus on speaking anxiety at the 6th semester English Education Study Program at State Islamic Institute of Palangka Raya. Scope this study, the writer focus on speaking anxiety students, the writer takes sample all of 6th semester to investigate which one domain lead students’ speaking anxiety and used purposive sampling to provide students’ perception strategy to overcome speaking anxiety students 6th semester

English Education Study Program. Also the writer has limited the factors and did not give explanation the cover from each the category factors. Again the writer doesn't conducting speaking test by his self to know students speaking anxiety ability, so this case the writer cannot explain more student's performance directly.

E. Significance of the Study

The issue of language anxiety is being studied with increasing frequency recently because of its influence on second language learning, performance and achievement. The present study will be of considerable interest to 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 (Onwuegbuzie and Daley, 1999, p.217-239).

The findings of the present study will also try to throw light on the speaking anxiety students' associate with foreign language students' poor participation in the class at 6th semester English Department Study Program at State Islamic Institute of Palangka Raya order to help lecture be aware of the domains that lead students' speaking anxiety. So, that they can cope with this problem and propose suitable solutions to it. Furthermore, the findings could enable lecture to develop approaches and practices for working with foreign language students. Finally, they could help educators in developing the future curriculum by taking into consideration the findings of the study.

F. Definition of Key Terms

To avoid miss understanding and misinterpretation of this research, the writer would explain key terms in chapter I as follows:

1. Theoretical

a. Anxiety

Anxiety in the problem in this study; anxiety is one of the psychophysiology difficulties. “Anxiety and fear are sometimes distinguished from one another on two dimensions. The object of a fear is easy to specify, while the object of an anxiety is often unclear. The intensity of a fear is proportional to the magnitude of the danger (Davidoff 2007, p.356).”

b. Speaking

Speaking is one of tools of human communication, produce sound, word, intonation, and articulation. According to Richards and Renandya (2002, p.204), speaking is one of the elements of communication, where communication is the output modality and learning is the input modality of language acquisition. Richards and Reynanda comments that “As a human being, a personal ways needs communication to express his idea to do everything; more over as students or learners, they have to speak with their teacher as long as in learning process to express their idea”.

c. Student

Students is a person who studies a particular academic subject. Howe and Straus identified that students of the millennial generation have no clear distinction between traditional notions of exam cheating and the modern notion of information “morphing” and have a difficulty recognizing traditional operational definitions of academic dishonesty (Howe 2003, p.120).

2. Practical

The result of the study expects to give significant contribution to the English teacher. The lecture would be know what the appropriate speaking anxiety their students, so that it can be make maximal in teaching their students. This study expect to give contribution to the English lecture to improve their teaching learning strategy to teach their students expecially in speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter I will present a summary and theory of the previous research adequate for investigating the abovementioned concepts. My research is dividing into two main parts: students speaking and language anxiety. These parts are in that order present in following review of related literature. To avoid any confusion, I would like to mention that in the second part of this chapter. First, writers' would like explain Students Speaking that have included (Definition of speaking, nature of speaking, micro and macro in speaking, problems in speaking). And the second parts, writers' would like explain Language Anxiety that have including (definition of anxiety, nature of anxiety, factors contributing in anxiety). Language speaking anxiety will explain in generally part in last section. These parts are (gender in foreign language anxiety and level anxiety).

A. Previous of the Study

Anxiety is a complex psychological term covering many variables. In its simplest form, anxiety can be defined as "a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating" (Davu and Palladino cited in Kelly, 2002, p. 54). In this part different study related to foreign language anxiety, test anxiety, communication apprehension, and fear of negative evaluation will be covered.

Na in (2007) surveyed 115 Chinese high school students and found that these learners have high anxiety in learning the English language. Results show that high anxiety plays a debilitating role in high school students' language learning. This type

of language anxiety causes the learner to flee from the learning task to avoid further anxiety.

Ayden S. (2008) conducted a study to investigate the sources and levels of fear of negative evaluation as well as language anxiety among Turkish students as EFL learners, and to determine the correlation between the two. A sample group consisted of 112 foreign language learners. The results of the analysis indicated that EFL learners suffer from language anxiety and fear of negative evaluation. Furthermore, fear of negative evaluation itself was found to be a strong source of language anxiety.

Jingjing Cui, (2011). The results indicated that students indeed had comparatively high anxiety in English learning. Males have higher anxiety of English classes than females. And it was also found that high anxiety plays a somewhat debilitating role in high school students' language learning, some suggestions for reducing students' anxiety in classrooms were proposed for teachers.

What is the Main Sources of Turkish EFL Students' Anxiety in Oral Practice. Written by Gonca Subaşı (2010 P.15). The results of the study indicated a positive correlation between an individual's fear of negative evaluation and his/her anxiety level. Moreover, the findings of the current study revealed that there were significant negative relationships between anxiety and three of self-ratings; Self-Rating Can-Do Scale (SR-CDS), Self-Rating for the Current Level of Study (SR-CL), and Self-Rating Perception by the English (SR-EPE).

Foreign language anxiety and English achievement in Taiwanese undergraduate English-major students: an empirical study, written by Po-Chi Kao & Philip Craigie, (2010). Results of the present study suggested that Group A

students (the students whose English achievement fall in the top 1/3 of all participants) experienced lower levels of foreign language anxiety than Group B students (the students whose English achievement fall in the middle 1/3 of all participants) and Group C students (the students whose English achievement fall in the bottom 1/3 of all participants), while Group B students had less foreign language anxiety than Group C students. The results highlighted that foreign language anxiety is an important predictor of university English-major students' English achievement.

Next, "foreign Language Anxiety in in-Class Speaking Activities" is a study researched by Occhipinti (2009 p.6). The main aim of this study is to describe foreign language learning as a process which affects directly the psychological subject of the students. This engages the students and their personalities, emotions and experiences, everything facets which in revolve determine positive or negative attitudes toward the language studied or the practices used to learn it. In an effort to set up to what extent speaking English in class is an activity feared by the students of this survey, the researcher describes the specific variables which contribute to arouse this feeling. Furthermore, recommendations are provided to teachers and students in order to prevent or alleviate these worries.

In a similar study, Francesco, Mauro, Gianluca, and Enrico (2009) found the other way to reducing anxiety was relaxation in any kind of participant, male or female, young or old, or effected or not by physical or psichological disorder. Breaking down the population is a topic for a future study.

The holistic table will show in the table below:

Table 2.1 previous research

Research	Previous Research
1. Students at this age respond to the Anxiety reducing strategies in four ways: (1) autonomy, (2) disaffiliation, (3) resignation, and (4) self-advocacy.	<ul style="list-style-type: none"> ➤ Affirms and adds to Kondo and Ying-Ling (1994), who found five survival techniques for dealing with anxiety: (1) disaffiliation, (2) resignation, (3) relaxation, (4) positive thinking, and (5) passivity.
2. Students in 6th grade were at an appropriate age to empower with anxiety-reducing strategies.	<ul style="list-style-type: none"> ➤ Adds to Larson, El Ramahi, Conn, Estes, and Ghibellini (2010) who had a significant positive effect with third graders using relaxation of muscle groups. ➤ Affirms Francesco, Mauro, Gianluca, and Enrico (2009), who found relaxation to be effective in reducing anxiety with students of any age.
3. Ten sessions offered enough repetition to learn, practice, and reflect on this new learning.	<ul style="list-style-type: none"> ➤ Affirms Lohaus and Klein-Hessling (2003), who found that children have the ability to learn progressive muscle relaxation techniques in a short amount of time. ➤ Adds to Lohaus and Klein-Hessling by adding two more anxiety-reducing strategies within a 10- session learning unit were beneficial.
4. Short-term benefits of anxiety reducing strategies were reported by students through journals and questionnaires.	<ul style="list-style-type: none"> ➤ Affirms Lohaus, Klein Hessling, Vogele, and Kuhn Henninghausen (2001), whose study on short-term benefits for children show the benefits of relaxation and feelings of calmness are worthy of the training.
5. Embedding anxiety-reducing strategies in the classroom provided a more risk-free atmosphere to learn and practice the strategies.	<ul style="list-style-type: none"> ➤ Affirms McLoone, Hudson, and Rapee (2006), whose research on barriers to seeking treatment supporting schools as a viable setting for identifying and addressing anxiety concerns. ➤ Affirms Garcia-Lopez, Muela, Espinosa- Fernandez, and Diaz-Castela (2009), who support implementing proactive strategies in the context where socially anxious adolescents spend most of their time.
6. Progressive muscle relaxation was an appropriate and beneficial strategy to teach children and adolescents at this age.	<ul style="list-style-type: none"> ➤ Affirms Frederick (1975), who found the most obvious indicator of tension and stress was muscle tension. ➤ Affirms Wolpe (1948), who studied the benefits of relaxation as a way to counter condition the fear response,

	<p>thus reducing the symptoms of stress.</p> <ul style="list-style-type: none"> ➤ Affirms Molinari (2008), who found progressive muscle relaxation to be superior to other relaxation techniques. ➤ Adds to Margolis and Pica (1990), who used an audiotape to provide the progressive muscle relaxation techniques to high school students.
7. Positive self-talk was an appropriate and beneficial strategy to teach children and adolescents at this age.	<ul style="list-style-type: none"> ➤ Affirms and adds to Kendall and Ronan (1997), whose results indicated that negative self-talk was more influential on increasing anxiety levels than positive self-talk was on decreasing anxiety levels. ➤ Affirms and adds to Hiebert, Uhlemann, Marshall, and Lee (1998), who found a higher level of anxiety with negative self-talk and lower level of anxiety with positive self-talk.

The findings of the present research are likely to support other studies, by asserting that foreign language anxiety is a common debilitating feeling which affects students in a variety of ways. Particularly frequent during speaking activities, the writer thinks the awareness of such a feeling should be heightened and not be undervalued by teachers and learners. This could be realized through workshops or the adoption of certain teaching methodologies aimed to create a relaxed atmosphere in the classroom especially during speaking practices (e.g. Communicative Language Teaching; Natural Approach). Making students comfortable by avoiding activities which increase competitiveness or which threaten students self esteem is very important. Working in small groups and discussing interesting topics are good activities that allow students to know each other and to practice the foreign language. Teachers could use gentle and flexible approaches of error correction, being friendly and with a good sense of humor.

Finally from the previous above speaking anxiety can from all of people and so on the gender has difference anxiety in classromms, and whatever that happening it is have to be solve.This study will focuss on the students. Students speak up in front top (formal and informal) creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing. From the lecture can improve their method in learning to guide the students especially for the students low self-confidence.

B. Speaking

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

Brown (2000, p.267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

The mastery of speaking skills in English is a priority for many second language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual

speakers of language (Basic, Lejla. 2011, p.7). Penny Ur writes about four characteristics for a successful speaking activity:

- 1) Learners talk a lot
- 2) Participation is even.
- 3) Motivation is high.
- 4) Language is of an acceptable level.

1. Nature of Speaking

Brown (2001, p.204), cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. One of the basic features of speaking is that it takes place in real time. Due to the time constraints that allow speakers only limited planning time, speech production requires real time processing. In this discussion on the nature of spoken language, Brown and Yule in Nunn (1998, p.230), distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. According to Nunn successful oral communication involves:

- a. The ability to articulate phonological features of the language comprehensibly

- b. Mastery of stress, rhythm, intonation patterns
- c. Can acceptable degree of fluency
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turns
- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. Skills in knowing about and negotiating purposes for conversations
- j. Using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

From some definitions above it can be concluded that speaking skill is always related 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.

2. Micro and Macro Skills in Speaking

According to Brown (2004, p.142-143) the micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Micro skills deal with simpler units of speaking. In our communication we use words, the simplest units that all people know, under the words there are phonemes and morphemes and more complex than words there are collocation and phrase. While macro skills are more complex than the micro skills, macro skills more focus on the speaker's influence to the language. One speaker and another have different fluency, style, discourse, and also strategic options.

Brown has given more explanation of micro skills and macro skills of speaking below :

Micro Skills

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, and plurallisation), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

Macro skills

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.

- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In my conclusion that speaking needs micro skills as well as macro skills. Micro skills deal with many simple units of the language itself while macro skills deal with speakers' influence towards the language that they use. Macro skills deal with facial expression, body language, pragmatics, and many other things that speakers have to master in order to make the hearer convey the message well.

3. Problems in Speaking

Students usually seem uninterested in speaking because speaking not only requires their understanding of the language but also their ability in delivering the message. Delivering the message may seem hard for students because they have to really ready what they want to say, so students' self-confidence may also play a significance influence in speaking skill. More important one, students may feel that they do not want to look wrong in front of the teacher and other students. Scrivener. Jim (2005, p.104) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may

fear seeming foolish in front of others; they may worry about getting things wrong they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

Speaking skill do needs much practice as Thornbury, S (2008, p.208) states that one frustration commonly voiced by learner is that they have spent years studying English but still can speak it. Speaking skill would be mastered well by students if they do much practice, the process of teaching and learning speaking do not need material drilling from the teacher. Speaking skill would also be mastered well by the students if the students more active in class than the teacher.

The teaching speaking is different from teaching other skills. The teaching speaking is more demanding on the teacher than teaching of any other language skill. Many problems can appear from the process of learning language itself and also from the technical problem that would be found in the classroom. Brown (2004, p.211) classifies eight characteristics of spoken language that make the teaching speaking difficult such as:

- a. Clustering
- b. Redundancy
- c. Reduced forms
- d. Performances variables
- e. Colloquial language

- f. Rate of delivery
- g. Stress, rhythm, and intonation
- h. Interaction

Factors that influence the difficulty of speaking are varies. It comes from the difficulty of speaking itself such as the pronunciation, stress, rhythm, intonation, clustering, redundancies, reduced forms, colloquial, rate of delivery, and interaction between speakers. Then, the other difficulties came from the speaker, here are the students, they feel shy and afraid of making mistakes while practicing speaking. Students are shy if making mistakes and then the lecture correct their utterances.

C. Anxiety

What is anxiety? There are some assumptions of anxiety. As we know the anxiety is a negative feeling that someone having in certain time? Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-self confidence, so that they can't get maximal of their life. For the people who learn about a foreign language, anxiety may impact in their acquisition of the language. Someone with high anxiety can create a negative effect especially in foreign language class. It is because, as we know, to learn a foreign language we have to practice or perform the language in order to show the ability that we have. If the anxiety is had by students, it may be they will get low understand.

Anxiety is one of the most basic human emotions and occurs in every person at some time, most often when someone is apprehensive about uncertain

outcomes of an event or set of circumstances. Thomas J. Huberty (2009, p.95) brief explanation that anxiety can serve Anxiety is a normal human emotion that can be detrimental in a school setting, but good communication and support can help minimize its negative impact.

Horwitz (2001, p.112) said “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. He has been found to interfere with many types of learning and it is only logical that this would also apply to second language learning.

Next, Brown (2001, p.135) also claims “Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object”. Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education.

Anxiety is a complex psychological term covering many variables. In its simplest form, anxiety can be defined as Kelli (2002, p.54) “a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating”. Language anxiety plays a crucial role in foreign language learning. This notion has been pointed out in several studies revealing a negative correlation between high levels of anxiety and achievement in language learning (Saguanpong, 2007, p.53).

From definition above, speaking anxiety in this study refers to the feeling of apprehension, nervousness, or worry that interrupts students’ speaking performance just before or whilst performing speaking task in class.

1. Review of Related Study Anxiety

So there are many researcher have taken this cause. Pappamihel (2002, p.327-355) conducted a study on language anxiety among 178 middle-schools Mexican immigrant students at tending School in the US. Results show that interaction with Mexican students raised levels of anxiety and that such strategies such as voidance were used to reduce anxiety. Ayden S. (2008) Conducted a study to investigate the sources and levels of fear of negative evaluation as well as language anxiety among Turkish students as EFL learners and to determine the correlation between the two as sample group consisted of 112 foreign language learners. The results of the analysis indicated that EFL learners suffer from language anxiety and fear of negative evaluation. Furthermore, fear of negative evaluation itself was found to be a strong source of language anxiety.

Williams and Andrade (2008) conducted survey among 243 Japanese students in 31 English conversation classes at four universities in Japan. They found that language anxiety was often associated with the output and processing stages of the language learning process. They also discovered that students attributed their anxieties to their teachers and classmates.

Therefore, in this thesis anxiety can be conclude as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. The academic literature has offered a somewhat confusing account of language anxiety. Researchers have been unable to draw a clear picture of how anxiety affects language learning and

performance. Some researchers reported a negative relationship between language anxiety and achievement, e.g. the higher the anxiety, the lower the performance (Onwuegbuzie, and Daley 2000, p.218).

In addition to the negative effects of anxiety on language learning and performance, anxiety has occasionally been found to facilitate language learning. Anxiety, in its debilitating and facilitating forms, serves simultaneously to motivate and to warn the learner. Facilitating anxiety “motivates the learner to “fight” the new learning task; it gears the learner emotionally for approach behavior”. Debilitating anxiety, in contrast “motivates the learner to “flee” the new learning task; it stimulates the individual emotionally to adopt avoidance behavior” (Scovel 1978, p.22). Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

2. Nature of Anxiety

The conclude that anxiety can best be characterized as a unique, coherent cognitive–affective structure within the defensive motivational system. In the first edition of this book Barlow (1988, p.208), he developed a model of the structure of various components of anxiety and their interaction. At the heart of this structure is a sense of uncontrollability focused largely on possible future threat, danger, or other potentially negative events. Thus this state can be roughly characterized as a state of helplessness, because of a perceived inability to predict, control, or obtain desired results or outcomes in certain upcoming personally salient situations or contexts. This negative affective

state is accompanied by a shift in attention to what would be primarily a self-focus or a state of self-preoccupation in which evaluation of one's (inadequate) capabilities to deal with the threat is prominent. Accompanying this negative affective state is a strong physiological or somatic component that may reflect activation of distinct brain circuits associated with engagement of the corticotrophin releasing factor (CRF) system and Gray's behavioral inhibition system.

This somatic state may be the physiological substrate of “readiness,” which may underlie a state of preparation to counteract helplessness. Vigilance (hyper vigilance) is another characteristic of anxiety that suggests readiness and preparation to deal with potentially negative events. If one were to put anxiety into words, one might say, “That terrible event could happen again, and I might not be able to deal with it... (Sullivan and Brown 2000, p.52) but, I've got to be ready to try.” For these reasons, I have suggested that a better and more precise term for anxiety might be “anxious apprehension.” This conveys the notion that anxiety is a *future-oriented* mood state in which one is ready or prepared to attempt to cope with upcoming negative events. Another term often paired with “anxiety” is “anticipatory.” But in the present definition, all anxiety is anticipatory, so this qualifying adjective does not appear again. “Anxiety” or “anxious apprehension” also allows a clear discrimination from “panic” or “fear”—terms that have often been categorized under the general rubric of “anxiety” in the past.

3. Factors Contributing in Anxiety

Many people with anxiety experience symptoms of more than one type of anxiety disorder, and may experience depression as well. It's hard to know why some people experience anxiety as a mental health problem and others don't. It's important to seek support early if experiencing anxiety. Richa 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 (Richa shri 2007, p.103).

a. Psycholinguistic Factors

It is a fact that communication in 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. From a linguistic perspective, Macintyre and Baker (2003, p.203) have mentioned students' anxiety about L2/FL learning is likely to be a consequence of their language learning difficulties". Appropriate use of 'linguistic knowledge' a part of the definition of 'speaking skills' is required to create an oral message that will be meaningful for the intended audience. In their attempt to create and convey this oral message, an insufficient command of linguistic knowledge enhances the possibilities of making mistakes, which leads to negative evaluation and hence anxiety. In other words, "in the consciousness of the learner, the

negative evaluation of the learner may come from the linguistics mistakes he/she makes”.

This section discusses the psychological and linguistic reasons of language anxiety that occurs at all the three stages of language learning: input, processing, and output.

a) Input

“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. Input anxiety is receiver’s apprehension when receiving information from auditory and visual clues (Tanyeer 2007, p.20).

Input anxiety is more likely to cause miscomprehension of the message sent by the interlocutors, which may lead to the loss of successful communication and an increased level of anxiety.

b) Processing

Anxiety at the processing stage, called processing anxiety, refers to the “apprehension students experience when performing cognitive operations on new information”. Working on the ‘Information Processing Model’ have tried to explore how these cognitive operations are performed in human brain and have

explained the learners' inability to spontaneously use everything they know about a language at a given time.

The Cognitive Processing Model can also explain the difficulty learners feel in remembering and retrieving vocabulary items while communicating in the target language another important source of language anxiety for the EFL/ESL learners. Found a significant negative correlation between language anxiety and ability to repeat a short string of numbers and to recall vocabulary items. Macintyre and Baker (2003, p.22)

c) 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. ManIntyre and Gardner asserted, "High level of anxiety at this stage might hinder students' ability to speak in the target language". Macintyre and Baker (2003, p.30)

b. Socio-Cultural Factors

Macintyre (1995, p.91) Language anxiety stems primarily from social and communicative aspects of language learning and therefore can be considered as one of the socio anxieties. In the previous section, it has

been viewed that difficulties in learning L2/FL can explain the potential causes of language anxiety at the output stage of language learning within the classroom setting. However, language anxiety may also be an outcome of socio and communicative aspects of language learning.

This section reviews the literature on language anxiety from a socio-cultural perspective of language learning and its use. There are four factors which affect language anxiety in socio cultural context which are: 1) Social Environment for L2/FL Acquisition, 2) Error in Social Setting, 3) Social Status, Power Relation and a Sense of Identify, and 4) Gender. The theoretical review will only cover 3 factors which are; Social Environment for L2/FL Acquisition, Error in Social Setting, and Gender. The writer do not review factor in Social Status, Power Relation and a Sense of Identify because the factor did not affect the anxiety of this subjects, which are students.

a) Social Environment for Second Language (L2) / Foreign Language (FL) Acquisition

L2 or FL can take place in two different kinds of social environments: 1) Where the target language is not used as first language (L1) in the community, and 2) Where it is used as first language. The first kind of environment provides L2/FL learners only limited and sometimes faulty input. As Krashen states, for such learners, “the only input is teachers’ or classmates’ talk - both do not speak L2 well”. Krashen (1985, p.46) learners in such

environments are exposed to the language only in the classroom where they: 1) Spend less time in contact with the language, 2) Covering a smaller discourse type.

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 into; 1) Embarrassment or 2) 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. However, even in this case, some researchers' view that learners' use of cognitive skills and meta linguistic awareness (world and social knowledge) may interfere with language learning and they may not be able to achieve native (L1) like proficiency as is gained by a child (Lightbown and Spada 2006, p.30). Rhicard (1996, p.2) explains this child-adult difference in ultimate attainment in terms of the strength of 'affective filter'. He believes that 'affective filter' may exist for the child L2/FL acquirer but it is rarely high enough to prevent L1-like levels of attainment, and for adults, it *rarely* goes down enough to allow L1-like attainment. Older learners may have increased inhibitions and anxiety and may find them afraid to make errors.

b) 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: 1) Interrupt, and 2) Correct somebody who is trying to have a conversation with them. Interlocutors only react to an error if they cannot understand the speech and try to adjust their speech with the speaker in their effort to negotiate for meaning. It is only in the classroom environment that feedback on errors is provided frequently; Lightbown (2006, P.32) mentioned this leads many learners to: 1) Frustration and 2) Embarrassment by making them conscious about their deficiencies.

c) Gender

Gender has also been found to cause anxiety in male and female interaction both within and out of the classroom settings. He deems it necessary to consider whether the gender of the L1 speaker interlocutor has an effect on the listening comprehension of the L2/FL speaker interlocutor (Pica and Newman 1991, p.70).

Goble and Matsuda asserted (2003, p.23) that gender-related anxiety research has yielded conflicting results. In their study on state anxiety found, “females are more emotionally stable than

male in their reactions to highly stressful and relaxing circumstances”.

D. Speaking in Foreign Language Anxiety

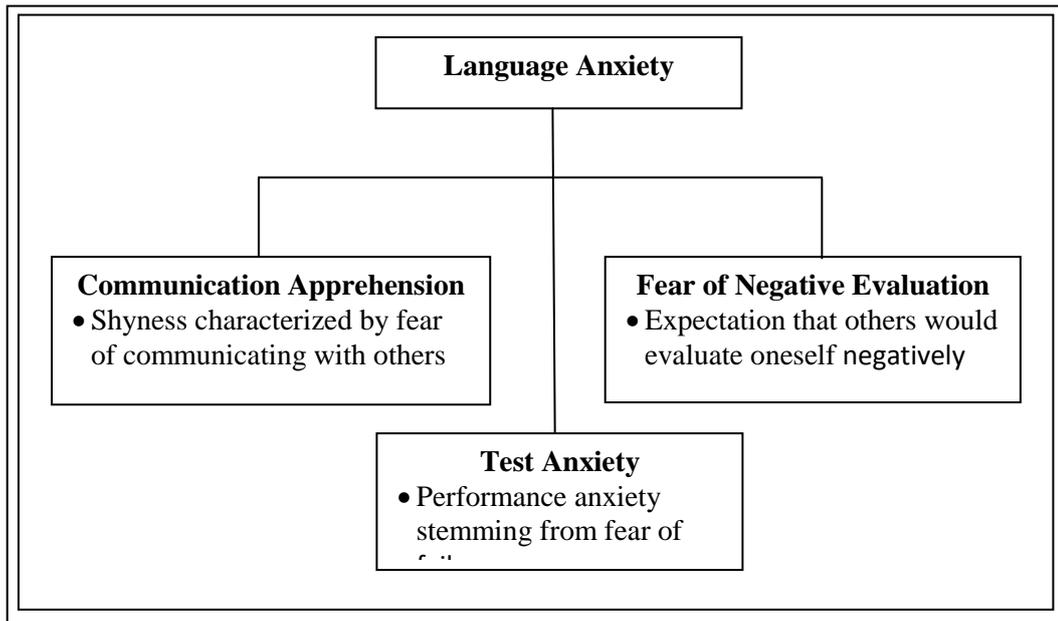
Language is the way to communication between people to other. By language people can express their feeling. In foreign language, students asked to show it with oral language. They are not only focus on understanding the language but also answer or show their apprehension about the language. Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication.

Based on the situation-specific perspective, recent studies have focused on anxiety which is specific to language situations. According to Horwitz, Horwitz, and Cope (1986: p.125), foreign language anxiety belongs to situation-specific anxiety. Foreign language anxiety refers to the anxiety that learners may have when they learn a foreign language.

Foreign language classroom anxiety is totally different from other types of anxieties and is not merely a composite of other anxieties (Horwitz, Horwitz, & Cope, 1986, p.130). Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986, p.152). There are three components of foreign language anxiety:

communication apprehension, test anxiety, and fear of negative evaluation (Ganschow & Sparks, 1996: 199). See figure below:

Figure 2.1 Illustrates the conceptualization of language anxiety proposed by Horwitz, Horwitz and cope (1986)



1. Communication Apprehension

The first component of foreign language anxiety, communication apprehension, occurs in cases where learners lack mature communication skills although they have mature ideas and thoughts. It refers to a fear of getting into real communication with others. According to McCroskey's (1978, p.176) definition, communication apprehension is an individual's level of fear or anxiety associated with either real or anticipated communication with other persons. In a foreign language classroom, language learners' oral tasks include not only learning a foreign language but also performing the language.

Therefore, communication apprehension in a foreign language context is different from that in other context. Oral communication consists of two components, they are listening and speaking. Speaking is anxiety-provoking in foreign language activities (MacIntyre & Gardner, 1991c). Daly (1991) and Young (1986) in Chan and Wu (2004: 293) state that most students are particularly anxious when they have to speak a foreign language in front of their class. As to listening, it is a problem for language learners, too. Foreign language learners usually have difficulty understanding others. Because of the lack of control of oral communication, communication apprehension emerges (MacIntyre & Gardner, 1991d).

2. Test Anxiety

The second component, test anxiety, on the other hand, is an apprehension towards academic evaluation. It could be defined as a fear of failing in tests and an unpleasant experience held by learners in many situations. Sarason (1984, p.193-216)) defined test anxiety as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation.” Test anxiety might occur when students have poor performance in the previous tests. Students develop a negative stereotype about tests and have irrational perceptions in evaluative situations. These students might have unpleasant test experience from either language class or other subjects, and they transplanted the unhappy image to the present English class unconsciously (Chan & Wu, 2000 p.85-100)).

Test-anxious students may have false beliefs in language learning. These students habitually put impractical demands on themselves and feel that anything less than a perfect test performance is a failure (Horwitz, Horwitz, & Cope, 1986: 128). Young (1991, p.427) claims test anxiety would affect foreign language learners with low levels of oral proficiency more than those with high levels of proficiency. On the other hand, learners experience more language anxiety in highly evaluative situations. Moreover, in an oral test, it is more complicated because it provokes both test anxiety and oral communication apprehension, so test-anxious learners will doubtlessly suffer stress and anxiety frequently. As mentioned above, test anxiety is a type of performance anxiety deriving from a fear of failure and evaluative situations. Although it overlaps with other constructs of foreign language anxiety, test anxiety is relevant to academic context where performance evaluation is frequent.

3. Fear of Negative Evaluation

The last component of foreign language anxiety, fear of negative evaluation, is observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluations by others and avoidance of evaluative situations. (Watson & Friend, 1969) in Chan and Wu (2004, p.293) defined fear of negative evaluation as ‘apprehension about others’ evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively”.

Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test-taking situations. In addition to situations of tests, it may take place in any social, evaluative situation such as interviewing for a job or speaking in foreign language class. MacIntyre and Gardner (1991, p.513) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt about their ability to make a proper impression.

In a foreign language context, negative evaluation derives mainly from both teachers and their peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluations of their peers. Students with fear of negative evaluation might adopt the action of avoidance. Consequently, the students perform poorly in the language classroom settings. Although anxiety could be facilitating or debilitating, it has greater negative effects on performance in the foreign language classroom than the positive one.

E. Strategies to Reduce Students' Anxiety

Language anxiety, being a student psychological construct, has been found to make a huge difference in learning to speak a foreign language. Many studies on language anxiety have suggested a variety of strategies to successfully reducing students' anxiety. Interestingly, all the subjects who have been involved in the process of English language learning and teaching for many years seemed to have given enough thought to the ways of reducing students' anxiety.

As explained by Surya. The most frequent suggestion participants made was to make the language classroom environment less formal and more friendly, one where students can make mistakes without looking mistake (Surya, 1996:28-31).

A way forward to create less stressful classroom environment, as suggested by ESL/EFL teacher, is that the “instructors should create situations where students can feel successful in using English and avoid setting up the activities that increase the chances for the students to fail”. (Tranveer, 2007:55).

“It was also asserted that students’ self-related cognitions and beliefs should be taken into account in order to successfully cope with language anxiety. As a first step, it was generally maintained that teachers should take time to discuss or initiate discussion in the class by pointing out that it is very common for students to feel uncomfortable, uneasy and anxious while speaking English, thus inviting their thoughts about its possible reasons as well as solutions. The discussion, it was assumed, would heighten their awareness that the feelings of anxiety are common in most of the learners and are not associated with any particular individual. Thus, it would also help them to take away the feeling of competition or comparison that others are all smarter and more confident.” (Price, 1991:107. in Tranveer, 2007:56).

“Students should be encouraged to think about their positive personality traits and thus gather their own strengths and build upon them”. (Tranveer, 2007, p.58) This way, instructors can “build students’ confidence and self-esteem in their second/foreign language ability via encouragement, reassurance, positive reinforcement, and empathy” (Onwuegbuzie et al., 1999, p.232, in Tranveer, 2007). Furthermore, the teachers should identify the signs of perfectionism in the learners and should work to explore their earlier belief systems in order to help them “to step down from the set standards at the early stages and then work

patiently to achieve the desired standards gradually”, stated the Pakistani participant. (Tranveer, 2007, p.58)

In spite of the variety of techniques found in this study, as well as those reported in previous studies, language anxiety seems to continue to flourish in the language classrooms. It suggests that these strategies are just a guideline for the teachers, as well as for the ESL/EFL learners, rather than a treatment of language anxiety. This also confirms the view that language anxiety is a complex psychological phenomenon, one which requires special attention by the language instructors if it is to be adequately dealt with. However, it can be postulated that apt implication of these strategies can reduce language anxiety to a considerable extent, even if they cannot completely alleviate it.

F. A review of Previous Studies on Anxiety and Language Learning

Research into language anxiety has been carried out for over fifty years but the results of the studies have not been consistent. That is, they were mixed, confusing and unable to establish a clear picture of how anxiety affects language learning and performance (Horwitz and Young, 1991). However, it is worth exploring the initial research studies about speaking anxiety in language learning carried out in the past. **Table 2.2** shows the structure of the analysis of past research works including the purpose of the study, characteristics of the research subjects, the main instrument(s) used in the study, and the brief research findings.

Table 2.2 previous studies on anxiety and language learning

Young, D. J. (1990). An investigation of students’ perspectives on anxiety and speaking	
Purpose of the	To examine anxiety and speaking from the student’s

study	perspectives
Participants	135 university-level beginning Spanish students
Instrument	questionnaire
Findings	<ul style="list-style-type: none"> ➤ Not only speaking in the foreign language but also speaking in front of the class is the source of student anxiety. ➤ With regard to anxiety-reducing activities, the students reported that they would feel more confident about speaking in class if they practiced speaking more. However, they further reported that their comfort or anxiety level depended on the kind of activity.

Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes

Purpose of the study	To carry out a research on effects of language anxiety on student's oral test performance and attitude.
participant	44 students at a small, private, Liberal Arts University in USA
Instrument	Oral exam cue sheet for a role play
finding	<ul style="list-style-type: none"> ➤ There was a significant inverse relationship between the students' expression of language anxiety and their ability to perform on the oral exam. For example, students with higher language anxiety tended to say less, to produce shorter words in communication units (CUS) and to use fewer dependent clauses and target structures, while students with low anxiety tended to say more, to produce longer CUS and to use more dependent clauses and target structures.

Ganchow, L., Sparks, R. L., Anderson, R., Javorshy, J., Skinner, S., and Patton, J. (1994). Differences in language performance among high-, average- and lowanxious college foreign language learners

Purpose of the	To examine differences in FL anxiety and native oral and written language skill, and FL anxiety and aptitude
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study	for learning.
Participant	36 college students at a medium-sized Midwestern university in USA
Instrument	Test, scales
Finding	➤ High anxious students performed significantly more poorly than low anxious ones on several oral and written native language measures, e.g. <i>Test of Language Competence-Expanded Edition (TLC-D; two subtests used in the study are Recreating Sentences (RS), and expressive language test, and Figurative Language(FS), a receptive language test.</i> Besides, a significant difference between high and low anxious students in aptitude for learning FL Was also found.
Pite, D. (1996). The influence of anxiety upon achievement in EFL by Japanese students	
Purpose of the study	To investigate the relationships between language anxiety and achievement in oral English performance
Participants	67 Japanese high school students of English as a foreign language
Instrument	Foreign Language Classroom Anxiety Scale (FLCAS)
Finding	No correlation between anxiety and oral English performance

Cheng, Y., Horwitz, E., and Schallert, D. (1999). Language anxiety: Differentiation writing and speaking components.	
Purpose of the study	To investigate the links between second language classroom anxiety and second language writing anxiety and their associations with second language speaking

	and writing achievement.
Participants	433 Taiwanese English majors at four universities in Taiwan
Instrument	<ul style="list-style-type: none"> ➤ Foreign Language Classroom Anxiety Scale (FLCAS) ➤ Second Language Writing Anxiety Test (SLWAT)
Finding	<ul style="list-style-type: none"> ➤ Second language classroom anxiety is a more general type of anxiety about learning a second language with a strong speaking anxiety element whereas second language writing anxiety is a language-skill-specific anxiety. ➤ Low self-confidence seems to be an important component of both writing and speaking anxieties.

Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety

Purpose of the study	To determine the demographic and self-perception factors that predict foreign language anxiety
Participants	210 students at a mid-southern university in USA
Instrument	<ul style="list-style-type: none"> ➤ A Self-perception Profile ➤ A Study Habit Inventory
Finding	<ul style="list-style-type: none"> ➤ Seven variables: age, academic achievement, prior history of visiting foreign countries, prior high school experience with foreign languages, expected overall average for current language course, perceived scholastic competence and perceived self-worth contributed significantly to the prediction of foreign language anxiety. ➤ Regarding year of study, the results revealed that freshmen and sophomores reported the lowest levels of foreign language anxiety.

Kitano, K. (2001). Anxiety in the college Japanese class-room

Purpose of the study	To investigate two potential sources of the anxiety of college learners of Japanese in oral practice
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Participants	212 students at two major universities in the Midwestern United States
Instrument	<ul style="list-style-type: none"> ➤ A Background Questionnaire ➤ The Fear of negative Evaluation Scale (FNE) ➤ The Japanese Class Anxiety Scale (JCAS) ➤ Three kinds of self-ratings of Japanese speaking ability: Self-Rating Can-Do Scale (SR-CDS); Self-Rating for the Current Level of Study (SR-CL); and Self-Rating Expected Perception by the Japanese (SR-EP)
Finding	<ul style="list-style-type: none"> ➤ An individual student's anxiety was higher as his or her fear of negative evaluation was stronger, and the strength of this tendency depended on the instructional level and the experience of going to Japan. ➤ An individual student's anxiety was higher as he or she perceived his or her ability as lower than that of peers and native speaker. ➤ The anxiety level of a male student became higher as he perceived himself less competent. ➤ The fear of negative evaluation and the self-perceived speaking ability did not interact to influence the anxiety level of an individual student.

C.B., Keaten, J., and Sakamoto, M. (2001). The effectiveness of a skills-based program in reducing public speaking anxiety

Purpose of the study	To measure the effectiveness of a skill training program on public speaking anxiety
Participants	25 sophomores English majors at Hokuriku University in Japan
Instrument	The Personal Report of Public Speaking Anxiety (PRPSA)
Finding	<ul style="list-style-type: none"> ➤ The experimental group reported a significantly greater drop in public speaking anxiety than did a control group of 86 students.

Gregersen, T., and Horwitz, E. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance	
Purpose of the study	To explore the relationship between foreign language anxiety and perfectionism in relation to perfectionism
Participants	Eight second-year university students in Chile
Instrument	Foreign Language Classroom Anxiety Scale (FLCAS)
Finding	➤ Anxious and non-anxious students differed in their personal performance standards, procrastination, fear of evaluation, and concern over errors.

Luchini, P.L. (2004). Developing oral skill by combining fluency-with accuracy focused tasks: A case study in China	
Purpose of the study	To evaluate the effectiveness of the implementation of the author's contribution to the spoken-English program
Participants	286 Chinese third-year college students pursuing different majors excluding English at Shanghai Normal University
Instrument	➤ Students' self-assessment reports ➤ An evaluative questionnaire
Finding	➤ The findings suggest that foreign language classroom should create opportunities for learners to participate in meaning and form focused instruction

Chapman, L.W.E. (2006). Second language speaking anxiety of learners of English for academic purposes in Australia	
Purpose of the study	To examine second language speaking anxiety of international students attending English for academic purpose
Participants	275 advanced English for Academic Purpose international students studying on intensive EAP

	courses at accredited language centers in Australia
Instrument	<ul style="list-style-type: none"> ➤ A questionnaire ➤ A semi-structured interview
Finding	<ul style="list-style-type: none"> ➤ Performing in front of others in the English class and interacting with native speakers of English are the major stressors. ➤ There was some indication that anxiety is influenced by ethnicity with students from Confucian heritage cultures reporting more anxiety than European or Vietnamese students.

Liu, M. (2006). Anxiety in Chinese ESL Students at Different Proficiency Levels

Purpose of the study	To examine anxiety in undergraduate non-English majors in oral English classrooms at different proficiency levels.
Participants	547 (430 males and 117 females) first-year undergraduate non- English majors enrolled in the English listening and speaking course at three different band 1levels in a key comprehensive university in Beijing, China
Instrument	➤ FLCAS, observations, reflective journals and interviews
Finding	<ul style="list-style-type: none"> ➤ A considerable number of students at each level felt anxious when speaking English in class, ➤ The more proficient students tended to be less anxious, ➤ The students felt the most anxious when they responded to the teacher or were singled out to speak English in class. They felt the least anxious during pair work, and ➤ With increasing exposure to oral English, the students felt less and less anxious about using the target language in speech communication.

Tanveer, M. (2007). Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language

Purpose of the study	To investigate the factors that language anxiety can possibly stem from, both within the classroom environment and out of classroom in the wider social context.
Participants	A total of 20 participants (9 males, 11 females), 6 ESL/EFL learners (1 female, 5 males), 3 highly experienced ESL/EFL teachers (2 females, 1 male) and 11 ESL/EFL practitioners (8 females, 3 males) participated.
Instrument	➤ Semi-structured interview format and focus-group discussion technique
Finding	➤ Language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity

Dr. Mosaddaq Yahya. Measuring Speaking Anxiety Among Speech Communication Course Students at The Arab American University of Jenin (Aauj)	
Purpose of the study	Investigate factors speaking anxiety
Participants	A number of 104 students who had Speech Communication Course in the academic year 2011-2012 formed the sample of the study.
Instrument	➤ FLCAS, Horwitz, Horwitz and cope (1986)
Finding	➤ He found that fear of negative evaluation was highest factors students speaking anxiety.

Based on the table previous of study above, the purposes of this study are 1) to investigate students' factors in speaking anxiety 2) students' strategy to overcome speaking anxiety. In sum, can seen that the purposes of the research are both in general and specific, that is anxiety has influenced students' speaking of

6th semester English Education Study Programme at State Islamic Institute of Palangka Raya.

As we will understand in the course of the present research, the explanation of these factors at this point is indispensable for a full comprehension of foreign language anxiety in in-class speaking activities. In this way in fact, it will be possible to interpret the specificity of speaking anxiety within the complex phenomenon of foreign language anxiety with which it shares several of the components already outlined. In addition, numerous factors explained above will be endorsed by the items of the questionnaire which the writer has used in order to measure foreign language anxiety in in-class speaking activities.

CHAPTER III

RESEARCH METHOD

This chapter presents the writer's research method and design. In this method the major components includes Research Design, Variable of the Study, Population, Sample, Research Instrument, and Data Collection Procedure and Data Analysis.

A. Research Design

This study used a mixed methods design, which is a procedure for collecting, analyzing and “mixing” both quantitative and qualitative data at some stage of the research process within a single study, to understand a research problem more completely (Creswell, 2003, p.274). The rationale for mixing is that neither quantitative nor qualitative methods are sufficient by themselves to capture the trends and details of the situation, such as a speaking anxiety among students 6th semester English Education Study Program at State Islamic Institute of Palangka Raya. When used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis (Green, Caracelli & Graham, 1989, p.225-274). From the statement, mixed method is research design applying two method quantitative and qualitative used in one study. Also this design the data will fully equipped and general completed.

While designing a mixed methods study, three issues need consideration: priority, implementation, and integration (Creswell, Plano Clark, Guttman, & Hanson, 2003, p.209-240). Priority refers to which method, either quantitative or qualitative, is given more emphasis in the study. Implementation refers to whether

the quantitative and qualitative data collection and analysis comes in sequence or in chronological stages, one following another, or in parallel or concurrently. Integration refers to the phase in the research process where the mixing or connecting of quantitative and qualitative data occurs.

Mixed method has three types are convergent parallel design, exploratory sequential design, and explanatory sequential design. This study, the writers used explanatory sequential design in this research. Creswell (2013, p.273) explained the explanatory sequential mixed methods approach is a design in mixed methods that appeals to individuals with a strong quantitative background or from fields relatively new to qualitative approaches it involves a two-phase project.

In the first phase, the quantitative, numeric, data will be collected first using FLCAS (Horwitz, Horwitz, et. al and cope 1986) which consist 33 items and use liker-scale will be given number strongly disagree to strongly agree. This questionnaire has given to the participants used close-ended. The goals of the quantitative phase to investigate which one the domain lead students' speaking anxiety 6th semester students English Education Study Program at State Islamic Institute of Palangka Raya and allow for puposefully selecting informants for the second phase. In the second phase, a qualitative descriptive approach was used in collected the text data through individual semi-structured open-ended question and prompts looking for depth and meaning are necessary to help explain students' perception strategy to overcome speaking anxiety of 6th students semester English Education Study Program at State Islamic Institute of Palangka Raya. The rational for this approach was that the quantitative data and result

provide a general picture of the research problem which one the domain lead students speaking anxiety, the analysis of qualitative data has been refined and given explanation the statical result by participants' view in more depth.

B. Population

According to Budiono and Koster (2008, p.9) population defined as whole of observation or object that becomes writer interesting. Therefore, population is the whole of research subject in a region and had a relationship with the problem that a writer searches. Other statement about population is some population or groups of subject are not capable of giving true voluntary informed consent. They may lack the necessary competence or maybe indirectly coerced. Thus, population is the object of research from which the researcher may collect data. Population provides the research with information or data will be used to solve the research problems.

The writer concluded that population is all subject in a study that is going observe. The population in this study is students on 6th semesters of English Education Study Program at State Islamic Institute of Palangkaraya have three classes.

Table 3.1 Students of 6th Semester English Education Study Programme in State Islamic Institute of Palangkaraya

Class	Students
A	24
B	24
C	20
Total	68

Source data: from the Data of academic years 2016/2017

C. Sample

According to Creswell Sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey.

In this study, the writer divides into two part sample to answer the research problems. Generally the size of a quantitative sample would be larger than that of the smaller (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2003). First sample in quantitative used No-rule sampling Paula and Justo (2001, p.5) No-rule sampling is a sample without any rule..., the writer takes all population as sample in phase 1 in calculating the data. The number of sample will be holistic in table below:

Table 3.2 Number of Quantitative Sample

Class	Students
A	24
B	24
C	20
Total	68

Second, in Qualitative sample the writer used puposive sampling. Maxwell (2007, p.87) further defined purposive sampling as a type of sampling in which, “particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices”. This statetment implies that the way that researcher must be tied to their objectives. However, because there are many objective that qualitative researcher might have, the list of purposive strategy that may be followed is virtually endles,

and any given list will reflect only the range of situations the author of the list has considered. the writer needs some consideration to takes number of the sample.

The writers includes consideration bellow :

1. The limitation from explanation research findings.
2. The equal the risk have taken by reseacher. To study the stakes has many risk, of course if the sample is large, the result will be better.
3. How large s sample is needed to represent the variation within target population? That is, how large must a sample be to in order to assess an appropriate amount of diversity or variation that is represented in the population interest.

To determined the sample, the writer has taken students from each categories of FLCAS and divided from the result quantitative which consist low, medium, and high factors students speaking anxiety. The holistic number of students will show in the table below:

Table 3.3 Number of Qualitative Sample

Category	Students
Communication Aphrehension	3
Test Anxiety	3
Fear of Negative Evaluation	3
Total	9 Students

D. Research Instrument

The data are very important in the study. They are needed to support and prove the study itself. The purpose of the study are to investigation which one domain that lead students speaking anxiety and to identify the students' perception strategy speaking anxiety in-depth of 6th semester English Education

Study Program in State Islamic Institute of Palangka Raya with the to interpret the calculated data. To know the interpretation of the data result, the writer needs instrument questionnaire and interview to answer the research problem, will explain in the table below:

Table 3.4 Data instrument

No	Objective of the Study	Data Needed	Instrument
1	Investigate which one the domain lead students' speaking anxiety.	➤ Factors lead speaking anxiety data collecting in numeric or bar graph (quantitative)	➤ Questionnaire
2	Provide students' perception strategy to overcome speaking anxiety.	➤ Students strategy to overcome speaking anxiety data collecting in text (qualitative).	➤ Interview

Conclusion, base on the data instruments above, this research conducted two instruments in calculating the data. In a brief, the quantitative data result of participants needed in phase qualitative method, and the researcher got the valid data needed with helped from questionnaire and interview.

1. Questionnaire

Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response Donald Ary et. al. (2010, p.48).

Hornby (2009, p.262) states that questionnaire is a written or printed list of questions to be answered by a number of people especially as part of a survey. Survey questions can take a variety of forms. The two main types

of questions are open-ended and close-ended question Sandra (2006, p.37). In this research, the writer uses the closed-ended question in order to investigate the factors make students speaking anxiety that stresfull of 6th semester students English Education Study Programme in State Islamic Institute of Palangka Raya.

One research instrument namely “Foreign Language Classroom Anxiety Scale” is use to obtain the data. Horwitz *et al.*’s (1986, p.1255-132) *Foreign Language Classroom Anxiety Scale* is a 33-item Liker-type scale with five possible responses ranging from “strongly disagree” to “strongly agree”. It is meant to assess the degree of foreign language anxiety experienced in language classrooms, as manifested in negative performance expectancies and social comparisons. This instrument which ask respondents to respond to situations specific to foreign language learning anxiety and reflect the three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The spread of the items can be seen in the table below:

Table 3.5 The items anxiety according Horwitz, Horwitz, and Cope (1986)

Variable	Domains	No. Item	Total
Foreign Language Classroom Anxiety	Communication Apprehension	1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32	11 Item
	Test Anxiety	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28	15 Item
	Fear of Negative Evaluation	2, 7, 13, 19, 23, 31, 33	7 Item
Totall			33 Item

This close-ended questionnaire used a Linker-Scale. Numerical values strongly agree to strongly disagree are assigned to the three categories of student responses in the questionnaire. This is to facilitate the students of 6th semester English Education Study Program at State Islamic Institute of Palangka Raya to answer the questionnaire and facilitate the researcher in the process of data analysis using SPSS. Each item anxiety has been calculated means and standard deviation.

This instrument present in this study aimed to investigate which one the domain lead students' speaking anxiety 6th semester English Education Study Program in State Islamic Institute of Palangka Raya.

2. Interview

Interviews are use to gather data from people about opinions, beliefs, and feelings about situations in their own words (Donal Ary et. al, 2010, p.644).

Interview is oral questioning of a subject. They used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Before during the interview, the writer gives some questions in written text which ask to the respondents about the are strategy to overcome anxiety and written text about 3 question (see appendix 2). Aimed the written question also help explain their strategy and the result build to interview question how they are implying the strategy in oral answer (interview). The advantage of written questions, students can takes few minutes to think in answering what strategy they

can use to overcome anxiety, because if they are asked directly what strategy they used to overcome anxiety, they can't answer spontaneously and the data doesn't valid. This interview is designed to get more information, especially to know students' strategy to overcome speaking anxiety of 6th semester English Education Study Programme in State Islamic Institute of Palangka Raya.

The interview was semi-structured interviews, Richards (2009, p.146) typically, a semi-structured interview "is one where the interviewer has a clear picture of the topics that need to be covered (and perhaps even a preferred order for these) but is prepared to allow the interview to develop in unexpected directions where these open up important new areas". The researcher knows that would need to identify key areas and compare the students' experiences of these. The researcher conducting semi-structured interviews was free one than conducting a structured interview in which the interviewer does not have to adhere to a detailed interview guide. Patton (2000, p.343) recommends to "...explore, probe, and ask questions that will elucidate and illuminate that particular subject ...to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that has been predetermined.

This instrument (source of the data) in this study aimed to provide students' strategy to overcome anxiety based on they are perceived

students of 6th semester English Education Study Program State Islamic Institute of Palangka Raya.

E. Data Collection Procedure and Analysis

1. Phase 1 Quantitative

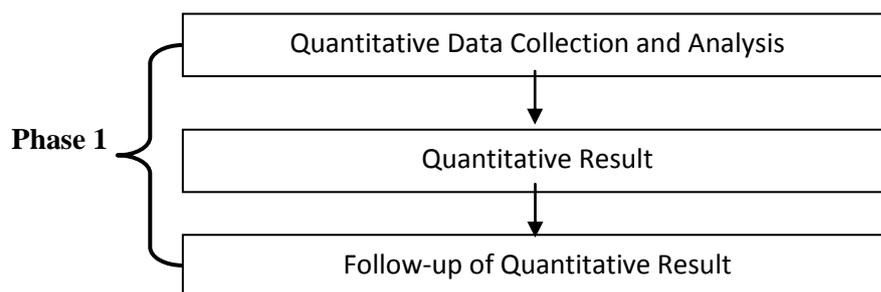
a) Data Collection

The data collection was carried out at the 8th semester academic year 2016/2017 for 6th semester students English Education Study Program in State Islamic Institute of Palangka Raya. The first, quantitative phase of the study was focus on to investigate which one the domain lead students' speaking anxiety. The questionnaire (FLCAS) was used to collect the data.

The questionnaires often make use of checklist and rating scales. These devices help simplify and quantify people behaviors and attitudes. This questionnaire Includes close-ended information such as that found to measure attitudes (e.g.,rating-scales), behaviors (e.g., observation checklists), and performance instruments. The analysis of this type of data consists of statistically analyzing scores collected on instruments (questionnaires) investigate which one the domain lead students' speaking anxiety 6th semester English Education Study Programme in State Islamic Institute of Palangka Raya. The questionnaire gives to the participants through some procedure from the prepare with the result that analyse, the holistic will clearly in steps below:

- i. The writer prepares the questionnaire. The questionnaire (FLCAS) adapted by Horwitz, et. al. (1986, p.125-132) consist of 33 question and likert-scale strongly disagree to strong agree.
- ii. The writer distributes questionnaire to the respondents.
- iii. The writer collectes the responses.
- iv. The writer analysis the data to obtain using numeric or bar graph SPSS which analysis mean and standard devitation.
- v. The writer calculates the result of questionnaire.
- vi. The writer uses the result of questionnaire to follow up the interview.

The holistic idea can be show in the figure 3.1 below.



Source : Creswell and Plano Clark's (2011) Follow-up Explanatory Variant of the Explanatory Sequential Design of Miixed Methods.

b) Data Analysis

The model to analyse quantitative data was descriptive statistic (Mean and Standard Deviation) and analysis the data was used SPSS program computer to investigate which one the domain lead students' speaking anxiety 6th semester English Education Study Program at State Islamic Institute of Palangka Raya. For clear understanding the data present using tables and a bar graph. Therefore, in manual formulas as follow:

I. Mean

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

Where :

M = Mean

Σ = Sum of

X = Individual data points

N = Sample size (number of data points)

II. Standard Deviation

$$S^2 = \frac{\sum (X - M)^2}{n - 1}$$

Where :

Σ = Sum of

X = Individual Score

M = Mean of all score

N = Sample size (Number of scores)

To analyze the findings, the writer uses the following ranks for analysis according to the mean; 3.5 above high, 2.5-3.4 moderate, and less than 2.5 low.

c) **Validity and Reliability**

In quantitative research, reliability and validity of the instrument are very important for decreasing errors that might arise from measurement problems in the research study. For questionnaire that writer adapted by an expert, in the study in which the FLCAS appeared (Horwitz et al., 1986), the authors asserted

that this scale had been shown to have internal reliability with an alpha coefficient of .93. Test-reliability for an eight week period was $r=.83$, $p<.001$.

As the instrument was developed with respect to western culture, each item was examined carefully concerning its adequacy for Turkish culture. As a result of this examination, it was found that the items were valid across different cultures and that no changes were necessary on the FLCAS, because the literature review suggested that it was administered to students from many different nationalities. For example, the instrument was administered to Chinese, Korean and Turkish students learning English as a foreign or second language (Yan, 1998; Truitt, 1995 cited in Yan, 1998; Gülsün, 1997 respectively). Similarly, American students learning Spanish, Japanese, French and German were also administered the FLCAS (Horwitz, 1986; Aida, 1994; Donley, 1997; von Würde, 1998 respectively).

According to the report by Horwitz (1986), the internal reliability measure of FLCAS showed an alpha coefficient of .93, test-retest reliability over eight weeks showed an $r=.83$ ($p<.001$), and the predictive validity coefficient for final grade was .49 ($p<.003$, $n=35$) in two beginning Spanish classes and -.54 ($p=.001$, $n=32$) in two beginning French classes. Other studies using the FLCAS also yielded high reliability scores. For example, in a study by Aida (1994), the FLCAS showed an internal reliability of .94.

The internal reliability of the translated version of the FLCAS was computed by Cronbach's alpha coefficient. The results indicated that the internal reliability of the instrument was .90. For each item, the internal

reliabilities and the corrected itemtotal correlations were also computed. The internal reliability scores ranged between .89 and .91, which showed that all the items in the instrument maintained high internal reliabilities.

2. Phase II Qualitative

a) Data Collection

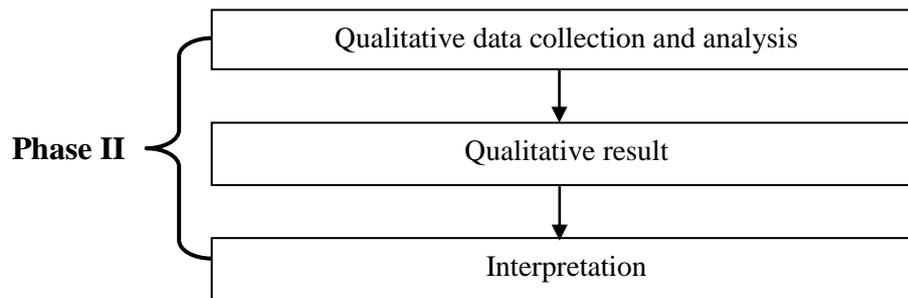
To collecting qualitative data, the writers used interview the design interview is semi-interview. Semi-structured interviews allow for a fixed set of questions but with no fixed responses (Burns and Grove 2011, p.72). Each interview takes between 7 to 15 minutes and will be transcript and audiotape. Qualitative data consists of open-ended information that the researcher usually gathers through interviews. Creswell (2009, p.29) Qualitative research offers “a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. The writer knows that would need to identify key areas and compare the students’ experiences of these. An element of structure is therefore important. On the other hand, a general picture was unlikely to reveal the undercurrents of feelings, expectations, opinions, and so on that would help writer understand the reasons for what is happening. The interview through some procedure:

- I. The writer distributes written question.
- II. The writer conducts interview based on respondents’ answer.
- III. The writer records the interview.
- IV. The writer transcribes the result of interview.

V. The writer triangulates the data obtained.

VI. The writer interprets the result.

The holistic qualitative data collection shown in the figure 3.2 below:



Source : Creswell and Plano Clark's (2011) Follow-up Explanatory Variant of the Explanatory Sequential Design of Mixed Methods.

b) Data Analysis

According to Burns & Grove (2011, p.96) data collection and data analysis occur simultaneously in qualitative research, as the emerging results may require further data collection. The researcher is concurrently gathering, managing and interpreting data. Accurate transcribing of audio taped interviews as soon as possible after the interview is essential before data analysis can occur (Polit & Beck 2010, p.86). This can be time-consuming, as Bowling (2002, p.62) emphasizes for one hour of recording it may take up to four hours to transcribe verbatim. The author believes this validates the use of the chosen small sample size.

The storage of data will be done in an organized, secure manner and will be disposed of confidentially and appropriately when necessary. Hand written information will be typed into a word document for electronic secure

storage with correct dates, locations and identities in the form of pseudonyms.

There are certain stages involved in this process, as highlighted by Holloway & Wheeler (2002, p.286) and Polit & Beck (2010, p. 90).

- I. The researcher will listen to each of the interviews, transcribe them verbatim and gain a broad understanding of same.
- II. Significant statements will be extracted and meanings formulated from these.
- III. These meanings will be organized into clusters of themes and grouped together, while ensuring these statements are original and not changed to fit into a theme.
- IV. The results will be integrated into an exhaustive description; which ensures the participants views are described accurately and appropriately. According to Holloway & Wheeler (2002, p. 286) exhaustive description is “writing that aims to capture and describe the intensity and depth of the participants’ experiences”. The themes of the research study will emerge from linking the patterns found within the exhaustive description and will be discussed further.
- V. The researcher will provide the participants with a copy of the findings in order to validate the results and ensure rigor.

c) Establishing Credibility

The criteria for judging a qualitative study differ from quantitative research. In qualitative design, the researcher seeks believability, based on

coherence, insight, and instrumental utility (Eisner, 1991) and trustworthiness (Lincoln & Guba, 1985) through a process of verification rather than through traditional validity and reliability measures. The uniqueness of the qualitative study within a specific context precludes its being exactly replicated in another context. However, statements about the researcher's positions – the central assumptions, the selection of informants, the biases and values of the researcher – enhance the study's chances of being replicated in another setting (Creswell, 2003, p.89).

To validate the findings, i. e., determine the credibility of the information and whether it matches reality (Merriam, 1998, p.134), four primary forms will be used in the second, qualitative, phase of the study:

- I. Triangulation – converging different sources of information (interviews, documents, artifacts);
- II. Member checking – getting the feedback from the participants on the accuracy of the identified categories and themes;
- III. Providing rich, thick description to convey the findings; and
- IV. External audit asking a person outside the project to conduct a thorough review of the study and report back (Creswell, 2003; Creswell & Miller, 2002, p.143-184).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer is going to present the data which had been collected from the research in the field. The point of this chapter is to answer the problems of the study (1) What are the factors that lead to speaking anxiety during English class students 6th semester English Department Study Program at State Islamic Institute of Palangka Raya (2) How the students strategy to overcome speaking anxiety of 6th semester students English Education Study Program in State Islamic Institute of Palangka Raya.

The writers was presented the research finding and discussion into two sections. First, research findings quantitative data answer the first problem consist to investigate the factors students' speaking anxiety of 6th semester students English Education Study Program in State Islamic Institute of Palangka Raya. The data was showed on the tables and graph. Second, research finding qualitative data answer the second problem consist to provide the students' strategy to overcome speaking anxiety based on students' perception of 6th semester English Education Study Program at State Islamic Institute of Palangka Raya, the data was transcription the result of interview and writer was showed the data using text transcript.

A. Description of Quantitative Data

The result of the research speaking anxiety students' 6th semester English Education Study Program at State Islamic Institute of Palangka Raya was used questionnaire (FLCAS) as the instrument for collecting the data. The presentation

the data consists mean, standard deviation and rank of students' response. This data was presented to investigate the factors students' speaking anxiety of 6th semester of English Education Study Program at State Islamic Institute at the Palangka Raya.

The data presentation of the questionnaire were divided into three categories (see chapter III), score mean and standard deviation of the students' have calculated of each item and result of these used to find mean and standard deviation for each category. The qualification of score each item students' responses has been categories as 'High', 'Moderate', and 'Low'. This data has been determined by students' responses speaking anxiety questionnaire. See table below:

Table 4.1 the calculation mean and standard deviation

Item	Mean	Std. deviation	Rank
1	X	Y	Moderate
2	X	Y	Moderate
Total	X	Y	Moderate

1. Research Finding

The writer has done and gotten the completed the data from the questionnaire. To find the objectives the research, the writer has analyzed the data systematically and accurately. The data was then analyzed in order to give meaningful interperation and draw inferences about the problem. In reporting the findings of the research, the writer reported the result based on the topic in

research problem: What are the factors of students' speaking anxiety of 6th semester English Education Study Program at State Islamic Institute of Palangka Raya?.

The result of the data has calculated used SPSS computer programme and the result of the students' score then were ranked based on FLCAS qualification, with 3.5 above (high), 2.5-3.4 (moderate) and less than 2.5 (low). The questionnaire divided into three categories communication apprehension, test anxiety, and fear of negative evaluation. It is specified as follows:

a) Communication apprehension

As show in table 4.1 below, the mean of all students' scores of the FLCAS in this study is **(3.3)** and std. deviation is **(.88)**. The students' responses are at the **moderate** level. The following table shows the result.

Table 4.2 Means, Std. Deviation, and Rank for each item in Communication Apprehension Domain :

No.	Item	Mean	Std. Deviation	Rank
1.	Item 1: I never feel quite sure of myself when I am speaking in my foreign language class.	3.10	.81	Moderate
2.	Item 4: It frightens me when I don't understand what the teacher is saying in the foreign language.	3.13	.96	Moderate
3.	Item 9 I start to panic when I have to speak without preparation in	3.59	1.15	High

	language class.			
4.	Item 14 It would not be nervous speaking in the foreign language with native speakers.	3.32	.82	Moderate
5.	Item 15 I get upset when I don't understand what the teacher is correcting.	3.35	.79	Moderate
6.	Item 18 I feel confident when I speak in foreign language class.	3.57	.87	High
7.	Item 24 I feel very self-conscious about speaking the foreign language in front of other students.	3.47	.80	Moderate
8.	Item 27 I get nervous and confused when I am speaking in my language class.	3.24	.98	Moderate
9.	Item 29 I get nervous when I don't understand every word the language teacher says.	3.34	1.06	Moderate
10.	Item 30 I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.16	.75	Moderate
11.	Item 32	3.34	.75	Moderate

	I would probably feel comfortable around native speakers of the foreign language.			
Total		3.33	.88	Moderate

From the table above, specifically the students' responses are **moderate** on items (1, 2, 4, 5, and 7-11) and **high** on items (3 and 6). The table shows that students responses are **moderate** level.

b) Test Anxiety

In the second category, the result of questionnaire showed that most students' responses on test anxiety were at the **moderate** level. The following table summarizes the result.

Table 4.3 Means, Std. Deviation, and Rank for each item in Test Anxiety Domain:

No.	Item	Mean	Std. Deviation	Rank
1.	Item 3 I tremble when I know that I'm going to be called on in language class.	3.29	.92	Moderate
2.	Item 5 It wouldn't bother me at all to take more foreign language classes.	3.24	.77	Moderate

3.	Item 6 During language class, I find myself thinking about things that have nothing to do with the course.	3.22	.79	Moderate
4.	Item 8 I am usually at ease during tests in my language class.	3.19	.58	Moderate
5.	Item 10 I worry about the consequences of failing my foreign language class.	3.26	.96	Moderate
6.	Item 11 I don't understand why some people get so upset over foreign language classes.	3.31	.67	Moderate
7.	Item 12 In language class, I can get so nervous when I forget things I know.	3.69	.83	High
8.	Item 16 Even if I am well prepared for language class, I feel anxious about it.	3.18	.85	Moderate
9.	Item 17 I often feel like not going to my language class.	2.82	1.05	Moderate
10.	Item 20 I can feel my heart pounding when I'm going to be called on	3.38	.71	Moderate

	in language class.			
11.	Item 21 The more I study for a language test, the more confused I get.	2.94	.91	Moderate
12.	Item 22 I don't feel pressure to prepare very well for language class.	3.35	.89	Moderate
13.	Item 25 Language class move so quickly I worry about getting left behind.	3.46	.76	Moderate
14.	Item 26 I feel more tense and nervous in my language class than in my other classes.	3.31	.74	Moderate
15.	Item 28 When I'm on my way to language class, I feel very sure and relaxed.	3.43	.89	Moderate
Total		3.27	.82	Moderate

The result of the table above, specifically students' responses domain are **moderate** level. The students' responses are moderate on items (1, 2, 3, 4, 5, 6, and 8-15) and high on items (7). in item "In language class, I can get so nervous when I forget things I know" (74%) is high. It is obvious that the responses are positive. Because, they are all **moderate** level.

c) Fear of Negative Evaluation

Similarly at the third category fear of negative evaluation the students' responses also at the **moderate** level with the mean score 3,46 and Std. deviation with .96. The result can be seen at the table as follows:

Table 4.4 Means, Standard Deviation, and Rank for each item in Fear of Negative Evaluation Domain:

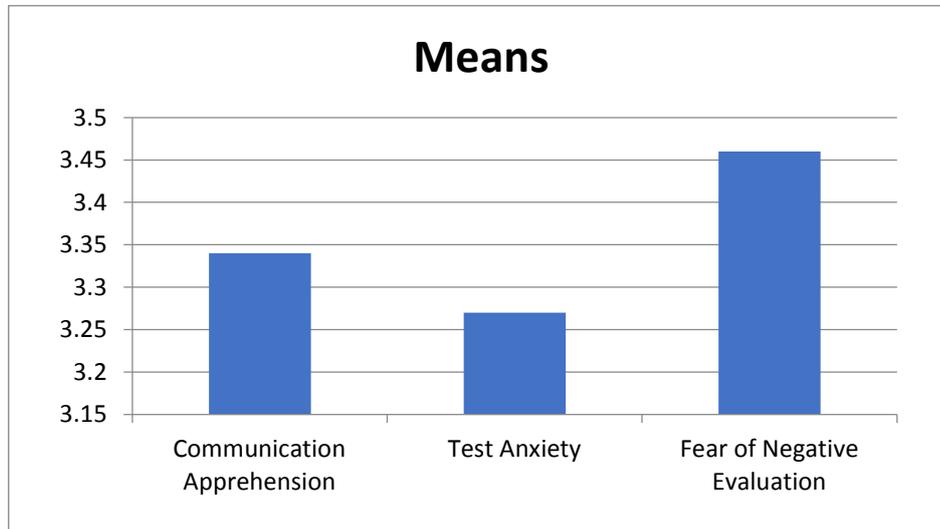
No.	Item	Mean	Std. Deviation	Rank
1.	Item 2 I don't worry about making mistakes in language class.	3.54	.95	High
2.	Item 7 I keep thinking that the other students are better at languages than I am.	3.63	.98	High
3.	Item 13 It embarrasses me to volunteer answers in my language class.	3.09	.84	Moderate
4.	Item 19 I am afraid that my language teacher is ready to correct every mistake I make.	3.24	.98	Moderate
5.	Item 23 I always feel that the other students speak the language better than I do.	3.76	.85	High
6.	Item 31 I am afraid that the other students will laugh at me when I speak the	3.29	1.13	Moderate

	foreign language.			
7.	Item 33 I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.66	1.00	High
Total		3.46	.96	Moderate

From the above, specifically students' responses in fear of negative evaluation domain are **moderate** level. The students' responses are **moderate** on items (3, 4, and 6), and **high** on items (1, 2, 5, and 7).

Analysis of the anxiety factors, as shown in three tables above, which students' have contributed to their Foreign Language anxiety namely communication apprehension, test anxiety and fear of negative evaluation. Most students' agreed that fear of negative evaluation was domain of their anxiety followed by communication apprehension. Only a few students' claimed test anxiety factor of anxiety. The result can be seen at the graph bar as follows:

Figure 4.1 Anxiety Factors all students



Finally, among the three categories the factors speaking anxiety i.e communication apprehension, test anxiety, and fear of negative evaluation, the findings of this study revealed ‘fear of negative evaluation’ was found to be the main factor of speaking anxiety for the students. Moreover, it usually leads to the fear of being called on in class, test anxiety fear of making mistakes while speaking and negative attitudes towards language learning. What is more, it makes students anxious when they judge themselves and when the lecture ask questions and makes corrections.

2. Research Discussion

The main purpose of this study was to investigate which one the domainlead students’ speaking anxiety 6th semester English Education Study Program at State Islamic Institute of Palangka Raya. Based on the data obtained from the students’ and their anxiety from English in general and some aspects of the language particular, their hopes and difficulties, the study

try gives light on these factors with the aim helping students' to overcome their speaking anxiety.

The result of the research findings above, indicated that students speaking generally had a feeling of anxiety, in terms of communication apprehension, test anxiety, and fear of negative evaluation.

a) Communication Apprehension Factors

The result show that the students' responses in Communication Apprehension were moderate with a mean (3.33) and standard deviation (.88). Most of students' responses were moderate except on items (3 and 6) was high. It obvious that shown responses were positive.

The findings indicated that the students have communication anxiety, but this anxiety was moderate level in all items except two items was high "I start to panic when I have to speak without preparation in language class" and "I feel confident when I speak in foreign language class". These shows that even the students have anxiety but they are not willing to miss speaking class and this important to give the students' chance in class.

Communication apprehension in language learning is characterized by a reluctance to talk or shyness in communicating and is "a distinct complex of self- perception, beliefs, feelings, and behaviors arising from the uniqueness of the language learning process" (Horwitz, et al., 1986, p.128). To cite Aida's (2004) point, the typical behavior of communicatively apprehensive people tend to avoid and withdraw from

communication. Moreover, such people are also reluctant to participate in conversations or get involved in interactions with others. According on items 3 and 6 it's logical to students have high means. In item "I start to panic when I have to speak without preparation in language class" (62%), it's logical to the students' have high anxiety, because the students' background is first language and need to well preparation togets goals in speaking. In some special or other case students may think to miss class to avoid anxiety situation, one causing for them to left behind. Oral communication consists of two major components: listening and speaking, however speaking is the most anxiety provoking part in foreign language learning context stated by MacIntyre and Gardner (1991). Young (1990, p.539-553) stated students were extremely anxious when they had to speak in foreign language in front of the class. In fact the most of the items that appear in this domain are related ponit of making mistakes in fornt of class. So, the students dislike participating in language class, feel more nervous when they are participated in language class, and afraid to express their opinion in front of class because they are always think about making mistakes. This study also support several related study such as, jones (2004, p.32), Koch & Terrell (1991), Young (1991), Tanveer (2007).

In this case, normally the students' don't have enough time the chance to practice their English language, except in English class or speaking class. The time they are exposed to the language is not enough to

help them express themselves more freely and as a result have less in communication apprehension.

b) Test Anxiety Factors

The result show stuenst's responses in test anxiety domain were moderate with a mean (3.27) and standard deviation (.82). The students' respponeses were moderate in all the items except item (7) was high.

The findings indicated that students usually have test anxiety, but this test anxiety was **moderate** in most items except one item in which the anxiety was high. Students worried during test taking and sometimes think that other students are better. The students feel anxious when they study for a test. In addition, before and after tests, they feel not confident and relaxed and assume that they would do better after tests. According to the result on item "In language class, I can get so nervous when I forget things I know" (74%), tests affect their performance negatively and cause to forget what they know. Test also bothers them and they cannot be sure if they will get a good result or no or even succeed or not. During the language class, they sometimes believe they will fail.

The result of this category support the result previous studies related to test anxiety. According with Ohata (2005, p.1-21) found that students feared taking test, because test-taking situation would make them anxious about the negative consequences of getting a bad grade. Aydin, selami (2009) test anxiety is not high level among students while Rasor & Rasor (1998) and Horwitz (2001, p.112-126) suggest that

learners have higher levels of test anxiety due to insufficient language learning.

c) Fear of Negative Evaluation Factors

The result show that the students' responses in fear of negative evaluation domain were moderate with a mean (3.46) and standard deviation (.96). The students' responses in all items balance between moderate and high, students' responses moderate on items (3, 4, and 6), and high on items (1, 2, 5, and 7).

The findings indicate in item "I don't worry about making mistakes in language class" (71,01%), students got high mean it's logical that students agree they not worry about making mistakes in language class even thought they have preparation or not. Other results show on items "I keep thinking that the other students are better at languages than I am" (73%), "I always feel that the other students speak the language better than I do" (75,36%), and "I get nervous when the language teacher asks questions which I haven't prepared in advance" (73,33%), these items indicate that the students feel afraid to speak and explore their idea and always they judge themselves think other students better they.

The result shows that students usually have fear of negative feedback anxiety. Fear of negative feedback is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that other would evaluate oneself negatively" (Horwitz et al., 1986, p.128). In other words, fear of negative feedback is likely to be

obvious by a student's over concern and worries with others' judgments or concern about his or her performance in the foreign language classroom. Horwitz et al. (1986) suggested that the students' fear of negative evaluation could be triggered in any social evaluative contexts, especially in a foreign language classroom where students' performances were continually evaluated by the teacher. Many studies have proposed that students were worried about speaking in public because they feared being negatively evaluated. For example, Young (1990, p. 539-553) mentioned that most Spanish learners in her survey study emphasized that they would be more willing to participate in the speaking practice in the foreign learning classroom if they were not afraid of making mistakes and being evaluated by their peers. Kitano's (2001, p. 549-566), Horwitz et al.'s (1986), Gregersen and Horwitz (2002, p. 562-570), Gonca. S (2010, p.29), confirmed this also.

3. Conclusion

The result of the FLCAS was investigation the factors students' speaking anxiety of 6th semester English Education Study program at State Islamic Institute of Palangka Raya show that the fear of negative evaluation was highest domain students' speaking with a mean (3.46), followed by communication apprehension with a mean (3.33), and test anxiety with a mean (3.27). In fact that the means were very near to each other and three factors gives implication are closely related. From 33 items FLCAS was found 7 items have high ranks and 26 items have moderate ranks.

B. Description of Qualitative Phase

The result of the research speaking anxiety students 6th semester English Education Study Program at State Islamic Institute of Palangkaraya used interview as the instrument (source of data) in collected the data. The result of the data as followed conducted a semistructured interview, audiotape the interview, and transcribe the interview. Following the students' oral interview, reported by the students' responses in questionnaire which 3 categories communication apprehension, test anxiety, and fear of negative evaluation. Score students' responses in questionnaire from each category has taken 3 students' in conducting the interview. The presentation of students' responses in interview has gave *coding* as a representing a category in the margins. This data aimed to provide the students' perception strategy to overcome speaking anxiety based on students' perception of 6th semester students English Education Study Program at State Islamic Institute of Palangka Raya.

1. Research Findings

The writers has completed the research through interview semi-structured interview. Regarding the students semi-structured interview, it was conducted in the second phase of data collection after the questionnaire was administered. The interview was carried out with 9 students of th semester English Education Study Programme at State Islamic Institute of Palangka Raya.

Regarding the students' semi-structured interviews, there was conducted in the second phase of data collection after the questionnaire was distributed. The interview was conducted after the questionnaire has done analyzed around

April 15 – 25, 2017. The main purpose of the students' interviews was to provide the students' strategy to overcome speaking anxiety of 6th semester students English Education Study Program in State Islamic Institute of Palangka Raya. The content of the interview was used semi structure interview, these question has 3 main questions also these questions emerged partly from a related review, available research works pertaining to the field of the present investigation and partly through the researcher's personal experience about speaking anxiety.

The students interview questions :

Q1 : Have there been times in speaking when you have felt anxious?

Briefly explain.

Q2 : What you usually feel anxious during a speaking performance?

Q3 : What else do you know about handling situations that make you feel anxious?

The inventory of students' strategy to overcome speaking anxiety has been reported in interview. The writer analyzed and classified the data based on the students' perception in order to overcome the speaking anxiety. The findings revealed the students' strategy to overcome speaking anxiety could be divide into two main point: they were students' strategy to overcome speaking anxiety using with mental effects which will be referred to as mental effects overcome and students' strategy to overcome speaking anxiety using with physical effects which will be referred to as physical effects overcome.

a) Students strategy to overcome speaking anxiety using mental effects

The strategy of mental effects was reported to be employed students of 6th semester English Education Study Program at State Islamic Institute of Palangka Raya. Some techniques in this main category which students' reported includes:

1) Students strategy to overcome speaking anxiety with relaxation

Relaxation refers to a pleasant activity which makes someone become calm and less worried (Cambridge, 2003). For the present investigation, it refers to ways in which the informants overcome their mental anxiety. Different students reported different ways to reduce speaking anxiety that could help them feel calmer and help them remember what they want to explore. Based on the students' responses, relaxation was employed in many forms:

➤ Take a deep breath

As mentioned above, some students reported using different ways to overcome their speaking anxiety. One of those is taking a deep breath. The students reported that when they took a deep breath, they could calm down, had more confidence, went through their speaking tasks, felt more relaxed, had less tension, and could better remember whatever they had intended to speak. What they reported were:

LA: I will take a breathe and trusting my self that I have good preparation, so I will pass it easily. Because, it is not a big thing. So, I believe I will past it.

NU: I will take a deep breath and make my self be calm and positive thinking that everything will be okay.

NSEP: For the first I take in breath and out my breath and then say basmallah. What I do next, I feel more relaxed than before..

AP: if I felt anxious when speaking, I just take breath, calm down, and positive thinking I can do it.

NHN: ... When I feel anxious, I will take a breath for 3 times, and it's make me more confidence

➤ Ignoring people in the speaking situation

Besides taking a deep breath, students also reported that ignoring people in the speaking situation was another way to overcome speaking anxiety. Some of them clarified, this way also makes feel more confidence, make them feel more comfortable, and speak with less anxiety.

NSEP: ...Even though I am speaking in front of class without any preparation well, I still feel confidence. Because, some or all of them is my friend, and I not too anxious almost every day I met them and talk to them..

AP: I am not sure another student could be better than me. So, when I speak in a class, I feel that I'm alone and no one watching me.

➤ Expressing unworried feelings

Some of students claimed that expressing unworried feelings could help them control their anxious and make them relaxed in speaking.

LA: ... I see their faces. What I want to explore to them I try to keep smiling and I try to keep calm down ...

SY: ... whatever another student responses when I speak in front of class, I not thinking about that. Because, I am sure that what I explored, they are will be understand and it's make me confidence.

2) Students strategy to overcome speaking anxiety with positive thinking

Based on students reported during interview, positive thinking was another way to overcome speaking anxiety. Some students believed that in positive thinking they felt relaxed in speaking. Other students reported that strategy as follows:

➤ Believing in one's ability

As mentioned above, some of them believe with believing in one's ability encourage them feel confidence and it could make them easy in speaking.

LA: ... well, before I am going to college, I have learned English before. So, I believe that English is not to hard for me and I believe also I have a new vocabulary use in speaking.

NSEP: ... I tell myself that I have to show off my ability, not be shy among my friends. I must be able to do it because my friends can pass the speaking also ...

SY: ... I believe I can perform this speaking because my friends can. Even though it was difficult to me through it. If they can through why I can't I? I have prepared before so I am sure I can do it ...

SS: ... I believe that I preparing as well before. So, I did it carefully, moreover I fell nervous, I have show better ...

➤ Familiarizing oneself with the others

Some of them reported that familiarity with the others could help them to overcome speaking anxiety. They also reported that they would feel more comfortable if they thought the others were their close friendship.

AP: ... when I am speak in front of class, I feel like talking with friends without any responsibility.

NSEP: ... while speaking performance, I try make the others as my friendship even though I am ever yet met them before. Because it's make me more confidence and easy say something ...

➤ Giving oneself mental support

Giving oneself mental support, specially before speaking performance. Almost of students believe giving oneself support could inspired them encourage them to go through speaking.

SY: ... I told my self that I could do it and perform well because some of my friends had done it ..

NAFD: ... great concentration can overcome anxiety. I believe if I clear of my head, I can remember what I have prepared and can perform better ..

b) Students' perception strategy to overcome speaking anxiety with physical effects

The strategy of physical effects was reported to be employed students of 6th semester English Education Study Programme at State Islamic Institute of Palangka Raya. Some techniques in this main category which students' reported include:

1) Preparation

The first students' strategy to overcome speaking anxiety using physical effects was preparation. This strategy could divide into two sections.

➤ Rehearsing and memorizing the prepared speaking scripts

A lot of students reported that rehearsing and memorizing the prepared speaking scripts of tasks resulted in their better pronunciation, more confidence, and better memory of what to present:

SY: ... I practice speaking performance and I have prepared before.

I feel confidence, I also have practice the scripts in front of mirror because I can see my face my gesture, if I can remember all my scripts ...

NU: ... I practice speaking a lot before I'm going to performance. I have fun in English among our close friends. So, when I performing in front of class, it's like I am performing practice with my friends ...

NHN: ... before I perform in speaking performing, I have practice it with my friends. I ask my friends help to see my and correct my speak up. With that, I easier to memorizing the scripts ...

NAFD: ... I have to make sure that my prepared very carefully. To handle it, I ask my friends to correct my scripts. Because, I have seen some of my friends had been performing with good scripts, its make me better than all with a good scripts ...

➤ Studying hard to get a clear understanding

Besides rehearsing and memorizing to prepared speaking scripts, some of them also reported study hard to get a clear understanding of what they want to present:

AP: ... I study hard to make me clear understanding and remember what I'm going to perform. First step I check my

pronunciation of difficult words for me, practicing using according dictionary. So, I can perform better without looking the scripts ...

LA: ... I have made sure what I'm going to present have to well. So, I need to study hard and practice as well and memorizing the difficult words or a new vocabulary. I used to before performing, night before I practice it with my friends ...

2) Asking to the others

Besides preparation strategy, a few students reported asking to the others was another way to overcome their speaking anxiety. It's come from their classmate, friends, and lecture.

SS: ... I practice my speaking by myself, and I ask to my friends to give me comments about my speaking. After that I practice as they suggested, than I feel more confidence in speaking performance ...

NU: ... I realize that my speaking is not good, to make me sure I ask my friends to give me feedback about my speaking. Sometime I also ask for my lecture to give comments. After that I very confidence performing as they suggested ...

What has been presented above the students' strategy to overcome their speaking anxiety with low, moderate, and high of anxiety reported employing while interview overcome speaking anxiety.

2. Research Discussion

The main purpose of this study was provided the students' perception strategy to overcome speaking anxiety 6th semester English Education Study Program at State Islamic Institute of Palangka Raya. Based on the data obtained from the students and their fears from English in general and some aspects of the language particular, their hopes and difficulties, the study try gives light on these factors with the aim helping students' to overcome their speaking anxiety.

In response from the second research problems, the research findings based on qualitative analysis demonstrate that the students' perception strategy to overcome speaking anxiety students of 6th semester English Education Study Programme at State Islamic Institute of Palangka Raya reported using similiar strategy to overcome their speaking anxiety.

Strategy to Overcome Speaking Anxiety

The potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education (Horwitz, 2000). MacIntyre and Gardner (1991b, p. 86) state that "language anxiety is experienced by learners of both foreign and second language and poses potential problems because it can interfere with the acquisition, retention and production of the new language". The findings of the study present investigation that the students of 6th semester English Education Study Programme at State Islamic Institute of Palangka Raya reported experiencing

speaking anxiety at the 'high', 'moderate', and 'low' degree. However, the writer did not know how individual reactions can vary. For example, they may avoid speaking in class, miss the class or behave in the ways that the students' with high in speaking anxiety probably do.

The primary role in reducing speaking anxiety is definitely associated with the students who organize, conduct the tasks and evaluate performance. Yet, their manners have also been reported to be the main cause of oral anxiety along with those of their peers (Riasiti, 2011; Subaşı, 2010). The present investigation finds that the students' if have enough time to prepare their speaking it would be able to overcome their speaking anxiety. This is consistent with Horwitz et al's (1986) findings which demonstrate that nearly fifty per cent of the research subjects reported being panicked when they had to speak without preparation in language class. Hughes (2002) hypothesizes that even the most advanced students are at a loss when they are trying to take part in spontaneous, informal conversation in a new language. Consequently, prior preparation which could engender confidence in speaking is essential for students, especially for those with less English proficiency. They may struggle with an English-speaking performance due to lacking of preparation. Apart from prior preparation, speaking tasks designed for teaching speaking skill might partially be a source of speaking anxiety. Regarding task difficulty, Ur (1996) states that it is difficult to design and administer classroom activities that develop students' ability to express themselves through speech. This may be because, according to Ur (1996), speaking seems intuitively the most important from the other skills (reading, listening, and writing).

The students' reported during interview not worry making mistakes also can have they to overcome speaking anxiety. In fact, Some students will not take the risk of making mistakes in speaking practice in language classes or speaking for a test. This might be because they fear that they would lose their image, fail their language classes, or be laughed at if they make mistakes. Brown (1994, p.140) states that "language learners have to be able to 'gamble' a bit, to be willing to try out guesses about the language and take the risk of being wrong". Besides, Williams and Burden (1997) affirm that a person will avoid risk-taking situations or initiating conversation in the second language if they have a negative self-concept as a language learner. To overcome it, they students need more confidence and positive thinking to handle it. If they feel positive thinking about themselves, they are likely to engage in situations which involve risk and to seek out opportunities to use language.

Based on interview data for the present investigation, some students reported being worried about their English performance and were afraid that they could not make themselves understood when they they are in speaking performance. This could imply that a lack of language proficiency might be a possible cause of students' risk-taking that could result in the students' fear if they are not understood what they want to share. Kitano (2001) states regards fear in understand as a personality trait, i.e. the state of some individuals to become anxious at any situation. This probably includes speaking anxiety and it is quite difficult to eliminate such a trait.

In addition the students 'perceived' speaking ability in different level also make different ways to overcome it also different ways to shoed it. As previous studied found the students with lower 'perceived' speaking ability reported being more anxious about speaking than those with higher 'perceived' speaking ability. This is consistent with Kitano's (2001) findings revealing that students in Japanese courses felt more anxious in their FL classroom when they perceived their own speaking ability poorer than did their peers and native speakers. In fact, the writer has found students' with 'high', 'moderate', and 'low' anxiety some of them show anxiety in equal and also the strategy they used. This also supported in Pribyl et al.'s (2001) study, the evidence indicated the negative relationship between public speaking anxiety or communication apprehension and English ability that was theorized to exist was not supported.

When looking closely at the findings of the present investigation on variation in students' speaking anxiety according interview self-perception of speaking anxiety, the writer found there some issue that the students' speaking anxiety worried about were: (1) speaking without prior preparation in language classes, (2) the lecture or friend would judge them, (3) speaking performance while the students' that they have ever met before, (4) answering questions without prior preparation, (5) they other students better then self. We could see that speaking without preparation is the common factor that students' with 'high', 'moderate', 'low' self-perception of speaking ability reported being anxious about it.

Lastly, the strategy also they showed to overcome speaking anxiety as present in research findings that most of students agree making a good preparation that would make them be calm down. Keeping in mind that all the strategy students' used to overcome speaking anxiety is unique and problems faced might differ from one situation to other. The strategy offered above could not work each domains in time to the same extent for each case, consequently, the lecture should be professional prowess, should constantly be in the probe of answers to situation- and individual-specific needs.

3. Summary

With regard to overcome speaking anxiety based on students' perception in interview, the typical way they used to overcome speaking anxiety students 6th semester English Education Study Programme at State Islamic Institute of Palangka Raya classified into two main points; students strategy to overcome speaking anxiety with mental effects and physical effects.

Pertains to mental effects, has been clasified into relaxation and positive thinking as students' strategy to overcome speaking anxiety. According on 'relxation' such as take a deep breath, ignoring people when speaking performance, preparing as weel before performance, and so on. Besides making themselves calm and relaxed, students' view things relevant to the speaking context in a positive way. In other words say, believing in their speaking ability, regarding the audience or lecture as their friends, encouraging themselves by setting an ultimate goal for their study, and thinking that performing a speaking task is not a big thing.

Most of students' got anxious when they spoke English in front of class. Most of them felt anxious because they got nervous when they spoke English in front of class. They tremble when they know that they were going to be called to come forward to speak. Besides, they felt anxious when they spoke without any preparation. They did not know when they got assignment to speak English in their class. If the lecture asks them before the performance, they could be making preparation as well. In this fact, the lecture wouldn't able judge or making correction during performance.

As reported on interview, some students believed to overcome their anxiety in speaking is physical effects. Preparing and asking for the other students are reported being used to achieve the speaking. In preparing or during performance speaking body language also that makes they calm down. A part from the preparation, they also ask for help some students, such as asking their friends to give comments and suggestion after they performance in preparation. So, they would be able improve their speaking or performance as they friends suggestion.

Based on the emergent findings of students' interview, 'Relaxation' was the strategy most frequently reported being used to overcome students speaking anxiety. Besides in relaxation, preparation also help students' to overcome their anxiety, the other scholar has been explain it, Johnson (1995,) suggests that time to prepare for speaking performis important because language learners can spend the time asking from the assistance, riviewing the ideas, or rehearsing what they are going to perform. In this regard, it is more likely that the

students' regard 'relaxation' was strategy to overcome their speaking anxiety, and 'confidence' as a key ability to perform in speaking. Therefore, it might be assumed that 'prior preparation' could promote better performances.

CHAPTER V

CLOSING

The main purpose of this chapter is to present the principal findings of the present investigation in response of the research questions posed earlier in chapter I. This is followed by a discussion of the findings and the implications arising from the research for teaching and learning of 6th semester students English Education Study Program at State Islamic Institute of Palangka Raya. Then the contributions of the present investigation to related areas are considerate. Finally, the conclusion of the present investigation and proposals for future researcher are presented.

A. Introduction

In chapter before, the writer has systematically attempted to identify speaking anxiety of 6th semester English Education Study Program at State Islamic Institute of Palangka Raya through the speaking anxiety questionnaire percentage of students reporting low, moderate, and high pass through mean and standard deviation; and students' strategy overcoming speaking anxiety through interview based on speaking anxiety questionnaire. That has been calculated and percentage one by one.

B. Conclusion

The present investigation has reported on the research findings of students' speaking anxiety. This study present investigation some field of speaking anxiety in terms of existance in learning which one the domain lead students' speaking anxiety and the strategy students' perception strategy to overcome speaking

anxiety. The results of this study showed that the anxiety in English, specifically during speaking has been long a problem for students' in communicating. Although, many reasons and problems can be accounted for the students' difficulty in learning English, it is felt that by reducing the negative effective factors such as anxiety. Based on the data analysis it seems that the students limited the time in speaking also at the performance. The students also showed discomfort speaking anxiety contertation exercises, giving themselves self-support, preparing the contents what is going to performed, and asking help from the other friends.

Probably is one step closer to helping students in speaking English more effectively. By understanding the relationship between the skills of students speaking in front of the crowd with their anxiety speaking English, a lecturer can help their students' receive better learning or guidance in a low learning anxiety environment.

Lecture and students can overcome speaking anxiety since both of them contribute in its emergence. Students can overcome their speaking anxiety by preparing themselves well, practicing the foreign language inside and outside classroom, developing their self-confidence, avoiding fear of making mistakes, practicing positive self-talk, and facing more often the audience and accepting their criticisms. Also the lectures' can use some strategies that help students' to overcoming their speaking anxiety in their classes by motivating and encouraging students' to express themselves, giving them time to prepare and organize their ideas, creating relaxed atmosphere, accepting their mistakes, providing them with

an authentic context, giving them the opportunity to participate, and avoiding obliging them to speak. Even though the present investigation has provided the students speaking anxiety of 6th semester English Education Study Program at State Islamic Institute of Palangka Raya. There is a need for further research in this area study for better understanding and to seek further methods to investigate the students speaking anxiety. Therefore, the students can improve their speaking and also help the other students to overcome speaking anxiety.

C. Recommendation

As explained in conclusion above, the writer gives contributions follows:

1. Students

The best way to eliminate anxiety during speaking performance is speaking itself. Students' can decrease their anxieties through practice. With the result that, students will know their own weaknesses and strengths. Hence, anxiety could be overcome by their self.

2. Other Researcher

In this study, the writer realized that design of the study was very simple. There are still many weaknesses that could be seen. Therefore, for further scholar, it is expected that the other scholars can improve this study with better design and different object in order to support the result findings. Also the writer did not explain too much the factors students' speaking anxiety and not clarified the cover domain from each item the FLCAS. Hopes the future researcher can take this study and explain more meaning

each item FLCAS. In other words, the other scholar can use this research as the reference for conducting their research.

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