

**THE IMPACT OF THE STUDENTS' ANXIETY TOWARD THEIR
SPEAKING COMPETENCY AT THE THIRD GRADE OF THE STATE
INSTITUTE FOR ISLAMIC STUDIES PALOPO**



**Submitted to the English Language of SI Study Program of Tarbiyah
and Teacher Training Faculty of the State Institute of Islamic Studies
(IAIN) Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in
English Education**

Composed By,

DASRULLAH DWIPUTRA

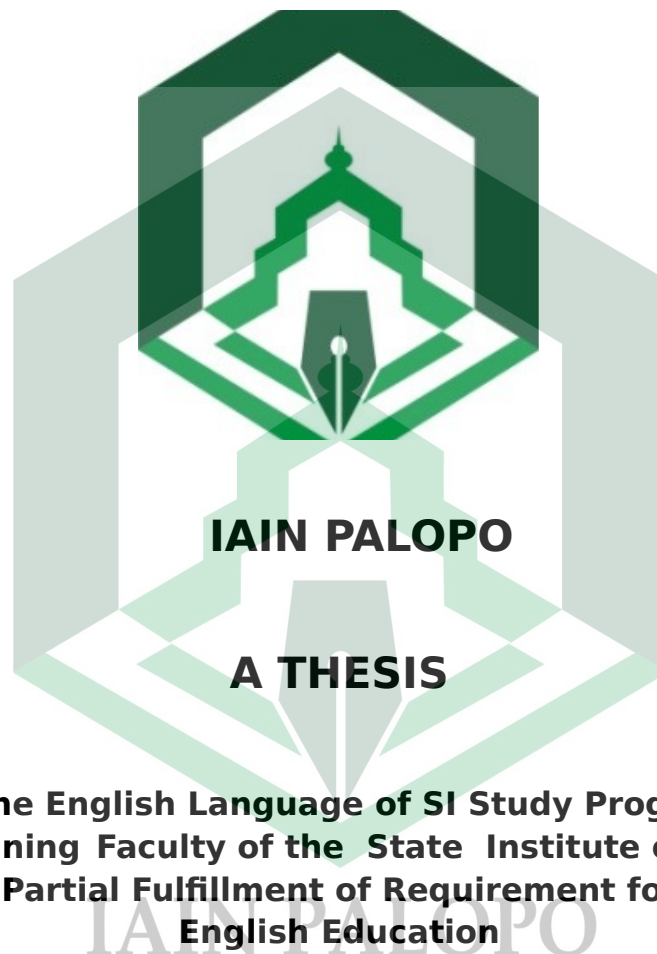
REG. NUM. 12.16.3.0169

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO
2017



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THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO



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ACKNOWLEDGEMENTS

□ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

In the name of Allah SWT, the beneficent and the Most Merciful, Lord of the World has created judgment day in the hereafter and to our Prophet Muhammad SAW, safety and peace be upon him. Alhamdulillah the writer expresses his gratitude to the almighty God that has been given his guidance, inspiration and good health. So that, the writer could finish the thesis on the title “The Impact of the Students’ Anxiety toward Their Speaking Competency at the Third Grade Students of IAIN Palopo”

The researcher realizes that support and encouragement from many people, have been important to the researcher in the preparation of this thesis. Therefore, the researcher would like to acknowledge them.

1. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo, who always supports and gives motivation to their collegian during study at IAIN Palopo.
2. Dr. Rustan S, M.Hum, as the first deputy of IAIN Palopo, who always advises the researcher during studying.
3. Drs. Nurdin K, M.Pd, as the Dean of Tarbiyah Faculty of IAIN Palopo, who always the explanation in writing this thesis.
4. Amalia Yahya, SE.,M.Hum as the chief of English Department of IAIN Palopo, who always gives support, encouragement and idea to researcher during his studying at IAIN Palopo.
5. Dr. Muhaemin, MA as the first consultant and Jufriadi,S,S,.M.Pd as the second consultant. Thanks for the suggestion, idea, help and guidance since preliminary until the researcher can complete this thesis.

6. All the lectures of IAIN Palopo, thanks for guidance, attention, knowledge and motivation in learning English Language. And also for all staffs are in IAIN Palopo, thanks for helping and kindness.
7. Special thanks for my beloved parents (A. Darwis, S.E. and Suarti) who always give the researcher help, support, blessing until now. And also, special thanks for my beloved brothers Dermawan Saputra and my beloved sisters Dita Nurfadila who have given the researcher motivation , support, and strength to finish my thesis.
8. All of my friends in IAIN Palopo (Satrianto, Ripaldi, Rahmat, Wiwinda, Ayu Lestari, Elvi, Istiqomah, Nisba, Juliansyah, Lukman, Andriani, Irla special for BIG D, and all of my friends which could not all be written here thanks for nice friendship, support and helping our togetherness.

The researcher also thanks the other who cannot be mentioned one by one, who have helped and supported the writer to finish this thesis. The researcher realized that this thesis would not be created without their participation

The researcher hopes this thesis can give some values to the students and English teachers and the readers. The researcher admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make it better. The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis may ALLAH SWT, bless them. Amin.

Palopo, Juni 2017

The researcher

Dasrullah Dwiputra



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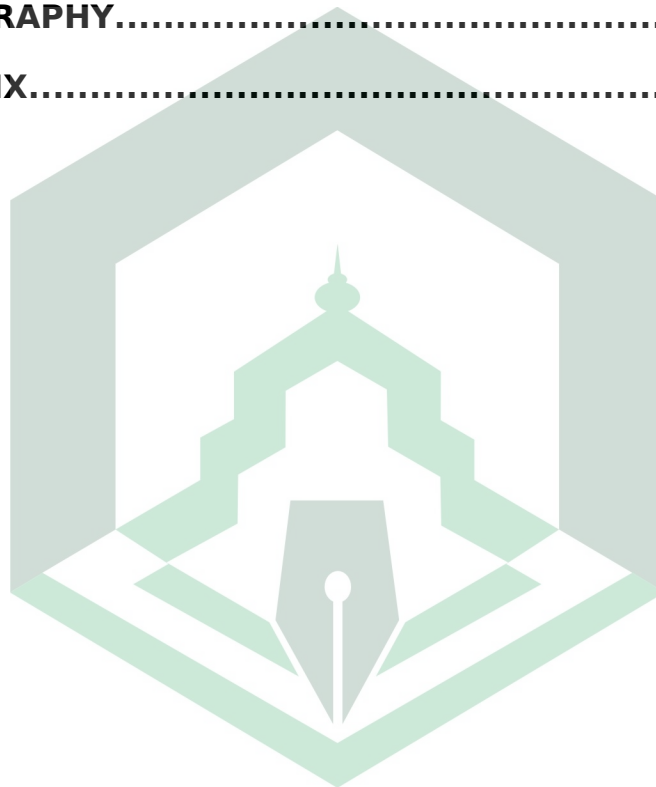
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ABSTRACT

Dasrullah Dwiputra, 2016, “The Impact of the Students’ Anxiety toward their Speaking Competency at the third Grade of IAIN Palopo”

Key Words : Students’ Anxiety, Speaking Competency, IAIN Palopo

This thesis attempts to discover the impact of the students’ anxiety toward their speaking competency at the third grade students of IAIN Palopo. The objectives of this research are to measure the existence of the students’ anxiety and to find out whether or not the students’ anxiety has an impact to the students’ speaking competency at the third grade students of IAIN Palopo.

This thesis applied *Ex-Post Facto Correlation* research design and used quantitative approach method. The researcher used interview to find out the existence of the students’ anxiety while learning English. The researcher also used questionnaire to measure the existence of the students’ anxiety and speaking test to get the score of the students’ speaking competency, and then correlate the two variables.

The result of the data analysis shows that $r_o(-0.481)$. Moreover, the researcher got the score of coefficient determination 0.231 (23,1%) which means the variable X (the students’ anxiety) influenced variable Y (students’ speaking competency) as 23,1% and the rest of 76,9% influenced by another variable which has not been mentioned in this research. The researcher got the $t_o = 5.325$, because the $t_o > t_{table}$, $5.325 > 1.739$, we can conclude that the null hypothesis was rejected and the alternative hypothesis was accepted. In summary, students’ anxiety influence students’ speaking competency.

The result of this research was expected to raise lecturers’ awareness concerning the source of anxiety as well as its effect on students’ learning, provide teachers effective ways to cope with students’ anxiety, and serve as a resource for future studies in the area of foreign language learning anxiety.

CHAPTER I

INTRODUCTION

A. Background

Emotions are important in the classroom since it has impact on learning. They influence learners' ability to process information and to accurately understand what they encounter. Brown states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques.¹ In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students' thinking and also have the potential to interfere with learning. Negative emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts. Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process becomes difficult is anxiety.

Worldwide expansion of English Language has increased the demand to acquire communication skills in English. However, learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English and claim to have, as mentioned above, a mental block against learning English.

¹ H. Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc., 1991), p. 73

Learning English in the classroom, for most students, is full of challenges. One of the known challenges comes from the learners' affective factor, for instance; anxiety.

Anxiety plays a very important role in language learning. Language learning 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. Most foreign language learners experience of nervousness when they speak the foreign language in front of their classmates or native speakers. Some may forget even easy words, and others may be worried about making mistakes. Horwitz stated that "some language learners become anxious when they cannot be themselves when speaking in the new language".²

Anxiety has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need to overcome. The phenomenon of anxiety has been widely acknowledged as one of the most important psychological phenomena that is experienced in many social or learning contexts and relates to fear, unpleasant, and worries. Anxiety can occur if students are exposed to several negative experiences in foreign language context. Moreover, it can make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well.

2

Horwitz, E. K.. *Becoming a language teacher: A practical guide to second language learning and teaching*, Boston, (MA: Allyn and Bacon, 2008) p.9.

On November 25th 2015, during the teaching practice, the researcher was placed at SMK Negeri 1 Palopo and I taught English for about a month. In my English class, I found signs of anxiety among the students. Many of them got jittery, created avoidance and reduced participation in the classroom. They were afraid and shy to practice with the target language, in this case the target language is English, because they were worried about making mistake. One of them thought if he made mistake, the teacher would get angry and his peers would ridicule him. So he preferred to be quiet and sit passively. While some of them also believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice, they started to stutter. Moreover, some of them were unable to produce the sound or intonation even after a number of repetitions because they were not sure if they can practice their English. It was quite hard for the writer to do proper learning activities with them. Further, the researcher also found the same case in IAIN Palopo especially for the first grade and third grade students of English department, that's why the researcher intends to take the students of the third grade of English department at IAIN Palopo as the sample of this research.

Many people have investigated the issue of foreign language anxiety from different perspective. Marwan investigated Indonesian students' foreign language anxiety. He tried to find out the types of anxiety experienced by foreign language learners and the strategies they used to cope with their anxiety. Factors like lack of

confidence, lack of preparation ³and fear of failing the class were the primary causes of their anxiety.

According to Oxford, “Most language research shows a negative relationship between anxiety and performance.”⁴ Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety.

The impact of students’ anxiety is also influence students’ achievement in learning English including their speaking competency. Speaking skills have a very important role in the communication. It contains social interactions that involve not only verbal communication, but also paralinguistic and non-linguistic elements of speech, which enable someone to convey someone’s meaning without any accompanying speech. Therefore, speaking is important for students to practice their capability and their understanding, to share ideas, and to pronounce words well; in this case the students’ motivation and interest are very needed to make the process of their understanding more easily. But the fact, students cannot keep the conversation going because they are anxious.

3

Marwan, Investigating Students’ Foreign Language Anxiety, *Malaysian Journal of ELT Research*, Vol. 3, 2007, p. 43.

4

Rebecca L. Oxford, “Anxiety and the Language Learner: New Insights”, in Jane Arnold (ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p. 60.

Based on the previous explanation, the research is interested in doing research with entitled **“The Impact of the Students’ Anxiety toward their Speaking Competency at the third grade of IAIN Palopo”**.

B. Problem Statement

Based on the background above, the questions are formulated as follows:

1. To what extent does the students’ anxiety while learning English?
2. Does the students’ anxiety have an impact to students’ speaking competency at the third grade students of IAIN Palopo?

C. Objective of the Study

This research aims to find out;

1. To measure the existence of the students’ anxiety
2. To find out whether or not the students’ anxiety at the third grade students of IAIN Palopo has an impact to students’ speaking competency

D. Significance of the Study

The results of the study will raise teachers’ awareness concerning the sources of anxiety as well as its effect on students’ learning. This study will provide teachers

effective ways to cope with students' anxiety. In addition, it will serve as a resource for future studies in the area of foreign language learning anxiety.

E. Scope of the Study

This research focuses on the impact of students' anxiety toward their speaking competency of the third grade students of IAIN Palopo.

F. Operational Definition

- ❖ Anxiety : anxiety is a complex construct that deals with learners' psychology in terms of their feelings, self-esteem, and self-confidence caused by the three aspect which are communication apprehension, test anxiety, and fear of negative evaluation.
- ❖ Speaking Competency : The capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform speaking
- ❖ The third grade of IAIN Palopo : The sample of this researcher that the the researcher intend to be observed.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In writing this thesis, the research found some research related to this research as follows:

1. The researcher, Jiraporn Paranuwat, (2011) in her/his thesis which written under the title “A Study of Foreign Language Learning Anxiety of The First Year Students at Srinakharinwirot University”¹

¹ Jiraporn Paranuwat, *A Study of Foreign Language Learning Anxiety of The First Year Students At Srinakharinwirot University*, (Thailand : Srinakharinwirot University,2011).

Based on the result, it was found that students had moderate anxiety in their foreign language learning. Anxiety concerning test anxiety, beliefs about language learning, fear of negative evaluation, and negative attitudes toward language class was at a moderate level.

2. The researcher, Numaya Nimat, (2013) in his/her thesis which written under the title “An Investigation of English Language Anxiety- Experiences of Undergraduate Students in Bangladesh”²

Based on the result, it was revealed that most of the students are introverts. They have high speaking anxiety compared to listening, reading and writing. Moreover, the results also showed that the students are quite motivated and

² Numaya Nimat, *An Investigation of English Language Anxiety-Experiences of Undergraduate Students In Bangladesh*, (Bangladesh: BRAC University,2013).

autonomous but still they seek guidance and help from their teacher. This shows that only motivation and autonomy cannot overcome their anxiety.

3. Jafar Batiha, Noorizah Mohd Noor, and Rosniah Mustafa, (2014) in their *International Journal of Social Science and Humanities Research* under the title “Exploring the Factors of Classroom Anxiety in The Context of EFL Arab Students”³

Based on the result, it showed that EFL learners have a tendency to feel moderately anxious. Moreover, anxious learners do not consider language errors as an expected part of language learning routine, but rather as a source of negative impression from lecturer and students and an intimidation to their image as well.

3 Jafar Batiha, Noorizah Mohd Noor, and Rosniah Mustafa, Exploring the Factors of Classroom Anxiety in The Context of EFL Arab Students, *International Journal of Social Science and Humanities Research*, Vol. 2, Issue 2, Month: April 2014 - June 2014 pp: (18-31)

Unlike the following above, the researcher has a different object of the study and the limitation of the research than the following previous related research above. The different is clearly seen on the object of the research which located in other country, such us, Thailand, Bangladesh, and Arab while the researcher in this study takes Palopo, South Sulawesi-Indonesia as the object of the research. Moreover, the different is clearly seen on the limitation of the research which the three previous researches above is limited to just exploring the existence of students' anxiety while in this research, the researcher intends to research the impact of students' anxiety toward their speaking competency besides to find out the existence of students' anxiety.

B. Anxiety

1. The Definition of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Anxiety is almost impossible to define in simple sentence. Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague

fear that is only indirectly associated with an object⁴. In its simplest form, anxiety can be associated with feelings of uneasiness, frustration, self-doubt, insecurity, or apprehension is intricately intertwined with self-esteem issues and natural ego-preserving fears. Anxiety is a kind of fear that may cause a learner a negative feeling in class. It happens when we doubt in our abilities of performing a certain task and we feel nervous about succeeding in it. There are several definitions of anxiety which are found by the writer, as follows:

1. According to Bachtiar Lubis, anxiety is the appreciation of unpleasant emotional associated with feeling of being danger to something bad that will be

4 Horwitz, E. K., Horwitz, M. B., & Cope, J. A., *Foreign Language Classroom Anxiety*", *The Modern Language Journal*, Vol. 70 , 1986, p.125

happened. The level varies from feeling anxious to severe fright. Could be compared to fear, but often unreasonable.⁵

2. According to Hanna Djumhana, anxiety is fear of something that has not happened. Anxiety appears when someone predicts things that may threaten and cause harm to him/her. Thus, anxiety is actually a fear created by her/him, which can be characterized by always feel worried and scared of something that has not happened.⁶

5 Bachtiar Lubis, *Pengantar Psikiatri Klinik*, (Jakarta : Gaya Baru, 1993), p. 78



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3. According to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.”⁷

⁶ Hanna Djumhana Bustaman, *Integrasi Psikologi dengan Islam : Menuju Psikologi Islami*, (Yogyakarta : Pustaka Pelajar Offset, 2001), p. 156



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⁷

Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 570

4. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat.⁸ It means that people are naturally feels anxious when they are threatened.

8

Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

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5. According to Ormrod, anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.⁹

Based on the following definitions of anxiety by some experts above, commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

2. Types of Anxiety

Anxiety divided into three types of anxiety which are trait anxiety, the state anxiety, and the situation specific anxiety. The trait anxiety is personal and some people are

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Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), p. 401.

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generally anxious about many thing. Brown defines trait anxiety as a more permanent predisposition to be anxious.¹⁰ However, state anxiety is evoked whenever a person perceives stimulus or situation as harmful, dangerous or threatening to him. Trait anxiety is not directly manifested in behavior, but may be inferred from the frequency and the intensity of individual's elevations in anxiety state over a time. Thus, trait anxiety refers to stable personality differences in anxiety proneness. However, state anxiety is momentary and it relates to some particular event or situation. Macintyre and Gardner (1991) define situation specific anxiety as a form of state anxiety that persists not necessarily across situations but with certain situations consistently across

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Brown, D., *Principles of language learning and teaching*. (Englewood Cliff: Prentice Hall Regent, 1994)

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time.¹¹ They think that situation specific anxiety is more diverse than are the state and trait anxieties and one can concentrate on a particular thing in situational anxiety. The advantage of this perspective is in clearly describing the situation of interest for the participant. In this way, the assumptions about the source of anxiety can be avoided. The disadvantage of the situational anxiety is that the situation under consideration can be defined broadly, narrowly or quite specifically and the researcher is responsible for defining it accordingly to the purpose of the study. The situation specific anxiety can demonstrate an important role for anxiety in the language learning process. Situational anxiety is related to a particular situation and language anxiety can be one type of situational anxiety, and is not a personality trait. The

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Macintyre, P. D., *how does Anxiety affect second language learning? A reply to Sparks and Ganshow. The Modern Language Journal*, 1995, p.90

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examples of situation specific anxiety can be public speaking, writing examinations, performing math, or participating in a foreign language class.

3. Causes of Anxiety

There are three components that cause anxiety which are communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is fear associated with communication with another person. Communication apprehension is defined as an individual level of fear or anxiety associated with either real or anticipated communication with another person or persons.¹² Other factors influence whether communication anxiety is present, and to what degree. The degree of evaluation, that is, what the subject perceives to be at

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Jason S. Wrench, et. al., *What Is Communication Apprehension?*, 2014, (www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s06-01-what-is-communication-apprehen.html), accessed in September, 5th 2016.

stake, whether the subject feels subordinate to their audience, how conspicuous the subject feels, the degree of unpredictability in the situation, the degree of dissimilarity between the speaker and the audience; memories of prior failures or successes, and the presence or lack of communication skills are all factors impacting the degree of communication anxiety suffered in a given situation. Also known as stage fright.¹³

Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. This anxiety creates significant barriers to learning and performance. Research

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Ibid.



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suggests that high levels of emotional distress have a direct correlation to reduced academic performance and higher overall student drop-out rates. Test anxiety can have broader consequences, negatively affecting a student's social, emotional and behavioral development, as well as their feelings about themselves and school. Test anxiety can also be labeled as anticipatory anxiety, situational anxiety or evaluation anxiety. Some anxiety is normal and often helpful to stay mentally and physically alert. When one experiences too much anxiety, however, it can result in emotional or physical distress, difficulty concentrating, and emotional worry. Inferior performance arises not because of intellectual problems or poor academic preparation, but because testing situations create a sense of threat for those experiencing test anxiety; anxiety resulting from the sense of threat then disrupts attention and memory function. Researchers suggest that between 25 and 40 percent of students experience test anxiety. Students with disabilities and students in gifted education classes tend to experience high rates of test anxiety. Students who experience test anxiety tend to be easily distracted during a test, experience difficulty with comprehending relatively simple instructions, and have trouble organizing or recalling relevant information. Other causes of test anxiety may include fear of failure, procrastination, and previous poor test performance. As well, characteristics of the test environment such as: nature of the task, difficulty, atmosphere, time constraints, examiner characteristics, mode of administration and physical setting can affect the level of anxiousness felt by the student. Researchers Putwain & Best (2011), examined test performance among elementary children when the teacher put pressure on the students in an attempt to

create a more high stress environment. Their findings showed that students performed worse in high threat situations and experienced more test anxiety and worrisome thoughts than when in a low threat environment.¹⁴

Test anxiety is known to develop into a vicious cycle. After experiencing test anxiety on one test, the student may become so fearful of it happening again they become more anxious and upset than they would normally, or even than they experienced on the previous test. If the cycle continues without acknowledgement, or the student seeking help, the student may begin to feel helpless in the situation.¹⁵

Fear of negative evaluation (FNE) was first defined by Watson and Friend in 1969 as “apprehension about others' evaluations, distress over negative evaluations

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Passer, Michael W, and Ronald E., Smith. *Psychology: The Science of Mind and Behavior.*(New York: McGraw-Hill, 2009), p.546

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by others, and the expectation that others would evaluate one negatively.” FNE is related to specific personality dimensions, such as anxiousness, submissiveness, and social avoidance. People who score high on the FNE scale are highly concerned with seeking social approval or avoiding disapproval by others, and may tend to avoid situations where they have to undergo evaluations. High FNE subjects are also more responsive to situational factors. This has been associated with conformity, pro-social behavior, and social anxiety.¹⁶

4. Measurements of Anxiety

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Ibid.

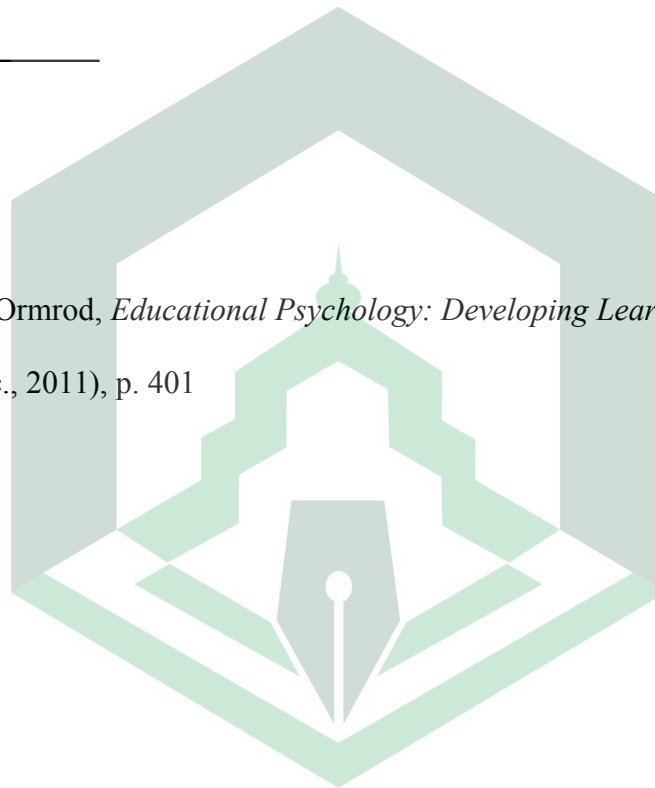


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According to Scovel, anxiety can be measured by physiological measurements of heart rate, blood pressure or palm sweating.¹⁷ Another approach is the application of behavioral tests and subject self-reporting. Behavioral tests are used when actions are observed such as an expectant father pacing the floor in a maternity waiting room.

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Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), p. 401



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17

Scovel, T.. *The effect of affect on foreign language: A review of the anxiety research.* *Language Learning*, 1978, p. 129

Self-reporting includes expressions such as the level of uneasiness while awaiting delivery of a child. These measurements are categorized as follows:

1. Physiological tests

As the limbic system can cause a variety of physiological responses through the autonomic nervous system, physiological measures have long been used as an indicator of a person's emotional state. Heart rate, blood pressure or sweating palms are assumed to be correlated to their emotional state. Physiological tests are applied by some researchers to measure affective arousal of athletes by measuring the relationship between amount of sweating during warm-ups and success in actual competition. Scovel claims that even though language learning is largely a cerebral, rather than a physical endeavor, it might be worthwhile to investigate the relationship between physiological measures of emotional arousal and success in foreign language performance, especially in speaking tasks.¹⁸

2. Behavioral tests and self-reporting

These two measures of affective arousal are not as easily measurable as physiological tests. Nevertheless, they can focus more precisely on a specific affective construct such as anxiety more than physical measures. As written tests of behavior are easy to administer, they have been used more frequently than physiological tests in applied psychology. According to Scovel, many behavioral tests are available. Some examples include the Achievement Anxiety Test (AAT), the Taylor Manifest Anxiety Scale (MAS), the Yale Test Anxiety Scales (TAS), the State/Trait Anxiety Inventory (STAI) and the Test Anxiety Scale for Children (TASC). These various measurements of anxiety are important analytical tools in psychology. The following section explores the relevance of these measures as they pertain to

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Ibid p.140.

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foreign language anxiety.¹⁹ One of the most famous instruments in measuring students' anxiety is FLCAS (Foreign Language Classroom Anxiety Scale). Foreign Language Classroom Anxiety Scale (FLCAS) is an instrument for anxiety measurement and it consists of communication apprehension, test anxiety and fear of negative evaluation in the foreign language classroom.

5. Impact of Foreign Language Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students' learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they

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Ibid, p.142

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have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned.²⁰ In other words, foreign language anxiety belongs to debilitating anxiety because it can hinder language learning.

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Ormrod, *op. cit.*, 2011, p. 402.

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Similar with Ormrod, MacIntyre as cited in Young, also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stages: input, processing, and output.²¹ Further, anxiety can affect students' cognitive performance at any or all of the three stages. It means if anxiety disrupts the cognitive work at one stage, then information is not passed along to the next stage.

At the input stage, foreign language anxiety acts like a filter that preventing some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a 'mental block that prevents a comprehensible input

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MacIntyre and Peter D., "Language Anxiety: A Review of the Research for Language Teachers", in Dolly Jesusita Young (ed.), *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*, (Boston: McGraw-Hill, 1999), p. 35

from being used for language acquisition.²² For example, anxious student may not be able to gather information of the language rules and vocabulary because anxiety interfere their ability to process information.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While at the output stage, anxiety can influence the quality of students' foreign language performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

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Ricardo Schutz, *Stephen Krashen's Theory of Second Language Acquisition*, 2016, (<http://www.sk.com.br/sk-krash.html>)

Moreover, Oxford described that “anxiety harms learner’s through worry and self-doubt and also by reducing participation and creating overt-avoidance of the language.” He also mentioned certain aspects that have negative correlation of anxiety such as: grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.²³

Based on the description above, it could be said that the existence of foreign language anxiety can affect the fluency of learner’s speech, their speaking competency and learning in general

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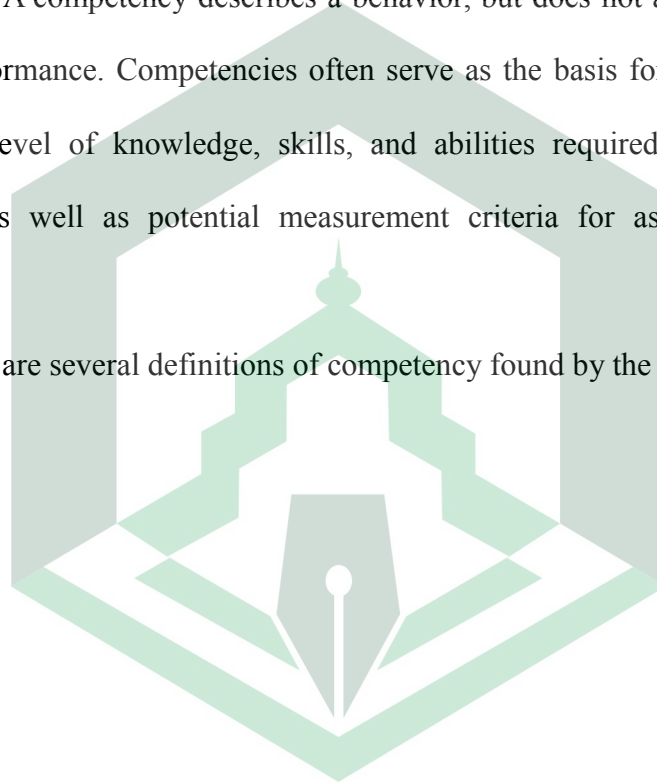
Oxford, *op. cit.*, 1999, pp. 60-61.

C. Speaking Competency

1. The Definition of Competency

A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform critical work functions or tasks in a defined work setting. A competency describes a behavior, but does not attempt to describe a level of performance. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace, as well as potential measurement criteria for assessing competency attainment.

There are several definitions of competency found by the writer, as follows:



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1. Competency is the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success.²⁴

2. Competency is an important skill that is needed to do a job.²⁵

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The Definition of Competencies and Their Application at NU | Human Resources | University of Nebraska–Lincoln,
<http://hr.unl.edu/compensation/nuvalues/corecompetencies.shtml/>, accessed in 30th September 2016

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3. Competency is a cluster of related abilities, commitments, knowledge, and skill that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of his or her career.²⁶

From the definitions explained above, it can be concluded that competency is the ability to perform a requisite range of skills.

2. The Definition of Speaking

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. There are many definitions of speaking that have been proposed by some experts in language learning.

Competency Meaning in The Cambridge English Dictionary,
<http://dictionary.cambridge.org/dictionary/english/competency> , accessed in 30th
September 2016

Brown states that when someone can speak a language it means that she can carry on a conversation reasonably competently. In addition, she states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.²⁷

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The Definition of Competence,
<http://www.businessdictionary.com/definition/competence.html>, accessed in 5th
October 2016



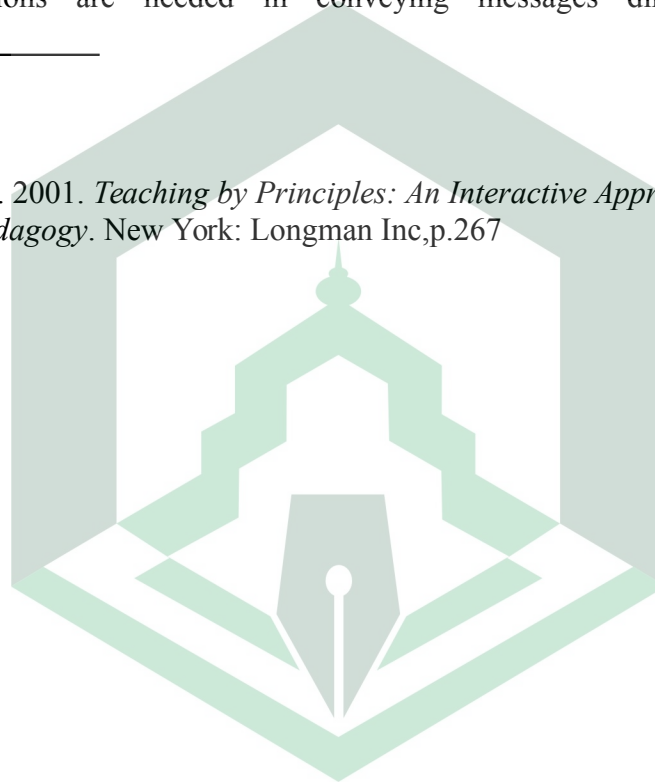
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Richards and Renandya state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.²⁸ Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any

Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman Inc, p.267

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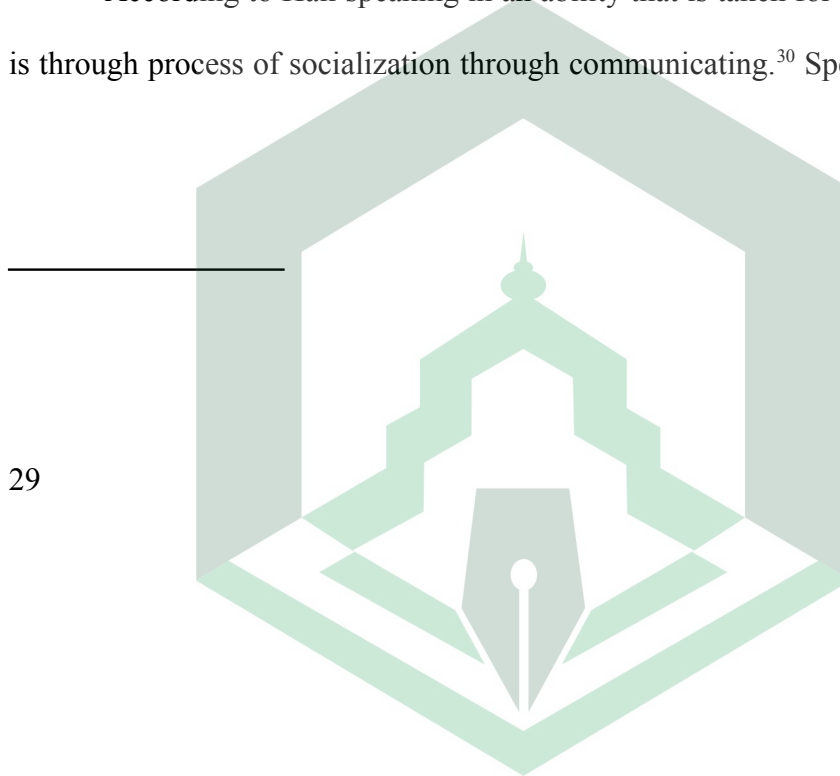


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Richards, J. C. and Willy, R. A. 2002. *Methodology in Language Teaching*. Cambridge University Press. P.204

accompanying speech. Brown states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.²⁹

According to Hall speaking in an ability that is taken for granted, learned as it is through process of socialization through communicating.³⁰ Speaking is making use



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Brown, H. D, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd Ed), (New York: Pearson Education, 2007) p.237

of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.³¹

In short speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

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Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), p.23

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Speaking is one of the four language skills that are taught in English teaching. The objective of teaching speaking is the ability of the students to communicate with other speakers in the target language. In order to be able to communicate, language learners need to have communicative competence. Communicative competence includes knowledge of grammar and the vocabulary of the language, knowledge of rules in speaking, knowing how to use and respond to different types of speech acts, and knowing how to use language appropriately.

3. The Function of Speaking

The speaker has to know about the purpose of conversation. Richards³² proposes some functions of speaking. Here are the functions of speaking as proposed by him:

1. Talk as interaction

Talk as interaction means people are doing normal conversation that is filled a primarily social function. The focus is more on the speakers and how they present

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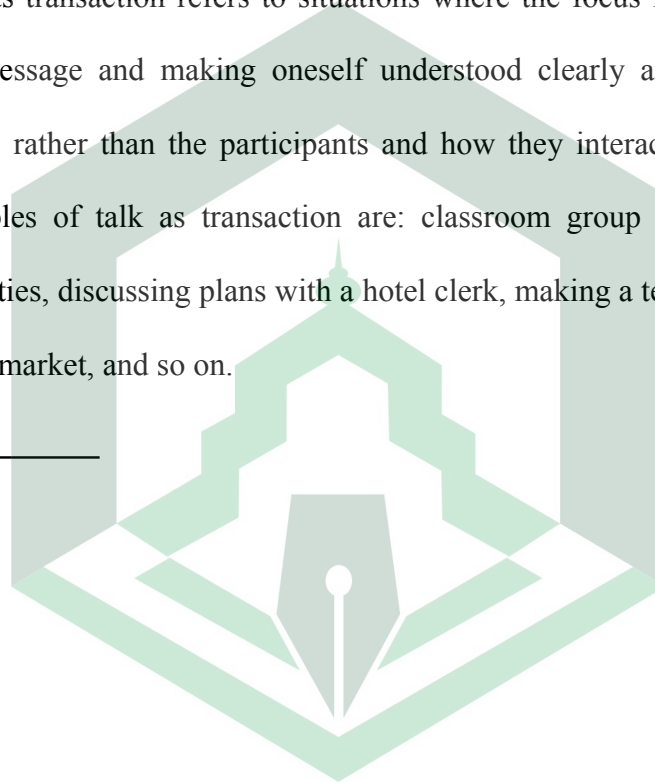
A S Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 1987), 6th Ed, p. 827

themselves to each other than on the message. For example: when people meet they exchange greetings, engage in small talk, recount recent experiences, joking, turn taking, interrupting, and so on.

2. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Examples of talk as transaction are: classroom group discussions problem solving activities, discussing plans with a hotel clerk, making a telephone call, buying something in market, and so on.

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Richards, J.C., *Teaching Listening and Speaking From Theory to Practice*.
(New York: Cambridge University Press, 2008) p.22-27

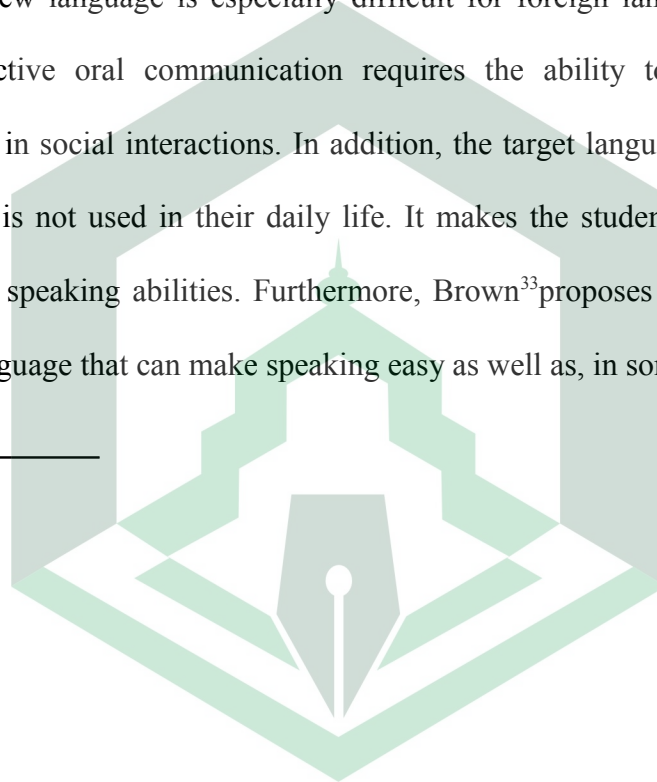
3) Talk as performance

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

4. Common Problem in Learning Speaking

Speaking a new language is especially difficult for foreign language learners. It is because effective oral communication requires the ability to use the language appropriately in social interactions. In addition, the target language that the students have learned is not used in their daily life. It makes the students have difficulty to develop their speaking abilities. Furthermore, Brown³³ proposes some characteristics of spoken language that can make speaking easy as well as, in some cases difficult.

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Brown, H.D., *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc, 2001) p.270-271

1. Clustering

The common problem in speaking that is usually faced by students is lack of vocabulary. So, they have difficulty when grouping of similar things that are close together in one sentence.

2. Redundancy

The students have an opportunity to make meaning clearer so the message can be delivered well. When it happens, they speak over, uncontrolled, and talk unnecessary more than is needed.

3. Reduced forms

The special problems in teaching spoken English are contractions, elisions, reduced vowels, etc. The students who do not know about those tend to speak too formal and talk in unnatural ways.

4. Performance variables

The other problem is a number of hesitation, pauses, backtracking, and corrections. The students keep silent in a long time and feel hesitate to speak.

5. Colloquial language

The students are not familiar with forms of idioms, and phrases of colloquial language.

6. Rate of delivery

The students still have a difficulty to maintain speaking in stable speed and other attributes of fluency. The teachers need to play a number of different roles during the speaking activities to get students to speak fluently.

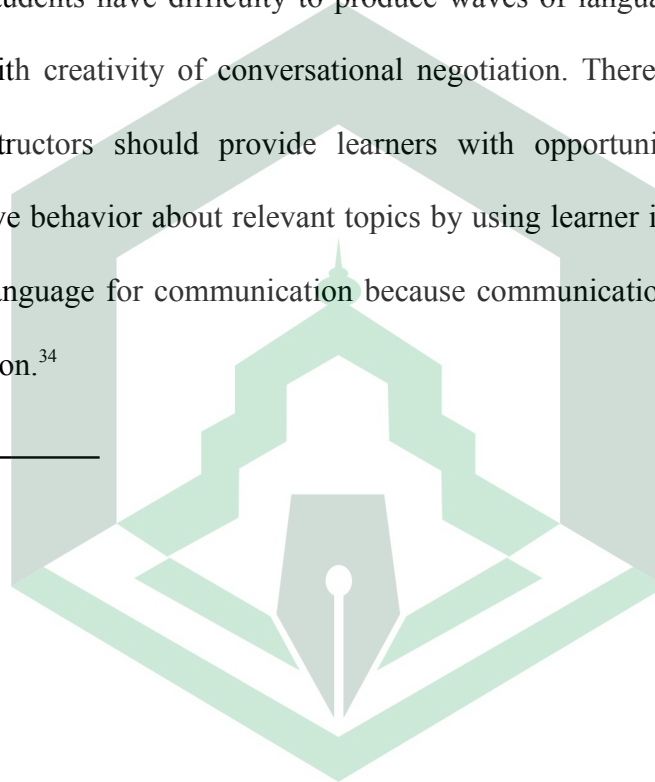
7. Stress, rhythm, and intonation

The students have obstacles in understanding the most important characteristic of English pronunciation like stress, rhythm, and intonation.

8. Interaction

The students have difficulty to produce waves of language in the process of interaction with creativity of conversational negotiation. Therefore, the teachers or language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner interaction as the key to teaching language for communication because communication derives essentially from interaction.³⁴

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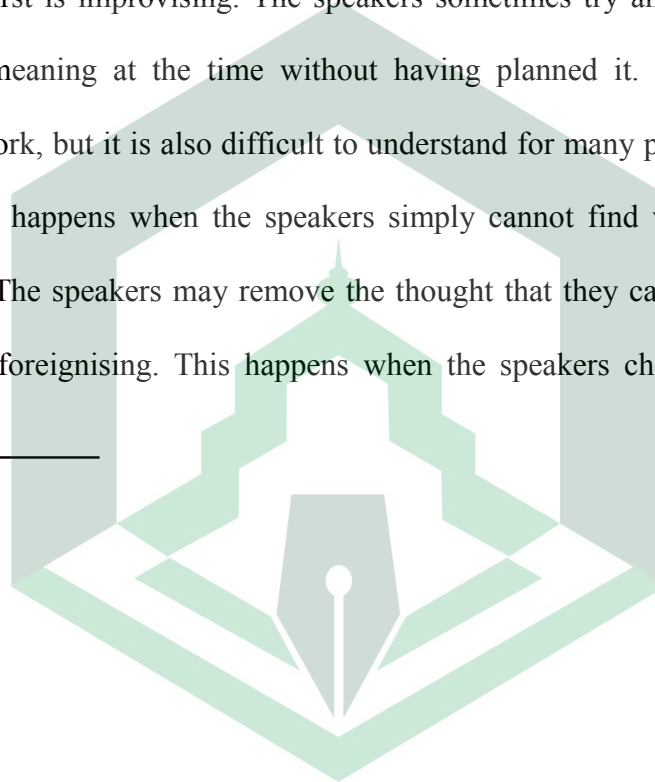
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Richards, J.C. and Renandya, W.A.. *Methodology in Language Teaching*.
(Cambridge: Cambridge University Press, 2002) p.208

When looking at some realities that the students have many obstacles to speak English well, the teachers have to think of some strategies to resolve the difficulty they are encountering. Some experts propose some solutions related to problems in learning speaking. Harmer³⁵ states some solutions to deal with difficulty in speaking.

The first is improvising. The speakers sometimes try any word or phrase to convey the meaning at the time without having planned it. Such improvisations sometimes work, but it is also difficult to understand for many people. The second is discarding. It happens when the speakers simply cannot find words for what they want to say. The speakers may remove the thought that they cannot put into words. The third is foreignising. This happens when the speakers choose a word in first

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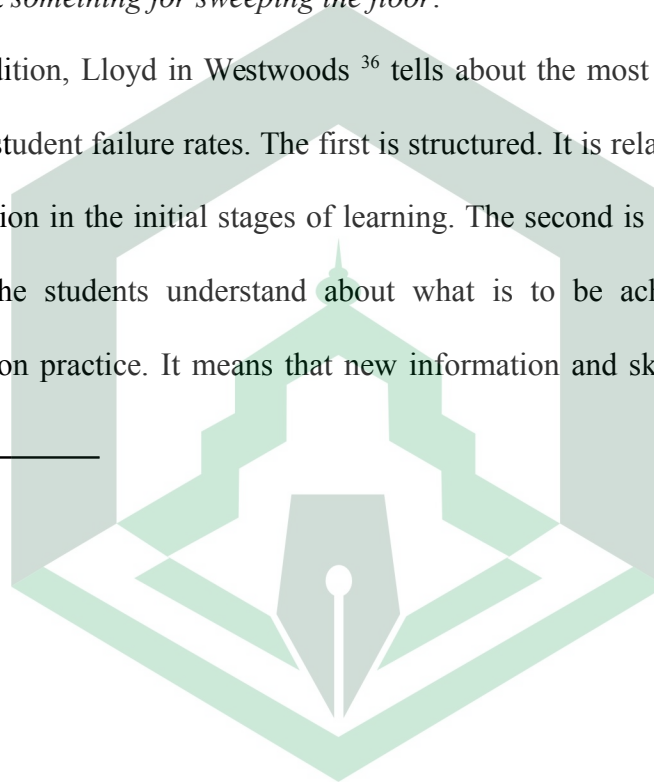
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Harmer, J, *The Practice of English Language Teaching*. 3rd ed, (Cambridge, UK: Pearson Education, 2001) p.249

language they know well and change it into the other word that will be equivalent to the meaning that they want to express in the foreign language. The fourth is paraphrasing. It means that the speakers are using different words without changing its original meaning. For example, if the speakers do not know the word *broom*, they can talk about *something for sweeping the floor*.

In addition, Lloyd in Westwoods ³⁶ tells about the most effective approaches for reducing student failure rates. The first is structured. It is related to a great deal of teacher direction in the initial stages of learning. The second is objective oriented. It means that the students understand about what is to be achieved. The third is emphasizing on practice. It means that new information and skills are repeated and

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Westwood, P, *What Teachers Need to Know about Teaching Methods*.
(Camberwell Victoria: ACER Press, 2008) p.45-46

applied many times to ensure acquisition and maintenance. The fourth is independence oriented. It means that the learners are expected to acquire knowledge and skills that will enable them later to work independently.

In summary, there are some solutions that are offered to solve the common problems in learning speaking. When the students have difficulty in speaking, the teacher is demanded to introduce them with the other ways to make speaking easier and to give the students more confidence.

D. Hypothesis

The statistic hypothesis states:

The Null Hypothesis

H_0 = The variable X did not influenced the variable Y, $H_0 = t_o < t_{table}$.

The Alternative Hypothesis

H_a = The variable X influenced the variable Y, $H_a = t_o > t_{table}$.

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CHAPTER III

RESEARCH METHOD

A. Method and Design

The research design which used in this study is an *ex post facto correlation* research design. It is non experimental designs that were used to investigate causal relationships without the treatments. Hence, it examines the possible changes of an effect, phenomena, and behavior caused by one event¹. This research is conducted to find out if there is a significant effect of students' anxiety in learning English on students' speaking competency. This research will be used quantitative approach to get the empirical data.

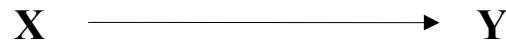
Quantitative approach has characteristic as conclusive. Basically, quantitative approach is used in inferential research and leaning the conclusive of its result on rejection error probability of nil hypothesis. ²Instrument to obtain the data is usually a test and the result is in form of numeral. It is used to obtain a number of ratio data, interval, ordinal or nominal. In quantitative research, there are two kinds of design. They are *ex post facto* and experimental design. Then, this research is included in ex

¹ Muhammad Mubasir, "*Pengaruh Penggunaan Panel Peraga dan Wiring Sistem Penerangan Mobil Terhadap Hasil Belajar Kelistrikan Otomotif*", Skripsi from IKIP Semarang, Semarang, p. 16, Published

² Saifuddin Azwar, *Metode Penelitian*, Yogyakarta: Pustaka Pelajar, 1998, p. 5.

post facto design which has a purpose to discover the impact of students' anxiety to the students' speaking competency.³

The research design of Ex post facto is formulated as follow:



Where:

X: Students' anxiety in learning English (No anxiety or strongly little anxiety, little anxiety, moderate anxiety, high anxiety, strongly high anxiety)

Y : Students' speaking competency

B. Research Variable

There are two types of variables in this research. The first is independent variable, independent variable is variable occurs naturally; there is no control or manipulation over it (influence of dependent variable). The independent variable is students' anxiety and the symbol variable of this variable is X. The second variable is dependent variable; dependent variable is variable which influenced by independent variable (output). The dependent variable is students' speaking competency and the symbol of this variable is Y.

1. Independent variable (X) is students' anxiety
2. Dependent variable (Y) is students' speaking competency

C. Population and Sample

1. Population

³ Ibid, p.81-82

Population is “the whole subject of research”.⁴ Jack R. Fraenkle and Norman E. Wallen states,” Population can be defined as a group to whom the researcher would like to generalize the result of the study”.⁵In this research, population of this research is all the students of the third semester who majored in English department of IAIN Palopo and they were 157 students and there was 4 classes and would focused one class.

2. Sample

Sampling is the process done to choose and take sample correctly from population so that it can be used as valid representative to the population.⁶

The samples of the research were taken by using purposive sampling, which the researcher took one class of the third grade students of IAIN Palopo from 4 classes namely BIG A, B, C, and D. The researcher took BIG C of the third grade students of IAIN Palopo as a sample and they were 20 students.

D. Instrument of the Research

Since this research employs ex post facto-correlation design, the instrument used in this research, as follows:

4 Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 130.

5 Jack R. Fraenkle, Norman E Wallen, *How to Design and Evaluate Research in Education*, (New York: The McGraw-Hill Companies, 2006) 6th Ed, p. 267.

6 Sugiyono, *Metodologi Penelitian Pendidikan, (Pendekatan Kuantitatif, Kualitatif dan R&D)*, p. 81.

1. Human Instrument

Human instrument means that the researcher himself, who collects, organizes, analyzes, and draws the conclusion or the results of the research. The researcher analyzes the data based on the questionnaire and students' score. So, the researcher does not reduce or increase the data.

2. Questionnaire

In this study the researcher used questionnaire because the researcher needs to get the information from the respondent about the students' respond and students' anxiety level. In this research, the researcher uses Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire type by Horwitz which determined and measured the language anxiety of the respondents. This questionnaire comprised 33 items and with tension, apprehension, nervousness and worry as indicators.

. In this study, the researcher adapted the questions based on the items of negative evaluation, communication apprehension and general feeling of anxiety. It is because the items are related with speaking anxiety as a foreign language.

The questionnaire consisted of 33 items, each on a 5-point scale ranging according to Strongly Agree (scale point 5), Agree (scale point 4), Neither Agree or Disagree (scale point 3), Disagree (scale point 2) and lastly Strongly Disagree (scale point 1). The researcher uses Foreign Language Anxiety Classroom Scale to answer the question number two in this research.

The FLACS has some reverse-scored questions which are question number 2, 5, 8, 11, 14, 18, 22, 28, and 32. Horwitz explained, "For these items, you will need to

switch your students' response. Fives should be scored ones, fours to twos, ones to fives, and twos to fours. Of course 3's will not have to be switched".⁷

3. Interview

Interview is basically conducted as conversational exchanges; acquire verbal answer for questions that is asked verbally in a meeting. These can be personal, such as face to face, or by telephone. As John argued that:

"Interview is an oral questionnaire. Instead of writing the response, the subject or interview gives the needed information verbally in a face-to face relationship"⁸

Before conducting the interview, the writer observes the class in order to find anxious students as the participants. The observation guide is followed, using the signs of language anxiety by Oxford, as explained on the previous page. Students who showed the signs of language anxiety are asked if they ever experienced anxiety in English class. The first step in conducting the interview is to obtain a poll of the students who considered themselves to be anxious in English class and are willing to be interviewed.

⁷ Horwitz, E. K, *Becoming a language teacher: A practical guide to second language learning and teaching*. (Boston, MA: Allyn and Bacon, 2008), p.235

⁸ John W. Best, *Introduction to Research*, (Belmont: Wadsworth Thomson Learning, 1996),.p.164

The interview guide is adapted from Price⁹ focusing on foreign language anxiety. The following questions are asked:

1. Please tell me something about how you have felt during English classes?
2. What bothers you the most about English classes?
3. Do you have any idea why you feel so anxious in your English classes?
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn?
6. Have your teacher played a role in your feelings, either good or bad, about your English classes?
7. Do you have any ideas of how English classes might be less stressful?

The advantages of interview are : to get more information, especially related with someone's privacy, to get the information what we want sooner, to make sure that all the data is from the real source (validity and reability), and the respondent is more flexible in giving the information. Interview is also used to get the answer of number one on the problem statement of this study.

4. Test

⁹ Mary Lou Price, "The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students ", in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991), p. 103.

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.¹⁰ Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.¹¹

The researcher used an achievement test to measure the student's progress in speaking. Test is used to get the speaking score of the students so that the researcher can correlate the students' speaking score with students' anxiety. There are five aspects of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension.

E. Method of Instruments Analysis

1. Validity Test

A scale is valid when it is able to measure what should be measured.¹² Fundamentally, validity is a state that describes the level of concerned instrument is able to measure

10 J. B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975), P. 1.

11 Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 2nd Ed, P. 401.

12 Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p.99.

what is being measured. There are two kinds of validity for the instrument of research, are logical validity and empirical validity.¹³

An instrument is said has validity is when the instrument in a logical reason analysis is appropriate to content and aspects revealed. The instrument that is appropriate to the contents is already said has content validity, while the instrument which is in accordance with aspect is said have had construction validity. To test the validity of the instruments, the researcher uses SPSS 16.0 version to analyze the validity of the instruments.

2. Reliability Test

Reliability indicates consistency and stability of the result of the certain measurement scale.¹⁴ Reliability testing is measurement that indicates how far instrument is reliable or in other words show how far the result of that measurement is consistent when measures two times or more of the same symptom.¹⁵

¹³ Suharsimi Arikunto, *Manajemen Penelitian*, edition. VII, Jakarta: Rineka Cipta, 2005, p. 167.

¹⁴ Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p. 100.

¹⁵

Syofian Siregar, *Statistika Deskriptif untuk Penelitian: Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 17*, Jakarta: Rajawali Pers, 2010, p. 173.

Reliability test should be done only on those questions that is satisfy to the validity test and when it is not satisfied then no need to continue to reliability test. In this study the reliability test that used is consistency internal reliability which is done by trying the measuring instrument enough just once, then the data obtained were analyzed with certain technique.¹⁶ The result of the analysis can be used to predict the reliability of measuring instruments. For reliability test, researcher is helped by SPSS 16.0 version program.

F. Procedure of Collecting Data

Based on the formulation of the problem in the first chapter, the research will try to compile the data through data collecting technique, which is test of speaking, interview and questionnaire.

1. Questionnaire

It is written or printed list of questions to be answered by a number of people. In this research, questionnaire is used to collect data about students' anxiety scale. In this research, the researcher uses Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire type by Horwitz which determined and measured the language anxiety of the respondents. It consists of 33 items, each on 5 point scale ranging, as follows:

Table 3.1

The statement form of data collection

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Ibid, p.174

Statement	
Category	Score
Strongly Agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly Disagree	1

In this study, the researcher adapted the questions based on the items of negative evaluation, communication apprehension and general feeling of anxiety, as follows:

Table 3.2

Causes of Anxiety

Category	Item Numbers	Total Items
Communication	1,4,9,14,15,18,24,27,29,30,32	11 items
Apprehension		
Test Anxiety	3,5,6,8,10,11,12,16,17,20,21,22,25,26,28	15 Items

Fear of Negative Evaluation	2,7,13,19,23,31,33	7 Items
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Horwitz¹⁷ described that each answer (SA, A, N, D, and SD) represented each score (5, 4, 3, 2, and 1) respectively. To determine the overall anxiety level of the students, I added up their responses to all the questions, and divided the total scores by the number of total questions of FLCAS, which are 33. Students with averages around 3 should be considered slightly anxious, while students with averages below 3 are probably not very anxious. Students who average near 4 and above are probably fairly anxious (see the table 3.3)

Table 3.3

The classification of the students' anxiety scale in learning English can be seen in the following criteria

Extent of foreign language learning anxiety	Mean
No anxiety or strongly little anxiety	1.00-1.49
Little anxiety	1.50-2.49
Moderate anxiety	2.50-3.49
High anxiety	3.50-4.49

17

Horwitz, E. K., *Becoming a language teacher: A practical guide to second language learning and teaching*, (Boston, MA: Allyn and Bacon, 2008)

Strongly high anxiety	4.50-5.00
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(Horwitz E. K)

To get the percentage of each items, I used the formula, as follow:

$$P = \frac{F}{N} \times 100 \%$$

Where :

P = Percentage

F = Number of frequency

N = Total Sample.¹⁸

2. Interview

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide.¹⁹ Interview has been used extensively across all the disciplines of the social sciences and in educational research as a key technique of data collection. This has lead to considerable diversity in the form and style of interviewing as well as the product of such an approach. Researcher has approached the interview in so many different ways that broad types of interview can be identified. The differences refer to matters such as the nature of the questions asked, the degree of control over by the interviewer, the numbers of people involved,

¹⁸

Anas Sujono, *Statistik Pendidikan*, (Ed. VI; Jakarta : Raja Grafindo Persada, 1995), p. 40

¹⁹

Moh Nazir, *Metode Penelitian*, (Jakarta : Ghalia Indonesia, 1999), p. 193

and the overall position of the interview in the research design itself.²⁰ Interview is a dialogue which is done by interviewer to gain information by interviewer. The researcher as interviewer provides some questions, ask for explanation, take note, etc. The interviewee (can be teacher and students) answer the question, explain and sometimes give question back to the interviewer.²¹

In this research, interview used to get the data about the existence of students' anxiety at the third grade students of IAIN Palopo which influence their speaking competency.

3. Test

In this research, the researcher used speaking test to the students to get the score of students' speaking competency. Their speaking skill was measured by using five point scale, or known as FSI levels (because they were first advocated by the Foreign Service Institute in Washington, D.C.)²²

There are five components which have rating range from 1 – 5 with different criteria (from the lowest to the highest).The components are grammar, vocabulary,

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Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to school Based Research*, (New York, Routledge, 1995), p. 153

21

Sutrisno Hadi, *Metodologi Research*, (Bandung: CV. Pustaka Setia, 2004), 2nd Ed., p. 218.

22

H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (San Fransisco:Longman, 2004), p. 171

comprehension, fluency, and pronunciation. The rubric for students' speaking skill is presented as follows:²³

Table 3.4
Rubric for Students' Speaking Competency

Category	Level	Criteria	Score
Grammar	I	Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	
	II	Average to Poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	
	III	Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy	
	IV	Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Vocabulary	I	Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	
	II	Average to Poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	
	III	Good to average: Speaking vocabulary is broad enough that he rarely has to grope for a word.	
	IV	Very good to good: Speaker has a high degree of precision of vocabulary.	
	V	Excellent: Speech on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms,	

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H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (San Francisco: Longman, 2004), p. 172-173

		colloquialisms, and cultural references.	
Comprehension	I	Poor to very poor: Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	
	II	Average to Poor: Speaker can get the gist of most conversation of easy topics (topics that require no specialized knowledge)	
	III	Good to average: Speaker's comprehension is quite complete at a normal rate of speech.	
	IV	Very good to good: Speaker can understand any conversation within the range of his experience.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Fluency	I	Poor to very poor: Speech is halting, very slow, and fragmentary that conversation is probably impossible.	
	II	Average to Poor: Speech is frequently hesitant and jerky; some sentences may be left uncompleted.	
	III	Good to Average: Speech is occasionally hesitant. Speaker rarely has to grope for words.	
	IV	Very good to good: Speech is smooth and effortless, but perceptively non-native in speed and evenness.	
	V	Excellent: Speech on all professional and general topics as smooth and effortless as a native speaker's.	
Pronunciation	I	Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	
	II	Average to Poor: Accent of the speaker is intelligible though often quite faulty.	
	III	Good to average: Errors never appear with understanding. Accent may be obviously foreign.	
	IV	Very good to good: Errors in pronunciation are quite rare.	
	V	Excellent: Native pronunciation, with no trace of foreign accent.	

Scale of the level

I: 1 – 4

II : 5 – 8

III : 9 – 12

IV : 13 – 16

V : 17 – 20

Table 3.5
Conversion Table of the Total Score

Total Score	Level of Students' Speaking
4-24	C
25-44	B
45-64	B+
65-84	A
85-100	A+

Table 3.6
Description Table of the Total Score

Level	Description
C	Unable to function in the spoken English language
B	Can initiate and maintain predictable face-to-face conversation and satisfy limited social demands.
B+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
A	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical and social topic.
A+	Able to use the language fluently and accurately on all levels

(Adapted from H. Douglas Brown, Language Assessment: Principles and Classroom Practices)

G. Procedure of Data Analysis

Before the data is analyzed, researcher should do the test of instrument that will be used for measuring subject. It consists of validity, reliability, and normality

test. After the instrument is clarified that it is valid, reliable, and normal, it recently can be used to the subject. After the data from the subject is collected, then the data will be analyzed to test the truth of hypothesis.

In this research, the researcher was helped by software of SPSS 16.0 to analyze the data. Procedure of data analysis can be arranged, as follows:

1. The researcher used the correlation formula by Pearson Product Moment

Correlation Formula to test the significant correlation between them.²⁴ After got the r score then the researcher calculate the coefficient determination which the square of the r score to get the percentage of the influence of the variable X.

The formula use as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

The score of r can be interpreting, as follows:

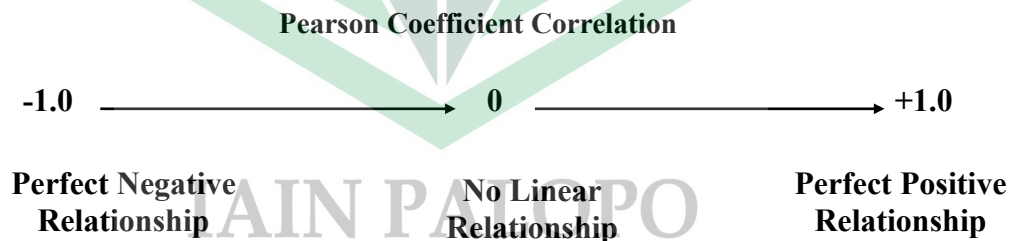


Table 3.7

The Interpretation of Coefficient Correlation “r” Scores

No	Interval	Category	N	Interval	Category
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	Coefficient		o	Coefficient	
1	$-0.2 > \leftarrow 0$	Slight Correlation	1	$0 \rightarrow < 0.2$	Slight Correlation
2	$-0.4 > \leftarrow -0.2 <$	Small Correlation	2	$> 0.2 \rightarrow < 0.4$	Small Correlation
3	$-0.7 > \leftarrow -0.4 <$	Moderate Correlation	3	$> 0.4 \rightarrow < 0.7$	Moderate Correlation
4	$-0.9 > \leftarrow -0.7 <$	High Correlation	4	$> 0.7 \rightarrow < 0.9$	High Correlation
5	$-1 > \leftarrow -0.9 <$	Very High Correlation	5	$> 0.9 \rightarrow < 1$	Very High Correlation

(Guilford , in Harun Al Rasyid, 1996)

2. After got the r score by using pearson product moment correlation formula as the first indicator of the existence of the relation between the two variables which determined whether or not the variable X influenced the variable Y, then the researcher used simple linear regression analysis to analyzed whether or not the variable X influenced the variable Y. The researcher was helped by software SPSS 16.0 to analyze it.

The formula used, as follow:



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Where :

Y : Dependent variable
a : Regression constant
bX : The score of decreased or increased of variable

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents about findings and discussion. The finding of the research reveals the description of the result of data analysis about the impact of students' anxiety toward their speaking competency at the third grade students of IAIN Palopo. Discussions explain more about the result of this research.

A. Findings

1. Validity and Reliability Test

The writer administered questionnaire to the sample of the study which are third grade students of English Education Department to measure the scale of the students' anxiety in learning English. Before distributing the questionnaire to the sample of the study, the questionnaire has been tested by using software of SPSS 16.0 to check the validity and reliability of the questionnaire.

In addition, the validity test is aimed to measure how far the instrument is appropriate to test what will be tested.¹ In consequences, before distributing the questionnaire to sample of the study, the researcher has to test the validity to measure whether the instrument is appropriate to be distributed. Beside, the writer also tests the reliability of instrument. Reliability is aimed to measure the consistency of

¹Masri Singarimbun and Sofian Effendi, *Metode Penelitian Survei*, (penerbit LP3ES Indonesia , 2006), p. 124

instrument if it is conducted twice or more.² It means that reliability test should be conducted in order to make the instrument reliable and appropriate to be distributed to the sample of the study.

The researcher has been calculated the questionnaire. The result of questionnaires was calculated by using software of SPSS 16.0 for reliability test and manual for validity test, as shown below:

Table 4.1

The Result of Reliability Test

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.723	33

Based on the result of reliability test, the researcher gained Cronbach's Alpha 0. 723. Hence the criteria of the data can be determined if the reliability coefficient

² *Ibid*

(r_1) $> 0.6^3$. The result of reliability test was 0.723, or ($0.723 > 0.6$) therefore, it can be concluded that the questionnaire is reliable. Further, the researcher also found the result of validity test which was calculated manually by using the formula, as shown below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where :

r_{xy} : Coefficient correlation between X and Y

N : The sum of subject

X : Items score

Y : Total score

(Jonathan Sarwono, 2012: 130)

The result of the validity test can be seen on the table 4.2, as follow:

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³Sofian Siregar, *Statistika Deskriptif untuk Penelitian*. (Jakarta: Rajawali Press, 2011).

Table 4.2
Validity Coefficient

No	Item	Validity	Explanation
1	Q1	0.617	VALID
2	Q2	0.524	VALID
3	Q3	0.842	VALID
4	Q4	0.565	VALID
5	Q5	0.554	VALID
6	Q6	0.567	VALID
7	Q7	0.566	VALID
8	Q8	0.583	VALID
9	Q9	0.488	VALID
10	Q10	0.721	VALID
11	Q11	0.499	VALID
12	Q12	0.525	VALID
13	Q13	0.565	VALID
14	Q14	0.677	VALID
15	Q15	0.789	VALID
16	Q16	0.476	VALID
17	Q17	0.454	VALID
18	Q18	0.767	VALID
19	Q19	0.567	VALID
20	Q20	0.543	VALID
21	Q21	0.688	VALID
22	Q22	0.463	VALID
23	Q23	0.497	VALID
24	Q24	0.565	VALID
25	Q25	0.575	VALID
26	Q26	0.676	VALID
27	Q27	0.465	VALID
28	Q28	0.545	VALID
29	Q29	0.737	VALID
30	Q30	0.988	VALID
31	Q31	0.678	VALID

32	Q32	0.556	VALID
33	Q33	1	VALID

Based on the result of validity test above, it can be concluded that from 33 items, all of the items were valid. According to the distribution of the r -table, total respondent on this research was 20 students ($N=20$) with significance of correlation $5\% = 0.444$. Item is said valid when $r_o > r_{table}$. In summary, all the items were > 0.444 , so the items were valid and none of the items were excluded.

2. The Result of Interview

Interviews were done to find out the existence of the students' anxiety as the answer of the first problem statement in this study which was "*Do the third grade students of IAIN Palopo feel anxious while learning English?*" The interview with the students was conducted on October 20th, 2016 and they were 20 students. The researcher also put the transcript of the interview, but from 20 students which have been interviewed only 3 students which indicated a very high anxious were taken, as shown below:

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Interview 1

R= Researcher	S= Students
R: <i>Bisa anda ceritakan, apa yang anda rasakan selama belajar Bahasa Inggris?</i> (Please tell me something about how you have felt during English classes?)	
S: <i>Yang saya rasakan selama belajar Bahasa Inggris ialah khawatir, kenapa? Karena saya khawatir tidak bisa menjawab pertanyaan dari dosen dan saya juga takut salah dalam berbicara dan salah dalam menyebutkan kata.</i> (During learning English, I felt anxious, why? Because I cannot answer the question from the lecturer and I also frightened to make a mistake in speaking and pronouncing the words)	
R: <i>Apa yang paling mengganggu anda dalam belajar Bahasa Inggris?</i> (What bothers you the most about English classes?)	
S: <i>Dosennya</i> (The lecturer)	
R: <i>Bisa anda jelaskan kenapa anda merasa cemas?</i> (Do you have any idea why you feel so anxious in your English classes?)	
S: <i>Tidak bisa menguasai Bahasa Inggris dan tidak lancar dalam berbicara.</i> (Cannot be comprehended in English and cannot speak fluently)	
R: <i>Bagaimana kira-kira reaksi teman anda ketika anda melakukan kesalahan dalam Bahasa Inggris?</i> (How do you think people in your classroom will react if you make a mistake?)	
S: <i>Ada yang tertawa tapi ada juga yang membantu saya memperbaiki kesalahan yang saya buat.</i> (Some laugh but some help to fix it)	
R: <i>Menurut anda Bahasa Inggris itu sulit atau gampang?</i> (Do you think English is a difficult language to learn?)	
S: <i>Sulit</i> (Difficult)	
R: <i>Dosen Bahasa Inggris kalian apakah mampu mengatur emosi/perasaan kalian ketika belajar Bahasa Inggris?</i> (Have your teacher played a role in your feelings, either good or bad, about your English classes?)	
S: <i>Ya, mereka selalu memberikan kami motivasi</i> (Yes, they always give us motivation)	
R: <i>Apakah anda punya solusi agar di kelas tidak terlalu tegang?</i> (Do you have any ideas of how English classes might be less stressful?)	
S: <i>Berdoa sebelum belajar</i> (Pray before studying)	

Interview 2

R= Researcher	S= Students
R:	<i>Bisa anda ceritakan, apa yang anda rasakan selama belajar Bahasa Inggris?</i> (Please tell me something about how you have felt during English classes?)
S:	<i>Ketika saya belajar Bahasa Inggris, ada keraguan tersendiri dalam diri saya, seperti kurang mengerti.</i> (During learning English, I felt anxious like i don't understand)
R:	<i>Apa yang paling mengganggu anda dalam belajar Bahasa Inggris?</i> (What bothers you the most about English classes?)
S:	<i>Suasana kelas dan kurang percaya diri</i> (The atmosphere of the class and lack of self confidence)
R:	<i>Bisa anda jelaskan kenapa anda merasa cemas?</i> (Do you have any idea why you feel so anxious in your English classes?)
S:	<i>Karena saya merasa teman saya lebih hebat dari saya.</i> (Because i feel my friends speak better than me)
R:	<i>Bagaimana kira-kira reaksi teman anda ketika anda melakukan kesalahan dalam Bahasa Inggris?</i> (How do you think people in your classroom will react if you make a mistake?)
S:	<i>Memberikan perbaikan</i> (Giving correction)
R:	<i>Menurut anda Bahasa Inggris itu sulit atau gampang?</i> (Do you think English is a difficult language to learn?)
S:	<i>Susah susah gampang</i> (Medium)
R:	<i>Dosen Bahasa Inggris kalian apakah mampu mengatur emosi/perasaan kalian ketika belajar Bahasa Inggris?</i> (Have your teacher played a role in your feelings, either good or bad, about your English classes?)
S:	<i>Bisa</i> (Sure, they able)
R:	<i>Apakah anda punya solusi agar di kelas tidak terlalu tegang?</i> (Do you have any ideas of how English classes might be less stressful?)
S:	<i>Harus percaya diri</i> (Must confidence)

Interview 3

R= Researcher	S=
Students	

- R: *Bisa anda ceritakan, apa yang anda rasakan selama belajar Bahasa Inggris?* (Please tell me something about how you have felt during English classes?)
- S: *Yang saya rasakan adalah khawatir karena saya tidak suka* (I feel anxious because i don't like it)
- R: *Apa yang paling mengganggu anda dalam belajar Bahasa Inggris?* (What bothers you the most about English classes?)
- S: *Dari diri sendiri karena kurang minat* (It comes from myself because i am not too interested)
- R: *Bisa anda jelaskan kenapa anda merasa cemas?* (Do you have any idea why you feel so anxious in your English classes?)
- S: *Karena agak rumit.* (Because it seems difficult)
- R: *Bagaimana kira-kira reaksi teman anda ketika anda melakukan kesalahan dalam Bahasa Inggris?* (How do you think people in your classroom will react if you make a mistake?)
- S: *Memberikan perbaikan* (Giving correction)
- R: *Menurut anda Bahasa Inggris itu sulit atau gampang?* (Do you think English is a difficult language to learn?)
- S: *Susah susah gampang* (Medium)
- R: *Dosen Bahasa Inggris kalian apakah mampu mengatur emosi/perasaan kalian ketika belajar Bahasa Inggris?* (Have your teacher played a role in your feelings, either good or bad, about your English classes?)
- S: *Iya Menurut saya dia mampu mengatur emosi maupun perasaan kami sebagai mahasiswa-mahasiswinya* (In my opinion, yes, they able to control our feelings as their students)
- R: *Apakah anda punya solusi agar di kelas tidak terlalu tegang?* (Do you have any ideas of how English classes might be less stressful?)
- S: *Mungkin diselingi dengan game* (Probably game should be used in teaching- learning process)

Based on the result of the interviews above, indicated that the students have anxiety while learning English. They also spoke of their fear of making mistake and being ridiculed by her/his friends. Further/then, when asked why feel so anxious, the

participants responded that they feel anxious when do not understand what teacher said and do not prepare enough. Again, they also spoke fear of being ridicule by her/his friends so they became anxious. Moreover, they thought that they feel anxious because only had limited vocabulary and grammar knowledge. They also felt that other students are better than them. While asked how people react if someone make a mistake, they all responded that their friends will laughed and correcting the mistake made by him/her. The writer also examined the participants' beliefs about English language. Most of the participants also admitted that English was difficult. It can be concluded that the students feel anxious while learning English so the question number one has been answered.

3. The Results of the Questionnaire

The questionnaire used in this study included 33 items and have been analyzed to get the percentage and the mean score of the students' anxiety to answer the question number two in this study which was "*To what extent does the students' anxiety while learning English?*" The results of the questionnaire can be seen, as follows:

Table 4.3

Item 1. *I never feel quite sure of myself when I am speaking in my foreign language class*

Classification	Frequency	Percentages
----------------	-----------	-------------

Strongly Agree	1	5%
Agree	8	40%
Neutral	7	35%
Disagree	4	20%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.3 above, from the 20 students, 1 student (5%) chose strongly agree, 8 students (40 %) chose agree, 7 students (35%) chose neutral, 4 students (20%) chose disagree and none of students chose strongly disagree in never feel quite sure of myself when I am speaking in my foreign language class.

Table 4.4

Item 2. *I don't worry about making mistakes in language class.*

Classification	Frequency	Percentages
Strongly Agree	3	15%
Agree	1	5%
Neutral	9	45%
Disagree	5	25%
Strongly Disagree	2	10%
Total	20	100%

Based on the table 4.4 above, from the 20 students, 3 students (15%) chose strongly agree, 1 student (5%) chose agree, 9 students (45%) chose neutral, 5 students (25%) chose disagree and 2 students (10%) chose strongly disagree in I do not worry about making mistakes in language class.

Table 4.5

Item 3. *I tremble when I know that I'm going to be called on in language class.*

Classification	Frequency	Percentages
Strongly Agree	3	15%

Agree	10	50%
Neutral	4	20%
Disagree	3	15%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.5 above, from the 20 students, 3 students (15%) chose strongly agree, 10 students (50 %) chose agree, 4 students (20%) chose neutral, 3 students (15%) chose disagree and none of students chose strongly disagree in i tremble when I know that I'm going to be called on in language class.

Table 4.6

Item 4. *It frighten me when I don't understand what the teacher is saying in the foreign language*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	7	35%
Neutral	9	45%
Disagree	2	10%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.6 above, from the 20 students, 1 student (5%) chose strongly agree, 7 students (35%) chose agree, 9 students (45%) chose neutral, 2 students (10%) chose disagree and 1 student (5%) chose strongly disagree it frightens me when I don't understand what the teacher is saying in the foreign language.

Table 4.7

Item 5. *It wouldn't bother me at all to take more foreign language classes*

Classification	Frequency	Percentages
Strongly Agree	4	20%
Agree	11	55%
Neutral	4	20%
Disagree	-	-
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.7 above, from the 20 students, 4 students (20%) chose strongly agree, 11 students (55%) chose agree, 4 students (20%) chose neutral, none of students chose disagree and 1 student (5%) chose strongly disagree it wouldn't bother me at all to take more foreign language classes.

Table 4.8

Item 6. *During language class, I find myself thinking about things that have nothing to do with the course.*

Classification	Frequency	Percentages
Strongly Agree	2	10%
Agree	7	35%
Neutral	8	40%
Disagree	2	10%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.8 above, from the 20 students, 2 students (10%) chose strongly agree, 7 students (35%) chose agree, 8 students (40%) chose neutral, 2 students (10%) chose disagree and 1 student (5%) chose strongly disagree in I find myself thinking about things that have nothing to do with the course during language class.

Table 4.9

Item 7. *I keep thinking that the other students are better at languages than I am.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	6	30%
Neutral	5	25%
Disagree	4	20%
Strongly Disagree	4	20%
Total	20	100%

Based on the table 4.9 above, from the 20 students, 1 student (5%) chose strongly agree, 6 students (30 %) chose agree, 5 students (25%) chose neutral, 4 students (20%) chose disagree and 4 students (20%) chose strongly disagree in I keep thinking that the other students are better at languages than I am.

Table 4.10

Item 8. *I am usually at ease during tests in my language class.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	3	15%
Neutral	12	60%
Disagree	4	20%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.10 above, from the 20 students, none of students chose strongly agree, 3 students (15%) chose agree, 12 students (60%) chose neutral, 4 students (20%) chose disagree and 1 student (5%) chose strongly disagree in I am usually at ease during tests in my language class.

Table 4.11

Item 9. *I start to panic when I have to speak without preparation in language class.*

Classification	Frequency	Percentages
Strongly Agree	3	15%
Agree	10	50%
Neutral	3	15%
Disagree	4	30%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.11 above, from the 20 students, 3 students (15%) chose strongly agree, 10 student (50%) chose agree, 3 students (15%) chose neutral, 4 students (30%) chose disagree and none of students chose strongly disagree in I start to panic when I have to speak without preparation in language class.

Table 4.12

Item 10. *I worry about the consequences of failing my foreign language class.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	9	45%
Neutral	9	45%
Disagree	2	10%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.12 above, from the 20 students, none of students chose strongly agree, 9 students (45 %) chose agree, 9 students (45%) chose neutral, 2 students (10%) chose disagree and none of students chose strongly disagree in I worry about the consequences of failing my foreign language class.

Table 4.13

Item 11. *I don't understand why some people get so upset over foreign language classes.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	7	35%
Neutral	9	45%
Disagree	4	20%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.13 above, from the 20 students, none of students chose strongly agree, 7 student (35%) chose agree, 9 students (45%) chose neutral, 4

students (20%) chose disagree and none of students chose strongly disagree in I do not understand why some people get so upset over foreign language classes.

Table 4.14

Item 12. *In language class, I can get so nervous I forget things I know.*

Classification	Frequency	Percentages
Strongly Agree	2	10%
Agree	-	-
Neutral	7	35%
Disagree	9	45%
Strongly Disagree	2	10%
Total	20	100%

Based on the table 4.14 above, from the 20 students, 2 students (10%) chose strongly agree, none of students chose agree, 7 students (35%) chose neutral, 9 students (45%) chose disagree and 2 students (10%) chose strongly disagree in I can get so nervous I forget things I know in language class.

Table 4.15

Item 13. *It embarrasses me to volunteer answers in my language class.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	4	20%
Neutral	10	50%
Disagree	4	20%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.15 above, from the 20 students, 1 student (5%) chose strongly agree, 4 student (20%) chose agree, 10 students (50%) chose neutral, 4

students (20%) chose disagree and 1 student (5%) chose strongly disagree in it embarrasses me to volunteer answers in my language class.

Table 4.16

Item 14. *I would not be nervous speaking the foreign language with native speakers.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	2	10%
Neutral	14	70%
Disagree	3	15%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.16 above, from the 20 students, none of students chose strongly agree, 2 students (10 %) chose agree, 14 students (70%) chose neutral, 3 students (15%) chose disagree and 1 student (5%) chose strongly disagree in I would not be nervous speaking the foreign language with native speakers.

Table 4.17

Item 15. *I get upset when I don't understand what the teacher is correcting.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	4	20%
Neutral	9	45%
Disagree	7	35%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.17 above, from the 20 students, none of students chose strongly agree, 4 students (20 %) chose agree, 9 students (45%) chose neutral, 7 students (35%) chose disagree and none of students chose strongly disagree in I get upset when I don't understand what the teacher is correcting.

Table 4.18

Item 16. *Even If I am well prepared for language class, I feel anxious about it.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	15	75%
Neutral	3	15%
Disagree	2	10%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.18 above, from the 20 students, none of students chose strongly agree, 15 students (75 %) chose agree, 3 students (15%) chose neutral, 2 students (10%) chose disagree and none of students chose strongly disagree in even when I am well prepared for language class, I feel anxious about it.

Table 4.19

Item 17. *I often feel like not going to my language class.*

Classification	Frequency	Percentages
Strongly Agree	2	10%
Agree	-	-
Neutral	5	25%
Disagree	6	30%
Strongly Disagree	7	45%
Total	20	100%

Based on the table 4.19 above, from the 20 students, 2 students (10%) chose strongly agree, none of students chose agree, 5 students (25%) chose neutral, 6 students (30%) chose disagree and 7 students (45%) chose strongly disagree in I often feel like not going to my language class.

Table 4.20

Item 18. *I feel confident when I speak in foreign language class.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	2	10%
Neutral	15	75%
Disagree	2	10%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.20 above, from the 20 students, 1 student (5%) chose strongly agree, 2 students (10%) chose agree, 15 students (75%) chose neutral, 2 students (10%) chose disagree and none of students chose strongly disagree in I feel confident when I speak in foreign language class.

Table 4.21

Item 19. *I am afraid that my language teacher is ready to correct every mistake I make.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	7	35%
Neutral	11	55%
Disagree	1	5%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.21 above, from the 20 students, 1 student (5%) chose strongly agree, 7 students (35%) chose agree, 11 students (55%) chose neutral, 1 student (5%) chose disagree and none of students chose strongly disagree in I am afraid that my language teacher is ready to correct every mistake I make.

Table 4.22

Item 20. *I can feel my heart pounding when I'm going to be called on in language class.*

Classification	Frequency	Percentages
Strongly Agree	4	20%
Agree	11	55%
Neutral	5	25%
Disagree	-	-
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.22 above, from the 20 students, 4 students (20%) chose strongly agree, 11 students (55%) chose agree, 5 students (25%) chose neutral, none

of students chose disagree and none of students chose strongly disagree in I can feel my heart pounding when I'm going to be called on in language class.

Table 4.23

Item 21. *The more I study for a language test, the more confused I get.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	6	30%
Neutral	4	20%
Disagree	6	30%
Strongly Disagree	3	15%
Total	20	100%

Based on the table 4.23 above, from the 20 students, 1 student (5%) chose strongly agree, 6 students (30%) chose agree, 4 students (20%) chose neutral, 6 students (30%) chose disagree and 3 students (15%) chose strongly disagree in the more I study for a language test, the more confused I get.

Table 4.24

Item 22. *I don't feel pressure to prepare very well for language class.*

Classification	Frequency	Percentages
Strongly Agree	8	40%

Agree	8	40%
Neutral	1	5%
Disagree	2	10%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.24 above, from the 20 students, 8 students (40%) chose strongly agree, 8 students (40%) chose agree, 1 student (5%) chose neutral, 2 students (10%) chose disagree and 1 student (5%) chose strongly disagree in I do not feel pressure to prepare very well for language class.

Table 4.25

Item 23. *I always feel that the other students speak the foreign language better than I do.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	7	35%
Neutral	7	35%
Disagree	4	20%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.25 above, from the 20 students, 1 student (5%) chose strongly agree, 7 students (35%) chose agree, 7 students (35%) chose neutral, 4 students (20%) chose disagree and 1 student (5%) chose strongly disagree in I always feel that the other students speak the foreign language better than I do.

Table 4.26

Item 24. *I feel very self-conscious about speaking the foreign language in front of other students.*

Classification	Frequency	Percentages
-----------------------	------------------	--------------------

Strongly Agree	1	5%
Agree	10	50%
Neutral	4	20%
Disagree	4	20%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.26 above, from the 20 students, 1 student (5%) chose strongly agree, 10 students (50%) chose agree, 4 students (20%) chose neutral, 4 students (20%) chose disagree and 1 student (5%) chose strongly disagree in I feel very self-conscious about speaking the foreign language in front of other students.

Table 4.27

Item 25. *Language class moves so quickly I worry about getting left behind.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	8	40%
Neutral	9	45%
Disagree	1	5%
Strongly Disagree	2	10%
Total	20	100%

Based on the table 4.27 above, from the 20 students, none of students chose strongly agree, 8 students (40%) chose agree, 9 students (45%) chose neutral, 1 student (5%) chose disagree and 2 students (10%) chose strongly disagree in language class move so quickly I worry about getting left behind.

Table 4.28

Item 26. *I feel more tense and nervous in my language class than in my other classes.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	5	25%
Neutral	9	45%
Disagree	4	20%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.28 above, from the 20 students, 1 student (5%) chose strongly agree, 5 students (25 %) chose agree, 9 students (45%) chose neutral, 4 students (20%) chose disagree and 1 student (5%) chose strongly disagree in I feel more tense and nervous in my language class than in my other classes.

Table 4.29

Item 27. *I get nervous and confused when I am speaking in my language class.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	3	15%
Neutral	11	55%
Disagree	6	30%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.29 above, from the 20 students, none of students chose strongly agree, 3 students (15%) chose agree, 11 students (55%) chose neutral, 6 students (30%) chose disagree and none of students chose strongly disagree in I get nervous and confused when I'm speaking in my language class.

Table 4.30

Item 28. *When I'm on my way to language class, I feel very sure and relaxed.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	5	25%
Neutral	11	55%
Disagree	3	15%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.30 above, from the 20 students, 1 student (5%) chose strongly agree, 5 students (25%) chose agree, 11 students (55%) chose neutral, 3 students (15%) chose disagree and none of students chose strongly disagree in I feel very sure and relaxed when I am on my way to language class.

Table 4.31

Item 29. *I get nervous when I don't understand every word the language teacher says.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	5	25%
Neutral	12	60%
Disagree	2	10%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.31 above, from the 20 students, 1 student (5%) chose strongly agree, 5 students (25%) chose agree, 12 students (60%) chose neutral, 2 students (10%) chose disagree and none of students chose strongly disagree in I get nervous when I don't understand every word the language teacher says.

Table 4.32

Item 30. *I feel overwhelmed by the number of rules you have to learn to speak a foreign language.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	10	50%
Neutral	8	40%
Disagree	2	10%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.32 above, from the 20 students, none of students chose strongly agree, 10 students (50%) chose agree, 8 students (40%) chose neutral, 2

students (10%) chose disagree and none of students chose strongly disagree in I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Table 4.33

Item 31. *I am afraid that the other students will laugh at me when I speak the foreign language.*

Classification	Frequency	Percentages
Strongly Agree	-	-
Agree	4	20%
Neutral	10	50%
Disagree	5	25%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.33 above, from the 20 students, none of students chose strongly agree, 4 students (20 %) chose agree, 10 students (50%) chose neutral, 5 students (25%) chose disagree and 1 student (5%) chose strongly disagree in I am afraid that the other students will laugh at me when I speak the foreign language.

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Table 4.34

Item 32. *I would probably feel comfortable around native speakers of the foreign language.*

Classification	Frequency	Percentages
Strongly Agree	1	5%
Agree	3	15%
Neutral	13	65%
Disagree	2	10%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.34 above, from the 20 students, 1 student (5%) chose strongly agree, 3 students (15%) chose agree, 13 students (65%) chose neutral, 2 students (10%) chose disagree and 1 student (5%) chose strongly disagree in I would probably feel comfortable around native speakers of the foreign language.

Table 4.35

Item 33. *I get nervous when the language teacher asks questions which I haven't prepared in advance.*

Classification	Frequency	Percentages
Strongly Agree	3	15%
Agree	6	30%
Neutral	10	50%
Disagree	1	5%
Strongly Disagree	-	-
Total	20	100%

Based on the table 4.35 above, from the 20 students, 3 students (15%) chose strongly agree, 6 students (30%) chose agree, 10 students (50%) chose neutral, 1 student (5%) chose disagree and none of students chose strongly disagree in I get nervous when the language teacher asks questions which I haven't prepared in advance.

Based on the percentages of the students' choosing each alternative answer above, the researcher then sum up the percentages of students' choosing each alternative answer, as shown in table 4.36 and table 4.37 below:

Table 4.36 Score of The Questionnaire																																		
Respondent	Items																																	TOTAL
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	
R1	3	5	3	3	4	4	4	4	4	3	4	4	3	3	2	4	1	3	4	4	2	4	3	4	3	1	3	4	3	1	2	3	4	106
R2	3	5	4	4	4	4	2	3	2	3	4	4	3	3	3	4	5	3	3	4	2	5	2	3	2	3	3	3	3	2	2	3	4	107
R3	3	5	2	5	3	3	1	2	5	3	3	5	1	3	3	4	4	4	3	2	3	5	2	3	3	2	2	4	5	4	3	3	5	108
R4	3	2	4	4	4	4	4	3	4	4	4	4	3	3	4	4	2	3	4	4	2	4	4	2	4	3	3	3	3	3	3	3	3	111
R5	4	2	4	4	4	2	2	3	4	4	3	4	4	3	2	3	3	4	4	4	4	4	4	4	4	3	4	3	4	4	3	4	3	114
R6	4	3	4	3	4	4	2	2	5	4	4	4	4	2	3	4	5	3	4	5	4	3	3	4	3	4	4	3	2	3	3	1	4	114
R7	2	3	1	2	5	1	1	1	2	3	2	1	2	1	3	2	1	5	5	5	2	5	5	5	1	2	3	2	5	5	1	5	5	94
R8	4	2	3	4	3	4	4	4	4	4	4	3	3	3	3	2	2	3	4	3	3	5	4	4	4	3	3	5	3	4	2	3	5	114
R9	3	2	4	4	4	4	4	2	4	4	2	3	4	2	4	4	2	4	4	4	2	4	4	4	4	4	2	4	3	3	2	4	4	112
R10	3	3	4	3	4	5	3	3	4	3	4	4	3	3	2	4	3	3	3	4	4	4	2	4	3	3	2	3	3	3	3	3	3	108
R11	4	3	4	5	5	3	3	3	4	2	3	5	3	4	4	4	1	3	3	4	1	5	3	4	4	3	3	3	4	4	3	3	3	113
R12	2	4	2	3	4	3	3	3	3	2	3	4	3	4	3	2	2	3	3	3	3	4	3	4	3	2	2	4	3	3	3	3	3	99
R13	4	2	5	3	4	3	4	4	5	4	2	3	4	2	3	4	1	2	3	5	4	5	4	4	4	3	3	4	4	4	5	3	4	118
R14	4	1	5	3	4	5	3	3	5	3	3	4	3	3	2	4	1	3	3	4	1	5	3	3	4	3	2	3	3	3	3	3	3	105
R15	4	1	5	3	1	3	3	3	3	3	3	3	3	3	3	3	1	3	3	4	1	5	3	3	4	3	3	3	3	3	3	3	3	98
R16	3	3	4	1	1	3	1	3	2	3	3	1	3	3	2	3	3	3	3	4	3	2	3	2	1	5	3	3	3	3	3	3	3	89
R17	2	3	4	4	5	3	2	3	3	4	3	3	2	3	2	3	3	2	2	3	4	2	2	2	3	2	3	2	2	4	2	2	3	92
R18	4	3	3	3	1	3	1	2	2	3	2	3	2	3	3	4	5	3	3	3	4	1	1	1	3	4	4	2	3	4	5	3	2	93
R19	2	3	3	3	4	2	4	3	4	4	4	3	2	3	2	4	1	3	4	4	2	4	4	2	4	3	2	3	3	4	4	2	3	102
R20	5	3	4	4	4	4	5	3	4	4	3	4	5	3	4	4	2	3	3	5	5	4	4	4	4	4	4	3	4	4	4	4	4	128

Table 4.37
FLCAS Items with Percentages of Students Choosing Each Alternative

	SA	A	N	D	SD
Q1	1	8	7	4	-

Q2	3	1	9	5	2
Q3	3	10	4	3	-
Q4	1	7	9	2	1
Q5	4	11	4	-	1
Q6	2	7	8	2	1
Q7	1	6	5	4	4
Q8	0	3	12	4	1
Q9	3	10	3	4	-
Q10	-	9	9	2	-
Q11	-	7	9	4	-
Q12	2	-	7	9	2
Q13	1	4	10	4	1
Q14	-	2	14	3	1
Q15	-	4	9	7	-
Q16	-	15	3	2	1
Q17	2	-	5	6	7
Q18	1	2	15	2	-
Q19	1	7	11	1	-
Q20	4	11	5	-	-
Q21	1	6	4	6	3
Q22	8	8	1	2	1
Q23	1	7	7	4	1
Q24	1	10	4	4	1
Q25	-	8	9	1	2
Q26	1	5	9	4	1
Q27	-	3	11	6	-
Q28	1	5	11	3	-
Q29	1	5	12	2	-
Q30	-	10	8	2	-
Q31	-	4	10	5	1
Q32	1	3	13	2	1
Q33	3	6	10	1	-

To measure the students' anxiety level, i added up their responses to all the question, and divided the total score by the number of total questions, which was 33.

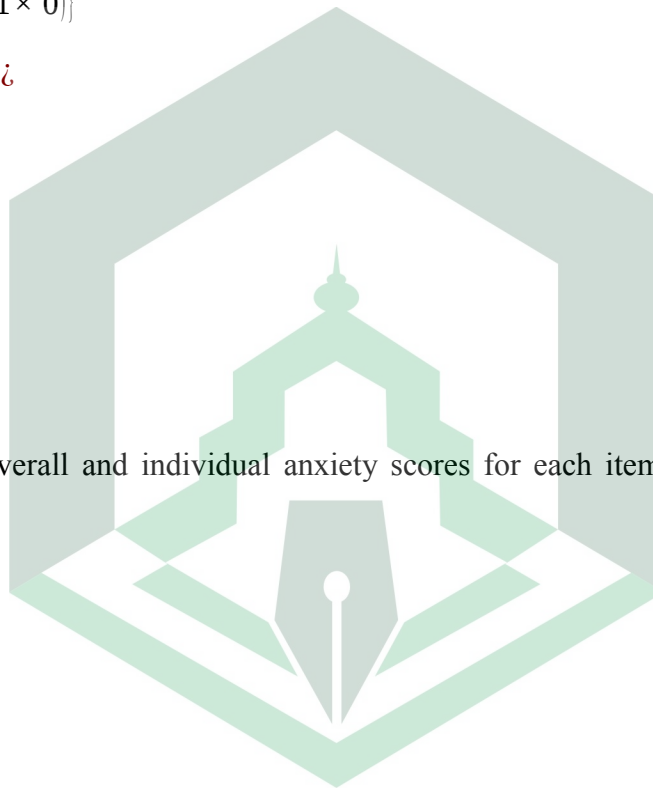
To calculate an individual anxiety level to each item, first i multiplied a score of each

answer by its percentage. Then, i divided the calculated score by the sum of percentage. For example, for Q1, the following calculation was made:

$$\begin{aligned}
 &4 \times 8) + \text{\\} \\
 &\text{\\} \\
 &3 \times 7) + \text{\\} \\
 &\text{\\} \\
 &(2 \times 4) + \text{\\} \text{\\} (1 \times 0)) \\
 &\text{\\} \\
 &5 \times 1) + \text{\\} \\
 &\text{\\} \\
 &\text{\\} \\
 &M = \text{\\}
 \end{aligned}$$

$$M = 3.30$$

The overall and individual anxiety scores for each item are shown in table 4.38 below:



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Table 4.38
Mean Scores of Each Items Obtained From This Study

	Mean Scores	Indication
Q1	3.30	Moderate anxiety
Q2	3.10	Moderate anxiety
Q3	3.65	High anxiety
Q4	3.25	Moderate anxiety
Q5	2.15	Little anxiety
Q6	3.35	Moderate anxiety
Q7	2.80	Moderate anxiety
Q8	3.15	Moderate anxiety
Q9	3.60	High anxiety
Q10	3.35	Moderate anxiety
Q11	2.85	Moderate anxiety
Q12	2.55	Moderate anxiety
Q13	3.00	Moderate anxiety
Q14	2.85	Moderate anxiety
Q15	2.85	Moderate anxiety
Q16	3.70	High anxiety
Q17	2.20	Little anxiety
Q18	2.90	Moderate anxiety
Q19	3.40	Moderate anxiety
Q20	3.95	High anxiety
Q21	2.80	Moderate anxiety
Q22	2.00	Little anxiety
Q23	3.35	Moderate anxiety
Q24	3.30	Moderate anxiety
Q25	3.15	Moderate anxiety
Q26	3.05	Moderate anxiety
Q27	2.85	Moderate anxiety
Q28	2.80	Moderate anxiety
Q29	3.25	Moderate anxiety
Q30	3.40	Moderate anxiety
Q31	2.85	Moderate anxiety
Q32	2.95	Moderate anxiety
Q33	3.65	High anxiety
Average	3.07	Moderate anxiety

Based on the result of the mean score of the students anxiety above, the average score of the students' anxiety in this research was 3.07, which indicated that the students have moderate anxiety, so the answer for the question number two in this

research which was “*to what extent does the students’ anxiety while in learning English?*”, can be answered as explained above which was moderate anxiety.

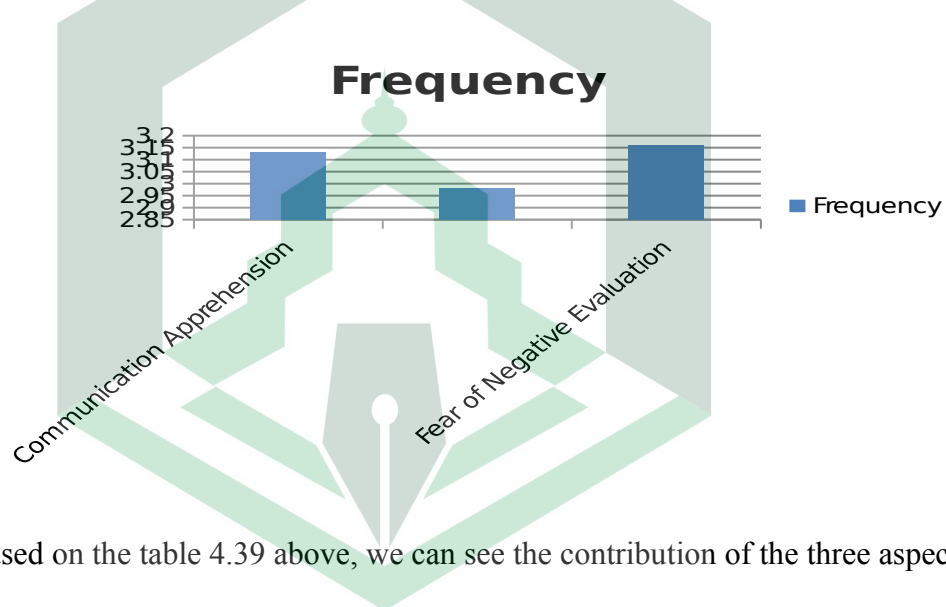
Table 4.39
Students’ scores in three aspects of anxiety

Responden t	Students’ Anxiety (X)		
	Communication Apprehension (X1)	Test Anxiety (X2)	Fear of Negative Evaluation (X3)
R1	32	49	25
R2	32	54	21
R3	40	48	20
R4	35	53	23
R5	40	52	22
R6	34	57	23
R7	38	34	22
R8	38	52	24
R9	37	51	24
R10	33	55	20
R11	42	50	21
R12	33	44	22
R13	37	55	26
R14	34	52	19
R15	34	45	19
R16	28	42	19
R17	29	47	16
R18	33	43	17
R19	30	48	24
R20	43	57	28

Table 4.40

Descriptive Statistic of FLACS Scores

Variables	Total Items	Score	Mean	Indication
Communication	11 Items	773	3.13	Moderate Anxiety
Apprehension (X1)	15 Items	998	2.98	Moderate Anxiety
Test Anxiety (X2)				
Fear of Negative	7 Items	435	3.16	Moderate Anxiety
Evaluation (X3)				



Based on the table 4.39 above, we can see the contribution of the three aspects which influenced students' speaking competency. From the three aspect which were communication apprehension, test anxiety, and fear of negative evaluation, all of them generally gave the same contribution to students as drawn on the diagram above. The score of the three aspects were in the middle score, but the highest score found in fear of negative evaluation. Fear of negative evaluation is apprehension about others' evaluations, distress over negative evaluations by others, and the expectation that others would evaluate one negatively.

4. The Results of Students' Speaking Test

Test of the students' speaking competency was done and the data has been analyzed. From the data of the students' speaking score, the researcher found some data to be compared with the score of the students' anxiety to find out whether or not the students' anxiety has an impact to the students' speaking competency, but before correlate the data, the researcher need to interpret the result of the students' speaking score which has been arranged into several tables, as shown below:



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Table 4.41
Students' Speaking Scores

		SCORE					Total

1	R1	16	20	15	15	10	76
2	R2	5	10	15	15	10	55
3	R3	10	16	10	10	10	56
4	R4	10	16	10	15	15	66
5	R5	5	10	10	5	5	35
6	R6	5	15	10	15	10	55
7	R7	7	15	10	15	10	57
8	R8	5	10	10	5	5	35
9	R9	10	15	10	15	15	65
10	R10	15	20	15	15	15	80
11	R11	5	15	15	10	10	55
12	R12	8	15	15	15	15	68
13	R13	7	15	15	10	10	57
14	R14	8	12	15	15	5	55
15	R15	15	20	17	15	12	79
16	R16	10	17	15	15	10	67
17	R17	6	15	15	15	15	66
18	R18	10	19	15	15	15	74
19	R19	8	12	15	15	13	63
20	R20	5	15	15	15	15	55

Table 4.42
Mean Score of The Students' Speaking Score

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
StudentsSpeakingCompetency	20	35	80	1219	60.95	12.189
Valid N (listwise)	20					

Total Score

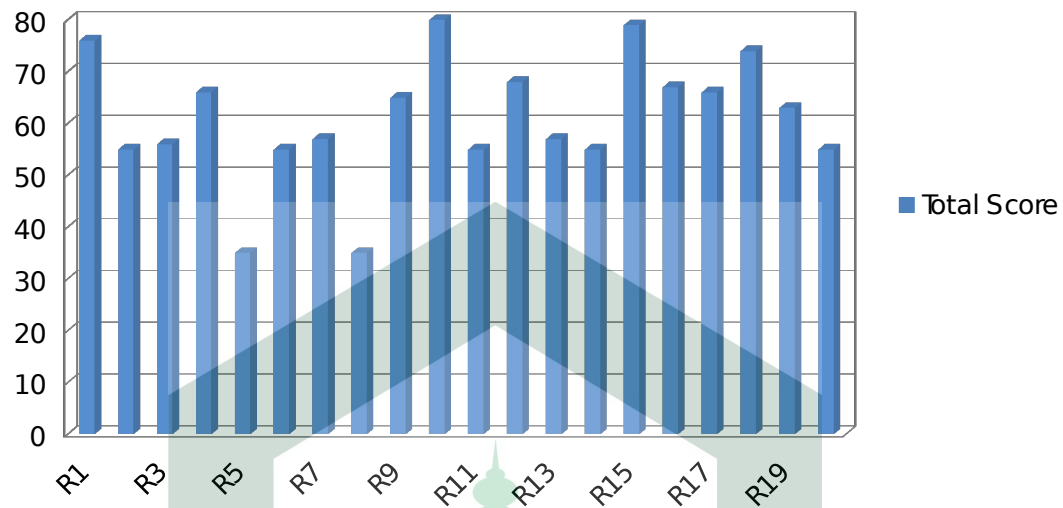


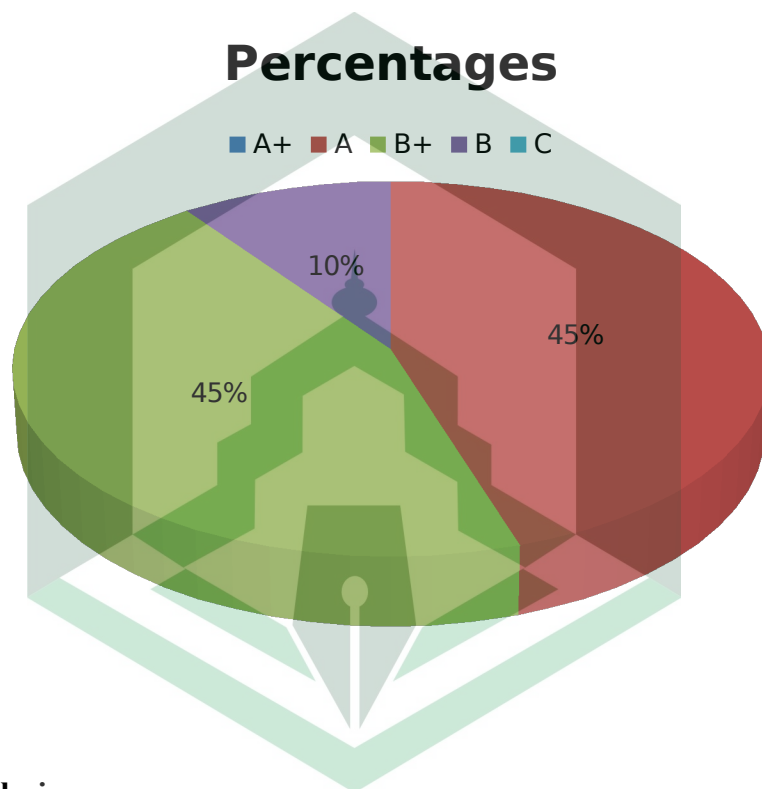
Table 4.43

The Percentage of Students' Speaking Score in Five Scale Classifications

N o	Classificati on	Scor es	Frequen cy	Percenta ge
1	A+	85- 100	-	0%
2	A	65- 84	9	45%
3	B+	45- 64	9	45%
4	B	25- 44	2	10%
5	C	Apr- 24	-	0%
TOTAL			20	100%

Based on the table 4.41 above, from 20 students, none of the students classified as A+, 9 students (45%) classified as A, 9 students (45%) classified as B+,

2 students (10%) classified as B, and none of the students classified as C. It can be concluded that the students' speaking competency were in the middle level as shown in table 4.40, the maximum score of the students' speaking score is 80 and the minimum score is 35 with mean 60,95.



5. Data Analysis

Before Interpret the data from two variables, the researcher did normality test as the qualification in doing correlation analysis by using pearson product moment correlation. The result of the normality test can be seen below:

Table 4.44
The results of Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		20
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	10.68981444
Most Extreme Differences	Absolute	.116
	Positive	.081
	Negative	-.116
Kolmogorov-Smirnov Z		.518
Asymp. Sig. (2-tailed)		.952
a. Test distribution is Normal.		

Based on the result of the normality test above, the researcher got Asymp significance 0.952, so it can be concluded that p value 0.952 is greater than $\alpha = 0.05$. it can be concluded that $0.952 > 0.05$, so the variables are bivariately normally distributed.

After testing the normality of the instruments, then the researcher input all the data from questionnaire and students' speaking score into a table, as shown below:

Table 4.45
The Result Scores of Variables X and Y

N o.	X	Y	X²	Y²	XY
1	106	76	11236	5776	8056
2	107	55	11449	3025	5885
3	108	56	11664	3136	6048
4	111	66	12321	4356	7326
5	114	35	12996	1225	3990
6	114	55	12996	3025	6270
7	94	57	8836	3249	5358
8	114	35	12996	1225	3990
9	112	65	12544	4225	7280
10	108	80	11664	6400	8640
11	113	55	12769	3025	6215
12	99	68	9801	4624	6732
13	118	57	13924	3249	6726
14	105	55	11025	3025	5775
15	98	79	9604	6241	7742
16	89	67	7921	4489	5963
17	92	66	8464	4356	6072
18	93	74	8649	5476	6882
19	102	63	10404	3969	6426
20	128	55	16384	3025	7040
	$\Sigma X=2125$	$\Sigma Y=1219$	$\Sigma X^2=227647$	$\Sigma Y^2=77121$	$\Sigma XY=128416$

Based on the table 4.43 above, all the data from two variables which are variable X (Students' Anxiety) and Y (Students' Speaking Competency), the researcher then correlated the two variables using the formula, as shown below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{20.128416 - (2125)(1219)}{\sqrt{[20.227647 - (2125)^2][20.77121 - (1219)^2]}}$$

$$r_{xy} = \frac{2568320 - 2590375}{\sqrt{[4552940 - 4515625][1542420 - 1485961]}}$$

$$r_{xy} = \frac{-22055}{\sqrt{[37315][56459]}}$$

$$r_{xy} = \frac{-22055}{\sqrt{210676585}}$$

$$r_{xy} = \frac{-22055}{45899.538}$$

$$r_{xy} = -0.4805059$$

$$r_{xy} = -0.480 \quad -0.481$$

From the calculation above, the researcher got -0.481. The researcher also analyzed the data by using software SPSS 16.0 to make sure the result of the data.

The results of pearson product moment correlation by using SPSS. 16.0, can be seen, as follow:

Table 4.46

The results of Correlation between Variable X and Y

Correlations			
		StudentsAnxiety	StudentsSpeakingCompetency
StudentsAnxiety	Pearson Correlation	1	-.481*
	Sig. (2-tailed)		.000
	N	20	20
StudentsSpeakingCompetency	Pearson Correlation	-.481*	1
	Sig. (2-tailed)	.000	
	N	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

$$-1 < -0.481 < 1$$

This is the result of the calculation from the data derived from Variable X and Y. After using pearson product moment the final result is $r_{xy} = -0.481$. The researcher will explain in detail on the data analysis to interpret the correlation between the two variables.

Based on the result of statistic calculation, it indicates that r_{xy} is -0.481 . The Pearson correlation coefficient value of -0.481 appears to be a negative correlation between the two variables. Based on the table 3.7, -0.481 interpret as moderate correlation which means the correlation between the two variables was substantial

relationship. Substantial relationship means a relationship in which significant bond exists between students' anxiety and students' speaking competency. The researcher then stated there is correlation between variable X and Y which $r_{xy} = -0.481$ interpreted as moderate correlation. The researcher also analyzed the coefficient determination (r^2) by using SPSS 16.0, as shown below:

Table 4.47
The result of Coefficient Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.481 ^a	.231	.188	10.983

a. Predictors: (Constant), StudentsAnxiety

Based on the table above, the researcher got $r^2 = 0.231$ (23,1%), it means the variable X (the students' anxiety) influenced variable Y (students' speaking competency) as 23,1% and the rest of 76,9% influenced by another variable which has not been mentioned in this research.

After analyzed the correlation between the two variables, then the researcher analyzed the two variables by using simple regression linear analysis to find out whether or not the variable X influenced the variable Y, as follow:

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	X ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Y

**Table 4.48
Output ANOVA****ANOVA^b**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	651.779	1	651.779	11.404	.000 ^a
	Residual	2171.171	18	120.621		
	Total	2822.950	19			

a. Predictors: (Constant), X

b. Dependent Variable: Y

**Table 4.49
Output Coefficient****Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	123.749	27.127		4.562	.000
	X	-.591	.254	-.481	5.325	.000

a. Dependent Variable: Y

Based on the table 4.48 above, the $F_{\text{count}} = 11.404$ with level of significance / probability $0.000 < 0.05$, so the regression model can be used as predictors for the

variable Y. On table 4.49 explained the score of constant b and the score of variable X, so we can put in the formula, as follow:

$$\boxed{}$$

The coefficient b explained the strength and direction of a linear relationship between two variables. The changes said increase when the b was positive and decrease when the b was negative. As seen above, the relationship between the two variables was negative. It mean that for every addition of 1 point of variable X will be decreased by -0.591. Moreover, based on the table above, we got the score of $t_o = 5.325$ with significance $0.000 < 0.05$. The interpretation of the t_o can be write down ,as follow:

$$\boxed{5.325 > 1.734}$$

Because the $t_o > t_{table}$, $5.325 > 1.734$ so we can conclude that the null hypothesis is rejected and the alternative hypothesis is accepted. In summary, the students' anxiety (X) influenced the students' speaking competency (Y).

B. Discussion

Looking at the results of the data drawn from following procedures to find the conclusion of the problem, the researcher then discuss the data and to be elaborated with the theory from the experts to get the match with the data drew from the result of the research which done by the researcher. The following results, as follows:

1. The result of the interview

Based on the interview with the students, the students have anxiety while learning English. They also spoke of their fear of making mistake and being ridiculed by

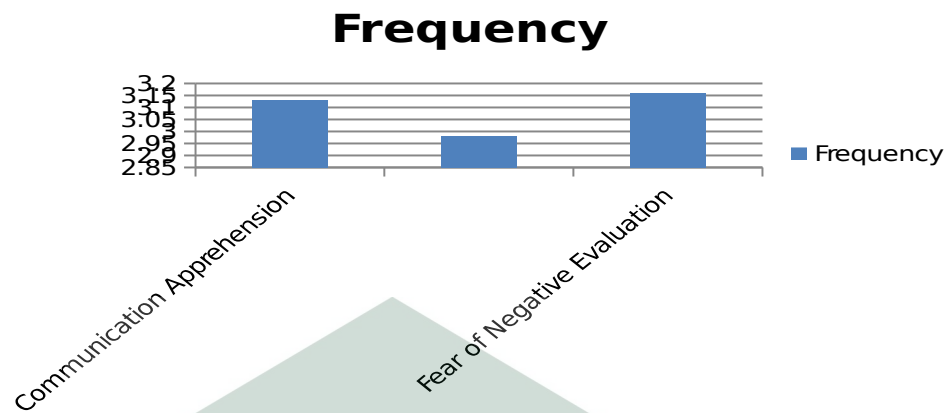
her/his friends. Further/then, when asked why feel so anxious, the participants responded that they feel anxious when do not understand what teacher said and do not prepare enough. Again, they also spoke fear of being ridicule by her/his friend so they became anxious. Moreover, they thought that they feel anxious because only had limited vocabulary and grammar knowledge. This result strengthen the statement of Ormrod which stated the anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned.⁴ This statement truly proved by the result of the interview done by the researcher. They also felt that other students are better than them. While asked how people react if someone make a mistake, they all responded that their friends will laughed and correcting the mistake made by him/her. The writer also examined the participants' beliefs about English language. Most of the participants also admitted that English was difficult.

2. The result of the calculation

Based on the calculation of the questionnaire, the researcher got the result from the three aspects of students anxiety, as follow:

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⁴ Ormrod, *op. cit.*, 2011, p. 402.



We can see the contribution of the three aspects which influenced students' speaking competency. From the three aspects which were communication apprehension, test anxiety, and fear of negative evaluation, all of them generally gave the same contribution to students as drawn on the diagram above. The score of the three aspects were in the middle score, but the highest score found in fear of negative evaluation. Fear of negative evaluation is apprehension about others' evaluations, distress over negative evaluations by others, and the expectation that others would evaluate one negatively.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the findings and application of the writer.

A. Conclusion

Based on the findings and discussion of the study, the writer gives conclusion as follows:

Having conducted an interview, the anxiety of the students always occur when the students do not understand or lack of comprehensibility about the material or fear of making mistake and being ridiculed by her/his friends. They also felt that other students are better than them. Most of the students also admitted that English was difficult. It can be concluded that the students feel anxious while learning English.

Having analyzed the result of the questionnaire, the researcher got the average score of the students' anxiety was 3.07 which indicated that students had moderate anxiety.

Based on the result of statistic calculation, it indicates that r_{xy} is -0.481. The researcher makes an assumption of the hypothesis, that $r_{xy} \neq 0$. The Pearson correlation coefficient value of -0.481 appears to be a negative correlation between the two variables. Based on the table 3.7, -0.481 interpret as moderate correlation which means the correlation between the two variables was substantial relationship. Substantial relationship means a relationship in which significant bond exists between students' anxiety and students' speaking competency. Moreover, the researcher got the score of coefficient determination 0.231 (23,1%) which means the variable X (the students' anxiety) influenced variable Y (students' speaking competency) as 23,1% and the rest of 76,9% influenced by another variable which has not been mentioned in this research. The researcher interpret the amount of 23,1% was enough to be an obstacle for students' speaking competency. It was proved by the score of the students which were under the average score. Moreover, based on the result of simple regression linear analysis, we got some output which strengthen the statement of the students' anxiety influenced students' speaking competency such as, ANOVA output and coefficient output which explained the strength and direction of linear relationship between the two variables. The researcher got the $t_o = 5.325$, because the $t_o > t_{table}$, $5.325 > 1.739$, we can conclude that the null hypothesis was rejected and the alternative hypothesis was accepted. In summary, students' anxiety influence students' speaking competency. So, the researcher hopes that we can decrease this obstacle as much as possible.

B. Suggestions

Based on conclusion, the writer would like to put forward some suggestion as follow:

1. The English teachers should be creative in managing their class so that all the negative emotions, such as, fear, worry, and anxious as the big problem for the students will not be appeared.
2. The English teachers should observe students' needs so that the teacher and the students can create a good relation between each other.
3. The students need to get involved to reduce anxiety in classroom by supporting each other while studying.
4. The students need to think positively rather than think negatively.

A large, light green watermark logo is centered on the page. It features a stylized building with a central dome and minaret, enclosed within a hexagonal border. Below the building, the text "IAIN PALOPO" is written in a bold, serif font.

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