

**AN ANALYSIS OF SPEAKING ANXIETY IN PUBLIC
SPEAKING CLASS AT FOURTH SEMESTER OF IAIN
KEDIRI**

THESIS

Presented to
State Islamic Institute of Kediri
In Partial fulfillment of Requirements
for the Degree of *Sarjana* in English Education



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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

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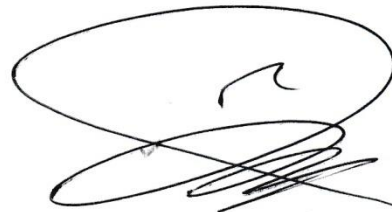
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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam jangka waktu yang telah ditentukan dapat diajukan dalam sidang Munaqasah.

Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

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Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

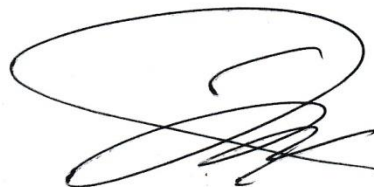
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MOTTO

**“We May Encounter Many Defeats But We Must Not Be
Defeated”**

(Maya Angelou)

DEDICATION

This graduating paper is honorably dedicated for:

1. My beloved Mother (Ibu Lilik Sulistyowati) and my beloved Father (Bapak Solekan). I want to be the reason of your smile Bu, Pak. May Allah Ta'ala keeps you healthy and unite us in His Jannah.
2. Mr. Muhyidin and Mr. Agus Edi, one of the nicest human I've ever met. Thank you Pak Udin and pak Edi for your helping hand. May Allah Ta'ala always bless you and reward you best
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The writer realizes that without prayer, support, and advices from people around her, she cannot finish this graduating paper on time. With deep humility, the writer would like to express sincere gratitude to :

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Kediri, 16th of May 2019

The Writer

ABSTRACT

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Keywords : Speaking Anxiety, Public Speaking

Anxiety is a series of mind and body reactions that is experienced by every person. It is a state of feeling nervous or worried that something bad is going to happen. In the teaching and learning process in the English department of IAIN Kediri, students who speak English in front of others feel anxious. The focus of this study is to describe the levels of speaking anxiety and the major cause of speaking anxiety in a public speaking class by using Horwitz's theory.

This study uses descriptive qualitative research design. The subject of this study is the fourth semester of the English Department of IAIN Kediri, especially in classes A, C and E of the Public Speaking class. The researcher used a questionnaire, developed by Horwitz et al. (1986). It consists of 29 items with a 5-point Likert Scale.

The findings revealed that most of the students are at "Moderately Anxious" and "Anxious" levels, with no "Relaxed" and "Very Anxious" students. There are 46 (56%) students who are at the "Moderately Anxious" level, and only 36 (44%) students who experience the "Anxious" level. The researcher found four causes of students' speaking anxiety; they are: communicative apprehension (31%), test anxiety (20%), fear of negative evaluation (24%), and anxiety about English classes (25%). The major cause of students' speaking anxiety is communicative apprehension, which has the highest percentage (31%). The researcher chose the major cause based on the highest percentage of all the causes.

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CHAPTER I

INTRODUCTION

This chapter presents the explanation about the topics such as the background of the study, the problem of the study, the objective of the study, the scope and limitation, the significance of the study and definition of key terms.

A. The Background of the Study

Speaking as one of productive skills is considered as important skill in oral communication. When a speaker produce his/her thoughts, feelings, and ideas. The listener as the partner in speaking process must respond the speaker well. It means a speaker ought to produce his/her words well, in order to be understood by the listener completely.

Speaking is a productive one among four language skills. In today's language classrooms, students try to improve this productive skill in any ways. They perform orally in front of a group, and they make oral presentations or participate in group discussion. They are sometime called on to speak by their teacher in the target language. All these challenging speaking task may sometimes influence the learners and cause such sentence uttered by the learners (Tanver, 2007):

I always feel nervous when speaking English.
I feel bad in my mind because I wonder why I can't speak English very well.
My English appear is not good enough; I can't express very well.

Sometimes I feel stupid, some people look at me, a strange man, can't speak good.

According to Horwitz et al, speaking in foreign language is often cited by students as their most anxiety-producing activity. Horwitz said that "Foreign language Anxiety (FLA) is a distinct complex of self-presentations, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process".

Anxiety is related to self-focused, negative and anxious cognition during interaction. Highly anxious students often have relatively negative self-concept, 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 students nervousness distracts from attending to and remembering new language, and will thus affect the practice required for language to be assimilated (Khusnia, 2016).

Starting from the concept that a foreign language anxiety can be measured, the researcher wants to analyze the level and cause of anxiety in speaking classroom of fourth semester students of the English Department at IAIN Kediri.

At the college, the development of foreign/second language learners' communicative abilities is often put aside. Commonly, the main concern of the lecturers is helping the students to pass the subject. As the

result, the college students lack competency in speaking English, and most have difficulties with pronunciation. The communicative skills, which require learners to practice in real situation, are totally ignored.

The researcher want to investigate the students' speaking anxiety in speaking classroom. The purposes of this research are to analyze the level of students' anxiety and the major causes of anxiety by the theory of Horwitz. The researcher chooses this theory because it has a guided questionnaire (FLCAS) to measure the speaking anxiety.

The researcher chooses the fourth semester students of English Department of IAIN Kediri as a subject of this research, because they have an active speaking classroom. For data sampling, the researcher choose public speaking class, because these class have active speaking activities. Based on the discussion above, the rearcheer intends to investigate the problem entitled "*An Analysis of Speaking Anxiety in Public Speaking Class at Fourth Semester of IAIN KEDIRI*".

B. The Problem of the Study

Based on the background above, the questions of this study is addressed to answer the questions as follows:

1. What are the anxiety levels of students' speaking anxiety in public speaking class in fourth semester of IAIN Kediri ?
2. What is the major cause of students' speaking anxiety in public speaking class in fourth semester of IAIN Kediri ?

C. The Objective of the Study

Based on the statement of the problem above, the objective of this study are:

1. To describe the level of anxiety among students of the fourth semester students of English Department in IAIN Kediri.
2. To describe the major cause of anxiety of the fourth semester students' of English Depaartment in IAIN Kediri.

D. The Scope and limitation of the Study

The scope of this study is the students' anxiety in English classroom by the fourth semester students of English Department in IAIN Kediri in public speaking class.

The researcher limits in investigating the levels of students' anxiety when learners speak english in speaking classroom, and the major causes which are make the students' anxiety in speaking classroom.

E. Significance of the study

The finding of this research is expected to be useful for students, teachers and other researcher. For students, this research is expected to add knowlegde of speaking anxiety, the level of speaking anxiety, and the factor causes anxiety.

For the teachers, this research can be used as a source of knowing the cause of students' anxiety. so, the teacher can analyze the solution in their teaching speaking in EFL classroom.

For the next researcher, this researchh could be as the preliminary source for further research in same field.

F. Definition of Key Terms

Anxiety is “the subjective feeling of tensionn, aprehesion, nervousness, and worry associated with an arousal of the autonomic nervous system”.(Hortwiz et al,1986).

Foreign language anxiety as “a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al. 1986, p.128)

CHAPTER II

LITERATURE REVIEW

This part will discuss the following matters: definition of speaking, the definition and concept of anxiety and language anxiety, foreign language speaking anxiety, the causes of anxiety, possible solutions to overcome anxiety and previous studies in student's speaking anxiety.

A. Speaking

According to Bailey (2008), speaking is the productive oral skill that includes conveying meaning through producing verbal utterances systematically. Moreover, Cheng (2007) states that speaking is "a close loop wherein the conversation can only occur where there are two individuals, the communicator and the recipient". Furthermore, Fulcher (2003) views that speaking is the verbal use of language to communicate with others.

Speaking is a means to communicate the ideas that are arranged and developed with the listeners' need. Speaking is an instrument which tells to the listener directly, does the listener or speaker understand or not, when s/he pays attention and enthusiastic or not. In conclusion, speaking is the communication way that produces a group of words or utterances and the listener only hears sounds or word pronunciation in the communication process. Its purpose is telling information about something.

B. The Concept of Anxiety and Language Anxiety

The term anxiety refers to the complex set of negative emotions, which include fear, apprehension, and worry. Horwitz et al. (1986) stated that anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. People with high levels of trait anxiety are generally nervous people in many different situations, they lack emotional stability (Goldberg, 1993 as cited in Cheng 2009). According to Eysenck (1979, as cited in Cheng 2009), trait anxiety impairs the cognitive function of memory and learning, leads to avoidance behaviors, and has some other negative effect.

While language anxiety is related to “a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al. 1986).

Horwitz et al. (1986, as cited Naraya, Nair & Iyyapan) language anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. Second language anxiety is defined here as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to using a foreign language for communication beyond the language classroom.

C. Foreign Language Speaking Anxiety

To speak and communicating in the target language, foreign language speaking classrooms have often filled many students with nervousness and dread. Horwitz et al. (1986) claim that students suffering from foreign language speaking anxiety report feelings of apprehension and worry, and also feel uncomfortable about speaking in class. They believe that only correct English must be spoken and comparing their skills with native speakers of the target language, which makes them fear that their pronunciation is not good enough. Kitano (2001) argues that “speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers” . Faced with their teachers’ questions that they must answer and the possibility of talking in front of the whole class, they may have difficulty concentrating, and experience some symptoms like “nausea, sweating, weak knees and a dry mouth”. (Boyce et al., 2007). These anxious students may also skip classes, exhibit some disruptive behavior in class or quit studying altogether.

Although it is a major obstacle to foreign language learning in general and to speaking more specifically, anxiety can be reduced. Understanding the nature and the sources of foreign language speaking anxiety can offer more insights on how to deal with it. It can help teachers to support and encourage anxious students to be actively involved in foreign language speaking classrooms, as well as to ensure a relaxed low-anxiety environment for the improvement of their speaking skills.

D. Possible factors contributing to foreign language Anxiety

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods with related to teachers instructions and tasks. For example speaking activities, it appears frequently as one of the anxiety provoking factor. Hortwiz and cope (1986), found that speaking in the foreign language as the most anxiety-producing experience.

In speaking students are tried to communicate in their limited capabilities. They also fear of being negatively evaluated by the teacher and peers which exposed their inadequacies. Moreover, in some cases students often laughed at their peers who make a mistake. It absolutely makes students fear of making mistake. They fear of making fool of themselves in public so they prefer to be quite rather than speak to practice their English. Price (1991), found that fear of being laughed at by other in one of the greatest source of anxiety.

In addition, inapporate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to Worde (2003), the inability to understand what is being said in the claassroom often lead to communication apprehension. Besides, threatening teaching method like calling on students one after another in seating order may also gennerated anxiety. students' might also feel annxious bacause of the excessive material demand. They find that foreign language class stressful when they don't have sufficient time to understand the leson because the amount of materials is excessive. Moreover, the level of difficulty of foreign language class and the poor of result

of students may elicit anxiety when compared to other classes. So, they may find that foreign language class is more demanding and more difficult than other class.

Besides the factors above, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to language anxiety. Hortwiz et al (1986), note that “ certain beliefs about language learning also contribute to the students’ tension and frustration in the classroom. This also indicates that low self-esteem can generate anxiety. Price (1991), noted that anxious students believed their language skill were weaker than any other students. Mostly it comes from their learning experience. A stressful learning experience will condition the students to believe that the language learning is difficult. This belief is quite enough to generate negative thinking to the present language learning. Eventually, this usually lead the students to avoid every single thing about the language learning includes preparation for classroom activities or a test. According to Marwan (2007), lack of preparation was the major contributor of students’ anxiety. lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

E. Causes of anxiety

Horwitz (1986) categorized types of anxiety into four types, there are communication apprehension, fear of test, fear of negative evaluation and fear of English classes.

a. Communication apprehension

It is the type of shyness to speak or express the ideas to the other. communication apprehension is the difficulties to convey the idea. This anxiety very often plagues EFL students in English classes. Students feel embarrassed to talk to the teacher, and/or their peers in English. These students feel like someone is observing them watching out for them to make mistakes in their grammar, this causes the students to be anxious when asked to speak English. Students feel that their English language is not as good as the ability of their peers.

b. Fear of test

This type refers to anxious of failure of test. Learners who have high test anxiety often push themselves to do some task successfully. This factor usually occurs when students face an English language test, especially an oral test. Students feel pressured and uncomfortable in this situation. Even students who have prepared themselves perfectly for an oral English test can make errors in the test. They seem to lose their ability during the test. Students make untypical errors and apparently do not know what they have to do on the test.

c. Fear of negative evaluation

This type is almost similar with fear of test. Fear of negative evaluation is defined as the people's feeling apprehension that somebody will correct them negatively. This factor causes students to feel anxious to show their abilities directly in English, because students feel that their classmates will give negative comments on their performance. Students also feel anxious when their teacher gives them correction which make their self-esteem fall in front of their peers.

d. Fear of English classes

It is a common anxiety for the students who join an English class. There are various reasons why students have this feeling. It probably from they lack of information and abilities, they lack of interest, lack of performance and poor of class management. The students felt more depressed if they were in English classes than if they were in other classrooms or lessons.

F. Possible Solutions to Overcome Anxiety

In order to overcome anxiety, Koichi Sato (2003) on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. In addition, providing students with positive reinforcement (Keramida, 2009), motivating students (Christophel, 1990; Frymier, 1993 cited in Keramida, 2009) and creating an ease environment in class

are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate (Chan, 2002 cited in Noon-ura, 2008). Dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers should accept a variety of answers. This way, the students can feel more confident in answering the teacher questions and participating in every activities of the class.

G. Previous Study

Some of researchers have been conducted related anxiety to speak English. One of the researches is research that had been done by Gokhan Ozurk and Nurdan Gurbuz (2014) under the title *Speaking Anxiety Among Turkish EFL Learners: The Case at a University* which is mix method analysis of student' speaking anxiety. focused on investigate the level, major causes, determining factors of foreign language speaking anxiety and students' perceptions of it in a Turkish EFL context. participant of this study is 383 pre-intermediate students, 225 female and 158 male. Finding of the research show that pronunciation, immediate questions, fears of making mistakes and negative evaluation are the major causes of EFL speaking anxiety.

Beside that, there is a study from Asma Melouah (2013). This study focused on *Foreign Language Anxiety In EFL Speaking Classroom* The study contribute to the literature on foreign language speaking anxiety by investigating the nature of anxiety that firs-year Licence-master-doctorate (LMD) Algeran

students of English at Saad Dahlab University of Blida experience when performing orally. Used quantitative method. A sample of this study is 54 first-year LMD students of English selected randomly. However, the size of this sample was reduced to 30 participants who returned the questionnaire administered to them. Freshmen students, aged 17-22, are the focus of this research for two major causes. The findings suggested that foreign language speaking anxiety was pervasive among first-year LMD students and appeared to mostly stem from fear of interaction, error correction, language proficiency, low self-confidence and self-esteem.

Next, there is a study from Songyut Akkakoson (2016). The title of this study is *Speaking Anxiety in English Conversation Classrooms Among Thai Students*. This paper reports on a part of a large research project concerning the conceptualisation of English language speaking in class anxiety, attitude to speak English in class and self-ratings of English speaking ability. The participants of this study were 282 Thai university students of English as a foreign language (EFL) studying English conversation courses at a university in Thailand. This study used a questionnaire adapted from (FLCAS) to collect the data. And the findings from this study is the quantitative analysis indicated the existence of speaking-in-class anxiety among Thai EFL students at a moderate level. Levels of anxiety by dimensions, namely test-anxiety (TA), fear of negative evaluation (FNE) and communication apprehension (CA), were found to be moderate as well. However, TA and FNE were significantly dominant performance anxieties. Qualitatively, students' positive attitudes towards speaking English in the

classroom were reflected, whereas a negative rating for their spoken English ability was reported. Finally, the limited repertoire of students' vocabulary was found to be their major source of speaking anxiety.