

**Anxiety among Thai Students in English Speaking of English Department**

**THESIS**

**Submitted as A Partial Requirements  
for the Undergraduate Degree in Educational Program**



جامعة لسوراكارتا الإسلامية الحكومية

**By:**

**Mareeyah Aleemasa**

**SRN. 133221026**

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

**2018**

## ADVISOR SHEET

Subject: Thesis of Mareeyah Aleemasa

SRN: 13.32.2.1.026

To:

The Dean of Islamic Education  
and Teacher Training Faculty

IAIN Surakarta

In Surakarta

*Assalamu'alaikum Wr. Wb.*

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Mareeyah Aleemasa

SRN : 13.32.2.1.026

Title : Anxiety among Thai Students in English Speaking of  
English Department

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosah*) to gain Undergraduate Degree in English Education at IAIN Surakarta.

Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Surakarta, February 08<sup>th</sup>, 2018

Advisor,

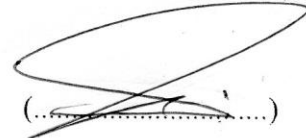


**Dr. Rochmat Budi Santoso, S. Pd., M. Pd.**  
**NIP.196911112002121001**

## RATIFICATION

This is to certify the Undergraduate Degree's thesis entitled "**Anxiety among Thai Students in English Speaking of English Department**" by Mareeyah Aleemasa has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in The State Islamic Institute of Surakarta.

Chairman : **Zainal Arifin, S. Pd., M. Pd.**  
NIP.197308202003121003



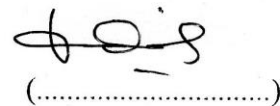
(.....)

Secretary : **Dr. Rochmat Budi Santoso, S. Pd., M. Pd.**  
NIP. 196911112002121001



(.....)

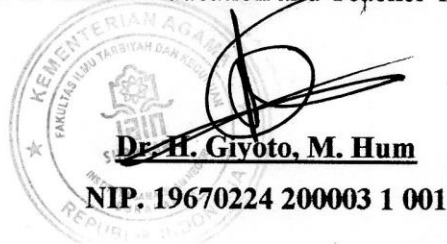
Main Examiner : **Budiasih, S.Pd., M. Hum.**  
NIP.197603082003122003



(.....)

Surakarta, February 08<sup>th</sup>, 2018

Approved by  
The Dean of Islamic Education and Teacher Training Faculty.



**Dr. H. Givoto, M. Hum**  
NIP. 19670224 200003 1 001

## DEDICATION

*This graduating paper is whole heartedly dedicated to:*

- ❖ *My beloved mother, Rasedah Aleemasa and father Ahama Aleemasa, thanks all support, trust, finance, encouragement and everlasting prayer.*
- ❖ *My beloved grandfather and grandmother, thanks for motivation and support.*
- ❖ *My beloved all brothers are Aizudin, Pandee and Mus-ab, who always give me spirit to work my thesis.*
- ❖ *My almamater, State Islamic Institute of Surakarta*
- ❖ *My beloved best friends are Aini Fitriyah, Nur Isnaini Wulan Agustin, Fitri Fuzi Astuti and Yameelah Hayeeda-o who always help, support and attention.*
- ❖ *My second family, Association of Thai Moslem Student in Indonesia (IPMITI) thanks for togetherness. They are so meaningful in my life.*
- ❖ *Everyone who I cannot mention one by one, thanks for your help, motivation and support.*

## MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا

“Do not lose hope, nor be sad.”

(Q. Al- Imran: 139)

وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ

“My success is only by Allah”

(Q. S. Hud:88)

*The whole secret of a successful life is to find out what is one's destiny to do,  
and then do it.*

*(Henry Ford)*

## PRONUNCEMENT

Name : Mareeyah Aleemasa  
SRN : 13.32.2.1.026  
Study Program : English Education  
Faculty : Islamic Education and Teacher Training Faculty.

I hereby sincerely state that the thesis entitled “**Anxiety among Thai Students in English Speaking of English Department**” 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 would take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, February 08<sup>th</sup>, 2018

Stated by,



**Mareeyah Aleemasa**  
SRN. 13.32.2.1.026

## ACKNOWLEDGEMENT

Firstly, thank to God “ALLAH”, who has given mercy and blessing to the researcher in finishing his thesis as a partial requirement for getting the Undergraduate Degree in English Education Department. The researcher finally completed this thesis entitled “Anxiety among Thai Students in English Speaking of English Department”. Peace always be upon to Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

However, 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 his deepest thanks to all of those who had helped, supported, and suggested his during the process of writing this thesis. This goes to:

1. Dr. Mudhofir, S. Ag, M. Pd., as the Rector of State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M. Hum., as the Dean of Islamic Education and Teacher Training Faculty of State Islamic Institute of Surakarta.
3. Dr. Imroatus Solikhah, M. Pd., as the Head of English Education Department of State Islamic Institute of Surakarta.
4. Dr. Rochmat Budi Santoso, S. Pd., M. Pd. as the advisor, for his guidance, precious, advices, and motivation for the researcher of writing this thesis from the beginning into the end.
5. All of lecturer in English Department thanks you very much for all the knowledge that gave to me.

6. All of academic staff of the Islamic Education and Teacher Training Faculty for their helpful contribution.
7. Thai students of English department in IAIN Surakarta and UMS who always kindly help the researcher in conducting this research.
8. All of my family who always support and pray the best for me.
9. The second family of Association of Thai Moslem Student in Indonesia (IPMITI).
10. All of my friends in A class who help me to finish my thesis.

Finally, the researcher realizes that this thesis is far from being perfect.

Therefore, any suggestion and comments for this thesis would be highly accepted.

Hopefully, this thesis could give contribution for further research.

Surakarta, February 08<sup>th</sup>, 2018

The Researcher

Mareeyah Aleemasa



## ABSTRACT

**Mareeyah Aleemasa. 13.32.2.1.026. *Anxiety among Thai Students in English Speaking of English Department.*** A Thesis: The State Islamic Institute of Surakarta, Surakarta.

Advisor : Dr. Rochmat Budi Santoso, S. Pd., M. Pd.

*Key word* : *Anxiety in English Speaking, Thai Students*

The objectives of this research are to investigate about the factors that cause anxiety experienced by Thai students when speaking English at IAIN Surakarta and UMS Surakarta, and describe about the strategies used by Thai students to overcome their speaking English anxiety in daily activity in the class at IAIN Surakarta and UMS

The researcher used the descriptive qualitative research design. It was conducted at the anxiety among Thai Students in English speaking of English department at IAIN Surakarta and UMS Surakarta. The data were collected by using observation, and interview. The researcher took observation and interview to know the real of anxiety among Thai Students in English speaking Students in English speaking of English department at IAIN Surakarta and UMS Surakarta. The interview was given to collect data related to factors and strategies used by Thai Students in English speaking of English department at IAIN Surakarta and UMS Surakarta. After collecting the data, the researcher analyzed the data found qualitatively.

The result of the analysis, the researcher found some findings of the research. Based on the observation the researcher focuses on the finding of two research questions. They are about factors and strategies. The factors that cause anxiety experienced by Thai students when speaking English are they seldom practice to speak English, they did not know the meaning of vocabulary, nervous when presentation and did not know well the material. It made the students difficult in learning speaking, because they usually translate the meaning word by word. If the students can reduce the word its one way to make them easy speak in English, they do not like English, the class condition, the teaching method and technology, not understand if the class is crowded. And the strategies used by Thai students to overcome their speaking English anxiety in daily activity in the class at IAIN Surakarta and UMS are They prepare to speak before facing the classroom. It also made them relax. Besides that, they also kept to have positive thinking, peer seeking and resignation. They tried to speak and learn more to enhance their ability in speaking.

## TABLE OF CONTENT

<b>TITLE</b> .....	i
<b>ADVISOR SHEET</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>DEDICATION</b> .....	iv
<b>MOTTO</b> .....	v
<b>PRONOUNCEMENT</b> .....	vi
<b>ACKNOWLEDGMENT</b> .....	viii
<b>ABSTRACT</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>LIST OF TABLE</b> .....	xiii
<b>LIST OF APPENDICES</b> .....	xiv
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study .....	1
B. Limitation of Problem .....	6
C. Problem Formulation .....	7
D. The Objective of the Study .....	7
E. Benefits of the Study .....	8
F. Definition of Key Terms .....	9
<b>CHAPTER II THEORITICAL REVIEW</b>	
A. Review on Teaching Learning Process .....	11
1. The Definition of Speaking .....	11
2. Speaking Ability .....	12

B. Review of Speaking .....	15
C. Review of Language Learning Anxiety .....	17
D. Review of Speaking Anxiety .....	22
E. Type of Anxiety .....	24
F. Factors of Speaking Anxiety .....	27
G. Students' Strategies for Reducing Anxiety in Presentations Performance .....	38
1. Preparation .....	39
2. Relaxation .....	39
3. Positive Thinking .....	40
4. Peer Seeking .....	40
5. Resignation .....	41
H. Previous Study.....	42

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design .....	45
B. Setting of Research.....	46
C. The Subject of The research .....	46
D. Technique of Collecting the Data .....	47
E. Technique of Analyzing the Data.....	50

### **CHAPTER IV RESEARCH FINDING AND DISCUSSION**

A. Research Finding.....	53
B. Discussion .....	67
C.	

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	73
B. Suggestion.....	74
<b>BIBLIOGRAPHY</b> .....	76
<b>APPENDICES</b> .....	79

## LIST OF TABLE

Table 4.1 : Factors of Speaking Anxiety .....	54
Table 4.2 : Students' Strategy Overcoming Language Anxiety.....	61

## LIST OF APPENDIXES

Appendix 1 : Field Note of Observation .....	79
Appendix 2 : Interview .....	85

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is the world's most important language (Wierzbicka, 2006:3). It is one of the foreign languages that must be learned as obligatory requirement to reach specific purpose. English is the major language which is used by people in some sectors. It is used for obtaining successful jobs, promotions, academic function and business interactions. Eventhough most of students are nervous or anxious to study English language, the teacher has to make effort so that English language easy to be learned. At least, the teacher has to change their mindset about bad score of their achievement, as long as they always make effort to be the best in class.

English is one of the international language, which is used by the most people in the world. Thus people all over the world have been using English either in formal or informal situation. In some countries such as America, Australia, England, New Zealand, the people speak English as their mother tongue and some countries such as Singapore, India, and Philippine speak English as the second language. Meanwhile in Indonesia speak English as their foreign language (Rammelan, 1992:3).

Studying English as a foreign language needs to be concern on its skills as well as its purpose. John (1986:9) states that we have to know the reason of learning English and what it is for. This will help learner to

develop their English better and easier. He also gives a view that there are various skills in the term of language teaching and the mastery of one language. They are listening, speaking, reading and writing. The four skills themselves are described in terms of their direction. Language produced by the learner referred as productive skills (speaking and writing) while language directed to the learner referred as receptive skill (reading and listening).

Speaking skill is a form of productive and interactive skills that different from writing where attention to the grammatical, lexical and different discourses by writing (Carter & Nunan in Balemir, 2009:19). Despite of that, speaking is complex skill because it is concerned with comments of pronunciation, grammar, vocabulary and fluency (Syakur in Royanita, 2014:14). There are many functions and forms of speaking. According to Brown in Richards (1990) there are three function and forms of speaking. They are; talk as interaction, talk as transaction and talk as performance. Talk as performance classroom presentation, public announcements, and speeches.

Speaking is one of the four skills that must be taught to the students. The teaching of speaking skill has become central in foreign language classroom. Bailey and Savage (in Fauziati, 2010:15) state that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. Speaking is assumed as the most important skill to be acquired by the students. But, most of them say that it is hard to speak English. Berkeley stated that English is quite different from



Indonesian language being look at from pronunciation, structure or vocabulary.

In learning English as foreign language, speaking is harder than the other skills. Speaking happens in direct real time. We have to think the words, make it in the right form to be understood and directly speak it in front of somebody. We cannot revise or edit the word we have said. This is hardly surprising considering elements ( ideas, what to say , language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with) involved when someone is speaking( Pollard, 2008: 33)

According Balemir (2009:13) the source of the leaner speaking anxiety is becoming increasingly anxious when they cannot make improvements and bad language capabilities make learner becomes anxious. Aydin in Balemir (2009;23) explained that he found the four main sources of anxiety on writing and speaking in class after doing research in the context of EFL Turkey. They are personal reasons, learner beliefs, teacher manner and teaching and testing procedures.

Anxiety is a feeling that is overwhelmed by worry, tension, or nervousness. Spielberger in Souad (2011: 29) states anxiety is a feeling of uneasiness and apprehension, usually about a situation with uncertain outcomes. Someone feeling anxious cannot focus what he or she face in any situation. It affects the behavior that makes someone passive in the situation. In addition, if students face second or foreign language learning, most of them feel difficult to learn it. This assumption can be explained by

Young (in Cabansag, 2013: 21) that language anxiety is a type of anxiety, specifically with second and foreign language learning contexts. They are afraid of expressing their ideas in second or foreign language.

Anxiety is a feeling of a general nature, in which one feels fear or loss of self-confidence that are unclear origin and its form (Wiramihardji, 2005). Anxiety is a natural thing that can be experienced by every human being. It is already considered as a part of everyday life. Anxiety is a normal reaction; stress is useful to help a person in the face of a difficult situation. People will try to find a solution and a way out when they face with a problem. The effort is due to person concerned wishes to reduce the uncomfortable feelings arising from the anxiety experienced. Humans often seized with anxiety when asked to speak in certain situations. However, too high anxiety affects language learning and communication process. Too high anxiety can lead to less success in language tests, students with little performance anxiety can do better and use more complex language structures (Philippine in Balemir, 2009:30). Anxiety can inhibit a person to communicate well. Anxiety occurs in students with lower levels of competency, while students with good competence would tend to show better performance (Parker in Heng, 2012).

According to Spielberger (1966), there are 2 types of anxiety: trait and state anxiety. Trait anxiety refers to a rather stable individual tendency. It can be defined as an individual's likelihood of becoming anxious in any situation. Meanwhile state anxiety is represented by a transitory condition. It is a sense of uneasiness that may be experienced at particular moment in

time, as a response to a definite situation, for example, prior to examination (Spielberger in Occhipinti, 2009).

There are 3 source and component of anxiety according to Horwitz and Cope (1986), they are communication apprehension is type of shyness characterized by fear or anxiety about communicating with people. Difficulty in speaking in groups or in public or in listening to or learning a spoken message is all in manifestation of communication apprehension. Test anxiety refers to a type of performance anxiety stemming from a fear of failure.

In this case, seven Thai students are studying English language in IAIN Surakarta and three students are studying English language in UMS. They are the first, third and fifth semester who took English Department as their subject. They are including students that have higher anxiety than domestic students. They feel communication apprehension and social anxiety. Robertson et al. (in Sawir, 2005: 569) concluded that language issues were the major area of unsolved problems facing international students. They have to learn Indonesian language first, to make success in second language learning. In the other hand, they took English Department in IAIN Surakarta and UMS that have to be learned by them. It means that they have to learn both Indonesian language and English language. They should make balance to learn both of the languages.

In academic study, especially for English Department, they have to take speaking subject from the first semester. Speaking in front of their classmates or the teacher is likely to be activity which deeply worries Thai

students. They are afraid of losing their own self-esteem, or showing their language weaknesses. Thai students were anxious about “presenting a prepared dialogue in front of the class” and about “making an oral presentation or speak in front of the class”. While the entire class wait silently to listen their classmate, for the student called up to the top in front of the class time seems infinite. Students report that they start trembling and feeling panic struck in such situations. All performance activities should be properly tailored in relation to the affective needs of the students and should not be completely avoided.

The researcher took two researches in IAIN and UMS because both Universities are influential high education in Surakarta. It will be fair if the research do in both university and to get comprehensive information. Because there are ten Thai students in IAIN Surakarta and UMS the researcher wants to investigate the students’ anxiety in learning speaking. The researcher wants to know what are the factors that cause anxiety and the strategies that they do to reduce their anxiety. Based on the consideration, the researcher is interested in carrying out a study on **“Anxiety among Thai Students in English Speaking of English Department”**.

## **B. Limitation of the Problem**

The study limited to Seven Thai students of English Department in IAIN Surakarta and Three students of English Department in Universitas Muhammadiyah Surakarta (UMS.) at the first, the third, the fifth and the

seventh semester in 2016/2017 Academic Year. The researcher paid attention to analysis of speaking anxiety when they learned speaking English as foreign language. The participants are the Thai students. In this research, the researcher not only conducts research in speaking class but the students' speaking in the other class.

### **C. Problem Formulation**

Based on the researcher background above, the problem statements of the research are as follows:

1. What factors are the causes of anxiety experienced by Thai students when speaking English at IAIN Surakarta and UMS in 2016/2017 Academic Year?
2. What strategies are used by Thai students to overcome their speaking English anxiety in daily activity in the class at IAIN Surakarta and UMS in 2016/ 2017 Academic Year?

### **D. The Objectives of the Study**

The general objective of this research is Thai students' anxiety when learn speaking. In relation to the problem statements above in the research:

1. To investigate about the factors that cause anxiety experienced by Thai students when speaking English at the first, the third, the fifth and the

seventh semester at IAIN Surakarta and UMS in 2016 / 2017 Academic Year.

2. To describe about the strategies used by Thai students to overcome their speaking English anxiety in daily activity in the class at the first , the third, the fifth and the seventh semester at IAIN Surakarta and UMS in 2016 / 2017 Academic Year.

### **E. The Benefit of the Study**

The result of this research is expected to give benefits both theoretically and practically:

1. Theoretically

- a. The results of this research can be used as a reference for further research.
- b. The results of this research can add knowledge to readers about English Language Anxiety among Thai Students in English Speaking of English Department in Surakarta in 2016/2017 Academic Year (Case Study in IAIN Surakarta and UMS)

2. Practically

From this study, it is expected that the results of the research can give contribution to the improvement of the effective English teaching learning process in general by knowing students' anxiety, especially for international students. The result of this research can be used by lecturers, students and other researcher.

For the lecturers, lecturers can know the students' anxiety when they learn speaking English as foreign language. Moreover, when the lecturer faces the international students, they have to explain slowly and clearly to speak either second or foreign language. They also can choose the appropriate technique for both domestic students and international students. Thus, lecturer has preparation to face the international students before enter the class.

For international students, they can prepare the strategies that must be done before face the foreign language. Even though their anxiety is always felt when they are studying foreign language, at least their anxiety will be reduced as long as they do the strategies. For domestic students, they can study each other with international students. It aims to motivate the international students to get understand easily from lecturer's explanation. They will not be nervous as long as they can cooperate well.

For other researcher, this result of the research hoped can be used as the reference for other researcher when conducting the researcher. It may be different object or another technique.

## **F. Definition of Key Term**

To avoid misunderstanding, the writer explains some words used in title of this thesis.

1. Anxiety: Anxiety is a feeling of a general nature, in which one feels fear or loss of self-confidence that are unclear origin and its form (Wiramihardji, 2005).
2. Speaking: Speaking is ability the ability to express eligibly, accurately, reasonably and without too much doubt. Byrne (2013:13).
3. Speaking anxiety: Something that has a great impact on one's self confidence since it often makes one experience failure when not being able to speak out and show what one know (Lanerfeldt in Basic 2011).
4. International students are those who have crossed borders for the purpose of study (Organization for Economic Co-operation and Development: 2013).



## CHAPTER II

### THEORITICAL REVIEW

#### A. The Review of Speaking

##### 1. The Definition of Speaking

According to Underwood in Melawati (2014 : 21) speaking is a creative process where speakers or almost always in the position of formulating what they are saying as a result of the behavior of the behavior of their listener as a result of added thoughts of their own. While Brown in Royalita (2014:12) states that speaking is productive skill that can be directly and empirically observed. Those observations are colored by the accuracy and effectiveness of test taker's listening skill which is necessarily compromises that reality and validity of oral production test. According to Webster in Aziz (2013), speaking means:

- a. Making a practice of speaking or conversing (with another or each other) it means that speaking is talking with the others about anything to take and give information or knowledge by one to others because conversation is an oral communication activity like transmitting information, ideas, or feeling, so it must be spoken.
- b. Having a relationship or conversation as in greeting. It means that greeting, as opening a conversation and bringing a conversation to essential part of our language. For example, to say "hello", through conversation or greeting we can build the relationship with other.

Based on the definition above it can be concluded that speaking is productive skill that can be directly and empirically observed where speakers formulating what they are saying. It includes the process take and gives information by one to others in order to get a communication relationship.

## **2. Speaking Ability**

According to Lado in Suraningsih (2013:13) speaking ability as the ability to express oneself in life situation or the ability to converse or to express sequence of ideas fluently. Furthermore, Byrne in Suraningsih (2013:13) states that speaking is ability the ability to express eligibly, accurately, reasonably and without too much doubt. Bygate in Aziz (2013) stated that speaking skill is a skill which deserves attention as much as the literally skill in both native and foreign language. When the students speak confidently and comfortable, they can interact better in real daily situations.

Based on the explanation above it can be concluded that speaking ability is an ability to express oneself ideas fluently eligibly, accurately, reasonably and without too much doubt. In order to become a good speaker, speaker should master the micro skills of the speaking skills. According to Brown in Suraningsih (2013), there are 16 micro skills for speaker to be mastered:

- a. Convey links and connections between event and communicative such relation, main idea, supporting idea, new information, given information, generalization, and exemplification.
- b. Use facial features, kinetics body language and other nonverbal cues along with verbal language to convey meaning.
- c. Develop and use a battery of speaking strategies such as emphasizing keywords, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Based that there are kinds of oral productions according to Brown in Suraningsih (2013). They are:

- a. Imitative: it is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language forms.
- b. Intensive: it is designed to practice some phonological or grammatical aspects of language such us work pair activity.
- c. Responsive: it is short replies to teacher or students- initiated questions or comments which the replies are usually sufficient and do not extend into dialog.
- d. Transactional (dialog): it carried out for the purpose of conveying or exchanging, specific information.
- e. Interpersonal (dialog): it is carried out to maintain social relationship than for transmission of facts and information. This conversation may involve a casual register, colloquial language

daily conversation but is not use in formal speech and writing, emotionally charged language, slang, ellipses, sarcasm and a convert.

- f. Extensive (monologue): it gives extended monologue in the form of oral report, summaries or perhaps short speeches.

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex and status of participants in interactions and also reflect the expression of politeness. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown in Richards, 1990). Three-part version Brown in Richard (1990) each of the speech activities is quite distinct in terms of form and function and requires different teaching approaches. They are:

- a. Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function.
- b. Talk as transaction refers to situations 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. Example is classroom discussion.

- c. Talk as performance. Refers to public talk that is talk that transmits information before an audience, such as classroom presentations, public announcements. For example, here is the opening of a fall welcome speech given by a university president.

## **B. Review of Anxiety**

Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations (Tobias, 1986). In simple words, anxiety is usually associated with unpleasant feelings and is similar to fear (Lader, 1975).

Anxiety subjective view of feeling nervousness, worry, and apprehension associated with an arousal of the automatic nervous system (Spielberger in Tasee, 2009). Horwitz (1986:125) define anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervousness system. Sdorow in Tasee (2009) states, "anxiety is feeling of apprehension accompanied by sympathetic nervous system arousal, which produces increases in sweating, heart rate, and breathing rate.

Anxiety may be described as the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the

autonomic nervous system (Horwitz, Horwitz, & Cope, 1986: 125). Anxiety is accepted as an undesired feeling as it can cause some complications and failure. Anxiety is getting inevitable when it comes to learning a foreign language. According to a study that was conducted in a summer school in a university (Yayli, 2012), students' anxiety has a negative effect on their present learning and most of them think their previous experiences in learning cause their anxiety for the compulsory English courses at university. As we can conclude from all the literature both observable and unobservable examination are the evidence to understand language learners about their learning of language (Wesely, 2012). However, a small amount of anxiety can be accepted as natural. According to Nicaise (1995), being anxious for a certain amount of time can have a positive effect on students to prepare them for the test and enhance their learning performance, but it does not work for the students who have high test-anxiety.

Based on the explanation above it can be concluded anxiety is a subjective feeling of tension, apprehension, nervousness, and worry accompanied by sympathetic nervous system arousal.

### **C. Review of Language Learning Anxiety**

Language learning anxiety is a specific anxiety reaction that occurs only when a language learner is thinking about language learning, participation in a language class, or studying a language (Horwitz, 1986). Therefore, Language learning anxiety can be concluded as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system in studying a language. Anxiety, in its debilitating and facilitating forms, serves simultaneously to motivate and to warn the learner. Liauw (2012) stated there are 2 factors that affect language anxiety which are:

#### **1. Psycholinguistics:**

Communication in second language or foreign language requires second/foreign language learning. However, the complexities or difficulties involved in the process of learning a second/foreign language may also cause language anxiety for EFL/ESL learners. In their attempt to create and convey this oral message, an insufficient command of linguistic knowledge enhances the possibilities of making mistakes, which leads to negative evaluation and hence anxiety.

Language anxiety has been theorized to occur at all the three stages of language learning they are:

- a. Input is the first stage of language learning. Anxiety at the input stage (input anxiety) refers to the anxiety experienced by the learners when they encounter a new word, and encounter phrase in the target language which may lead to the loss of successful

communication and an increased level of anxiety if the person has high affective filter. Affective filter is ability to pay full attention to what their instructors say and reduce their ability to represent input internally.

- b. Processing Anxiety at the processing stage, called processing anxiety, refers to the apprehension students experience when performing cognitive operations on new information. Speaking, particularly in the target language, requires more than one mental activity at one time like; choosing words, pronouncing, and stringing words together with the appropriate grammatical markers. Horwitz et al., (1986) mention that in order to perform these operations while communicating “complex and non-spontaneous mental operations are required” and failure to do so may “lead to reticence, self-consciousness, fear, or even panic.
- c. Output Anxiety at the output stage refers to learners’ nervousness or fear experienced when required to demonstrate their ability to use previously learned material.

Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxiety students. Anxious students are focused on both the task at hand and their reactions to it.

## 2. Socio-Cultural Factors.



Language anxiety stems primarily from social and communicative aspects of language learning and therefore can be considered as one of the socio anxieties.

There are four factors which affect language anxiety in social cultural context which are:

- a. Social Environment for L2/FL Acquisition, two different kinds of social environments: where the target language is not used as first language and where it is used as first language. The limited exposure to the target language and lack of opportunities to practice speaking in such environments do not let the communicative abilities of L2/FL learners fully develop and result into; 1) Embarrassment or 2) Stress for them when they are required to speak both in and out of the class. In contrast, the second kind of environment provides learners with greater exposure to the target language.
- b. Error in social setting, Errors in socio settings are mostly overlooked if they do not interfere with meaning because people consider it impolite to: 1) Interrupt, and 2) Correct somebody who is trying to have a conversation with them. It is only in the classroom environment that feedback on errors is provided frequently; this leads many learners to: 1) Frustration and 2) Embarrassment by making them conscious about their deficiencies.
- c. Social Status, Power Relation and s sense of Identify.

d. Gender. Gender has also been found to cause anxiety in male and female interaction both within and out of the classroom setting.

Deyden (2011) stated anxiety's effects in the processing of language are quite pervasive and impinge on language processing at the input, processing and output stages. Anxious language learners' cognitive loads are much heavier than those of relaxed students. Attention to worry, rather than language, could explain the negative correlations that have been found between language anxiety and classroom performance.

Horwitz, Horwitz, and Cope (1976:128) also emphasize that the language anxiety is more than the combination of these three aspects and affect language learners' learning.

#### 1. Characteristics of speech

Speaking in a second language involves the development of a particular type of communication skill. To understand what is involved in developing oral L2 skills, it is useful to consider the nature and conditions of speech (Bygate in Horwitz, Horwitz, and Cope: 1986). Production involves four major processes, i.e. conceptualization, formulation, articulation, and self-monitoring. Conceptualization is concerned with planning the message content. The Conceptualize includes a 'monitor' which checks everything occurring in the interaction to ensure that the communication goes according to the plan.

## 2. Characteristics of Communicative Competence

Communicative competence includes: 1) grammatical competence: knowledge of grammar, vocabulary, phonology and semantics of a language; 2) sociolinguistic competence: knowledge of the relationship between language and its nonlinguistic context, knowledge how to use and respond appropriately to different types of speech acts, such as requests, apologies, thanks, and invitations, knowing which address forms should be used with different persons one speaks to, and in different situations, and so forth; 3) discourse competence: knowing how to begin and end conversations; and 4) strategic competence: knowledge of communication strategies that can compensate for weakness in other areas.

## 3. The reluctant speaker

Foreign language anxiety is a unique type of specific anxiety to foreign language learning. A great deal of this research has focused on anxiety with respect to classroom activities such as speaking and listening, suggesting that oral classroom activities are most problematic and anxiety provoking for foreign language learners.

#### **D. Review of Speaking Anxiety**

Speech therapist Lanerfeldt in Basic (2011) describes speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block one's capacity to act and speak. Meanwhile, speaking anxiety according to Yong in Tasee (2009:17) explained that, anxiety is fear, worry, and nervous when there are interruptions to the student in the class who did speaking.

Based on explanation above, it can be concluded that speaking anxiety is fear, worry, and nervous impact on one's self-confidence makes one experience failure when not being able to speak out and show what one knows when doing speaking in class.

While form of speaking anxiety according to Horwitz, Horwitz and Cope (1986) there are many of the psycho- psychological symptoms such as: apprehension, worry, even dread, difficulty concentrating, difficulty grasping the content of target language, avoidance behavior, become forgetful, sweat, tenseness, trembling, perspiring, palpitations and sleep disturbance. Occhipinti (2009) explained that manifestation of anxiety, physiological manifestations and symptoms of anxiety are often easy to describe since they are observable. Learners who cite that they experience worry or even panic feel palpitations and sweat when they have to perform in the foreign language. Without any doubt, instructors are used to seeing students squirming in their seats, fidgeting, playing with their hair, clothes,

or manipulating objects, stuttering or stammering as they talk in the L2, feel “intimidated”, “dumb- founded” and nervous when describing their affective reactions to the oral exam. Even distortions of the sound, inability to reproduce the intonation and rhythm of the language may be interpreted as manifestations of anxiety in speaking, Students may tend to laugh nervously, avoiding eye contact or joking.

Adult learners perceive themselves as reasonably intelligent, socially adept individuals, sensitive to different socio cultural mores (Horwitz, Horwitz and cope: 1986). Meanwhile, Harmer (2001: 40) states that adult learners are notable for a number of special characteristics:

1. They can engage with abstract thought.
2. They have a whole range of life experiences to draw on.
3. They have expectations about the learning process and may already have their own set patterns of learning.
4. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
5. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
6. They often have a clear understanding of why they want to get out of it.

Those opinions are rarely challenged when communicating in a native language as is easy to make oneself understood. However, the situations in leaning a foreign language are different because individual communication attempt will be evaluated according to uncertain linguistics

and socio- cultural standards; second language communication entails risk taking and problematic.

## **E. Type of Anxiety**

While according to Spielberger there are two types of anxiety.

They are:

### 1. Trait anxiety

Trait anxiety refers to a rather stable individual tendency. It can be defined as individual's likelihood of becoming anxious in any situation. Trait anxiety is anxiety experienced by individual of his personality alone (Horwitz, 2001). Someone with a low anxiety than he will calm and relax, but someone with high anxiety he felt nervous. Example: a student suppose is or will conducting oral tests.

### 2. State anxiety

State anxiety is represented by a transitory condition. It is a sense of uneasiness that may be experienced at particular moment in time, as a response to a definite situation, for example, prior to an examination (Spielberger in Occhipinti, 2009). State anxiety is temporally fears experienced by individuals in specific situations (Horwitz, 2001). State anxiety is somewhat different from trait and situation- specific anxieties. State anxiety refers to the moment- to – moment experience of anxiety; it is the temporary emotional state of feeling nervous that can fluctuate over time and vary in terms of

intensity. In other words, it is the apprehension which takes place at a particular moment.

Within anxiety as a personal threat that includes two components in psychology (MacIntyre in Tasee, 2009), namely: 1) emotional arousal; 2) negative self-related cognition. While the characteristics of anxiety: a state of fear, tension, anxiety (Brown in Balemir, 2009: 10).

According to Horwitz, Horwitz and Cope (1986) state the students with debilitating anxiety in the foreign language classroom setting can be identified and they share a number of characteristics in common.

1. Students who test high anxiety report that they are afraid to speak in the foreign language classroom. Anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the foreign language in the presence of other people.
2. Anxious students fear they will not understand all the language input is also consistent with communication apprehension. They believe that in order to have any chance of comprehending the target language message, they must understand every word that is spoken.
3. Anxious students also fear being less competent than other students or being negatively evaluated by them. Thus they may skip the class, over study, or seek refuge in the last row in an effort to avoid the humiliation or embarrassment of being called on to speak.

4. Anxious students are afraid to make mistakes in the foreign language. These students seem to feel constantly tested and to perceive every correction as a failure.
  5. Anxious students feel uniquely unable to deal with the task of language learning. Foreign language anxiety is a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in classroom and not merely composite of other anxiety.
3. Component and sources of anxiety

Horwitz, Horwitz and Cope (1986) identified there related performance anxiety, they are:

1. Communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people. Difficulty in speaking in groups or in public or in listening to or learning a spoken message is all in manifestation of communication apprehension.

People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class where they have little control of communication situation and their performance is constantly monitored. Moreover, in the foreign language class requires the students to communicate via a medium in which only limited facility is possessed. The special communication apprehension permeating foreign language learning derives from personal knowledge that one will almost have difficulty understanding others and making oneself understood.

- a. Test anxiety



Test anxiety is refers to a type of performance anxiety stemming from a fear of failure. Test anxiety students often put unrealistic demands on themselves and feel that imperfect performance is failure. Students who are test anxious in foreign language class probably experience considerable difficulty since test and quizzes are frequent.

b. Fear of negative evaluation

Fear of negative evaluations, evaluation is apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate him negatively. It is similar to test anxiety, however it is boarder in scope because it is not limited to test taking situation such as interview for a job or speaking in foreign language class.

**F. Factors of Speaking Anxiety**

Aydin in Balemir (2009: 23) explains that he found the four main sources of anxiety writing and speaking in class after doing research in the context of EFL Turkey, namely:

1. Personal Reasons

Personal reasons are self-assessment against his skill and in comparison with others. While the negative impact of self-evaluation that elicits a negative evaluation of the learner makes anxiety.

## 2. Learners' belief

Learner confidence in learning the language, recipients' own beliefs about language learning has also been found to be associated with anxiety and anxiety to speak a foreign language. Some students may think that certain skills are more important than others in learning a language. For example, that some learners may give more importance to the grammatical structure of the spoken while some other students might think that reading is the most important skill.

## 3. Teacher manner

Error correction methods and attitudes of teachers towards students can cause anxiety. The role and characteristics of anxiety also affects teachers, teacher friendly relaxed, and the patient can reduce anxiety. And this is different to teacher who gives impromptu quiz, bad communicator, suddenly, booted and stiff can cause anxiety.

## 4. Teaching and Testing Procedure

Some teaching activities are usually carried out with the presentation, teamwork, role play and others. Learner may feel anxious when they have to speak in front of the class, the teacher and other friends for example in the presentation. Speaking in front of the classroom stimulate student anxiety.

Balemir (2009:30) explained that there are other factors that affect students' anxiety like, gender, motivation and time of starting to learn English. Furthermore, too high anxiety impact to less success in language tests, students with low anxiety might performance better and use more complex language structures. Besides that, according to Occhipinti (2009) explained the sources of students speaking anxieties. They are:

#### 1. Gender

For speaking, females' anxiety increased less than 1%, whereas males' anxiety rose approximately 13%. The same occurs for reading and writing. Gender itself was not related to anxiety at the beginning of an L2 course; gender differences were found only in correlation to the time of survey administration. That means that the level of anxiety in males and females was considerably different after 60 hours of instruction, when the survey was administered. It indicates men turned out to be more anxious than women.

Gender had an important effect on course grades, where women scored higher than men. There was no signification gender-anxiety interaction effect on course grades. On the whole, among both males and females, those students who were highly anxious received a lower grade than the more relaxed students.

#### 2. Negative self-perception and low self esteem

Anxious learners with regard to speaking continue to think about their learning difficulties and distracted from negative

thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self-degradation or poor performance, which considerably restrict their ability to elaborate the information received in the class. Anxious learners tend to have a more negative self-perception and tend to underestimate their quality of speaking ability.

Young in Occhipinti (2009) confirms that anxiety arousal may be associated to self-related thoughts of failure and negative self-perception about the subject's own L2 capacity. Thus, it is not surprising that learners consider speaking in front of other people one of the most common sources of anxiety, especially if proficiency in the foreign language is perceived as limited. It would seem, then, that students who begin with a self-perceived low ability level in the foreign language class are perfect candidates for language anxiety.

Foreign language may be a stressful activity; worry and anxiety make the student concentrate on negative thoughts and rumination. Hence, the cognitive performance will suffer since the student cannot focus on the task and the performance will not be as good as expected. Again, self-deprecation will arise and it will damage the performance even more. Negative self-perceptions may play in learners' behavior sometimes and considering that changing a person's self-perception of L2 ability is not easy.

The aim of teachers should be to encourage more self-confident language students focusing their attention on positive experiences in the second language, rather than on negative ones. The low self-esteem of a student toward L2 could be identified as another source of speaking anxiety. The foreign language learning process might be a constant threat to the personality of the learner.

The learner's possibility to express himself in the L2 is fairly limited compared to his mother tongue. It might be possible that among highly anxious students, those with generally high self-esteem might be handling anxiety better than those with low self-esteem.

People with the will to maintain a positive self-image is protected by self-esteem, against any type of anxiety-threat. Self-perception plays an important role in how students approach the acquisition and use of a second language. The students may experience "cultural shocks" by incurring misunderstanding with his interlocutors, with the need to "re-learns the conventions which surround simple daily events.

### 3. Competitiveness

The anxious student undervalues his own preparedness or language skills, over-thinking about the eventual negative results which may derive from his poor performance. The competitive self-image may derive from other personality variables like the desire to out-perform other language learners, or the desire to gain the teacher's approval, even overcoming his expectations in the

language. For a number of learners, the worry about derision and peers' laughter turned out to be causes of absence in the foreign language class and reticence at the moment of answering. Low levels of anxiety are associated with a lack of competition among the students in the classroom.

Moreover, the cultural milieu influences the types of skills acquired. That is, acquiring a foreign language in informal contexts (as talking with native speakers, or watching television in the L2) will differ from the acquisition of various structural features of the language, such as grammar, vocabulary, etc. acquired in the classroom.

#### 4. Negative experiences

Highly anxious students got gradually more interested in students' reluctance to speak. As the students explain their feelings, it is clear that many of them "hated" the class or they write how "awful" they felt. Due to the fear of a negative evaluation by the language teacher and to the classmates' derision, students may experience problems when performing orally, especially in novel, ambiguous, evaluative situations.

The learner's experience in acquiring each of the four language skills (i. e. listening, speaking, writing and reading), the learner's history of success and failure in performing each skill might lead to differentiated attitudes, emotion and expectations about each of the language skills.

Apart from the difficulties originated sometimes from the language skill itself which may discourage the learner, negative experiences may stem from the teacher, the methods, he adopts and the relation he establishes with his students.

Being friendly, having a good sense of humors, being relaxed and patient, and telling students that everyone makes mistakes are all qualities of a good teacher. These may make learners comfortable in the foreign language class and that may encourage students to see the L2 class as a positive experience and environment in which to learn.

It is important for the teacher giving his students constant reinforcements and help develop more realistic expectations about the L2 Language instructors exhort to share with their students the experiences they had as language learners. Perceiving the teacher as a successful language learner, students may get aware of the fact that negative experiences of failing exams or oral tests, or making errors or feeling anxious when speaking an L2 are normal experiences, indispensable and unavoidable in order to learn a foreign language. Problems occur when the instructor's belief about his role in the class is far removed from that of a person who about create a relaxed atmosphere in the class.

Many instructors believe they have to correct every single error making the student constantly anxious as if living in a minefield. Teacher should be thinking of is correcting that student's pronunciation or intonation when a student is trying to formulate a

sentence in the L2. In that case, the learner may forget or go blank about what he is intending to say, with drawing into self-doubt which leads him to consider the foreign language as a negative experience to be avoided as soon as possible.

These are modes of behavior which no language instructor would like to see in his students. Students believe that they must acquire a perfect accent and pronunciation, similar to native speakers, they start worrying when they realize that it is almost impossible to acquire these in a short time. Due to the lack of correspondence between sounds and spelling the students surveyed were highly concerned about the difficulties which English pronunciation generates with its vowels, consonants and intonation. Students making errors of intonation in the foreign language may easily run into misunderstandings with their interlocutors.

##### 5. Fear of taking risks

Students need to be encouraged to participate more in class activities, even facing the risks which language learning entails. Termed the “can- do” attitude, the risk taking attitude toward the foreign language tasks is defined as the individual’s tendency to assume risks in using the L2 in the second language class. There are, four dimensions of Language Class Risk taking: a willingness to use linguistic structures perceived as difficult; a self confidence about using a new linguistic element; an acceptance of potential mistakes



in the language; and the tendency to repeat a new element silently before using it aloud in front of the others.

The use of the native language does not threaten the individual's self-perception of one's own intelligence; communication in the foreign language does, since it demands non-spontaneous mental operations. In this case, the learner is aware of the difficulty of making himself understood by the others in the ways he intends. His degree of anxiety or embarrassment experienced when speaking an L2 in the classroom is a negative predictor of language Class Risk Taking.

Major stressors for in-class situations are performing in English in front of classmates and giving oral presentation compared to reading silently in class, or doing exercises in the book, speaking in front of classmates spotlights the learner and his potential weaknesses.

## 6. Students' beliefs

Personal factors held by students contributing to the development of language anxiety concerning with the foreign language learning process and the speaking task. Language learners bring a variety of preconceived beliefs to the foreign language class, sometimes based on unrealistic expectations which produce and increase feelings of tension and worry.

Learners' attitudes and beliefs difficulties in language learning or communication strategies, motivations and expectations

influence their anxiety. Students come to the class with the preconceptions that some language is more difficult to learn than others. Speaking a foreign language helps to learn a new one, that everyone (with no gender distinctions) can learn a foreign language. Anxious students tend to perceive the L2 course as more difficult than the more relaxed students. Students do believe that their ability to perform is affected by anxiety.

Referring to the speaking task itself, it has been found that speaking is perceived as more difficult than reading, writing, or listening. Students in a conversation class are more embarrassed and anxious than students in a reading class. Moreover students believe that in order or to speak English well it is a prerequisite to know something about English speaking cultures.

#### 7. Exposure variables and “time abroad”

Children who lived for more than three years in a L2 environment performed better in the foreign language. Living in the L2 environment and being constantly exposed to the foreign language meant listening to and speaking the L2, with the possibility of improving it by daily practice. In this context learners have many opportunities of getting involved with native speakers and of getting used to authentic sounds and L2 pronunciation. All facets which in turn make the learner more familiar with any future foreign language situation even in formal contexts such as the classroom will be good for them. Essential role is played by certain classroom practices,

methodologies adopted, and relations established by instructors with their students in the classroom.

Speaking in front of their classmates or the teacher is likely to be an activity which deeply worries students. They are afraid of losing their own self-esteem, or showing their language weaknesses. Students were anxious about “presenting a prepared dialogue in front of the class” and about “making an oral presentation or skit in front of the class, for the entire class waits silently to hear their classmate, for the student called up to the top of the class time seems infinite. Students report that they start trembling and feeling panic struck in such situations. All performance activities should be properly tailored in relation to the affective needs of the students, and should not be completely avoided.

As a matter of fact, most anxiety producing activities are those which “spotlight” the language learner in front of others. There is no risk and threat to one’s own personality in writing a composition at home, reading silently in class or repeating as a class after the instructor. Therefore, language teachers should make sure that students are actively involved in the activities. The L2 practices should be proposed by teachers as “useful” or not recommended” for some students at particular levels of acquisition, rather than “intrinsicly bad or good”.

## **G. Students' Strategies for Reducing Anxiety in Presentations Performance**

If you find yourself in a situation that you feel difficult to do thing, one of the important thing that you need to do is relax. Normally, the feeling of fear of the situation causes you to panic or become tense and flustered. You just need to calm yourself down and relax in these moments. This is the technique to relax. When yourself in a difficult situation your body will have started to react as if it is a dangerous or highly stressful situation and your pulse rate and heart rate will jump, you will feel physical signs of tension and possibly start blushing. Your instinct will be to run and you may feel panicked. What you want is to reverse this and feel confident, calm and in control.

David Shinji Kondo and Yan Ying-Ling (2004) write in academic journal about strategies for coping with language anxiety. In their journal, there are five strategies that can use by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation.

### **1. Preparation**

The first strategy is Preparation, in this strategy students attempts to control their own self by improving learning and study. Strategies (example: study hard, trying to obtain good summaries

of lecture notes). By using these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and reduce the anxiety associated with the language class.

## **2. Relaxation**

The second one is Relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath' and try to calm down). The more one relaxes, the more anxiety loses. Sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly. Exercise turns nervous energy into positive energy through acalming release of breath, Shu Feng Tseng (2012: 84)

## **3. Positive Thinking**

The third strategy is Positive Thinking, it is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student, (Example: imagining oneself giving a great performance, trying to enjoy the tension). It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. It is also important to realize that

perfection is an impossible goal and that is not a requisite for success, Shu Feng Tseng (2012:84).

#### **4. Peer Seeking**

The fourth strategy is Peer Seeking, this strategy distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

#### **5. Resignation**

The last strategy is Resignation. This is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seem intent on minimizing the impact of anxiety by refusing to face the problem (example: give up, sleeping in class), (Kondo, 1997:262)/ Insight and understanding are essential to overcoming anxiety problems. However, from shyness to depression, there is something else that is equally important namely changing behavior. To change the behavior we have to do the behavior, but it will not help students if they still feel bad about them self and they still unanswered their own problem by found the solution. Therefore, successfully overcoming anxiety disorder requires both insight and behavior change, (Dixon, 2011:23). Besides the

students own strategies to reduce their anxiety, a teacher also can contribute to help students to reduce it. Shu Feng Tseng (2012:85) states that there are several ways for teacher to reduce students' anxiety, they are:

1. Give more attention for students and their language learning. If students detect that their teacher has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning.

2. Create a warm, reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere, Walk around the room and make occasional contact and use humor in sufficient amounts.

3. Incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause of it, and possibly ways of alleviating

## H. Review of the Previous Study

Based on review of the previous study, researcher fined some review researches. There are three researches as follows:

The research is from Panida Tasee has analyzed about “ Factors Affecting English Major Students’ Anxiety About Speaking English”. This thesis identifying degrees of speaking anxiety experienced by third-year students majoring in English at Rajabhat Universities. Furthermore, it aims to clarify how the investigated variables relate to speaking anxiety, how the students cope with the anxiety, and how language teachers can help reduce the students’ speaking anxiety. The results show the significant variations in students’ speaking anxiety and pattern in relation to ‘perceived’ speaking ability. The results reveal a significantly higher percentage of students with the lower speaking ability than those with the higher ability reported being anxious about speaking English in a language classroom in four aspects. These include prior preparation; poor listening or speaking skill; response to anxiety; and task difficulty.

The research is from Elvira Maryolen she has analyzed about “Factors Causing Anxiety Problems for English Department Students in Interpersonal Speaking Class”. This study tries to find out what factors that cause anxiety problem in Interpersonal speaking class of the English Department’s students. The result of the study clearly indicated that nervousness was the most problematic for the participants followed by speech anxiety and fear of negative evaluation, while self- awareness settled the third supporting factor. Fear of failing the class ranked the third



distributing factor pursued by negative attitudes toward speaking class, while comfortableness in speaking class with native speaker was found as the least problem for the participants.

The research is from Dewi Verawati has analyzed about “Language Anxiety in Speaking Skill (Descriptive Analysis of The Fourth Semester Students in English and Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies Salatiga in Academic Year 2015 / 2016)”. This research proposes to describe of language anxiety in speaking skill and analyze levels anxiety of each anxious students when speaking skill, the factors which can cause their anxiety and then what the strategies used by students in overcoming language anxiety in speaking skill. The result shows the total high score and low score percentage of all statement of FLCAS. There were 25 respondents who had different answer from each statement. The writer found that total high there are 72% respondent who had choose the statement of number 5 (It wouldn't bother me at all to take more foreign language) by which “agree”.

Based on the previous study above, there are many similarities and differences with the researcher's thesis. The research thesis is about **“Anxiety among Thai Students in English Speaking of English Department”**. It tries to find out the anxiety among Thai students in English Speaking and how to overcome their speaking anxiety.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The researcher uses the descriptive qualitative method in this research. Descriptive research describes and interprets events, condition, or situation, of the present. On the other hand, qualitative research is research method based on post-positivism and naturalist paradigm. It has some characteristics: (1) the objects observed are process and value; (2) most of data are words; (3) when collecting data, the researcher actively interact with the data sources; (4) the data are analyzed inductively; (5) the result of the research cannot be generalized; (6) the research is subjective and related value (Joko Nurkamto, 2004: 3). In qualitative research, the researcher investigates the quality of relationship, activities, and situation or materials. (Fraenkel and Wallen, 2000:502)

Elliot and Kratochwill (1999:24) state that descriptive study is a research in which the investigator examines and report thing as the way are in an attempt to understand and explain them. The aim of descriptive research is to provide as accurate account as possible about what is the current practice, how learner do learn, how teachers do teach, what classroom looks like, at the particular moment in particular place.

Surakhamand in Subroto in Saputro (2015) state that “In descriptive qualitative research, the researcher used technique of searching, collecting, classifying, analyzing the data, interpreting them

then finally drawing the conclusion “. Descriptive method is intended to describe systematically a situation or area of interest factually and accurately. Descriptive research must be factual. This qualitative research did not conclude any calculation (enumeration) because the data were produced in the form of the words and sentences. It means that the research does not deal with numerical measurement or statistic procedure. By using this method, the data were identified and described, and then the result of the problem analysis is found.

## **B. Setting of the Research**

This research is carried out in IAIN Surakarta in the academic year of English Department which is located at Jl. Pandawa Pucangan Kartasura Sukoharjo 57168 and Universitas Muhammadiyah Surakarta (UMS.) Jl. Jend. A. Yani Pabelan Kartasura, Solo 57102.

## **C. The Subject of the Research**

The subjects of this research are seven Thai students of English Department in IAIN Surakarta and three students of English Department in UMS in the academic year 2016/2017.

#### **D. Technique of Collecting the Data**

The research use purposive sampling technique, Bungin (2011) state that purposively are a strategy that is most common in qualitative research, which was to determine the group of participants who become informants selected according to criteria that are relevant to specific research problems. For example, people with HIV, students, employees and others. Examples of the use of purposive sampling are to use the key person.

Massive size, individual key persons/ information who may or may not be assigned predefined before the collection of data, depending on the time available resources, as well as the research purpose. Therefore the amount of key persons is used as informants adapted to the social structure of the time of data collection are done. The basis key of this procedure is the domination of information from informants and logically that the key figures in the social process. Purposive sample size is often determined. In this research, the researcher used purposive sampling to gain the data that the research needed.

To obtain the data, the researcher applied techniques of collecting the data. They are observation and interviewed.

##### **1. Observation**

Observation is one of the techniques to collect the data. According to Burns in Aziz (2013) states that observation is talking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated.

Sangadji and Sopiah (2010) states that observation intended to inspect behavior which is appraised inappropriate to measure by testing, inventory and questionnaire. While Bungin (2011) explained that observation is people's daily activities by using sensory eye as its main tool like ears, smell, mouth and skin. Observation is a person's ability to use his observations through the eyes and the senses work assisted by other senses. Observation method is a method of data collection used to collect research data through observation senses.

There are three observations according sanafiah faisal in Istiqomah (2015). They are participant observation, nonparticipant observation, overt observation and covert observation, and unstructured observation.

An activity is said to be observed if it meets the following criteria: observations used in the study and had planned serious; observations related to the research objectives; stigmatic recorded observations and general proposition connected and presented; observations can be checked and controlled validity.

In this research, the research used participant observation. The research observed the students' activities in the class when they follow the material.

## **2. Interview**

Sangadji and Sopiah (2010) states that interview is a technique to collect data which is done by asking directly to a respondent or informant. It means that interview is done in order to get information from respondent. Bungin (2011) interview is the process of obtaining information for research purposes by way of question and answer with a face to face between the interview and the interviewee informants or with or without a guide/ guide the interview. Interviewers are people who use the method of interview once he acted as a leader in the interview process. Informants are people who were interviewed, asked for information by the interviewer and thought to control and understand the data, information, or facts of an object of research.

Fill in the interview that the subject is the problem/ research purposes. The role of the interviewer is to control the interview. As a researcher, interviewer must understand what purpose he did an interview, the interviewer thus always tied to the purpose of conducting the interview. Beside that he also continues to develop new interview themes on- site interviews. Moser and Kalton in Istiqomah (2015), interview is described as a means of eliciting information and personal opinion from the respondents. While Spradley in Istiqommah said that the questions of interview can be classified into three interviews. They are descriptive question, structure questions, and contras questions.

In this research, the researcher interviews the students to identify what are the types and the causes of speaking anxiety that were

experienced by the seven Thai students of English Department in IAIN Surakarta and three students of English Department in UMS in the academic year 2016/2017. In this part the researcher gave questions for the students orally about their experience dealing with speaking anxiety in joining the class. In this study, the researcher doesn't use questionnaire as the technique of collecting the data because of less of respondent, so to identify the anxiety of the students. The researcher only uses observation in the class, documentation and interview to the students.

#### **E. Technique of Analyzing the Data**

This study is a descriptive study, with more to be a description of the results of interviews and documentation. The data have been obtained will be analyzed qualitative and described in descriptive form. According to Patton (Moleong, 2001: 103), analysis of the data is "The process of arranging the order of the basic". Data analysis techniques used in this research is to use measures as proposed by Myles and Huberman (in Sugiyono: 2013), as follows:

##### **1. Collection of Data (Data Collection)**

Data collection is an integral part of the data analysis activities. This process is done at beginning of the research. The researcher obtained the data from observation and interviews the respondents.

Data collection activities in this research are interviews and observation. The research made field notes during the observation time as support data. Then the researcher interviewed the nine Thai students



of English Department in IAIN Surakarta and three students of English Department in UMS in the academic year 2016/2017.

## 2. Reduction of Data (Data Reduction)

Data reduction, defined as the process of selecting, focusing on streamlining and transformation of raw data that emerged from written notes in the field. Data reduction of collection data which began with summarizing, coding, searching themes, make groups, write memos and so with the intention of setting aside the data/ information that is not relevant.

After collecting data, data reduction was done continuously. During the observation of data collecting, there were many things observed. The researcher chose only the things that related to the research. After the researcher interviewed the subject of the study, data reduction was done by summarizing the data interview and made groups then wrote a memo and set aside the data which was not related to the causes and the types of speaking anxiety experienced by nine Thai students of English Department in IAIN Surakarta and three students of English Department in UMS in the academic year 2016/2017.

## 3. Display Data

Display Data is the description of a set of structured information that gives the possibility of drawing conclusions and taking action. Presentation of qualitative data is presented in the form of a narrative text. The presentation can also be in the form of

matrices, diagrams, tables and charts. In this study, the researcher uses tables to display the data.

4. Verification and Affirmation Conclusion (Drawing conclusion and Verification)

It represents the final activity of the data analysis. Conclusion in the form of interpretation activities, namely finding the meaning of the data that has been presented.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSIONS**

In this chapter, the researcher presents the research finding and discussion. The purpose is to answer the research problem in the first chapter. There are two objectives in this research, they are: to investigate factors of the causes of anxiety experienced by Thai students when speaking English at IAIN Surakarta and UMS in 2016/2017 Academic Year and to describe the strategies are used by Thai students to overcome their speaking English anxiety in daily activity in the class at IAIN Surakarta and UMS in 2016/ 2017 Academic Year.

The subject of the study was Thai students in IAIN Surakarta and UMS in 2016/2017. The researcher collected the data by observation, interview, and Document. The detail of teaching-learning observations, interview, and document were stated in the form of words or qualitatively. The researcher joined the teaching learning process was on Thursday, December 05<sup>th</sup>, 2017. On that day the researcher observed two times. Then, the researcher joined on Wednesday, December 06<sup>th</sup>, 2017. The last was on Thursday, December 07<sup>th</sup>, 2017.

#### **A. Research Finding**

##### **1. The factors of anxiety of Thai students when speaking English at IAIN Surakarta and UMS in 2016/2017 Academic Year.**

Based on the result of doing the research documentation and the interview to the subject of the study and also the observation above, the researcher found that there are five factors; they are in the table below.

**Table 4.1 Factors of Speaking Anxiety.**

No	Factors of Speaking Anxiety	Numbers of Students
1	Negative self-perception and low self esteem	4
2	Teaching and Testing Procedure	1
3	Fear of taking risks	1
4	Teacher manner	3
5	Learner's belief	1
Total		10

**a. Negative self-perception and low self esteem**

Anxious learner with regard to speaking continues to think about their learning difficulties and distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self-degradation or poor performance, which considerably restrict their ability to elaborate the information received in the class. Anxious learners tend to have more negative self-perception and tend to underestimate their quality of speaking ability.

Based on the result of interview, the researcher found the factors are students' less confidence. They had negative self-perception and low self-esteem. The lecturer tried to give more attention to Thai students to make them more confident and brave to speak in English. The lecturer also asked them when the students do not understand the subject matter. The

lecturer considered that they felt anxiety. It is known from the result of interview with the lecture that their students found the challenge in their speaking. The lecturer gives the same material and the way to Thai students and Indonesian students. He says that Thai students are more difficult to follow the Engling class. It is influenced by several factor as us like of self- confidence like of vocabulary and like of Basic English.

Some students stated that they faced problem in speaking. They felt anxious because they had negative self-perception and low self- esteem. That factor became serious things for them. Those students are Ruslan, Huwaina, Soraya and Adilah. The researcher got the data from the interview.

Student R is from IAIN Surakarta of seventh semester. He said that he did not know what the meaning of the word, so he couldn't speak in English fluently. Meanwhile according Ruslan speaking is the most difficult thing because he rarely speaking in English. He does not master many vocabularias, so it makes him difficult to speak in English.

Student H is from IAIN Surakarta of seventh semester. She explains the difficulty in speaking occurred because she does not memorize the vocabulary which would be pronounced and it makes her felt difficult and confused in speaking. Besides that, she was also less practiced speaking in English and got the difficulty in arranging the words or sentence. On her mind, English is so difficult to learn, she did not believe in herself that she can do it. It is hard for her to memorize the

vocabularies. She thinks that English is very difficult. She is afraid to be blamed by the lecture if she makes some mistake in speaking English.

Student S is from IAIN Surakarta of first semester. She said that she is less of confident. She rarely speaks in the class. She also feels difficult to do her assignment. It is influenced by like of self- confidence and high anxiety. She always sits the the back row because she is worry if the lecture ask something in English.

Student A is from IAIN Surakarta of first semester. She had opinion about the factors caused her feels difficulties in learning speaking because first, she actually didn't have the basic of English so she felt difficult to understand the material that the lecturer explained. The second, she had less time to study because so many activities in her own organization.

#### **b. Teaching and Testing Procedure**

Some teaching activities are usually carried out with the presentation, teamwork, role play and others. Learner may feel anxious when they have to speak in front of the class, the teacher and other friends for example in the presentation. Speaking in front of the classroom stimulates student is anxiety.

Student F is from IAIN Surakarta of seventh semester. He said that with teaching and testing procedure such as presentation, He feel anxious when he has to speak in front of the class, the lecturer and other friends. He feels that if presenting the material he has to prepare the material and the confidence. The different teaching and testing procedure between Indonesia and Thailand makes them difficult to show off their speaking.

He will be anxious because he do not have self-confidence. It is also caused by less of practicing. In Thailand he only givens basic and simple material, so when he come to Indonesia he feels that he is on the under pressere because the materials are too higher and more difficult.

### **c. Fear of taking risks**

Students need to be encouraged to participate more in class activities, even facing the risks which language learning entails. Termed the “can- do” attitude, the risk taking attitude toward the foreign language tasks is defined as the individual’s tendency to assume risks in using the L2 in the second language class. There are, four dimensions of Language Class Risk taking: a willingness to use linguistic structures perceived as difficult; a self confidence about using a new linguistic element; an acceptance of potential mistakes in the language; and the tendency to repeat a new element silently before using it aloud in front of the others.

Student A is from IAIN Surakarta of seventh semester. She felt that speaking was difficult because she rarely practiced speaking in English because she is afraid of taking risk, if she tries to speak English and then she does a mistake, she is afraid if the other students or the lecturer correct her, and she also felt difficulty in memorizing vocabulary and understanding, even though after reading the English books.

Based on the observation, Ruslan, Faisal, Huwaina, and Anisah were seen afraid. They had low self-confidence presenting the material in their group presentation. All of them were in one group. They only read the material when presenting. They did not explain the material in a good

way. They looked nervous. The sound of their speaking be not clear. They delivered the presentation in a short time. Moreover, they did not open question and answer session because they were afraid to do a mistake. It can be concluded that they were fear taking a risk.

#### **d. Teacher Manner**

Error correction methods and attitudes of teachers towards students can cause anxiety. The role and characteristics of anxiety also affects teachers, teacher friendly relaxed, and the patient can reduce anxiety. And this is different to teacher who gives impromptu quiz, bad communicator, suddenly, booted and stiff can cause anxiety.

Student Fr is from UMS of fifth semester. She said that Speaking is the most difficult subject, because she is less of practice. She also does not like with the lecturer manner of teaching-learning, it is too monotone. She said that the lecturer has to have interesting method in teaching-learning process. She thinks that by changing the method of tesching learning it will attract students interest following the class.

Student T is from UMS of fifth semester. She felt afraid to ask the lecturer if she does not understand about the material. She also does not like with the lecturer manner of teaching-learning, it is to monotone. She said that the lecturer has to have interesting method in teaching-learning process. She thinks that if the lecturer uses interesting method it will make the students essy to learn.

Student N is from IAIN Surakarta of first semester. She said that she would understand well about material which was given by the lecturer



if the class condition was not crowded. It meant that she needed the calm situation. She wanted the English teaching with some jokes and serious condition, it's considered to the lecturer method in teaching. Sometimes she got difficulties in speaking English because she did not like with the lecturer's method.

**e. Learners' belief**

Learner confidence in learning the language, recipients' own beliefs about language learning has also been found to be associated with anxiety and anxiety to speak a foreign language. Some students may think that certain skills are more important than others in learning a language.

Student M is from UMS of third semester. He does not like English, but he forced himself to take English education as his major. He also said that if he wants to speak English, he feels difficult to arrange the sentences. He thinks about the grammar, so it also makes him difficult to speak English fluently. Basicchaly he is not good in speaking English for the level of students of college. He just knows a little about daily conversation.

Meanwhile the result of the video documentation in the classroom, the researcher found the factor which caused anxiety among Thai students in English speaking is because they were afraid to make mistakes during their speaking class. The researcher knew about Thai students' feeling by looking at their gesture during presentation in the classroom. Their face shown that they were less confidence and afraid to make mistake. They just read the material that they explain about. They do not understand the whole material they presented in front of the class. In the presentation,

Thai students also faced some problems. They often felt difficult to speak in the correct grammatical because of their less basic English competence which cause anxiety for them to speak more.

Based on the observation in the class, the researcher found Thailand students that Student M looked nervous. He did not believe in himself that he could speak English. His face looked worry. He spoke English word by word slowly. The researcher evaluated that he thought a much about grammar. In other occasions when their friend delivered the presentation, he was silent. He did not follow their friend having a joke. Another factor that makes him felt that condition is also because he was only one Thailand students in that class. It can be concluded that student M had no belief in himself about their competence in speaking English.

## **2. Strategies used by Thai students to overcome their speaking English anxiety in daily activity in the class at IAIN Surakarta and UMS. In 2016/ 2017 Academic Year.**

Using the learning strategy are important for students because learning strategy is one of technique to help the students to overcoming their language anxiety in speaking English or express their. Based on the result of doing the research documentation and the interview to the subject of the study and also the observation above, the researcher found that there are five strategies; they are preparation, relaxation, positive thinking, peer seeking and resignation. Each student had different strategies to solve their problem. Sometimes they

combined two or more strategies to make it successfully. Students' strategy in overcoming language anxiety described in the table below.

**Table 4.2 Students' Strategy in Overcoming Language Anxiety**

No	Name	Preparation	Relaxation	Positive Thinking	Peer Seeking	Resignation
1	Ruslan	✓			✓	
2	Faisal	✓	✓			
3	Huwaina	✓			✓	
4	Anisah	✓		✓		
5	Furoida	✓	✓			
6	Tuanrodiyah	✓		✓		
7	Marwan	✓		✓		✓
8	Soraya			✓	✓	
9	Adilah				✓	
10	Nurhannan		✓	✓		

a. Preparation

The first strategy is Preparation, in this strategy students attempts to control their own self by improving learning and study.

Student R is from IAIN Surakarta of the seventh semester. He said that he should prepare the material which will be taught in the class. He

usually ask another Thai students to teach him before the class. They ask and share each other

Student F is from IAIN Surakarta of the seventh semester. The strategy used by Faisal is preparation because he makes some preparation before studying. It will make him easier to get confidence and reduced the difficulties. He always tries to increase his self- confidence which is very important in influencing his existence in the class.

Student H is from IAIN Surakarta of the seventh semester. The strategy used by Huwaina is preparation because she always prepares the material which will be study in the class. She thinks by doing some preparation it will reduce her mind-set of English.

Student A is from IAIN Surakarta of the seventh semester. The strategy used by Anisah is preparation because it makes her easy to prepare the needs such as memorizing some vocabularies which will be used when she is speaking and raise more confidence.

Student Fr is from UMS Surakarta of the fifth semester. The strategy used by Furoida is preparation because she usually prepares what she needs before studying in the class by following the material or practicing in English, watching some video on the internet about the tips to speak English easily and she tries to practice it at class.

Student T is from UMS Surakarta of the fifth semester. The strategy used by Tuanrodiyah is preparation because if she prepares the material which will be studied in the class, practicing in English and

watching some videos on the internet about the tips to speak English easily. Especially by watching English tutorial on youtube channel.

Student M is from UMS Surakarta of the third semester. The strategy used by Marwan is preparation because he makes a lot of preparation and practice to get better achievement in English.

b. Relaxation

The second one is Relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something.

The strategy used by student F is relaxation because this strategy will make him focus on the material. He makes himself be relaxed before following the class.

The strategy used by student Fr is relaxation because she tries to relax herself when she learns to focus with the material in the classroom. By relaxing her mind it will makes her essy following the English class.

Student N is from IAIN Surakarta of the first semester. The strategy used by student N is relaxation because she tries to stay calm and focus when teaching learning process in on progress. She does not like crowded condition in the class.

c. Positive Thinking

The third strategy is Positive Thinking, it is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well.

The strategy used by student A is positive thinking because she often gives encouragement word to herself that she will be able to do and that kind of way will decrease the problems. She thinks spirit is on the first line on studying.

The strategy used by student T is positive thinking because she often gives encouragement word to herself that she will be able to do when she tries to focus and patience more. She assumes that the result or the echivement is depenned on the process.

The strategy used by student M is positive thinking. If he thinks that it is difficult for him, he always be positive thinking. By losing bad suggestion and chage it become good suggestion which will influence the achivement of learning English.

Student S is from IAIN Surakarta of the first semester. The strategy used by Soraya is relaxation. She always gives good stimulus and motivation on herself. She thinks that by giving good motivation to herself as a mean giving an effort. By increasing the relaxation means she is getting good impact and positive energy.

The strategy used by student N is positive thinking because when she feels difficult to speak English often gives encouragement word to herself that “She can”. Giving positive suggestion to herself means making teaching learning process is essy to follow.

d. Peer Seeking

The fourth strategy is Peer Seeking, this strategy distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety.

The strategy used by student R is peer seeking because he usually studies, practices with another Thai students. He says that speaking is the most difficult thing because he rarely speaks in English, he also less practice speaking English.

The strategy used by student H is peer seeking because she usually studies, share about English, and practice with other Indonesian students who are good in English. She says that she does not know the meaning of the word, so she good not speak English fluently.

The strategy used by student S is peer seeking because she always asks to her friends all about English and how to master it, especially in speaking. She says that she does not have the basic before so it is difficult to start speaking English she says that Indonesian studens are more active than Thai students in the class.

Student A is from IAIN Surakarta in the first semester. The strategy used by student A is peer seeking because by sharing and studying with some friends will make her more confidence. She knows that by practicing in front of many people it will make her easier to identify the fault, they give her some correction if there are some mistakes, especially in speaking.

e. **Resignation**

The last strategy is Resignation. This is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seems intent on minimizing the impact of anxiety by refusing to face the problem.

Student M only one student that used this strategy. Student M said sometimes he played mobile phone to lessen his boring. He says he does not like speaking class and god not speak well so that he avoids the situation that forces him to perform in front of the class. From the observation, sometimes when he feels confused or cannot be focus and then he just play mobile phone in the class.



## **B. Discussion**

In the discussion, the researcher focuses on the finding of two research questions. They are about factors the caused of anxiety experienced by Thai students when speaking English at IAIN Surakarta and UMS in 2016/2017 Academic Year and strategies are used by Thai students to overcome their speaking English anxiety in daily activity in the class at IAIN Surakarta and UMS in 2016/ 2017 Academic Year. The discussions are described below:

### **1. The factors of anxiety by Thai students when speaking English at IAIN Surakarta and UMS in 2016/2017 Academic Year**

Yong in Tasee (2009:17) explained that anxiety is fear, worry, and nervous when there are interruptions to the student in the class who did speaking. While form of speaking anxiety according to Horwitz and Cope (1986) there are many of the psycho- psychological symptoms such as: apprehension, worry, even dread, difficulty concentrating, difficulty grasping the content of target language, avoidance behavior, become forgetful, sweat, tenseness, trembling, perspiring, palpitations and sleep disturbance. Based on explanation above, it can concluded that speaking anxiety is fear, worry, and nervous impact on one's self-confidence makes one experience failure when not being able to speak out and show what one knows when doing speaking in class.

In this case, Thai students in IAIN Surakarta and UMS said that speaking is the most difficult thing because they rarely speaks in English,

they also less of practicing speaking in English and got the difficulty in arranging the words or sentence. It means that they avoid behavior in speaking English. They said that with teaching and testing procedure such as presentation, they felt anxious when they have to speak in front of the class, the lecturer and other friends. They also said that they lack of confidence in speaking English. It means that they do not have confidence. They feel difficult to arrange the sentences. They think about the grammar, so it also made them difficult to speak English fluently. Meanwhile, they said that they do not have the basic of English before. So it is difficult to start speaking English. They said that they need good method to make them speaking English better.

Oxford (1999) suggested the causes of language anxiety range from highly personal to procedural and lists the following causes of language anxiety: self-esteem, tolerance of ambiguity, risk-taking, competitiveness, social anxiety, test anxiety, identity and cultural shock, beliefs, classroom activities and methods, and instructor-students' interactions. Based on the two researchers' studies, a cross-comparison can be made to identify the similarities and the differences between the listed sources of anxiety. This finding of this research is in line with Oxford's statement about one of the cause of language anxiety are culture shock and competitiveness. They said that they felt culture shock during the teaching learning process in Indonesia classroom. They felt that Indonesian students are more active than Thai students when they took school in Thailand.

Aydin in Balemir (2009: 23) explains that he found the four main sources of anxiety writing and speaking in class after doing research in the context of EFL Turkey, namely Personal Reasons, those are Learners' belief, Teacher manner, Teaching and Testing Procedure. While, Balemir (2009:30) explained that there are other factors that affect students' anxiety like, gender, motivation and time of starting to learn English. Besides that, according to Occhipinti (2009) explained the sources of students speaking anxieties. They are: gender, negative self-perception and low self-esteem, competitiveness, negative experiences, fear of taking risks, students' belief, exposure variables and "time abroad".

The factors that cause anxiety of Thai students in IAIN Surakarta and UMS is negative self-perception and low self-esteem. It is included in Occhipinti (2009) theory. They said that they did not know what the meaning of the word, so they couldn't speak in English fluently. They stated that speaking is the most difficult thing because they rarely speak in English. Thai students explains that the difficulty in speaking occurred because they do not memorize the vocabulary which would be pronounced and it makes them felt difficult and confused in speaking. They said that they are less of confident, so they sit in the back. They rarely speaks in the class. They also feel difficult to do their assignment. The student had opinion about the factors caused her difficulties feeling in learning speaking because first, They actually do not have the basic of English so they feel difficult to understand the material that the lecturer explained.

The second, they had less time to study because so many activities in her own organization.

The student said that by teaching and testing procedure such as presentation, they feel anxious when they have to speak in front of the class, the lecturer and other friends. They felt that if present the material they have to prepare the material and the confidence. It means that the factor causes his anxiety is teaching and testing Procedure. It is appropriate with the theory of Aydin in Balemir (2009: 23).

They felt that speaking were difficult because they rarely practiced speaking in English because they are fear of taking risk, if they try to speak English and then they do a mistake, they are afraid if the other students or the lecturer correct them. It is appropriate with Occhipinti's theory. They said that they did not like with teacher's manner or method in teaching speaking. So it made them feel anxiety to improve their speaking. It is appropriate with the theory of Aydin in Balemir.

## **2. Strategies used by Thai students to overcome their speaking English anxiety in daily activity in the class at IAIN Surakarta and UMS in 2016/ 2017 Academic Year**

Brown (2007:147) states that strategies are specific method used to approaching a problem or task modes of operation for achieving a particular and, plan or design for controlling and manipulating certain information. Kondo and Yin-Ling (2004) stated in their academic journal that there are five strategies that can be used by students for reducing their

anxiety to perform in front of the class, namely preparation, relaxation, positive thinking, peer seeking, and resignation.

Most of the students used the preparation as their strategies because the students used the preparation strategy that the students used: They searched the material by using internet, dictionary or handout then they wrote it on the book after that they memorized it, asked their friends help them, they were looking at the mirror and practicing, they read the text in front of the mirror, asked their friend to be a lecture so that they could practice with their friend, studied hard about the material.

The second strategies that the students' usually used were positive thinking, such as: be confident, believe that we could do the best and got a good score, always be positive, brave, did not fear of making mistake, believe in our self. The student stated that she would be positive thinking before English speaking classroom. She reduced to negative thinking about what will happen in the classroom. According to Hembree (1988) there are three approaches to cope with anxiety. The first one is cognitive approach which implies that the origin of anxiety is thinking disturbances that take place in the classroom. This approach suggests rational-emotive therapy and cognitive restructuring in order to avoid anxiety. The second approach is affective approach which tries to reduce the negative relationship between classroom and anxiety. That second approach is in line with the student's statement that she reduced the negative relationship between classroom and anxiety. She always kept positive thinking before and during the teaching learning process.

The third strategies were relaxation such as: played their hand, prayed to Allah, took a deep breath. Fourth Strategies were peer seeking, the student felt that they had friends that had the same feeling with them and had the same difficulties.

The fourth strategy is peer seeking. There are five students who used that strategy. The students feel that they have friends that have the same feeling with them and have the same difficulties.

The last strategies were resignation, the students that used this kind of strategy just one students, he said that he did not like speaking class and he could not speak well so that he avoided the situation that force his to perform in front of the class.

From the observation, documentation and interview with the Thai students' of IAIN Surakarta and UMS Surakarta, most of the students used preparation as their strategy and some of students also use the other strategies to combine with the preparation strategy such as: relaxation, positive thinking, peer seeking and resignation.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

The research concerns several point that from findings and discussion about the difficulties on learning speaking skill. Chapter V covers the conclusion and suggestions for English teacher, students, and other researcher. The following discussion provides the conclusion and suggestion:

#### **A. Conclusion**

Based on the data analysis and discussion in the previous chapter, the researcher made conclusion that the factors of anxiety by Thai students when speaking English at IAIN and UMS in 2016/ 2017 academic year, especially in the first, third, fifth and seventh semester are negative self-perception and low self- esteem, teaching and testing procedure, fear of taking risks, teacher manner and then learner's belief. They seldom practice to speak in English, they did not know the meaning and vocabulary, nervous when presentation and did not know well the material. It made the students difficult in learning speaking, because they usually translate the meaning word by word. If the students can reduce the word its one way to make them easy speak in English, they do not like English, the condition class, the teaching method and technology, not understand if the class is crowded. In fact, the method use the teacher not only one method, however must have more method. The other factors are they less confidence because they had the lower basic competence of English before. Thus, they felt anxiety in English speaking class.

Strategies used by Thai students to overcome their speaking English anxiety in daily activity in the class at IAIN Surakarta and UMS in 2016/2017 Academic Year are: preparation, relaxation, positive thinking, peer seeking and resignation. They prepare to speak before facing the classroom. It also made them relax. Besides that, they also kept to have positive thinking, peer seeking and resignation. They tried to speak and learn more to enhance their ability in speaking.

## **B. Suggestion**

After conducting an action research and based on the research findings, the research would like to propose some suggestion for English teacher, students, and other researcher. The researcher hopes, it can at least become an input in determining the appropriate teaching technique, method and media in which is can improve students' speaking skill as follow:

### 1. For the English Lecture

In order to avoid the teaching learning process is not monotonous and bored; the lecturer should improve the teaching method. It would be better if the lecturer has innovation in teaching speaking. As example, the use of media (i.e., LCD) to support teaching and learning process in order to make the students do not feel bored. In addition, the teacher should arrange time thus the order students have chance to practice speaking in front of the class.

### 2. For the Students



The students should be more active, creative, and has high self-confidence in learning speaking English. The students should practice speaking in their everyday life and explore their ability in speaking confidently.

### 3. For the Other Researcher

The researcher hopes this research will guide the other researcher as the references to conduct the next research or similar problem of speaking through other techniques, method or media. In addition, the result of this research expected to be able to encourage other researchers to conduct research dealing with the communicative approach methods.

The researcher suggests to the other researcher that in conducting a descriptive research it should be more than two or three times. The time conduct a research influences the trustworthiness of a research.

## BIBLOGRAPHY

- Aziz, Ridlo Mumtahnul. 2013. *Improving Speaking skill Using Multi-Tier ( a Classroom action research in the eleventh grade of SMA Muhamadiyah I Surakarta 2012/ 2013 academic year). IAIN Surakarta.*
- Balemir, Serkan Hasan. 2009. *The Sources of Foreign Language Speaking Anxiety and The Relationship Between Proficiency Level and Degree of Foreign Language Speaking Anxiety.* Ankara Bilkent University.
- Basic, Lejla. 2011. *Speaking anxiety an obstacle to second language learning.*
- Cabansag, John N.2013. *English Language Anxiety and Reading Comprehension Performance of College Students in a State Univesity.* Journal of Arts, Science Commerce. Pg. 21, Vol.-IV, Issue -4, Oct.
- Fauziati, Endang( 2010) .*Teaching English as Foreign Language.* Surakarta : Era Pustaka Utama.
- Heng, Chan Swee, Ain Nadzimah and Nurkarimah Binti Yusof.(n.d) *Investing the Construct of Anxiety in Relation to Speaking Skills among ESL Tertiary Learners. The Southeast Asian Journal of English Language Studies- Vol 18(3): 155- 166.*
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign Language Classroom Anxiety. The Modern Language Journal, 70(2), 125-132.*
- Istiqomah Wahyu. 2015. *The Implementation Contextual Teaching And Learning (CTL) In Teaching English Skill Of The First Year Students Of SMK Teknosa Surakarta. IAIN Surakarts*

- John Haycraft. (1986). *An Introduction to English Language Teaching*.  
Singapore: Longman
- Liau, Anton Kusuma. 2012. *Language Anxiety in Speaking among Students in Khim's English Course*
- Lucy Pollard. (2008). *Teaching English*. London
- Moleong, Lexy J. 2004. *Metodelogi Penelitian Kualitatif*. Bandung PT Remaja Rosdakarya
- Moleong, Lexy J. 2007. *Metodelogi Penelitian Kualitatif*. Bandung PT Remaja Rosdakarya
- Nicaise. M (1995). *Treating test anxiety: A review of three approaches*, *Teacher Education and practise*, 11, 68-81.
- Occhipinti, Lexy J. 2007. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda karya
- Rammelan, 1992. *Introduction to Linguistic Analysis Semarang* : IKIP Semarang Press
- Richards, Jeck C. 1990. *Conversationally speaking: Approaches to the teaching of conversation*. In Jack C. Richards, *The language Teaching Matrix*. New York: Cambridge University Press, pp. 67-85.
- Royanita, Reni. 2014. *A Descriptive Study of Jigsaw Technique in Teaching Speaking at The Tenth Grade Of SMA Negeri 2 Boyolali Of Academic Year 2013/2014*. IAIN Surakarta
- Sangadji, Etta Mamang dan Sopiah (2010). *Metodologi Penelitian Yogyakarta: ANDI Yogyakarta*

- Souad, Maatar. 2011. *The Impact of Language Anxiety on Academic Achievement among Learners of EFL ( case study: second year English Language Department Students at 20 Agust 1955 Skikda's University. Algeria: University Setif. 29-30*
- Sugiyono. 2013. *Metode Penelitian pendekatan Kuantitatif, Kualitatif, dan R& D. Bandung. Alfabeta*
- Tobias, S. (1986). *Anxiety and cognitive processing of instruction. In R. Schwarzer (Ed.), Self related cognition in anxiety and motivation (pp. 35-54). Hillsdale, NJ: Erlbaum.*
- Yayli, D. (2012). University Summer School Students' Foreign Language Anxiety Levels. *Procedia - Social and Behavioral Sciences,46, 1401-1405.*
- Wierzbicka, Anna 2006. *English : Meaning and Cultural, New York: Oxford University Press*
- Wesely, P. M. (2012). *Learner attitudes, perceptions, and beliefs in language learning. Foreign Language Annals, 45(1), 98-117.*

## **Appendix 1: Field note of Observation**

### **FIELD NOTE**

**Setting** : TFL Approached Classs  
**Place** : IAIN Surakarta  
**Time** : Tuesday, December 05<sup>th</sup>, 2017, at 07:00- 08:40

The lecturer gave *Salam* to the students, and the students answered the *Salam*. The lecturer did not forget to greet the students by asking their conditions. Then, the lecturer checked the students' attendance by calling the students' one by one. The lecture ask the students to prepare their presentation. There are two groups that will present the material, and Thai students are in the second group.

Then, the first group came forward to present the material and in question sestion, Thai students didn't give some question to the moderator, they just silent and looked confused. And it continued by second group they are group from Thai students. Thai studens came forward and explained the material one by one. They explained about "Problem- based learning and Project based learning". They can't explained the material clearly, they just read the material on the book and they can't read smoothly. In question sestion they couldn't answer the question from the audience well. And also start opening until closing they did some mistake in a grammatical.

Finally, before closing the meeting the lecturer gave motivation to the students to study hard before examination. The lecturer asked the students' apologize during his class that the last meeting. Then, the lecturer closed the class by saying "*Assalamualaikum Wr. Wb*". Then, the students answered "*Walaikumussalam Wr. Wb*".

## FIELD NOTE

**Setting** : Writing Class  
**Place** : UMS Surakarta  
**Time** : Tuesday, December 05<sup>th</sup>, 2017, at 08:40- 10:20

The lecturer gave *Salam* to the students, and the students answered the *Salam*. The lecturer did not forget to greet the students by asking their conditions. Then, the lecturer checked the students' attendance by calling the students' one by one. The lecturer gave back the students assignment that have been corrected.

Then, the first the lecturer gave the material on LCD and the lecturer asked the students to analyze uncorrected sentence in the paragraph, than the lecturer asked the students in oral. In the class it could be seen that Thai students couldn't answer and they just silent, they also had a sit in the back and they looked afraid if the lecturer gave question to them. After that the lecturer asked them to make an essay and directly collected on the time.

Finally, before closing the meeting the lecturer gave motivaion to the students to study hard. The lecturer closed the class by saying "*Assalamualaikum Wr. Wb*". Then, the students answered "*Waalikumussalam Wr.Wb*".

## FIELD NOTE

**Setting** : **Speaking Class**  
**Place** : **UMS Surakarta**  
**Time** : **Wednesday, December 06<sup>th</sup>, 2017, at 10:20- 12:00**

The lecturer gave *Salam* to the students with spirit, and the students answered the *Salam with spirit also*. The lecturer did not forget to greet the students by asking their conditions. Then, the lecturer checked the students' attendance by calling the students' one by one. Before start the material, the lecturer gave an ice breaking to make the students more spirit. Then, the lecturer asked each group of the students to prepare having debate.

In main activity, the students start to have a debate. There are 5 groups. Each group consists of 4 students the first debate was done by group one and group two. In group two there was Thai student, he is Marwan. When the debate began, Marwan gave his argument. When he gave his argument, he just read the argument that he has write on the book before. He could not give feedback to another group. He looked worry and nervous. After finished the debate, it is time to another group. When another group did debate, he came back to his sit and he does not understand what the other groups' debate was about. He just silent and played his mobile phone until the debate finished.

Finally, before closing the meeting the lecturer told the students the material that would be given in the next meeting. After that, the lecturer



asked the students to close the meeting. The students gave Salam “*Assalamualaikum Wr. Wb*” and the lecturer answered “*Walaikumussalam Wr.Wb*”.

#### **FIELD NOTE**

**Setting** : Speaking Class

**Place** : IAIN Surakarta

**Time** : Thursday, December 07<sup>th</sup>, 2017, at 13:30- 15:10

The lecturer gave *Salam* to the students, and the students answered the *salam*. The lecturer did not forget to greet the students by asking their conditions. Then, the lecturer checked the students' attendance by calling the students' one by one. Before start the material, the lecturer asked the students to open their handbook.

In main activity, the lecturer asked the students to read their handbook about skimming for ideas, and the students understanding the contents of the material. Then, the lecturer asked each student to do exercise on their handbook. After that, the exercise was discussed together with the lecturer.

Finally, before closing the meeting the lecturer told the students the material that would be given in the next meeting. After that, the lecturer asked the students to close the meeting. The lecturer gives Salam "*Assalamualaikum Wr. Wb*" and the students answered "*Walaikumussalam Wr.Wb*".

## **Appendix 2: Interview**

### **Interview with Student**

**Day / date** : Tuesday, December 05<sup>th</sup>, 2017

**Time** : 08.00

**Place** : Institut Agama Islam Negeri Surakarta

**Method** : Interview

**Researcher (R)** : Mareeyah Aleemasa

**Source (S)** : S1: Ruslan  
S2: Faisal Minadao  
S3: Huwaina  
S4: Anisah

R : Assalamualaikum dik.

S1,S2, S3,S4 : Waalaikumsalam, ya kak

R : Bolehkan kak meminta waktu sebentar untuk melakukan interview dengan adik-adik?

S1,S2, S3,S4 : Oh, iya kak, bisa saja kak.

R : Ya, sudah lancar ya adik-adik berbicara bahasa Indonesia?

S1 : Kalau saya Alhamdulillah kak bahasa Indonesia, lumayan

pahamnya.

S2 : Kalau saya juga Alhamdulillah kak sudah paham.

- S3 : Saya ya sudah bisa tapi masih ada beberapa kalimat yang belum paham.
- S4 : Ya saya jagu Alhamdulillah kak sudah lama di Indonesia lumayanlah bisa bahasa Indonesia.
- R : Iya baiklah, kalau menurut kalian belajaran bahasa Inggris yang kalian tidak suka itu apa? mulai dari dik ruslan ya.
- S1 : Iya kak kalau saya speaking yang paling sulit.
- R : Ow iya, kalau adik faisal gimana?
- S2 : Sebenarnya itu kak saling kaitan, susah semua sih hahaha tapi yang paling susah ya speaking. Soalnya speaking harus adapercara diri jadi situh harus mikir semuanya.
- R : Ow iya, kalau dengan adek Huwaina bagaimana?
- S3 : iya sama juga kak, speaking yang paling sulit.
- R : Iya dik, kalau adik Anisah gimana?
- S4 : kalau saya speakingnya itu susah.
- R : Apa yang membuat kalian merasa susah, mulai dari dek Ruslan?
- S1 : Karena apa ya, karena saya tidak banyak tahu kosa kata mungkin, jadi sangat sulit bagi saya untuk memahami kata-kata atau kalimat. Itulah saya merasa sulit untuk mengucapkan kalimat dalam bahasa inggris.
- R : Ow iya, kalau dek Faisal?
- S2 : Iya kak saya memang jarang praktik berbicara bahasa inggris. Saya juga tidak percaya diri, apalagi kalau ada presentasi, saya paling tidak percaya diri berbicara didepan teman-teman dan dosen.

- R : Ow begitu, kalau dek Huwaina kira-kira apa yang membuat dek merasa susah?
- S3 : kalau saya ini kak, vocab itu susah buat dihafal. Itu yang bikin saya susah ngomong bahasa inggris. Menurut saya speaking itu susah banget. Kalau mau ngomong bahasa inggris itu saya takut disalahkan sama dosen atau teman. Karena pasti banyak salahnya.
- R : Iya dek, kalau dek Anisah?
- S4 : Mungkin saya jarang praktek ngomong kadang saya itu takut kalau ngomong ada yang salahin kan malu, terus kalau ngomong vocabnya gak banyak itu susah. Menghafal vocab itu susah banget.
- R : Oh begitu ya dek,dan bagaimana cara mengurangi kesulitan tersebut,?
- S1 : Biasanya saya mempersiapkan materi yang akan di belajari di kelas sebelumnya kak dan saya sering belajar sama teman-teman Thailand ,saling menanya.
- R : Kalau dek Faisal?
- S2 : Kalau saya kak membuat persiapan sebelum belajar karena bisa menambah kepercayaan dalam diri sendiri, bisa mengurangi rasa sulit dan bingung dan coba nenangkan diri dalam kelas ketika belajar untuk bisa lebih focus.
- R : Iya dek, kalau dek Hawaina?
- S3 : Kalau saya kak sama seperti Ruslan tadi, saya mempersiapkan materi yang akan di belajari di kelas sebelumnya dan saya sering

belajar bahasa Inggris dan praktik dengan teman- teman Indo yang bahasa Inggrisnya bagus..

R : Iya dek, kalau dek Anisah gimana?

S4 : Kalau saya juga kak membuat persiapan ataupun praktek sebelum belajar dan menghafal vocab untuk bisa berbicara bahasa Inggris dan bisa menambah kepercayaan diri sendiri jika harus bicara di depan kelas dan saya sering memberi semangat pada diri saya sendiri bahwa saya bisa dan hal itu bisa memngurangi kesulitan tersebut kak.

R : Ow iya dek. Terimakasih ya adik-adik, Semangat belajarnya ya.

S1,S2, S3,S4 : Iya kakak

## Interview with Student

**Day / date** : Tuesday, December 05<sup>th</sup>, 2017  
**Time** : 10.30  
**Place** : Universitas Muhammadiyah Surakarta  
**Method** : Interview  
**Researcher (R)** : Mareeyah Aleemasa  
**Source (S)** : S5: Furoyda  
S6: Tuanrodiyah

R : Assalamualaikum dik.

S5,S6 : Waalaikumsalam, ya kak

R : Bolehkan kak meminta waktu sebentar untuk melakukan interview dengan adik-adik?

S5,S6 : Oh, iya kak, boleh kak.

R : Ya, sudah lancar ya adik-adik berbicara bahasa Indonesia?

S5 : Iya kak Alhamdulillah .

S6 : Kalau saya juga Alhamdulillah kak sudah paham.

R : Iya baiklah, mengenai penelitian kakak apakah adik- adik memiliki problem atau masalah dengan speaking?"

S5 : Iya ada kak.

S6 : Iya ada kak.

R : Kira- kira bagaimana cara mengatasi kesusahan itu, mungkin dari cara dosennya mengajar atau bagaimana?

- S5 : Problem saya dalam speaking ya karena kurang praktik, terus dalam kelas ini saya juga kurang suka dengan cara mengajar dosen. Kadang saya merasa bosan.
- R : Ow iya, kalau dek Tuan?
- S6 : Seharusnya dosen juga memiliki cara yang menarik untuk membuat mahasiswanya lebih mudah memahami materi.
- R : Oh begitu ya dik,dan kira- kira dari adik- adik sendiri apa yang adik melakukan?
- S5 : Biasanya saya mempersiapkan materi yang akan di belajari di kelas ataupun pratek dalam berbicara bahasa Inggris dengan menonton video dalam youtube untuk belajar kak dan saya coba menenangkan diri ketika belajar biar bisa focus dengan materi dalam kelas.
- R : Kalau dek Tuan?
- S6 : Kalau saya kak biasanya saya mempersiapkan materi yang akan di belajari di kelas ataupun pratek dalam berbicara bahasa Inggris dengan menonton video dalam youtube untuk belajar dan sering memberi semangat pada diri sendiri bahwa saya akan bisa jika saya lebih usaha lagi, focus lagi dan sabar lagi.
- R : Ow iya dek. Terimakasih ya adik-adik, Semangat belajarnya ya.
- S5,S6 : Iya kakak.



## Interview with Student

**Day / date** : Wednesday, December 06<sup>th</sup>, 2017  
**Time** : 12.00  
**Place** : Universitas Muhammadiyah Surakarta  
**Method** : Interview  
**Researcher (R)** : Mareeyah Aleemasa  
**Source (S)** : S7: Marwan

R : Assalamualaikum dik.

S7 : Waalaikumsalam, ya kak

R : Bolehkan kak meminta waktu sebentar untuk melakukan interview dengan dek Wan?

S7 : Oh, iya kak, boleh kak.

R : Ya, sudah lancar ya dek berbicara bahasa Indonesia?

S7 : Iya kak Alhamdulillah sudah lumayan sekarang.

R : Iya baiklah, mengenai penelitian kakak apakah apakah kamu mempunyai masalah dengan speakingmu?

S7 : Iya ada kak.

R : Apa yang membuat merasa susah dek?

S7 : Masalahnya loh kak, saya belum terlalu lancar berbicara bahasa inggris, terkadang kalau bicara itu masih bingung cara teratur, belik-belik bek tuh kak. Grammarnya susah.

R : Ow iya dek, dan bagaimana cara dek mengurangi kesulitan tersebut?

S7 : Biasanya kak, saya membuat persiapan sebelum mulai belajar jika saya merasa susah dalam memahami materi saya selalu memberi semangat pada diri sendiri dan terkadang saya main handphone dalam kelas untuk mengurangi rasa bosan, seperti itu kak.

R : Ow iya dek. Terimakasih ya dek, Semangat belajarnya ya.

S7 : Iya kakak, terimakasih juga kak.

## Interview with Student

**Day / date** : Thursday, December 07<sup>th</sup>, 2017

**Time** : 15.00

**Place** : Institut Agama Islam Negeri Surakarta

**Method** : Interview

**Researcher (R)** : Mareeyah Aleemasa

**Source (S)** : S8: Soraya

S9: Adilah

S10: Nurhannan

R : Assalamualaikum dek.

S8,S9, S10 : Waalaikumusalam, ya kak

R : Bolehkan kak meminta waktu sebentar untuk melakukan interview dengan adik-adik?

S8,S9, S10 : Oh, iya kak, bisa saja kak.

R :Ya, sudah lancar ya adik-adik berbicara bahasa Indonesia?

S8 : Alhamdulillah kak bahasa Indonesia,lumayan paham hehehe.

S9 :Kalau saya juga Alhamdulillah kak sudah lumayan sekarang.

S10 : Saya ya sudah bisa tapi masih ada beberapa kalimat yang belum paham kak.

R : Iya baiklah,kalau menurut kalian belajaran bahasa Inggris yang kalian tidak suka itu apa? Mulai dari dek Soraya ya.

S8 : Iya kak kalau saya Speaking yang paling sulit.

- R : Ow iya, kalau adek Adilah gimana?
- S9 : sama juga kak, speaking yang sangat sulit.
- R : Ow iya, kalau dengan adek Nur?
- S10 : iya sama juga kak, speaking yang paling sulit.
- R : Apa yang membuat merasa susah dalam speaking dek, mulai dari dek Soraya?
- S8 : Saya itu sangat tidak percaya diri kak, kalau saya mau ngomong inggris itu malu, tidak bisa. Kadang takut juga kalau dosen kasih pertanyaan, makanya saya sering duduk dibelakang.
- R : Ow iya, kalau dek Adilah lalu apa saja masalah speakingnya sehingga kamu merasa belum lancar?
- S9 : Sebenarnya saya tidak memiliki basic bahasa inggris. Terus saya juga ini kak, apa namanya, kan banyak kegiatan dalam organisasi PERMAI, jadi kurang waktu buat belajar.
- R : Ow begitu ya, kalau dek Nurhannan gimana?
- S10 : Saya lebih suka belajar dengan sedikit bercanda dari dosen, saya juga kurang lancar speakingnya karena kadang kurang suka dengan cara mengajar dosennya.
- R : Oh begitu ya dek,dan bagaimana cara mengurangi kesulitan tersebut, dek Soraya ?
- S8 : Saya selalu memberi semangat pada diri saya sendiri bahwa tidak ada yang jika saya ada usaha dan saya sering nanya sama teman-teman saya tentang bahasa Inggris and caranya,seperti dalam speaking.

- R : Ow begitu ya, kalau dek Adilah?
- S9 : Kalau saya kak sering belajar sama teman-teman karena ini bisa membuat saya lebih tahu jika ini benar apa salah , bisa cek kesalahan apa saja dan bisa mengurangi kesulitan saya dalam berbicara bahasa Inggris.
- R : Iya dek, kalau dek Nur?
- S10 : Kalau saya coba tenang ketika belajar untuk saya lebih bisa focus dan ketika saya rasa sulit mau bicara bahasa Inggris saya sering memberi semangat pada diri saya sendiri “Aku pasti bisa” dan saya mencoba lagi gitu kak.
- R : Ow iya dik-adik. Terimakasih ya adik-adik, Semangat belajarnya ya.
- S8,S9, S10 : Iya kakak, Terimakasih juga kak.

## The Data of Interview

**Researcher:** *Berkenaan dengan mahasiswa Thailand yang kuliah disini, apakah bapak mendapatkan sedikit kesulitan dalam penyampaian materi kepada mahasiswa Thailand?"*

**Lecturer:** *Mengenai materi yang saya sampaikan kepada mahasiswa Thailand sebenarnya sama seperti saya menyampaikan materi kepada mahasiswa yang lain, mahasiswa Thailand memang agak sedikit berbeda kemampuannya dalam berbicara bahasa inggris jika dibandingkan dengan mahasiswa Indonesia. Mungkin ada beberapa factor yang menyebabkan mereka mengalami kesulitan tersebut. Ya mungkin seperti kurangnya kepercayaan diri dalam diri mereka, kurangnya praktik berbicara bahasa inggris dan kurang adanya basic bahasa inggris sebelumnya. Akan tetapi biasanya saya memberikan perhatian lebih kepada mereka. Seperti sering memberikan pertanyaan simple kepada mereka, supaya mereka berani untuk berbicara dan juga sering menanyakan kepada mereka penjelasan mana yang belum mereka pahami. (Interview with one of the English Lecturer of UMS Surakarta, December 06<sup>th</sup>, 2017)*

**Researcher:** *Tadi kamu bilang kalau speaking itu paling susah dibanding skill yang lain, apa sih yang membuat susah?*

**S1:** *Karena apa ya, karena saya tidak banyak tahu kosa kata mungkin, jadi sangat sulit bagi saya untuk memahami kata-kata atau kalimat. Itulah saya merasa sulit untuk mengucapkan kalimat dalam bahasa inggris. (Interview with one of the students of IAIN Surakarta,*

*December 05<sup>th</sup> 2017)*

**Researcher:** *kalau dek huwaina bagaimana?*

**S3:** *kalau saya ini kak, vocab itu susah buat dihafal. Itu yang bikin saya susah ngomong bahasa inggris. Menurut saya speaking itu susah banget. Kalau mau ngomong bahasa inggris itu saya takut disalahkan sama dosen atau teman. Karna pasti banyak salahnya. (Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup>, 2017)*

**Researcher:** *apa yang membuat merasa susah dalam speaking dek ?"*

**S8:** *saya itu sangat tidak percaya diri kak, kalau saya mau ngomong inggris itu malu, tidak bisa. Kadang takut juga kalau dosen kasih pertanyaan, makanya saya sering duduk dibelakang"*

*(Interview with one of the students of IAIN Surakarta, on Thursday, December 07<sup>th</sup>, 2017)*

- Researcher:** *lalu apa saja masalah speakingnya sehingga kamu merasa belum lancar?"*
- S9:** *sebenarnya saya tidak memiliki basic bahasa inggris. Terus saya juga ini kak, apa namanya, kan banyak kegiatan dalam organisasi PERMAI, jadi kurang waktu buat belajar.  
(Interview with one of the students of IAIN Surakarta, on Thursday, December 07<sup>th</sup>, 2017)*
- Researcher:** *mungkin karena kamu kurang praktik berbicara bahasa inggris ya mungkin itu membuat kamu merasa kalau speaking itu susah?*
- S2:** *iya kak saya memang jarang praktik berbicara bahasa inggris. Saya juga tidak percaya diri, apalagi kalau ada presentasi, saya paling tidak percaya diri berbicara didepan teman-teman dan dosen.  
(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup>, 2017)*
- Researcher:** *kalau dek Anisah bagaimana?*
- S4:** *kalau saya speakingnya itu susah karena mungkin saya jarang praktek ngomong kadang saya itu takut kalau ngomong ada yang salahin kan malu, terus kalau ngomong vocabnya gak banyak itu susah. Menghafal vocab itu susah banget".  
(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup>, 2017)*
- Researcher:** *apakah kamu memiliki problem atau masalah dengan speaking?"*
- S5:** *iya ada kak, problem saya dalam speaking ya karena kurang praktik, tidak percaya diri. Terus dalam kelas ini saya juga kurang suka dengan cara mengajar dosen. Kadang saya merasa bosan.  
(Interview with one of the students of UMS Surakarta, December 05<sup>th</sup>, 2017)*
- Researcher:** *apakah kamu memiliki problem atau masalah dengan speaking?"*
- S6:** *iya ada kak, seharusnya dosen juga memiliki cara yang menarik untuk membuat mahasiswanya lebih mudah memahami materi.  
(Interview with one of the students of UMS Surakarta, December 05<sup>th</sup>, 2017)*
- Researcher:** *kalau dek Nurhannan gimana?*
- S10:** *saya lebih suka belajar dengan sedikit bercanda dari dosen, saya juga kurang lancar speakingnya karena kadang kurang suka dengan cara mengajar dosennya.  
(Interview with one of the students of IAIN Surakarta, December 07<sup>th</sup>, 2017)*
- Researcher:** *apakah kamu mempunyai masalah dengan speakingmu?*

- S7:** *masalahnya loh kak, saya belum terlalu lancar berbicara bahasa inggris, terkadang kalau bicara itu masih bingung cara teratur, belik-belik bek tuh kak. Grammarsnya susah”*  
(Interview with one of the students of UMS Surakarta, December 06<sup>th</sup>, 2017)
- Researcher:** *Bagaimana cara mengurangi kesulitan tersebut?*
- S1:** *Biasanya saya mempersiapkan materi yang akan di belajari di kelas sebelumnya kak dan saya sering belajar sama teman-teman Thailand,saling menanya.*  
(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup>, 2017)
- Researcher:** *Kalau dek Faisal?*
- S2:** *Kalau saya kak membuat persiapan sebelum belajar karena bisa menambah kepercayaan dalam diri sendiri, bisa mengurangi rasa sulit dan bingung.*  
(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup>, 2017)
- Researcher:** *Iya dek, kalau dek Hawaina?*
- S3:** *Kalau saya kak sama seperti Ruslan tadi, saya mempersiapkan materi yang akan di belajari di kelas sebelumnya.*  
(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup>, 2017)
- Researcher:** *Iya dek, kalau dek Anisah gimana?*
- S4:** *Kalau saya juga kak membuat persiapan ataupun praktek sebelum belajar dan menghafal vocab untuk bisa berbicara bahasa Inggris dan bisa menambah kepercayaan diri sendiri jika harus bicara di depan kelas..*  
(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup>, 2017)
- Researcher:** *Oh begitu ya dik,dan kira- kira dari adik- adik sendiri apa yang adik melakukan?*
- S5:** *Biasanya saya mempersiapkan materi yang akan di belajari di kelas ataupun pratek dalam berbicara bahasa Inggris dengan menonton video dalam youtube untuk belajar kak.*  
(Interview with one of the students of UMS Surakarta, December 05<sup>th</sup>, 2017)
- Researcher:** *Kalau dek Tuan?*
- S6:** *Kalau saya kak biasanya saya mempersiapkan materi yang akan di belajari di kelas ataupun pratek dalam berbicara bahasa Inggris dengan menonton video dalam youtube untuk belajar.*  
(Interview with one of the students of UMS Surakarta, December 05<sup>th</sup>, 2017)
- Researcher:** *Ow iya dek, dan bagaimana cara dek mengurangi kesulitan tersebut?*
- S7:** *Biasanya kak, saya membuat persiapan sebelum mulai belajar .*



*(Interview with one of the students of UMS Surakarta, December 06<sup>th</sup>, 2017)*

**Researcher:** *kalau dek Faisal?*

**S2:** *coba nenangkan diri dalam kelas ketika belajar untuk bisa lebih focus.*

*(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup>, 2017)*

**Researcher:** *Oh begitu ya dik,dan kira- kira dari adik- adik sendiri apa yang adik melakukan?*

**S5:** *saya coba menenangkan diri ketika belajar biar bisa focus dengan materi dalam kelas.*

*(Interview with one of the students of UMS Surakarta, December 05<sup>th</sup>, 2017)*

**Researcher:** *Iya dek, kalau dek Nur?*

**S10:** *Kalau saya coba tenang ketika belajar untuk saya lebih bisa focus.*

*(Interview with one of the students of IAIN Surakarta, on Thursday, December 07<sup>th</sup>, 2017)*

**Researcher:** *Iya dek, kalau dek Anisah gimana?*

**S4:** *saya sering memberi semangat pada diri saya sendiri bahwa saya bisa dan hal itu bisa mengurangi kesulitan tersebut kak.*

*(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup> 2017)*

**Researcher:** *Kalau dek Tuan?*

**S6:** *Sering memberi semangat pada diri sendiri bahwa saya akan bisa jika saya lebih usaha lagi, focus lagi dan sabar lagi.*

*(Interview with one of the students of UMS Surakarta, December 05<sup>th</sup>, 2017)*

**Researcher:** *Ow iya dek, dan bagaimana cara dek mengurangi kesulitan tersebut?*

**S7:** *saya selalu memberi semangat pada diri sendiri .*

*(Interview with one of the students of UMS Surakarta, December 06<sup>th</sup>, 2017)*

**Researcher:** *Oh begitu ya dek dan bagaimana cara mengurangi kesulitan tersebut, dek Soraya?*

**S8:** *Saya selalu memberi semangat pada diri saya sendiri bahwa tidak ada yang jika saya ada usaha .*

*(Interview with one of the students of IAIN Surakarta, on Thursday, December 07<sup>th</sup>, 2017)*

**Researcher:** *Iya dek, kalau dek Nur?*

**S10:** *Ketika saya rasa sulit mau bicara bahasa Inggris saya sering memberi semangat pada diri saya sendiri “Aku pasti bisa” dan saya mencoba lagi gitu kak.*

*(Interview with one of the students of IAIN Surakarta, on Thursday, December 07<sup>th</sup>, 2017)*

**Researcher:** *Bagaimana cara mengurangi kesulitan tersebut?*

- S1:** *Saya sering belajar sama teman-teman Thailand, saling menanya.  
(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup>, 2017)*
- Researcher:** *Iya dek, kalau dek Hawaina?*
- S3:** *Saya sering belajar bahasa Inggris dan praktik dengan teman-teman Indo yang bahasa Inggrisnya bagus.  
(Interview with one of the students of IAIN Surakarta, December 05<sup>th</sup> 2017)*
- Researcher:** *Oh begitu ya dek, dan bagaimana cara mengurangi kesulitan tersebut, dek Soraya ?*
- S8:** *Saya sering nanya sama teman-teman saya tentang bahasa Inggris and caranya, seperti dalam speaking.  
(Interview with one of the students of IAIN Surakarta, on Thursday, December 07<sup>th</sup>, 2017)*
- Researcher:** *Ow begitu ya, kalau dek Adilah?*
- S9:** *Kalau saya kak sering belajar sama teman-teman karena ini bisa membuat saya lebih tahu jika ini benar apa salah, bisa cek kesalahan apa saja dan bisa mengurangi kesulitan saya dalam berbicara bahasa Inggris.  
(Interview with one of the students of IAIN Surakarta, on Thursday, December 07<sup>th</sup>, 2017)*
- Researcher:** *Ow iya dek, dan bagaimana cara dek mengurangi kesulitan tersebut?*
- S7:** *Terkadang saya main handphone dalam kelas untuk mengurangi rasa bosan, seperti itu kak.  
(Interview with one of the students of UMS Surakarta, December 06<sup>th</sup>, 2017)*