# SOUTHERN THAI HIGH SCHOOL STUDENTS' ANXIETY IN SPEAKING PERFORMANCE

**RESEARCH PROJECT**

**Submitted as Partial Fulfillment of the Requirements for the Degree of**
***Sarjana Pendidikan* in English Education**

By

**ATMO KUSUMO**

**NPM. 1616500007**

**ENGLISH EDUCATION PROGRAM**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**PANCASAKTI UNIVERSITY TEGAL**

**2020**

# APPROVAL

This Research Project entitled "**SOUTHERN THAI HIGH SCHOOL STUDENTS'
ANXIETY IN SPEAKING PERFORMANCE**" has been examined and decided
acceptable by the Board of Examiners of English Education Program of Teacher
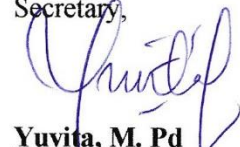Training and Education Faculty, Pancasakti University Tegal on:
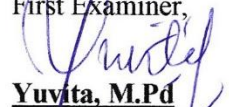
Day: Tuesday

Date: 5th August 2020

Chairperson,

**Dr.Suriswo, M.Pd**
**NIDN. 06160336701**

Secretary,

**Yuvita, M. Pd**
**NIDN. 0601077705**

The Board of Examiners,
First Examiner,

**Yuvita, M.Pd**
**NIDN. 0601077705**

Second Examiner/Second
Advisor,

**Nur Aflahatun, M. Pd**
**NIDN. 0606068304**

Third Examiner/First
Advisor,

**Dr. Yoga Prihatin,M.Pd**
**NIDN. 0603067403**

Approved by:
The Dean of Teacher Training and Education
Faculty, Pancasakti University Tegal

**Dr. Purwo Susongko, M. Pd**
**NIDN. 001704740**

ii

# STATEMENT OF ORIGINALITY

I state that my research project entitled "**SOUTHERN THAI HIGH SCHOOL STUDENTS' ANXIETY IN SPEAKING PERFORMANCE**" is my work.

In writing this Research Project, I do not make plagiarism or citation which inconsistent with the scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others' opinions or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, August 2020

The writer,

Atino Kusumo
NPM 1616500007

iii

# MOTTO AND DEDICATION

**MOTTO**

1. Growing old is mandatory, but growing up is optional. (Walt Disney)
2. A simple job that is done, better than a thousand great plans that are not carried out.

**Dedication:**

This thesis is dedicated to:

- ❖ My loving parents (Bapak M S Sulistiyono and Ibu Wahyuningsih) whose words of encouragement and push for tenacity ring in my ears.
- ❖ My beloved brother and big family always make me motivated to growing up.
- ❖ My beloved classmates at Hatyai University who have taken care of me for me and make my transfer credit program colorful and unforgettable.
- ❖ Lantarach Prachautit School teachers who help me to conduct this research project and guide me during the teaching internship program.
- ❖ My present Before Anyone Else who gives me unexpectable support throughout my research project writing.

# PREFACE

Alhamdulillah, praise to Allah SWT who always brings miracle and blessing, so the writer could finish this research project entitled "**Southern Thai High School Students' Anxiety in Speaking Performance**". The writer realizes that this research project could be finished because of the guidance and advice from several parties. Therefore, in this chance, the writer would like to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Fakhrudin, M.Pd., as the rector of Pancasakti University Tegal

2. Dr. Purwo Susongko, M.Pd., as the Dean of Teacher Training and Education Faculty of Pancasakti University Tegal

3. Yuvita, M.Pd., as the Headmaster of the English Department of Teacher Training and Education Faculty of Pancasakti University Tegal

4. Dr. Yoga Prihatin, M.Pd., as the first advisor, who has given advice, many corrections, and helpful guidance to the writer in writing this research project. The writer thanks for his kindness and wisdom from the beginning to the end of this research.

5. Nur Aflakhatun, M.Pd., as the second advisor, who has given advice, many corrections, and helpful guidance to the writer in writing this research project. The writer thanks for his kindness and wisdom from the beginning to the end of this research.

6. All students of the English Department 2016 have been supported me to finish this research.

It is realized that this research project needs a lot of improvement due to the writer's limited capability in formulating and designing a qualified research project. Therefore, the writer will highly appreciate the readers' constructive criticism for the sake of the perfection of this research project.

Tegal, August 2020

The writer

# ABSTRACT

**KUSUMO, ATMO. 2020. 1616500007**: *"Southern Thai High School Students' Anxiety in Speaking Performance"*. Research project. Strata 1 Program, Faculty of Teacher Training and Education, Pancasakti University Tegal. The First Advisor is Dr. Yoga Prihatin, M. Pd, And the Second Advisor is Nur Aflahatun, M. Pd.

*Keywords: Foreign language anxiety, speaking performance, Thai high school students.*

The objective of this research project is focused on identifying the level of southern Thai high school students' anxiety in speaking performance, describing their attitudes towards speaking English in class and self-ratings of English-speaking ability, also investigating their reasons for foreign language anxiety. Anxiety is one of the affecting variables that has been found to adversely affected foreign language acquisition and performance.

The participants of the research were 25 fourth-grade high school students as a foreign language (EFL) studying English at Lantarach Prachautit School, Krabi, Thailand. The present study employed a case study qualitative research design. A questionnaire adapted from the Foreign Language Classroom Anxiety Scale was carried out to investigated levels of anxiety (on average and by dimensions). Open-ended questions were administrated to collated attitudes towards oral English, self-ratings of English-speaking ability, and reasons for speaking anxiety. The collected data were analyzed by the Statistical Package for the Social Sciences program version 22 to be calculated into a mean score and percentage.

The quantitative analysis indicated that English speaking anxiety exists among southern Thai high school students generally at a moderate level. Considering of anxiety levels by the dimension, communication apprehension, and fear of negative evaluation significantly became more frequent performance anxieties than test anxiety. Qualitatively, students' negative attitudes towards speaking English in the classroom were revealed, whereas a negative self-evaluation of English-speaking ability was reported by half of the interviewed participants. Finally, the lack of students' self-confidence was found to be their major reason for speaking anxiety.

The results of this study provide insights for students in making an effort to overcome English speaking anxiety in class, whereas for instructors in creating a low anxiety classroom, especially those related to the affective domain.

# ABSTRAK

**KUSUMO, ATMO. 2020. 1616500007**: *"Kecemasan Pelajar SMA di Thailand Selatan terhadap Kemampuan Berbicara".* Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Pancasakti Tegal. Pembimbing I Dr. Yoga Prihatin, M. Pd, dan Pembimbing II Nur Aflahatun, M. Pd.

*Kata Kunci: kecemasan Bahasa asing, kemampuan berbicara, siswa SMA Thailand*

Tujuan dari penelitian ini adalah untuk mengidentifikasi tingkat kecemasan pelajar SMA di Thailand selatan terhadap kemampuan berbicara, mengetahui perilaku mereka terhadap berbicara Bahasa Inggris di dalam kelas, dan tingkat kemampuan berbicara mereka sendiri, serta meneliti alasan mereka terhadap kecemasan berbahasa asing. Kecemasan merupakan salah satu aspek yang dapat memengaruhi kemampuan Bahasa asing.

Sebagai populasi dalam penelitian ini adalah 25 pelajar kelas 4 SMA yang mempelajari Bahasa Inggris di Lantarach Prachautit School, Krabi, Thailand. Penelitian ini menggunakan metode penelitian studi kasus kualitatif. Tingkat kecemasan siswa (dalam rata rata dan berdasarkan dimensi) diteliti melalui kuesioner. Perilaku terhadap komunikasi lisan berbahasa Inggris dan tingkat kemampuan berbicara serta alasan terhadap kecemasan berbicara didapatkan melalui pertanyaan terbuka. Data yang telah tersusun dianalisa menggunakan aplikasi *SPSS* untuk dikalkulasi ke dalam skor rata-rata dan persentase.

Analisa kuantitatif mengindikasikan bahwa terdapat kecemasan berbicara Bahasa Inggris diantara pelajar SMA di Thailand selatan yang berada di level menengah. Ketakutan berkomunikasi dan ketakutan terhadap penilaian yang negatif secara signifikan menjadi faktor kecemasan yang lebih sering terjadi daripada kecemasan terhadap tes. Sedangkan analisa kualitatif mengungkapkan terdapat perilaku negatif siswa terhadap pelajaran Bahasa Inggris, dan evaluasi diri yang negatif terhadap kemampuan berbicara Bahasa Inggris diungkapkan oleh setengah dari jumlah peserta yang terwawancara. Terakhir, alasan utama pelajar mengalami kecemasan dalam berbicara yaitu karena kurangnya kepercayaan diri mereka.

Hasil dari penelitian ini mendukung pengetahuan bagi siswa yaitu dalam upaya mengatasi kecemasan berbicara Bahasa Inggris di dalam kelas, sedangkan bagi pengajar yaitu dalam usaha menciptakan kelas yang rendah akan kecemasan, khususnya yang berhubungan dengan ranah terpengaruh.

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF PICTURES

Figure 4.1 Attitudes Toward Oral Communication

Figure 4.2 Average Speaking Ratings

Figure 4.3 Communication Apprehension

Figure 4.4 Test anxiety

Figure 4.5 Fear of Negative Evaluation

# LIST OF APPENDIXES

Appendix 1 Research Permission

Appendix 2 Instruments of The Research

Appendix 3 The Result of Validity Test of the Questionnaire

Appendix 4 The Result of Reliability Test of Questionnaire

Appendix 5 The Frequency of Each Statement

Appendix 6 Students' Response Toward Each Dimension of Anxiety

Appendix 7 The Result of Open-Ended Questions

Appendix 8 The Documentations

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the problems, statement of the problems, conceptual definitions, objectives of the research, and significances of the research.

## A. Background of the Problems

As the global language, English is currently an important language in our community which has to be learned because it is widely used by most communities in the world, and the knowledge of English is required in all fields of study. Meanwhile, in Thailand, English is considered as their foreign language, for it is a language studied in an environment where it is not the primary means for daily interaction and the use of the language is restricted. Even though English is said to be difficult to learn and to use, it keeps attracting people to learn it. In the case of learning English, EFL students are required to master four basic skills of language; they are listening, speaking, reading, and writing. Of all four basic skills, speaking is considered the most important language skill to be mastered since it is one of the abilities that is needed to perform a conversation. Nevertheless, it is assumed to be the most stressful among the four language skills (Akkakoson, 2016).

As one of the variables that have been found affect Foreign language acquisition and performance, foreign language anxiety considers as one of the indicators of success in foreign language learning (Chinpakdee, 2015). Based on its possible effects in indicating success in foreign language learning, the relationship between foreign language proficiency and foreign language anxiety has been globally studied. Anxiety has been found can play a supporting or debilitating role in language acquisition. Additionally, anxiety is found to be related to other affective factors such as motivation and attitude. A certain level of anxiety can support while a high level of anxiety can debilitate foreign language learning as it causes a "mental block" which decreases the confidence of learners as well as prevents the effectiveness of language input. Assuming that anxiety develops into a permanent trait rather than learners' reaction to specific language learning situations, it consequently can be one of the obstacles in foreign language acquisition (Chinpakdee, 2015).

In Thailand, the current English learning does not construct to what many academics have expected even though they have spent approximately 9 to 20 years studying English in basic education (Pornthanomwong, Tipyasuprat, & Kanokwattanameta, 2019). When compared to neighboring countries English proficiency in Thailand is in a low position. English is considered a foreign language and used for academic, career, and traveling purposes in Thailand (Khamkhien, 2010). The uncommon use of English in Thai becomes a reason why English learning is quite limited. In Thailand, people avoid communicating with foreigners because of anxiety. Most of them get discouraged to make

communication with foreigners, especially via a foreign language. Their foreign language skills make them feel embarrassed as well as become afraid when they are seen as being less competent than others. It can be stated that foreign language learning is affected by anxiety.

Since foreign language anxiety is a psychological construct, it most likely stems from feelings of estrangement in class, from less confidence, or even because of the communication itself feared by language learners. Therefore, unprepared, uninterested, or unwilling may also be a potential source of learners´ anxiety. Foreign language anxiety is created by several main reasons such as fear of failing class, the unpreparedness of teacher's questions, and fear of forgetting vocabulary and structure (Pornthanomwong et al., 2019). Furthermore, the competitive character can lead language learners to compare themselves or idealize self-images while low-esteem leads to worry and fear of the assessment and classmates' negative responses (Pokrivčáková, Kráľová, & Sorádová, 2015). Nevertheless, language learners' level of anxiety is affected by different cultural as well as educational backgrounds. In different contexts, language learners' concerns about their nationality, foreignness, and social status, relations within the class, or gender have an impact on language learners' level of anxiety (Batiha, Noor, Kebangsaan, & Rosniah Mustaffa, 2016).

Moreover, English as a communication language of business, education, science, and technology plays an important role in the global market. This fact may on the one side be able to play a motivating role for students, but at the same time, language learners perceive it as pressure and as a consequence

adversely contribute to foreign language anxiety (Pokrivčáková et al., 2015). The same scholar stated that the consequence of foreign language anxiety mostly appears in its strongest form in testing situations. When language learners are in test or oral exam where they must recall many grammatical points, they barely remember the certain grammar that they know and understand as they claimed. Also, when language learners get nervous, they commonly do the same mistakes in spelling or syntax. Moreover, students still do poorly in exams or oral practices even though they have spent many times studying. They get even more frustrated when they find their selves do the same mistakes repeatedly. Differently, some language learners are about to give up, avoid studying or miss the class to alleviate their anxiety.

As English language teachers it is a need to create a friendly and relaxing classroom atmosphere, encouraging students' involvement in pair and group work activities and providing appropriate and useful activities to enhance their students' performance as well as minimize foreign language anxiety (Pornthanomwong et al., 2019). To effectively helps both learners and teachers cope with foreign language anxiety in learning it is essential to identify learners' anxiety as it helps reduce students' foreign language anxiety. Moreover, to promote low-anxiety teachers need to provide the kind of classroom atmosphere (Khusnia, 2017). Whereas it also such one of the challenges for them. Because of that, it is a need for language learners to encourage lowered anxiety, higher motivation, and students' confidence in their proficiency to express what they want to say with attitudes and strategies.

This study will focus on students' foreign language anxiety in speaking performance to make Thai EFL high school students especially at Lantarach Prachautit School, Koh Lanta Yai, Southern Thailand aware of the factors that might hinder their English-speaking process so that they could find suitable ways to overcome their anxiety problems. As English will be used for higher academic purposes when these students leave school and enter university, it is important to ensure that they can perform well in English.

## B. Statement of the Problems

The present study explored the construct of Southern Thai Highschool Students' Anxiety in Speaking Performance which is conducted at Lantarach Prachautit School in the Academic Year of 2019/2020. Hence, based on this present study, three research questions were formulated:

1. What are the levels of foreign language anxiety perceived by southern Thai high school students' in speaking performance?

2. What are the student's attitudes toward speaking in English classrooms and their self-ratings of their English-speaking ability?

3. What are the reasons for foreign language anxiety experienced by southern Thai high school students' in speaking performance?

## C. Conceptual Definitions

The focus of this research is to analyze high school student's anxiety in speaking performance by finding out the levels of their foreign language anxiety

through a questionnaire. Their attitudes towards oral English and reasons for speaking anxiety through open questions. These questionnaires and open questions are gathered from the 4th-grade high school students of Lantarach Prachautit School, Koh Lanta Yai, and Southern Thailand. Despite this, anxiety is one of the affecting variables that have been found to adversely affect foreign language acquisition and performance.

## D. Objectives of the Research

Based on the statement of the study, the aims of this study are as follows:

1. To identify the levels of foreign language anxiety perceived by southern Thai high school students' in speaking performance.

2. To describe the students' attitudes towards speaking in English classrooms and their self-ratings of their English-speaking ability.

3. To investigate the reasons for foreign language anxiety experienced by southern Thai high school students' in speaking performance.

## E. Significances of the Research

The results of the study will be of great benefit to the students, teachers, readers, other researchers, and the writer himself.

1. Theoretical Significances

The writer will take the results of this investigation as a piece of source information as well as a reference in teaching English. It is also expected to give contribution to the development of the English-speaking classroom, especially in teaching highschool students.

2. Practical Significances

a) For students

The results of this study are expected to be useful for students, it will give the students know how to speak English successfully.

b) For teachers

For English teachers, they are expected to turn their English speaking class from a stressful and anxious environment to the one that boosts its students' innate communication strengths.

c) For other researchers

This study is expected to help the other researchers to investigate other studies as well as be the input of the studies which is related to high school students' anxiety in speaking performance.

d) For the writer

The writer of this study is expected to know how to succeed in the English Speaking Classroom based on students' speaking anxiety.

# CHAPTER II

# REVIEW OF LITERATURE

This chapter presents a review of related previous research, a review of related theories, and a theoretical framework.

## A. Review of Related Previous Research

In compiling this research project, the researcher refers to some previous research that is related to the research project proposal. Some of them are as follows:

First, (Akkakoson, 2016) has conducted a study entitled Speaking Anxiety In English Conversation Classrooms Among Thai Students. This study analyzing students' levels of anxiety, students' attitudes towards oral English, and their self-ratings of English-speaking ability. Furthermore, it aims to perceived sources of speaking anxiety. Questionnaires from 282 Thai university participants were used to gather the quantitative while for the qualitative data the researcher used semi-structured interview forms. The result revealed that the existence of speaking-in-class anxiety among Thai EFL students at a moderate level, students reflect positive attitudes towards speaking English in the classroom, while a negative rating for their spoken English skill was reported. Last but not least, their major source of speaking anxiety was found in the limited repertoire of students' vocabulary.

Secondly, (Male, 2018) has conducted a study entitled Senior High School Students' Anxiety towards Language Learning Skills. This study tries to investigate what are Senior High School Students' language anxiety and also to find out what class obtains the most dominant language anxiety inside the students of SMA Pusaka 1 as the respondents. The data were collected through questionnaires and interviews. The results of the study indicated that the most dominant of the students' anxiety was found in speaking.

Thirdly, (Salehi & Marefat, 2014) have designed a study entitled The Effects of Foreign Language Anxiety and Test Anxiety on Foreign Language Test Performance. This thesis analyzing the effects of foreign language anxiety and test anxiety on foreign language test performance. Moreover, it aims to see whether there is any relationship between foreign language anxiety and test anxiety. Two hundred students of English as a foreign language at the pre-intermediate (Pre 1) level participated in this study. The data is taken from the Foreign Language Classroom Anxiety Scale and the Test Anxiety Scale. The results revealed both foreign language anxiety and test anxiety were negatively related to foreign language test performance, suggesting that both types of anxiety have debilitative effects on test performance. Correlation analyses indicated foreign language anxiety was strongly and positively related to test anxiety.

Fourth, (Pornthanomwong et al., 2019) have made a study entitled English Speaking Anxiety Among Undergraduate Students at Rangsit University. This study tries to find out what levels and causes of anxiety in

speaking English inside 241 undergraduate students at Rangsit University who enrolled in ENL 112: Intermediate English Listening and Speaking course in the second semester of the academic year 2017 and summer semester of the academic year 2018. Questionnaires were used to gather quantitative data. the results of the study indicated that undergraduate students had a moderate level of English-speaking anxiety, and implied "Test anxiety" was found as the highest-level factor.

Fifth, (Chinpakdee, 2015) has conducted research entitled Thai EFL University Students' Perspectives on Foreign Language Anxiety. In her thesis, she investigated the level of foreign language anxiety perceived by Thai English Foreign Language learners. Twenty-two 2nd, 3rd, and 4th-year university students from different faculties taking Reading and Writing I in the first semester of the 2014 academic year were the participants of the study. A questionnaire and focus group interviews were designed to take the data. She revealed that Thai English Foreign Language learners experienced a high level of anxiety both inside and outside language classroom contexts.

Finally, (Batiha et al., 2016) have designed research entitled Speaking Anxiety among English as a Foreign Language Learner in Jordan: Quantitative Research. This thesis identifying the factors contributing to EFL speaking anxiety in the Jordanian context, including any gender differences about these factors. The data was taken from 116 questionnaires based on Foreign Language Speaking Anxiety Scale (FLSAS) which was administered to 112 freshmen in Jadara University. The results showed that four main factors were responsible

for causing learners' speaking anxiety, namely: Fear of Negative Evaluation, Unpreparedness, Fear of Being in Public and Shyness, and General Speaking Class Anxiety.

All the studies above are about students' foreign language anxiety in speaking English which is conducted by some researchers. There are similarities and also differences between the present study with all the research above. Generally, questionnaires are used alone or in combination with other interviewing techniques in all of these studies as the techniques of collecting data. Differently, the present study conducted a questionnaire follows by open-ended questions. Moreover, high school students and university students were the samples of the studies above. Therefore, based on the previous studies 4th grade of high school students are taken as the sample of this study. Besides, the present study is conducted in Southern Thailand, while the other studies were conducted in Indonesia, Jordan, and else which made this research different from others.

## B. Review of Related Theories

### 1. Definition of Speaking

There are many definitions of the word "speaking" that have been suggested by the researchers in language learning. First, speaking is defined as a productive oral skill that consists of constructing systematic verbal utterances to convey meaning (Gani, Fajrina*, & Hanifa, 2015). The same thesis also revealed that speaking is an interactive process of making

meaning that includes producing, receiving, and processing information. In line with (Leong & Ahmadi, 2017) speaking is defined as a two–way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time as well as the shared context. Moreover, speaking is considered as the production of auditory signals to produce different verbal responses in listeners (Leong & Ahmadi, 2017). It is regarded as combining sounds systematically to form meaningful sentences.

2. **The Importance of Speaking**

Humans are programmed to speak before they learn to read and write. Rather than spending time in communication written form, human beings spend much more time communicating orally with language. Humans need speaking skills to perform a conversation even it is not an easy task because there are a lot of significant components that we have to concern about such as pronunciation, grammar, vocabulary, fluency, and comprehension. To communicate easily and effectively with other people learners should have fluent English-speaking ability. Speaking is used twice as much as reading and writing combined (Leong & Ahmadi, 2017). The same thesis also revealed that speaking is of great significance for the people interaction where they speak everywhere and every day (Leong & Ahmadi, 2017). Speaking is the way of communicating ideas and messages

orally. If we want to encourage students to communicate in English, we should use the language in real communication as well as ask them to do the same process. Language speakers have more chances to get jobs in different organizations and companies.

The significance of speaking is supported by students' ability to apply the language when they learn English. The speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under real-time constraints. That is, people can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for real communication, in other words, they like to communicate in language to get specific objectives (Leong & Ahmadi, 2017).

3. **Speaking Problems**

There can be problems of speaking skills facing by language learners that teachers can come across in helping students to speak in the classroom from (Tuan & Mai, 2015):

a) Inhibition

The first problem of speaking skill is Inhibition, which refers to when students want to say something in the classroom, they tend to feel self-conscious and unable to say it. They are worried about making

errors and fearful of criticism. They are ashamed of the other students' attention towards themselves.

b) Lack of Topical Knowledge

The next problem is the lack of topical knowledge, which is explained as learners complain that they forget things they want to say as well as they do not have any willingness to express themselves. This is in line with (Leong & Ahmadi, 2017) who suggested that topical knowledge as one factor affecting speaking performance.

c) Low Participation

The third problem in the speaking class is that participation is very low. In a class with a large number of students, every student will talk in a very short time because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

d) Mother-Tongue Use

The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). There are three reasons why learners use mother-tongue in their speaking classes (Leong & Ahmadi, 2017). The first reason is that they do not have fluent knowledge to talk in their foreign language. The second reason is that it is very natural for learners to apply their mother-tongue. If teachers do not urge their learners to talk in English, learners

will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class.

4. **Factors Affecting Speaking Performance**

To assist students, overcome problems in learning to speak, the teachers must work out factors that affect their speaking performance. Students' speaking performance is often plagued by the factors that come from performance conditions (time pressure, planning, the standard of performance and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability, and feedback during speaking activities.

a) Performance Conditions

As stated in (Tuan & Mai, 2015), performance conditions can affect speaking performance. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the standard of performance, and therefore the amount of support (Leong & Ahmadi, 2017).

b) Affective Factors

The second factor is said to effective ones. One in every of the foremost important influences on learning success or failure is maybe the affective side of the learner (Tuan & Mai, 2015). Consistent with (Leong & Ahmadi, 2017), lots of affective variables are connected to

second language acquisition and motivation, self-confidence, and anxiety were the three main types that are investigated by many researchers.

c)  Listening Ability

Listening ability is that the third factor. In agreement with (Leong & Ahmadi, 2017), learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what's uttered to them to own a successful dialogue. (Tuan & Mai, 2015) shares the ideas of (Leong & Ahmadi, 2017) by stating that when one person speaks, the opposite responds through attending through the listening process. Every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to retort if he/ she cannot understand what's said. It means speaking is closely associated with listening.

d)  Topical Knowledge

Topical knowledge is defined as knowledge structures in remembering (Leong & Ahmadi, 2017; Tuan & Mai, 2015). In other words, topical knowledge is that the speakers' knowledge of relevant topical information. the knowledge that topical knowledge provides enables learners to use language concerning the world during which they live. (Leong & Ahmadi, 2017; Tuan & Mai, 2015) assert that topical knowledge encompasses a great impact on learners' speaking performance.

e) Feedback During Speaking Activities

The last factor is related to feedback during speaking activities. Most students want and expect their teachers to relinquish them feedback on their performance. However, all speaking production shouldn't be prohibited in the same way. (Tuan & Mai, 2015) asserts that the choices that the teachers make about a way to react to students' performance will rely on the stages of the lesson, the activities, the kinds of mistakes made, and therefore the particular student who is making that mistake. If the teachers correct whenever there's a controversy, the conversational flow moreover because the purpose of the speaking activity is going to be destroyed (Tuan & Mai, 2015). (Leong & Ahmadi, 2017) supported the above statement and said that if learners are always corrected, they'll be demotivated and scared of talking. it's been suggested that instructors must always correct their learners' mistakes positively and provides them more support and persuasion while speaking.

According to (Ariyanti, 2016), EFL learners' speaking skill is full of some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors like motivation and personality. Phonology could be a difficult aspect of acquisition for EFL learners. As we know, English isn't a phonetic language. That is, the pronunciation of English words doesn't seem to be kind of like their spellings. Words with similar spellings are sometimes pronounced

differently due to their surrounding contexts like tenses and phonemes that come after them. This can cause plenty of problems for non-native speakers of English and that they sometimes get confused about producing country words.

## 5. Foreign Language Anxiety

As one of the variables that affected foreign language acquisition and performance, anxiety has been defined as a distinct construct that can affect foreign language learning (Chinpakdee, 2015). In agreement with (Mukminin et al., 2015), anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. This link to a statement that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the nervous system (Akkakoson, 2016). The definition of anxiety can be focused on a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components (Pokrivčáková et al., 2015). It is the displeasing feeling of fear and concern.

Additionally, anxiety also considers as a feeling of uneasiness, aggravation, self-doubt, lack of confidence, or fear; intricately entwined with self-esteem issues and natural "ego-preserving" worries (Male, 2018). In line with this, anxiety is related to self-focused, negative, and anxious cognition during interaction (Khusnia, 2017). Highly anxious students often have relatively negative self-concepts, underestimating the quality of their

speaking ability when compared with others. While some may argue that a dose of anxiety is necessary to create a language learning "charge", for many student's nervousnesses distracts from attending to and remembering new language, and will thus affect the practice required for language to be assimilated.

As stated in (Ala, Oda, Ali, & A Khammat, 2013), foreign language anxiety is classified into two concepts based on its effect, which are:

a) Beneficial anxiety

Beneficial anxiety also known as facilitating anxiety refers to as helpful anxiety. In agreement with (Mulyono, 2019), foreign language anxiety plays a significant role in motivating students to learn more from their lack of foreign language production. Mentioned by (Akkakoson, 2016), the outcomes of beneficial anxiety may positively impact the students' motivation.

b) Debilitating anxiety

Debilitating anxiety is referred to as harmful anxiety. As reported by (Suleimenova, 2015), debilitating anxiety can hinder learners from speaking, causing them to face 'mental block', stay quiet and feel worse than others. In line with (Leong & Ahmadi, 2017), the oral performance of English speakers is negatively affected by debilitating anxiety.

Besides, foreign language performance anxieties are conceptualized into three different components (Pornthanomwong et al., 2019), there are:

a) Communication apprehension

Communication apprehension is defined as a students' feeling of shy, nervous, and unable to precise thoughts when conversing during a foreign language (Chinpakdee, 2015). When required to speak in a very foreign language, learners are perceived to have an unwillingness to be littered with communication apprehension. Conforming to (Sutarsyah, 2017), language learners with communication apprehension have difficulty not only in speaking but also in paying attention to comprehend messages from others. According to (Ala et al., 2013), when learners lack mature communication skills although they need mature ideas and thoughts, Communication apprehension occurs. It refers to the fear of moving into real communication with others.

b) Test anxiety

Test anxiety is considered as language learners' fear of failure in academic evaluation leading to certain avoidance behaviors in evaluative circumstances (Chinpakdee, 2015). Mentioned by (Male, 2018) that test anxiety is about the fear of exams, quizzes, and other assignments accustomed to evaluate students' performance. As reported by (Kralova & Petrova, 2017) that explained test anxiety as the high demands that learners placed on themselves to be perfect masters of the foreign language.

c) Fear of negative evaluation

As stated in (Salehi & Marefat, 2014), Fear of negative evaluation arises from a learner's need to make a positive social impression on others. Moreover, fear of being negatively evaluated refers to the language learners' apprehension of evaluative situations and negative evaluations from peers (Chinpakdee, 2015). Fear of negative evaluation cause learners to feel inadequate of themselves and sometimes intimidated by other people's evaluation. Mentioned by (Ala et al., 2013), fear of negative evaluation occurs in cases where students are unsure of what they are saying.

6. **Factors Affecting Anxiety**

Foreign language anxiety may potentially stem from various contributing factors. Therefore, the contributing factors of students' anxiety are categorized into several major problems, some which are:

a) Academic Evaluations

First and foremost, the factors are categorized as academic evaluations. As reported by (Chinpakdee, 2015), academic evaluations refer to the participants' worries about scoring but expected which could be influenced by the idea of their inability to use English to perform the desired tasks effectively. the troubles about score and test combined with constantly comparing themselves with classmates can result in declining confidence in using English and generate considerable anxiety.

b) Unpreparedness

The second main factor associated with foreign language performance anxiety is unpreparedness. It refers to students' feelings of panic after they must speak without preparation in the form (Batiha et al., 2016). Students show a high level of tension when speaking at school because they're not yet fluent within the target language. Unpreparedness as an element causing speaking anxiety is often explained by two reasons which are: limited language proficiency and inability to retort to spontaneous questions.

c) Fear of Being Publicly and Shy

Thirdly, the factors are categorized as fear of being publicly and shy. It refers to a sense apprehensive about participating or getting involved in any speaking activity; students would get confused and stressed whether or not they were accustomed to the subject (Batiha et al., 2016). In other words, they trembled in anticipation of being called upon within the oral class. In line with (Sjaifullah, 2019), Fear of Being publicly and Shyness explained as an effective factor that can construct imaginary barriers that inhibit foreign or second language acquisition.

d) Negative Evaluations

The next categorized factor could be a negative evaluation. Students who have a fear of negative evaluation perceive speaking within the foreign language as a risky situation instead of as an opportunity to reinforce their communication skills (Batiha et al., 2016).

The identical study also revealed that learners feel apprehensive and shy, they lose confidence and consequently avoid collaborating in oral activities thanks to fear that their peers would criticize and mock their performance. they're frightened of peer correction and fear making mistakes.

e) General Speaking Class Anxiety

The final main factor associated with foreign language performance anxiety is General speaking class anxiety. It is defined as a students' feeling of unsure or unrelaxed to attending Foreign Language oral class (Batiha et al., 2016). Therefore, students barely remember things they knew and would think about things that had nothing to try during oral class. It's also said that when students experience general speaking class anxiety, they compare their abilities with other students' abilities.

7. **The Relationship Between Speaking Performance and Anxiety**

As one of the personalities constructs that relevant to the fear of speaking English follow by inhibition, and risk-taking, anxiety level encompasses a negative relationship to their oral performance (Leong & Ahmadi, 2017). In other words, the oral performance of English speakers is negatively tormented by anxiety. Sometimes, a high level of anxiety possibly ends up in despondence and a way of failure in learners. Additionally, learners' feelings of stress and anxiety stop their learning and performance abilities. The researcher emphasized that prime anxiety lowers

learners' speaking performance. Furthermore, it's been asserted that anxiety and unwillingness during the English-speaking process are considered two of the largest obstacles for EFL learners (Al-Roud, 2016). Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly ahead of their friends. It also revealed that students who perceive their English as "poor" feel more anxious and are more unwilling to speak in English classes than the opposite students perceiving their English level as "very good, good, and OK."

8. **Language Learning Attitude**

Attitude can be defined as a set of beliefs and psychological predispositions to act or evaluate behavior in an exceedingly certain way (Tódor & Dégi, 2017). Language attitude is additionally described as a posh notion that might be defined as a part of the existential competences, but also as a dynamic structure of learner attitudes. Besides, an attitude refers to a psychological orientation developed as a result of one's experiences that influence a human view of situations, objects, people, and the way to retort to them either positively or negatively or favorably or unfavorably (Okyere, 2019).

Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards. Attitude has been proposed as an idea that focuses on how a person thinks, acts, and behaves (Prastiwi, 2018). it's very serious implications for the learner, the teacher, the immediate grouping with which the individual learner relates, and also the entire

establishment. Attitudes may be formed as a result of the educational experiences which they're going through. lastly, attitude is the implementation of what people believe something which is influenced by their psychological construct. Therefore, the matter of students' attitude is taken into account jointly of the foremost influencing factors that impact on students' learning processes.

In a similar vein, (Paradewari & Mbato, 2018) notes that attitude can be explained as a willingness to simply accept or avoid positive or negative things like social, personal, situations, ideas, and ideas. The characteristics of behavior language are divided into two types, namely: language and non-language attitude. The language attitude is also a catalyst to possess a successful acquisition.

Language attitude could also be a positive or negative hoping for how people learn the language. Learners who perceived a positive attitude towards the target language is simply being a successful learner. (Paradewari & Mbato, 2018) characterize language attitude into four, i.e. the selection of primary language that individuals use in an exceedingly multilingual community, the distribution of the language, the differences of dialect, and also the interaction among individuals supported the common problems that arise.

## C. Theoretical Framework
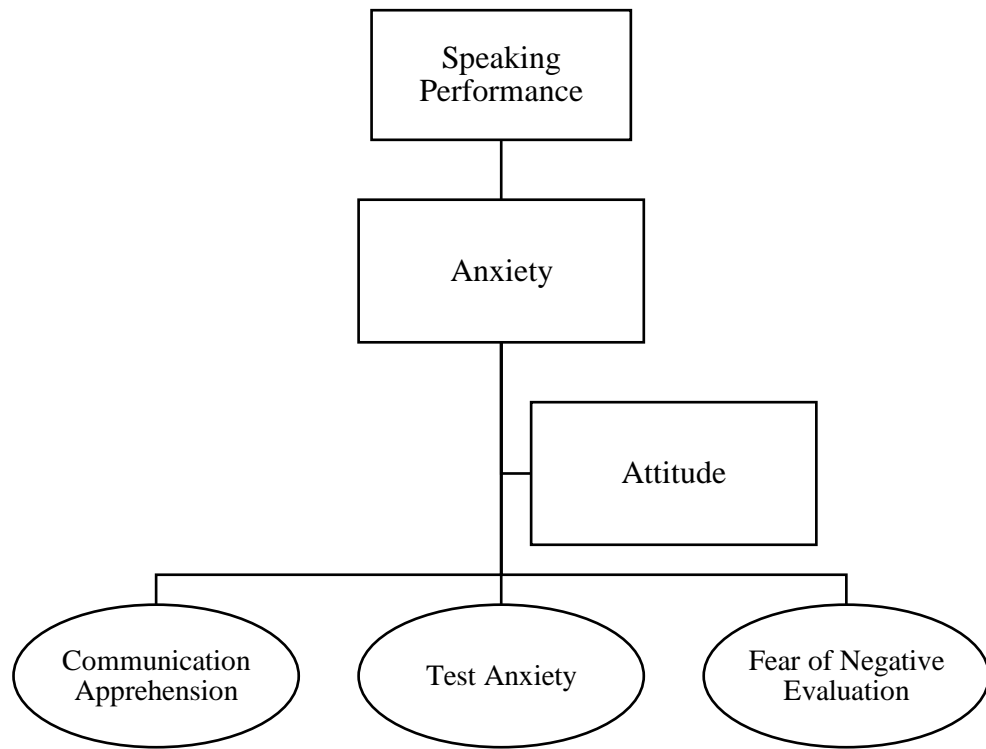


Figure 2.1 Theoretical Framework

The theoretical framework or the frame of thinking of this research is a general concept of the writer's idea about the study. This theoretical framework has been a leader and reference for the writer in working in this study.

The learning of English-speaking skills is a preference for a lot of English as a Foreign/Second Language (EFL/ESL) learners (Leong & Ahmadi, 2017). Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. As the most important of the four-language skill, speaking is affected by several main factors. And anxiety is considered the most effective one. There are three main components of anxiety that negatively affect speaking performance namely,

communication apprehension, test anxiety, and fear of negative evaluation. It is revealed that high anxiety lowers learners' speaking performance (Leong & Ahmadi, 2017).

Additionally, anxiety is found to be related to other affective factor such as attitude (Chinpakdee, 2015). Attitude can be formed. Formation of attitude is experiential which means that attitudes that people perform come from what they experience whether it is positive or negative (Okyere, 2019). Therefore, certain attitudes are performed by learners when they perceive speaking anxiety. These all variables related to and influence each other which determines the success and failure in language acquisition.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter presents the approach and design of the research, subject of the research, role of the researcher, instrument of study, data collection and analysis procedures, and the technique of reporting data.

## A. Approach and Design of the Research

The present study employed the qualitative research method as the approach of the research project. Qualitative approach refers to research designs involving inductive thinking to reveal hypotheses which in turn will become a substantive theory and even a formal theory (Atmowardoyo & Makassar, 2018). This approach comprises some methods such as phenomenology, ethnography, case study, narrative inquiry, participant observation, biographical study, and grounded theory. While case study research was used in the present study project as the design of the research. Case study research is defined as a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving sources of information (e.g., observation, interviews, audiovisual material, and documents and reports) and reports a case description and case-based themes (Harrison, Birks, Franklin, & Mills, 2017). Design as the research approach, the data are transcribed to describes high school students' anxiety in speaking performance in the 4th Lantarach Prachautit School, Koh Lanta Yai, Southern Thailand.

**B. The subject of the Research**

The subject of this study is the 4th-grade high school students of Lantarach Prachautit School in Koh Lanta Yai, Southern Thailand academic year 2019/2020. The research chooses the 4$^{th}$-grade high school students which likely feeling anxious, afraid of being wrong, cannot arrange the right sentence, and even worry of pronouncing vocab incorrectly. So, it is very interesting for the researcher to conduct a study from that class. The researcher uses two classes with one or more of the same characteristics namely 4/1 and 4/2 which consist of 25 students of each class. The first class (4/2) is used as a non-class sample for construct validity and reliability of the questionnaires while the second class (4/1) is used to gather the data. And those 25 students are being the focus of this study.

**C. Role of the Researcher**

In qualitative research, the role of the researcher is to attempt to access the thoughts and feelings of study participants (Sutton & Austin, 2015). Moreover, the researcher is the primary research instrument (Simon, 2015). What the researcher brings to the investigation from his/her background and identity should be treated as his or her bias. The researcher of the present study played the role of a passive participant. It means the researcher presents the scenario but does not interact or participate.

## D. Instruments of the Research

### 1. Questionnaire

To obtain the data regarding participants' foreign language anxiety – a questionnaire is employed as a research instrument. Designed as a student response scale survey, the questionnaire is adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by a group of pioneer researchers in the field, (Akkakoson, 2016; Pokrivčáková et al., 2015). Widely adopted and adapted by several later researchers, the questionnaire from the FLCAS is a 33-item Likert-type scale questionnaire ranging from Strongly agree (5), Agree (4), Neither agree nor disagree (3), Disagree (2), and Strongly disagree (1) with regards to the three components of anxiety namely communicative apprehension, test anxiety, and fear of negative evaluation. The original Likert scale refers to a set of statements (items) offered for a real or hypothetical situation under study. Participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items)con a metric scale (Joshi & Pal, 2015).

### 2. Open-Ended Questions

Following the first instrument, to obtain qualitative data the researcher conducts three Open-Ended Questions transcribed from Students Interview Form (SIF) which are adapted from (Akkakoson, 2016). An open-ended question (sometimes called open question) is a question in which possible answers are not suggested, and the respondent answers in his or her own

words (Popping, 2016). Therefore, Open-Ended Questions are selected as a research approach in this study because it is a suitable method to catch information that is not seized by a questionnaire. Designed as a written response form, the Open-Ended Questions are used to gather students' opinions on English-speaking anxiety supported their self-ratings of English-speaking ability. The Open-Ended Question forms are purposively distributed to the student participants who are studying in the researcher's classes.

Both the questionnaire from the Foreign Language Classroom Anxiety Scale (FLCAS) and Open-Ended Questions data which can be seen in the appendix are used to give extensive research problem analysis of this research.

3. **Validity and Reliability of Instruments**

For construct validity and reliability of the questionnaire, a 33-item Likert-type scale questionnaire is distributed to the non-class sample before collecting the data. And then, the result is calculated according to Pearson Product Moment Correlations formula by the SPSS program. The questionnaire item that significantly correlated with the total score indicates that the items are valid. The instrument is valid if the significance value scored smaller than 0.05, then the instrument, and if the value of $r_{xy}$ scored greater than r table product moment.

Furthermore, the result is also calculated according to Cronbach's Alpha formula by the SPSS program (Salehi & Marefat, 2014). The questionnaire items declared reliable if the value of Cronbach's Alpha scored greater than 0.600. Open-Ended questions are adapted Students Interview

Form (SIF) (Akkakoson, 2016) are believed as a valid and reliable open-ended question as it represents three related performance anxieties, namely communication apprehension, test anxiety and fear of negative evaluation.

## E. Data Collection and Analysis Procedures

To collect the data, Foreign Language Classroom Anxiety Scale (FLCAS) is distributed to the participants. Each statement asks participants to rate on the scale ranging from Strongly agree (5), Agree (4), Neither agree nor disagree (3), Disagree (2), and Strongly disagree (1) how anxious they feel in certain situations. The data obtained from Foreign Language Classroom Anxiety Questionnaire is divided into three categories of foreign language anxiety that are Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation (Akkakoson, 2016), which is consist of seven statements of each category. Then, the data is analyzed by the Statistical Package for the Social Sciences program (SPSS) version 22 to be calculated into a mean score, and the result will be interpreted on a table. Thus, the table from the SPSS output viewer indicates the level of foreign language anxiety from each category. To interpret the analyzed data, the following criteria were established:

a) A mean score of 4.21 – 5.00 would indicate the highest level of anxiety.

b) A mean score of 3.41 – 4.20 would indicate a high-anxiety level.

c) A mean score of 2.61 – 3.40 would indicate a medium-anxiety level.

d) A mean score of 1.81 – 2.60 would indicate a low-anxiety level.

e) A mean score of 1.00 – 1.80 would indicate the lowest level of anxiety.

Following the questionnaire data collections, three Open-Ended Questions adapted from SIF by (Akkakoson, 2016) are distributed to the student's participants. Students are given 3 open-ended questions including participants feel about speaking English in class supported their self-ratings of English-speaking ability, and their reasons for anxiety in speaking English. For construct validity, the Open-Ended Questions are orally translated and explained from English into Thai by students' English teacher. The procedure for data analysis for this research study is as follows. Based on the same thesis, after collecting the documents from the students, we noted and categorized the students' answers to identify the subjects for this research.

## F. The Technique of Reporting Data

In this phase, the researcher draws meaning from the data in the report. The researcher displayed the data that has been reduced to facilitate data interpretation. The reduction in the process of selecting, focusing, abstracting, and transforming the data. In this case, the report of qualitative data is displayed in the form of a table with the basic categories such as factors that contribute to speaking anxiety presented in the form of a descriptive text.

# CHAPTER IV

# RESEARCH RESULT AND DISCUSSION

This chapter presents the research result and discussion of the data analysis. The purpose is to answer the research problem in the first chapter.

## A. Research Result

As what has been lucidly stated in chapter I, the researcher carried out a questionnaire from the Foreign Language Classroom Anxiety Scale (FLCAS) and open-ended questions from Student Interview form (SIF) by (Akkakoson, 2016) to find out (1) the level of foreign language speaking anxiety perceived by southern Thai high school students at Lantarach Prachautid School, Krabi, Southern Thailand academic year 2019-2020, (2) the students' attitudes towards oral English and their self-ratings of English-speaking ability, and (3) the reasons of foreign language anxiety experienced by southern Thai high school students' in speaking performance. The results of validity statistics showed that 21 statements out of 33 items Likert-type scale questionnaires are highly valid. While the results of reliability statistics showed that the instrument used for the research is a highly reliable tool (Cronbach's Alpha value =,901). The present study had been conducted from November 20th, 2019 until March 20th, 2020 to fourth-grade high school students of Lantarach Prachautid School, Krabi, Southern Thailand academic year 2019-2020. The research findings obtained from the questionnaire and open-ended questions are presented and discussed in the following sections.

## 1. Questionnaire

The questionnaire was analyzed to investigated whether there was any anxiety among students when speaking English as a foreign language in the classroom. The research findings obtained from the questionnaire were analyzed quantitatively using Statistical Packages in Social Sciences (SPSS). The questionnaire is a 21-item Likert type response scale survey based on the three categories of foreign language anxiety presented in table 4.1. Whereas, table 4.2 shows all the statements were measured on a five-point Likert Scale.

Table 4.1 *Category of Anxiety*

|                             | Number of Statements |
| --------------------------- | -------------------- |
| Communication Apprehension  | 1 to 7               |
| Test Anxiety                | 8 to 14              |
| Fear of Negative Evaluation | 15 to 21             |

Table 4.2 *5-Point Likert Scale*

| **Range** | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
| --------- | -------------- | ----- | -------------------------- | -------- | ----------------- |
| **Value** | 5              | 4     | 3                          | 2        | 1                 |

In line with (Akkakoson, 2016), to indicate the level of speaking-in-class anxiety of the participants, the mean scores are calculated using descriptive statistics. Furthermore, the mean scores are presented on the dimensions of foreign language speaking anxiety (i.e. Communication apprehension, Test Anxiety, and Fear of negative evaluation).

Table 4.3 *Level of Speaking-in-Class Anxiety*

|  | N | Mean | Std. Deviation |
|---|---|---|---|
| Communication Apprehension (CA) | 25 | 3.16 | 0.701 |
| Test Anxiety (TA) | 25 | 2.81 | 0.702 |
| Fear of Negative Evaluation (FNE) | 25 | 3.14 | 0.513 |
| Average | 25 | 3.03 | 0.468 |

In general, the overall statistical result shown in Table 4.1 suggests that the participants in this research perceive a moderate level of English-speaking anxiety regarding the dimensions of foreign language speaking anxiety (i.e. communication apprehension, test anxiety, and fear of negative evaluation). The results demonstrated that the overall anxiety in speaking English in the classroom of southern Thai high school students at Lantarach Prachautid School, Krabi was at a medium-anxiety level, with a mean score of 3.03. The highest level was found in factor one "Communication Apprehension" ( $\bar{\chi} = 3.16$ ). Also, factor three "Fear of Negative Evaluation" ( $\bar{\chi} = 3.14$ ), and factor two "Test Anxiety" ( $\bar{\chi} = 2.81$ ). It can be said that generally southern Thai high school students in this study are moderately anxious about speaking English in the classroom.

## 2. Open-Ended Questions

Following research question 1 data analysis, the Research Questions 2 deals with surveying student's attitudes toward speaking in English classrooms and their self-ratings of English-speaking ability, and their reasons of foreign language anxiety in speaking performance. The research findings obtained from the open-ended questions were analyzed qualitatively. The open-ended questions 1 and 2 from the Student Interview Form ask how the 25 high school students of Lantarach Prachautid School feel about speaking English in class and how they rate their foreign language speaking skills. However, not all of the given forms were answered. Only 12 of the answered forms were used in the final analysis. The following part presents the research findings regarding the student's attitudes towards speaking in English classrooms.
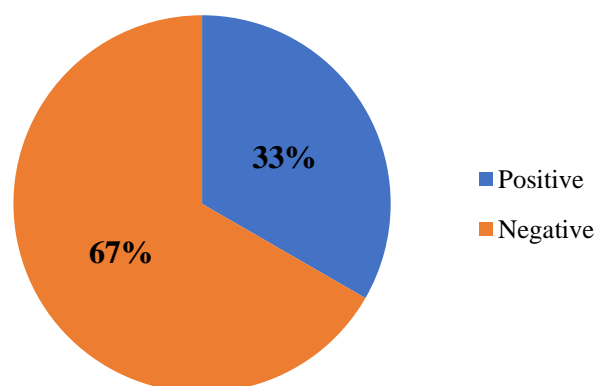


Figure 4.1 *Attitudes Toward Oral Communication*
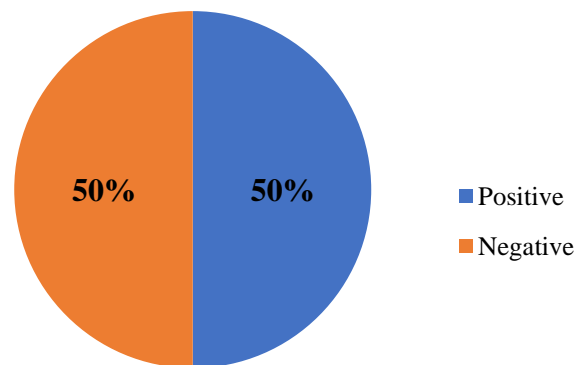
Figure 4.2 *Average Speaking Ratings*

Differently to the quantitative results which showed that these students perceived a moderate level of English foreign language speaking anxiety while being in class, 33.33% of those who were asked expressed positive feelings about speaking English in the classroom. In any other way, 66.67% reflected negative opinions about their speaking English in the classroom.

Research Questions 3 aim to find out the reasons of the speaking in class anxiety. A total of 12 responses were obtained from the open-ended questions. Various points were reported as the reasons for speaking in class anxiety. Altogether, six anxiety evoking factors were identified.

Table 4.4 *Students' Reported Reasons for Speaking Anxiety*

| Reasons for Anxiety | Number of Responses | Percentage (%) |
|---|---|---|
| Self Confidence | 3 | 25.00 |
| Vocabulary Limitation | 2 | 16.75 |
| Pronunciation | 2 | 16.75 |
| Attitude to English | 2 | 16.75 |
| Grammar/ Language Accuracy | 2 | 16.75 |
| Chance to Speak English | 1 | 8.00 |
| Total | 12 | 100 |

Lack of self-confidence was viewed by 25% of the students as a major reason; limited vocabulary (16.75%), pronunciation (16.75%), negative attitudes towards English (16.75%) and inaccurate use of grammar/ language (16.75%) are considered as less frequent factors while having no chance of speaking English in their class (8%) as a minor reason of anxiety.

## B. Discussion

In this section, after analyzing the data the writer would like to discuss the results obtained from the questionnaire and open-ended questions. The present study focuses on the finding of two research questions. They are about (1) the level of foreign language speaking anxiety perceived by southern Thai high school students at Lantarach Prachautid, Krabi, Southern Thailand academic year 2019-2020, and (2) the students' attitudes towards oral English supported their self-ratings of English-speaking ability and (3) the reasons of foreign language anxiety experienced by southern Thai high school students' in speaking performance.

1. **The Level of Speaking in Class Anxiety**

   Before trying to discuss the research result the percentage of students' responses towards each type is provided. The students' responses towards every statement are summarized into each dimension of anxiety namely communication apprehension, test anxiety, and fear of negative evaluations to be discussed to provide the reader with more information about the area which is more anxiety-provoking for the students. The percentage of students' responses towards each type is presented in the following diagram. The first table presents the frequency of communication apprehension.
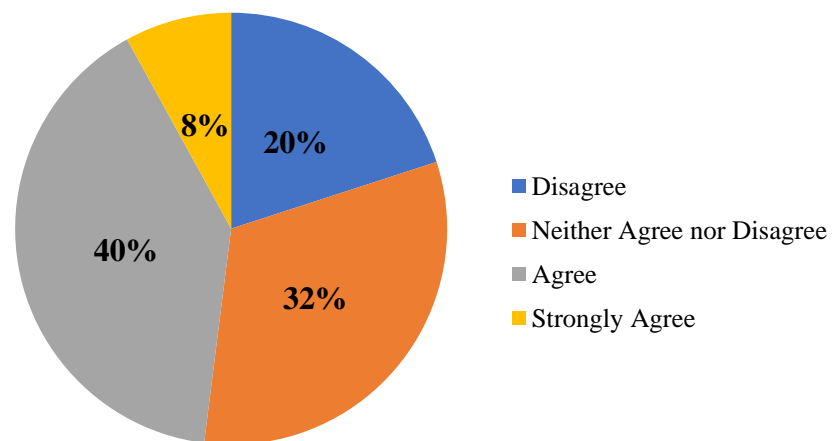


Figure 4.3 *Communication Apprehension*

   The diagram above summarized students' responses towards statements 1 to 7. It shows that 8% of respondents strongly agree with communication apprehension. Followed by 40% of them are agree that they experienced communication apprehension. On the other hand, there are 20% of respondents are disagreed with factor communication apprehension.

While the rest of the show that they are neither agree nor disagree. In agreement with (Kralova & Petrova, 2017), communication apprehension causes the fear of speaking, it also leads students to fear of not being able to understand the others' speech or not to be understood. As reported by (Batiha et al., 2016), those who feel apprehend, shy, and unconfident believe that they are still new students who cannot speak properly; if they have any questions, they won't ask it before the class is over and ask the teacher privately outside the classroom to avoid being exposed in class.
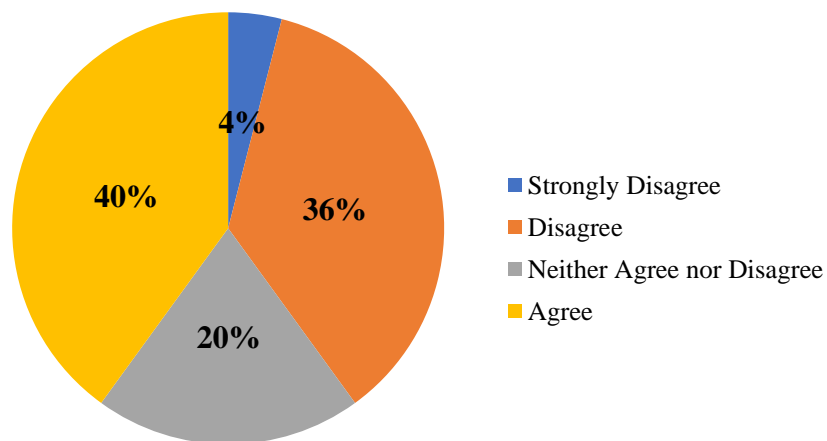


Figure 4.4 *Test Anxiety*

Although 40% of respondents agreed towards factor anxiety which summarized statements 8 to 14, there are 36% of them disagreed that they experienced test anxiety. While only 4% of respondents are strongly disagreed with factor test anxiety. On the other hand, the rest of them claimed they neither agree nor disagree. Mentioned by (Ala et al., 2013), in foreign language classrooms, students with test anxiety are likely to become

distracted during class and this distraction inhibits their performance in foreign language classrooms. Due to this factor, it was found that most of the high school students in this study were trembled to be called on in language class. From an early study on foreign language anxiety like that of (Akkakoson, 2016) to those in the present time, learners who trembled to be called on may sit in the back row to avoid being humiliated during the learning process.
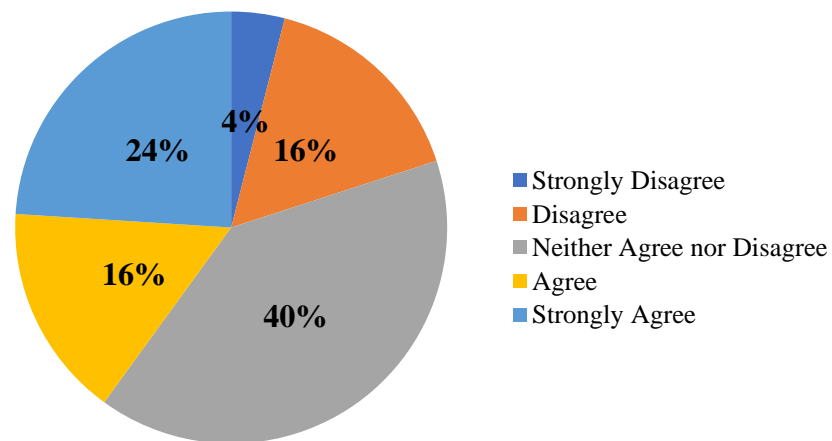


Figure 4.5 *Fear of Negative Evaluation*

Based on the result above, there are 24% of respondents strongly agreed to factor fear of negative evaluation. Followed by 16% of respondents agreed. On the other hand, only 4% of respondents strongly agreed that they are experienced in fear of negative evaluation. While there are 16% of them agreed to factor fear of negative evaluation. Moreover, this factor has the highest percentage in an opinion neither agree nor disagree, with 40% of respondents. As a consequence, these students tend to sit

passively in the classroom, withdrawing from classroom activities that could otherwise their improvement of language skills (Ala et al., 2013).

In line with (Batiha et al., 2016), confirmed that students with a fear of negative evaluation lose confidence and consequently avoid taking part in oral activities. These learners viewed teacher correction as degrading, highlighting their weakness which would be embarrassing to them and raise their level of anxiety. Besides, it was found that the students worry about being laughed at by other students when they speak English. This was the case in the study (Batiha et al., 2016) that these anxious learners think that their peers would ridicule their performance especially when they made a mistake, which consequently makes them embarrassed. This feeling of worry may eventually turn into frustration and apprehension, resulting in avoiding speaking in order not to seem foolish in others' views.

When considering the levels of anxiety by dimensions, the finding of the present study shows that the average mean score of each dimension falls within the medium-anxiety level. However, performance anxieties are significantly dominated by communication apprehension (CA) and fear of negative evaluation (FNE), whereas test-anxiety (TA) ranks third. Based on the ANOVA, the mean score of FNE is significantly different from that of Test-Anxiety at the .05 level (sig. .005) and the mean score of Communication Apprehension is significantly different from that of Test-Anxiety at the .05 level (sig. .000), while the mean score of FNE and Communication Apprehension is not significantly different.

Thus, it can be seen that the level of their perceived anxiety is at a medium-anxiety level with an average mean score of 3.03. As stated in (Akkakoson, 2016), the average mean score obtained falls within the range of 2.61 to 3.40 is indicated as a medium-anxiety level. Besides, a high level of anxiety ( $\bar{\chi}$ = 3.41 to 5.00), while a low level of anxiety ( $\bar{\chi}$ = 1.00 to 2.60). In agreement with (Akkakoson, 2016), the fact that the level of their perceived anxiety was neither high nor low is probably the outcomes of these students may think that being able to speak English as a foreign language in Thailand is a necessity-cum-non-necessity. That is, there is some reluctance on their part to become involved in this language as they have not yet seen its distinct advantage. This finding corroborates those of (Pornthanomwong et al., 2019) and (Batiha et al., 2016), but it is different from what (Chinpakdee, 2015) has found. The half of (Chinpakdee, 2015) Thai university students significantly experience a high level of EFL speaking anxiety as they consider their academic levels and background English knowledge.

2. **Students Attitudes and Perceived Ability Towards Speaking in English Classrooms**

Other findings of the present study derived from the second research problem were that students had certain attitudes towards speaking English in class. Based on the open-ended questions data, the researcher found that 33.33% of the participants who answered the open questions reflected

positive attitudes about speaking in the classroom. Among these students, some of them reported that:

P7:     *I feel fun when playing an English game.*

P9:     *I am so happy but I don't get many chances to speak English.*

Based on the students' excerpts above, some points of discussion can be indicated. First, what the students said may show their interest in foreign language speaking class because they can play games. These findings revealed that the emergence of the learners' positive opinions is most likely because their anxieties may decrease after the teacher provide more fun and joyful teaching-learning activities. Therefore, it is suggested that the use of games and other various activities such as role-play, pair work, and small group work may reduce students' anxieties (Salehi & Marefat, 2014). By providing more fun and joyful teaching-learning activities, students feel more friendly with language learning strategies and less stressful. Moreover, these students believed the importance of practicing more in their target language and need to be provided more opportunities to perform and express themselves. Conforming to (Chinpakdee, 2015) that have more chances to perform and express themselves, their confidence will reinforce and their self-efficacy will increase.

Whereas, 66,67% of the interviewed respondents expressed negative attitudes towards speaking English in the classroom. Some of them stated that:

P1:     *I can't make sentences fast.*

P2:     *I felt confused about pronunciation.*

P6:     *I feel nervous when speaking English in class as I can't think the right words.*

This finding corroborates those of (Mulyono, 2019) and (Asghar, Azarfam, & Baki, 2012), but it is different from what (Akkakoson, 2016) has found. As reported by (Amiri & Puteh, 2018), students' speaking performance is influenced by the judgmental view and unwelcoming interlocutors' attitude. Mentioned by (Hammad, Mahmoud, & Ghali, 2015), foreign language speaking anxiety is affected by other aspects, which lead the students to reluctant to speak, negatively impeding successful communication, such as feeling afraid of making mistake, shyness (Paramasivam, 2013), and like psychological factors like stress and pressure (Zsuzsa Tóth, 2011). Moreover, those with a negative attitude will tend to allow less input into their language acquisition device (Batiha et al., 2016). Some learners in this study show that they lacked the willingness to speak English in the classroom even though they were well aware that was necessary to use the target language in the conversation class. They realize that they need to improve their skill, especially in oral communication. Mentioned by (Al-Roud, 2016) who suggested that anxiety and unwillingness during the English-speaking process are considered two of the biggest obstacles for EFL learners. Additionally, anxiety and unwillingness are caused by the fear of being negatively evaluated when

making mistakes, particularly in front of their friends. The fact that students reported negative attitudes towards speaking English in the classroom and reflected a negative self-evaluation even though they perceived a moderate level of oral English anxiety, provide the evidence that there was no strong correlation between these two variables.

**3. Reasons for Students' Speaking Anxiety in English Foreign Language**

Having conducted the research, the researcher found the reasons for students' speaking anxiety in English foreign language (EFL). Based on the result of question 3 in the open-ended questions, the researcher found that the lack of self-confidence was the main reason for their anxiety in oral English classrooms. The results of this study seem to resonate with those of other empirical studies. A study conducted in a Thai EFL context in Thailand confirmed that lack of self-confidence is a reason for their anxiety in oral English (Akkakoson, 2016). It is mentioned that a lack of self-confidence or self-perception of poor speaking ability in the target language can potentially contribute to a foreign language speaking anxiety. moreover, the above-perceived reasons for anxiety are both consistent and contrasting with those of previous researchers. (Mukminin et al., 2015) who also studied speaking anxiety of high school students found that anxiety participants in his study reported multiple reasons for anxiety. The major reasons for anxiety included a lack of vocabulary and grammar/ language accuracy. Lack of vocabulary and grammar/ language accuracy in the target language is also identified as a potential reason leading to English language speaking

anxiety. Moreover, another major reason involved students' attitude in English. Conforming to (Batiha et al., 2016), those with a negative attitude will tend to allow less input into their language acquisition device.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestions. It aims to deliver some results that have been obtained in this research.

## A. Conclusion

The present study focused on the exploration of foreign language anxiety in communicating in English through the perspectives of southern Thai high school students in a normal language learning context. The level of speaking anxiety experienced by 25 students was showed via a questionnaire, while attitudes towards speaking English in the class classroom from 12 students were set through open-ended questions to form. The research results provide evidence that English speaking anxiety exists among southern Thai high school students.

Based on the data analysis and result discussion, some conclusions can be drawn.

1. First, the results of the study show that the southern Thai high school students respondents tended to feel moderately anxious. Level of anxiety by dimensions, namely communication apprehension (CA), fear of negative evaluation (FNE), and test anxiety (TA), was found to be moderate as well. However, communication apprehension and fear of negative evaluation became more frequent performance anxieties than test anxiety.

2. Moreover, a negative correlation between the two affective variables-speaking anxiety and attitude to oral English was revealed in this study, the students reflected negative attitudes towards speaking English in the classroom. the results provide evidence that students have negative attitudes and reported a negative self-evaluation even though a moderate level of oral English anxiety was found generally.

3. Finally, it was found that the major reason for students' speaking anxiety was a lack of self-confidence followed by limited vocabulary, pronunciation, negative attitudes towards English, and inaccurate use of grammar/ language. Whereas, a lack of self-confidence or self-perception was found to be their minor reason for speaking anxiety.

## B. Suggestions

After conducting the present study, the researcher has some suggestions as follows:

### 1. For teachers

First, to deal with the levels of English language speaking anxiety perceived by southern Thai high school students, teachers should be aware of students' apprehension when they perform and be sensitive to students' fears and insecurities. These moderately anxious learners could be helped by increasing their motivation and confidence, encouraging speaking classroom. Moreover, the language classroom should be a more relaxing and non-anxiety-provoking environment.

Furthermore, it is highly suggested that teachers provide various teaching methods, approaches, strategies, and techniques. More importantly, teachers should maximize student-centered style by applying various learning activities such as games, role plays, pair work, and small group work to help students more interested and succeed in speaking English, because students should be given more opportunities for practicing their target language.

## 2. For students

The anxious students should help themselves by using several strategies. These may include; first, telling your instructor that you are anxious. Second, sharing your worries with other students. Third, actively encouraging yourself to take a risk in performing. Next, practicing to improve speaking. Lastly, preparing words, phrases, and sentences before speaking.

## 3. For further researchers

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

The researcher suggested that the further researcher may conduct a study about speaking anxiety factors and its causes, and also add the solution of the problem in speaking that can make the students gain the success in English.

# BIBLIOGRAPHY

Akkakoson, S. (2016). Speaking anxiety in English conversation classrooms among Thai students. *Malaysian Journal of Learning and Instruction*, *13*(1), 63–82. https://doi.org/10.32890/mjli2016.13.1.4

Al-Roud, A. (2016). Problems of English Speaking Skills that University Students Encounter from Their Perspectives. *British Journal of Education, Society & Behavioural Science*, *18*(3), 1–9. https://doi.org/10.9734/bjesbs/2016/28404

Ala, H., Oda, A., Ali, H., & A Khammat, M. (2013). Investigating the Factors that Cause Language Anxiety in Iraqi EFL Learners. *Journal of Basrah Researches/Humanities*, *38*(October), 25–53.

Amiri, F., & Puteh, M. (2018). *Oral Communication Apprehension among International Doctoral Students*. *11*(2), 164–171. https://doi.org/10.5539/elt.v11n2p164

Ariyanti, A. (2016). Psychological Factors Affecting EFL Students' Speaking Performance. *ASIAN TEFL Journal of Language Teaching and Applied Linguistics*, *1*(1). https://doi.org/10.21462/asiantefl.v1i1.14

Asghar, A., Azarfam, Y., & Baki, R. (2012). *Exploring Language Anxiety Regarding Speaking Skill in Iranian EFL Learners in an Academic Site in Malaysia Exploring Language Anxiety Regarding Speaking Skill in Iranian EFL Learners in an Academic Site in Malaysia*. (July). https://doi.org/10.7575/ijalel.v.1n.2p.153

Atmowardoyo, H., & Makassar, U. N. (2018). *Research Methods in TEFL Studies : Descriptive Research, Case Study, Error Analysis, and R & D*. (January). https://doi.org/10.17507/jltr.0901.25

Batiha, J. M., Noor, N. M., Kebangsaan, U., & Rosniah Mustaffa, M. (2016). Speaking Anxiety among English as a Foreign Language Learner in Jordan: Quantitative Research. *International Journal of Education and Research*, *4*(10), 63–82. Retrieved from www.ijern.com

Chinpakdee, M. (2015). Thai EFL University Students' Perspectives on Foreign Language Anxiety. *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, *15*(3), 61–90.

Gani, S. A., Fajrina*, D., & Hanifa, R. (2015). Students ' Learning Strategies for Developing Speaking Ability. *STUDIES IN ENGLISH LANGUAGE AND EDUCATION*, *2*, 17–30.

Hammad, E. A., Mahmoud, E., & Ghali, A. (2015). *Speaking Anxiety Level of Gaza EFL Pre-service Teachers : Reasons and Sources Speaking Anxiety Level of Gaza EFL Pre-service Teachers : Reasons and Sources*. (December). https://doi.org/10.5430/wjel.v5n3p52

Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). *Case Study Research : Foundations and Methodological Orientations*. *18*(1).

Joshi, A., & Pal, D. K. (2015). *Likert Scale : Explored and Explained Likert Scale : Explored and Explained*. (January). https://doi.org/10.9734/BJAST/2015/14975

Khamkhien, A. (2010). Teaching Speaking and English Speaking Test. *English Language Teaching*, *3*(1), 184. https://doi.org/10.5539/elt.v3n1p184

Khusnia, A. N. (2017). Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom. *Journal of Education and Learning (EduLearn)*, *11*(1), 83. https://doi.org/10.11591/edulearn.v11i1.4301

Kralova, Z., & Petrova, G. (2017). Causes and consequences of foreign language anxiety. *XLinguae*, *10*(3), 110–122. https://doi.org/10.18355/XL.2017.10.03.09

Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skills. *International Journal of Research in English Education*, *2*(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

Male, H. (2018). Senior High School Students' Anxiety towards Language Learning Skills. *JET (Journal of English Teaching)*, *4*(1), 1. https://doi.org/10.33541/jet.v4i1.784

Mukminin, A., Masbirorotni, M., Noprival, N., Sutarno, S., Arif, N., & Maimunah, M. (2015). EFL Speaking Anxiety among Senior High School Students and Policy Recommendations. *Journal of Education and Learning (EduLearn)*, *9*(3), 217. https://doi.org/10.11591/edulearn.v9i3.1828

Mulyono, H. (2019). *Factors Contributing to EFL Students ' Speaking Anxiety*. *12*(1), 13–27.

Okyere, M. (2019). *Student attitude towards Mathematics and performance : Does the teacher Student attitude towards Mathematics and performance : Does the teacher attitude matter ?* (June).

Paradewari, D., & Mbato, C. (2018). Language Attitudes of Indonesians As Efl Learners, Gender, and Socio-Economic Status. *Language and Language Teaching Journal*, *21*(1), 114–123. https://doi.org/10.24071/llt.2018.210112

Paramasivam, S. (2013). *ANXIETY OF SPEAKING ENGLISH IN CLASS AMONG INTERNATIONAL ANXIETY OF SPEAKING ENGLISH IN CLASS AMONG INTERNATIONAL*. (December 2013).

Pokrivčáková, S., Kráľová, Z., & Sorádová, D. (2015). Foreign language learning anxiety. *Teaching Foreign Languages to Learners with Special Educational Needs*, (December), 91–100. https://doi.org/10.17846/sen.2015.91-100

Popping, R. (2016). *Analyzing Open-ended Questions by Means of Text Analysis Procedures*. (October 2015). https://doi.org/10.1177/0759106315597389

Pornthanomwong, K., Tipyasuprat, N., & Kanokwattanameta, N. (2019). *English Speaking Anxiety Among Undergraduate Students at Rangsit University*. (April), 1259–1266.

Prastiwi, A. I. S. (2018). The role of students' attitudes towards EFL learning

processes in their achievements. *English Language Education Department, Faculty of Languages and Arts, Yogyakarta State University*, 7, 265–274.

Salehi, M., & Marefat, F. (2014). The effects of foreign language anxiety and test anxiety on foreign language test performance. *Theory and Practice in Language Studies*, *4*(5), 931–940. https://doi.org/10.4304/tpls.4.5.931-940

Simon, B. M. (2015). *The Role of the Researcher*. *29*(6), 2003.

Sjaifullah, A. (2019). *An Analysis of EFL Students ' Anxiety Factors in Speaking*. *5*(3), 43–48.

Suleimenova, Z. (2015). *Speaking Anxiety in a Foreign Language Classroom in Kazakhstan ScienceDirect Speaking anxiety in a foreign language classroom in Kazakhstan*. (October 2013). https://doi.org/10.1016/j.sbspro.2013.10.131

Sutarsyah, C. (2017). An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *1*(2), 143–152. https://doi.org/10.21093/ijeltal.v1i2.14

Sutton, J., & Austin, Z. (2015). *Qualitative Research : Data Collection, Analysis, and Management*. *68*(3), 226–231.

Tódor, E.-M., & Dégi, Z. (2017). Language Attitudes, Language Learning Experiences, and Individual Strategies What Does School Offer and What Does It Lack? *Acta Universitatis Sapientiae, Philologica*, *8*(2), 123–137. https://doi.org/10.1515/ausp-2016-0022

Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, *3*(2), 8–23.

Zsuzsa Tóth. (2011). *FOREIGN LANGUAGE ANXIETY AND ADVANCED EFL LEARNERS : AN FOREIGN LANGUAGE ANXIETY AND ADVANCED EFL LEARNERS : AN INTERVIEW STUDY Zsuzsa Tóth*. *5*(February), 43.

**Appendix 1:** Research Permission

---

**YAYASAN PENDIDIKAN PANCASAKTI TEGAL**
**UNIVERSITAS PANCASAKTI TEGAL**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Halmahera Km 1 – Tegal 52122 Sekretariatan: Telp./Fax (0283) 351082
REKTOR: Telp/Fax (0283) 351267 Email: ociaupstegal@gmail.com Website:upstegal.ac.id

---

Tegal, February 10, 2020

No       : 473/K/L/UPS/VII/2020
Subject : Research Permission

To       : Mrs. Chalida Kuachat
           The Director of Lantarachprachautid
           School 125 M.1 Kohlantayai, Koh Lanta, Krabi
           Thailand

Greetings from Tegal Indonesia!

In partial fulfillment of requirements for our student's final project, on behalf of Teacher Training and Education Faculty UPS Tegal, we would like to ask for permission -for our student **Atmo Kusumo** to research at Lantarachprachautid School.

In connection with this, we would like to ask you're the good office to allow him to use your materials as one of the references and to conduct the survey and interview in your vicinity. Rest assured that the data he will gather will remain confidential and be used for academic purposes only.

We hope for your positive response to this humble matter. Your approval to conduct this study will be greatly appreciated.

Thank you

Respectfully yours,

Mrs. Shalida Kuachat
School director

Dr. Purwo Susongko, M.Pd
The Dean of Teacher Training and Education Faculty

**Appendix 2:** Instruments of the Research


A Questionnaire Adapted from Speaking Anxiety in English Conversation
Classrooms Among Thai Students by Songyut Akkakoson (2016)

Name   :

Gender: Male ☐        Female ☐

Read the statement on the following table. Then, give your response toward the statement by checklist (✓) in the response column. SA=Strongly Agree, A=Agree, N=Neither Agree nor Disagree, D=Disagree, and SD=Strongly Disagree. For each item and their choices are then equated with a numerical value, where Strongly Agree is weighted 5 points, agree 4 points, Neither Agree nor Disagree 3 points, disagree 2 points, and Strongly Disagree 1 point.

| No | Statement<br>คำให้การ | Response<br>คำตอบ | | | | |
|----|----|----|----|----|----|----|
| | | SA | A | N | D | SD |
| 1 | I never feel confident enough when I speak English. | | | | | |
| 2 | I get panic when I have to speak English without preparation. | | | | | |
| 3 | I can get so nervous and forget anything I know in English class. | | | | | |
| 4 | Speaking English in front of other students makes me feel very embarrassed. | | | | | |
| 5 | English class makes me feel more nervous and tense than other classes. | | | | | |
| 6 | When I am speaking in my English class, I start to nervous and confused. | | | | | |
| 7 | When I don't understand every word the English teacher says, I start to nervous. | | | | | |
| 8 | I tremble when I know that I'm going to be called on to speak English. | | | | | |

| | | | | | | |
|----|---------------------------------------------------------------------------------------|--|--|--|--|--|
| 9 | I find myself thinking about things that have nothing to do with the course. | | | | | |
| 10 | I am afraid of the consequences of failing my English class. | | | | | |
| 11 | I feel anxious about study English even if I have prepared it. | | | | | |
| 12 | I get more confused when I more study for an English test. | | | | | |
| 13 | I am afraid of getting left behind because the English class moves so quickly. | | | | | |
| 14 | I start to nervous when the English teacher asks questions which I haven't well prepared. | | | | | |
| 15 | It frightens me when I don't understand what the teacher says in English. | | | | | |
| 16 | It would not bother me at all to study English more. | | | | | |
| 17 | Volunteer to answers in English class makes me embarrassed. | | | | | |
| 18 | I worry that my English teacher will correct every mistake I make. | | | | | |
| 19 | My heart is pounding when I am going to be called on in my English class. | | | | | |
| 20 | I always feel that my friends speak English better than I do. | | | | | |
| 21 | When I speak English, I worry I will be laughed at by other students. | | | | | |

Horwitz, Horwitz, and Cope (1986) considered language anxiety as distinct from general anxiety and identified three categories of foreign language anxiety. there are Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. As (Horwitz, Horwitz, and Cope, 1986) establishment, items 1 to 7 are allocated into 'Communication Apprehension'. Item 8 to 14 are allocated into 'Test Anxiety'. Item 15 to 21 are allocated into 'Fear of Negative Evaluation'.

**Direction:**

**Answer these questions down below briefly!**

1. How do you feel about speaking English in class?

   Answer: ……………………………………………………………………………

   …………………………………………………………………………………

2. How do you rate your English-speaking skill?

   Answer: ……………………………………………………………………………

   …………………………………………………………………………………

3. What are your main reasons for anxiety in speaking English?

   Answer: ……………………………………………………………………………

   …………………………………………………………………………………

**Appendix 3:** The Result of Validity Test of the Questionnaire

| No item | Pearson Correlations | Sig. (2-tailed) | Status |
|---|---|---|---|
| 1 | 0.595 | 0.396 | Valid |
| 2 | 0.019 | 0.396 | Invalid |
| 3 | 0.487 | 0.396 | Valid |
| 4 | 0.500 | 0.396 | Valid |
| 5 | 0.060 | 0.396 | Invalid |
| 6 | 0.249 | 0.396 | Invalid |
| 7 | 0.740 | 0.396 | Valid |
| 8 | 0.685 | 0.396 | Valid |
| 9 | 0.836 | 0.396 | Valid |
| 10 | 0.043 | 0.396 | Invalid |
| 11 | 0.748 | 0.396 | Valid |
| 12 | 0.684 | 0.396 | Valid |
| 13 | 0.011 | 0.396 | Invalid |
| 14 | 0.733 | 0.396 | Valid |
| 15 | 0.480 | 0.396 | Valid |
| 16 | 0.053 | 0.396 | Invalid |
| 17 | 0.451 | 0.396 | Valid |
| 18 | 0.190 | 0.396 | Invalid |
| 19 | 0.722 | 0.396 | Valid |
| 20 | 0.693 | 0.396 | Valid |
| 21 | 0.850 | 0.396 | Valid |
| 22 | 0.834 | 0.396 | Valid |
| 23 | 0.400 | 0.396 | Valid |
| 24 | 0.418 | 0.396 | Valid |
| 25 | 0.766 | 0.396 | Valid |
| 26 | 0.851 | 0.396 | Valid |
| 27 | 0.550 | 0.396 | Valid |
| 28 | 0.389 | 0.396 | Invalid |
| 29 | 0.262 | 0.396 | Invalid |
| 30 | 0.742 | 0.396 | Valid |
| 31 | 0.607 | 0.396 | Valid |
| 32 | 0.594 | 0.396 | Valid |
| 33 | 0.526 | 0.396 | Valid |

**Appendix 4:** The Result of Reliability Test of Questionnaire

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 25 | 100.0 |
| | Excluded | 0 | .0 |
| | Total | 25 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .901 | 33 |

**Appendix 5:** The Frequency of Each Statement

Table 3.1 *I never feel confident enough when I speak English.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 1 | 4.0 | 4.0 | 4.0 |
| Neither Agree nor Disagree | 8 | 32.0 | 32.0 | 36.0 |
| Agree | 8 | 32.0 | 32.0 | 68.0 |
| Strongly Agree | 8 | 32.0 | 32.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.2 *I get panic when I have to speak English without preparation.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 1 | 4.0 | 4.0 | 4.0 |
| Neither Agree nor Disagree | 8 | 32.0 | 32.0 | 36.0 |
| Agree | 13 | 52.0 | 52.0 | 88.0 |
| Strongly Agree | 3 | 12.0 | 12.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.3 *I can get so nervous and forget anything I know in English class.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 4 | 16.0 | 16.0 | 16.0 |
| Disagree | 8 | 32.0 | 32.0 | 48.0 |
| Neither Agree nor Disagree | 4 | 16.0 | 16.0 | 64.0 |
| Agree | 6 | 24.0 | 24.0 | 88.0 |
| Strongly Agree | 3 | 12.0 | 12.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.4 *Speaking English in front of other students makes me feel very embarrassed*

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 8 | 32.0 | 32.0 | 32.0 |
| Disagree | 5 | 20.0 | 20.0 | 52.0 |
| Neither Agree nor Disagree | 4 | 16.0 | 16.0 | 68.0 |
| Agree | 7 | 28.0 | 28.0 | 96.0 |
| Strongly Agree | 1 | 4.0 | 4.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.5 *English class makes me feel more nervous and tense than other classes.*

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 1 | 4.0 | 4.0 | 4.0 |
| Disagree | 4 | 16.0 | 16.0 | 20.0 |
| Neither Agree nor Disagree | 8 | 32.0 | 32.0 | 52.0 |
| Agree | 9 | 36.0 | 36.0 | 88.0 |
| Strongly Agree | 3 | 12.0 | 12.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.6 *When I am speaking in my English class, I start to nervous and confused.*

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Disagree | 6 | 24.0 | 24.0 | 24.0 |
| Neither Agree nor Disagree | 12 | 48.0 | 48.0 | 72.0 |
| Agree | 7 | 28.0 | 28.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.7 *When I don't understand every word the English teacher says, I start to nervous.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 5 | 20.0 | 20.0 | 20.0 |
| Disagree | 6 | 24.0 | 24.0 | 44.0 |
| Neither Agree nor Disagree | 5 | 20.0 | 20.0 | 64.0 |
| Agree | 7 | 28.0 | 28.0 | 92.0 |
| Strongly Agree | 2 | 8.0 | 8.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.8 *I tremble when I know that I'm going to be called on to speak English.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Disagree | 2 | 8.0 | 8.0 | 8.0 |
| Neither Agree nor Disagree | 7 | 28.0 | 28.0 | 36.0 |
| Agree | 11 | 44.0 | 44.0 | 80.0 |
| Strongly Agree | 5 | 20.0 | 20.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.9 *I find myself thinking about things that have nothing to do with the course.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 10 | 40.0 | 40.0 | 40.0 |
| Disagree | 3 | 12.0 | 12.0 | 52.0 |
| Neither Agree nor Disagree | 8 | 32.0 | 32.0 | 84.0 |
| Agree | 4 | 16.0 | 16.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.10 *I am afraid of the consequences of failing my English class.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 7 | 28.0 | 28.0 | 28.0 |
| Disagree | 4 | 16.0 | 16.0 | 44.0 |
| Neither Agree nor Disagree | 2 | 8.0 | 8.0 | 52.0 |
| Agree | 9 | 36.0 | 36.0 | 88.0 |
| Strongly Agree | 3 | 12.0 | 12.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 |  |

Table 3.11 *I feel anxious about study English even if I have prepared it.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 4 | 16.0 | 16.0 | 16.0 |
| Disagree | 8 | 32.0 | 32.0 | 48.0 |
| Neither Agree nor Disagree | 3 | 12.0 | 12.0 | 60.0 |
| Agree | 5 | 20.0 | 20.0 | 80.0 |
| Strongly Agree | 5 | 20.0 | 20.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 |  |

Table 3.12 *I get more confused when I more study for an English test.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Disagree | 11 | 44.0 | 44.0 | 44.0 |
| Neither Agree nor Disagree | 8 | 32.0 | 32.0 | 76.0 |
| Agree | 5 | 20.0 | 20.0 | 96.0 |
| Strongly Agree | 1 | 4.0 | 4.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 |  |

Table 3.13 *I am afraid of getting left behind because the English class moves so quickly.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 7 | 28.0 | 28.0 | 28.0 |
| Disagree | 6 | 24.0 | 24.0 | 52.0 |
| Neither Agree nor Disagree | 5 | 20.0 | 20.0 | 72.0 |
| Agree | 6 | 24.0 | 24.0 | 96.0 |
| Strongly Agree | 1 | 4.0 | 4.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.14 *I start to nervous when the English teacher asks questions that I haven't well prepared.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 2 | 8.0 | 8.0 | 8.0 |
| Disagree | 12 | 48.0 | 48.0 | 56.0 |
| Neither Agree nor Disagree | 9 | 36.0 | 36.0 | 92.0 |
| Agree | 2 | 8.0 | 8.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.15 *It frightens me when I don't understand what the teacher says in English.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 6 | 24.0 | 24.0 | 24.0 |
| Disagree | 2 | 8.0 | 8.0 | 32.0 |
| Neither Agree nor Disagree | 14 | 56.0 | 56.0 | 88.0 |
| Strongly Agree | 3 | 12.0 | 12.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.16 *It would not bother me at all to study English more.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 2 | 8.0 | 8.0 | 8.0 |
| Disagree | 6 | 24.0 | 24.0 | 32.0 |
| Neither Agree nor Disagree | 8 | 32.0 | 32.0 | 64.0 |
| Agree | 5 | 20.0 | 20.0 | 84.0 |
| Strongly Agree | 4 | 16.0 | 16.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.17 *Volunteer to answers in English class makes me embarrassed.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 2 | 8.0 | 8.0 | 8.0 |
| Disagree | 8 | 32.0 | 32.0 | 40.0 |
| Neither Agree nor Disagree | 9 | 36.0 | 36.0 | 76.0 |
| Agree | 2 | 8.0 | 8.0 | 84.0 |
| Strongly Agree | 4 | 16.0 | 16.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.18 *I worry that my English teacher will correct every mistake I make.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Disagree | 4 | 16.0 | 16.0 | 16.0 |
| Neither Agree nor Disagree | 5 | 20.0 | 20.0 | 36.0 |
| Agree | 11 | 44.0 | 44.0 | 80.0 |
| Strongly Agree | 5 | 20.0 | 20.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.19 *My heart is pounding when I am going to be called on in my English class.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 3 | 12.0 | 12.0 | 12.0 |
| Disagree | 8 | 32.0 | 32.0 | 44.0 |
| Neither Agree nor Disagree | 8 | 32.0 | 32.0 | 76.0 |
| Agree | 5 | 20.0 | 20.0 | 96.0 |
| Strongly Agree | 1 | 4.0 | 4.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table3.20 *I always feel that my friends speak English better than I do.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 1 | 4.0 | 4.0 | 4.0 |
| Disagree | 5 | 20.0 | 20.0 | 24.0 |
| Neither Agree nor Disagree | 11 | 44.0 | 44.0 | 68.0 |
| Agree | 8 | 32.0 | 32.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

Table 3.21 *When I speak English, I worry I will be laughed at by other students.*

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Strongly Disagree | 1 | 4.0 | 4.0 | 4.0 |
| Disagree | 1 | 4.0 | 4.0 | 8.0 |
| Neither Agree nor Disagree | 10 | 40.0 | 40.0 | 48.0 |
| Agree | 3 | 12.0 | 12.0 | 60.0 |
| Strongly Agree | 10 | 40.0 | 40.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 | |

**Appendix 6:** Students' Response Toward Each Dimension of Anxiety

**Percentage**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Communication Apprehension | 12 | 48.0 | 48.0 | 48.0 |
|  | Test Anxiety | 4 | 16.0 | 16.0 | 64.0 |
|  | Fear of Negative Evaluation | 9 | 36.0 | 36.0 | 100.0 |
|  | Total | 25 | 100.0 | 100.0 |  |

**Appendix 7:** The Result of Open-Ended Questions

| Questions | Responses of the participants |
|---|---|
| **P1** | |
| 1. How do you feel about speaking English in class? | 1. I can't make sentences fast. |
| 2. How do you rate your English-speaking skill? | 2. Not good. |
| 3. What are your main reasons for anxiety in peaking English? | 3. I forget English grammar. |
| **P2** | |
| 1. How do you feel about speaking English in class? | 1. I like English but I don't like it a lot. |
| 2. How do you rate your English-speaking skill? | 2. Moderate. |
| 3. What are your main reasons for anxiety in peaking English? | 3. I don't like pronunciation, it's confusing. |
| **P3** | |
| 1. How do you feel about speaking English in class? | 1. I felt that I am just passive in English. |
| 2. How do you rate your English-speaking skill? | 2. Not very good. |
| 3. What are your main reasons for anxiety in peaking English? | 3. I am not confident and afraid to say wrong. |
| **P4** | |
| 1. How do you feel about speaking English in class? | 1. I don't like English. |
| 2. How do you rate your English-speaking skill? | 2. Not good. |
| 3. What are your main reasons for anxiety in peaking English? | 3. I'm bored easily I don't like anything duplicated. |

**P5**

1. How do you feel about speaking English in class?

2. How do you rate your English-speaking skill?

3. What are your main reasons for anxiety in peaking English?

1. I am excited although being shy when speaking English in front of other friends.

2. Not so good.

3. I am not sure of myself when speak English.

**P6**

1. How do you feel about speaking English in class?

2. How do you rate your English-speaking skill?

3. What are your main reasons for anxiety in peaking English?

1. I feel nervous when speaking English in class as I can't think of the right words.

2. Average.

3. I don't know many English words.

**P7**

1. How do you feel about speaking English in class?

2. How do you rate your English-speaking skill?

3. What are your main reasons for anxiety in peaking English?

1. I feel fun when playing an English game.

2. Average.

3. I am afraid to use the wrong grammar.

**P8**

1. How do you feel about speaking English in class?

2. How do you rate your English-speaking skill?

3. What are your main reasons for anxiety in peaking English?

1. In my opinion, I don't like English.

2. Not good enough.

3. I don't like anything that requires a lot of practice.

**P9**

1. How do you feel about speaking English in class?

1. I am so happy because I love English.

| | |
|---|---|
| 2. How do you rate your English-speaking skill? | 2. Good enough. |
| 3. What are your main reasons for anxiety in peaking English? | 3. I don't have many chances to speak English. |
| **P10** | |
| 1. How do you feel about speaking English in class? | 1. It is fun because I like English. |
| 2. How do you rate your English-speaking skill? | 2. Not very good. |
| 3. What are your main reasons for anxiety in peaking English? | 3. I am afraid that the pronunciation is not good enough. |
| **P11** | |
| 1. How do you feel about speaking English in class? | 1. I feel nervous when speaking English. |
| 2. How do you rate your English-speaking skill? | 2. Average. |
| 3. What are your main reasons for anxiety in peaking English? | 3. I don't know English words. |
| **P12** | |
| 1. How do you feel about speaking English in class? | 1. I felt shy to speak English in class. |
| 2. How do you rate your English-speaking skill? | 2. Average. |
| 3. What are your main reasons for anxiety in peaking English? | 3. I feel not confident. |

**Appendix 8:** The Documentations



The subject of the research



the subject of the research



Instrument testing process



Instrument testing process



Data collecting process



Data collecting process