

CHAPTER I

INTRODUCTION

This chapter contains the problems that exist, the background of conducting study, the purpose of the study, the object of the study, the benefits of conducting the study and the general definition of the keywords used in writing this research.

A. The Background of the Study

Nowadays, English has become something important and gained a lot of attention throughout the world. Not only in the economic and social world but also in the world of education. Many people are motivated to learn English. In addition to English as an international language, the use of English in almost all aspects can also be the reason why people must learn English. Some of them even decided to go to the English Department for learn and understand English (Ajeng, 2016). Because they want to understand English better and understand it in depth. Not only that learning English specifically also help them become more skilled in their use. Mastering grammar, pronunciation and vocabulary makes the process of learning a foreign language a new challenge that makes people want to learn it (Putri, 2014). This is one of the keys to the future success of students or individuals to master English (Sulistiyorini, 2018).

In fact for Indonesian students, mastering English as a Foreign Language is not easy. Because many foreign language learners show worrying behaviour in communication, this anxiety is generally related to speaking (Horwitz, Horwitz, & Cope, 1986). For foreign language students, mastering English is not easy.

Because besides that is not the language they use every day, they also need to adapt to the form of writing that is often different from pronunciation.

There are four main English skills which needs to be mastered by students such as listening, speaking, reading, and writing. The main purpose of all English learning based on David & Pearce (2000) is to provide the ability to use English effectively and accurately in communication for students. Because it cannot be dennied that the main purpose of the language learning process is to help us communicate with others. Therefore, talking is the most important skill among the four skills (Ur, 1996). Although other abilities are no less important in communicating, speaking is the most basic ability a person must have. By talking someone can communicate easily with others. So don't be surprised if in language class, speaking ability is the ability that is most often emphasized to be mastered.

One of the challenges when learning English is talking. In class speaking, students are required to talk about their opinions or give away responses as teacher's request. Students can be said fluently in speaking, if the speech is not shaky, uninterrupted and running smoothly, speaking not too fast and not too slow (Ernawati, 2011). Students always have different difficulties in delivering a speech. Not rarely students experience to lose their confidence when talking because afraid to make mistakes in speaking. So that it will increase their anxiety. Students may want to avoid making mistakes, thinking that this can endanger their self-image, so they might feel anxious and remain silent (Aydin, 2001). This statement is in line with Kholisin (2014) which states that one of the causes difficulty most likely is anxiety. This anxiety appear and can inhibit students'

speaking skills. Foreign language anxiety has a negative effect on the oral performance of speakers of English as a foreign language. Oral communication consisting of listening and speaking is considered as one of the activities that most triggers anxiety even more for foreign language students because in class language is usually very stressful on interaction.

Anxiety is different from ordinary fear. Fear is a response to the frightening ranges that happened right then and clearly the cause. Santrock (2007) states that anxiety is a feeling and anxiety that the subject is unclear and unpleasant. Anxiety is a matter that relates to conditions and ignores objects, while fear is the attention given to objects. Another thing was stated by Barlow and Durand (2006) that anxiety is a state of mood oriented in the future, while fear is a direct emotional reaction to the dangers faced at that very moment. According to some figures, anxiety can be seen by the difference between fear and anxiety. Responses are shown when fears are more direct such as running or shouting and with clear objects, while for anxiety responses are given indirectly such as heart palpitations or sweating and with unclear objects.

Many studies have been conducted to find out the main source of anxiety when speaking. Therefore the researcher also wants to examine the source of anxiety experienced by IAIN Kediri students in the English Department in the fourth semester of 2019.

B. The Research Problem

Based on the background above, several problems can be formulated in this study as follows:

1. What are the sources of student anxiety in speaking to the fourth semester students of the English Department in the speaking class?
2. What is the dominant source of anxiety that students have in speaking English in the fourth semester students of English Department students in the Speaking class?

C. The Purpose of the Study

Based on the formulation of the problem above, the purpose of this research is as follows:

1. To find out what are the sources of anxiety speaking in English that are owned by fourth semester students of the English department in the speaking class.
2. To find out the dominant source of speaking anxiety that is owned by fourth semester students of the English department in the speaking class.

D. The Objective of the Study

Based on the formulation of the problem and the purpose of this study, it is aimed at students of the English Language Department in the fourth semester of 2019 as participants.

E. The Significance of the Study

By doing this research, the authors hope that the results of this study can be useful for:

1. The students

The researcher hopes that the results of this study can help students find out the source of their anxiety and can determine the appropriate way to overcome their speaking anxiety.

2. The teacher

The researcher hopes that the results of this study can help teachers to find out the sources of speaking anxiety that students have in order to be able to find appropriate learning methods to reduce the speaking anxiety experienced by students in the classroom.

3. The next researcher

Besides this research is far from perfect, the researchers hope that this research can be used as a reference or reference for future researchers who want to do research with similar topics and objectives.

F. Definition of the Key terms

The definition of key term is very important in this study. It aims to avoid misunderstandings and misinterpretation of the words in this study. The researcher defines the meaning of the following essential terms as follows:

1. Speaking

Speaking is the ability to say sound articulation or words to express, express and convey thoughts, ideas, and feelings.

2. Anxiety

Anxiety is a condition that makes a person feel even less uncomfortable with the condition and gives an unfavorable response to the condition. The responses that arise through behavior can also be different, such as talking becomes halting or nervous, often sweating in certain parts such as the palm of the hand, the heart beats faster.

3. Sources of anxiety

The source of anxiety is fear of making a mistake, where students will feel that their image will go down when making mistakes, and this makes them anxious or even silent (Aydin, 2001).

CHAPTER II

LITERATURE REVIEW

This chapter presents a number of definitions and opinions from previous researchers about speaking anxiety, and there are various sources of anxiety according to some experts.

A. Definition of Anxiety

Everyone must experience various feelings in their daily lives. Feeling can be a pleasant feeling or even unpleasant. Feelings that are pleasant as well as feeling happy when getting good grades or getting happy news, and so forth. Whereas feeling is less fun as well as feeling sad because it does not get something you want, feeling afraid to meet something, feeling anxious when asked to show up or feeling worried and so forth.

In this case it will discuss the anxiety that is likely to be experienced by foreign language students. Anxiety is a manifestation of various emotional processes that are mixed up. This usually happens when you are experiencing feelings of stress and inner opposition. Such mixed emotions, for example, when students have the desire to carry out a task from the teacher but are afraid of the possibilities that will occur if he made a mistake.

The general definition of anxiety is a less pleasant emotional condition characterized by feelings of tension and fear (Ozturk & Gurbuz, 2013). Anxiety is a term that describes psychological disorders that can have characteristics such as fear, concern for the future, prolonged worries, and nervousness.

Almost the same as stated by Scovel (cited in Cheng, 2005) that anxiety is an unclear fear that is only indirectly related to the object.

According to Nevid et. al. (2003), anxiety is a condition called comprehension or a condition in which a person feels worried and thinks that a bad thing is likely to happen to him. He considers anxiety as a state of fear or unpleasant feeling caused by many things such as individual health, social relations, when going to run a school exam, work problems, internal relations and the surrounding environment. Anxiety is an unpleasant subjective feeling that can even threaten, this is usually caused by thoughts or feelings about a situation that is unclear or cannot be ascertained.

According to the American Psychiatric Association and Barlow and Durand (2006) anxiety is a state of mood-feeling characterized by physical symptoms such as physical weakness and worries about conditions that have not yet occurred. According to Ghufon (2011) individuals who experience anxiety are influenced by several things, including because of the experience of negative behaviour that has been done, such as concerns about failure. Feel frustrated in certain situations and uncertainties about doing something.

The dynamics of anxiety, in terms of psychoanalytic theory, can be caused by bad pressure from past behaviour and mental disorders. In terms of cognitive theory, anxiety occurs because of negative self-evaluation. Negative feelings about their abilities and negative self-orientation. Based on the view of the humanistic theory, anxiety is a concern about the future, namely worrying about what will be done.

B. Types of Anxiety

Conceptually, in anxiety, it is known as trait anxiety which shows an emotional state that is relatively settled in a person in assessing the same situation and condition. This anxiety will be experienced by someone when someone assesses the situation that has been experienced before the same as the situation that will be experienced next, even though the actual situation faced at the next time is different from the situation experienced in the past and the anxiety experienced is also different.

Spielberger (1983) distinguishes anxiety into two parts, namely:

1. Anxiety is trait anxiety, which is the tendency for someone to feel threatened by a number of conditions that are actually harmless.
2. Anxiety as a state (state anxiety), which is a state or temporary emotional condition in a person, which is characterized by feelings of tension and concern that is lived consciously and subjectively, and the increased activity of the autonomic nervous system.

The same thing was conveyed by Cattell et al (cited in Clerq, 1994) which describes anxiety into two types, namely:

1. State anxiety is a temporary emotional reaction that arises in certain situations, which is perceived as a threat. This state anxiety varies depending on the intensity and time. For example, students become irritable when students feel anxious because they will come to the front of the class to convey the results of their assignments. This situation is determined by a feeling of subjective tension.

2. Trait anxiety refers to a person's characteristics or traits that are stable enough to direct someone to interpret a situation as a threat called 'anxiety proneness' or a tendency towards anxiety. People who experience this will tend to feel various kinds of conditions as dangerous or threatening conditions and tend to respond with anxiety reactions. This anxiety is seen as chronic anxiety.

Unlike before, Sigmund Freud (cited in Feist and Feist., 2012) divided anxiety into 3 types, namely:

1. Realistic anxiety is fear of threats or real dangers that exist in the outside world or its environment.
2. Neurotic anxiety, which is a fear that various instincts will escape control, and cause them to do something that can be punished. This neurotic anxiety is not a fear of instincts themselves, but a fear of punishment that will happen to them if an instinct is released. This anxiety develops based on experiences obtained by a person in childhood, related to punishment and threats from parents and other people who have authority over it. For example students have instinct to cheat when doing the test. If the student's instinct cannot be controlled properly, then it is likely that the student will get punishment from the teacher who at that time knew that the student was cheating.
3. Moral anxiety is in the form of fear of conscience. Individuals who have a good conscience tend to feel guilty or ashamed if they do or think of something that is contrary to morality. Similar to neurotic anxiety, moral

anxiety also develops based on the experience gained by someone who has committed an act that violates the norm in childhood, related to punishment and threats from parents and other people who have authority.

C. Speaking Anxiety

Speaking is a productive skill such as writing, it involves the use of speech to express meaning to others. In developing students' speaking skills, teachers usually do this by focusing regularly on certain aspects of speech, such as fluency, pronunciation, accuracy of grammar or body language.

Understanding of speaking according to Rumanti (2005) is the delivery of information carried out verbally through the utterance of words. In line with this understanding, Devito (2003) also states that public speaking is a form of developing conversations where there are more listeners than speakers with the aim of conveying information through direct face to face.

For students who are studying foreign languages, learning a second language or a foreign language is one thing that is considered a difficult thing. So according to Balemir (2009), students will experience anxiety before they even begin the learning process, they will always feel worried. He also stated that one source of anxiety is when speaking in front of class or delivering their speeches.

Jones (2004) shows that many people feel afraid to do wrong (reciting the sentence incorrectly) and fear will be the material of ridicule of friends who see them speaking in a second language such as English, because they have not fully mastered because "afraid to look strange, stupid, incompetent in the eyes of the

audience". As a result of this fear and worry many people say that learning a foreign language/ second language is always a problem, because many people who pay attention, criticize, laugh and even blame.

Burgoon and Ruftner (cited in Rahayu, 2016) state that speaking anxiety during presentation is normal, even if it is healthy if the anxiety encourages someone to prepare as well as possible to anticipate what they fear, but anxiety that is too high when speaking will inhibit someone to show his capacity. Whereas anxiety speaks with the term reticence, namely the inability of individuals to develop conversations that are not caused by lack of knowledge but because of the inability to convey messages.

Apollo (2007), states communication anxiety with silent terms, namely the inability of individuals to actively participate in discussions, develop conversations, answer questions asked in class, which are not caused by lack of knowledge but because of inability to compile words and inability to compile words, convey the message perfectly, even though it was prepared beforehand. Rachmat (2008) mentions that speaking anxiety as communication apprehension, which is a negative reaction in the form of anxiety that occurs to individuals in communication situations, both interpersonal communication and presentation. Whereas according to Rogers (2008) anxiety speaks as a feeling of nervousness and discomfort experienced by individuals when making presentations, fear of speaking and difficulties experienced by someone when they have to speak in front of many people. Perfectly, which is characterized by a psychological and physiological reaction. The same thing was conveyed by Khayyirah (2013),

speaking anxiety at presentation was an uncomfortable feeling that was not settled in the individual, both when imagining and during the presentation. This is characterized by physical and psychological reactions. Anxiety in public speaking can be experienced by everyone, not just students. Anxiety has a negative effect on students themselves whether they are still in school or when they graduate (Bukhori, 2016).

Talking anxiety such as stage fever, talking anxiety or a more general work stress. The meaning of speaking anxiety is an uncomfortable situation that does not settle on an individual, this happens well when only by imagining and when speaking in front of many people (Wahyuni, 2015). Based on the description above, it can be concluded that speaking anxiety is a condition with physical and psychological stress on individuals when they have to speak or convey thoughts, ideas, and feelings in front of many people.

D. Symptoms

Spielberger, et al. (cited in Ghufron, 2011) stated that speaking anxiety during presentation experienced by individuals and anxiety was defined as a concept consisting of two main dimensions, namely anxiety and emotionality. Emotional dimensions refer to physiological and nervous system reactions that arise as a result of a certain object. It is also an unpleasant feeling and an emotional reaction to unpleasant bad things, such as tension increases, the heart palpitates, the body sweats, and the body trembles when doing something. Worrying is the cognitive aspect of speech anxiety that is experienced in the form

of negative thoughts about the possibility of failure and its consequences such as the lack of hope of getting something that is expected, being self-critical, giving up on the situation, and worrying too much about what might be done.

Burgoon and Ruffner (in Azwar 2010) state that people who have speech anxiety are characterized by the following characteristics:

1. Unwillingness is the unwillingness to communicate, individuals try to avoid speaking in front of many people, this occurs due to feelings of anxiety, introverted nature, and marked by the low frequency of participation in various communication situations.
2. Avoiding is a symptom of avoidance of communication participation. Occurs because of unpleasant communication experiences characterized by anxiety, lack of introduction to communication situations that affect intimacy and empathy.
3. Control or low control over the communication situation. Occurs due to environmental factors, inability to adjust to different individuals and the reaction of the other person.

Rogers (2008) also suggests that there are three common symptoms that are often reported by those who have difficulty speaking. First physical symptoms, physical symptoms can be felt long before your appearance, and appear in the form of abdominal tension, or difficulty sleeping when the presentation takes place.

These physical symptoms can be different for each person but are generally in the form of:

1. A faster heartbeat
2. The knees tremble, making it difficult for you to stand up, or walking towards the pulpit, or having difficulty standing calm in front of your audience.
3. A vibrating sound, often accompanied by straining the throat muscles, or the accumulation of mucus in the throat.
4. The heat wave, or feeling like you're going to faint.
5. Stomach cramps, sometimes accompanied by nausea.
6. Hyperventilation, which includes difficulty in breathing.
7. Watery eyes or slimy nose.

Symptoms that enter into the second category are related to mental processes, and generally occur as long as the speaker appears, including:

1. Repeat a word, sentence, or message, so the speaker sounds like a broken radio.
2. Memory loss, including the inability of the speaker to remember facts or figures correctly, and forget things that are very important.
3. Other forms of public disobedience.
4. The hidden mind, which makes the speaker do not know what to say next.

Physical and mental symptoms are usually accompanied or preceded by a number of emotional symptoms, including:

1. Fear that can even appear before you appear

2. Feeling of being unable
3. Feeling losing control
4. Feeling helpless, like a child who is unable to overcome a problem.
5. Shame
6. Panic
7. Shame or feel humiliated, when the presentation ends.

The three groups above can interact with one symptom with other symptoms. Almost the same thing was said by Nevid et.al. (2003) who classified anxiety symptoms in three types of symptoms, including:

1. Physical symptoms of anxiety, namely: anxiety, trembling limbs, sweating a lot, difficulty breathing, heart beating fast, feeling weak, cold, irritable or offended.
2. Symptoms of anxiety behavior, namely: avoidance behavior, shock.
3. Cognitive symptoms of anxiety, namely: worry about something, feeling disturbed will fear something that happens in the future, the belief that something scary will happen soon, fear of inability to overcome problems, thoughts feel mixed or confused, difficult to concentrate.

While Rachmat (2014) suggests a common symptom that often occurs in individuals when speaking namely:

1. A fast heartbeat
2. The palm of the hand or back of the sweat
3. Breath panting
4. Dry mouth and difficult to swallow

5. Tension of the chest muscles, hands, neck and legs
6. The hand or foot vibrates
7. A vibrating and hoarse voice
8. Speak fast and unclear
9. Unable to hear or concentrate
10. Forgotten or lost memory

E. Source of Speaking Anxiety

The source of anxiety is related to fear of making mistakes, which seem to reduce their image (Aydin, 2001). Not only that, the personality and teacher-student relationship also affect the anxiety felt by students (Bekleyen, 2004). Variables related to foreign language anxiety can be student motivation, gender, and class participation (Zhanibek, 2001). The same thing was stated by Bantumlu & Erden (2007) that the variable anxiety was gender, motivation and duration of learning.

A different matter was stated by Siska et. Al. (2003), they stated that the cause of speech anxiety experienced by someone is a negative thought in their brain that they will not be able to, will not succeed, and will be judged negatively by others. This opinion is supported by Rachmat (2008) which states that someone who is inferior will experience difficulties in expressing his opinion, this can happen because they will feel afraid to tell the truth in public for fear of being blamed by others.

Besides the source of anxiety, there are factors that can cause a person to experience anxiety. He mentions there are several things that cause a person to experience anxiety in speaking, namely:

First, do not know what to do. How individuals should be start talks so he will face a number of uncertainties.

Second, self-image (self-image) and negative self-control are formed due to failures experienced by individuals when speaking in front of the public, such as “I don’t have the talent to speak in front of many people”. So individuals tend to avoid opportunities to speak.

Third, the individual experiences anxiety when speaking at the presentation because he knows he will be assessed. Dealing with judgment makes people nervous, judgment can lift and drop self-esteem.

Fourth, it is formed because self-efficacy is low and this can happen not only to novice speakers, maybe even famous people as good speakers, this happens when the speaker is faced with a strange situation. For example, he was asked to speak to an audience that he did not know or might talk about a problem he did not like.

Whereas according to Khayyirah (2013) the factors that cause anxiety to speak while speaking are:

1. Not used to talking to a large audience
2. Excessive demands from within to do good
3. Fear of experiencing nervousness when talking, especially with an audience that has authority (boss, teacher, older people, more expert experts, etc.).

4. Not yet mastered the material to be delivered, so it is not confident.

Rogers (2008) states that people who are afraid to talk usually try to avoid it. The opportunity to speak in a small meeting, however short, is just passed away, making it possible to learn gradually, just disappear. Avoidance for avoidance continues, which was originally just a lack of confidence and lack of expertise, turned into a real phobia. A bad situation gets worse. These failures add to their fear so people learn to be afraid.

CHAPTER III

RESEARCH METHOD

This chapter discusses the methods used by researchers in conducting this lesson. The discussion included research design, data sources, data collection, data analysis and triangulation.

A. Research Design

This study uses a qualitative method. Creswell (2009) states that qualitative methods are processes of scientific research intended to understand the problem of human problems in a social context by making comprehensive drawings and compilations, reporting detailed views of sources of information, and conducting them in natural settings, without intervention from researchers. The researcher used this qualitative approach because it was consistent with the research problem questions. The qualitative approach is expected to be able to produce in-depth descriptions of speech, writing, and/ or observable behavior from an individual, group, society, and or organization in a particular context setting that is examined from a holistic, comprehensive, and holistic perspective. This approach can be used to get the source of what makes the fourth semester students of the English Department in the class speak and also the results of the dominant factors of speaking anxiety from the fourth semester students of the English Department.

B. The Source of Data

This research will be conducted at the IAIN campus in Kediri, Kediri, East Java. Especially for the English Language Department, Faculty of Education, at IAIN Kediri. The study participants were fourth semester students from the English department in 2017. Researcher took two classes as representatives of all speaking classes. Students are taken randomly between men and women. There are 70 students who have been the participants.

C. Data Collection

In this study, researchers will take several stages in collecting data.

1. The researcher asks for advice and guidance to experts about the questionnaire that will be used in this study.
2. The researcher tests the validity of each item in the questionnaire.
3. The researcher distributes the questionnaire to the fourth semester students in the English department and asks them to provide a checklist of the statements contained in the questionnaire according to how they feel.
4. Data obtained from questionnaires were then inputted and analyzed by researchers using qualitative descriptive.

D. The Instrument of the Research

To get the data in this research, researcher used close-ended questionnaire that consisting of 33 statements and written in Indonesian. The items presented are reflections of communication worries, exam anxiety, and fear of negative

evaluations in foreign language classes, especially in speaking class. These questions are re-adapted from Horwitz (1986) questionnaire about FLCAS (Foreign Language Scale Anxiety Scale). The form of the scale used in making statements in this study is the "Likert Scale" which is intended to find out the types of sources of anxiety felt by students in the speaking class.

In measuring the psychometric scale or Likert Scale, known terms statements or favorable items and unfavorable items. Favorable statements are statements that support or favor the object of research, while unfavorable statements are statements that do not support or not favor. The purpose of making these favorable and unfavorable items is to avoid bias in the form of response stereotypes. In addition there is a tendency for respondents to provide responses mechanically that is likely to always agree or always disagree.

A. Data Analysis

The FLCAS questionnaire is designed to measure the extent to which students' anxiety in class speaks. This questionnaire is in the form of a scale. There are five scale options, such as "Very Often", "Often", "Sometimes", "Rarely", "Never". The use of numbers in the questionnaire is an alternative answer to the statements contained therein. As for the calculation score, researchers convert it separately, which is as follows:

1. For favorable statements
 - Very often (score 5)
 - Often (score 4)

- Sometimes (score 3)
 - Rarely (score 2), and
 - Never (score 1)
2. For unfavorable statements, the scoring will be reversed.
- Very often (score 1)
 - Often (score 2)
 - Sometimes (score 3)
 - Rarely (score 4), and
 - Never (score 5)

To investigate the possible role of several sources in speaking anxiety, participants' responses to items from the questionnaire were analyzed. Each question in the questionnaire represents the source of anxiety felt by students.

The following are several stages of analysis carried out by researchers on the data obtained:

1. Test the validity of items based on data that has been obtained.
2. Removing invalid items so as not to interfere with data processing.
3. Group items based on the type of source of anxiety. For example, item number 03 that says "I tremble when I know that I will be called" shows the source of anxiety "teaching procedure" experienced by students.
4. Recap the results of the calculation of each source of anxiety.

B. Triangulation

Triangulation is a technique of checking the validity of data that uses something else outside the data for the purpose of checking or comparing data. Triangulation is defined as a data collection technique that is a combination of various existing data collection and data sources techniques. If the researcher conducts data collection using triangulation, the researcher actually collects data which simultaneously tests the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources (Subagyo, 2012).

In this study, researchers intend to use triangulation of data sources. Triangulation of data sources is to re-check the data that has been obtained from the main informant by testing the correctness of the data to additional informants (can be one or more). Triangulation with the same method but with different sources. In this study, researchers will distribute questionnaires to informants who in different class from before but still in the fourth semester students of English Department.