

**A STUDY OF STUDENTS' ANXIETY IN SPEAKING PERFORMANCE
AT THE SECOND SEMESTER OF ENGLISH EDUCATION
DEPARTMENT OF IAIN SURAKARTA**

THESIS

Submitted as Partial Requirement for the Undergraduate Degree in
English Education Department



RUMINI YULIANA

SRN. 13.32.2.1.049

**ENGLISH EDUCATION DEPARTMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF SURAKARTA**

2017

ADVISOR SHEET

Subject : Thesis of Rumini Yuliana

SRN : 133221049

To:

The Dean of Islamic Education
and Teacher Training Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr Wb

After reading thoroughly and giving necessary a device, here with, as the advisor,
I state that the thesis of:

Name : Rumini Yuliana

SRN : 133221049

Title : A Study of Students' Anxiety in Speaking Performance at the
Second Semester of English Education Department of IAIN
Surakarta

It has already fulfilled the requirements to be presented before The Board of
Examiner (*Munaqosyah*) to gain Undergraduate Degree in English Education
Department.

Thank you for the attention.

Wassalamu'alaikum Wr Wb

Surakarta, July 13th 2017

Advisor



Dr. Imroatus Solikhah, M.Pd.

NIP. 19770316200912 2 002

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled “**A Study of Students’ Anxiety in Speaking Performance at the Second Semester of English Education Department of IAIN Surakarta**” by Rumini Yuliana has been approved by the Board of Thesis Examiners as the requirements for the Undergraduate Degree in English Education Department.

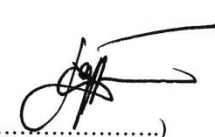
Main Examiner : Arina Rohmatika, S.Pd, M.Pd.
NIP. 19840613201503 2 005

()

Examiner I : Rochmat Budi Santoso, S.Pd, M.Pd.
NIP. 19691111200212 1 001

()

Examiner II : Dr. Imroatus Solikhah, M.Pd.
NIP. 19770316200912 2 002

()

Surakarta, 21th July 2017

Approved by

The Dean of Islamic Education and Teacher Training Faculty



Dr. H. Giyoto, M.Hum

NIP. 19670224 200003 1 001

DEDICATION

I dedicated this thesis especially for:

My greatestmother

My greatestfather

All of my families that always support me

My beloved friends

MOTTO

“The difference between genius and stupidity is that genius has its limits”.

(Albert Einstein)

“Never give up on what you really want to do. The person with big dream is more powerful than the one with all facts”.

(Albert Einstein)

“Every small efforts repeated day in and day out will bring towards success”.

(Anonymous).

PRONOUNCEMENT

Name : Rumini Yuliana

SRN : 133221049

Study Program : English Education Department

Faculty : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis titled **“A Study of Students’ Anxiety in Speaking Performance at the Second Semester of English Education Department of IAIN Surakarta”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, July 17th 2017

Stated by



Rumini Yuliana

SRN. 133221049

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of the judgment, God almighty, for all blessings and mercies so the researcher was able to finish the thesis entitled "A Study of Students' Anxiety in Speaking Performance at the Second Semester of English Education Department of IAIN Surakarta". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express thanks to all of those who had helped and supported the researcher during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, July 17th 2017

The researcher

TABLE OF CONTENT

TITLE.....	i
ADVISOR SHEET.....	ii
RATIFICATION.....	iii
DEDICATION	iv
MOTTO.....	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
ABSTRACT.....	xii
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of the Problem	6
C. Limitation of the Problem.....	7
D. The Problem Statement.....	7
E. The Objective of the Study	7
F. The Benefit of the Study	8
G. The Definition of Key Term	9

CHAPTER II THEORITICAL REVIEW	10
A. Speaking	10
1. Definition of Speaking	10
2. Components of Speaking	11
3. Problems of Speaking.....	13
4. Basic Types of Speaking	15
5. Functions of Speaking.....	17
6. Assessing Speaking Performance.....	18
B. Anxiety	21
1. Definition of Anxiety.....	21
2. Theories of Anxiety	23
3. Types of Anxiety.....	26
4. Foreign Language Anxiety	34
5. Source of Anxiety	35
6. Foreign Language Anxiety in Speaking	39
7. The Causes of Anxiety in Speaking.....	41
8. The Effect of Foreign Language Learning Anxiety.....	45
9. Students' Strategies to Reducing Anxiety	48
10. Measuring of Foreign Language Anxiety	51
C. Previous Study	56
CHAPTER III RESEARCH METHODOLOGY	59
A. Research Type and Design.....	59
B. Research Setting and Time	59

C. Subject or Informant of the Research	60
D. Source of Data	61
E. Technique of Collecting Data	61
F. Technique of Analyzing Data	65
G. Data Trustworthiness	67
 CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	 70
A. Research Findings	70
B. Discussion	96
 CHAPTER V CONCLUSION AND SUGGESTION	 104
C. Conclusion	104
D. Suggestion.....	105
 BIBLIOGRAPHY	 107

ABSTRACT

Rumini Yuliana. 2017. *A STUDY OF STUDENTS' ANXIETY IN SPEAKING PERFORMANCE AT THE SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN SURAKARTA*. Thesis, English Education, Islamic Education and Teacher Training Faculty, IAIN Surakarta.

Advisor : Dr. Imroatus Solikhah, M.Pd

Keywords : Psychology, Anxiety, Speaking Performance.

The objectives of this research are (1) to know the types of anxiety faced by students in speaking class, (2) to find out the factors of anxiety and strategies to reduce anxiety of the students in speaking class, (3) to know the levels of students' anxiety in speaking class.

This research was a descriptive qualitative research. The subjects of this research are 34 students of the second semester students of English Education Department of IAIN Surakarta. The data collected from the observation, questionnaire, and interview. The data which have been collected are analyzed by using the theory of types of anxiety, the theory of source anxiety and coping strategies anxiety, and also the levels of anxiety suggested by Horwitz's theory.

The result of the research are (1) the students of the second semester had some types of anxiety, they are 7 students who had state anxiety, 5 students who had trait anxiety, and 22 students who had situation specific anxiety. The most types of anxiety in the second semester students are the situation specific anxiety. (2)The researcher also found some factors of anxiety, they are lack ofpreparation, learners' belief about language learning, personal and interpersonal factors, and fear of making mistakes. The most factors of speaking anxiety in the second semester students are the lack of preparation. Besides that, the researcher also found some strategies to reduce the students' anxiety, they are preparation, relaxation, positive thinking, peer seeking, and resignation. The most strategies used by students in the second semester students are preparation. (3)Then, the researcher also found the levels of students anxiety, they are: 5 students (14,7%) who had very high anxiety, 14 students (41,2%) who had high anxiety, 11 students (32,3%) who had low anxiety, and 4 students (11,8%) who had very low anxiety. It means that most of students had level of anxiety in high level among another level that found in this research. Finally, the researcher has the suggestion for the lecturer and the students of English Education Department to have a good method to improve students' speaking ability especially in speaking performance to decrease anxiety.The teacher should plan the material it well, for example when speaking in front of class the teacher give themes spontaneously to the students. So, the students try to study hard and make a good idea about the themes. It is also can make the students more active in speaking because they had more idea to speak. It is also for other researcher who interested in conducting similar study as a reference to support their study.

LIST OF TABLE

Table	Page
Table 2.1 Oral proficiency scoring categories (Brown, 2001)	19
Table 2.2 Subcategories of oral proficiency scores	20
Table 2.3 Horwitz's FLCAS Anxiety Scale	52
Table 3.1 Times of the Research Details	60
Table 3.2 Category Score of Likert Scale	65
Table 4.1 Types of Students' Anxiety	73
Table 4.2 Scoring and Categorizing of Questionnaire	83
Table 4.3 The Statistic of Questionnaire Results	93
Table 4.4 Categories of Students' Attitude of Mardapi's Theory	94
Table 4.5 Categories of Students' Attitude of Mardapi's Theory	101

LIST OF APPENDIXES

APPENDIX 1

Syllabus..... 114

APPENDIX 2

Lesson plan of Speaking For Formal Interaction123

APPENDIX 3

Material of Speaking150

APPENDIX 4

Anxiety Questionnaire.....173

APPENDIX 5

Questionnaire Result217

APPENDIX 6

Field Note.....223

APPENDIX 7

Transcript Interview.....229

APPENDIX 8

The Name List of Students235

CHAPTER I INTRODUCTION

A. Background of the Study

Language is very important for human's life. It is the one of the most powerful in communication. Language is used to communicate with other people. It is used by human beings to express their thought, emotion, and ideas by using gestures, sounds, and patterns in various purposes and reasons. Human can using language to do conversation through social life, like working together, studying together, giving help to each other even just to playing together. According to Sapir (1921), language is purely human and non-instinctive method of communicating ideas, emotion, and desires by means voluntarily produced symbols. When someone knows a language someone can speak and be understood by others who know the language. Most everyone knows a language. It means that someone has a capacity to produce sounds that signify meaning or interpret produced by others.

According to the philosophy expressed in the myth and religions of many peoples, language is the source of human life and power (Fromkin, 2002). Knowledge of language enables someone to combine the word become a phrase and then from the phrase become a sentence. We cannot make the sentence by using dictionary, because when someone speaks with the language usually speaks about sentence never spoken. An understanding of language as open dynamic, energetic, constantly evolving and personal encompasses the rich complexities of communication (Shohamy, 2007:5).

Based on the explanation above, it can be concluded that beside language as a means of communication, language is also sound symbol used by member to collaboration and identification of self. English language, it is now considered as a global language. English as an international language should be mastered all of people around the world. In Indonesia, English is taught as a subject start from pre elementary school until university.

In English Education, we must know about skills to improve our knowledge. There are many skills such as writing, speaking, listening, and reading. Skills are very important because we can try to get the knowledge about English language. Harmer (1991: 16) states that listening and reading included to receptive skill meanwhile, speaking and writing included productive skill. One of the best skills is speaking, because speaking as a productive skill becomes one of the important skills required to be mastered. However, speaking can be a challenging task for many students because it needs interaction. The other skills can be practiced alone, but for speaking the students cannot really speak by themselves that is why students should make every effort possible to find somebody to speak with. Hornby (1995: 37) states that through speaking language learners will be judged upon most in real life situation. By mastering speaking skill students will be able to communicate with other to build a good interaction.

Speaking is a productive skill that can be directly observe, those observed are invariably colored by accuracy and effectiveness of a test-takers speaking skill which necessarily compromise the reliability and validity of an

oral production test (Brown, 2003: 140). Speaking is an interaction of thoughts, ideas, or feelings between two or more people. Speaking is a crucial part of the language learning process, the ability to speak a language is the product of language learning. Speaking as a productive skill becomes one of the important skill required to be mastered. By mastering speaking skill students will be able to communicate with other to build a good interaction. In order, students need a long process to learn to speak well. From the explanation above, can be concluded that speaking is the way to express and communicate the feeling to each other.

In IAIN Surakarta especially in English Department, there are three speaking subjects to be developed in the speaking skill in each semester. The three subjects are: first semester is speaking for daily communication, the second semester is speaking for formal interaction, and the third semester is public speaking. In this research, the researcher was conducted in the second semester students and the subject is speaking for formal interaction. Speaking for Formal Interaction is one of the subjects in the English Department. There are some materials that students should be learned, such as: politeness, news anchor, poster presentation, job interview, PSA (Public Service Announcement), MC (Master of Ceremony), and reflection. The ability to speak which is one of the language skills is the major factor in mastering English. The students of English department should have capability in communication by using English well. In this study, the students present their material in front of class by individual or group after the lecturer gave the explanation about the material.

Learning English as a foreign language has always been a central issue for many students where they are exposed to use it in a language class. With increasing number of students who are willing to learn English as a foreign language, it is necessarily to highlight the factors that may negatively affect language learning. However, the biggest problem English learners face is to be able to speak in English. One of these factors which is learners' anxiety especially in oral performance. Oral performance is the most provoking anxiety aspect of language learning in some situations and negatively influential affective variables. In teaching and learning process, especially in speaking performance the important skill that should be prepared is self-confidence. Each student has different psychological condition, some students can speak confidently but, some students cannot speak well because of shy and nervous. Many problems can be provoked by the feeling of anxiety in construction, possession, and reservation of the language which eventually affects their scores. It can be stressful when they are expected to speak in the foreign language before fluency is achieved.

In line the issue of anxiety, can defined that anxiety is characterized as experiencing difficulty or unusual awkwardness speaking, pronouncing words, syllables, or vowels moving the mouth or tongue or being very self-conscious of problem speaking. The difficulty of speaking can occur frequently, persistently, and barely noticeable. Horwitz (2001: 113) states that anxiety is 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. Meanwhile, Thornburry (2005:

28) states that the lack of vocabularies, improper grammar, and fears of mistakes were some of the factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking.

Research on language anxiety has been a concern of many educators from both second or foreign language education. Although many researchers have investigated many previous studies about foreign language anxiety, only a few studies explored the students' anxiety in speaking activities. This study would like to both aims at investigating students' types of anxiety in speaking English and to find out the factors that causes anxiety in students' performance. This study also tries to seek the solution to reduce anxiety. Additionally, investigating the students' anxiety might contribute to motivating the students to have more chances to use the target language in daily and academic purposes.

Moreover, the problem of anxiety not only happens to beginner but also to the university students who usually deal with foreign language. Anxiety of speaking in foreign language has a far reaching effect on learners in the world. Anxiety in speaking can make students feel uncomfortable in their performance. In teaching and learning process, teachers must have the way to teach their students. Obtaining the data of students' anxiety will give valuable for teachers to give the appropriate solution to overcome the anxiety. They also can improve their teaching and encourage students to be able to speak without having feeling anxious in speaking foreign language especially English. The teacher's way to educate students' also more effective in order to grow students' desire to study every single material given in the class.

Based on the observation, there are many problems faced by students in English teaching process especially in speaking. The problems come from many factor such as, when students perform in front of class they feel nervous and quite sure when speaking with foreign language in front of class. Then, they have some difficulties in vocabularies and pronunciations that can make students feel anxious. The researcher also observed that half of students in one class have difficulties in speaking spontaneously. The researcher asked them and they answered that they have not preparation with the material and condition in the class influence their ability.

Considering those conditions, the researcher describes it in this research by observing in English Education of IAIN Surakarta especially in the second semester students. Therefore, the researcher conducted the research entitled “*A STUDY OF STUDENTS’ ANXIETY IN SPEAKING PERFORMANCE AT THE SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN SURAKARTA*”.

B. Identification of the Study

Based on the background study above, the researcher identifies the problems as follows:

1. Speaking is one of the skills that are difficult to be learnt in teaching and learning process especially in English class.
2. Students are not confident to speak English in English class.
3. Anxiety can become a barrier in learning English especially in speaking performance.

4. Each student has different cause when they feel anxious.
5. Each student has different strategies to reduce the anxiety in speaking performance.

C. Limitation of the Study

In order to get the specific purpose of the research, the researcher makes the limitation of the study. Limitation of the study is intended to establish the limit of the problems that are going to be observed. The researcher limits her research on the students' speaking skill at the second semester of English Education. The researcher focused to investigate students' anxiety in speaking performance of English Education Department of IAIN Surakarta. The limitation is done in order to get the result from the observation.

D. Problem Statement

Based on the limitation of the study, the problem statements of this research are as follows:

1. What types of anxiety faced by students?
2. What are factors and strategies to reduce students' anxiety?
3. What are the levels of students' anxiety?

E. Objective of the Study

The researcher has the objective study as follows:

1. To know types of anxiety faced by students.
2. To find out the factors and strategies to reduce the anxiety.
3. To know the levels of students' anxiety.

F. Benefit of the Study

The results of this research are expected to give benefits to the teaching and learning process in the future both theoretically and practically especially in teaching speaking.

1. Theoretically Benefit

- a. This research hopefully will give some contributions to the researcher and the reader. It is expected to give understanding in teaching speaking especially in anxiety of students' speaking performance.
- b. The result of this research can be used as reference for those want to conduct a research in English teaching learning process especially in teaching speaking.

2. Practically Benefit

a. The students

This study will help students find out the strategies to reduce their anxiety in speaking performance especially in teaching learning process and develop their speaking ability.

b. The teacher

This research provides reference as the tool to explore students' ability in speaking skill and know about the factor can cause of anxiety. The teacher also can help the students find out the strategies to reduce the anxiety in speaking performance.

c. Other researcher

This research can be used as reference for the other researchers who want to conduct a research about speaking skill.

G. Definition of Key Terms

The researcher would like to give some definitions of the following key term to understanding about this research:

1. Speaking skill

Speaking is productive skill that can be directly and empirically observe, those observed are invariably colored by the accuracy and effectiveness of a test-takers speaking skill, which necessarily compromise the reliability and validity of an oral production test (Brown, 2003: 140).

2. Anxiety

Anxiety is 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 (Horwitz, 2001: 113).

CHAPTER II THEORITICAL REVIEW

A. Speaking

1. Definition of Speaking Skill

Speaking is one of skill in learning English that must be learned. It is also must be mastered. Actually, there are many definitions of speaking from English expert. However, the researcher just chooses the several.

Speaking is a productive skill that can be directly observe, those observed are invariably colored by accuracy and effectiveness of a test-takers speaking skill which necessarily compromise the reliability and validity of an oral production test (Brown, 2003: 140). Meanwhile, Tarigan (1990:15) states that speaking is ability to produced articulation sounds or sentences to express an idea or feeling. Speaking is an important skill that can acquire their progress in term of their accomplishment in spoken language. Nunan (1998: 26) states that speaking is not only required the fluency and right pronunciation but also the expressions of our face, make good intonation, and the body language. Those help us on conveying message successfully because the listener can understand about the meaning of our message.

Speaking is a crucial part of the language learning process, the ability to speak a language is the product of language learning. Speaking as a productive skill becomes one of the important skill required to be mastered. It is an important part in everyday interaction of a person based on their ability to speak fluently and comprehensively. Tarigan (1990: 15) states that

the goal of speaking is communication. Speaking not only engages coordination between the different voice muscle mechanisms, but also has a mental aspect which is a capability to catch the meaning and the sound produced (Hurlock, 1998: 176).

Speaking is making use of words in voice, uttering words, being able to use language and expressing to making speech. It means that speaking is the ability to use words to express one-self in ordinary voice. For the effectiveness to deliver the meaning both speaker and listener ought to understand the meaning of their conversation. In the speaking, the speaker should have the aspects to make the listener understand about their speech. These components are very important in speaking such as comprehension, grammar, vocabulary, pronunciation, and fluency.

Based on the explanation above, can be concluded that speaking is a process which deserves attention in what speaker's saying in range of pronunciation including stress and intonation in real situation.

2. Components of Speaking

Speaking is the process of building a word becomes a good sentence and the last can used as language. Speaker needs aspects to makes he or she speech can understand by the listener. Syakur (1987: 3) states that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. The five components of speaking skill are:

a. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it. It means that comprehension is the important element of speaking.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary is the basic knowledge to be owned by language learners. There will be a big problem for he or she does not sufficient vocabulary. Without vocabulary, they will not be able to communicate effectively in term of producing English sentence. So, vocabulary means the appropriate diction which is used in communication (Willid, 1990).

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra-segmental features. A speaker who constantly mispronounces a range of phonemes can be

extremely difficult for a speaker from another language community to understand (Gerard, 2000: 11).

e. Fluency

Fluency is probably best achieved by allowing the stream of speech to flow then as some of this speech spills over beyond comprehensibility the riverbanks of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course. Sometimes fluency is used to measure that someone is capable or incapable of using language. Based on the explanation above, can be conclude that when someone wants to speak a foreign language has to know the rules of the language such as grammar, pronunciation, and vocabulary to apply them in communication.

3. Problems of Speaking

Speaking is a hard skill to do, especially in learning foreign language. The hardness of speaking comes from some characteristic of spoken language that is hard to be possessed. There are some characteristics of difficulties that classified by Brown (2000: 270) includes:

a. Clustering

Fluent speech is a phrasal not word by word. Learner can organize their output both cognitively and physically through such a clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Constructions, elisions, reduced vowel, etc., all form special problems in teaching spoken English. Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality in speaking that in turn stigmatize them.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as students speaks allowed manifesting a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

e. Colloquial language

Make sure students are reasonably well acquainted with the words, idioms, and phrases of colloquial language, and they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of students' tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation pattern convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum-without-interlocutors would rob speaking skill of its richest components the creativity of conversational negotiation.

4. Basic Types of Speaking

In the classroom activity, designing appropriate assessment tasks in speaking begins with the specification of objective (Brown, 2003: 141). Those objectives may be classified in term of several types of oral production performance are:

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply imitate a word, phrase or sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic element intonation, stress, rhythm, and juncture). This is the students' speaking performance that practicing some phonological and grammatical aspects

of language. Usually, the students do the task in pair. For instance, they reading a loud include reading paragraph, dialogue, and information from chart.

c. Responsive

Responsive assessment tasks include interaction and test comprehension. Assessment of responsive tasks involves brief interactions with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances. A good deal of students' speech in the classroom is responsive short replies to teacher or students initiated questions or comments. The stimulus is almost always a spoken prompt with perhaps only one or two follow up questions or retorts.

d. Interactive

Interaction can take the two forms of transactional and interpersonal. Transactional language carried out for the purpose of exchanging specific information is an extended form of responsive language. Then, interpersonal exchanges carried out the purpose of maintaining social relationships than for transmission of facts and information.

e. Extensive

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction. Extensive speaking tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited.

Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

5. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions which focus on the exchange of information. Here, the functions of speaking are:

a. Talk as Interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchange may be either casual or more formal, depending on the circumstances and their nature has been well described by Brown and Yule (1983).

b. Talk as Transaction

Talk as transaction refers to a situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus rather than the participants and how they interact socially with each other.

c. Talk as Performance

Talk as performance refers to talk that can usefully be distinguished.

This refers to public talk, that is, talk that transmits information before an audience such as classroom presentations, public announcements, and speeches.

6. Assessing Speaking Performance

Assessment is a popular and sometimes misunderstood term in current educational practice. In the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Written work-from a jotted-down phrase to a formal essay is performance that ultimately is assessed by self, teacher, and possibly other students (Brown, 2003: 4).

The students' speaking performance covers some components such as pronunciation, grammar, vocabulary, fluency, comprehension, and task. Based on Brown (2001: 406 - 407), those components can be assessed by following scoring rubrics:

Table 2.1 Oral proficiency scoring categories (Brown, 2001)

Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	Equivalent to that of an educated native speaker.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.
	Has speaking vocabulary sufficient to express him-self simply with some circumlocutions.
	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	Comprehension is quite complete at a normal rate of speech.
	Can understand any conversation within the range of his experience.
	Equivalent to that of an educated native speaker.
Fluency	No specific fluency description. Refer to other four language areas for implied level of fluency.
	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	Able to use the language frequently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language.
	Accent is intelligible though often quite faulty.
	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	Errors in pronunciation are quite are.
	Equivalent to and fully accepted by educated native speakers.
Task	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time).
	Able to satisfy routine social demands and work requirements, needs help in handling any complication or difficulties.
	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
	Speaking proficiency equivalent to that of an educated native speaker.

Table 2.2 Subcategories of oral proficiency scores

Level	Description
0	Unable to function in the spoken language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face to face conversation on familiar topics
1+	Can initiate and maintain predictable face to face conversations and satisfy limited social demands
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that of highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken

B. Anxiety

1. Definition of Anxiety

Anxiety is a common component of numerous psychological disorders and is frequently manifest as the predominant difficulty in people's life. Anxiety is the tense, unsettling anticipation of the threatening but vague event, a feeling of uneasy suspense. Horwitz (1986) states that anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. Anxiety is an exceedingly complex concept with a variety of overtones and nuances of meaning from ordinary usage as well as from psychology, psychiatry and psychoanalysis (Zuckerman & Spielberger, 1976: 36). Over anxiety influences on cognitive, affective and behavior functioning, thus it has been proven to be one of the most highly examined variables in all of psychology and education (Horwitz, 2011: 29). Another definition gives by American Psychiatric Association states that anxiety is apprehension, tension or uneasiness which stems from the anticipation of danger, the source of which is largely unknown or unrecognized.

Some people believe that anxiety is an additional inconvenience for people. There are several signs of anxiety that showed by anxiety symptoms involve in the body, mind, and behavior (Dixon, 2011). These symptoms are:

a. In the body

Someone who feels anxious to faced something usually visible by the signs:

1. Breathing becomes more rapid
 2. Heart beat speeds up
 3. Feel dizzy and light-headed
 4. Get butterflies in stomach
 5. Feel sick and need a toilet
 6. The mouth becomes dry and it feels difficult to swallow
 7. Feel sweat more
 8. Feel jittery or jumpy
- b. In the mind
1. Feel frightened
 2. May tell ourselves that we are physically ill having heart attack or going mad
 3. Think that people are looking at us
 4. Worry that we may lose control and make a fool of ourselves in front of others
 5. Feel that we must escape and get to safe place
- c. In the behavior
1. Make excuses to avoid going out or doing things
 2. Hurry out a places or situations where are feel anxious
 3. Walk to avoid buses cross the street to avoid people
 4. May have a drink before doing something we find stressful

The symptom of anxiety reaction is the most common form of psychoneurosis occurring among individuals possessing above average intelligence. When feeling anxious, the person has difficulty in identifying

the cause of the uneasy tension or the nature of the anticipated event or disaster. The emotion can be puzzling for the person experiencing it. Anxiety is a state of heightened vigilance rather than an emergency reaction. Based on the definition of anxiety, description between anxious language learners between non-anxious language learners is needed. Characterize an anxious student as an individual who perceives the second language as an uncomfortable experience who withdraws from voluntary participation who feels social pressures not to make mistake and who is less willing to try uncertain or novel linguistic form (MacIntyre and Gardner, 2011: 29). From the explanation above can be concluded that anxiety is a condition that can make people feeling uncomfortable such as nervous and worry and they perceive that something bad will be happen in their life.

2. Theories of Anxiety

Strongman (1995) writes in his academic journal about theories of anxiety. In the journal define that theories of anxiety divided into five categories, namely: psychoanalytic, learning/behavioral, physiological, phenomenological/existential, and cognitive.

a. Psychoanalytic

This theory developed by Freud, he had two theories of anxiety and saw that anxiety as an everyday phenomenon and as a way of explaining neuroses. The realistic anxiety that referred by real objects is everyday anxiety this has often been referred to as fear rather than anxiety. Although, neurotic anxiety as an unconscious conflict within the

individuals since the conflict was unconscious, the person was not aware of the reason for his or her anxiety involve in a panic attack.

b. Learning/ behavioral

Hans develop the theory of anxiety that rests on more fundamentals personality theory, this theory depends on two major dimensions such as extroversion/ introversion and neuroticism. In this context, the neurotic individual is particularly sensitive to anxiety provoking stimuli, this sensitivity being based on the automatic nervous system. So, from this perspective anxiety proneness is inherited. However, anxiety can also be learned. Traumatic events lead to unconditioned fear, but can then become conditioned resulting in new stimuli producing the original anxiety responses, anxiety is viewed as conditioned fear.

c. Physiological

This category based on an exposition of what parts of the central nervous system might be involved in emotion in general and fear or panic or anxiety in particular. It is rely on a model of human psychology which rests on natural science.

One of the most interesting physiological expositions of emotion comes from Gray (1987), it is one of substantial theory of anxiety which should be dealt with under the physiological heading. Gray regards the behavioral inhibition system as foundation of anxiety. He argues that the behavioral inhibition system suppresses any behavior that threatens as unwelcome outcome.

d. Phenomenological/ existential

Here anxiety is seen as a naturally occurring state of person. The distinction between fear and anxiety is very similar. Fear is of specific object although anxiety is independent of any object, instead being a necessary condition of choice. Anxiety only develops after the development of self-awareness allows a person also to form a self-hood. A fearful person moves away from a feared object, whereas an anxious person is in conflict and unsure.

This is developed by Fischer (1970), there are five components of terms of anxious experiencing, and they are:

- 1) Identity, which takes the form of milestones towards a way of living.
If any milestones are threatened so that they might be lost, then anxiety results.
- 2) World, which consist of a network or relations and involvement for each milestone. If anything in this world seems insurmountable and the world thus becomes threatened, then again anxiety may result.
- 3) Motivation, which the world and the person's identity are perpetuated.
- 4) Action, which is involved in achieving a milestone and which expresses being.
- 5) Ability, which is lived evaluation of uncertain competence.

Fischer states that anxiety is both anxious experiencing and the experiencing of the self or the other being anxious. Fischer's conceptualization of anxiety is vague, although it is experiential or

phenomenological and he does not really success in fitting all the other types of formulation into the theory, even though the vagueness helps.

e. Cognitive

This theory follows that high and low anxiety of people will also differs cognitive appraisal of ambiguity. Moreover, a person might be more susceptible to stress and anxiety in some stress situation than others. Eysench point out that the evidence about the role of the cognitive system in accounting for differences in susceptibility to stress is unclear but there are differences in cognitive functioning. The important thing of the theory of (trait) anxiety is that it draws attention to the importance of taking into account the cognitive system as well as the physiological and the behavioral (strongman, 1995).

3. Types of Anxiety

Horwitz (2001) states that anxiety as perceived by many foreign 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. Dunitz (2002) argues that types of anxiety divided into six types:

a. Generalized Anxiety Disorder

Generalized anxiety disorder was conceptualized as a residual diagnosis. It was diagnosed only in the absence of other axis disorders. Indeed, several authors have argued that GAD should not be diagnosed in the presence of a mood disorder (Clayton et al, 1991). An alternative

perspective on GAD, however argues that GAD should be seen as a basic anxiety disorder (Brown and Barlow, 1992), with the psychobiological processes that mediate GAD serving as vulnerability factors for the development of a range of psychiatric disorders.

It is worth noting, however that despite the high comorbidity of GAD in many studies, the odds ratios for GAD occurring with other disorders are not unusually high. Indeed, lifetime and episode comorbidities of GAD and major depression are similar, refuting the argument that major depression is a true independent disorder in contrast to GAD (Kessler et al, 1999). Perhaps the term generalized anxiety contributes to our difficulty in viewing GAD as an independent disorder. It may be useful to see this condition as a tension disorder. Such tension is both psychological (worries, irritability) and somatic (muscle tension, feeling keyed up). This set of symptoms is often primary with depression a later development (Akiskal, 1985), but in other cases it is seen as concurrent with or temporally secondary to other conditions.

b. Panic Disorder

Panic attacks, although characteristic of panic disorder may also be seen in a range of other disorders. They are characterized by a discrete period of intense fear or discomfort with sudden onset and rapid peaking of a range of cognitive and somatic symptoms. Panic attacks in panic disorder are characterized by their spontaneity, coming out of the blue. Thus, although panic attacks in panic disorder may be stimulated by exposure to feared situations (situation bound or situation

predisposed panic attacks), for the diagnosis of panic disorder the people must have recurrent unexpected (un-cued) panic attacks.

Panic attacks also characterize social anxiety disorder. However, the panic attacks of social anxiety disorder have specific elements which allow them to be differentiated from those seen in panic disorder. First, whereas panic attacks in panic disorder are often characterized by dyspnea, those in social anxiety disorder are more likely to be characterized by blushing, tremor, and averted gaze (Amies et al, 1983). Second, whereas panic attacks in panic disorder are precipitated by open spaces and other places/situations from which escape is difficult, those in social anxiety disorder are triggered by social situations.

c. Social Anxiety Disorder (Social Phobia)

Social anxiety disorder is associated with a range of other disorders, including major depression, substance use disorders and other anxiety disorders in community surveys (Magee et al, 1996). The social situations that are feared in social anxiety disorder comprise social interaction and performance situations. Social interaction includes situations such as conversations at work or dating. Performance situations include public speaking or writing in front of others. People with generalized social anxiety disorder fear most social situations, whereas people with discrete social anxiety disorder fear only one or a few performance situations.

Like other anxiety disorder, social anxiety disorder is also characterized by avoidance symptoms. Thus, people avoid social interaction and

performance situations or else endure them with marked anxiety or distress. Such avoidance plays an important role in contributing to the morbidity of social anxiety disorder in community surveys and subjects with social anxiety disorder are more likely to be unmarried and unemployed than subjects without social anxiety disorder (Magee et.al, 1996).

d. Obsessive-Compulsive Disorder

Obsessive-compulsive disorder (OCD) is characterized by intrusive thoughts (obsessions) that increase anxiety and ritualistic behavior or mental acts that serve to decrease anxiety. Important symptom subtypes in OCD include those revolving around contamination concerns and washing, other obsessions that require checking symmetry and ordering and hoarding (Leckman et al, 1997). Avoidance symptoms may also be seen in OCD people with contamination concerns and repeated hand-washing may avoid situations in which they may have to face dirt, for fear that they will then need to spend hours washing in order to feel anxiety free. Indeed, the morbidity associated appears to be the tenth most disabling of all medical conditions (Murray and Lopez, 1996).

One subtype of OCD that is perhaps particularly relevant to questions of differential diagnosis is obsessional slowness. Such people may at first sight appear to have depression with psychomotor retardation. However, these symptoms in fact reflect intrusive obsessions and repetitive rituals rather than depressed mood. Also relevant here is the

subtype of OCD with poor insight, such OCD people may appear to have delusional disorder or another psychotic condition. Although OCD commonly precedes major depression, there is also evidence that some people with major depression are at risk for developing obsessive ruminations (Schatzberg et al, 19980. Nevertheless, possible differences between these groups of primary and secondary OCD are not well delineated.

e. Post- Traumatic Stress Disorder

Post-traumatic stress disorder begins by definition in the aftermath of a serious traumatic event, and is characterized by three symptoms clusters. The three clusters of symptoms in PTSD by American Psychiatric Association (2000), such as:

a. Re-experiencing symptoms

This term refers to intrusive memories of the event, recurrent dreams of the trauma, acting or feeling as if the trauma were recurring (including dissociative flashbacks or hallucinations), and intense psychological distress or physiological reactivity or exposure to a reminder of the trauma.

b. Avoidant / Numbing symptoms

These include symptoms such as avoiding thoughts or feelings associated with the trauma, avoiding activities or people who arouse memories of the trauma, being unable to recall an important aspect of the trauma, diminished interest in activities, restricted range of affect, and feelings of detachment or estrangement from others.

c. Hyper-arousal symptoms

This can arguably be conceptualized as a form of continuous panic state. Certainly, people with hyper-arousal are in a state of increased anxiety with an exaggerated startle response, hyper-vigilance and difficulty falling asleep.

A range of symptoms in PTSD is not part of the diagnostic criteria, but is crucial for full understanding of certain people and for appropriate intervention. These include symptoms such as shame, guilt and social mistrust. There may also be impulsivity, hostility, dissociation and somatization symptoms. Particularly when traumas begin early in development and occur multiple times, PTSD may take a complex form, with negative effects on personal relationships and on affect and impulsive modulation (Van der Kolk et al, 1996). Although PTSD is a highly prevalent disorder, it should be remembered that the prevalence of exposure to trauma is even higher. Indeed, PTSD can be characterized as a dysfunctional response to trauma in which there is a failure to respond adaptively once the threat has been removed.

Meanwhile, MacIntyre & Gardner (1991) described anxiety into three types, includes:

a. State Anxiety

State anxiety refers to the actual experience of anxiety and its effect on emotion, cognition, and behavior. It results in heightened levels of arousal and more sensitive autonomic nervous system which leads to feel of being energized. In cognitive effect, individuals may become

more sensitive to what other people might be thinking about them. In term of behavioral effect, include that over evaluation of one's own behavior, ruminating over real or imagined failures, attempts to escape from the situation and physical manifestations such as sweaty palms and as elevated heart rate.

From the explanation above, it can be seen that state anxiety is emotional and physical reactions towards a stimulus apprehended as a threat in particular context. State anxiety is when a person referred to be anxious at the moment, feeling nervous and worried that something bad is going to happen. It is a sense uneasiness that may be experienced at a particular moment in time as a response to a definite situation (Spielberger, 1983).

State anxiety refers to the moment experience of anxiety (MacIntyre, 1999). State anxiety in contrast to the stable nature of trait anxiety is momentary and thus not an enduring characteristic of an individual's personality. It is the apprehension that is experienced at a particular moment in time (MacIntyre & Gardner, 1991). A person who experienced a state anxiety is more feel nervous and stress or unable to confront any event. In such moment, the person may feel nervous and can react negatively. From the explanation above, can be concluded that state anxiety is unpleasant feeling which can disturb the individual's ability to react positively in any situation when he or she do the oral performance in front of another.

b. Trait Anxiety

Trait anxiety is individual differences in reactions towards a perceived threat in the environment in general. It refers to a rather stable individual tendency. It refers to a stable predisposition to become anxious in wide range of situation. This regarded as a feature of the individuals' personality and is viewed as a relatively stable trait over time.

Trait anxiety is an individual's likelihood of becoming anxious in any situation. Spielberger (1983) states that test anxiety refers to relatively stable individual differences in anxiety-proneness that is to differences between people in the tendency to perceive stressful situation as dangerous or threatening to respond to such situations with elevations in the intensity of their state anxiety reaction. As trait anxiety is relatively stable personality characteristic, a person who is trait anxious in many different kinds of situations more frequently or more intensely than most people do (Woodrow, 2006).

c. Situation-Specific Anxiety

Situation-specific anxiety view of anxiety has been supported by the evidence that the personality difference conception of anxiety by its nature, deemphasizes the situational determinants of anxiety (Dornyei, 2005). According to MacIntyre & Gardner (1991), situation specific anxiety can be considered as trait anxiety which is limited to a specific context. This perspective examines anxiety reactions in a well-defined situation in a foreign language class.

Therefore, situational-specific anxiety is caused by new situations or changing events. It can also be caused by various events that make that particular individual uncomfortable. Often an individual will experience panic attacks or extreme anxiety in specific situations. A situation that causes one individual to experience anxiety may not affect another individual at all. For example, some people become uneasy in crowds places, so may them to experience extreme anxiety, possibly a panic attack.

4. Foreign Language Anxiety

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. Foreign language anxiety is the most important variable in the learning process that hinders foreign language students' performance. It can be cognitively and physically a serious barrier to students capacities especially its negative effect on students' speaking skill. 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 (2001: 113) states that anxiety is 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. According to Brown (2007), anxiety plays a major affective role among the affective factor in foreign language acquisition.

The subjective feelings, psychological symptoms and behavioral responses of the anxious language learner are the same as for any specific anxiety. Mesri in Aga (2016) states that foreign language is widely used to describe the feeling of tension and apprehension which is specifically associated with foreign language learning contexts including listening, speaking, reading, and writing. Foreign language anxiety is a situation specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety that is related to the language learning context (Horwitz, 2001).

Foreign language anxiety is important, because it can be present as an emotionally and physically uncomfortable situation of students in foreign language classes especially when they do oral performance. When students know that they cannot make their progress, they may have an anxiety reaction against learning the language. It is a cause of students' result of poor language. While, some people claim that having poor language skills is a cause of anxiety. Therefore, students having poor language skills may tend to show apprehensive behaviors. Foreign language anxiety was identified by Horwitz as a specific syndrome which stems from three other anxieties such as communication apprehension, fear of negative evaluation, and test anxiety.

5. Sources of Foreign Language Anxiety

Language anxiety is the feeling of worry and nervousness expressed by non-native speakers when using a foreign or second language. Anxiety may impact English Foreign Language learners' oral performance. Horwitz

et al. (1986) have described three related anxieties as sources of foreign language anxiety:

a. Communication Apprehension

Communication apprehension considered as an important factor in the process of learning a foreign language and affects also learners' achievements in oral performance. McCroskey states that communication apprehension is an individual level of fear with either real or anticipated communication with another person. Some of students feel anxious to speak to other people in foreign language because of their limited knowledge of the language target. Communication apprehension refers to worry about oral communication (Horwitz, 1991). The basic causes of communication apprehension are some personality traits such as shyness, quietness or reticence. Daly (1991) explains the causes of communication apprehension in a more comprehensive way. Individuals' genetic background might be significant in showing communication apprehension. Second, positive reinforcement of communication behaviors is significant in the prevention of communication apprehension. When individuals' communication behaviors are reinforced positively, they will be more willing to communicate (Aydin, 2001).

Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads, groups or in public, or in listening to or learning a

spoken message are all manifestation of communication apprehension. Communication apprehension obviously plays a large role in foreign language anxiety. People who typically have a trouble speaking in groups are likely to experiences even greater difficulty speaking in foreign language class where they have little control of the communicative situation and their performance is constantly monitored. The special communication apprehension permeating foreign language learning drives from the personal knowledge that one will almost certainly have difficulty understanding others and making one-self understood.

b. Test Anxiety

Test anxiety refers to learners' negative expectations about their performance in an upcoming test (Horwitz et al, 1991). Test anxiety refers to a type of performance anxiety stemming from a fear of failure. It is psychological condition in which learners feel worry, anxiety, nervous, and uncomfortable during or before taking a test. Test anxiety is an apprehension toward academic evaluation. This anxiety creates important obstacles to performance and learning process. Test anxiety students often put unrealistic demands on themselves and feel that imperfect performance is failure. It has four different phases such as: test anticipation, test preparation, the test taking stage, and test reaction (Covington, 1985, cited in Aydin, 2001). In the first phase, learners start to evaluate their own preparation, their previous knowledge and the level of difficulty of the test, and predict their chance of success or

failure. When they see that they will be likely to fail, they start to feel anxious. In the second phase, they start to prepare for the test and evaluating the effectiveness of their preparation. They associate success with reaching their unrealistic goals so they consider that anything less than a perfect test performance is a failure (Covington, 1985, cited in Aydin, 2001). During the test taking phase, they feel inhibited and frustrated due to their anxiety and in the last stage, their negative expectations are usually realized (Aydin, 2001).

The researcher states that test anxiety influences students' motivation and achievement to learn foreign language in learning process, because this anxiety can result in impaired performance in front of another. In the other hand, test anxiety as a fear in test and unpleasant experience held either consciously or unconsciously by learners in many situations.

c. Fear of Negative Evaluation

Fear of negative evaluation defined as apprehension about other's evaluation, avoidance of evaluative situations, and the expectation that others would evaluate one-self negatively. Fear of negative evaluation is broader in scope because it is not limited to test-taking situations rather it may occur in any social, evaluative situation such as interviewing for a speaking in foreign language class. It refers to individuals' worries about what others think about them and believing that these thoughts are usually negative (Horwitz et al, 1991). MacIntyre and Gardner (1991) propose that fear of negative evaluation

is closely related to communication apprehension. When students are unsure of what they are saying and they may doubt their ability to make a proper impression. The inability either to express one-self or to comprehend another person leads to frustration and apprehension. Some learners regard using the language as a case of being evaluated. When they think that they lack the necessary linguistic competence to express themselves, they are worried about giving an improper social impression about themselves (Aydin, 2001).

In the other hand, fear of negative evaluation is observed when foreign language learners feel incapable of making the proper social impression and it is an apprehensions towards evaluation by others and avoidance evaluative situations.

6. Foreign Language Anxiety in Speaking

At first glance, speaking seems to be the component of foreign language performance that most susceptible to anxiety effects. Speaking in foreign language is the most difficult aspects than other skills. Many researchers support the idea that communicating in foreign language class may be a traumatic experience causing feelings of fear. According to Aida (1994), speaking in the target language seems the most threatening aspect of foreign language learning and that the lack of oral skills constitutes serious problems to language learners. Meanwhile, Worde (2003) states that speaking activity causes inability to comprehend, negative classroom

experience, fear of negative evaluation, pedagogical practice and the teachers themselves are the main factors that trigger in learning anxiety.

Anxiety is characterized as experiencing difficulty or unusual awkwardness speaking, pronouncing words, syllables, or vowels moving the mouth or tongue or being very self-conscious of problem speaking. Thornburry (2005: 28) states that the lack of vocabularies, improper grammar, and fears of mistakes are some of the factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking. The difficulties of speaking can occur frequently, persistently, and barely noticeable. Although students show most interest in learning to communicate orally in the foreign language, their anxieties may play debilitating roles. Anxiety in speaking foreign language turned to be more frequent in some cultural settings than in others.

Anxiety as an important affect might exist in the foreign language speaking process and have an influence on the foreign language speaking process and performance. Anxiety in learning is an emotional state of apprehension, a vague fear that is only indirectly associated with an object (Scovel, 1978). Kondo (2009) asserted that language anxiety in the speaking test is only a poor predictor of English proficiency. Anxiety influences students in learning language especially, in speaking because it can totally prevent students from achieving their goals in learning speaking. From the explanation above can be concluded that anxiety is a negative effect of speaking that can make speaker feeling nervous and worry about their speech.

7. The Causes of Anxiety in Speaking

Speaking is believed as a skill that most frequently evokes anxiety among the students. Anxiety as one of results of affective factors appears because several matters. There are several causes of speaking anxiety in the foreign language class. Anxiety may arise from certain speaking activities experienced by the learners. Tseng (2012: 84) explains some important causes of anxiety among the language learners in the present study as follows:

- a. Pressure by parents and teachers to get good grades at school in English.
- b. Lack of confidence in their ability to learn English.
- c. Fear of making mistakes and subsequent punishment or ostracism, fear of losing face for not being perfect.
- d. Fear of foreigners and their behavior. Because of the importance of English on tests for advancement in education and in society, parents and teachers press students to not only attain their potential, but to actually produce results beyond their ability.
- e. Conditioning in childhood to believe that English is an extremely difficult language to learn.

Meanwhile, Ohata (2005) argues that language anxiety can arise from:

- a. Personal and Interpersonal Anxieties

Commonly personal and interpersonal are the most sources of anxiety. It was investigated in correlation with other social and psychological constructs. For example, people with low self-esteem may

worry what their friends think, in fear of negative responses or evaluation. Thus, some of the performance anxieties mentioned earlier might be categorized largely into one psychological construct. Those psychological phenomena accompanied by low self-esteem and competitiveness can become the place for student language anxiety as often directly in the form of performance anxieties.

b. Learners' Belief about Language Learning

Learner beliefs about language learning also contribute to the students' tension and frustration in the class. He presents various kinds of learner beliefs, suggesting that some of them are taken from the learner's unrealistic and sometimes erroneous conceptions about language learning. He found that:

1. Some learners were concerned about the correctness of their speech in comparison to native like accent or pronunciation.
2. Some believed that two years of language learning is enough to achieve a native like fluency.
3. Some expressed that language learning means learning how to translate.
4. Some others believed that success of second language learning limited to a few individuals who are gifted for language learning.

Unrealistic belief held by learners can lead to anxiety in students, especially when their beliefs and reality clash. In this sense, learner beliefs can play another major role in forming language anxiety in students.

c. Instructor Beliefs about Language Teaching

Instructor beliefs about language teaching can also become a source creating language anxiety among learners. The teacher's assumption on the role of language teachers may not always correspond to the students' needs or expectations toward the teacher. For example, when a teacher believes that his role in class is to constantly correct students' error, some of the students might become quite anxious about their class performance.

d. Instructor – learners Interaction

There is an interaction between language learning and the environmental components in which the students grew up, and both negative and positive experiences have a strong impact on the success of language learning. The process of interaction between the instructor (teacher) and the learner (student) is regarded as a factor causing anxiety for the students. If the learner does not understand the teacher's corrections or explanation, this is can be a cause for anxiety.

The researcher argues that interaction between students and teacher is important factor to make a low anxiety classroom environment. When the class has low level anxiety environment, the students automatically feel comfortable to receive and understanding the explanation of the teacher.

e. Classroom Procedures

Many learners feel that some error correction is necessary the manner of error correction is often said as provoking anxiety. Those

studies that investigated anxieties in relation to instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class.

The researcher give an example if the student perform in front of other students, then she/he make a mistake. Then the teacher cut his/her word and correct it. It makes students become anxious and afraid to continue their performance because they afraid make more mistakes.

f. Language Testing

Language testing is one of the factors which contribute the anxiety to the students. It would lead to other psychological stresses, such as the fear of losing self-confidence of feeling inferior to others. In addition, sometimes students feel pressured to think that they had to organize their ideas in a short period of time while caring about grammar errors at the same time.

The researcher argues that language testing also contribute to the anxiety of students. In Indonesia, testing sometimes called as the technique to collect a score of the students. All of the students afraid if they get bad score, it is important to students. For example, testing which can make students anxious such as: teacher gives a test in short period will make students feel very anxious and pressured, the teacher do a test without notification to the students before (unprepared for the students), the teacher give unfamiliar and ambiguous test task.

8. The Effect of Foreign Language Learning Anxiety

a. Foreign Language Learning Anxiety and Associations with the Stages of Language Acquisition Process

The effects of language anxiety can be explained with reference to the cognitive consequences of anxiety arousal (Eysenck, 1979, Schwazer, 1986 cited in MacIntyre & Gardner, 1994). When an individual becomes anxious, negative-self related cognition begins thoughts of failure, self-deprecation, and avoidance begin to emerge. Tobias (1986), analyzed the effects of anxiety in the three stages of learning as follows:

1. Input, it is the first stage consists of the individual's first exposure to a stimulus. In which learners are presented with new information (external stimuli) and they encode this new information, assigning meaning to what they see or hear. Since learners have to process so many things initially, learners' in the input stage interferes with the other stages (processing and output). They may miss some of the information, and they try hard to make up for the missing input (MacIntyre and Gardner, 1994). MacIntyre and Gardner (1994), point out that rapid speech or written texts which include difficult structures are some typical cases in which learners may have difficulty in encoding information. When learners have difficulty in encoding the new information, they feel anxious. This is associated with input anxiety, which refers to the fear that a receiver has when

perceiving information from auditory and visual sources (Tanveer, 2007).

2. Processing, it is the second stage in which learner's process input or the information they received in the first stage. At the processing stage, incoming messages are understood and learning occurs as new words are given meaning (MacIntyre & Gardner, 1994). Processing involves grouping and storing input. Since anxiety interferes with the cognitive process the time that learners spend on processing information increases. In the case of language learning, higher anxiety in this stage prevents learners from learning new linguistic forms (Bailey & Daley, 2000).
3. Output, it is the third stage in which learners attempt to use the information that they have learned (onwuegbuzie et al, 2000). In the output stage, second language material is produced in the form of either spoken or written messages. The success of this stage depends heavily on the input and processing stages (Aydin, 2000). In this stage, anxiety causes learners to retrieve information slowly though they may have learned the material. The interference of high anxiety at this level results in limited output in learners' spoken and written products.

These three stages are interdependent because learning occurs when each step is successfully accomplished (MacIntyre & Gardner, 1994).

b. Foreign Language Learning Anxiety and Associations with Language Achievement

Anxiety has debilitating and facilitative effects. Facilitative anxiety called as positive anxiety, and the debilitating anxiety called as negative anxiety. Ellis (2011) states that facilitating anxiety is the level of anxiety (usually relative low) that enhances performance and debilitating is anxiety sufficient intensity that is interferes with performance, this is can motivate the students to learn and succeed. In fact, this type of anxiety can help students to improve their performance or learning. In the other hand, facilitating anxiety keep the students' motivation and pushing students to do more efforts to reduce the negative impact of anxiety. Debilitating anxiety has a negative impact on students' motivation and their preparation before and during presentation.

Anxiety not only inhibits their achievement but also hinder their speaking ability in presentation performance. Feeling stress is considered as the cognitive part of anxiety and can have negative effect on performance. For example, failing answer the question will only hinder the future performance on the learner and make students less efficient in the classroom. Therefore, motivation and big effort to do the best in each performance are needed by students to reduce their feeling of fail, anxious, nervous, and worry with their ability. All of negative feeling should be remove from students' mind and cultivating the

positive way to their confident in improving their motivation for doing better than before.

9. Students' Strategies to Reducing Anxiety

In the teaching and learning process, especially in foreign language anxiety, students should understand that anxiety has an important function in affecting their oral communication. They should know how to cope and reduce their worry about speaking. There are many strategies for students' to minimize students' anxiety especially when they perform in front of class. Meanwhile, Kondo and Ling (2004: 262) write in academic journal about strategies for coping with language anxiety, such as:

1. Preparation

Preparation can be considered a behavioral strategy because it focuses on behavioral components of language learning that are related to effective performance in the class. Preparation is effective way to help students to cope with their anxiety in oral performance, because they develop students' self-esteem in speaking which can minimize the level of anxiety. Students should try to practice speaking at least once before they present it. Practice in an environment that is as similar as possible to where they will be giving the presentation. Preparation is the key to feeling confident about giving a speech or presentation in front of class. So, preparation can improve students' proficiency of the language helping them in decreasing anxiety. In addition, students should develop their self-confidence to diminish their anxiety. Students

have to exercise their presentations inside and outside the class and prepare themselves well to overcome their fears and improve their communication in foreign language.

2. Relaxation

Relaxation is characterized by its affective quality in that it aims at alleviating bodily tension associated with emotional arousal. Relaxation is one the best way to help students to coping with worry and anxiety in the classroom. Students should do this way to before performing their speeches in order to decrease their anxiety. A few minutes calm is a good ways for the anxious students. Relaxing can be done by taking a deep breath and trying for close the eyes for a while. Students can also feel comfortable by forgetting everything that can make them feel uncomfortable and nervous.

3. Positive Thinking

Positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. These strategies are intended to divert attention from stressful situation to positive and pleasant cues and bring relief to the anxious student.

Positive thinking is one of strategies to reduce students' anxiety. It can be useful, especially for dealing with state anxiety which refers to students' anxiety because of a specific evaluative situation, a test or competition, and an oral performance. Positive thinking is considered as an effective strategy for students to alleviate their speaking anxiety.

Students have to stop their negative thinking. Therefore, students must learn how to talk to their selves in relaxing manner with using positive dialogues instead of negative one.

4. Peer Seeking

Peer seeking is distinguished by students' willingness to look for other students who have the same trouble in understanding in the class and controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source or reduce their burden because they have friends to sharing.

5. Resignation

Resignation is characterized by students' reluctance to do anything to alleviate their language anxiety. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. Some of the actions are giving up, sleeping in the class.

The researcher argues that it is one of the extreme strategies. This may be causes accepting the reality is one of many ways to reduce stress and tension. They do not want to try and retry after failing because they are afraid of more stress. Resignation seems to be one possible strategy choose by the students. this strategy only offers a temporary quick solution. Later, those students have to face greater problems. They may not be able to acquire proper mastery of the second language and may also fail in examination. From the theory above, it can be concluded that students with low language anxiety will

be more successful in their use of coping strategies. By doing strategies in dealing the language anxiety: preparation, relaxation, positive thinking, peer seeking, and resignation.

10. Measuring of Foreign Language Anxiety

The researcher concluded that anxiety is an unpleasant emotion that is characterized by feeling of tension, nervousness, shyness, and fear. According to Horwitz (1986), research into the relationship between anxiety and language achievement had been held back by the lack of reliable and valid measure of anxiety specific to language learning. The researcher used FLCAS (Foreign Language Classroom Anxiety Scale) by Horwitz to provide researcher with standard instrument for such purpose. This self-report measure was claimed to evaluate the degree of anxiety as evidenced by negative performance expectancies and social comparisons, psycho-physiological symptoms, and avoidance behaviors (Horwitz, 1986). The scale's items were developed from students' reports, clinical experience, and a review of related instruments. Based on the Horwitz, these are the FLCAS of anxiety scale:

Table 2.3 Horwitz's FLCAS Anxiety Scale

No	Questions	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I tremble when I know that I'm to be called on the language class.					
3	I keep thinking that the other students are better at languages than I am.					
4	I start to panic when I have to speak without preparation in language class.					
5	I worry about the consequences of failing of my foreign language class.					
6	It embarrasses me to volunteer answer in my language class.					
7	I get upset when I don't understand what the teacher is correcting.					

8	I am afraid that my teacher is ready to correct every mistake I make.					
9	I can feel my heart pounding when I'm going to be called on my language class.					
10	The more I study for presentation, the more confused I get.					
11	I get nervous and confused when I am speaking in my language class.					
12	I am afraid that the other students will laugh at me when I speak the foreign language.					
13	It frightened me when I don't understand when the teacher is saying in the foreign language.					
14	During language class, I find myself thinking about things that have nothing to do with the course.					
15	In language class, I can					

	get so nervous I forget things I know.					
16	Even I am well prepared for language class, I feel anxious about it.					
17	I often feel like not going to my language class.					
18	I always feel that the other students speak the foreign language better than I do.					
19	I feel very self-conscious about speaking the foreign language in front of other students.					
20	Language class moved so quickly I worry about getting left behind.					
21	I feel more tense and nervous in my language class than in my other classes.					
22	I get nervous when I don't understand every word the language teacher says.					
23	I feel overwhelmed by the number of rules you					

	have to learn to speak a foreign language.					
24	I get nervous when the language teacher asks questions which I haven't prepared in advance.					
25	I don't worry about making mistakes in language class.					
26	It wouldn't bother me at all to take more foreign language classes.					
27	I am usually at ease during presentation in my language class.					
28	I don't understand why some people get so upset over foreign language classes.					
29	I would not be nervous speaking the foreign language with native speakers.					
30	I feel confident when I speak in foreign language class.					
31	I don't feel pressure to					

	prepare very well for language class.					
32	When I'm on my way to language class, I feel very sure and relaxed.					
33	I would probably feel comfortable around native speaking of the foreign language.					

C. Previous Study

To conduct this research, the researcher has some related studies to compare the research with the other. Some related research such as:

The first research was conducted by Ozlem Yalcin (2013) entitled "Foreign Language Speaking Anxiety: the case of spontaneous speaking activities." In this research, the researcher applied mixed research including quantitative and qualitative research. The researcher focused on speaking anxiety and yet there are relatively few studies suggesting ways how teachers can help learners cope with this problem. The purpose of this research is to identify whether the integration of spontaneous speech activities helps minimize the students' English language speaking anxiety. The research took place in the ELT department at a private university in Istanbul Turkey. The course syllabus comprised different types of speaking activities. The data were obtained through an adapted questionnaire. Furthermore, participants were asked to reflect on the activities through open-ended essay question. Finally, a focus group interview was conducted.

The second research was conducted by Randhir Roopchund (2015) entitled “Chinese Students’ English Speaking Anxiety in Asking Questions in the MSc TESOL Classroom.” In this research, the researcher studied to explore the nature of anxiety in asking questions in class from the perspective of seven Chinese learners of English with reference to their self-reflective accounts of emotional difficulties encountered in a UK University. Through the use of an in depth semi-structured qualitative interview format this study identified the effects, sources, and coping strategies pertaining to this learners ‘anxiety in asking questions in class. This anxiety exerts compound effects on respondents with respect to their mind, body and actual speaking performance. This study has enriched the understanding of foreign language anxiety from the perspective of foreign language classroom speaking anxiety in asking questions in class. Future research should check the effectiveness of the coping strategies reported in this study and look into other aspects of foreign language speaking anxiety.

The third research was conducted by Septy Indrianty (2012) entitled “Students’ Anxiety in Speaking English.” In this research, the researcher applied qualitative research design implementing of a case study. The researcher studied to investigate students’ anxiety in Speaking English in one Hotel and Tourism college in Bandung. The study examined types of anxiety, sources of anxiety, and the strategies to reduce anxiety. The study revealed three findings. 1) Two types of anxiety were evidenced trait anxiety and state/situational anxiety. 2) The students’ anxiety in speaking English was derived from three main sources of anxiety included communication

apprehension, test anxiety and fear of negative evaluation. 3) The students employed some strategies to reduce anxiety, namely using mime/gesture, appealing for help and code switching. Result of the study suggested that the teacher should be more aware of students' anxiety in order to arouse students' motivation to speak up confidently and fluently in an English speaking class. Teacher should also provide materials with contribute to students' vocabularies and confidence, so that the students have a better performance in speaking English in the future.

CHAPTER III RESEARCH METHODOLOGY

A. Design of Research

Research design is an important thing of research methodology. Research design is a place to devote all of the researcher's opinion. Leedy (1980:96) defines research design is the matter of thinking, imagining, and thinking more some more. It means that the research design makes the researcher gives his or her imagination about the research.

In this research, the researcher uses descriptive qualitative. The specific design of this study employed classroom based research. According to Creswell (1994) qualitative study defines as an inquiry process of understanding a social problem based on building a complex, holistic picture, formed with the words, reporting detailed views of informants, and conducted in natural setting. Qualitative research studies designed to obtain information concerning the current state of phenomena. It means that research design is a place to put and devote all of the researcher's opinion and thought. In descriptive qualitative technique, the researcher are collecting, analyzing, and supporting data from observation, interview, and questionnaire. The researcher also would present the result of this research based on the phenomena happened in the location of the research.

B. Research Setting and Time

1. Place of the Research

This research carried out in IAIN Surakarta which is located at Jl. Pandawa Pucangan Kartasura Sukoharjo 57168.

2. Time of the Research

The researcher conducted the research on March to June. The schedule planning of research as follows:

Table 3.1 Time of the Research Detail

Subject	Time of the research				
	March	April	May	June	July
Designing research proposal	V	V			
Proposal seminar			V		
Collecting data		V	V	V	
Writing research report			V	V	V

C. Subject of the Research

Research subject is a person who is the objects of the research being investigated. The main subject of this study focused on the students of second semester in English Education of IAIN Surakarta. The researcher chooses the second semester students' of English Education especially in speaking for formal interaction and limited in the 2 D class that consists of 34 students. The researcher focused to investigate the difficulties to know the symptoms showed by students in the speaking class when perform in front class.

D. Data and Source of Data

The source data of this research are students' anxiety in speaking performance in English Education. The data was collected to solve the problems. Data are facts collected for examination and consideration and used to help decision-making (Cambridge Advanced Learner's Dictionary, 2005: 314). Data can be in form word, phrase, or sentence. The data of this research is in form of anxiety found in students' speaking performance. The source of the data was event, it means that the researcher take the data from the event of speaking for formal interaction class. The researcher analyzed the students that come forward in front of the class and presented their material to know their anxiety, their types of anxiety, their causes and strategies to overcoming their anxiety, and their levels of anxiety. The form of the data was students' expression, word, the body language, and students' behavior.

E. Techniques of Data Collection

In the technique of collecting data, the researcher used observation and documentation. As in the study, the researcher used data collection methods as follows:

1. Observation

According to Hancock and Elizabeth (2009), observation is the technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate. Observation is the way to get information about the problem in setting directly. Arikunto states that observation is an effort of doing research in order to gain the information to another people in order to

get the people are able to give the information. Observing in a setting is a special skill that requires management of issues such as the potential deception of the people being interviewed, impression management, and the potential marginality of the researcher in a strange setting (Hammersley & Atkinson, 1995).

In this research, the researcher uses participant observation. The researcher observed passively without doing any involvement in the classroom teaching and learning process. To get the data the researcher uses both recording and note taking. The recording was recorded by using recorder equipment that is video recorder. The note was taking by researcher during the observation. The researcher noted every students' attitude especially when students speak English or preparation before present their task in front of class. Finally, the researcher compared both the note and recording to obtain the data.

2. Interview

Interview is a method to get the data from another individual by question designed to obtain answer relevant to a research problem. Moleong (2005: 186) states that interview method is dialogue or personal relation between data collector with the source data. Interview used to know about something in depth information from respondent, for getting information that cannot be obtain from the other method. According to Burns (1999: 17), interview and discussion are face to face personal interactions, which generate data about the research issue and allow specific to discuss from other people perspective. In this research, the researcher interviewed to the

students. The researcher used interview to get the data in the form of conversation which is done by the researcher and students of 2D class of English Education Department.

3. Questionnaire

Questionnaire is a most convenient and inexpensive way of gathering information from people. More (1992: 24) says that questionnaire is a means collecting the data in which the researcher call on students to examine themselves and react to a series of statement about their attitudes, feeling, and opinion. Questionnaire is the instrument consists of several questions to collect the information of the research. Questionnaire in qualitative can be used to gather facts about people's beliefs, feelings, experiences in certain activities and so on. The questionnaire is designed in such a way that participants have freedom to express their views in response to the question asked without any influence or clues from the interviewer. In this research, the researcher used close and open questionnaires to collect the data.

1. Close questionnaire

Siniscalco states that close questionnaire is used to ask the respondent to choose among a possible set of answer. The respondent is usually asked to tick or circle the chosen answer. They may also require that the respondent chooses among several answer categories, or that he/she uses a frequency scale, an important scale, or an agreement scale (Siniscalco: 23).

The researcher uses close questionnaire adapted from Horwitz's theory. This questionnaire is FLCAS. FLCAS (Foreign Language Classroom Anxiety Scale) is kind of close questionnaire that given to the students, they have some opportunities to select and choose the possible answer that describes how generally students are feeling. The questionnaire consists of 33 items with five options in appendix page 164. The researcher gave the questionnaire to the students in 2D class when she did the observation. This questionnaire aimed to know the students' feeling on their speaking performance ability and to find out the students' anxiety levels in speaking class.

2. Open questionnaire

The second questionnaire is open questionnaire. It is used to get the students' response about the factor behind their anxiety and their strategies to cope the feeling of anxious in presentation performance. Siniscalco states that open questionnaire are not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. It means that open questionnaire is useful to represent the generally respondents are feeling by write down a short text.

The researcher uses open questionnaire to know the students' feeling on their speaking performance to find out the factors of anxiety by students and the strategies to reduce their anxiety in speaking class. This questionnaire consists of 2 items.

The questionnaire is in the form of Likert scale type with five degrees options which strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. In determining students' scores, the item scores are used by the researcher at first. The close questionnaire consists of 33 questions and the open questionnaire consists of 2 questions. The way to score as follows:

Table 3.2 Category Score of Likert Scale

Statement	A	B	C	D	E
Positive	5	4	3	2	1
Negative	1	2	3	4	5

F. Techniques of Data Analysis

According to Bogdan and Biklen (1982: 145), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other material that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. In the different meaning, there are several data have been collected after doing research in the field.

In analyzing the data, the researcher needed to analyze the validity of the data. To analysis the result of observation and interview the researcher used the data reduction, data display, and drawing conclusion. According Miles and Huberman (1984: 428-429) the data analysis contains three linked they are data

reduction, data display, and drawing conclusion/verification. The researcher applied this technique in the data analysis with the description as below:

a. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and abstracting the data. The potential universe of data is reduced in an anticipatory way as the researcher chooses a conceptual framework, research question, cases, and instruments. Once actual field notes, interviews, tapes, or other data are available, data summaries, coding, finding themes, clustering, and writing stories are all instance of further data selection and condensation. The researcher took the important data and eliminated unimportant data by selected the data.

b. Data Display

After reducing the data, the next step is displaying the data. Data display defined as an organized compressed assembly of information that permits conclusion drawing/ or action taking is a second inevitable part of analysis. Miles and Huberman said that the most frequent from display the data for qualitative research in the past has been narrative text. The researcher typically needs to see a reduced set of data as a basis for thinking about its meanings.

c. Drawing Conclusion

The third technique of analysis the data is drawing conclusion. According to Miles and Huberman, the conclusion is still for and can be change if there are no new evidences were founded. In this research, the conclusion will be draw continuously throughout the course of the research.

Sutopo (2002), state that the researcher writes not only what has the researcher seen each day during observation, but also her interpretation of her observation. In this case, the researcher makes accumulation of her interpretation and analysis throughout the teaching learning process.

In analyzing the data, the researcher also needed to analyze the validity of the data sources to get the valid data. In this research, the researcher used the FLCAS (Foreign Language Classroom Anxiety Scale) by Horwitz to analysis questionnaire. FLCAS consists of 33 questions statement. The FLCAS divided into two kinds of statement that is negative and positive statement. The scoring of positive statement range from 1-5, while the negative statement will be ranging 5-1. Therefore, the negative statement was number 1-24 and then the positive statement was number 25-33. Then the data was calculated with the range of score to gain the data.

G. The Trustworthiness of Data

Trustworthiness of data is the degree to measure accurately and represent what it is supposed to. The validity of the data is important in doing inquiry to check the credibility of the data. The data gathered from the research were in the form of observation, some documents, and the data taken from interview. According to Patton (in Sutopo, 2002:78), there are four types of triangulations. They are source or data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation.

The data triangulation is the use of a variety of data sources, including time, spaces and person, in a study. Findings can be corroborated and any

weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations. It means that data triangulation is that the researcher using more than one method to get the data during the data was obtained.

The investigator triangulation is the use of more than one investigator, interviewer, observer, researcher or data analyst in a study. The ability to confirm findings across investigators without prior discussion or collaboration between them can significantly enhance the credibility of the findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting, and analyzing study data. It means that, investigator triangulation is the way to checking the data to some experts to reach the data validation.

Theoretical triangulation is the use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at situation from different perspectives through different lenses with different question in mind. It means that, theoretical triangulation is the process to use some related theories to validate the data. Here, the result of the study is thesis statement.

Methodological triangulation is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In another word, the strengths of one method may compensate for the weaknesses of another.

In this study, the researcher applied data triangulation. To reach the validation of the data, the researcher applied the data observation and the data from interview and questionnaire after doing observation in the classroom. In this way, the researcher rechecked the information from observation, interview, the data and questionnaire to get relevant documents. It is an order to get the trustworthiness of the data.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The researcher got the data about factors of students' anxiety in speaking performance of the second semester students of English education department of IAIN Surakarta. The researcher collected the data from observation, interview, and questionnaire. The detail interview and questionnaire were stated on the field note of the research. The data in this research was 34 students in the second semester of English education.

The finding of the research was described and provided with supporting data. This research presented detail findings of the study and discussion as follows:

1. The types of anxiety faced by students

From the observation that researcher done in May 2017, the researcher found that the types of anxiety do by students in speaking performance were various, even when they have the same type of anxiety but they have different form of language anxiety. On the first observation five students came forward to present their material in front of class, first student brought a text to present his task, he explained the material fluently but he spoke to fast, so his friends felt difficult to understand about the content of the text. It indicated that he felt anxious. Besides that, the student also spoke to fast and trembles his hand. The second, the third, and the fourth students that came forward in the first observation, they had the same form of anxiety. They also brought a text to present their material. They read all

of the text slowly, so their friend could not hear about their explanation. It means that they felt anxious it looked from their body language they spoke to slow but, they read without had eyes contact with their friends that sat on the classroom. The fifth student, conveyed his material loudly and clearly, but he spoke to fast so, their friends could not hear their explanation it well. He sometimes had a problem with his pronunciation.

On the second observation, all of the students came forward in front of class. In this case, all of students presented about their material about poster presentation because it is time in mid-term test. So, they brought the material and presented their task. In this observation, twenty two students presented their material beside brought the poster they also brought the text to explain their material and twelve students without the text. Twenty two students that presented by using the text read all of the material quickly and did not had eyes contact with their friends and also did not focus with their poster. It means that they felt anxious because of them afraid to look their friends and afraid about making mistakes when they explained about their poster. They also had a problem with their pronunciation because they spoke too fast. The twelve students that conveyed their material without the text, they felt confident with their ability even in the fact, just five students that presented it well and clearly. Seven students did not present fluently because they silence when they forgot about their explanation in their poster.

On the third and fourth observation almost all of students presented their material in front of class by using text, but some of them still looked

nervous when they had to speak. It looked from their trembling hand, silence when forgot about their material, spoke too fast and lack of vocabulary and also their pronunciation. When they spoke in front of class, usually on the first sentence they spoke loudly and clearly but, on the next sentence they spoke more slowly that can make other students could not hear their voice and did not understand what they said. Many students seemed very confident when they conveyed their material. They spoke loudly, clearly, had a good pronunciation and had much of vocabulary but they spoke too fast. It showed that all of students in the speaking class experienced anxiety but they had different times, types, forms, and level of anxiety.

From the observation can be concluded that some of students felt nervous when they presented their material in front class. Some of students are nervous in the first presentation or in the first sentence, but after that they felt confidence. Then, other students felt nervous from the first until the end of their presentation.

From the interview to the students at the 2D class in speaking for formal interaction, there are three kinds of anxiety that experienced by students of 2D class. The first type was state anxiety and the second type was the trait anxiety and the third type was situation-specific anxiety. From the observation of 34 students, five of the students they experienced trait anxiety because of they always felt nervous and sweat pouring. They always felt afraid and stress in speaking performance, it means that their anxiety is the part of their characters.

When the students had to present their materials, they felt nervous, leg seeking, trembling hand, sweat pouring, blank, and felt confused. It means that they experienced trait anxiety it showed from interview that they always felt anxious and thought about what would happen next. People who show trait anxiety may experience persistent feeling that something terrible about to happen. They are worried and concerned chronically. They experience heartbeat and muscle tension even when they perceive no environmental threat.

Based on the observation, twenty two of students felt anxious on the specific-situation anxiety such as when they have to present their task, final test, or something else. When they felt anxious, usually their hand was cool, trembling hand, nervous, worry, etc. Even most of student had the same type of anxiety but they had different time and form of anxiety.

Based on the observation, seven of the students felt anxious on the state anxiety. She felt anxious when she had to present the material in front of class. She felt afraid to speak English when the teacher asks her to convey her opinion. It showed from the interview “*saya paling takut kalau disuruh maju dan menyampaikan pendapat secara spontan*”. She also afraid when she did not has a preparation to speak in front of class.

Table. 4.1 Types of Students' Anxiety

No	Name	Types of Anxiety		
		State	Trait	Situation - specific
1	Student 1		V	
2	Student 2		V	
3	Student 3			V
4	Student 4			V
5	Student 5			V
6	Student 6	V		
7	Student 7	V		
8	Student 8			V
9	Student 9			V
10	Student 10			V
11	Student 11	V		
12	Student 12	V		
13	Student 13		V	
14	Student 14			V
15	Student 15		V	
16	Student 16	V		
17	Student 17		V	
18	Student 18			V
19	Student 19			V

20	Student 20			V
21	Student 21			V
22	Student 22			V
23	Student 23			V
24	Student 24			V
25	Student 25			V
26	Student 26			V
27	Student 27			V
28	Student 28			V
29	Student 29			V
30	Student 30			V
31	Student 31			V
32	Student 32	V		
33	Student 33	V		
34	Student 34			V

2. The factors and strategies to reduce anxiety

This part of the study would be focus on what did the factors contributing of students' anxiety in speaking. The researcher found that more than half of the students' in open questionnaire answered they feel anxious when they have to speak in front of class. The observation, questionnaire and interview to the students were conducted to gain the data about the factors contributing of students' anxiety in speaking performance. Based on the result of observation, interview, and

questionnaire, the researcher concluded some factors of anxiety in speaking performance such as:

a. Lack of Preparation

Lack of preparation is the factor of students' anxiety in speaking performance. Lack of preparation is one of the factors contributing of students' anxiety, it can be seen from they felt nervous when they spoke in front of class. It is caused of unprepared of their materials, lack of vocabulary and lack of practice.

Based on the questionnaire, there are 20 students of 34 students answered that the factor of their anxious because of unprepared material and lack of vocabulary. They felt that unprepared material and lack of vocabulary made them fear of making mistakes. Here some of the answers from questionnaire:

Student F : "I am feel nervous when perform to speak in front of class because I am not prepared the material for speaking and afraid to do wrong for speaking"

Student LW : "Sometimes I am not confident even I less in vocabulary and I don't have preparation before".

In the interview, one of the interviewee is AF. He said that he was nervous when he speaks in front of many people. It is because of he seldom speaks in front of many people. Based on the interview of the students, the researcher also found that the students have of lack of preparation because they less on practice. Actually, they prepared their material it well. Usually, they prepared material one week or three days

before presentation. But, after that they just studied before they come in front of class. They lack of preparation and less on practice because they think that when they spoke in front of class to present their task in any situation, the lecturer will always give them score.

In the observation, the researcher found that the condition that half of students look panic and concentrate to arrange the material to be given in front of the class. It is happens when the speaking activity especially speaking performance is running. The main factor of anxiety by the students because of they were unprepared their material it well. Before spoke in front class, the students should prepare their material and they have to learn about it. Based on the observation, the researcher argue that the causes of students' anxiety because of unprepared material so they became panic, worry and nervous.

b. Learner belief about language learning

Learner belief about language learning mean the situation when students belief that they have to speak perfectly in foreign language. The researcher found that learner belief about language learning become factor of anxiety. It is also contribute to the students' tension and frustration in the class.

Based on the questionnaire, 5 students of 34 students answered that they were less in English understanding. They answered that they were less in some matter such as vocabulary and grammar. Here some of the answer of the students' questionnaire:

Student LW : “Sometimes I’m not confident even I less in grammar and vocabulary”.

Student WR : “Sometimes I lack of vocabulary”.

Student ZT : “Sometimes I feel nervous because my English skill is not good”.

c. Personal and interpersonal anxieties

Personal and interpersonal anxieties also became one of students’ anxieties. Personal is feeling of anxiety itself come from students’ own self and interpersonal is feeling of anxiety that caused by other students. The researcher found that mostly had the personal anxiety caused of students’ unprepared with the material for presentation in front of class. Meanwhile, interpersonal anxiety that felt by the students caused they lost self-confident when spoken in front of other students. Based on the questionnaire, 3 students of 34 students answered that they were lost self-confident when spoken in front of others. Here some of the answers of the students:

Student DS: “the factors are less preparation, I worried and nervous. I also lost my confidence when I come in front of class”.

Student AN: “sometime I have not prepared the material so I don’t have mind or idea about the material. I feel do not self-confidence to speak English”.

d. Fear of making mistakes

Fear of making mistakes is one of the causes of students’ anxiety. Based on the questionnaire, 6 students of 34 students answered that

they were fear of making mistakes. Here some of the answers of the students:

Student AF : “because I’m afraid of making mistake when speak in front of class”.

Student NR : “*karena saya takut salah berbicara atau salah memilih kata ketika berbicara didepan kelas*”.

Student ANH : “I afraid because when speak in front of class there the other students ask me and I don’t know their meaning.

Based on the interview 2 of 6 students said that they were fear of making mistakes when speak in front of class. The first student said that she afraid when she come in front class and she cannot speak it well the teacher will give her bad score. Then the second student said that he felt nervous and forgot anything when speak in front of class. He was prepared all of the material and study hard for his perform but he forgot it when he came forward in front of class.

Most of the students were afraid of making mistakes when speak foreign language in front of class. In the observation, the researcher found that there is student laughed by their friends when she made a mistake when speak in front of class. It is also become a main factor of students’ anxiety in speaking performance.

In this part, the study would be focus on what the students did to reduce their anxiety in speaking. The researcher used observation, questionnaire, and interview to find the students strategies to reduce their anxiety in speaking. Students reported many ways to reduce their anxiety.

In reducing and grouping the data, the researcher embraced the strategies into five reasons. Based on the result of observation, interview, and questionnaire, the researcher concluded some strategies to reduce anxiety in speaking performance such as:

a. Preparation

Preparation the material is the action used by students to prepare the thing that they want to say in their presentation. Based on questionnaire, interview, and observation half of students did preparation to reduce their anxiety in speaking performance. In the questionnaire, 15 students of 34 students answered that they were prepare the material before perform to reduce their anxiety. Here some answers of the students:

Student VR : “I preparing the material to speak before perform in front of the class”

Student AF : “I trying to speak with myself before perform”

Student NR : “*Saya mempersiapkan materi dengan baik dan melatih kemampuan berbicara dan menambah kosakata*”.

Based on the open and close questionnaire, it can be conclude that most of students use preparation to reduce their anxiety in speaking performance. It is one of strategies to reduce anxiety in teaching learning process especially in teaching foreign language.

Based on the interview, the researcher found that half of students doing preparation to reduce their anxiety in speaking. They think that doing preparation is the one of strategies to reduce their anxiety. For

example is the student namely LW. She said that she always feel nervous and anxious when speaks in front of many people. To reduce her anxiety she prepared the material before perform, study hard, and prepare herself better. She also tries to make a habit of studying English every day and try to obtain good summaries of lecture notes.

Based on the observation, the researcher found that preparation in almost all of time and material in speaking performance. In the observation, the material was news anchor. In this observation the researcher found that some of the students speak fluently when become news anchor because they bring a note and read the text. The other students write a note of their material then read and prepare the material before perform in front of class. It can be seen from the students that did not come forward yet sometimes seen busy with their material.

b. Relaxation

In relaxation, the researcher found some strategies used by students to relaxing their mind such as take a deep breath, relax, calm down, and close their eyes. The researcher found relaxing in questionnaire and interview. In the questionnaire, 9 students of 34 students answered that they were relaxing their mind before perform to reduce their anxiety. Here some of the answer of the students:

Student LW : “I try to control myself so I won’t feel anxious”.

Student RG : “Calm and still exercise”.

Student AN : “*Tetap tenang*”.

Student WR : “Take a deep breath”.

In the interview the researcher found that 2 of the interviewees said that they relax their mind to reduce their anxiety. They relaxing their mind to made their-self more comfortable before came forward. For example is the student namely AF, he always take a deep breath before speaking in front of class. Most of students combine relaxing strategy with other strategy. The students felt that relaxing strategy only reduce their anxious before perform and the anxious in deliver the material.

c. Positive thinking

Positive thinking is the one of the ways to reduce anxiety in speaking performance. From the questionnaire result, 8 students of 34 students answered that they choose to be positive thinking to reduce their anxiety. They said that everything will be fine. Here some of the answers of the students:

Student ANA : “Try to give the best”.

Student EAN : “take a deep breath and practices every day to increase my ability”.

Student F : “Breath and forward exercise alone in correctly accepted and sure that everything will be fine”.

Based on the interview, the students said that positive thinking is the best way to learn something because everything will be fine. Positive thinking is the main technique to reduce their anxiety by them.

d. Peer seeking

Peer seeking can be the one of the strategies to reduce anxiety. In the questionnaire, one student answered that she looking for peer from their friends. She is BR. She said that “ I looking for a friend that has better English skill than me, then ask them about problem in that material to prepare the performance”.

e. Resignation

Resignation also becomes the technique used by students to reduce their anxiety. In questionnaire, one student chooses resignation as his technique to reduce his anxiety. He said that “I do not anything, usually I feel anxiety when I still sit down but, after in front of class the anxiety will go out”. It means that he has anxiety before came forward in front of class, and when he spoke the anxiety will reduce automatically.

3. The levels on anxiety

To find out the level of anxiety in presentation performance, the scoring is done to make easy the categorization of anxiety based on the result of scoring process from questionnaire as followed by table below:

Table. 4.2
Scoring and Categorizing

No	Name	Questionnaire Number																	Total score	Level of Anxiety
1	FK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	104	High Anxious
		4	4	3	3	4	3	4	4	3	3	3	3	4	4	3	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	2	3	2	3	2	3	2	3	3	3	3	4	3	4	4			
2	BR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	High Anxious
		2	4	3	2	2	2	2	1	4	3	1	5	2	1	3	2	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	1	3	4	4	1	5	5	4	3	2	1	2	4	5			
3	DK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	90	Low Anxious
		2	3	2	1	1	3	1	5	3	3	2	3	3	2	3	2	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			

		3	4	4	5	3	3	3	2	2	2	4	3	2	2	3	4			
4	WR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	86	Low Anxious
		2	3	4	3	2	4	3	1	1	3	2	4	1	3	1	5	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	1	2	3	3	2	3	2	3	1	3	2	2	3	4	4			
5	DS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	High Anxious
		2	4	3	2	1	2	2	2	4	3	1	5	1	2	2	3	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	1	3	3	4	4	1	5	5	4	3	1	2	4	5	2			
6	LA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	108	Very High Anxious
		3	3	4	3	2	4	2	4	4	4	3	4	3	4	3	4	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	3	3	4	3	3	3	2	3	3	3	4	3	4	3	3			
7	MH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	99	High
		1	5	3	3	2	2	3	5	4	2	2	3	2	2	2	4	3		

		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			Anxious	
		5	4	2	4	2	4	3	5	2	2	2	3	4	2	3	4				
8	LS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	96	High Anxious	
		2	3	2	2	3	3	2	2	4	3	3	4	4	3	3	4	4			
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
		2	3	3	3	3	3	4	3	3	2	3	3	2	3	2	3				
9	RG	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	113	Very High Anxious	
		4	4	1	4	3	4	3	4	4	5	3	4	4	4	3	3	5			
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
		3	4	2	4	3	4	4	2	3	3	3	4	2	4	3	3				
10	RM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	102	High Anxious	
		3	3	2	2	3	3	4	3	2	4	3	2	4	3	3	4	5			
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
		3	3	4	4	4	3	4	2	4	5	4	1	2	3	2	1				
11	AF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			

		2	3	2	2	1	4	2	4	4	2	2	4	2	3	2	3	4	86	Low
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		Anxious	
		3	3	3	3	2	3	3	2	3	2	2	2	3	2	2	2			
12	SN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	High
		3	3	4	3	2	4	2	4	4	4	3	4	3	4	3	4	3		Anxious
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	3	3	4	3	3	3	2	3	3	3	4	4	4	2	2			
13	FF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	94	Low
		2	4	3	2	2	2	2	1	4	3	1	5	2	1	3	2	5		Anxious
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	1	3	4	4	1	5	5	4	3	2	1	2	4	4			
14	ANA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	90	Low
		3	2	3	1	2	3	2	2	3	3	2	2	4	3	1	2	5		Anxious
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	3	4	3	2	3	4	3	4	4	2	3	2	3	3	2			

15	HK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	76	Very Low Anxious
		1	2	3	2	2	3	1	1	2	1	1	2	3	3	3	5	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	5	1	1	1	4	5	2	1	2	3	3	1	2	3	1			
16	EAN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	119	Very High Anxious
		4	4	1	4	3	4	3	4	4	5	3	4	4	4	3	3	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	2	4	3	4	4	3	3	3	4	4	3	4	4	5			
17	NR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	86	Low Anxious
		3	2	1	3	2	4	1	4	4	4	3	4	3	5	1	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		1	3	2	2	1	3	3	1	3	2	3	3	3	3	3	1			
18	AN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	112	Very High
		4	4	2	3	2	3	4	3	4	5	3	4	4	4	3	3	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			

		3	4	2	4	3	4	4	2	3	3	3	4	2	4	3	4			Anxious
19	ZT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	72	Very Low Anxious
		1	2	1	2	3	2	2	2	3	1	1	2	3	3	3	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	2	2	4	1	3	1	1	2	2	3	3	2	3	3	2			
20	SI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	80	Very Low Anxious
		2	2	2	2	3	3	2	2	3	1	1	2	3	3	3	2	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	2	4	5	3	4	3	2	1	1	2	3	2	3	3	2			
21	RR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	104	High Anxious
		3	3	4	4	3	4	4	4	3	3	3	3	4	4	3	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	2	3	2	2	3	2	3	3	3	3	3	4	3	4	4			
22	F	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	92	Low
		3	2	3	2	4	2	3	2	3	4	3	2	2	2	3	2	2		

		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			Anxious	
		3	3	3	2	3	2	3	5	1	2	4	3	3	4	4	3				
23	VR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	103	High Anxious	
		2	2	3	3	3	3	4	3	2	4	3	2	3	4	3	4	3			
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
		3	5	4	4	4	3	4	2	4	5	4	1	2	3	2	2				
24	AM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	84	Low Anxious	
		3	3	3	2	2	3	3	2	3	3	3	3	2	4	1	2	2			
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
		3	3	3	3	2	3	2	1	4	2	1	2	2	4	3	2				
25	MA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	97	High Anxious	
		3	2	2	2	3	3	2	2	4	3	3	4	4	3	3	4	4			
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
		3	3	3	3	2	3	4	3	3	2	3	3	3	2	3	3				
26	IK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			

		1	2	3	2	3	1	3	2	4	4	2	4	3	3	3	4	1	83	Low Anxious
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	2	3	5	2	1	3	3	2	1	1	3	1	1	4	3			
27	AF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	88	Low Anxious
		3	2	1	3	2	4	1	4	4	4	3	4	3	5	1	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		1	3	2	2	1	3	3	1	3	2	3	4	3	4	3	1			
28	ANH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	106	High Anxious
		2	4	3	5	3	3	3	2	3	3	3	3	3	4	4	3	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	3	3	4	3	3	2	4	4	4	4	4	3	3	4	1			
29	AK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Very High Anxious
		4	4	2	4	3	3	4	3	5	4	4	4	4	3	3	5	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	3	4	4	3	4	4	2	3	3	4	3	2	4	3	3			

30	GR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	77	Very Low Anxious
		3	2	1	2	2	3	2	2	3	3	2	2	4	3	2	2	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		1	5	3	3	3	3	3	2	1	4	1	2	1	1	2	1			
31	AKA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	103	High Anxious
		2	2	3	3	4	4	2	4	4	4	3	4	4	4	3	4	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	3	4	2	4	4	4	1	2	2	4	4	4	1	2	2			
32	MJA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	105	High Anxious
		3	2	2	3	4	2	4	4	4	4	3	4	4	4	3	4	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	3	4	4	2	4	4	1	3	3	4	4	4	1	2	2			
33	LW	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	90	Low Anxiety
		2	3	3	1	2	3	2	2	3	3	2	2	3	4	1	2	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			

		2	3	4	3	2	3	4	3	4	4	2	3	3	2	2	3					
34	AMB	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	High Anxiety		
		3	3	3	3	3	3	2	2	2	2	4	3	3	2	4	4	4				
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33					
		3	4	4	4	3	2	3	2	3	4	3	2	3	4	3	3					

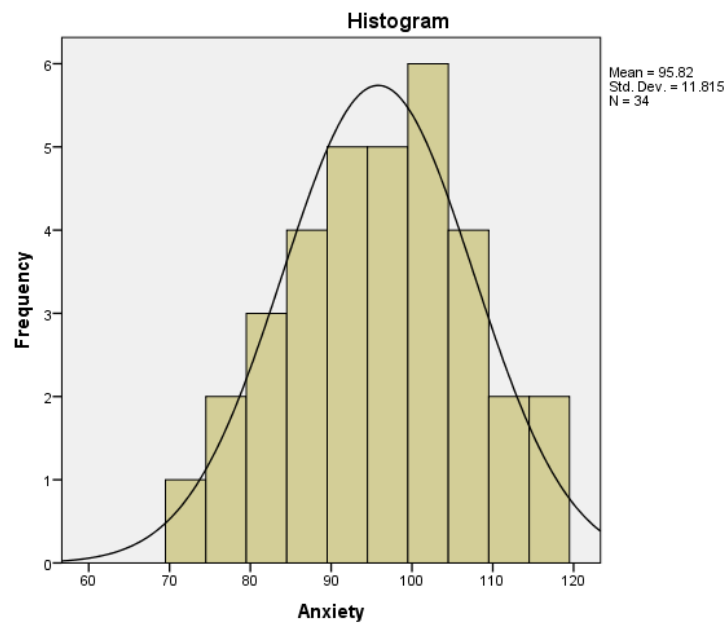
Table. 4.3 The Statistic of Questionnaire Results

Statistics

Anxiety

N	Valid	34
	Missing	0
Mean		95.82
Std. Error of Mean		2.026
Median		95.50
Mode		86 ^a
Std. Deviation		11.815
Minimum		72
Maximum		119

a. Multiple modes exist. The smallest value is shown



Based on the tables above, it can be seen that the mean of students' anxiety is 95.82, the median is 95.50, the mode is 86, and the standard deviation is 11.815. The minimum is 72 and the maximum is 119. In order to divide the students' anxiety, the researcher uses categories from Mardapi.

Table. 4.4

Categories of Students' Attitude / Students' Anxiety of Mardapi's Theory.

No.	Score	Categories
1	$X \geq \bar{X} + 1.SBx$	Very high
2	$\bar{X} + 1.SBx > X \geq \bar{X}$	High
3	$\bar{X} > X \geq \bar{X} - 1.SBx$	Low
4	$X < \bar{X} - 1.SBx$	Very low

Based on the interview, questionnaire, and observation, the researcher found that the students have four categories of anxiety, they are very high anxiety, high anxiety, low anxiety, and very low anxiety. In the questionnaire the students have very high anxiety, it is caused they less of self-confidence and fear of making mistakes because in their mindset they stated that the lecturer will give them bad score. Then, the students have high anxiety, it is caused they lack of preparation. Some of the students said that before they have presentation in front of class they sometimes prepared their material for about 3 days before presentation. But, after that they just studied before they come in front of class. So, in this case actually

the students less of practice. Then, the students have low anxiety, it is caused they nervous when speaking in front of class. But, after they stay in front of class they try to feel relax. The last level is very low anxiety, it is caused they have a good self-confidence. For example, based on the student answered namely HK. She said that “No, I don’t. To be honest since I was in elementary school, I like English especially to speak up as we know English is one of International languages. So, I expect that I can mastery English cause one of my dreams is travelling around the world. Then, my ability of speaking will helpful for me.

By using categories of Students’ Attitude / Students’ Anxiety, the researcher found that there are 5 students that have very high anxiety (less of self-confidence and fear of making mistakes), then there are 14 students that have high anxiety (lack of preparation), then there are 11 students that have low anxiety (nervous), and there are 4 students that have very low anxiety (good self-confidence). It means that most of students have level of anxiety in high level among another level that found in this research.

B. Discussion

In this research findings, the researcher discusses some theories concerning with speaking anxiety. The researcher observed and studied in many dimensions to get the data. In order to justify the research findings, the researcher tried to discuss it with the other relevant references.

1. The types of anxiety faced by students

Based on the MacIntyre & Gardner (1991) there are three types of anxiety such as: state anxiety, trait anxiety, and situation-specific anxiety. The researcher found that there are three types of anxiety that experienced by students. They are trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is a part of the personality of the students. The students got feeling anxiety in any situation (Horwitz, 2001). State anxiety is a temporally fears experienced by individuals in specific situation. Meanwhile, situation specific anxiety is when the students feeling nervous in changing events or new situation. From the result of the research found that there are 7 students who had state anxiety, 5 students who had trait anxiety, and 22 students who had the specific situation anxiety.

2. The factors and strategies to reduce students' anxiety

Based on the theory of Ohata (2005) there are five factors of anxiety such as: personal and interpersonal anxieties, learners' belief about language learning, instructor belief about language teaching, classroom procedures, and language testing.

Based on the research findings of this thesis, the researcher found that most of the second semester students of English Department of IAIN Surakarta feel anxious when speaking performance. There were some causes that make students feel anxious when speak in front class. From the questionnaire result, most of students felt anxious. The factors are lack of

preparation, learners' belief about language learning, fear of making mistakes, and personal and interpersonal anxieties.

The researcher found that the dominant factors of the second semester students of English Department were unprepared material before perform in front of class. Actually preparation is very important before speaking English. It means that the students would prepare the material before practice to speak English in front of the class, so the students could speak fluently without anxious.

The second factor that contributes anxiety in speaking performance is learners' belief about language learning. In this factor much of factor comes from the students self about English learning. Some of it are the worried about wrong in grammar, pronunciation, vocabulary, fluency, and others factor that can caused anxiety in speaking for the students. The students tended to see their English classes as an ongoing language exam in front of an audience where they constantly had to prove their English competence was up to standard.

The third factor that caused anxiety is personal and interpersonal anxieties. Personal and interpersonal anxieties come from the inside and factor with other students who influence to the personal of the student. Toth (2011) argue that anxious English majors make a conscious effort to speak English correctly, trying hard to avoid mistakes and find the most appropriate words, as a result of which they perceive speaking in the second language as a laborious and at the same time very stressful experience. The researcher found

that mostly had the personal anxiety caused of students' unprepared with the material for presentation in front of class. Meanwhile, interpersonal anxiety that felt by the students caused they lost self-confident when spoken in front of other students.

Then the last factor of anxiety is fear of making mistakes. Fear of making mistakes is one of the causes of students' anxiety. Based on the questionnaire, 6 students of 34 students answered that they were fear of making mistakes. Most of the students were afraid of making mistakes when speak foreign language in front of class. In the observation, the researcher found that there is student laughed by their friends when she made a mistake when speak in front of class. It is also become a main factor of students' anxiety in speaking performance.

Moreover, from five factors that proposed by Ohata (2005), most of the anxiety factors that usually do by students in the second semester of English Department of IAIN Surakarta are lack of preparation (20 students) learners' belief about language learning (5 students) fear of making mistakes (6 students) and Personal and interpersonal anxieties (3 students). Based on the theory of Ohata (2004), there were two factors that suitable with the theory such as learners' belief about language learning and personal and interpersonal anxieties.

In order to get good speaking the students should reduce the anxiety, students should have the strategies to reduce their anxiety. Based on the

theory of Kondo (2004) there are five strategies to reduce anxiety, they are: preparation, relaxation, positive thinking, peer seeking, and resignation.

a. Preparation

Based on the questionnaire, most of the students used preparation to reduce their anxiety. They have preparation before speaking in front of class. There were 15 students from 34 students doing preparation to reducing their anxiety. Based on the interview they said that by preparing the material and studying on it they can reduce their anxious when perform in front of class. They afraid if they did not prepare the material before perform in front of class, they cannot speak well and afraid something bad would be happen. When the students are motivated to reduce their anxiety, they are assumed to adopt those strategies they perceived to be most effective.

b. Relaxation

Based on the questionnaire, there were 9 students of 34 students used relaxation to reduce their anxiety. Take a deep breath and calm down are strategies which were used by mostly of students to make them relax and calm down in decreasing the feeling of anxiety during speaking performance. By using the strategy, the students can keep control their feeling of frightened and when students in relax condition it will be help them to explore their performance.

c. Positive Thinking

Positive thinking is a way of thinking process which use positive motivation is for own self that everything will be fine. The researcher found that there were 8 students of 34 students used positive thinking as the strategy to reduce their anxiety. Most of students incorporate the positive thinking of anxiety coping strategies with relaxation strategy. It means that if students feel relax to face something their thinking will be more positively. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to anxious students. It helps students to motivate themselves to do better and do not worry about making mistakes.

d. Peer Seeking

The researcher found a student that using peer seeking to reduce anxiety. In this research, the student looking for another friend that could help her to prepared the material. This student may find a suitable learning partner to talk to support group with others who experience the same thing. This strategy is a good situation especially if the student can share their experience and strategies with their learning partner.

e. Resignation

The researcher found that one student of 34 students chooses resignation. In questionnaire, one student chooses resignation as his technique to reduce his anxiety. He said that “I do not anything, usually I feel anxiety when I still sit down but, after in front of class the anxiety will go out”. Resignation here according to her is does not anything to reduce

his anxiety before coming in front class. This may be because accepting the reality is one of many ways to reduce stress and nervous. Resignation seems to be one possible strategy. However, resignation only offers a temporary quick solution.

Moreover, from five strategies that proposed by Kondo (2004), most of the anxiety coping strategies that usually do by students in the second semester of English Department of IAIN Surakarta are preparation (15 students) relaxation (9 students) positive thinking (8 students) peer seeking (1 student) and resignation (1 student). Some of the students sometimes combine one of anxiety coping strategies with one or more of other strategies.

3. What are the levels of students' anxiety

Based on the table in the finding, it can be seen that the mean of students' anxiety is 95.82, the median is 95.50, the mode is 86, and the standard deviation is 11.815. The minimum is 72 and the maximum is 119. In order to divide the students' anxiety, the researcher uses categories from Mardapi.

Table. 4.5

Categories of Students' Attitude / Students' Anxiety

No.	Score	Categories
1	$X \geq \bar{X} + 1.SBx$	Very high
2	$\bar{X} + 1.SBx > X \geq \bar{X}$	High
3	$\bar{X} > X \geq \bar{X} - 1.SBx$	Low
4	$X < \bar{X} - 1.SBx$	Very low

Based on the questionnaire, students had many kinds of response to answer FLCAS. There are 34 students who had different levels of anxiety. The researcher found that there are 5 students (14,7%) who had very high anxiety (less of self-confidence and fear of making mistakes), then there are 14 students (41,2%) who had high anxiety (lack of preparation), there are 11 students (32,3%) who had low anxiety (nervous), and there are 4 students (11,8%) who had very low anxiety (good self-confidence). It means that most of students had level of anxiety in high level among another level that found in this research.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result in chapter four, the researcher can conclude that the second semester students of English Department of IAIN Surakarta sometimes feel anxious when speaking in front class.

1. There are 3 types of anxiety done by students of the second semester of English Department. They are state anxiety, trait anxiety, and situational specific anxiety. From the result of the findings, the researcher found 7 students who had state anxiety. It is caused they felt anxious spontaneously when they present their task in front of class. Then, 5 students who had trait anxiety caused always nervous and sweat pouring when speaking in front of class and think that something bad would be happen. Then, 22 students who had situation specific anxiety caused changing events (final test). It means that most of students had situation specific anxiety in their performance.
2. The factors of speaking anxiety in the second semester students of English Department of IAIN Surakarta are 20 students who had lack of preparation, 5 students who had learner belief about language learning, 3 students who had personal and interpersonal factor, and 6 students who had fear of making mistakes. The most factors of speaking anxiety in the second semester students were lack of preparation. The researcher also found some strategies that were used by students in reducing anxiety in speaking

performance. Those are: preparation, relaxation, positive thinking, peer seeking, and resignation. The most strategies used by students in the second semester to reduce their anxiety in speaking by using preparation and positive thinking.

3. The result of this research show that there are 5 students (14,7%) who had very high anxiety, then there are 14 students (41,2%) who had high anxiety, there are 11 students (32,3%) who had low anxiety, and there are 4 students (11,8%) who had very low anxiety. It means that most of students had level of anxiety in high level among another level that found in this research.

B. Suggestion

From the findings that presented in chapter four, there are some suggestions that can be taken as a consideration in teaching and learning process especially in learning foreign language, as follows:

1. For Teacher

Depending on the factors these are provoked, there are many different ways to deal with inhibitions related to speaking in foreign language. The teacher should recognize that anxiety is one of the reasons of why students having difficulties in teaching and learning process especially when they learn foreign language in speaking activity. The teacher should plan classes carefully and analyze her or she behavior during the lesson. The teacher should plan the material it well, for example when speaking in

front of class the teacher give themes spontaneously to the students. So, the students try to study hard and make a good idea about the themes. The teacher also could build a friendly situation in a class and create a relax situation to the students to make a good interaction among all of member of the class. Motivation from the teacher also needed to make students more active and bravely and also confident to learn the material.

2. For Students

In learning speaking, the students are expected not to feel anxious when speaking English in the class. Students should prepare before doing the presentation or speaking performance. They must pay attention about anxiety when speaking English. In teaching learning process, when the teacher give themes spontaneously about the material, the students should try to study hard and make a good idea about the themes that would be learn. So, it can make the students more active and would be easy to speak in front of class because they had more idea to speak. They also must be confident and no need to fear of making mistakes when speak English. To reduce the anxiety the students should learn more and use some strategies to reduce their anxiety in speaking performance.

3. For Other Researchers

For other researchers who are interested in conducting in similar study. This research can be used as a reference for them to support their study. The researcher hope the next researchers can do research better and can follow up this research.

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Course Syllabus

Course Information

PBS203Speaking for Formal Setting-2

Dropbox link:

Location:

P.3-2

Instructor

Wildan M Muttaqin, M.A TESL

Phone: +6289654115757 (meeting by appointment)

E-mail: hellowildan@gmail.com

Course Description

Oral Communication offers a wide variety of reading, application and speaking assignments designed to expose students to all the major skills of speechmaking. Students focus on the following basic elements: ethics, analyzing the audience, visual aids, choosing a topic and specific purpose, and outlining, listening, organizing a speech, delivery, small group communication, informative and persuasive speaking, speaker credibility, effective use of language, library research, communication and/or speeches to entertain. All students give several speeches both with and without visual aids. This course is designed to prepare students for majors in communications as well as for the general population. More details and some additional information will be explained during the course.

Required Texts

Stephen E. Lucas *The Art of Public Speaking, 10th Edition 2008*

Stephanie J. Coopman, James Lull *Public Speaking The Evolving Art , Second Edition 2011.*

Melody Templeton Public Speaking and Presentations 2010

Public_speaking_guidelines

Handouts

Grading (overall)

Mid term test :

Final test :

Role play (grp) and presentation (indiv) :

Note: This syllabus may be changed to meet class needs.

	(KD)							
1	2	3	4	5	6	7	8	9
1	Mahasiswa mampu mengidentifikasi tujuan pembelajaran mata kuliah Speaking for Formal Interaction	Introduction to the Syllabus	- Ceramah Interaktif	2 x 50'	-			Silabus berdasarkan KKNI
2	Mahasiswa mampu menjelaskan prinsip-prinsip dan menyebutkan ungkapan-ungkapan yang digunakan dalam job Interview	Job Interview	- Brainstorming - Ceramah Interaktif - Info Search	2 x 50'	Outline untuk percakapan Job Interview	- Prinsip-prinsip Job Interview (ethics) - Language expressions	5	A Concise Public Speaking Handbook by Steven A. Beebe and Susan J. Beebe The Challenge of Effective Speaking by Rudolph F. Verderber,

								Kathleen S. Verderber, and Deanna D. Sellnow
3	Mahasiswa mampu mendemonstrasikan sebuah role play job interview dengan mengaplikasikan konsep yang telah dipelajari sebelumnya	Job Interview	Praktik	2 x 50'	Praktik berpasangan dalam job interview	<ol style="list-style-type: none"> 1. Main Point 2. Details 3. Mechanics 4. Diction 5. Elocution (Pronunciation) 6. Voice (Intonation) 7. Eye contact 8. Body Language 	10	<p>Handout</p> <p>A Concise Public Speaking Handbook by Steven A. Beebe and Susan J. Beebe</p> <p>The Challenge of Effective Speaking by Rudolph F. Verderber, Kathleen S. Verderber, and Deanna D. Sellnow</p>

4	Mahasiswa mampu menjelaskan prinsip-prinsip dan ungkapan-ungkapan yang digunakan dalam melakukan promosi	Promotion	<ul style="list-style-type: none"> - Brainstorming - Ceramah Interaktif - Info Search 	2 x 50'	Membuat outline untuk mempromosikan sebuah barang/jasa	<ul style="list-style-type: none"> - Prinsip-prinsip dalam promosi (ethics) - Language expressions 	5	Handout First Insights into Business by Sue Robbins (Unit 7)
5	Mahasiswa mampu mendemonstrasikan role play dalam mempromosikan sebuah produk atau jasa dengan mengaplikasikan konsep yang telah dipelajari	Promotion	Praktik	2 x 50'	Praktik mempromosikan sebuah produk/jasa	<ol style="list-style-type: none"> 1. Main Point 2. Details 3. Mechanics 4. Diction 5. Elocution (Pronunciation) 6. Voice (Intonation) 7. Eye contact 8. Body Language 	10	Handout First Insights into Business by Sue Robbins (Unit 7)

	sebelumnya							
6	Mahasiswa mampu menjelaskan Prinsip-prinsip dan menyebutkan berbagai ungkapan dalam menghadapi complain	Handling Complaints	- Brainstorming - Ceramah Interaktif - Info Search	2 x 50'	Membuat outline untuk melakukan percakapan berpasangan dalam melakukan atau menanggapi sebuah complain	- Prinsip-prinsip dalam menghadapi complain (ethics) - Language expressions	5	
7	Mahasiswa mampu menggunakan konsep Handling Complaints dalam sebuah role play sebagai Customer	Handling Complaints	Praktik	2 x 50'	Praktik menghadapi complain dengan melakukan sebuah percakapan berpasangan	1. Main Point 2. Details 3. Mechanics 4. Diction 5. Elocution (Pronunciation) 6. Voice (Intonation) 7. Eye contact 8. Body Language	15	The Challenge of Effective Speaking by Rudolph F. Verderber, Kathleen S. Verderber, and Deanna D. Sellnow

	Service								<p>Kayfetz, J.L. & Smith, M.E.F. 1992. <i>Speaking Effectively: Strategies for Academic Interaction</i>. Massachusets: Heinle and Heinle Publishers.</p> <p>Mark Powell. 2002. <i>Presenting in English: How to Give Successful Presentations</i>. Boston: Thomson Heinle</p>
		UTS							
8	Mahasiswa mampu menjelaskan Prinsip-prinsip dan	Discussion	<ul style="list-style-type: none"> - Brainstorming - Ceramah Interaktif - Info Search 	2 x 50'	Membuat outline untuk melakukan	<ul style="list-style-type: none"> - Prinsip-prinsip dalam sebuah diskusi (ethics) - Language expressions 	5	Handout Tim Pengembang Materi. 2005.	

	menyebutkan berbagai ungkapan yang digunakan dalam sebuah diskusi				percakapan dalam sebuah diskusi			<i>English for General Office Communication</i> . Yogyakarta: Universitas Negeri Yogyakarta.
9	Mahasiswa mampu menggunakan prinsip-prinsip dan ungkapan Bahasa Inggris dalam sebuah role play Discussion	Discussion	Praktik	2 x 50'	Praktik menyampaikan pendapat, menyetujui atau tidak menyetujui sebuah pendapat di dalam sebuah diskusi	1. Main Point 2. Details 3. Mechanics 4. Diction 5. Elocution (Pronunciation) 6. Voice (Intonation) 7. Eye contact 8. Body Language	10	Handout Tim Pengembang Materi. 2005. <i>English for General Office Communication</i> . Yogyakarta: Universitas Negeri Yogyakarta.
10	Mahasiswa mampu menjelaskanPrinsip-prinsip dan		- Brainstorming - Ceramah Interaktif - Info Search	2 x 50'	Membuat outline untuk melaksanakan	- Prinsip-prinsip dalam sebuah presentasi formal (ethics) - Language expressions	5	The Challenge of Effective Speaking by Rudolph F. Verderber, Kathleen

	menyebutkan ungkapan-ungkapan yang digunakan dalam presentasi	Presentation			an tugas presentasi individu		<p>S. Verderber, and Deanna D. Sellnow</p> <p>Kayfetz, J.L. & Smith, M.E.F. 1992. <i>Speaking Effectively: Strategies for Academic Interaction.</i> Massachusetts: Heinle and Heinle Publishers.</p> <p>Mark Powell. 2002. <i>Presenting in English: How to Give Successful Presentations.</i> Boston: Thomson Heinle</p>
11	Mahasiswa mampu mendemonstra		Praktik	2 x 50'	Praktik melakukan tugas	<ol style="list-style-type: none"> 1. Main Point 2. Details 3. Mechanics 4. Diction 	<p>1 5</p> <p>The Challenge of Effective Speaking by Rudolph F.</p>

	<p>sikan dirinya sebagai presenter/speaker dengan menerapkan konsep Presentation yang telah dijelaskan sebelumnya</p>	Presentation			<p>presentasi secara individu</p>	<ol style="list-style-type: none"> 5. Elocution (Pronunciation) 6. Voice (Intonation) 7. Eye contact 8. Body Language 	<p>Verderber, Kathleen S. Verderber, and Deanna D. Sellnow</p> <p>Kayfetz, J.L. & Smith, M.E.F. 1992. <i>Speaking Effectively: Strategies for Academic Interaction.</i> Massachusetts: Heinle and Heinle Publishers.</p> <p>Mark Powell. 2002. <i>Presenting in English: How to Give Successful Presentations.</i> Boston: Thomson Heinle</p>
12	<p>Mahasiswa mampu mendemonstra</p>		Praktik	2 x 50'	<p>Praktik melakukan tugas</p>	<ol style="list-style-type: none"> 1. Main Point 2. Details 3. Mechanics 4. Diction 	<p>1 5</p> <p>Handout Tim Pengembang</p>

	<p>sikan dirinya sebagai presenter/speaker dengan menerapkan konsep Presentation yang telah dijelaskan sebelumnya</p>	Presentation			<p>presentasi secara individu</p>	<p>5. Elocution (Pronunciation) 6. Voice (Intonation) 7. Eye contact 8. Body Language</p>	<p>Materi. 2005. <i>English for General Office Communication.</i> Yogyakarta: Universitas Negeri Yogyakarta.</p>
13	<p>Mahasiswa mampu menjelaskan Prinsip-prinsip dan menyebutkan ungkapan-ungkapan Bahasa Inggris untuk keperluan menjadi seorang MC dan/atau</p>	<p>Being an MC & a Moderator</p>	<p>- Brainstorming - Ceramah Interaktif - Info Search</p>	2 x 50'	<p>Membuat outline sebagai persiapan untuk menjadi praktik bermain peran sebagai MC dan/atau moderator</p>	<p>- Prinsip-prinsip menjadi MC dan Moderator (ethics) - Language expressions</p>	<p>5</p> <p>Handout Tim Pengembang Materi. 2005. <i>English for General Office Communication.</i> Yogyakarta: Universitas Negeri Yogyakarta.</p>

	Moderator dalam sebuah acara formal							
14	Mahasiswa mampu mendemonstrasikan sebuah role play menjadi seorang MC dan/atau Moderator menggunakan konsep yang telah dijelaskan sebelumnya	Being an MC & a Moderator	Praktik	2 x 50'	Praktik bermain peran menjadi MC dan/atau moderator	<ol style="list-style-type: none"> 1. Main Point 2. Details 3. Mechanics 4. Diction 5. Elocution (Pronunciation) 6. Voice (Intonation) 7. Eye contact 8. Body Language 	1 0	Handout Tim Pengembang Materi. 2005. <i>English for General Office Communication</i> . Yogyakarta: Universitas Negeri Yogyakarta.
		UAS						

SATUAN ACARA PERKULIAHAN (SAP)

Faculty	: FITK
Program	: English Language Teaching/ English Literature
Subject	: Speaking for Formal Setting-2
Semester	: II
Credit	: 2
Instructor	: Wildan Mahir Muttaqin, M.A TESL

Description

Oral Communication offers a wide variety of reading, application and speaking assignments designed to expose students to all the major skills of speechmaking. Students focus on the following basic elements: ethics, analyzing the audience, visual aids, choosing a topic and specific purpose, and outlining, listening, organizing a speech, delivery, small group communication, informative and persuasive speaking, speaker credibility, effective use of language, library research, communication and/or speeches to entertain. All students give several speeches both with and without visual aids. This course is designed to prepare students for majors in communications as well as for the general population. The materials include Job Interview, news anchor, politeness, PSA, and Presenting Paper. .

Competence Standard

After learning process the students are expected:

- Mastering for the job interview and changing role as interviewer or applicant
- Mastering languages on News anchor and deliver it in proper situation (as an example on BBC News)
- Mastering some politeness strategies in conversation for some topics.
- Producing good PSA using attractive languages.
- Mastering good languages in presenting papers (comparison and contrast).

Required Texts

Seely, John. 2013. *The Oxford Guide to Writing and Speaking*. Oxford: Oxford University Press.
 Stephen E. Lucas .2008. *The Art of Public Speaking, 10th Edition*
 Stephanie J. Coopman, James Lull. 2011. *Public Speaking The Evolving Art , Second Edition*

Meeting	Basic Competence	Learning Material	Learning Experience	Instruments and Materials	Assessment	Time Allotment
1 st	Be familiar with the goals and the purposes of the course	introduction, course syllabus, course descriptions, textbooks, course outline, grading	Instructor gives the introduction of the course, explains the course syllabus, course descriptions, course outline, and percentage of grading (evaluation).	Handouts and text book	Assessment is conducted during teaching and learning process through assignments and observation	2 x 50 minutes
2 nd and 3 rd	Be competence in understanding and practicing Job Interview (individually), and preparing CV.	The interview It is very rare for a job to be offered without some kind of interview. Often there is more than one interview stage. There may be a preliminary telephone interview followed	Instructor gives the explanation and simulation on Job Interview then ask students to practice it individually. Instructors guides students in composing a good CV for interview.	Handouts and text book	Assessment is conducted through Job interview simulation (individually)	4 X 50 minutes

		<p>by one or more face-to-face interviews. These may be with a single interviewer or with a group.</p> <p>Face-to-face interviews may take place in a formal atmosphere in a meeting room, or they may involve both such an encounter and a tour of the organization's premises.</p> <p>Preparation</p> <p>Whatever the format, it is important to be well-prepared.</p> <p>However apprehensive or</p>				
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		<p>nervous you may feel about the interview itself, if you have prepared thoroughly you will gain considerably in confidence and will give a good interview.</p> <hr/> <p>The job and the company</p> <p>Your application</p> <p>Look again carefully at your CV. Make a list of gaps, weaknesses, and other 'problem areas' in it. Make a list of questions that you as an interviewer would want to ask this candidate. Take</p>				
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		<p>each question in turn and work out the best way of answering it:</p> <ul style="list-style-type: none">• Be positive <p>There are usually two ways of answering difficult questions: positive and negative.</p> <p>For example, you might have left a job after only a short time in it and then had a period of unemployment before finding another post.</p> <p>If asked, 'Why did you leave that job after such a short time?' you could answer, 'Because I had a row with my boss.' That is the negative response.</p>				
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		<ul style="list-style-type: none">• Make sure you answer the question In many jobs you have to face hard questions and the way in which you answer such questions in an interview is thus a useful indication of how you will answer them in the job.• Be honest Similarly, there is little point in lying. Even if the moral considerations do not bother you, the legal ones should. If you lie in a job application and are subsequently appointed, you are liable to instant dismissal when the lie is discovered.				
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		<p>Most interviews consist of four parts:</p> <p>1 Introductions and explanations</p> <p>You will probably be collected for interview from the room in which you have been waiting, and escorted by a member of staff, who may well be one of the interviewers. So as soon as you are called, the interview has begun.</p> <p>As you enter the room, look round and make eye contact with the people there. Smile and greet them when introduced. Shake hands if that is</p>				
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		<p>expected, and sit when invited to do so. If you find that the chair you are offered is placed so that it is difficult for you to see the people interviewing you comfortably without having to keep moving around, then by all means alter its position.</p> <p>The early questions will probably be 'ice-breakers', about the sort of journey you had and so on.</p> <p>Answer them politely but not at too great length. Use this period to settle</p>				
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		<p>yourself and take stock of the situation.</p> <p>2 Questions asked of you</p> <p>The interview will probably then move on to your experience and skills. Assuming you have prepared carefully, much of this stage of the interview should progress fairly smoothly—until you reach the stage of difficult questions.</p> <p>3 Questions you ask</p> <p>Normally you will be asked whether you have any questions you would like to put to the interviewer.</p> <p>Use your list of</p>				
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		<p>questions and draw from it any questions which have not already been answered and to which you really need to have an answer. Don't ask too many questions. This is the section of the interview in which you are most obviously in control and if you bore the interviewer, or hold up the day's timetable, you will not be popular. On the other hand it is important that you satisfy yourself that you really do have a clear idea about both the job and the</p>				
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		<p>company.</p> <p>As the interviewer brings the interview to a close, rise, say your thanks, shake hands, if this is expected, and turn to leave. At the door, turn and smile, thank the interviewer again and say goodbye.</p> <p>Remember that last impressions are nearly as important as first ones.</p> <p>Later, when you have had time to relax, go through the interview in your mind and analyse how it went. There will have been good features and bad. Analyse the bad to see how they can</p>				
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		be avoided in future—and, of course, remember the good.				
4 th and 5 th	Be competence in understanding and practicing News Anchor (individually) using European style (BBC News.com)	<p>The Expression and Structure for Opening a News</p> <p>GREETINGS</p> <p>Good.../Hello.../Hi...</p> <p>SELF INTRODUCTION</p> <p>You're with me (name)</p> <p>I am (name)</p> <p>PROGRAM INTRODUCTION</p> <p>Mention a slight of synopsis of the news 'Avalanche ruined the traffic jam severely. That's our headline for today.'</p>	Instructor gives the explanation and simulation on News Anchor then ask students to practice it individually.	Handouts and text book	Assessment is conducted through simulation on News Anchor	4X50 minutes

		<p>Example</p> <p>Hello! This is George Hall. You're watching Breaking News Chrome 9 News.</p> <p>CLOSING</p> <p>Message</p> <p>Keep tracking on the latest news from the world in (TV station's name)</p> <p>Stay tune on (TV station's name)</p> <p>Stay tune on (TV station's and program's names) for updates on...</p> <p>You can access our news on our website</p> <p>www....</p> <p>Visit our website at</p> <p>www.... for more updates.</p>				
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		<p>Reintroduction</p> <p>I'm (name)</p> <p>Thanking</p> <p>Thank you for watching.</p> <p>Thanks for watching.</p> <p>Parting</p> <p>Good bye.</p> <p>Have a nice day.</p> <p>Bye bye.</p> <ul style="list-style-type: none">• Open the news (1st News Anchor)• Then, read the running text• Read the on-desk script number 1• Small talk• Go to the second news• Read the second running text				
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		<p>(2ndNews Anchor)</p> <ul style="list-style-type: none"> • Read the on-desk script number 2 • Close the news (2nd News Anchor) 				
6 th	Be competence in reviewing the performance on Job Interview and News Anchor	Review on materials	Instructor gives the explanation and review for the students' performance	Handouts and text book		2 x 50 minutes
MID SEMESTER TEST						
7 th and 8 th	Be competence in understanding Politeness, making dialogue using a topic, and practicing the dialogue (in pairs)	<p>Politeness is about keeping good relations with your listener or reader. There are two types of politeness – showing the listener or reader that you</p>	Instructor gives the explanation and simulation on politeness then ask students to practice it individually.	Handouts and text book	Assessment is conducted through practicing dialogue on politeness	4X50 minutes

		<p>value and respect them.</p> <p>– changing or softening what you say so as not to be too direct or forceful.</p> <p>Politeness: showing respect</p> <p>There are many ways in which we can show that we value and respect our listener or reader. In more formal situations, we are especially careful to use certain polite phrases</p> <p><i>(“Politeness” from English Grammar Today © Cambridge University Press. Need grammar practice?</i></p>				
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		<i>Try <u>English Grammar</u> <u>Today with</u> <u>Workbook.</u>)</i>				
9 th and 10 th	Be competence in understanding and producing PSA (individually)	PSA What do you want the world to know? That's the central question asked when you are creating a public service announcement (PSA), which is any message promoting programs, activities or services of federal, state or local governments or the programs, activities or services of non-profit organizations. Often in the form of	Instructor gives the explanation and simulation on PSA then ask students to practice it individually.	Handouts and text book	Assessment is conducted through practicing PSA	4X50 minutes

		<p>commercials and print ads, PSAs are created to persuade an audience to take a favorable action.</p> <p>PSAs can create awareness, show the importance of a problem or issue, convey information, or promote a behavioral change.</p> <p>Whether you have a cause of your own or you are an educator, PSAs create a forum for learners to actively participate in a project that allows them to become stewards of — and advocates for — social change.</p>				
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		<p>PSAs came into being with the entry of the United States into World War II. Radio broadcasters and advertising agencies created a council that offered their skills and facilities to the war effort, creating messages such as, "Loose lips sink ships," "Keep 'em Rolling" and a variety of exhortations to buy War Bonds.</p> <p>You have to show the massive impact PSAs have on our culture and our society. You can make an impact</p>				
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		<p>too!</p> <p>Getting Started</p> <p>1. Choose your topic. Pick a subject that is important to you, as well as one you can visualize. Keep your focus narrow and to the point. More than one idea confuses your audience, so have one main idea per PSA.</p> <p>2. Time for some research - you need to know your stuff! Try to get the most current and up to date facts on your</p>				
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		<p>topic. Statistics and references can add to a PSA. You want to be convincing and accurate.</p> <p>3. Consider your audience. Are you targeting parents, teens, teachers or some other social group? Consider your target audience's needs, preferences, as well as the things that might turn them off. They are the ones you want to rally to action. The action suggested by the PSA can be almost</p>				
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		<p>anything. It can be spelled out or implied in your PSA, just make sure that message is clear.</p> <p>4. Grab your audience's attention. You might use visual effects, an emotional response, humor, or surprise to catch your target audience. Be careful, however, of using scare tactics. Attention getters are needed, but they must be carefully selected. For</p>				
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		<p>example, when filming a PSA about controlling anger, a glass-framed picture of a family can be shattered on camera. This was dramatic, but not melodramatic. Staging a scene between two angry people to convey the same idea is more difficult to do effectively.</p> <p>5. Create a script and keep your script to a few simple statements. Time your script by</p>				
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		<p>counting words. Produce a long version of 60 seconds with 120 to 140 words, an abridged 30-second version of 55 to 85 words and a 15-second version of 40 to 45 words. Read your script aloud to ensure it sounds conversational. Be sure the information presented in the PSA is based on up-to-date, accurate research, findings and/or data.</p>				
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		<p>6. Storyboard your script.</p> <p>7. Find your audience and get their reaction. How do they respond and is it in the way you expected? Your goal is to call your audience to action. Are they inspired?</p> <p>Through a Public Service Announcement you can bring your community together around a subject that is important to you. Will your PSA be on education,</p>				
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		<p>poverty, drunk driving, or keeping environment?</p> <p>8. State a clearly defined call to action--"For more information log on to..."; "To volunteer your services, call 1-800..." In addition, include the organization's name, logo and phone number or website both visually and orally by the voice-over announcer.</p> <p>Keep your message clear and simple, and target your intended audience. Take</p>				
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		<p>advantage of your interests, and practice important critical thinking and literacy skills because you will be spreading important social, economic, and political topics.</p>				
11 th and 12 th	<p>Be competence in understanding languages on presenting a topic on comparison and contrast.</p>	<p>Comparison and contrast tells the similarities and differences between at least two subject. Here the subjects are identified to know their similar and different characteristics. Comparing deals with similarities and commonly utilizes</p>	<p>Instructor gives the explanation and simulation on presenting a topic on comparison and contrast. then ask students to practice it individually.</p>	<p>Handouts and text book</p>	<p>Assessment is conducted through practicing</p>	<p>4X50 minutes</p>

		transition words such as similarly, likewise, and in the same way whereas contrasting regards differences by using in contrast, however, on the other hands, and so on.				
FINAL SEMESTER TEST						

Material 1

<p>Speaker 1</p>	<p>Good afternoon everyone. We are so glad to see you all here today.</p> <p>My name is Cecilia Wan, the general manager of the Walk Company. The presentation today is about our company – Walk Company and our newly invented product --“Super Socks”. This is our innovative and creative product with high level of technology.</p> <p>First, our marketingmanager, Mandy Li will introduce our company. Then, Peter Yu, our sales representative will show you our product and tell you about its special features. After that, Jessie Wong, our designer will show you our advertising campaign. Please feel free to ask any questions at the end of our presentation.</p>
<p>Speaker 2</p>	<p>Right! Let me begin by giving you some details about our company.</p> <p>Our company is specialized in producing socks. That’s why our company logo is made up of a pair of socks. One sock is printed with a letter “W” which represents our company name. We encourage people to walk more by wearing our product. Therefore, our company motto is “Walk more!”</p> <p>Walk Company was established in 1950. It is a company based in the USA. We do business worldwide. We are experts in producing different kinds of socks, especially sport socks. Our customers include kids, teenagers and even adults around the world. We have won ‘The Best Fashion Design Award’ as well as ‘The Top 5 Sales in Product Category (Socks)’ awarded by the Hong Kong Trading Department.</p>
<p>Speaker 3</p>	<p>Now, it is time to show you how fantastic our new products are. “Super Socks” are specially designed for kids. They are durable and super comfortable. They are made of 100% cottonand can absorb sweat and keep the small feet dry. We guarantee that our socks will not be worn out after wearing 100 times. Even kids as energetic as cheeky monkeys cannot easily ask their moms for a new pair of socks.</p> <p>Look at the design. Aren’t they adorable? The cute patterns of our socks can definitely attract kids and their moms and dads. We provide different colours for</p>

	<p>you to choose from.</p> <p>Our socks are made with high technology. They are waterproof! You don't need to be afraid of getting wet on rainy days. Compared with similar products on the market, our socks are definitely your ideal selection in summer.</p> <p>How much are they? The price is very attractive. You can't believe it! Trial price -- it's only \$50 for 2 pairs. With low prices but high quality, our socks are definitely your best choice!</p>
Speaker 4	<p>Let us show you our advertising campaign. Look at the poster. Here are the colours we have. Aren't they attractive? Look at these cute little kids. After they have worn super socks, they look so smart and cute.</p> <p>Let's watch our TV commercial together. (show video) See, the kids were jumping happily in the water puddles and their feet were not wet! Aren't they amazing? Would you like to try this special experience?</p> <p>If you want to know more about our company or products or if you want to come to our office to see other collections we have or to purchase this new collection, you can find our address, e-mail address and phone number in the brochure.</p>

Material 2

MC-ing script sample

Assalamualaikum wr wb

Honorable speakers, distinguished guests and all of my beloved audiences.

Welcome to the Seminar of Educational Management./ I'm happy to welcome you to the 3rd Seminar of Educational Management. / It gives me great pleasure to welcome you to the Seminar of Current Issues on Educational Management. (choose one)

First of all, let's thank to Allah SWT, who has given us mercies and blessings so we can attend this program without any problem.

Secondly may *sholawat* and *salam* always be presented to our prophet Muhammad SAW, who has guided us from the darkness to the lightness from the bad character to the good one as we hold today.

Ladies and gentlemen, before we start our program, I'd like to read you the arrangement of our seminar/ I'd like to inform you the agenda of the seminar today. / First of all, I'd like to read the list of the agenda of today's program. /Before we proceed to the main program, let me introduce the agenda. / Before starting our program, allow me to read the items we have in today's seminar.(choose one)

1. Opening
2. Presentations
3. Discussions
4. Closing

Well, happy audience. The first agenda is opening. Let's open our agenda this morning by reading *basmallah* together.

Thank you.

The second agenda is the panel presentations from our three speakers. The panel presentations and discussions will be moderated by..... Mr./Mrs.....the floor is yours.

_____ *presentations and discussions by moderator and speakers* _____

Thank you for all of the speakers and the moderator. Ladies and gentlemen, I hope you've found this morning's presentations and discussion informative and useful.

Now, ladies and gentlemen, this is the time to close our agenda. Let's close our agenda in this morning by reading *hamdallah* together. Thanks for your kind attention.

Moderator script sample 1

Assalamualaikum wr wb/ Good morning/good afternoon ladies and gentlemen

It's an honor for me to be the moderator of our seminar today./ It's my greatest pleasure to be in this seminar today. / I'm honored to be the moderator of this seminar.

This seminar today is on educational management. This topic will be presented by our three speakers/presenters from different field. I believe that they must have something on the topic which might interest us.

Ladies and gentlemen, before we come to the panel presentation and discussion. I'd like to introduce you the presenters of the seminar today.

The first presenter is Mr. Setyabudi. He is the chairman of Public relation office of Indonesia National Education Ministry. He is also a lecturer of English department in Indonesia Education University. He has many experiences in management of education. Mr. Setyabudi will talk to you about the policy of educational management in Indonesia.

The second presenter is Mr. Darmawan. He is the lecturer of educational management from State Islamic Institute of Surakarta. He will talk about his research on some issues in educational management in some region of Indonesia.

The last presenter is Mr. Ali Rahman. He is the Principal of SMA Kesatuan Bangsa and the chairman of Private Teacher Association in Semarang. He has dealt with the application of educational management in school for years. He will share his worthy experiences in schools to us.

Well, ladies and gentlemen, please welcome our first presenter, Mr. Setyabudi, the floor is yours.../Ladies and gentlemen, we proudly present Mr. Setyabudi, the floor is yours...

Thank you Mr. Setyabudi for the interesting presentation. Now I'd like to invite the second presenter, Mr. Darmawan. The floor is yours.

Thank you Mr. Darmawan. Next, I'll invite Mr. Ali Rahman. The floor is yours.

Ladies and gentlemen, now I'd like to invite the audience to give comments, suggestions or ask questions to the presenters. Please raise your hand and tell me your name and where you are from before you ask your questions. For the first term, I'd like to invite three questions.

Yes, Mr/Mrs..... could you please ask your question briefly and clearly.

Ladies and gentlemen, now I'd like to give a short conclusion about our seminar:.....

Ladies and gentlemen, let us give applause to the presenters. And thank you to the audience for your active participation.

I'm as the moderator would give the floor back to the MC. Thank you.

Wassalamualaikum wr wb/ Good morning/good afternoon

Moderator script sample 2

Assalamualaikum wr wb/ Good morning/good afternoon ladies and gentlemen

It's an honor for me to be the moderator of our seminar today./ It's my greatest pleasure to be in this seminar today. / I'm honored to be the moderator of this seminar.

This seminar today is on *educational management*. This topic will be presented by our four speakers/presenters. They join together in a research team of educational management funded by Indonesia Research Center. They'll share to you the result of their research and analysis about the improvement of educational management. I believe that they must have something on the topic which might interest us.

Ladies and gentlemen, before we come to the panel presentation and discussion. I'd like to introduce you the presenters of the seminar today.

The first presenter is Mr. Setyabudi. He is the chairman of Public relation office of Indonesia National Education Ministry. He is also a lecturer of English department in Indonesia Education University. He will talk about the policy of educational management in Indonesia.

The second presenter is Mr. Darmawan. He is the lecturer of educational management from State Islamic Institute of Surakarta. He will focus on the factors influencing the improvement of educational management in our country.

The third presenter is Mr. Sudrajat. He is the teacher in a private school in Semarang. He'll share his experiences and problems related to educational management that he found in the field.

The last presenter is Mr. Ali Rahman. He is the Principal of SMA Kesatuan Bangsa and the chairman of Private Teacher Association in Semarang. He will give some alternative solutions to improve the educational management especially in schools.

Well, ladies and gentlemen, please welcome our first presenter, Mr. Setyabudi, the floor is yours.../Ladies and gentlemen, we proudly present Mr. Setyabudi, the floor is yours...

Thank you Mr. Setyabudi. Now I'd like to invite the second presenter, Mr. Darmawan. The floor is yours.

Thank you Mr. Darmawan. The next presenter will be Mr. Sudrajat. The floor is yours.

Thank you for sharing your experiences Mr. Sudrajat. Next, I'll invite Mr. Ali Rahman. The floor is yours.

Ladies and gentlemen, now I'd like to invite the audience to give comments, suggestions or ask questions to the presenters. Please raise your hand and tell me your name and where you are from before you ask your questions. For the first term, I'd like to invite three questions.

Yes, Mr/Mrs..... could you please ask your question briefly and clearly.

Ladies and gentlemen, now I'd like to give a short conclusion about our seminar:.....

Ladies and gentlemen, let us give applause to the presenters. And thank you to the audience for your active participation. I'm as the moderator would give the floor back to the MC. Thank you.

Wassalamualaikum wr wb/ Good morning/good afternoon

Are you going to be a master of ceremony at a conference, awards night, product launch, seminar series, concert, wedding or similar event?

What a wonderful honour, but a daunting one! It isn't always as easy as it seems.

There are a lot of duties involved and a great number of practical aspects to pay attention to.

You are not just there to boost your ego, watch the clock, or to give announcements.

You are there to help the audience feel engaged with, and feel informed about, everything that is happening.

How brilliant are you? Your career could be influenced by your success or failure in an MC role.

Here are 5 tips to help you be a brilliant MC.

MC tip 1: Know your role

It is the prime responsibility of the master of ceremonies to:

- Keep the event flowing.
- Keep the energy and enthusiasm of the audience high.
- Help the audience feel welcomed.
- Help the speakers feel appreciated.
- Help the sponsors feel proud to be involved.
- Smooth over problems that arise so people don't know or don't worry.
- Keep the event to time no matter what happens.
- Ensure everyone knows what is happening.
- Do whatever is possible to help the organiser make it a great event.... and this is only part of it.

MC tip 2: Welcome the core groups

Help the audience to feel welcomed. Identify the core groups in your audience and welcome each one. It isn't sufficient just to say, "Welcome to you all ...". It is not a genuine, heartfelt welcome. Instead, welcome specific individuals and specific groups, not just by title but with relevant information. For example, you might say, "To those of you who've travelled all the way from Newcastle and fought your way through the fog, a big welcome".

MC tip 3: Be confident in keeping to time

In advance decide how, as the MC, you will let people know when their time is up. Then do it! Do not be scared, it is your job.

It is important to make sure your system of timing is very clear, easy for the speakers to follow and known by everyone involved. You are there, as the master of ceremony, to keep the time. Therefore keep the time. You will annoy the audience if you don't, and that puts a bad taste over the whole event.

MC tip 4: Keep everything flowing smoothly

It is often your MC role to mastermind the entire occasion. Thus, you need to know exactly what is to happen when, where and with whom. I recommend developing a minute-by-minute timing schedule for the event, well in advance. This needs to include all the minor components and times for all the MC duties.

So often I've been given a speaking time that's not accurate, e.g. I'm told I'm speaking from 10am - 11am. I prepare a 60 minute presentation. I end up speaking from 10.10 - 10.50, twenty minutes less! This is because the MC has announcements to give, awards to present, the introduction and thank you to give, and to draw the raffle - and no time for these has been allocated.

Get the details of the timing right. Include the time it takes to get on and off the stage, for the MC to make announcements, for the housekeeping notices, for the thank-yous and introductions ... everything.

MC tip 5: Generate enthusiasm

Motivate the audience to want to hear the next speaker or performer. It is your role to inspire them. Don't just read out a biography word for word, it can leave the audience bored, flat or only mildly interested. Instead, explain to your audience the benefits they are going to gain from listening to a speaker, or hearing a performer, so that the audience is enthusiastically paying attention. Make the introductions personal and relevant. Connect the speaker to the audience. Don't just say, "And now I'd like to introduce our next speaker, Dr Evelyn Jolly, who is an Associate Professor in Environmental Management from Cambridge University, and she is going to talk on, 'How as a society we can improve our environment'. Please welcome ...".

This does not excite the audience, does it? Instead, find something new to say, find something different to say, find something enthusiastic to say that the audience can connect with.

Assalamualaikum Warahmatullahi Wabarakatuh.

His Excellency the Rector of IAIN Surakarta Dr. Mudofir, M.Pd
 Honorable the Dean of Faculty of Languages and Arts
 Respectable the Chair of English department
 Honorable all lecturers of English Department
 Respectable all participants of this Seminar

Firstly, let's thank to the almighty Allah SWT who has given us some mercies and blessings so that we can attend this seminar without any troubles and obstacles.

Secondly, sholawat and salam may always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness, from stupidity to the cleverness namely Islamic religion.

I'm your master of ceremony this morning.

Welcome to this routine Tuesday Lecture Seminar. We would like to thank everyone here for taking time to attend our remarkable seminar.

To start our opening ceremony this morning, allow me to read today's agendas:

1. Opening by reciting Al Fatihah
2. Remarks/Speeches
3. Closing by praying

Those are the today's agenda which will be presented soon.

Dear audiences, ladies and gentlemen,

Let's open this agenda by reciting Al Fatihah together. Al Fatihah.....

Thank you very much.

Dear audiences, ladies and Gentlemen

As we have finished our opening, to lead the next session, I would like to invite to moderate the seminar today. I'm would like to say thank you very much.

Wassalamualaikum Wr.Wb.

.....Seminar Session by Moderator and Main Speaker.....

Thank you very much for giving such informative and interesting presentation, for moderating the excellent seminar and also to the participants for very active participation. Hopefully, the seminar will be beneficial for everybody. Amin.

Please give applause for the speaker, the moderator and for you all. I'm as the master of ceremony today and also as the committee of this program, beg your pardon of the mistaken we have made. Thank you.

Material 3

NEWS ANCHOR

The Expression and Structure for Opening a News

GREETINGS	Good.../Hello.../Hi...
SELF INTRODUCTION	You're with me (name) I am (name)
PROGRAM INTRODUCTION	Mention a slight of synopsis of the news 'Avalanche ruined the traffic jam severely. That's our headline for today.'

Example

Hello! This is George Hall. You're watching Breaking News Chrome 9 News.

CLOSING

1) Message

Keep tracking on the latest news
from the world in (TV station's name)
Stay tune on (TV station's name)
Stay tune on (TV station's and program's names) for updates on...
You can access our news on our website [www....](#)
Visit our website at [www....](#) for more updates.

2) Reintroduction

I'm (name)

3) Thanking

Thank you for watching.

Thanks for watching.

4) Parting

Good bye.

Have a nice day.

Bye bye.

- Open the news (1st News Anchor)
- Then, read the running text
- Read the on-desk script number 1
- Small talk
- Go to the second news
- Read the second running text (2nd News Anchor)
- Read the on-desk script number 2
- Close the news (2nd News Anchor)

The sample of News Anchor

0:00

this is BBC world news today with me Daniella retorto// a MalaysianAirline with the 395 people on board/ crashes in eastern Ukraine// will be live across the world assessing the impact of this disaster// pictures appear to show the plane after it came down near the Russian border/Ukraine/ and Russia both deny they shot it down//debris/seen falling from the darkened sky in the moments immediately after the crash// Malaysia Airlines confirmed that it lostcontact with flight mh17 from Amsterdam/ which was on route to kuala lumpur//

Hello/ and welcome to this special coverage// a malaysia airlines flight with nearly 300 people on board has crashed in ukraine near the Russian border// there are claims that it was shot down/ but Ukraine and pro-russian separatists are both denying responsibility// there's been fighting on the ukrainian-russian border since March/ after the overthrow of the Ukrainian government// flight mh17 tookoff from Amsterdam just after midday local time/ it was bound for kuala lumpur its flight path took it over Ukraine's donestsk region and it came down near the village of Grabovo// four months ago another Malaysia Airlines plane is believed to have crashed with over 200 people on board/ its whereabouts is

still unknown// with the very latest on what we know our correspondent Richard galpin..

we bury the plume of smoke rising into the sky in eastern Ukraine this afternoon local people here saying it was a plane which had just crashed there is no confirmation this was the Malaysian airliner which came down with almost 300 people on board but eyewitnesses in this region say they have seen burning wreckage and bodies on the ground

Material 4

POLITENESS

Politeness is about keeping good relations with your listener or reader. There are two types of politeness

- showing the listener or reader that you value and respect them.
- changing or softening what you say so as not to be too direct or forceful.

Politeness: showing respect

There are many ways in which we can show that we value and respect our listener or reader. In more formal situations, we are especially careful to use certain polite phrases:

[addressing an audience]

Ladies and gentlemen, please welcome **Mr** Patrick Murphy ...

[a waiter in a restaurant]

May I take your plate, **sir**?

[a message in a thank-you card]

Thank you for your wonderful gift.

[asking a stranger for directions]

Excuse me, I'm looking for Cathedral Street.

Not: ~~Where's Cathedral Street?~~

In formal contexts when we don't know people and we want to show respect, we use titles such as *Mr + family name, Ms + family name, sir, madam, doctor (Dr), professor (Prof.):*

[checking out at a hotel reception desk]

A: Here's your credit card, **Mr** Watts. Have a safe trip.

B: Thank you.

[at a restaurant]

Shall I take your coat, **Madam**?

[emailing a professor that you don't know]

Dear **Prof.** Kinsella ...

Not: ~~Hi John~~ ...

Names and titles: addressing people

Politeness: making what we say less direct

When we speak and write, we usually try not to be too direct. There are a number of ways in which we can do this.

Softening words (hedges)

We can use softening words or hedges to make what we say softer.

Compare

<i>softer</i>	<i>more direct</i>
---------------	--------------------

<i>softer</i>	<i>more direct</i>
<i>It's kind of cold in here, isn't it? Could we close the window?</i>	<i>It's cold in here. Let's close the window.</i>
<i>Could you just turn the radio down a little, please?</i>	<i>Turn down the radio. (The imperative is very direct when used in requests.)</i>
<i>Your playing could possibly be improved. [giving someone criticism on their musical performance] You may need to spend more time working a little bit on the rhythm.</i>	<i>You must improve your playing. You need to spend more time working on the rhythm.</i>

Requests

Hedges (*just*)

Vague language

We use vague language to make times and quantities sound less direct and more approximate:

A: *Are you coming for dinner tomorrow night?*

B: *Absolutely. What time is best for you?*

A: *Any time around eight would be perfect.*

It's about seven o'clock so I think we should be leaving soon. (less direct than *It's seven o'clock so we should be leaving now.*)

A: *What colour is your dress?*

B: *It's kind of green and brown, with a few gold buttons on the front.*

Vague expressions

Modal expressions

We can use certain modal verbs, especially the past forms of the modal verbs *can*, *may*, *shall* and *will*

(*could*, *might*, *should* and *would*), to be more polite or less direct.

We can also use other modal expressions (*certainly*, *possibility*, *be likely to*, *be supposed to be*).

We often do this when we ask for something or ask someone to do something:

Might *I ask if you are related to Mrs Bowdon?* (rather formal and more polite/less direct than *May I ask ...?*)

Would *you follow me, please, sir?* (more polite/less direct than *Will you follow me ...?*)

Would *you mind moving your car, please?*

A: *Could you take a look at my laptop? It's taking so long to start up.*

B: *Well I'll certainly take a look. Is there a possibility that it might have a virus?*

A: *Well, the anti-virus is supposed to be up to date.*

You are likely to feel stressed before your exam. (less direct than *You will feel stressed before your exam.*)

Modality: introduction

Modal expressions with *be****Please and thank you* Requests****Changing tenses and verb forms**

Sometimes we use a past verb form when we refer to present time, in order to be more polite or less direct. We often do this with verbs such as *hope, think, want* and *wonder*. The verb may be in the past simple, or, for extra politeness, in the past continuous:

A: *Where's the key to the back door?*

B: *I was hoping you had it.* (less direct than *I hope you have it.*)

I thought you might want to rest for a while since it's been a long day.

I wanted to ask you a question.

I am having problems with my internet connection and I was just wondering if you could tell me how to fix it. (less direct and forceful than *I have a problem with my internet connection and I wonder if you could tell me how to fix it.*)

Warning:

In formal contexts, we sometimes use past forms in questions, invitations and requests in the present so as to sound more polite:

Did you want another coffee?

I thought you might like some help.

We were rather hoping that you would stay with us.

In shops and other service situations, servers often use past verb forms to be polite:

Assistant: *What was the name please?*

Customer: *Perry, P-E-R-R-Y.*

Assistant: *Did you need any help, madam?*

Customer: *No, thanks. I'm just looking.*

Past verb forms referring to the present***If* and politeness**

In speaking, we often use *if* followed by *will, would, can* or *could* to introduce a polite request:

If we can move on to the next point for discussion. (more polite than *Can we move on ...*)

If I could just say one more thing ... (more polite than *Listen to me, I want to say something.*)

If you will follow me, please. (more polite than *Follow me, please.*)

We use other expressions with *if* to express politeness: *if you don't mind, if it's OK with you, if I may say so, if it'll help:*

If you don't mind, I think I need that cup of tea.

I'll stay here, if it's OK with you.

Two-step questions

In speaking, we sometimes ask two questions rather than one so as to be less direct. The first question is an introduction for the listener and the second one asks a more specific question:

A: *Do you like sport? I mean, do you play sport?*

B: *Yeah. I play basketball. I'm on the school team.*

The first question introduces the topic of sport; the second one asks a more specific question about it. The listener answers the second question.

We sometimes use *yes-no* questions one after the other:

A: *Is this your pen?*

B: *Yes, that's mine.*

A: *Do you mind if I borrow it for a minute?*

B: *Not at all.*

This is less direct than asking *Can I borrow this pen?* as a question on its own.

Questions: two-step questions

Using names

We can make what we say more polite and less direct by using a person's name:

What's the time, John? (less direct than *What's the time?*)

I'm not sure I agree with you, Liam. (less direct than *I'm not sure I agree with you.*)

Names and titles: addressing people

Politeness: what is impolite?

Being direct is impolite so we need to be careful when using direct forms.

The imperative form

In most contexts, the imperative is very direct and is usually impolite when used outside of family and friends:

[in a café]

~~Give me a coffee.~~

Polite form: Could I have a coffee, please?

[asking the time]

~~Tell me the time.~~

Polite form: Would you mind telling me the time, please?

However, it is acceptable to use an imperative in warnings, offers, written requests and when giving directions or instructions:

Mind your step!

Have another coffee.

Turn left once you get past the cinema. Then **take** a right along a narrow road ...

To stop in an emergency, **press** this button.

Imperatives as offers and invitations

Imperative clauses (*Be quiet!*)

Telling the time

Warnings

Using titles inappropriately

We use titles before names, for example *Mr Oakley, Dr Morrison*:

[in a letter or email to Professor Harry Murray]

Polite form: title + family name: Dear Prof. Murray

Not: ~~Dear Prof. Harry~~

Names and titles: addressing people**Using very familiar terms of address inappropriately**

When people know each other very well, for example, couples or very close friends, parents and their children, they may address each other using terms such as *love, honey, darling, pet*. In certain dialects, you may also hear people use these terms in shops and cafés, for example. It is impolite to use these terms in formal contexts:

[in an interview]

~~Where do you come from, love?~~

[in a restaurant]

~~Mr Kane, pet, your table is ready.~~

Source:

(“Politeness” from English Grammar Today © Cambridge University Press. Need grammar practice? Try English Grammar Today with Workbook.)

Material 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI SURAKARTA

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774

Website : www.iain-surakarta.ac.id E-mail : info@iain-surakarta.ac.id

UJIAN TENGAH SEMESTER

Mata Kuliah	: <i>Speaking (mandiri)</i>	Jurusan, Kelas	: PBI II
Hari, Tgl	:	Dosen	: Wildan M M, M.A TESL

POSTER PRESENTATIONS

Prepare

- Practice 5-7 minute versions of your poster presentation.
- Make sure you can sum up your poster's key points and conclusions in 2-3 sentences. Practice starting your spiel from different sections of your poster.
- Review relevant literature
- Think about which parts of your poster will be the most challenging to explain.
- Anticipate people's questions and plan your answers to them. You will be asked the same questions repeatedly, which can become monotonous for you, but remember that the person who asked the question is hearing your answer for the first time.
- Produce supplemental handouts or props (e.g., copies of poster on letter-sized paper, abstract, prototype, laptop to show videos).
- Wear a name tag.

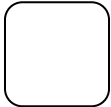
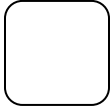
Present

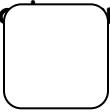
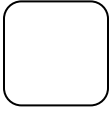
- Greet people with a smile and show your enthusiasm for your work. Give people a moment to take in your poster and then find out why they are interested in your work before you launch into your spiel so that you are able to address their needs and expectations.
- Do not stand in front of your poster where you might block people's view. Stand up straight and face your audience.
- Maintain eye contact with people as you present your poster. Do not read directly from your poster or from a prepared script.
- Use hand gestures to illustrate and reinforce concepts and relationships. As you talk through your poster, use a pointer or your hands to refer to particular parts of the poster so that people can follow your talk more easily. Avoid pairing vague gestures with vague noun referents: "That

plot shows . . .” (accompanied by sweeping gesture in the direction of two graphs). Do not place your hands in your pockets or behind your back.

- Adjust your volume and pacing to suit the situation. Speak loudly enough to be heard over the din of the crowd. Use your voice to emphasize important points.
- Spend extra time explaining the figures and tables on your poster if your audience appears interested in the details.
- Provide clear transitions as you move from explaining one section of the poster to the next. For example, “Now that I’ve outlined our objectives, I’m going to explain our approach to solving this problem.”
- Deliver a satisfying conclusion. Summarize your contribution and its significance at the end of your spiel, or state it earlier if you sense the viewer is ready to move on.
- If people approach your poster after you have begun your spiel, acknowledge them with a nod and identify where you are in the spiel so that they know where to focus their eyes on the poster. For example, (nod), “I’m in the middle of describing how we refined our search strings to generate more meaningful results.”
- Check your audience’s understanding of more complex concepts presented in your poster by paying attention to non-verbal cues or by asking: “Were any parts of my explanation hard to follow?”
- Maintain your professionalism. Thank people for their time and attention. Remember that the people attending the poster session may be your future colleagues.

Grading Rubric for Poster

	5	4	3	2	1
Content 	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Presentation 	<p>Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way.</p> <p>Each member's information is represented and identified with their name.</p>	<p>Presentation flows well. Tools are used correctly</p> <p>Each member's information is represented and identified with their name.</p> <p>Overall presentation is interesting.</p>	<p>Presentation flows well. Some tools are used to show acceptable understanding.</p> <p>Each member's information is represented and identified with their name.</p>	<p>Presentation is unorganized. Tools are not used in a relevant manner. Lacking some of the members' information/ and or information is not identified</p>	<p>Presentation has no flow. Insufficient information and lacking some of the member's information.</p>

Pictures, Clip Art 	<p>Images are appropriate.</p> <p>Layout is pleasing to the eye.</p>	<p>Images are appropriate.</p> <p>Layout is cluttered.</p>	<p>Most images are appropriate</p>	<p>Images are inappropriate or layout is messy.</p>	<p>No images</p>
Mechanics 	<p>No spelling errors. No grammar errors.</p> <p>Text is in authors' own words.</p>	<p>Few spelling errors. Few grammar errors.</p> <p>Text is in authors' own words.</p>	<p>Some spelling errors. Some grammar errors.</p> <p>Text is in authors' own words.</p>	<p>Some spelling errors. Some grammar errors.</p> <p>Most of text is in authors' own words.</p>	<p>Many spelling and or grammar errors. Text is copied.</p>

Name _____ Roll number _____

Topic _____ Score _____

Evaluation Rubric for Performance Practice

Materials:

Job Interview, Handling Complaints, Discussion, Seminar Presentation (MC, Moderator, Presenter)

No	Aspects	Standard	Scale	Criteria
1.	Fluency (language expression and flow of speech)	15	0-5 6-10 11-15	Enough Good Very Good
2.	Accuracy (pronunciation, intonation, grammar, vocabulary)	15	0-5 6-10 11-15	Enough Good Very Good
3.	Confidence (gesture, eye contact)	15	0-5 6-10 11-15	Enough Good Very Good
4.	Attractiveness (initiative, motivation)	10	0-4 5-7 8-10	Enough Good Very Good
5.	Setting (place, clothes)	10	0-4 5-7 8-10	Enough Good Very Good
6.	Content (conversation length, coherence)	10	0-4 5-7 8-10	Enough Good Very Good
7.	Structure (introduction, content elaboration, closing)	15	0-5 6-10 11-15	Enough Good Very Good
8.	Ethics (politeness, humility, honesty)	10	0-4 5-7 8-10	Enough Good Very Good

Total	100	100	
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GRADE

10-20 E

21-40 D

41-60 C

61-80 B

81-100 A

Anxiety Questionnaire

Name :

NIM :

Questionnaire 1. Close Questionnaire (Read each statement and then give (v) mark under the column heading that best describes how you generally feel. There is no right or wrong answer.

No	Questions	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I tremble when I know that I'm to be called on the language class.					
3	I keep thinking that the other students are better at languages than I am.					

4	I start to panic when I have to speak without preparation in language class.					
5	I worry about the consequences of failing of my foreign language class.					
6	It embarrasses me to volunteer answer in my language class.					
7	I get upset when I don't understand what the teacher is correcting.					
8	I am afraid that my teacher is ready to correct every mistake I make.					
9	I can feel my heart pounding when I'm going to be called on my language class.					
10	The more I study for presentation, the more confused I get.					
11	I get nervous and confused when I am speaking in my language class.					
12	I am afraid that the other students will laugh at me when I speak the foreign language.					
13	It frightened me when I					

	don't understand when the teacher is saying in the foreign language.					
14	During language class, I find myself thinking about things that have nothing to do with the course.					
15	In language class, I can get so nervous I forget things I know.					
16	Even I am well prepared for language class, I feel anxious about it.					
17	I often feel like not going to my language class.					
18	I always feel that the other students speak the foreign language better than I do.					
19	I feel very self-conscious about speaking the foreign language in front of other students.					
20	Language class moved so quickly I worry about getting left behind.					
21	I feel more tense and nervous in my language class than in my other classes.					
22	I get nervous when I don't understand every word the					

	language teacher says.					
23	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
24	I get nervous when the language teacher asks questions which I haven't prepared in advance.					
25	I don't worry about making mistakes in language class.					
26	It wouldn't bother me at all to take more foreign language classes.					
27	I am usually at ease during presentation in my language class.					
28	I don't understand why some people get so upset over foreign language classes.					
29	I would not be nervous speaking the foreign language with native speakers.					
30	I feel confident when I speak in foreign language class.					
31	I don't feel pressure to prepare very well for					

	language class.					
32	When I'm on my way to language class, I feel very sure and relaxed.					
33	I would probably feel comfortable around native speaking of the foreign language.					

Questionnaire 2. Open Questionnaire (Please answer the questions below honestly).

1. Do you feel anxious (nervous, panic, jittery, etc) when you have perform to speak in front of class? Why you feel like that (the factors that make you feel anxious)? Please give reason based on your own experiences!

Answer:

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2. What did you do for decreasing your anxiety when speak in front class?

Answer:

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27	I can feel my heart pounding when I'm going to be called on my language class.					
28	I am afraid that the other students will laugh at me when I speak the foreign language.					
29	Even I am well prepared for language class, I feel anxious about it.					
30	I feel very self-conscious about speaking the foreign language in front of other students.					
31	I feel more tense and nervous in my language class than in my other classes.					
32	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Anxiety Questionnaire

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4	I don't worry about making mistakes in language class.					
5	I worry about the consequences of failing of my foreign language class.					
6	It wouldn't bother me at all to take more foreign					

	language classes.					
7	I get upset when I don't understand what the teacher is correcting.					
8	I am afraid that my teacher is ready to correct every mistake I make.					
9	I am usually at ease during presentation in my language class.					
10	The more I study for presentation, the more confused I get.					
11	I get nervous and confused when I am speaking in my language class.					
12	I don't understand why some people get so upset over foreign language classes.					
13	It frightened me when I don't understand when the teacher is saying in the foreign language.					
14	During language class, I find myself thinking about things that have nothing to do with the course.					
15	In language class, I can get so nervous I forget things I know.					

16	I would not be nervous speaking the foreign language with native speakers.					
17	I often feel like not going to my language class.					
18	I always feel that the other students speak the foreign language better than I do.					
19	I feel confident when I speak in foreign language class.					
20	Language class moved so quickly I worry about getting left behind.					
21	I don't feel pressure to prepare very well for language class.					
22	I get nervous when I don't understand every word the language teacher says.					
23	When I'm on my way to language class, I feel very sure and relaxed.					
24	I would probably feel comfortable around native speaking of the foreign language.					
25	I start to panic when I have to speak without preparation in language					

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QUESTIONNAIRE RESULT

A. Close Questionnaire Result

No	Name	Questionnaire Number																	Total score	Level of Anxiety
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
1	FK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	104	High Anxious
		4	4	3	3	4	3	4	4	3	3	3	3	4	4	3	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	2	3	2	3	2	3	2	3	3	3	3	4	3	4	4			
2	BR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	High Anxious
		2	4	3	2	2	2	2	1	4	3	1	5	2	1	3	2	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	1	3	4	4	1	5	5	4	3	2	1	2	4	5			
3	DK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	90	Low Anxious
		2	3	2	1	1	3	1	5	3	3	2	3	3	2	3	2	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	4	5	3	3	3	2	2	2	4	3	2	2	3	4			
4	WR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	86	Low Anxious
		2	3	4	3	2	4	3	1	1	3	2	4	1	3	1	5	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			

		3	1	2	3	3	2	3	2	3	1	3	2	2	3	4	4			
5	DS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	High Anxious
		2	4	3	2	1	2	2	2	4	3	1	5	1	2	2	3	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	1	3	3	4	4	1	5	5	4	3	1	2	4	5	2			
6	LA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	108	Very High Anxious
		3	3	4	3	2	4	2	4	4	4	3	4	3	4	3	4	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	3	3	4	3	3	3	2	3	3	3	4	3	4	3	3			
7	MH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	99	High Anxious
		1	5	3	3	2	2	3	5	4	2	2	3	2	2	2	4	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		5	4	2	4	2	4	3	5	2	2	2	3	4	2	3	4			
8	LS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	96	High Anxious
		2	3	2	2	3	3	2	2	4	3	3	4	4	3	3	4	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	3	3	3	3	3	4	3	3	2	3	3	2	3	2	3			
9	RG	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	113	Very High Anxious
		4	4	1	4	3	4	3	4	4	5	3	4	4	4	3	3	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	2	4	3	4	4	2	3	3	3	4	2	4	3	3			
10	RM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		

		3	3	2	2	3	3	4	3	2	4	3	2	4	3	3	4	5	102	High Anxious
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	3	4	4	4	3	4	2	4	5	4	1	2	3	2	1			
11	AF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	86	Low Anxious
		2	3	2	2	1	4	2	4	4	2	2	4	2	3	2	3	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
12	SN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	High Anxious
		3	3	4	3	2	4	2	4	4	4	3	4	3	4	3	4	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
13	FF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	94	Low Anxious
		2	4	3	2	2	2	2	1	4	3	1	5	2	1	3	2	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
14	ANA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	90	Low Anxious
		3	2	3	1	2	3	2	2	3	3	2	2	4	3	1	2	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
15	HK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	76	Very Low
		1	2	3	2	2	3	1	1	2	1	1	2	3	3	3	5	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			

		3	5	1	1	1	4	5	2	1	2	3	3	1	2	3	1			Anxious
16	EAN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	119	Very High Anxious
		4	4	1	4	3	4	3	4	4	5	3	4	4	4	3	3	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	2	4	3	4	4	3	3	3	4	4	3	4	4	5			
17	NR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	86	Low Anxious
		3	2	1	3	2	4	1	4	4	4	3	4	3	5	1	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		1	3	2	2	1	3	3	1	3	2	3	3	3	3	3	1			
18	AN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	112	Very High Anxious
		4	4	2	3	2	3	4	3	4	5	3	4	4	4	3	3	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	2	4	3	4	4	2	3	3	3	4	2	4	3	4			
19	ZT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	72	Very Low Anxious
		1	2	1	2	3	2	2	2	3	1	1	2	3	3	3	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	2	2	4	1	3	1	1	2	2	3	3	2	3	3	2			
20	SI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	80	Very Low Anxious
		2	2	2	2	3	3	2	2	3	1	1	2	3	3	3	2	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	2	4	5	3	4	3	2	1	1	2	3	2	3	3	2			
21	RR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		

		3	3	4	4	3	4	4	4	3	3	3	3	4	4	3	3	2	104	High Anxious
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	2	3	2	2	3	2	3	3	3	3	3	4	3	4	4			
22	F	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	92	Low Anxious
		3	2	3	2	4	2	3	2	3	4	3	2	2	2	3	2	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	3	3	2	3	2	3	5	1	2	4	3	3	4	4	3			
23	VR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	103	High Anxious
		2	2	3	3	3	3	4	3	2	4	3	2	3	4	3	4	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	5	4	4	4	3	4	2	4	5	4	1	2	3	2	2			
24	AM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	84	Low Anxious
		3	3	3	2	2	3	3	2	3	3	3	3	2	4	1	2	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	3	3	3	2	3	2	1	4	2	1	2	2	4	3	2			
25	MA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	97	High Anxious
		3	2	2	2	3	3	2	2	4	3	3	4	4	3	3	4	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	3	3	3	2	3	4	3	3	2	3	3	3	2	3	3			
26	IK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	83	Low Anxious
		1	2	3	2	3	1	3	2	4	4	2	4	3	3	3	4	1		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			

		3	2	3	5	2	1	3	3	2	1	1	3	1	1	4	3			
27	AF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	88	Low Anxious
		3	2	1	3	2	4	1	4	4	4	3	4	3	5	1	3	2		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		1	3	2	2	1	3	3	1	3	2	3	4	3	4	3	1			
28	ANH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	106	High Anxious
		2	4	3	5	3	3	3	2	3	3	3	3	3	4	4	3	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	3	3	4	3	3	2	4	4	4	4	4	3	3	4	1			
29	AK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Very High Anxious
		4	4	2	4	3	3	4	3	5	4	4	4	4	3	3	5	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		4	3	4	4	3	4	4	2	3	3	4	3	2	4	3	3			
30	GR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	77	Very Low Anxious
		3	2	1	2	2	3	2	2	3	3	2	2	4	3	2	2	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		1	5	3	3	3	3	3	2	1	4	1	2	1	1	2	1			
31	AKA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	103	High Anxious
		2	2	3	3	4	4	2	4	4	4	3	4	4	4	3	4	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	3	4	2	4	4	4	1	2	2	4	4	4	1	2	2			
32	MJA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		

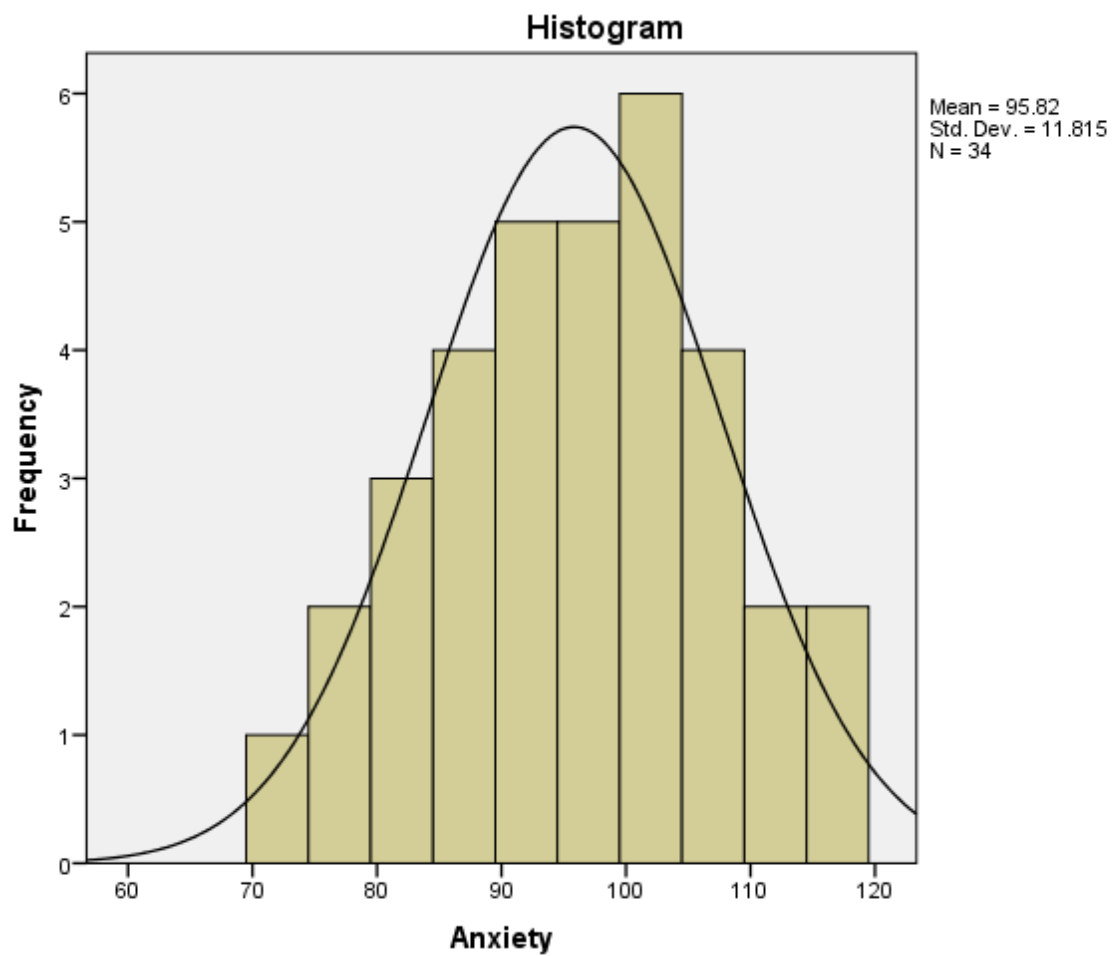
		3	2	2	3	4	2	4	4	4	4	3	4	4	4	3	4	4	105	High Anxious
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	3	4	4	2	4	4	1	3	3	4	4	4	1	2	2			
33	LW	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	90	Low Anxiety
		2	3	3	1	2	3	2	2	3	3	2	2	3	4	1	2	5		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		2	3	4	3	2	3	4	3	4	4	2	3	3	2	2	3			
34	AMB	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	High Anxiety
		3	3	3	3	3	3	2	2	2	2	4	3	3	2	4	4	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	4	4	3	2	3	2	3	4	3	2	3	4	3	3			

Statistics

Anxiety

N	Valid	34
	Missing	0
	Mean	95.82
	Std. Error of Mean	2.026
	Median	95.50
	Mode	86 ^a
	Std. Deviation	11.815
	Minimum	72
	Maximum	119

a. Multiple modes exist. The smallest value is shown



FIELD NOTE

Title : 1st observation

Date : 18 April 2017

This is the first observation session in this research. The researcher became a nonparticipant observer and the students become the object who was observed. This is the first observation of the speaking class in Mr. Wildan's class. The material was news anchor. The lecturer explained shortly about the role of news anchor and explained some topics that available before the students already prepare the material.

Then the lecturer asked the students randomly by individual to come in front of class and try to become news anchor. In this observation the researcher found that the students speak fluently when become news anchor because they bring a note and read the text. Some of the students still have some mistakes in pronunciation.

FIELD NOTE

Title : 2nd observation

Date : 25 April 2017

This is the observation session in this research. The researcher became a nonparticipant observer and the students become the object who was observed. In Tuesday, 25 April 2017, the researcher did the second observation. The lecturer is Mr. Wildan. The material that day was poster presentation. Before ask to the students to come in front of class to present their poster, the lecturer remembering about the material of the poster presentation and evaluation based on the previous students. The lecturer asked to the students to come in front of class based on sequence number. Some of the students feel nervous when they spoke in front of class because the poster presentation is the material to mid-term test.

FIELD NOTE

Title : 3rd observation

Date : 16 May 2017

This is the first observation session in this research. The researcher became a nonparticipant observer and the students become the object who was observed. This is the third observation of the speaking class in Mr. Wildan's class. The material was job interview. The lecturer explained shortly about the role of job interview and explained some topics that available before the students already prepare the material.

Then the lecturer asked the students randomly by group to come in front of class and try to do job interview. In this observation the researcher found that the students speak fluently when they did job interview because they bring a note and read the text. Some of the students still have some mistakes in pronunciation. In this meeting the students come forward 2 or more people to try to do the job interview.

FIELD NOTE

Title : 4th observation

Date : 23 May 2017

This is the first observation session in this research. The researcher became a nonparticipant observer and the students become the object who was observed. This is the fourth observation of the speaking class in Mr. Wildan's class. The material was role play in job interview. The lecturer explained shortly about the role of job interview and explained some topics that available before the students already prepare the material.

Then the lecturer asked the students randomly by group. The group consists of five students. One of them becomes the owner of the office or factory. Then, they come in front of class and practice to do job interview. In this observation the researcher found that some of the students speak fluently when they did job interview because they bring a note and read the text. But, some of the students feel anxious because they lack of preparation and they fear of making mistakes.

FIELD NOTE

Title : 5th observation

Date : 2 Juny 2017

This is the observation session in this research. The researcher became a nonparticipant observer and the students become the object who was observed. This is the fifth observation of the speaking class in Mr. Wildan's class. The material was MC. The lecturer explained shortly about the role of MC and explained some topics that available before the students already prepare the material.

Then the lecturer asked the students randomly by individual. Then, they come in front of class and practice to become MC. In this observation the researcher found that some of the students speak fluently when they become MC, because they bring a note and read the text.

FIELD NOTE

Title : 6th observation

Date : 9 Juny 2017

This is the observation session in this research. The researcher became a nonparticipant observer and the students become the object who was observed. This is the sixth observation of the speaking class in Mr. Wildan's class. The material was role play in MC. The lecturer explained shortly about the role of MC and explained some topics that available before the students already prepare the material.

Then the lecturer asked the students randomly by peers. Then, they come in front of class and practice to become MC. In this observation the researcher found that some of the students speak fluently when they become MC, because they bring a note and read the text. But, some of the students feel anxious because they lack of preparation and they fear of making mistakes. They also feel nervous when spoke in front their friends.

TRANSCRIPT INTERVIEW

Interview 1

Student name (code): FK

Researcher : Bagaimana persiapan anda sebelum speaking didepan kelas?

Student : Menyiapkan naskah atau skrip untuk dipelajari.

Researcher : Apakah pada saat speaking didepan kelas anda mengalami kesulitan?

Student : Ya.

Researcher : Kesulitan apa yang anda alami?

Student : Ketika saya grogi.

Researcher : Kapan anda mengalami kesulitan itu?

Student : Pada saat presentasi didepan kelas dan banyak orang sehingga lupa yang akan dikatakan.

Researcher : Bagaimana jika dosen menunjuk secara spontan untuk speaking didepan kelas?

Student : Nervous. Tetapi tetap harus maju.

Researcher : Apa yang anda lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

Student : Tarik nafas dan memikirkan apa yang harus dikatakan.

TRANSCRIPT INTERVIEW**Interview 2****Student name (code): AF**

Researcher : Bagaimana persiapan anda sebelum speaking didepan kelas?

Student : tidak ada persiapan.

Researcher : Apakah pada saat speaking didepan kelas anda mengalami kesulitan?

Student : Ya.

Researcher : Kesulitan apa yang anda alami?

Student : Ketika saya takut dan nervous.

Researcher : Kapan anda mengalami kesulitan itu?

Student : Pada saat presentasi didepan kelas.

Researcher : Bagaimana jika dosen menunjuk secara spontan untuk speaking didepan kelas?

Student : Tetap maju.

Researcher : Apa yang anda lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

Student : Memikirkan apa yang harus dikatakan.

TRANSCRIPT INTERVIEW**Interview 3****Student name (code): LW**

Researcher : Bagaimana persiapan anda sebelum speaking didepan kelas?

Student : Menyiapkan naskah untuk dipelajari jika ada ujian.

Researcher : Apakah pada saat speaking didepan kelas anda mengalami kesulitan?

Student : Ya.

Researcher : Kesulitan apa yang anda alami?

Student : Ketika saya grogi pada saat speaking.

Researcher : Kapan anda mengalami kesulitan itu?

Student : Pada saat presentasi didepan kelas dan banyak orang sehingga lupa yang akan dikatakan.

Researcher : Bagaimana jika dosen menunjuk secara spontan untuk speaking didepan kelas?

Student : Tetap maju.

Researcher : Apa yang anda lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

Student : Tarik nafas dan memikirkan apa yang harus dikatakan.

TRANSCRIPT INTERVIEW**Interview 4****Student name (code): RG**

Researcher : Bagaimana persiapan anda sebelum speaking didepan kelas?

Student : Tergantung kondisi, jika ujian maka menyiapkan naskah untuk dipelajari.

Researcher : Apakah pada saat speaking didepan kelas anda mengalami kesulitan?

Student : Ya.

Researcher : Kesulitan apa yang anda alami?

Student : Ketika saya grogi.

Researcher : Kapan anda mengalami kesulitan itu?

Student : Pada saat presentasi didepan kelas dan banyak orang sehingga lupa yang akan dikatakan.

Researcher : Bagaimana jika dosen menunjuk secara spontan untuk speaking didepan kelas?

Student : saya paling takut kalau disuruh maju dan menyampaikan pendapat secara spontan.

Researcher : Apa yang anda lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

Student : Tarik nafas dan mengatakan sebisanya.

TRANSCRIPT INTERVIEW**Interview 5****Student name (code): RM**

Researcher : Bagaimana persiapan anda sebelum speaking didepan kelas?

Student : kadang tidak ada persiapan.

Researcher : Apakah pada saat speaking didepan kelas anda mengalami kesulitan?

Student : Ya.

Researcher : Kesulitan apa yang anda alami?

Student : Ketika saya grogi dan tidak bisa menjawab pertanyaan.

Researcher : Kapan anda mengalami kesulitan itu?

Student : Pada saat presentasi didepan banyak orang.

Researcher : Bagaimana jika dosen menunjuk secara spontan untuk speaking didepan kelas?

Student : Tetap maju

Researcher : Apa yang anda lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

Student : Mengatakan sebisanya walau akan ditertawakan teman.

TRANSCRIPT INTERVIEW**Interview 6****Student name (code): EAN**

Researcher : Bagaimana persiapan anda sebelum speaking didepan kelas?

Student : Belajar

Researcher : Apakah pada saat speaking didepan kelas anda mengalami kesulitan?

Student : Kadang-kadang.

Researcher : Kesulitan apa yang anda alami?

Student : Pada saat tidak paham materinya.

Researcher : Kapan anda mengalami kesulitan itu?

Student : Pada saat presentasi didepan kelas dan banyak orang sehingga lupa yang akan dikatakan.

Researcher : Bagaimana jika dosen menunjuk secara spontan untuk speaking didepan kelas?

Student : Tetap maju dan percaya diri.

Researcher : Apa yang anda lakukan untuk mengatasi kesulitan atau kecemasan saat berbicara didepan kelas?

Student : Tarik nafas dan mengingat apa yang harus dikatakan sesuai tema yang dipelajari.



Institut Agama Islam Negeri Surakarta
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jl. Pandawa Pucangan Kartasura, Sukoharjo 57168 - <http://www.iain-surakarta.ac.id>

LAPORAN PRESENSI PERKULIAHAN PROGRAM STUDI S1 PENDIDIKAN BAHASA INGGRIS
 SEMESTER GENAP TAHUN AKADEMIK 2016/2017

Mata Kuliah : Speaking for Formal Interactions Kelas : 2D
 Dosen : Wildan Mahir Muttaqin, M.A.TESL. T.A/Sem : 2016/2017
 Hari/Waktu : SELASA, 07.00-08.40 Ruang : PPG.2.5

NO.	NIM	NAMA	ANGKATAN	PERTEMUAN KE 1
1.	133221333	UMMA NURUL HASANAH	2013	V
2.	143221143	SHOLIHIN WIDADI	2014	V
3.	143221168	PRASETYO NUGROHO	2014	V
4.	143221195	DWI MARTINI	2014	V
5.	143221235	MUH NUR RAQIS RIZKY MUBAROK	2014	V
6.	163221108	FAUZAN KRESNA YUDHA	2016	V
7.	163221109	BETI RAHAYU	2016	V
8.	163221110	DWI KISNANDARI	2016	V
9.	163221111	WINDA RIRIN RISNAWATI	2016	V
10.	163221112	DWI SAFITRI	2016	V
11.	163221113	LINTANG AULIA	2016	V
12.	163221114	MUHAMMAD HANAFI	2016	V
13.	163221115	LANI SEPTIANINGSIH	2016	V
14.	163221116	RACHA GERALDINE	2016	V
15.	163221117	RAFI AL MUHASIBI	2016	V
16.	163221118	ANISA FRISCA MAHARANI	2016	V
17.	163221119	SIDIK NOR SRI SAPUTRO	2016	V
18.	163221120	FALUPI FEMMI ISNANDIYAH	2016	V
19.	163221121	AINUN NUR ALIFAH	2016	V
20.	163221122	HIDAYATI KHOIRUN NIMAH	2016	V
21.	163221123	EKO ADI NURCAHYO NUGROHO	2016	V
22.	163221124	NASTITI RETNANINGTYAS	2016	V
23.	163221125	ABDURROFIQ NASRULLAH	2016	V
24.	163221126	ZAINURROHMAN TRI KURNIAWAN	2016	V
25.	163221127	SYAHIDAH ISTI NUR AZIZAH	2016	V
26.	163221129	RONA ROSITAWATI	2016	V
27.	163221130	FATHONAH	2016	V
28.	163221131	VISTA RIAN ANGGRAENI	2016	V
29.	163221132	ANNAFI MUTIARA	2016	V
30.	163221133	MELINA ANGGIE LESTARI	2016	V
31.	163221134	ISNA KUNTHI SHOLIHASTUTI	2016	V
32.	163221135	ASHAR FAUZI	2016	V
33.	163221136	AILA NUR HIDAYAH	2016	V
34.	163221137	AISYAH KISTANTI	2016	V
35.	163221138	GITA RAMADHANI	2016	V
36.	163221139	ALDA KUMALA ASRI	2016	V
37.	163221140	MOHAMMAD JAUHARI ACHMAD	2016	V
38.	163221141	LIA WULANSARI	2016	V
39.	163221142	ANNISA MUSLIKHATUN BAROKAH	2016	V
40.	261062221	TURFINA ANDRIYANI	2010	V

Keterangan:

- Pertemuan Ke 1 dilaksanakan SELASA 25 April 2017, Jam 07.00-08.40, Ruang:PPG.2.5

Dosen Pengampu

Wildan Mahir Muttaqin, M.A.TESL.
 NIP. 16200128

Mengetahui,
 Ketua Jurusan S1 - Pendidikan Bahasa Inggris

Dr. Imroatus Solikhah, M.Pd.
 NIP. 19770316 200912 2 002