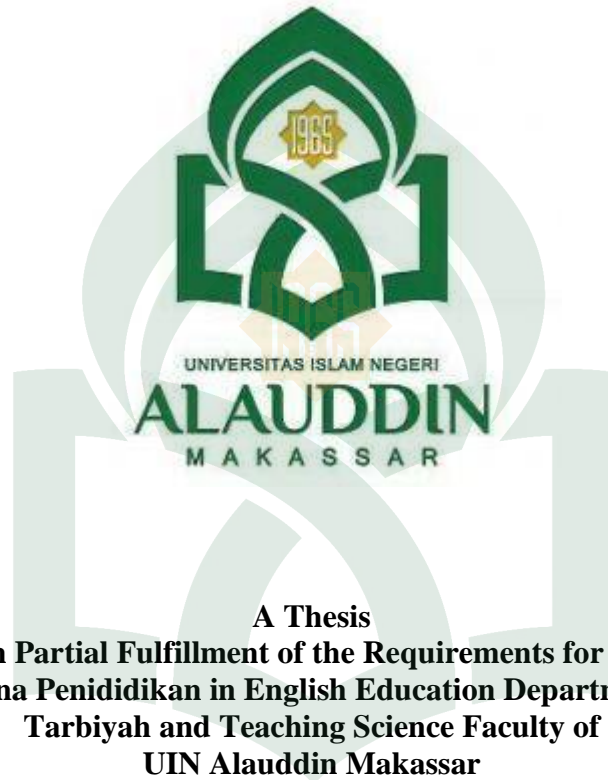


**A STUDY OF SPEAKING CLASS ANXIETY OF THE SECOND
SEMESTER STUDENTS IN ENGLISH EDUCATION DEPARTMENT
AT UIN ALAUDDIN MAKASSAR**



A Thesis
Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar

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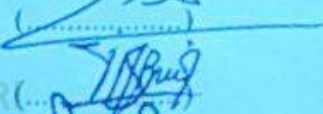


PENGESAHAN SKRIPSI

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Samata-Gowa, August 24th, 2017
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ABSTRACT

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This study was about the anxiety in Speaking Class for the Second Semester Students of English Education Department at UIN Alauddin Makassar. This research described the level of students' speaking anxiety in speaking class.

The study was designed in quantitative descriptive method. The populations of this research were the second semester students of English Education Department in Academic year 2016-2017 which consisted of 117 students. The sample of this research were 90 students which taken by using random sampling which consisted of 45 students from PBI 1-2 and 45 students from PBI 3-4. The data were collected using PSCAS (Public Speaking Class Anxiety Scale) questionnaire. The questionnaire distributed after the speaking class had conducted. The result was analyzed using PSCAS procedure and then researcher presented the data description in percentage, chart and table.

The result showed that from ninety students in the second semester, most of them (58%) had medium level of anxiety in speaking. These students tend to have indecisive perceptions regarding their feelings when they are asked to express their opinions regarding communicating in English meetings. Another findings result indicated that 40% of the learners experienced low anxiety and only 2% experienced high anxiety.

Based on these findings, it can be concluded that the practice of speaking English as Foreign Language in the class could make a lot of foreign language students felt nervous and tense so that they could not do their best in speaking class. Anxiety could affect students' speaking performance and achievements in the class negatively. It is important for the teacher to provide their learners some ways to cope with their anxiety and make the students more comfortable in learning process.

CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the four important skills in language learning. It helps learners to be able to communicate with people around the world. Learners should have a good command communication skill in English to prepare their future careers and lives. But, some learners may have problem to perform their language skill. As West (2013) stated that a large part of the problem learners experience with improving their speaking and listening skill is psychological and not linguistic. Most of time learners could only practice their speaking ability in EFL classroom. Moreover, they usually did not use English speaking practice in class to enhance their speaking ability. It happens because some learners were not comfortable to speak in front of others and experience anxiety.

Anxiety in speaking is incredibly common. It is a basic human emotion that has some developmentally predictable onsets, occurrences, and trajectories (Huberty, 2012). Most people experienced some level of speech anxiety when they had to speak in front of a group, including when they were out with their friends. Anxiety in speaking can range from a slight feeling of “nerves” to a nearly incapacitating fear or phobia. Some of the most common symptoms of speech anxiety are: shaking, sweating, butterflies in the stomach, dry mouth, rapid heartbeat, and squeaky voice. When learners got nervous while speaking, their mind has a tendency to cause significant negative self-talk, while also increasing the imagination that they saw negative reactions in others. This was the direct

result of living with anxiety, and it is something that can hinder learners' performance and achievement in language acquisition (MacIntyre and Gardner, 1994).

For English Education Department learners at UIN Alauddin Makassar, speaking is a skill that they have to master to become professional teacher candidates. But in fact, even though learners in English Education Department are learning English continuously, they still have some difficulties in learning English whether it is receptive or productive skill, especially speaking. Therefore, it is very crucial for English Department learners to be proficient in English so that they can use the language efficiently for academic purposes and later in professional setting.

In addition, the main vision and mission of English Education Department at UIN Alauddin Makassar is to yield professional English educators. It is not easy to achieve the vision and mission if the learners still experience anxiety in speaking. Learners felt uncomfortable and cause some difficulties to reveal ideas or thoughts about the material to be delivered to many people. Technically, they may be able to master the material. But when they had to say what they have known to others, especially to the crowd as if they do not overwhelm it.

Researcher believe that anxiety in speaking class was an issue deserving more investigation because it is an obvious factor that can hinder learners' performance and achievement and decrease their willingness to participate in teaching and learning activities. In this study, the researcher focused on analyzing

speaking anxiety in English as a foreign language context which often shown by learners when they had to speak in front of the class because Young (1990) has found that speaking in the foreign language was not exclusively the source of learners' anxiety, but speaking in front of the others is the real anxiety-evoking situation.

Based on the facts that stated previously, researcher conducted quantitative descriptive research with the title "A Study of Anxiety in Speaking Class of the Second Semester Learners of English Education Department at UIN Alauddin Makassar". Researcher expected that teachers / educators can reduce learners' fear, motivate learners and innovate in creating a more comfortable classroom atmosphere so that learners can maximize the performance of their language abilities.

B. Research Problem

By paying attention on the background above, accordingly, the problems in this research was "to what extent was the learners' anxiety in speaking class in the second semester of English Education Department at UIN Alauddin Makassar?"

C. Research Objective

Related to the research problem above, the goals to be achieved in this research was "to find out the extent to which learners feel anxious in the speaking class in the second semester learners of English Education Department at UIN Alauddin Makassar."

D. Research Significances

This research had some practical significances as follow :

1. ***For teachers/educators***, studies of this nature could provide insights into how educators can develop appropriate interventions to decrease anxiety in speaking class among foreign language learners and use some strategies to boost the self-confidence of learners and lower their speaking anxiety.
2. ***For learners***, as a measure to identify their personality and recognizing their anxiety levels so that they can gradually be motivated to improve their self-confidence.
3. ***For educational institutions***, as a reference to determine the level of learners' speaking anxiety that can affects learners' skill achievements in order to uphold the quality of education.

E. Research Scope

This research only covered a limited number of learners in English Education Department of Tarbiyah and Teaching faculty of UIN Alauddin Makassar. For this research, the focus was describing learners' speaking anxiety level in classroom activity. The level of their anxiety could be high, medium, or low.

F. Operational Definition of Terms

Speaking class anxiety was the only variable in this study. Speaking class anxiety means the learners experience of fear to produce the language orally especially English as a foreign language in the class activity which has overtaken

the sense of negative effects and perceptions of themselves or other people perception toward their own speaking performance.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Research Findings

In 2009, Occhipinti from University of Oslo, wrote a thesis entitled “*Foreign Language Anxiety in in-Class Speaking Activities*”. She interviewed 100 university-level learners and divided them into two groups. As a result, learners surveyed in this study demonstrate that speaking a foreign language in the class is a fairly stressful activity. A consistent number of them proved to be aware of the possible embarrassment experienced by other learners when they speak English as a foreign language, thus proving the importance which such a feeling has among language learners. Learners surveyed report medium levels of anxiety and not very high.

Tasee (2009) studied the overall speaking anxiety of 963 Rajabhat University learners majoring in English and revealed that Rajabhat University learners majoring in English manifested speaking anxiety at a moderate degree and felt most anxious when they had to speak English. Tananuraksakul (2011) examined 69 Thai undergraduate learners’ levels of confidence and anxiety in spoken English in different speaking classes and reported that the learners’ confidence and anxiety were moderate because they felt shy to speak English to both Thai and foreigner professors. In addition, learners’ revelation that “they did not think they could speak English well” was ascribed to their very low level of confidence in speaking English and that statements such as “I worried about

speaking with errors, taking oral tests, earning grades, and learning English” were ascribed to the high level of anxiety.

Hadziosmanovic, in 2012 in her degree paper entitled “*Learners’ Perspective on Speaking Anxiety and Dynamics in the ESL Classroom*” surveyed 46 learners between 13 and 14 years old, and they are all taught English as a second language. This study found out that more than a half of learners investigated did not feel positive about speaking English in class. The interviewees in the study felt generally positive about speaking, but most of them stated that they often felt anxious when speaking in front of the class. The research pointed out and supported the fact that their speaking anxiety was spotted just in school and in classroom settings. In other words this proves the existence of the relationship between speaking English, speaking anxiety and classroom environment. The trigger for speaking anxiety was often the class climate.

Zhiping (PhD learner) in Department of English, Faculty of Modern Languages and Communication, University of Putra Malaysia held a study in 2013 entitled “*Anxiety of Speaking English in Class among International Learners in a Malaysian University*”. English was a foreign or second language for the learners of this study. The results revealed that Nigerians in general did not display anxiety when speaking because English is their second language and their main language for instruction in college. In contrast, Iranians and Algerians learners suffered from anxiety mainly in relation to communication apprehension and fear of negative evaluation. They shared similar reasons for anxiety such as

fear of being in public, shyness, and inaccuracy when speaking. They had common coping strategies as well such as keeping silent and avoiding eye contact.

All the studies that had been mentioned above were related to the researcher's study because those researches showed almost the same results that speaking English as a foreign / second language in front of the class was an anxious activity. However, there were differences between the studies above and the study that researcher hold in UIN Alauddin Makassar. Researcher presented the data in quantitative descriptive and researcher also wanted to know how anxiety affect learners' achievement in speaking class.

B. Theoretical Foundations

1. The Definition of Speaking Anxiety

Sketchily, anxiety means concern and fear, especially about what might happen (Oxford, 2011). According to Shri (2009), anxiety is a subjective feeling of unease, discomfort, apprehension or fearful concern accompanied by a host of autonomic and somatic manifestations. In addition, Sanders & Wills state that anxiety is the experience of fear which has overtaken the sense of 'objective' danger (2005). Anxiety was a normal, emotional, reasonable and expected response to real or potential danger. However, if the symptoms of anxiety were prolonged, irrational, disproportionate and/or severe; occurred in the absence of stressful events or stimuli; or interfere with everyday activities, then, these are called Anxiety Disorders. Anxiety can focus attention and concentration to improve performance, but excessive and/or prolonged anxiety can lead to changes

in thinking and behaviour, overactive stress hormone release, and degradation in functioning (Lam, Michalak, & Swinson, 2005).

Those learners who exhibited apprehensiveness in communication typically had low self-esteem and perceived their communication as less effective than that of others, which caused constant expectations of failure. Moreover, language learners had additional feelings of incompetence because of the inability to present themselves in a way they interpret as genuine (Maturanec, 2015). In other words, language anxiety is a consequence of the discrepancy between effort and effects (Piechurska-Kuciel, 2008), which causes an array of negative emotions due to the learners' perception of the environment as threatening and their inability to express their knowledge and skills in the foreign language.

Therefore, Cubukcu (2007) explains that anxiety effected language learning. Many foreign language learners felt anxious in learning to speak another language in a specific situation and it became a principal obstacle in learning language. Thus, learners tend to avoid difficult message in target language and tend to avoid speaking by using foreign language or second language. Cubukcu (2007) believes that anxiety consists of two components, they are cognitive anxiety that is the aspect of mental of anxiety experience, such as perception of other and negative expectations, and somatic anxiety that is perceptions of the physiological effects of anxiety experience, such as nervousness, sweating and tension.

Anxiety decreases as a speech progresses. Speaking anxiety is usually worst right before a speech and at the beginning of the speech. Most people find

that once they get through the introduction their anxiety begins to decrease and confidence increases. Basic (2011:4) interprets that speaking anxiety is a fear to express oneself verbally which can be characterized by physiological signs, such as tension, sweating, irregular heartbeat. These physiological signs block people's ability to speak. People who have anxiety will not be able to focus on their speech and the process of speaking. Basic, (2011) describes:

“Speech therapist Margaretha Lanerfeldt describes speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block ones capacity to act and speak”.

Their speaking inability would result a failure experience. This failure experience often becomes a reminder when the next opportunity arises. If learners had a failure experience in speaking, they tend not to take the risk to fail again so they choose to keep silent and unwilling to communicate even they have thought to express themselves. Learners must be able to distinguish temporary anxiety or tension that disturbs their learning process. This case would influence their speaking activities that do not occur in a certain situation.

2. Theory of Speaking Anxiety

Samuelsson (2011) cites the cognitive-behaviorist approach which views speaking anxiety as the most common form of social anxieties. They define speaking anxiety as difficulty to speak in the group or before a group of people. These difficulties vary from the speech cases, oral presentations from simple to

complex level, answering questions and so on. Samuelsson (2011) also claims that speaking anxiety is a specific social phobia that 15 - 20 % of human population suffers of, and it could be a hindrance in studies and life in general.

According to the Encyclopedia Britannica Online (2012), the term anxiety stands for “a feeling of dread, fear, or apprehension, often with no clear justification”. Different from fear, which is the response to an actual danger, anxiety is “the product of subjective, internal emotional conflicts the causes of which may not be apparent to the person himself.” Anxiety may also arise as a threat to a person’s self-esteem and ego. Behavioral psychologists like Freud, Jung and Pavlov explain anxiety as a learned response to frightening events in ordinary life. Anxiety may also arise as a threat to one's self-esteem and ego. Behavioral psychologists like Freud, Jung and Pavlov explain the anxiety response as recognizing the frightening events in everyday life. This response then becomes associated with the details of that environment. Those various details, in fact, results as the anxiety in a person. Regardless of the original surrounding of frightening events causing different symptoms. When such behavior is recalled by a specific situation or an object then it becomes a phobia.

Now, researcher would like to return to the symptoms of speaking anxiety and explain what occurs in a person’s mind and body when experiencing speaking anxiety. According to Samuelsson (2011), the most common symptoms, mentioned in the introduction are followed by thoughts directed towards a feeling of worry anticipating social disaster. So, an anxious person may think – My heart is going to stop! I lose my face! and believe that the audience probably is going to

laugh. This situation becomes embarrassing and an anxious person gets occupied by the thoughts of being strange, being a failure, etc. (Samuelsson, 2011).

Consequently, anxiety affects one's behavior, continued Samuelsson (2011). The general behavior shown is trying to avoid speaking in front of groups. Furthermore, other traits that can be indicated are concentrating on things that are less important as what to wear while speaking and ignoring the actual task. This situation increasingly disconcerting as a result of an obsession with disaster. Finally, if an anxious person is faced with the real speaking activity then he is at risk of speaking too quickly, skipping words, murmured, instinctively read the note, failed to have eye contact with the audience among many other things. Due to these factors, an anxious person often performs poorly in speaking class activities (Samuelsson, 2011).

Students who have speech anxiety are often very calm and passive and can therefore also receive less attention from teachers in comparison with noisy, antisocial and aggressive children. Since these students do not cause any discipline problems their "calls for help" are seldom noticed, which contributes to them sinking in to a deeper and deeper silence. These students usually give up very early and continue to be quiet throughout their years in school.

Margaretha Lanerfeldt argues that speaking anxiety is a speaking disorder such as stuttering. However, in contrast to stuttering, speaking anxious people's handicap is not acceptable. The difference is that other speech impediments have an advantage, because teachers and students can be aware of them and therefore not demand the same type of oral presentation. In contrast,

students with speaking anxiety are seen as weaker as and less motivated than others, which also have an effect on their grades.

Landerfeldt states that today's school is a place where the voluble children are the ones that achieve most attention. They do not have the patience to listen to others since they are often worried not to be heard themselves. The quiet children are therefore put in a position where they have to speak out loud, fast and clear if they are going to be heard and that makes it even harder for them to speak out. Therefore it is very important to establish a good climate in the classroom where everyone's voice is equally heard and respected.

This situation also contributes to the quiet students being seen as less intelligent since they rarely demonstrate their knowledge. They also receive less attention from teachers and ask for help much less than other students. Grades also depend a lot on participation and since the quiet students participate less in classroom activities it often leads to a lower grade. The lack of opportunity to participate in classroom activities also contributes to less learning even if they are no less intelligent than other students in class. Intelligence as a learner characteristic is also discussed by Lightbown and Spada who say that a link between intelligence and second language learning has been reported. Nevertheless a higher intelligence quotient is more connected to metalinguistic knowledge whereas oral production skills are related to communication ability.

A study made by Margaretha Lanerfeldt, where 295 students in the 7-9th grade were tested shows that a large group of them felt discomfort when speaking in class and 30 % of them believed that their speaking difficulties started at the

intermediate level. Another study shows that the grades of the quiet students were lower than the grades of the talkative students.²³ Students that are quiet in different discussions and do not make their voices heard are very likely to be quiet in other situations as well.

A different study made with Japanese foreign students at a graduate school in America showed that many of them were anxious when speaking English with their peers and native speakers. The fear of speaking English made many of them remain silent and they avoided speaking English even if the primary reason of coming to the U.S was to acquire English as a second language. Out of the 32 participants in the study, 24 confirmed that they were anxious when speaking with native English speakers in informal settings. The main reason for this was that they worried about being misunderstood and got stressed about making mistakes.

The students' anxiety levels seemed to increase in classroom settings where many believed correct English must be spoken. 27 of the students said that they became anxious when speaking English in the classroom, and this included students who indicated that they did not become apprehensive in informal settings. They felt pressure about making language mistakes as well as presenting their opinions in front of their peers and teachers. Many of them felt uncomfortable about speaking in class and receiving questions they could not answer or not being able to explain themselves in English.

The study also shows that speaking anxiety is experienced more intensely in more formal situations that include a greater amount of participants such as a

classroom. Nevertheless, several students revealed that regardless of the place, they were unwilling to speak English unless the listeners showed understanding and patience to them. The author of the study claims that anxiety associated with English use can hinder Japanese foreign students from learning English because it holds them back to associate with native speakers.²⁶

Professor of psychology Peter D. MacIntyre explains that language learning is a cognitive activity which depends on several psychological processes which anxiety can interfere with by creating a divided attention scenario. If a student who experiences anxiety is asked a question, he/she will be focused on responding to the question and dealing with social effects at the same time. This kind of situation does affect one's performance and can result in slower learning. MacIntyre explains that task-related cognition is limited when self-related cognition increases, and anxious students therefore differ from more relaxed students when learning language. He also mentions that anxiety can interfere with students' capability of demonstrating knowledge and consequently also experience more failure which can contribute to the anxiety level increasing.²⁷

Skiöld points out how important it is to speak in a group since our speaking capacity also signals our existence. This means if a person stays quiet for a longer time that person's existence within the group also vanishes. In view of the fact that people's feeling of existence comes through reflection from others consciousness it means that a feeling of non-existence is very likely to be created. An experience like that can be very destructive for one's selfconfidence. This situation also has an impact on the learning environment in class because silent

and insecure students can be seen upon as distant and uninterested. Silence as a defense mechanism can be mistaken by others for resistance to learning which prevents a warm and pleasant classroom climate, which is a necessary precondition for a group to socially function and learn together. 28

3. Sources of Speaking Anxiety in Second/Foreign Language Classroom

Context

There are several sources of speaking anxiety in the foreign language class; some may be associated with the learner's personality, the specific context where foreign language is learned, the teacher, or the instructional practice. Anxiety may also arise from certain speaking activities experienced by the learner.

Marwan (2007) investigated Indonesian learners' FLL anxiety. Exploring the types of anxiety experienced by EFL learners and the strategies they used to cope with their anxiety, he found that factors like lack of confidence, lack of preparation and fear of failing the class were the primary causes of their anxiety. Findings further revealed that lack of preparation was the main factor contributing to learning anxiety among all learners irrespective of their language proficiency.

Al-Saraj (2011) did a research to find out the experiences of female college learners learning EFL in Saudi Arabia. To gain insight into the learners' perspectives of FLL anxiety; the researcher used questionnaires, individual and group interviews, and classroom and informal observations. The findings revealed that anxiety provoking situations included the environment, the teacher, and the content of material in the class, as well as the communication style.

Shabani (2012) conducted a study on the levels and sources of language anxiety and fear of negative evaluation in an EFL Iranian context. Data were gathered through administering two scales including FLACS and fear of negative evaluation to a sample of 61 Persian-speaking EFL learners. Descriptive analysis indicated that participants suffered from language anxiety and fear of negative evaluation. The findings demonstrated that the prime sources of language anxiety and fear of negative evaluation are fear of failing the class and fear of leaving unfavorable impression on others, respectively.

Moreover, There are several sources of speaking anxiety in foreign language class. Tseng (2012) mentions the sources of speaking anxiety are gender, negative self-perception or self-esteem, competitiveness, fear of making mistakes, social status, cultural differences, social environment and limited experience to the target language.

1) Gender

“The subject appeared to have different experiences of feeling anxious or comfortable while talking to the opposite sex” (Tseng, 2012). But it was not the environment that the researcher wants to study about. The environment of the researcher was male or female only school. In this thesis the researcher want to study gender related anxiety in environment where both male and female learner study together. According to Tseng (2012):

“Gender related anxiety could suggests that only in those cultures where males and female learners study in segregation, people are more likely to feel communication anxiety when talking to the opposite sex. Conversely, some

participants from the same cultures (e.g/ Pakistani, Omani, Libyan, etc.) stated that they do not feel any such anxiety”.

From the explanation of Tseng above, the source of speaking anxiety of gender was based on a personal view.

2) Negative Self Perception or Self Esteem

Experiences of speaking anxiety and foreign language anxiety have been considered in terms of cognitive interference in which learners, who have continually negative thoughts about their learning difficulties, will be anxious. This anxiety is associated with their speaking in a foreign language so they cannot manage their concentration on the language task (Occhipinti, 2009). Daly (as cited in Occhipinti, 2009) also add that anxiety associated with their thought tend to have more negative self-perception of failure and underestimate the capacity of the learners' ability in speaking. In addition, people with low self-esteem worry about what their peers think; they concern with pleasing others (Tseng, 2012).

3) Fear of Making Mistakes

Error correction harshly will be one of the source of learners' anxiety because the harsh manner of correction given to the learners who are less fluent will be missed of their peers. Learners who have experience of making mistakes in front of their peers tend to be more unwilling to participate and avoid making mistake in order not to be laughed at by their peers. However, the error correction is needed in order to make the learners know their mistakes. The issue for the learners is not the error correction but the manner of error correction, how often the error corrections happen and how the errors are corrected.

As it appears from the explanation above, students need to be encouraged to participate more in class activities, even facing the risks which language learning entails.

Termed the “can-do” attitude, the risk taking attitude toward the foreign language tasks is defined as the “individual’s tendency to assume risks in using the L2 in the second language class” (Ely, 1986: 3). This variable was carefully analysed by Ely (1986) who surveyed students enrolled in the first year Spanish courses at a university in northern California. In her conceptualisation of Language Class Risktaking, Ely identified four dimensions of the construct: a willingness to use linguistic structures perceived as difficult; a self confidence about using a new linguistic element; an acceptance of potential mistakes in the language; and the tendency to repeat a new element silently before using it aloud in front of the others. In the questionnaire of her research, in fact, items like “I like to wait until I know exactly how to use a Spanish word before using it” or “In class, I prefer to say a sentence to myself before I speak it.” (Ely, 1986: 9) were included, as signs of this potential feeling during the foreign language learning process.

Whereas the use of the native language does not threaten the individual’s self perception of one’s own intelligence, communication in the foreign language does, since it demands nonspontaneous mental operations. In this case, the learner is aware of the difficulty of making himself understood by the others in the way he intends (Horwitz et al., 1986).

4) Social Status

Social status has an important role in speaking foreign language anxiety. The difference status between learners and teachers can be a source of learners' anxiety. It has been provided by Tseng (2012) in his research the learners assume that the teachers foreign language' are perfect while the foreign language of the learners are poor. It is caused the teachers are in high social status while learners are in low social status. This suggests that lacking of confidence in speaking competence will make the learners have low self-esteem and feel afraid to communicate with others who have higher social status.

5) Cultural Differences

Cultural differences among the learners and the target language become important factor contribution to anxiety. According to Tseng (2012), the more unfamiliar the learners to the culture of target language will produce anxiety in speaking of target language. Other learners will interpret what the speaker says in reference to the cultural background of the speaker. Moreover, the cultural background of the speaker and the cultural background of language target can be very different. It will cause anxiety for the speaker.

6) Social Environment and Limited Experience to the Target Language

Environment is as a factor in the success or failure of a learner in learning a foreign language. Tseng (2012) explain that learners who are only learning inside the classroom but not practicing outside the classroom, will lack of or have difficulty to find a chance in speaking of foreign language. It could explain why EFL learners feel anxious when speaking English even they learn

language in English environment. It shows that the learners will speak English if they are inside the classroom. But when the class is over, they do not use their foreign language. They tend to use their first language. The use of a foreign language can be maximized by forming a group of foreign language discussion for the learners in order to make the English as foreign language.

Considering length of residence (LOR) as the exposure variable, Fathman (1975) finds in her study that those children who lived for more than three years in a L2 environment performed better in the foreign language. Aware of this fact and as demonstrated by Ely (1986) and later by MacIntyre & Gardner (1991a), it is possible to affirm that a good perception of their own L2 skill tends to lessen students' anxiety. It is common that highly anxious students tend to perform more poorly than their colleagues and in the same way students who have a low self perception of L2 skills are likely to get worried more easily in the foreign language (MacIntyre & Gardner, 1989; 1991a). Hence the importance of giving L2 learners optimal opportunities to improve the target language is to be recognized.

Exposure to the foreign language may be achieved in different ways. One of the most efficient and common ways is living in the target language country, spending a short or longer time there (Oller et al., 1980b; Carroll, 1967 in Krashen, 1982). Living in the L2 environment and being constantly exposed to the foreign language means listening to and speaking the L2, with the possibility of improving it by daily practice. In this context learners have many opportunities of getting involved with native speakers and of getting used to authentic sounds and

L2 pronunciation. All facets which, in turn, make the learner more familiar with any future foreign language situation, even in formal contexts such as the classroom.

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any future foreign language situation, even in formal contexts such as the classroom.

Chihara & Oller (1978 in Krashen, 1982), observing students of English in Japan, finds some correlations between the time spent abroad and the self perceptions of students concerning their speaking ability.



CHAPTER III

RESEARCH METHOD

A. Research Method

Researcher used descriptive quantitative method. Creswell (2002) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. In this research, the researcher used quantitative method to collecting the the level of learners' anxiety in speaking class.

The aim of descriptive side is to transform the raw data into a form that will make reader easy to understand and interpret; rearranging, ordering, and manipulating data to generate descriptive information (Zikmund, 2003).

B. Research Location and Participants

This research conducted in UIN Alauddin Makassar. This University is located in Samata, Gowa regency. The populations of this research were the second semester learners of English Education Department in Academic year 2016-2017 which consisted of 117 learners. The sample of this research were 90 learners which taken by using random sampling which consisted of 45 learners from PBI 1-2 and 45 learners from PBI 3-4. In particular, Researcher found that it was very important to organize an early research and analyze speaking anxiety for the second semester learners to know their level of speaking anxiety that may affect their speaking performance negatively. The sooner we know the level of learners' anxiety, the sooner we can overcome it so that the anxiety problem does not increasingly affect learners negatively.

C. Research Instruments

The main instrument of collecting the data in this research was questionnaire. Denscombe (2007) explains that a questionnaire is the way to collect the data by using a list of several questions designed to gain the information. These questions are asked to people directly so that the information gained in accordance with the research and can be used as the data to be analyzed.

Denscombe (2007) divides questions in questionnaires into two types, they are open and closed questions. Open questions means that the questions are short and the answers are long. While, closed questions means that the answer in this question has been provided and defined by the researcher so the participants only choose one answer. The options of the answer typically consist of an answer 'Yes' or 'No', 'Male' or 'Female'. This research used closed questionnaire which consist of the answer 'agree', 'undecided', and 'disagree'.

In this research, the questionnaire was adopted from a final version of PSCAS (Public Speaking Class Anxiety Scale) by Yaikhong & Usaha in 2012. PSCAS itself contains of 17 statements aimed to know and measure what learners' feel and learners' perceptions in speaking English in front of their classmates. It is also used to measure the speaking anxiety level in classroom context.

D. Data Collection Procedure

In collecting the data, the researcher will use the method as follows:

1. Researcher attended the speaking class of the participants.

2. Researcher observed the activities in speaking class and carefully gives attention to the learner who speaks in front of the class and took some picture to support research activities.
3. Preparing the questionnaire as the main instruments.
4. After speaking class conducted, researcher distributed questionnaire sheet and gives some instruction and explain the purposes of the research questionnaire to the participants.
5. And the last, researcher presented the data in quantitative descriptive by using chart, table and percentage.

E. Data Analysis Technique

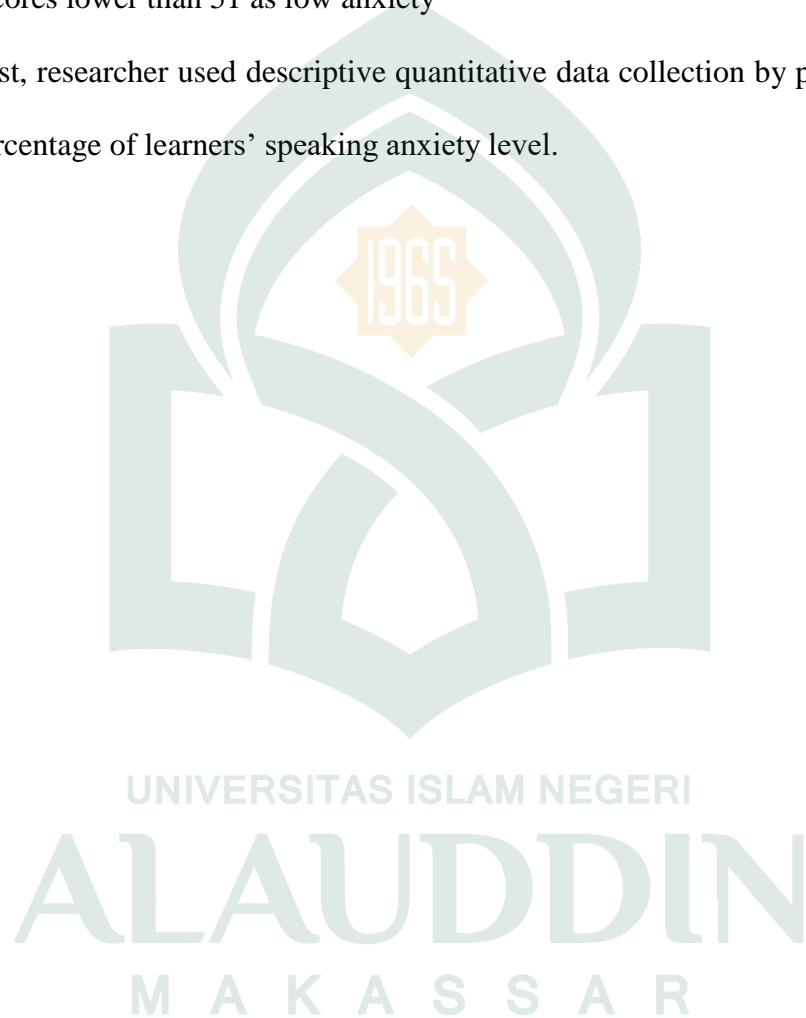
1. Researcher used a final version PSCAS questionnaire adopted from Yaikhong & Usaha in 2012 and researcher will also collect the data based on its procedures as follow :
 - a. Totaling the score based on the response category.
 - 1) Strongly Agree (Score 5)
 - 2) Agree (Score 4)
 - 3) Undecided (Score 3)
 - 4) Disagree (Score 2)
 - 5) Strongly Disagree (Score 1)

$$\text{Score} = n_1 + n_2 + n_3 + \dots + n_{17}$$

(Yaikhong & Usaha, 2012)

Where: *n1, n2, n3, etc*, means score number 1, score number 2, score number 3, and so on until score number 17.

- b. Thus, the maximum total multiplied scores of a PSCAS were 85 and then subtracted by 17 statements with the scale as follows :
- 1) Scores higher than 68 as high anxiety
 - 2) Scores between 68-51 as medium anxiety
 - 3) Scores lower than 51 as low anxiety
- c. The last, researcher used descriptive quantitative data collection by present the the percentage of learners' speaking anxiety level.



CHAPTER IV

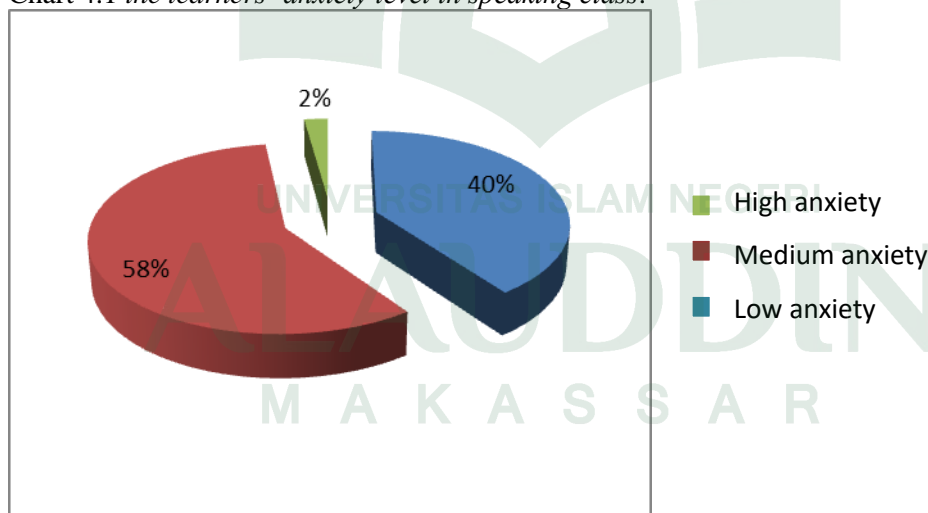
FINDINGS AND DISCUSSION

A. Findings

As stated earlier, the samples are the learners of UIN Alauddin Makassar majoring English Education Department in the second semester and 90 learners was selected to fulfill the questionnaire. The questionnaire was adopted based on the Public Speaking Class Anxiety Scale (PSCAS) where the researcher changed the proposed scale in order to make it suitable for the current study.

The PSCAS questionnaire revealed that from 90 learners majoring English Education Department of UIN Alauddin Makassar in the second semester mostly have medium speaking anxiety level. The specific explanations for their anxiety are as follows:

Chart 4.1 *the learners' anxiety level in speaking class.*



As the pie chart demonstrates, the level of speaking anxiety among the second semester learners was medium in average. It shows that 58% of learners

obtained scores between 68-51, representing those with middle levels of anxiety in speaking class.

Secondly, the findings indicated that 40% of the learners experienced low anxiety in speaking class and interestingly, the last findings show that only 2% of learners experience the high level of anxiety in speaking class. This is represented by scores above 68, comprising a total of 2 learners.

There are 17 statements in PSCAS questionnaire but researcher only takes a few statements related to the research problem that has been described in the previous chapter. From the questionnaire, researcher divides the result into two parts. The first is the analysis for learners' anxiety symptoms in speaking English and the last is the analysis for the effect of anxiety in speaking class.

a) Analysis for Learners' Anxiety Symptoms of Speaking English

Table 4.1 *Analysis for Learners' Anxiety Symptoms*

Item num.	Statement	Percentage		
		Agree	Undecided	Disagree
1.	I never feel quite sure of myself while I am speaking English.	31%	17%	52%
2.	I start to panic when I have to speak English without a preparation in advance.	56%	11%	33%
5.	I get nervous and confused when I am speaking English.	34%	12%	54%
7.	I get nervous when the English teacher asks me to speak English which I have prepared in advance.	36%	17%	47%
9.	I can feel my heart pounding when I am going to be called on.	44%	19%	37%

13.	Certain parts of my body feel very tense and rigid while I am speaking English.	32%	18%	50%
17.	Even if I am very well prepared, I feel anxious about speaking English.	41%	12%	47%

Statement 1: I never feel quite sure of myself while I am speaking English

This statement was developed in order to analyze whether the learners feel confident when they were speaking in class. It can be seen that most of the learners was disagree about the statement. They are always trying to maintain their self-confidence. From 90 respondents, 28 or 31% agreed with the statements, and 47 respondents (52%) disagreed that they never feel quite sure of their self while speaking English in the class.

Statement 2: I start to panic when I have to speak English without a preparation in advance.

50 respondents agreed with the statement (56%), while 30 (33%) disagreed that they start to panic when they have to speak English without a preparation in advance. It can be concluded that, in terms of speaking English without preparation, most of learners experienced anxiety.

Statement 5: I get nervous and confused when I am speaking English.

Referring to Figure 4.1, it can be concluded that 31 female respondents agreed with the statement (34%), while 49 (54%) nervous and confused when they are speaking English.

Statement 7: I get nervous when the English teacher asks me to speak English which I have prepared in advance.

This statement also shows that respondents with 43 (48%) tending to disagree with the statement. In contrast, only 36% or 32 respondents got nervous when the English teacher asks them to speak English which they prepared in advance. The reasons for this might be because learners usually perceiving the situation positively and they do not have more confidence in their ability even though they had prepared in advance.

Statement 9: I can feel my heart pounding when I am going to be called on.

In this statement, the researcher wanted to determine whether the learners suffer from rapid heartbeat when they are waiting for their turn to speak English in front of the class (i.e.; during presentations, interviews, etc.). Mostly, 44% respondents are still feel their heart pounding compared with those who disagree with the statement only 34 learners or 37%.

Statement 13: Certain parts of my body feel very tense and rigid while I am speaking English.

This statement was developed in order to analyze whether the respondents tremble when they have to speak in English. Out of 90 respondents, those who agreed with the statement accounted for 28 learners (32%). Most of the learners, 45 (50%) that their body feel very tense and rigid while they are speaking English in the class. It can be concluded that the majority of the learners are still anxious.

Statement 17: Even if I am very well prepared, I feel anxious about speaking English.

In this statement, the researcher wanted to determine whether the learners are still nervous if they had prepared to speak in English (i.e.; during presentations,

interviews, etc.). Respondents are more anxious with 47% being nervous even though they had prepared. Only 37 learners agreed with the statement (41%).

b) Analysis for the learners perception and the effect of anxiety in speaking class

Table 4.2 *Analysis for the learners perception and the effect of anxiety in speaking class*

Item num.	Statement	Percentage		
		Agree	Undecided	Disagree
3.	In a speaking class, I can get so nervous I forget things I know.	42%	19%	39%
6.	I am afraid that other learners will laugh at me while I am speaking English.	37%	20%	43%
11.	It embarrasses me to volunteer to go out first to speak English.	44%	19%	37%
12.	I face the prospect of speaking English with confidence.	43%	14%	42%
15.	I dislike using my voice and body expressively while I am speaking English.	44%	17%	39%
16.	I have trouble to coordinate my movements while I am speaking English.	44%	16%	40%

Statement 3: In a speaking class, I can get so nervous I forget things I know.

Referring to Figure 4.6, it can be concluded from 90 learners of English Education Department 38 or 42% agreed with the statements, and 35 learners (39%) disagreed that they sometimes forget how to say things they know in class.

Statement 6 : I am afraid that other learners will laugh at me while I am speaking English.

This statement also shows that less learners were afraid that their classmates would laugh at him/her while performing speaking in class with 33 learners (37%) agreeing with the statement. This is because they are afraid of being embarrassed for being laughed in front of others. Meanwhile for other learners, only 39 respondents (43%) are not afraid of being corrected.

Statement 11 : It embarrasses me to volunteer to go out first to speak English

From figure 4.12, learners tend to be more anxious as 40 (44%) agreed that they feel embarrassed when they want to volunteer answers and go out first to speak English in class. In contrast, learners who willingly volunteered answers in class as they are more confident in themselves with only 33 of them (37%) agreeing with the statement.

Statement 12 : I face the prospect of speaking English with confidence

This statement was developed in order to analyze whether the respondent feels confident with all the possible responses he/she will receive while speaking English. Because when speaking English in front of their classmates, their friend may laugh at them or even lecturer will correct their mistake. Out of 90 respondents, those who agreed with the statement accounted for 39 learners (43%). There were 38 learners disagreed (42%) that they could face the prospect of speaking English with confidence.

Statement 15 : I dislike using my voice and body expressively while I am speaking English.

For this statement, 40 respondents agreed with the statement (44%), while 35 (39.3%) disagreed that they dislike using their voice and body expressively while they are speaking English. It can be concluded that, in terms of speaking English expressively learners experienced difficulty to use body language optimally.

Statement 16 : I have trouble to coordinate my movements while I am speaking English.

In this statement, the researcher wanted to determine whether the learners could coordinate their movements while their speaking English. (ie; during presentations, interviews, etc.). Since they have to concentrate in speaking, they might have difficulty to move some part of their body expressively (ie; head or hand). The result show that 40 respondents (44%) agreed and 36 respondents (40%) disagreed.

B. Discussion

Whilst this data is based on small respondents, there are some interesting findings worthy of further investigation in larger studies. All respondents reportedly experienced at least a mild level of anxiety in response to the classroom speaking situation.

The results of the PSCAS questionnaire reflect that 90 learners majoring English Education Department in the second semester who study and practice speaking English in the class feel some amount of anxiety. Yet, it is clearly seen from the pie charts that 58% learners have medium level of anxiety in speaking class.

At a medium level of speaking anxiety, learners likely to focus exclusively on the stressful situation directly in front of them and ignore other tasks. Peplau (1989) made a parable:

“Say we have taken a child to the playground and lose sight of him. We might experience a faster heartbeat, dry mouth, sweating and stomach pain or nausea. Our speech may be rapid and high-pitched, and our hand and arm movements are likely more exaggerated. Nervous habits, like biting your nails or wringing your hands, are common. Your singular focus is likely where the child might be. Once you find him playing with other children, your symptoms subside.”

According to the parable above, if associated with anxiety in speaking class, learners who have medium anxiety level might experience a faster heartbeat, dry mouth, sweating and stomach pain or nausea. Learner would only focus on their performance. But after finishing their speaking performance, all the symptoms may subside.

Furthermore, based on the observation results, learners were undecided about whether or not they would prefer to speak in English. They tend to have indecisive perceptions regarding their feelings when they are asked to express their opinions regarding communicating in English meetings. Furthermore, they often cannot give any responses when attending meetings.

Further research result, 48% learners suffered low anxiety. This mild anxiety is common in everyday life. At this level, learners are likely open-minded, although stressed. They might experience this level of anxiety as they await a speaking performance turn or if they forgot their speaking material. Symptoms might include fidgeting, irritability, sweaty palms and heightened senses (Peplau, 1989). Mild anxiety is typically motivational, meaning it helps you focus on seeking a solution to the challenge that learners face. For example, if they forgot

their speaking material concept, they might look for it in the internet again and remake the concept. Once they get their bearings, their anxiety will likely dissipate quickly. This is typical of mild, situational anxiety.

The last, it was interesting found out that only 2% learners suffer high level of anxiety in speaking class. As Peplau (1989) stated, with severe anxiety, symptoms intensify and others develop, such as a pounding heartbeat, chest pain, headache, vomiting or diarrhea, trembling, scattered thoughts, erratic behavior and a sense of dread. With this level of speaking anxiety, learners' ability to focus and solve problems is impaired, which can lead to further anxiety. They may not even be able to recognize or take care of your own needs. Attempts of others to redirect their attention are likely to be unsuccessful.

English Education Department students in second semester were the major concern of the research about anxiety in speaking class. Although the methodologies, theories, tests, teachers, classroom environment, cultural value, etc. have an effect on the learning process, it is essential to know how learners feel and how they react to specific situations (Wei, 2012).

In the learning contexts, various learners have different feelings but it is common for many students to have the feeling of awkwardness. (Dewaele and Mac, 2014). This is the result of lack of confidence, feeling stressful and also feeling that others may be more competent and proficient than themselves.

Furthermore, Onwuegbuzie et al, (1999) identified three factors as the main results of foreign language anxiety. These were the students' expectations of their overall achievement, perceived self-worth and perceived scholastic

competence. For this reason, beliefs about language learning can be a source of anxiety. Many learners who are highly anxious find their language courses difficult. Yet, most learners with low anxiety levels feel vice versa. So, self-esteem and plays a significant role on foreign language anxiety.

Anxious learners with regard to speaking continue to think about their learning difficulties and, distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self degradation or poor performance, which considerably restrict their ability to elaborate the information received in the class (MacIntyre & Gardner, 1991). Daly (1997) states that anxious learners tend to have a more negative self perception and tend to underestimate their quality of speaking ability. MacIntyre & Gardner (1991) based on the reports of thirty nine adult L2 students, analysed the perceptions which these subjects had about foreign language classes. Students were asked to rate their abilities in speaking, listening, writing and reading in the L2 using a questionnaire made of six anxiety scales and four portions: "Essay", "Can Do", "Production Tasks" and "Anxometers". The result was that 87% of the students perceived speaking as the most anxiety-arousing experience; in addition, a significant difference was found for the self rated speaking ability, with those learners writing a relaxed report, perceiving themselves as more proficient than the anxious group.

Young (1999) confirms that anxiety arousal may be associated to self related thoughts of failure and negative self perception about the subject's own L2

capacity. Thus, it is not surprising that learners consider speaking in front of other people one of the most common sources of anxiety, especially if proficiency in the foreign language is perceived as limited (Young, 1999). It would seem, then, that students who begin with a self-perceived low ability level in the foreign language class are perfect candidates for language anxiety. The relation between anxiety, cognition and behaviour is likely to be cyclical, in which one affects th

In addition, several investigators had identified competitiveness as playing an important role to determine students' speaking anxiety. In his qualitative analysis of ten diary-studies, Bailey (1983) observes such a factor with attention. In a tendency to compare himself to the rest of the students in the classroom, the anxious subject undervalues his own preparedness or language skills, over-thinking about the eventual negative results which may derive from his poor performance. The competitive self-image described by Bailey (1983: 97) may derive from other personality variables like the desire to out-perform other language learners, or the desire to gain the teacher's approval, even overcoming his expectations in the language.

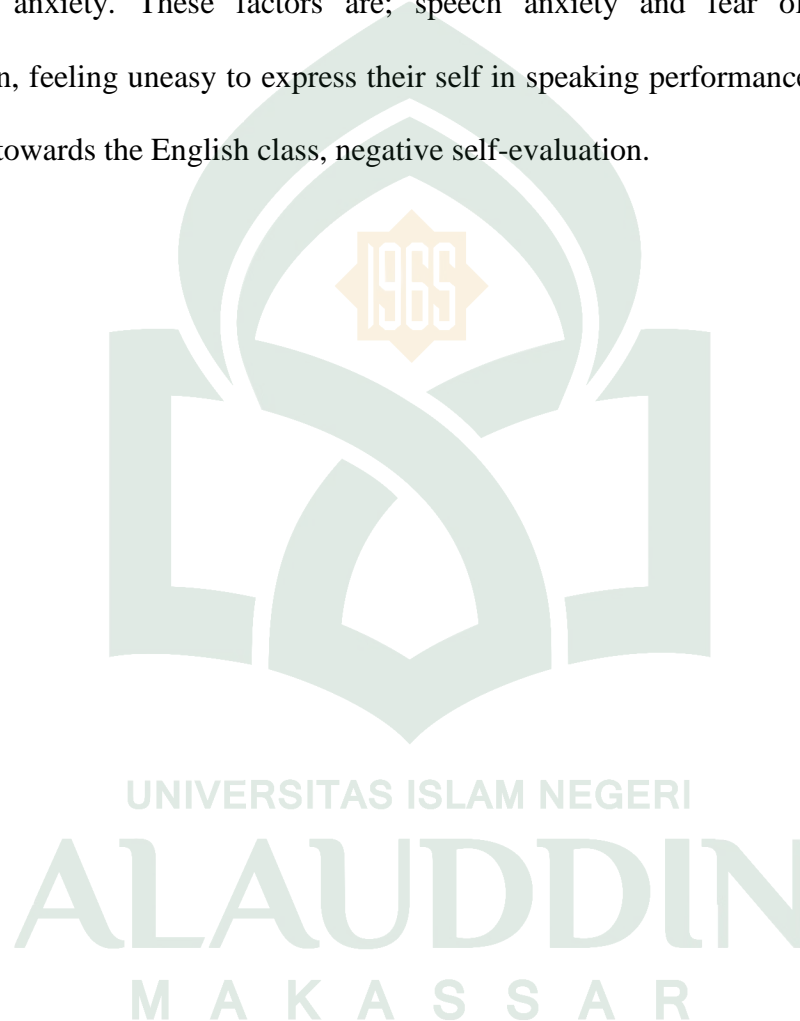
In this research PSCAS administered to the participants. Results gathered from the study reveal that many learners felt uneasy in communicative situations. Specifically, those learners who were anxious tended to speak less information than the relaxed students. It reflects that self-confidence and anxiety are two opposite constructs which correlate negatively with each other. Learners with low self-competence had negative expectations about their performance. Even, it was

realized that anxious learners sometimes gave up speaking when they recognized that others were not listening to them.

During the analyses of the learning process from the perspectives of learners, researcher identified that many learners (80%) did not volunteer first to take active part in speaking activities and most learners were unable to remember the new vocabulary during their performance (70%). The main source of this was found to be the anxiety that students felt toward learning. In order to support the existing findings, MacIntyre and Gardner (1999) draw parallels between anxious learners and the vocabulary learning process. They highlighted that anxious learners frequently forget the vocabulary of the target language in the in class activities and in oral communications. Thus these students see language classrooms as “too rapid and those they get left behind.” (MacIntyre and Gardner, 1991).

Moreover, as much as 50% students agreed that they were afraid that their classmates laughed when they performed speaking in front of the class. It is because while learners have limited knowledge of vocabulary and the grammar, they fear that they making mistakes scare of not being answer a question correctly. Kunt and Tum (2010) state that many learners complain that “I feel that it makes me nervous when I misuses a word or make a mistake.” Similarly in another study, Tm and Kunt (2013) searched for the non-native student teachers’ feelings of anxiety in speaking English. Through the investigations, it was identified that foreign language anxiety occurred in two conditions; (1) the application of grammar rules, and (2) in using the speaking skills.

As conclusions, in this research, many students who were learning English as a foreign language had the fear of being negatively evaluated by others and for this reason they avoid actively take part in the classroom discussions. Therefore, researcher reported some factors which were the main cause of speaking anxiety. These factors are; speech anxiety and fear of negative evaluation, feeling uneasy to express their self in speaking performance, negative attitudes towards the English class, negative self-evaluation.



CHAPTER V

CONCLUSSION AND SUGESSTION

A. Conclusion

Learners surveyed in the present research demonstrate that speaking a foreign language in the class is a fairly stressful activity. Almost all of them prove to be aware of the possible embarrassment experienced by other learners when they speak English as a foreign language, thus proving the importance which such a feeling has among language learners. Mostly learners surveyed report medium levels of speaking anxiety (58%) and not very high as researcher expected; however, they demonstrate that the practice of speaking in the class practices can make foreign language learners most nervous and tense. Learners show to experience communication apprehension in the context of the speaking English as Foreign Language class.

B. Suggestion

1. For Teacher/Lecturer

Language teachers have two ways to follow while they are dealing with the anxious learners; a) they can provide their learners some ways to cope with their anxiety, b) they can make the learning contexts as comfortable places in which learners feel relax and do not get tense. Every teacher should keep in mind that there are lots of learners in every classroom who feel high anxiety and these learners usually keep quiet and do not interact to the in-class activities and avoid to answer the questions

voluntarily. So, teachers should provide their learners some relaxation activities which motivate them and prevent them to feel in vague.

2. For Learners

Learners must bear in their mind that nobody is aware of their fright except if there are outward signs of nervousness. However, nervousness can be controlled. Learners must focus on getting their message across to the audience and not be afraid to make mistakes. Mistakes are the best way of learning so that we are less likely to keep making them. Many native English speakers do not speak another foreign language, so the fact that the learners are able to converse in a foreign language at all says a lot.

3. For Further Researcher

This research can be conducted again by including all learners who are studying at UIN Alauddin Makassar majoring English Education Department in Tarbiyah and Teaching Science Faculty. So that, the results will be more consistent and will be able to be generalized. Also, learners' reading, writing and listening anxiety can be compared to their speaking anxiety. Therefore, learners' grades can be used to analyze their anxiety level. Further research should also look at the other variables such as beliefs about language learning, their learning context.

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