

Speaking Anxiety in the Presentation of EFL Students
(A Descriptive Study at English Department of UIN Walisongo Semarang in
the Academic Year of 2017/2018)

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining The Bachelor Degree
of English Language Education



Organized by
NUR LINA AMALIA HUDA
Student Number: 133411042

EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2018

THESIS PROJECT STATEMENT

I, the student with the following identity:

Name : **Nur Lina Amalia Huda**
Student Number : 133411042
Department : English Education Department

certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, January 22nd 2018
The Researcher,



Nur Lina Amalia H.
Student Number: 133411042



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. (024) 7601295 Fax. 7615387 Semarang
50185

Website: www.walisongo.ac.id

RATIFICATION

Thesis with the following identity:

Title : Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)

Name : Nur Lina Amalia Huda

Student's Number : 133411042

Department : English Language Education

had been ratified the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor degree in English Language Education.

Semarang, January 29th, 2018

THE BOARD OF EXAMINERS

Chairperson,

Dr. H. Ikhrom, M.Ag.

NIP.19650329 199403 1 002

Examiner I

Siti Tarwiyah, S.S., M. Hum.

NIP.19721108 199903 2001



Secretary,

Dra. H. Siti Mariam, M. Pd.

NIP. 9650727 199203 2 002

Examiner II

Sayyidatul Fadlillah, M.Pd.

NIP. 19810908 200710 2 001

Advisor I

Nadiah Ma'mun, M.Pd.

NIP. 19781103 200701 2 016

ADVISOR APPROVAL

Semarang, January 22nd 2018

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/ 2018)**

Name : Nur Lina Amalia Huda

Student Number : 133411042

Department : English Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikum. wr. wb.

Advisor I,



Nadiah Ma'mun, M. Pd.

NIP. 19781103 200701 2 016

ABSTRACT

Title : **Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)**
Writer : **Nur Lina Amalia Huda**
Student number : **133411042**
Email : **bahasasing@gmail.com**

This study was purposed to investigate speaking anxiety of English Department Students in UIN Walisongo during presentation. The subject of the study were freshmen in English Department, whose 1C Class. Specifically, the researcher attempt to identify what are the factors that may contribute to anxiety in English learning environment based on students' perspective.

The method used in this study was descriptive qualitative method. Forty one students of 1C was selected to be participants. The data were gathered through questionnaire and semi- structured interviews. The most commonly used tool for assessing FLA is the FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). A modified version of FLCAS was used in this study. The original version of FLCAS is a 33-item, 5-point likert-scale instrument ranged from (strongly disagree to strongly agree) measuring students language anxiety.

The result of the study showed that anxiety was exist in freshmen of UIN Walisongo Semarang in specifically in 1C of English Department. It can be seen from the result of mean score of questionnaire's result that the average score of student anxiety existence of FLCAS is in the existing class, which is 39.025. The result of factors that contribute to students' speaking anxiety during presentation were overthinking, lack of preparation, bad experience, low proficiency, low self-confidence, afraid of making mistakes, and test.

Keywords: Anxiety, Speaking, Presentation, EFL Students

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First of all, the writer would like to express her sincere thanks to Allah SWT who has given health, health, blessing, inspirations, and guidance to the writer in finishing this thesis. Without Him, I couldn't stay patient and in control in writing this final project from the first page to the last page. Second, Shalawat and Salutation are always offered to the Prophet Muhammad, the last messenger and the most beloved Prophet of Allah.

This thesis cannot be finished without support, cooperation, help and encouragement from a lot of people. Therefore, the researcher would like to express the deepest appreciation to:

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Finally, the writer realizes that this thesis is still less perfect. The researcher hopes any suggestions and criticisms to make it better. The writer hopes this thesis can be useful for the improvement of English teaching learning, especially for the writer herself and for the readers.

Semarang, January 22nd 2018

The Researcher,

Nur Lina Amalia Huda

NIM 133411042

DEDICATION

The thesis is dedicated to

1. *My beloved father (Bapak Abdurrochim) and mother (Ibu Siti Nur Hidayati).*
2. *My beloved brother (Abdan ghifari Asqo). Thanks for your support and I love you.*
3. *My beloved friends (Regisya Majid, Siti Fadhilah, Rochmayatun).*
4. *My big family of English Department (PBI B) 2013.*
5. *My man*

MOTTO

I did not speak with words “maybe”
(Abdurrahman Wahid)

إِنَّ مَعَ الْعُسْرِ يُسْرًا
“Surely there is ease after hardship”¹

¹Maulawi Sher Ali, The Holy Quran : Arabic Text and English Translation, (Tilford UK : Islam International Publication Ltd, 2004), p. 740

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CHAPTER I INTRODUCTION

This chapter consists of background of the study, question of the research, objective of the research, and significance of the research.

A. Background of the Research

Language is very important for people all over the world, because language is used to communicate with other people. Language is also used to convey the message, express, and interprets anything. So, language is very important for our daily activities. Everyone needs to interconnect with other.

Everyone needs to communicate with other because everyone needs to know and interact with other. Allah stated in Al-Qur'an surah al- Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣

Men, We and have created you from a male and female, and made you into nations and tribes that you might get it knows one another. The noblest of you in Allah's sight is the most righteous of you. All is wise and all-knowing¹

This verse interpreted to mean that God created human of a man (Adam) and woman (Eve) and make the nation- state, tribes-tribes, and different skin color, and automatically, they will be united through language. Statement *lita'arrafu* has a meaning that you must know each other. The stronger the introduction of one party to the other, the more open the opportunity to benefit each other. Therefore, in the verse above it is emphasized the need to know each other. The introduction is needed to draw each other's lessons and experiences to increase the piety of God.

In the Surah Al- Hujurat verse 13, we conclude that in this world, we created as human; automatically every human has language to communicate with other. Allah creates human in the world with various nations, ethnics, and costumes. Even so the language, one country and another country have different languages. People who live in distinctive places have to corporate with another to complete the necessities in their life. Language has important role to human's life because language is not only to

¹ Mahmud Y Zayid, *The Alqur'an; an English Translation of the Meaning of the Alqur'an*, (Lebanon; Dar Al-Coura, 1980), p.384

communicate, but also to convey the message which can express and interpret something.²

Speaking is one of the ways of communication that is mostly used by people to interact with others in their daily basis. In accordance with growth of English as an International language communication, the necessity of learning this language is also hike. English is a language which is very popular and has been spoken and learnt by almost all people in the world. It is used by many people in many countries as the medium of communication. A speaking is one of the language skills that must be reached in language learning process included English. The speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction.³ Through speaking humans can express their idea, mind, and feeling to other. They also can transfer knowledge, explain or report something and keep social relation.

Foreign language learning process is a unique process because learners are required to communicate using a language which they have not mastered perfectly. Speaking skill, on the other hand, seems more difficult than any other skills. This, according to Bailey happens for two reasons; first, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot revise or edit what you wish to say, as if you are writing (Bailey,2005).⁴ In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper.⁵

In Islamic perspective, Allah has noted in Surah Ar Rahman verse 3-4

خَلَقَ الْإِنْسَانَ ۙ عَلَّمَهُ الْبَيَانَ ۙ

Meaning: “He has created man. He has taught him plain speech”⁶

² M. Quraish Shihab, *Tafsir al Misbah Pesan Kesan dan Keserasian Al- Qur'an* (Jakarta: Lentera Hati, 2002), p. 618

³ Richard, C. Jack, Renandya, Willy, *Methodology in Language Teaching An Anthology of Current Practice*, (New York, Cambridge University Press, 2002) p. 210

⁴K. M Bailey, *Speaking in Practical English Language Teaching*,(Singapore: MrGrawwHill, 2005) p. 36

⁵ Richard, C. Jack, *Teaching Listening and Speaking*, (New York, Cambridge Unicersity Press, 2008), p. 20

⁶Maulawi Sher Ali, *The Holy Quran : Arabic Text and English Translation*, (Tilford UK : Islam International Publication Ltd, 2004), p. 637

In this surah, Word *al-bayan* means clear. This word, understand as the nature of human to express what is in him from birth.it is also complemented by the potential to decipher what is in his mind and communicate it to the others. It is impossible for humans to achieve any progress without realizing an awareness of this dialogue. Thus, man can complete himself, and complete the others.⁷

Many English language teachers are accustomed with problems being faced by their students in classes. The ability to speak well is impact of mastering speaking. Mostly the teacher only focuses on the active students. They seldom to stimulate students to speak out. Teacher generally dominates the speaking in teaching learning process. The complexity of speaking may influence many students in pessimist perception which brings students to get anxious to speak. The students are inclined anxious to speak and, explore their speaking in the class. This phenomenon essentially points to the psychological construct termed as “anxiety”.

The issues of anxiety have been discovered by some researchers around the world. Some methods had been learnt, studied, and discussed by many experts. Some therapies had also been developed intensively to face anxiety problem. Anxiety which may give negative impact to learning process should be treated seriously.

Horwitz et al. conceptualized a situation- specific anxiety construct that they called *foreign language anxiety*, stemming from the inherent linguistics deficit of L2 learners. McIntyre (1999) defines, language anxiety involves the worry and negative emotional reaction aroused when leaning or using second language. Gardner and McIntyre concluded, “The anxious students will have lower levels of verbal production, and will be reluctant to express personally relevant information in a second-language conversation.”⁸

Students’ speaking anxiety is a common phenomenon that students commonly face. Generally, students face many problems in language acquisition effort. Usually there are some mistakes in teaching method that make students assume that English is difficult and it causes the anxiety to apply the language in classroom to interact each other. In general, anxiety can be defined as a complex concept dependent upon not

⁷M. Quraish Shihab, *Tafsir al Misbah Pesan Kesan dan Keserasian Al- Qur’an* (Jakarta: Lentera Hati, 2002), p. 278-279

⁸ Dornyei, Zoltan, *The Psychology of The Language Learner*, (London: Lawrence Erlbaum Associates Publishers , 2005), p.199

only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations.

Consistent negative correlations have been found between foreign language anxiety and foreign language achievement (Horwitz et al., 1986; Phillips, 1992; Young, 1991). In one study, high-anxious American students studying French were found to receive lower exam grades than their low-anxious classmates (Phillips, 1992). In addition, the high-anxious students demonstrated a negative attitude toward the oral exam.

The finding of Horwitz's study indicates that anxiety is a serious problem in EFL classrooms and can be attributed to a complex set of reasons. Despite its significant impact on language learning, EFL teachers have failed to identify students suffering from anxiety in speaking classes, even worse, instead of taking steps. Hence, anxiety is one of the well-documented psychological phenomena.

Speaking has some segments and functions itself. Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) has three part of speaking; talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.⁹

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Classroom presentation itself has the important role in teaching and learning process. Teacher can transfer knowledge to students, and also students can share knowledge on each other through a presentation. The presentation is very important because it needs a skill to make someone or a group understands what we are talking about. It also needs a confident to speaker to speak in front of a group to make them understand. Giving presentation in front of the class will be a problem for some students who have lack of confident. Speaking anxiety gives an essential problem on speaking as performance. Teacher needs to know the source of their anxiety to cope the students and encourage them to do better presentation in front of the class.

Thus, speaking anxiety takes significant effect on students' speaking performance especially in presentation. Considering what have been explained above, researcher

⁹ Jack C Richard and Willy A Renandra, "*Methodology in Language Teaching (an Anthology of Current Practice)*", (London: Cambridge University Press, 2002), p.21

attempts to investigate the students' speaking anxiety in presentation and finds out the reasons and sources of their anxiety.

B. Questions of the Research

The study is conducted to answer the following questions:

1. Is there any speaking anxiety in the presentation of English Education Department Students?
2. What are the reasons of speaking anxiety in presentation of English Education Department Students?

C. Objective of the Research

Based on the problems have stated above, the objective of the study are as follow:
According to the research question, the objectives of the study are:

1. To find out the speaking anxiety of English Education Department students in the presentation
2. To find out the reasons and the sources of the speaking anxiety of English Education Department students in the presentation

D. Significances of the Research

By using this research, there are some significance to the students, teachers, other researchers, and the researcher himself. Here, the researcher divides into two kinds below;

1. Theoretical Significance

The result of this research is expected to be a reference for improving an understanding of language problem that is anxiety of student in speaking.

2. Practical Significance

a. Students

This research is expected to improve students' confidence in speaking English.

b. Teachers

The result of this research is expected to give the input in determining appropriate measures to help reducing students' speaking anxiety.

c. University

The result of this research can be used to improve English teaching and learning process in Walisongo State Islamic University (UIN) Semarang.

d. Researcher

This research is expected to enlarge the researcher's knowledge by directly going to the field and provide experiences to the researcher in the field studied.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

1. Concept of Speaking

This sub chapter consists of definition of speaking, elements and aspects of speaking, components of speaking, components of speaking effectiveness, and function of speaking.

a. Definition of Speaking

Many definitions about speaking have been proposed by language theorist. Harmer (2001:269) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language ‘on the spot’. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It occurs in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.¹

Gebhard (2009) similarly explains in his book that the primary goal of a communicative classroom is students’ development of communicative competence in English especially in speaking. The way of communication, has two major effects. The first one is; it strengthens relationships between people involved in speaking so that they can more eagerly communicate with each other, the second one; it provides opportunities for language development to occur, both for the listener and the speaker.²

Richards and Rodgers (2001:161), in their analysis of the theoretical base of communicative language teaching offer the following four characteristics of a communicative view of language:

- 1) Language is a system for the expression of a meaning
- 2) The primary function of language is for interaction and communication
- 3) The structure of language reflects its functional and communicative uses

¹Jeremy Harmer, “*The Practice of English Language Teaching, 3rd Ed*”, (London: Pearson Education Limited, 2001), p. 204

² Mutmainah, *The Effectiveness of Small Group Work towards Students’ Speaking Anxiety; A Quasi- Experimental Study at Eleventh Grade of SMA Negeri 34 Jakarta*, (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 222

4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.³

Speaking skill on the other hand seems more difficult than any other skills. This, according to Bailey (2005) happens for two reasons; first, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right after then. Second, when you speak, you cannot edit or revise what you wish to say, as if you are writing.⁴

To make matters clearer, Van Lier (1995) proposed some significance differences of spoken language and written language.

Spoken language	Written Language
Auditory	Visual
Temporary, immediate reception	Permanent; delayed perception
Prosody(rhythm, stress, intonation)	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited channel	Unlimited planning, editing, revision

It is actually true when people are having a talk with the others, they barely have a chance to correct their own mistakes because speaking occurs under time constraints. The news anchor has a short period of time to speak yet it has to cover up the point of the news, unlike a newspaper journalist, he had time to edit and revise before published their text.⁵

This analysis shows how easily speaking skills can be accommodated within this particular view of language. When we ask our students to use the spoken language in the classroom, we require them to take part in a process that not only involves

³Jo Mc Donough, Christopher Shaw, “*Materials and Methods in ELT Second Edition a Teacher’s Guide*”, (Blackwall Publishing, 2012) p.135

⁴ Mutmainah, *The Effectiveness of Small Group Work towards Students’ Speaking Anxiety: A Quasi- Experimental Study at Eleventh Grade of SMA Negeri 34 Jakarta*, (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 223

⁵ Mutmainah, *The Effectiveness of Small Group Work towards Students’ Speaking Anxiety: A Quasi- Experimental Study at Eleventh Grade of SMA Negeri 34 Jakarta* (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 223

knowledge of target forms and function, but also knowledge of the interaction between the speaker and listener in order that meanings and negotiation of meaning are made clear. A large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.

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From the explanation above, the researcher concludes that speaking is a medium to deliver ideas and feelings orally in order to communicate and interact with the others.

b. Elements and Aspect of Speaking

In speaking, to be a good speaker is not only about the ability to produce the utterances. Mc Donough (1993) conveyed that speaking is not the oral production of written language, but it needs a wide range of learners' subs-skills involvement, which, added together, constitute an overall competence in the spoken language. The speaker needs to understand some elements and aspects of speaking. According to Hermer in his book *The Practice of English Language Teaching* that speaker has to be competent in the speaking skill, those are 4 points language features:

- 1) Connected Speech is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking), or weakening (through contradiction and stress patterning).
- 2) Expressive devices are the stress and variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using this device people will be able to show what and how they are feeling to whom they are talking to.
- 3) Grammar and lexis are described as people live in different ways, places, and environments causing different mindset too. Therefore, teachers necessary to supply their student with various phrases for different function in their speaking classroom activities.
- 4) Negotiation language is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying. Therefore, it is necessary to have an

⁶ Richard, C. Jack and Willy A Renandra, "*Methodology in Language Teaching (an Anthology of Current Practice)*", (London: Cambridge University Press, 2002), p. 201

appropriate language of how to clarify to avoid mistakes between speaker and listener.⁷

The speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to be understood by other people who use a foreign language; everyone needs to pay attention to precise details of language. He needs to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately.⁸

In speaking, speaker should consider to the listener and some aspects of speaking too. There are some aspects of speaking:

- 1) Pronunciation including the segmental features vowels and consonants, the stress and intonation patterns.
- 2) Grammar as the result for forming words and making sentences. Grammar is not only about forming words to sentences, but grammar also tells that a word can be a certain situation.
- 3) Vocabulary is the first modal for people to speak. Vocabulary means all the words with meaning that all people know and use. Speaker needs to use understandable words and pronounce them well.
- 4) Fluency; the ease and speed of the flow of speech. Indeed, the term fluency is not only talks about the speed of speech, but fluency also talks about pause of speech. A fluent one not only talks quickly, but also pause the speech appropriately.
- 5) Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.⁹

c. Components of Speaking

Speaking also requires many components. According to Vanderkevent (1990:8), there are three components in speaking.

⁷ Jeremy Harmer, *“The Practice of English Language Teaching, 3rd Ed”*, (London: Pearson Education Limited, 2001), p. 269-270

⁸ Arini Isnaen Meilyaningsih, Unpublished Thesis Under Tittle: *“Improving the Students’ Speaking Ability through the Use of Role Playing Technique for Grade VIII Students of SMPN 1 Banguntapan in The Academic Year Of 2013/2014”*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015), p. 11-12

⁹ Alfi Hafidhoh, Unpublished Thesis Under Tittle *“The Implementation of Inside Outside Circle Technique to Improve Students’ Speaking Skill”*, (Semarang: UIN Walisongo, 2014), p.14-15

1) The speakers

Speakers are a people who produce the sound. They are useful as the instrument to express opinion or feelings to the listener. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

2) The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.¹⁰

d. Components of Speaking Effectiveness

Hymes (1971) assumes that L2 learners need to know the culturally acceptable ways of interacting with others in different situations and relationships. His theory of communicative competence consists of the interaction of grammatical, psycholinguistics, sociolinguistics, and probabilistic language components.

Canale and Swain (1980) propose the theory build from Hymes' theory before that communicative competence includes:

1. Grammatical Competence

Grammatical competence is the main concept that includes expertise in grammar (morphology, syntax), vocabulary building, and mechanics. Through a concentration of speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. In order to deliver the meaning, EFL learners must have the knowledge of words and sentences, they must understand how words are segmented into various sounds and how sentences are stressed in particular ways. Thus grammatical competence contributes to the EFL speaking fluency.

2. Discourse Competence

The discourse competence is concerned with essential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply,

¹⁰ Arini Isnaen Meilyaningsih, Unpublished Thesis Under Tittle: "*Improving the Students' Speaking Ability through the Use of Role Playing Technique for Grade VIII Students of SMPN 1 Banguntapan in The Academic Year of 2013/2014*", (Yogyakarta: Universitas Negeri Yogyakarta, 2015), p. 14-15

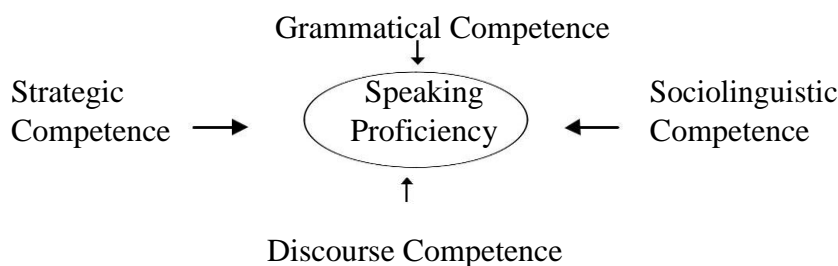
which support in holding the communication together in meaningful way. In communication, both the production and the comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Therefore, effective speakers should acquire a large of structures and discourse markers to express ideas, show relationship of time, and indicate cause, contrast, and emphasis. Then, learners can manage turn taking in conversation.

3. Sociolinguistics Competence

Knowledge of language itself does not sufficiently prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language. That is learners must obtain the rules and norms governing the appropriate timing and realizations of speech acts. Understanding the sociolinguistics side of language helps learners know what nonverbally according to the purpose of the talk. Therefore, adult second language learners must acquire stylistics adaptability in order to be able to encode and decode the discourse around them correctly.

4. Strategic Competence

Strategic competence, which is the way learners manipulate language in order to meet communicative goals is perhaps the most important of all the communicative competence elements. Simply put, it is the ability to compensate for imperfect knowledge of linguistics, sociolinguistics, and discourse rules. Strategic competence refers to the ability to know when and how to take the floor, how to keep conversation going, how to terminate the conversation, and how to clear up the communication breakdown as well as comprehension problems.¹¹



¹¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press), p. 207-208.

e. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation and the transactional functions, which focus on the exchange of information.

1) Speaking as interaction

A talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Brown and Yule (1983) proposed the main features of talk as interaction can be summarized as follows:

- a) Has a primarily social function
- b) Reflects role relationships
- c) Reflects speaker’s identity
- d) May be formal or casual
- e) Uses conversational conventions
- f) Reflects degrees of politeness
- g) Employs many generic words
- h) Uses conversational register
- i) Is jointly constructed¹²

2) Speaking as transaction

A talk as transaction refers to situations where the focus is on what is said or done. One of example of speaking as transaction is focus group discussion to solve a problem. The main features of talk as transaction are:

- a) It has a primarily information focus.
- b) The main focus is on the message and not the participants.
- c) Participants employ communication strategies to make themselves understood.
- d) There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.
- e) There may be negotiation and digression.

¹² Richard, C. Jack, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p.21- 22

f) Linguistic accuracy is not always important.¹³

3) Speaking as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. One of example speaking as performance gives presentation in classroom.

2. Presentation

This sub-chapter consists of concept of presentation, elements of presentation and types of presentation.

a. Concept of Presentation

A presentation is a formal talk to one or more persons that “presents” ideas or information in a clear, structured way. All presentations have a common objective: they are given in order to inform, train, persuade or sell. A presentation also defined as a talk giving information about something.¹⁴ A presentation also defined as a speech or talk in which a new product, idea, or piece of work is shown, and explained to an audience¹⁵ according to Oliy in Maya Feby’s thesis, “Presentation is a public speaking group, which means it also presents. Presentation should be viewed more than just a functional communication tool or decision maker”¹⁶.

From definitions about presentation before, we can conclude that presentation is formal talk from someone to someone else or group which gives information about something, idea, product, works explained to audience.

The presentation is a talk with some segments and also has some main features. The main features of presentation performance are:

¹³Richard, C. Jack, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p. 25

¹⁴<http://dictionary.cambridge.org/definition/presentation>, accessed on October, 25th 2017 at 11.00 AM

¹⁵<https://en.oxforddictionaries.com/definition/presentation>, accessed on October, 25th 2017 at 11.00 AM

¹⁶ Maya Feby Iqlimah, Thesis Under Tittle “Etika Penulisan PR dalam Meningkatkan Kekuatan Pesan Presentasi (Studi Kasus: Penulisan Presentasi PT Indotimas Syifa Perkasa untuk PT Mitra Energi Gas Sumatera), (Semarang: Bina Nusantara, 2014), p.14-15

- a) A focus on both message and audience
- b) Predictable organization and sequencing
- c) Importance of both form and accuracy
- d) Language is more like written language
- e) Often monologic

Some of the skills involved in using talk as performance are:

- 1) Using an appropriate format
- 2) Presenting information in an appropriate sequence
- 3) Maintaining audience engagement
- 4) Using correct pronunciation and grammar
- 5) Creating an effect on the audience
- 6) Using appropriate vocabulary
- 7) Using an appropriate opening and closing¹⁷

b. Elements of Presentation

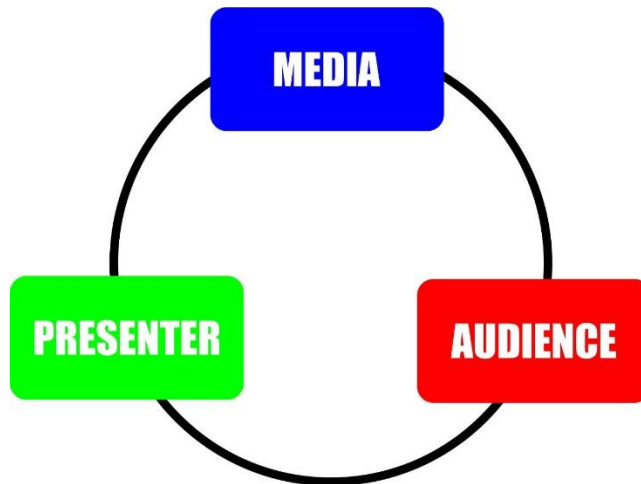
Presentation is a form of communication. Communication has some constituent components, as well as presentation.¹⁸ Three components that are interconnected with each other, are:

- 1) Presenter
The person who deliver some presentations.
- 2) Media
The supporting of presenter in delivering presentation
- 3) Audience
The receiver of the message (presentation)¹⁹

¹⁷ Richards, C. Jack, and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press), p.28

¹⁸ Muhammad Noer, *Presentasi Memukau Bagaimana Menciptakan Presentasi Luar Biasa*, (www.presentasi.net: 2012), p.

¹⁹ Muhammad Noer, *Presentasi Memukau Bagaimana Menciptakan Presentasi Luar Biasa*, (www.presentasi.net: 2012), p.



Picture 2.1 elements of presentation

c. Types of Presentation

There are four types of presentations:

1) Persuasive (Persuasive)

This type of persuasive presentation convinces the audience that the presentation carrier knows and understands about presentation materials. The presentation carrier is trying to attract the audience's interest in the presentation material, so that the audience can understand presentation materials and presenters gain trust from the audience.

2) Explanatory (Explanatory)

The type of presentation explanation gives an overview broad, identifying the problem or main points, improve understanding, and provide descriptions about things that are still vague to the audience. Thus, the audience can better understand the presentation materials presented by the presenter.

3) Instructional (Instructional)

Typical instructional presentation types are presented for teaching an audience. This presentation requires more engagement from the audience. Preferably, presentation materials are simpler and less convoluted. With purpose, the audience can be direct understands without much thought.

4) Report (Report)

The presentation type of the report aims to provide information. The nature of this presentation is specific (detail), directly leads to the problem or main points, and which the most important is the truth of the facts presented²⁰

3. Foreign Language Anxiety

This sub-chapter consists of definition of anxiety, types of anxiety, source of foreign language anxiety, factors shaping speaking anxiety, levels of anxiety, indication of anxiety

a. Definition of Anxiety

Before starting the definition of anxiety, we must acknowledge the abnormal psychology because the anxiety itself is the part of abnormal psychology. The American Psychiatric Association (APA) builds their own classification in documents defined *Diagnostics and Statistical Manual of Mental Disorders* (DSM) defined that anxiety classified in the psychoneurotic disorder of abnormal psychology. The term of psychoneurotic disorder was proposed by an expert from British, William Cullen (1796). Sigmund Freud proposed that the source of psychoneurosis is intrapsychic conflict. J.P Chaplin (1972) defined psychoneurosis as:

“A benign mental disorder characterized by 1) incomplete in sight into the nature of the difficulty, 2) conflicts, 3) anxiety reactions, 4) partial impairment of personality, 5) offend, but necessarily the presence of phobias, digestive disturbances, obsessive-compulsive behavior”. Psychoneurosis disorder has some patterns, and anxiety is classified as a pattern of gentle psychoneurosis disorder.²¹

There are various definitions of anxiety in the literature. To begin with, general anxiety has been described as an “emotional state with the subjectively experienced quality of fear or a closely related emotion”.²² Freud described anxiety as something felt, an unpleasant affective state or condition (Freud, 1924).²³ Chiang (2012) defined

²⁰Maya Feby Iqlimah, Thesis Under Tittle “Etika Penulisan PR Dalam Meningkatkan Kekuatan Pesan Presentasi (Studi Kasus: Penulisan Presentasi PT Indotimas Syifa Perkasa untuk PT Mitra Energi Gas Sumatera), (Semarang: Bina Nusantara, 2014), p.26

²¹ Alex Sobur, Psikologi Umum dalam Lintasan Sejarah, (Bandung: CV Lingkar Setia, 2003), p. 340

²² Anthony J. Onwegbuzie, *Library Anxiety*, (USA: Scarecrow Press, 2004), p. 26

²³ Gulsah tercan and Keenan Dikilitas, *EFL students' speaking anxiety: a case from tertiary level students*, (International Association of Research in Foreign Language Education and Applied Linguistics *ELT Research Journal* 2015) p. 2

anxiety as a synonym of worry, uneasiness, disquiet, disquietude and inquietude. According to Horwitz, (1986), “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. Anxiety is also defined as distress or uneasiness of the mind caused by fear of danger or misfortune (Suleimenova 2012).²⁴

Muchlas (1976) stated anxiety as a subjective experience related to mental tension, uneasiness, and tension participated in conflicts or threat.²⁵ Darajat (1929) defined anxiety as a manifestation of various mingled emotional process, which occur when a person experiences feelings (stress), or frustration and inner contradictions.²⁶ Anxiety is a neurotic disability, insecurity, immaturity, and inability to cope with the demands of environmental reality, difficulties, and the pressures of everyday of life. Anxiety is a kind of fear that is projected toward future uncertainty.²⁷

Anxiety is also defined as a state of instability on the knowledge and cognitive aspects which negatively affects students' performance when attempting to learn a foreign language (Horwitz, E., Horwitz, M. & Cope, 1986). Foreign language anxiety: A number of physiological, behavioral and knowledge related responses that accompany an individual's feelings as a result of his or her own negative expectations and of failure in terms of negative performance related to foreign language learning.²⁸ Language anxiety is explained by Horwitz et al. (1986, p.128) as a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from uniqueness of the language learning process.

Research has consistently shown that anxiety adversely affects learning and achievement. Because anxiety induces in educational settings tent to be time- and situation specific, many types of academic- related anxiety have been identified,

²⁴ Hamad H. Alsowat, “Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA,(European Scientific Journal March, 2016) p. 197.

²⁵ M. Nur Ghufro dan Rini Risnawati S, *Teori –Teori Psikologi*, (Jogjakarta : Ar Ruzz Media, 2010), p.142

²⁶ Zakiah Darajat, *Kesehatan Mental*, (Jakarta: CV Haji Masagung), p. 27

²⁷ Syamsu Yusuf, *Mental Hygiene Pengembangan Kesehatan Mental dalam Kajian Psikologi dan Agama*, (Bandung: Pustaka Bani Quraisy, 2004) p. 39

²⁸ Mohammad H. Abood, *Examining the Effectiveness of Group Counseling in Reducing Anxiety for Jordanian EFL Learners* , (Journal of Language Teaching and Research, 2015), p. 750

including *computer anxiety, research anxiety, statistics anxiety, mathematics anxiety, writing anxiety, foreign language anxiety, and general test anxiety*.²⁹

Foreign language anxiety may be defined as an emotional state accompanied by physiological and behavioral aspects that become apparent on the case of the individual learning languages other than his or her native language. According to Spolsky (1998: 114) anxiety is also interrelated with other aspects such as students' aptitude, students' own views on their competence, their previous experience (especially with other languages) and so forth. In fact, in order to properly understand and discuss the aspect of anxiety Richards and Schmidt (2002) provide the following working definition: "Subjective feelings of apprehension and fear associated with language learning and use. Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety. Issues in the study of language anxiety include whether anxiety is a cause or an effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific kinds of anxiety associated with speaking, reading, or examinations (Richards and Schmidt 2002: 285)."³⁰

As (Gardner 1985: 33) notes, anxiety constitutes a factor that inevitably shapes general performance of learners when learning and using L2. Therefore, it distracts learners' attention from the main task making them focus on their individual abilities or inabilities to handle a given classroom situation. It is highly challenging to explore anxiety in the course of the study as it does not always have to constitute a negative factor in developing L2 proficiency. It can be seen that anxiety is related directly with the use of language when learners' knowledge and skills are in any way put to the test or assessed by the teacher or peers. Depending on the type of anxiety affecting learner's performance its influence might differ. This aspect is explored further in the following section.

Based on different definition about anxiety above, the researcher can conclude that, "Anxiety is a feeling and related to the psychological system of someone who is

²⁹ Anthony J. Onwegbuzie, *Library Anxiety*, (USA: Scarecrow Press, 2004), p. 29

³⁰ Maja Roginska, *Overcoming Polish Adult Learners' of English Anxiety in Speaking*, (World Scientific News: 2016), p. 61

experiencing an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future”.

b. Type of Anxiety

Furthermore, anxiety has been viewed mainly as a negative aspect influencing students’ performance. However it does not necessarily have to be viewed this way since some degree of anxiety might additionally motivate the learner to perform better irrespective. According to Dornyei, two important anxiety distinctions are usually mentioned:

1) Beneficial / facilitating vs inhibitory / debilitating anxiety:

The distinction between two types of anxiety is provided by Robinson (2001) who states that the former occurs when the level of stress and willingness to handle a given task are overwhelming for learner. This causes that, despite extensive preparations and the fact that a learner does have sufficient skills to handle a given task s/he is unable to come up with the performance reflecting his/her current skills and knowledge. The fear of failure is too high for a learner to handle, which negatively reflects on the effectiveness of learning or presenting skills. The latter type, in turn, makes the learner nervous and uncertain of the outcome before any kind of performance. For this reason, as the learner attaches the importance to a given element of language (be it speaking performance for example) s/he makes sure not to make any mistake during preparations. In addition, such a learner will put much effort into the task in order to have the best chances of succeeding. This means that a certain degree of anxiety which a learner can control constitutes an additional motivational factor positively influencing his/her performance.³¹

It has been observed that anxiety does not necessarily inhibit performance, but in some cases can actually promote it. ‘worry’, which is considered the cognitive component of anxiety has been shown to have a negative impact on performance, whereas the affective component, emotionality, does not necessarily have detrimental effects.

³¹ Maja Roginska, *Overcoming Polish Adult Learners’ of English Anxiety in Speaking*, (World Scientific News: 2016), p. 61-62

2) Trait vs State Anxiety:

In addition to the general types of anxiety based on the level of uncertainty and stress of learners it is also possible to discern types of anxiety based on a specific situation and characteristics of the feeling itself. The first one to note is trait anxiety. Trait anxiety refers to a stable predisposition to become anxious in a cross-section of situation; state anxiety is the transient, moment-to-moment experience of anxiety as an emotional reaction to the current-situation.³²

The following type constitutes state anxiety. It is generated with reference to a specific situation that a learner is about to face. In other words, this type of anxiety may be referred to as a situational self-esteem. A learner might, then, feel competent when writing an essay but s/he might be much less confident and self-certain during speaking tasks. Teachers are able to help learners handle this type of anxiety while constant feeling of anxiety is particularly problematic for developing learners' speaking skills as they remain unwilling to use the language actively even though they already possess sufficient skills and knowledge to handle spoken interaction (Dornyei 2005: 198).³³

There are two types of anxiety based on the specific situation and the characteristics of the feeling itself. Those types of anxiety are; 1) Trait anxiety and 2) State anxiety;

1) Trait Anxiety

This anxiety refers to the constant feeling characterizing a learner who is anxious to perform in the classroom (or beyond the classroom setting) irrespective of the specific task, topic or purpose of interaction. This type of anxiety is generated by constant lack of belief in one's abilities (low self-esteem) so that a learner generally lacks confidence in all kinds of areas and fields of activity. Trait anxiety might be seen as an individual anxiety in any situation during any specific task (MacIntyre and Gardner 1991: 87).³⁴

³² Zoltan Dornyei, *The Psychology of The English Language Learner Individual Differences in Second Language Acquisition*, (London, Lawrence Elbraum Associates Publishers, 2005), p. 198

³³ Maja Rogińska, *Overcoming Polish Adult Learners' of English Anxiety in Speaking*, (World Scientific News: 2016), p.62

³⁴ Maja Rogińska, *Overcoming Polish Adult Learners' of English Anxiety in Speaking*, (World Scientific News: 2016), p. 62

The trait anxiety is a disposition to become anxious in the face of various situations (personality interpretations). It is a fairly stable feature of trait that interprets a settled state in the individual, it is innate and associated with that personality.³⁵

2) State Anxiety

The state anxiety is a temporary emotional reaction that arises in certain situations that are perceived as a threat, such as taking a test, undergoing surgery, or otherwise. This state is determined by a subjective sense of tension³⁶

Dornyei stated that it is generated with reference to a specific situation that a learner faces. In other words, this type of anxiety may be referred to as a situational self-esteem. A learner might, then, feel competent when writing an essay but s/he might be much less confident and self-certain during speaking tasks. Teachers are able to help learners handle this type of anxiety while constant feeling of anxiety is particularly problematic for developing learners' speaking skills as they remain unwilling to use the language actively even though they already possess sufficient skills and knowledge to handle spoken interaction.

c. Source of foreign language anxiety

Horwitz identifies the sources of foreign language anxiety; 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation to provide teachers with the nature of anxiety. Firstly, communication apprehension is kind of anxiety occurs when learners feel unable to speak, discuss, ask and answer questions in a speaking class; they fail to communicate smoothly and effectively. Secondly, fear of negative evaluation is defined as "apprehension about other's evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively" (Watson & Friend, 1969:449). Test anxiety is an apprehension over academic evaluation. It is a fear of failing in tests and an unpleasant experience held

³⁵ Nur Ghufon dan Rini Risnawati S, *Teori –Teori Psikologi*, (Jogjakarta : Ar Ruzz Media, 2010), p.142

³⁶ M. Nur Ghufon dan Rini Risnawati S, *Teori –Teori Psikologi*, (Jogjakarta : Ar Ruzz Media, 2010), p.142

consciously or unconsciously by learners. It comes from a fear of failure (Horwitz & Young, 1991).³⁷

Adler and Rodman (1991) explained, there are two factors caused the anxiety, they are negative experience in the past and irrational thinking.

1) Negative experience in the past

This experience is an unpleasant thing in the past for events that may reoccur in the future. For example the students ever had a bad experience in doing interview, this can makes him to be afraid of events when he has to be interviewed.

2) Irrational thinking

Ellis, Adler and Rodman (1991) made a list of trust or belief of anxiety as an example from an irrational thinking. They are catastrophic failure, perfectness, agreement, and wrong generalization.

- a) Catastrophic failure is an individual assumption that something bad will be occurred to themselves.
- b) Perfectness, everybody desires a perfectness. This person expects to do something perfect and flawless. It could be a problem when he does not reach his target of perfectness and emerge the anxiety.
- c) Agreement is a wrong belief based on idea that there is an agreement to reach from the other friends or students.
- d) Wrong generalization, this condition also gives a term exaggerate generalization. This term occur to a professional person.³⁸

Deffenbacher and Hazaleus in Register (1991) express that sources of anxiety included these following things:

- 1) Worry is about negative thinking of someone about themselves, e.g negative feeling that they will be worse than their friends.
- 2) Emotionality as a self-reaction toward their autonomy nerve, like palpitations pounding heart, cold sweat, and looked tense.
- 3) Task generated interference is an inclination experienced by someone who is always depressed by a rational thought to the task.

³⁷ Maja Rogińska, *Overcoming Polish Adult Learners' of English Anxiety in Speaking*, (World Scientific News: 2016), p. 62-64

³⁸ M. Nur Ghufon dan Rini Risnawati S, *Teori –Teori Psikologi*, (Jogjakarta : Ar Ruzz Media, 2010), p.145- 147

Gonzales, Tayler, and Anton in Frietman (1997) have conducted a conceptual research to measure individual anxiety and defined as two main concept, they are worry and emotionality. Emotionality dimension refers to physiologist reaction and autonomy serve system appeared because of situation and certain object. Worry dimension is a cognitive aspect from anxiety experienced in the form of negative thought about themselves and the environment and negative feelings of failure of the results were not as expected.

d. Factors Shaping Speaking Anxiety

In order to gain better understanding of how anxiety shapes classroom dynamics, there are some factors which might determine the level of anxiety and the way it shapes learners' behavior:

1) Gender

In general terms, gender constitutes a factor that is commonly examined with reference to a various areas of developing L2 proficiency. It is natural, then, that it was also considered with reference to anxiety in particular. The study was conducted by Campbell (1999), observed that in the initial stage of the course there is noticeable difference in speaking anxiety between male and female learners. At the end of the course, however, the speaking anxiety of female learners increased by one percent whereas in the case of male learners the increase reached 13 percent.³⁹

2) Low Self- Esteem

Self-esteem constitutes personal opinion or evaluation of one's own abilities that a learner has. As Daly (1997: 31) observes, it is natural that learners who do not believe in their own skills and possibilities show a greater amount of stress which, ultimately, generates poor performance. The author provides an account of a study involving 39 adult second language students. They were asked to state how skillful they perceived themselves in all four language skills. At the same time, the students also provided information concerning the anxiety-generating character of these skills. The results of the study showed that speaking was considered the skill generating the greatest level of anxiety by 87 percent of the subjects. Moreover, the

³⁹ Maja Rogińska, *Overcoming Polish Adult Learners' of English Anxiety in Speaking*, (World Scientific News: 2016), p.64-65

subjects who considered themselves good at a given skill also showed much lower level of anxiety when facing the task based on this particular skill.

3) Competitiveness

Anxiety generated by competitiveness is also related to the dichotomy of risk-taking and risk-avoiding personality. As Arnold (1999: 63) observes, risk-taking learners are generally braver which means that they are willing to take a risk of making a mistake (and showing a worse performance than their peers) even though they are not sure if they are fully capable of handling a given task. Risk-avoiding learners, in turn, might not be willing to speak in the classroom even though they have sufficient knowledge and skills for that. Such learners compare themselves with other individuals in the group, seeing their performance as exceptionally good, which makes their own skills lower in their personal view. In this way, they prefer avoiding interaction than making a mistake in order not to lose the inner group competition.

4) Negative Experience

It is natural to notice that learners' experience in the FL classroom directly determines their attitude towards the future situations, activities or concepts. This is directly seen in motivation which means that when a learner achieves a success in a given task, s/he might show greater willingness to handle a similar task next time. This runs a chain reaction so that success generates greater confidence and motivation while higher level of motivation, in turn, generates greater likelihood for a learner to be successful when handling a given task

5) Learners' Beliefs

There are some major fields and element that beliefs are related to. Thus, concentrating on the English language in particular, Richards and Lockhart (2001: 53-6) provide a number of most significant types of beliefs encompassing the following:

- a) Beliefs about the nature of English – each learner in a given group might have his/her own view on the importance of the language in general. Moreover, students' views concerning the difficulty of particular language components such as grammar, pronunciation or vocabulary may also be different. In line with their views in this respect, learners are determined to give more time and

attention to the elements they consider more difficult. In addition, if learners consider the language unimportant (depending on the context of learning) they might not be willing to learn at all.

- b) Beliefs about the speakers of English – similarly to the overall approach to the language, the approach to the native speakers of the target language may also shape the level of motivation and involvement in the learning process displayed by adult students. The two work in direct proportion to the overall view of native speakers of the L2 that students have.
- c) Beliefs about the four language skills – Since learners may consider the whole language either easy or difficult, the same may pertain to the separate parts of that language. Therefore, they may feel the need to practice reading or writing more than listening or speaking. This is actually contingent on what students need and deem important.
- d) Beliefs about teaching – this type of beliefs seems to be particularly significant in the context of teaching adults as such learners very often have their own view on how teaching should proceed. However, the viewpoint of adult students does not necessarily have to be reliable which means that the teacher might resort to a completely different set of tools and techniques that students would expect. In this way, if students' beliefs are contrary to what is being performed in the classroom they may be unwilling to process the linguistic input or do the tasks and exercises.
- e) Beliefs about appropriate classroom behaviour – this element is shaped typically by the cultural background of the students and, therefore, concerns mainly groups composed of learners whose cultural background is not uniform. Concentrating on the context of adult students and, additionally, students having the same cultural background, this element does not play any major part.
- f) Beliefs about self – this type of beliefs is again highly influential since it concerns every student in a given group shaping his/her attitude towards particular elements of language. Thus, on seeing that learners are good at some particular element of language, they will be more willing to tackle such aspects in the classroom in greater volume.

g) Beliefs about goals – because of the variety of purposes for which students learn the language (typically in the case of adult teaching), they also display different beliefs concerning their objectives. In this way, some students may only want to be able to understand the language while others might be determined to develop their speaking skills. These individual objectives will reflect on the level of attention that students devote to particular components of language (Richards and Lockhart 2001: 53-6).⁴⁰

e. The Levels of Anxiety

According to Stuart & Laraia (2005), there are four levels of anxiety that experienced by individual:

1) Mild Anxiety

This anxiety related with tension in daily life and causing someone to be wary. Anxiety can motivate and foster creativity. This level of anxiety is normal in life because it can increase the motivation to make the individual is ready to act.

2) Moderate Anxiety

Moderate anxiety is allowing someone to focus on important thing and exclusion for others, so that someone experience selective attention and doing something more focused. In this condition, the individual still can learn directives from other people. Stimulus from outside not be able internalized properly, but individual really pay attention for the things that become a center of attention.

3) Severe Anxiety

Severe anxiety greatly reduces the area the area of people perception that has tended focus on something that is detailed and specific and cannot think about anything else. All behaviors that shown is to reduce tensions. Someone requires a lot of guidance to be able to concentrate on one area. In this circumstance someone will focus attention on specific details and do not think about anything else. The whole behavior intended to reduce anxiety and require a lot of directions to focus.

⁴⁰ Maja Rogińska, *Overcoming Polish Adult Learners' of English Anxiety in Speaking*, (World Scientific News: 2016), p. 62-64

4) Panic

Panic related to fear because experience loss of control. Individuals who experience panic are not able to do anything even with direction. This condition of panic if it continues for a long time will made a death.⁴¹

f. Indication of Anxiety

Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful, we struggle, tremble, perspire, and our heart beats quickly.⁴² According to Stuart & Laraia (2005) there are two kinds of responses of anxiety which is experienced by someone when they experience the anxiety:

1) Philological Response

- a) Cardio vascular: increased blood pressure, heart palpitations, increased pulse rate, pulse rate, pulse pressure decreased, shock.
- b) Respiration: rapid breathing, feeling depressed on the chest, choking feeling.
- c) Skin: hot or cold feeling on the skin pallor, sweating all over the body, burning sensation in the face, palms sweating, itching.
- d) Gastrointestinal: anorexia, abdominal discomfort, a burning sensation in the epigastria, diarrhea.
- e) Neuromuscular: increased reflexes, reactions of surprise, eyes blinking, insomnia, seizures, tense faces, slow movements.

2) Psychological Response

- a) Behavior: restlessness, nervousness, rapid speech, dodge.
- b) Cognitive: attention disorders, lost concentration, forgetfulness, misinterpretation, confusion, excessive worry, objective decreases.
- c) Affective: impatient, tense, nervous outstanding, very nervous.⁴³

B. Previous Study

In this section, the researcher will show the result of some different studies reviewed. These following studies offer discussion related to the topic discussed in this thesis. They are:

⁴¹ Debi Ratna Wati, *The Effect of English National Examination on The Level of Students' Anxiety at SMA Muhammadiyah 18 Jakarta*, (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 720

⁴² Mohammad Shaukat Ansari, *Speaking Anxiety in ESL / EFL Classroom: A Holistic Approach and Practical Study*, (International Journal of Education Investigation:2015), p.39

⁴³ Debi Ratna Wati, *The Effect of English National Examination on The Level of Students' Anxiety at SMA Muhammadiyah 18 Jakarta*, (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 721

1. Maja Roginska: Overcoming Polish Adult Learners' of English Anxiety in Speaking in World Scientific News WSN 43(2) (2016) 56- 103

This thesis written by Maja Roginska has been reviewed by Prof Waldemar Marton from Poland. The first chapter of the thesis focuses on the affective domain in general and anxiety in particular. In the second chapter, the attention is shifted to teaching speaking in the FL Classroom. This thesis focused on the problem of anxiety involving a group of adult learners as well as teachers who work with adult learners on a daily basis. This thesis identified a degree to which anxiety is actually the problem for learners and identifying the means which could be taken by teachers to help students handle this problem.

The study involved two group participants. Taking a closer look at the characteristics of the subjects, the group of adult learners composed of 14 male (46%) and 16 female (54%) individuals. In terms of age four subjects (13%) were between 18 to 20 years old, and another subject between 21-25 years old. The researcher used questionnaire as the instrument for each group and analyze the result from each question and describe how the anxiety is occurred for adult learners. The discussion about speaking and anxiety makes the researcher takes the study as the related previous research. Then, the categorization of the study as investigation study makes the study different from this study.

2. Hamad Alsowat: Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA, European Scientific Journal March 2016 edition vol.12, No.7, p.193- 220

This study aimed at investigating foreign language anxiety level and the factors affecting the anxiety among Saudi English major students at Taif University and exploring the impact of gender and academic level in this regard. It also examined the relationship between anxiety and language proficiency in the Saudi context. The journal has five research questions. One of the research question of the journal is what the main factors of the foreign language anxiety are.

Alsowat was employed a mixed-method approach. Quantitative and qualitative data were collected using questionnaires, records and interviews. The descriptive methodology was employed to investigate the students' anxiety level and anxiety factors of EFL students at the Foreign Language Department at Taif University,

Saudi Arabia. The correlational methodology was also used to determine the relationship between students' language anxiety and their language proficiency. As mentioned above, the research conducted in the Saudi context showed that only one study –Al-shalawi (2010)- dealt with foreign language anxiety of English major students at EFL departments since those students really face different kinds of anxiety.

The population of the study was all male and female students (n= 1350) enrolled in the Foreign Language Department at Taif University in first semester of the academic year 2015/2016. The participants were majoring in English language. For deeper investigation of students' foreign language anxiety, 30 high-anxious participants (15 male and 15 female) were chosen according to their scores in (FLCAS) questionnaire to be interviewed. To achieve the purpose of this study, the following instruments were utilized: A modified version of FLCAS, Inventory of Foreign Language Anxiety Factors (IFLAF) designed by the researcher, students' academic records and semi-structured interviews.

The results of this study revealed that Saudi English-majoring students had moderate level of anxiety. The highest provoking causes of students' anxiety were worrying about consequences of failing, forgetting things they know and feeling uneasiness during language tests. The study also revealed that instructor's personality and behavior, methods of teaching and pedagogical practices were sources of classroom anxiety as well.

The correlation between the journal with the research is one of the question this journal has similar research question with the research. The researcher tried to investigate the factor or reasons foreign language anxiety that may happen in Freshmen of English Department in UIN Walisongo Semarang.

3. Mohammad Shaukat Ansari: Speaking Anxiety in ESL/ EFL Classrooms: a Holistic Approach and Practical Study (Vol.2, No.4: 38-46)

Mohammad Shaukat Ansari (2015) analyses a research-oriented case study concerning the conceptualization of second/foreign language speaking anxiety, the relationship between anxiety and language performance, and the major reported causes of speaking anxiety. This paper aims to give a contribution to teacher in adding literature on speaking anxiety and offer some strategies to reduce the

anxiety from students in classroom. This paper investigated what are the sources of the students' anxiety and prove it through a research. The sample consisted of thirty students in the higher secondary level (12th class) college where he taught. They were aged 17-19 years. The research conduct with the lesson for two weeks, there were four times session for a week and each session has fifty minutes if duration. Researcher applied qualitative research techniques and collect the data through ¹⁾ semi- structured interviews,²⁾ group discussion, ³⁾ question- answer sessions,⁴⁾ interaction on situation based spoken English, ⁵⁾ direct observation.

Findings of this research conclude that teachers should realize that language learning, and particularly oral production, is a potentially stressful situation for some students. Many aspects can cause the anxiety, one of them is about self-confidence. Some of them fear a negative evaluation from their partners in speaking. They believed that they were not good at speaking. Another anxious student feels that she's too focus on avoiding language mistakes. The issue in hand still requires further research, especially, longitudinal, more practically oriented and applicable in the case of confronting anxiety-related teaching spoken language.

Straightforwardly, this research contributed in my paper in aspect of the question of the study. The researcher will conduct some research in order to find out the characteristics of anxious students, the sources of the students' anxiety, and find out is the findings of the research and classroom atmosphere can help the students' in reducing their anxiety in oral language performance in classroom.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, setting of the research, subject of the research, source of the data, focus of the research, data collection technique, data analysis technique.

A. Research Design

In this research, the researcher was choose qualitative method as main data of this research. Qualitative study was study intended for collecting information about the status of an existing indication, the statement of the phenomenon as it is at the time of the study.¹ Qualitative research is composed of a variety of genres, elements, and styles, and this introductory chapter reinforces that there is not one but many possible approaches to naturalistic inquiry. Generally, the investigative methods are eclectic, heuristic, and holistic, rather than prescribed, algorithmic, and linear. Emphasis is also placed on the researcher as human instrument, who develops not just rigorous skills but also empathetic understanding and personal creativity in the investigation and documentation of social complex life

For supporting the qualitative data, the researcher also use quantitative data that were obtained from questionnaire that used as minor data and be displayed the data in brief percentage.

The data were obtained from respondents' perception from interview and questionnaire occurred in the field. That aim is to explore some characteristics from the certain situation. This study described the cause of anxiety. Field reason is chosen by the researcher, as researcher approach because almost of research activities the researcher doing in the field. This research was used descriptive- qualitative research method based in English Department Freshmen in UIN Walisongo in academic year of 2017/ 2018.

B. Setting of the Research

This research was conducted in English Department Freshmen of UIN Walisongo. The participants of this research were all members of 1C class of English Department Freshmen in Walisongo State Islamic University in Academic Year of

¹ Suharsimi Arikunto, *Manajemen Penelitian*, (Yogyakarta: Rineka Cipta, 1990), p. 309

2017/2018. The researcher divided into two parts such as interview there were 5 students and for the questionnaire there were 41 students. The length of doing this research started from 1st November until the end of November 2017.

C. Subject of the Research

In this research, the researcher took subject from students of 1C of English Department in UIN Walisongo Semarang in Academic Year 2017/2018. There were 3 Classes of Freshmen in English Department, 1A,1B, and 1C, but researcher only took one class as a subject of the research. 1C has 41 students and the researcher was used a whole class population as the sample.

D. Source of the Data

There were two kinds of source of data. The researcher was used primary data and secondary data. Primary data were obtained from analysis in depth interview with respondents, and theories from books. Secondary data were obtained from questionnaire. The questionnaire was some written questions that was used to gain information from respondent which is about some personal data or things they know.²

E. Focus of the Research

This research focused on anxiety that may occurred in English Department freshmen as English Foreign Learner (EFL) while speaking English especially in presentation. Focusing on anxiety that manifested in freshmen of English Department as EFL and finding out the factors that may cause anxiety.

F. Data Collection Technique

There were two main affected aspects to the quality of the research of data results, research instruments and quality of data collection.³ The researcher gained the data through some techniques and instruments. The instruments used by the researcher to get some data and information from the subject of the study. The instruments was used by the researcher as follows:

² Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 194

³ Sugiyono, *Metode Penelitian Kombinasi-Mixed Method*, (Bandung: Alfabeta, 2013), p.397

1. Questionnaire

Questionnaire was a form used in a survey design that participant in the study complete and return to the researcher (Creswell, 2012).⁴ Questionnaire also defined as a self-report data collection instrument that each research participant fill out as part of a research study. Researcher was used questionnaire so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participant. Furthermore, the researcher attempt to measure many different kinds of characteristics using questionnaires. In this study, the researcher was also used questionnaire to collect some supporting data. Most researcher used “The Foreign Language Classroom Anxiety Scale” by Horwitz et al. (1986) because it considered as valid and credible measuring data instrument. The questionnaire, in this research for purpose in order to find put the sources and reasons of students’ speaking anxiety.

The questionnaire was done before conducting the interview. It was strengthen the qualitative data that researcher get. The questionnaire, also for purpose to get the students’ response. The questionnaire contains fifteen questions and in close ended question format.

Then, questionnaire was analyzed to find out students’ speaking anxiety in classroom. The modified version of FLCAS (Foreign Language Classroom Anxiety Scale) was used by the researcher to analyze the questionnaire result. Development of the questionnaire drew from the experiences of foreign language students who had self-selected into language support groups for reasons such as anxiety or difficulty learning their target language (Horwitz et al., 1986). The items on the FLCAS describe specific situations that might prompt anxiety for students, making the FLCAS an assessment of situation-specific anxiety.⁵ The analysis was begin with calculating the percentage of each item. There were 15 items of questionnaire that described the criteria. First, the analysis begin with calculating the percentage of each item. It was known how many percentage the students who choose “strongly agree, agree, disagree and strongly disagree”. After the percentage

⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 3rd edition, (California: SAGE, 2009), p.175

⁵ Al-Saraj, Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS): The Anxiety of Female English Language Learners in Saudi Arabia, (L2 Journal, 6(1) UC Berkeley, 2014), p. 53

collected, the data obtained was described. From all the result, it can draw the conclusion whether anxiety does exist in English Foreign Learners.

2. Interview

Eastberg (2002) define interview as a meeting of two person to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Susan Stainback stated that: "Interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can he gained through observation alone.

Given that the primary goal of this study was to explore the sources of language anxiety, interviews seemed appropriate as a means to understand the experiences of the subjects about language anxiety because they allow for given points to be clarified and elaborated upon where required. Technique of interview is a communication between two people involved which one person who wanted to get an information from another by asking some questions related student's anxiety in speaking English. The interview lasted approximately 15-20 minutes.

All the interviews were conducted in English and were tape-recorded with the subject's permission. According to Walker as cited in Nunan, there are some strengths or benefits of employing audio-recording when doing interview. The first is that the actual language can be preserved. Second, the process of interview will be natural. Third, the contribution of the researcher can be recorded. The last is that data can be reexamined after the process.⁶

After the interview was conducted, the data will be analyzed and will be interpreted. The data was transcribed comprehensively, then the comment and the opinion from participants has been written down. "Transcribing is a key part of the data analysis process. Transcription facilitates the close examination of data, which is so imperative for interpretation".⁷ Then, the data from each question was explained to describe and find out the students' anxiety that revealed while speaking English and what factors that may cause their speaking anxiety. After all

⁶ David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), p.153

⁷ Sarah J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*, (UK: Wiley- Blackwell Publisher, 2013), p.178

data explained, the conclusion of them was drawn to describe Students' Speaking Anxiety in Presentation.

G. Data Analysis Technique

Qualitative data analysis usually uses integrated technique of analysis from Miles and Huberman (1994). It consists three concurrent flows of activity: data reduction, data display, and conclusion drawing / verification (Miles and Huberman, 1994).⁸

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written- up field notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making clusters, making partitions, writing memos). Qualitative data can be reduced and transformed in many ways; through selection, through summary, or paraphrase.

2. Data Display

The second major flow of analysis activity is data display. Generally, a display is an organized, compressed, and assembly of information that permits conclusion drawing and action. The displays included many types of matrices, graphs, charts, and networks. As with data reduction, the creation and use of displays is not separate from analysis, it is part of analysis.

3. Conclusion Drawing /Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean- is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusion are also verified as the analyst proceeds, and verification may be as a brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop

⁸ Miles and Huberman, *An Expanded Sourcebook Qualitative Data Analysis Second Edition*, (California: SAGE Publications, Inc, 1994), p. 10

“intersubjective consensus” or with extensive efforts to replicate a finding in another data set.⁹

For the quantitative data, the researcher uses a modified version of FLCAS from Horwitz et al.(1986). The original version of FLCAS is a 33-item, 5 point. The scale ranged from strongly disagree to strongly agree measuring the students’ language anxiety.

The data analysis technique for quantitative data gained from questionnaire. The data was calculated into table percentage and the average value and was used the formula:

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

P= percentage

F= frequency

N= number of sample which observed

And then calculated to find the average value was used the formula;

$$M_x = \frac{\sum x}{N}$$

M_x= mean (average)

X= total of variable

N= Number of sample which observed

⁹Miles and Huberman, *An Expanded Sourcebook Qualitative Data Analysis Second Edition*, (California: SAGE Publications, Inc, 1994), p. 10-11

CHAPTER IV

FINDING & DISCUSSION

This chapter consists of research description and data analysis result.

A. Research Description

The researcher conducted the research at class B 1st semester of ELT Department Education and Teacher Training Faculty Walisongo State Islamic University in the academic year 2017/2018. The purposes of the research are:

1. To know how high is the students' foreign language anxiety at the class C 1st semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year 2016/2017.
2. To know the reasons of the students' speaking anxiety at the class C 1st semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year 2016/2017.

B. Data Analysis Result

1. The Students' Speaking Anxiety in Presentation

The most commonly used tool for assessing FLA is the FLCAS, developed by Horwitz et al. (1986).¹ A modified version of FLCAS was used in this study. The original version of FLCAS is a 33-item, 5-point. The scale instrument ranged from (strongly disagree to strongly agree) measuring students language anxiety.² The data of students' speaking anxiety is gained from questionnaire. There were fifteen questions list of questionnaire section. The instrument ranged from strongly disagree (1 point) to strongly agree (5 points). Here the table of each number of question with the percentage of students' answer of anxiety.

¹Al-Saraj, Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS): The Anxiety of Female English Language Learners in Saudi Arabia, (L2 Journal, 6(1) UC Berkeley, 2014), p. 52

²Hamad H. Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA,(European Scientific Journal March, 2016) p.

- a. I am not sure with my ability in speaking

Table 4.1 Questionnaire's question result no.1

NO	Category	Frequency	Percentage
1.	Strongly agree	6	14%
2.	Agree	20	49%
3.	Disagree	14	35%
4.	Strongly disagree	1	2%
Frequency		41	100%

Through the table above, showed that 14% were strongly not sure about themselves when they are speaking English, 49% were not sure about themselves when they are speaking English, 35% were sure about themselves when they are speaking English, and 2% were strongly sure about themselves when they are speaking English.

From explanation above, for English Department freshmen while speaking English felt unsure with themselves. It showed from respondent percentage which answered between strongly agree and agree is 63% compared percentage between disagree and strongly disagree is 37%.

- b. I am nervous when my teacher asks me to do some presentation in English

Table 4.1 Questionnaire's question result no.2

NO	Category	Frequency	Percentage
1.	Strongly agree	7	18%
2.	Agree	27	66%
3.	Disagree	6	14%
4.	Strongly disagree	1	2%
Frequency		41	100%

From table above, 18% students were strongly nervous when the teacher asks them to do some presentation in English, 66% students were nervous when the teacher asks them to do some presentation in English, 14% students were not nervous when the teacher asks them to do some presentation in English, and 2% students didn't felt any nervous feeling when the teacher asks them to do some presentation in English.

From data above, showed that nervous feeling appeared when the teacher asks the students to do some presentation in front of the class in English. This is from 84% respondents answered agree and strongly agree, while respondents who answered disagree and strongly disagree only 16%.

Nervous is a psychological response when someone feeling anxious. It indicates someone who suffer anxiety. From the above data, it can be concluded that more than

50 percent of students experience nervousness when will perform some presentation using English.

- c. when I feel anxious then I forget some vocabularies I knew suddenly

Table 4.1 Questionnaire's question result no.3

NO	Category	Frequency	Percentage
1.	Strongly agree	4	10%
2.	Agree	25	61%
3.	Disagree	11	27%
4.	Strongly disagree	1	2%
Frequency		41	100%

From data above, more than half respondents were 61% agree that they forget some vocabularies when they suffer some anxiety feeling, and 10% were strongly agree, for 27% answered disagree, and 2% answered strongly disagree.

It showed that forgetting some vocabularies would appear when students are anxious while doing presentation in English. Showed from 61% answered agree and 10% answered strongly agree. It related to anxiety because experience loss of control. Someone who experiences anxiety will lose control of themselves and cause them to panic so as to allow to forget the things to be conveyed even though it has been well prepared beforehand.

- d. It is embarrassing me to be volunteer to speak in front of the class especially in presentation

Table 4.1 Questionnaire's question result no.4

NO	Category	Frequency	Percentage
1.	Strongly agree	5	12%
2.	Agree	23	56%
3.	Disagree	11	27%
4.	Strongly disagree	2	5%
Frequency		41	100%

From data above, 56% percent respondents agree and 12% percent others strongly agree that they feel embarrassed when they asks to be volunteer to speak in front of the class especially in presentation. 27% answered disagree and 5% percent others answered strongly disagree that they feel embarrassed to be volunteer to speak in front of the class especially in presentation.

This embarrassing may cause from classroom atmosphere. When a student try to answer or try to speak in presentation section in the class in English, but unfortunately

she/ he make mistake, then a whole class will laugh at her/him. This is why 68% students answered agree and strongly disagree about this question.

- e. I feel worry about making mistakes in presentation

Table 4.1 Questionnaire's question result no.5

NO	Category	Frequency	Percentage
1.	Strongly agree	6	15%
2.	Agree	23	56%
3.	Disagree	11	27%
4.	Strongly disagree	1	2%
Frequency		41	100%

From table above, 15% respondents were answered strongly agree, then 56% answered agree, 27% were disagree, and 2% left answered strongly disagree that they feel worry if they making mistakes in presentation.

Making mistakes while speaking especially in presentation is highly anxiety-provoking of English Department Freshmen in UIN Walisongo. They assumed that as English learners, they must speak English flawlessly without any missing pronunciation or grammatical. The negative of being thought perfectionist that if they choose to become passive learner rather than become active learner but people laugh if they make mistake.

- f. I start to be panic when I have to speak up in a presentation without preparation in class

Table 4.1 Questionnaire's question result no.6

NO	Category	Frequency	Percentage
1.	Strongly agree	17	42%
2.	Agree	18	44%
3.	Disagree	6	14%
4.	Strongly disagree	-	-
Frequency		41	100%

Data above showed that 42% respondents answered strongly agree, then 44% answered agree, for 14% others answered disagree that feeling panic appeared when respondents have to speak up in presentation without any preparation in class.

In this case, showed that students would panic when they have to speak without any preparation in presentation section in class. Showed from 86% respondents answered agree and strongly agree while only 14% respondents answered disagree.

Panic is one kind of feeling anxious. Moreover in this situation when the teacher asks to speak spontaneous without any preparation during presentation in the class, then students will panic suddenly and anxiety will increase.

- g. sometimes I have a negative thinking when I have something to be uttered during presentation

Table 4.1 Questionnaire's question result no.7

NO	Category	Frequency	Percentage
1.	Strongly agree	4	10%
2.	Agree	25	61%
3.	Disagree	12	29%
4.	Strongly disagree	-	-
Frequency		41	100%

From table above, more than half respondents were 61% agree that they have a negative thinking when that have something to be uttered during presentation, and 10% were strongly agree, for 29% others answered disagree.

It showed that negative thinking would appear when students want to speak up during presentation. Negative thinking is kind of factor for anxiety. Negative thinking cause anxiety if highly increase, it was proven from the table above that 71% students answered strongly agree and agree for the question about negative thinking that happened when the want to speak during presentation.

- h. I can feel my heart pounding fast when I am going to be called on in presentation

Table 4.1 Questionnaire's question result no.8

NO	Category	Frequency	Percentage
1.	Strongly agree	1	2%
2.	Agree	28	68%
3.	Disagree	10	25%
4.	Strongly disagree	2	5%
Frequency		41	100%

From data above, more than half respondents were 68% answered agree that they feel their heart pounding when they called on for presentation, and 2% were strongly agree, for 25% answered disagree and 5% others answered strongly disagree.

It showed that feeling heart pounding would appear when students being called for presentation. Heart pounding is a kind of physical response for anxiety. Here 70% of freshmen students of English Department answered that they feel the heart pounding

fast when they being called for presentation. It is quite high percentage which anxiety does exist among students in EFL learners.

- i. I always feel that the other students speak English better than I do

Table 4.1 Questionnaire’s question result no.9

NO	Category	Frequency	Percentage
1.	Strongly agree	12	29%
2.	Agree	24	59%
3.	Disagree	4	10%
4.	Strongly disagree	1	2%
Frequency		41	100%

From table above, 29% respondents answered strongly agree, 59% were agree with statement ‘I always feel that other students speak English better than I do’. Then, 10% were answered disagree, and 2% others answered strongly disagree.

Respondents felt that other students speak better than themselves. In this case, the class atmosphere which made students not confident to speak out because they thought their friends speak better than themselves, then they choose to be passive in class learning process. It proven with percentage data that 88% students choose strongly agree and agree that other students speak English better than themselves, and only 12% respondents answered disagree and strongly disagree.

- j. I am still anxious even though I have prepared to practice before presentation started

Table 4.1 Questionnaire’s question result no.10

NO	Category	Frequency	Percentage
1.	Strongly agree	2	5%
2.	Agree	19	46,5%
3.	Disagree	19	46,5%
4.	Strongly disagree	1	2%
Frequency		41	100%

Through table above, showed that 5% students answered strongly agree, 46,5% answered agree, then 46,5% were disagree and 2% others were choose strongly disagree. It showed that students were panic although they had prepared well. Proven by percentage 51,5% respondents answered agree and strongly agree, while respondents who answered disagree and strongly disagree were 48,5%.

- k. I am afraid that the other students will laugh at me when I make mistake in presentation

Table 4.1 Questionnaire's question result no.11

NO	Category	Frequency	Percentage
1.	Strongly agree	2	5%
2.	Agree	16	39%
3.	Disagree	21	51%
4.	Strongly disagree	2	5%
Frequency		41	100%

From data above, it explained that 39% respondents were answered agree, and 5% were strongly agree with statement 'I am afraid that other students will laugh at me when I make mistake in presentation'. 51% were disagree, and 5% answered strongly disagree with statement above.

Feeling afraid being laughed by other students is a factor of most anxiety in many cases of anxiety. This factor is not from internal aspect from individual itself, but also external aspect such as environment class learning. The silence/ passive students is not only because they are not competent. The researcher believes that not only knowledge, but anxiety may happen because environment atmosphere that pressure the individual in classroom learning process.

1. Before doing presentation I feel very sure and relaxed

Table 4.1 Questionnaire's question result no.12

NO	Category	Frequency	Percentage
1.	Strongly agree	1	2%
2.	Agree	12	29%
3.	Disagree	25	61%
4.	Strongly disagree	3	8%
Frequency		41	100%

From table above, it was explained that respondents who answered agree were 29%, and only 1% who answered strongly agree. Then, 61% respondents were answered disagree and 8% others answered strongly disagree with statement 'Before doing presentation I feel very sure and relaxed'.

Respondents who felt sure and relaxed before doing presentation is only 31% from table above, it proofed that 69% others still anxious before doing presentation, and could not enjoy yet to do presentation.

- m. I feel confident when I do a presentation in front of the class

Table 4.1 Questionnaire's question result no.13

NO	Category	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	16	39%
3.	Disagree	24	59%
4.	Strongly disagree	1	2%
Frequency		41	100%

Through data above, it was explained that 39% answered agree, 59% were answered disagree, and 2% answered strongly disagree with statement 'I feel confident when I do a presentation in front of the class'. It was showed that there were unconfident feeling when students do a presentation in front of their classmates, proven by 61% students were answered disagree and strongly disagree for this question. Even they had prepared well since early they still felt unconfident in presentation.

- n. I would be enjoy during speaking in the learning process in classroom

Table 4.1 Questionnaire's question result no.14

NO	Category	Frequency	Percentage
1.	Strongly agree	1	2%
2.	Agree	15	37%
3.	Disagree	22	53%
4.	Strongly disagree	3	8%
Frequency		41	100%

From table above, there were students would not be enjoy during speaking in the learning process in classroom proven by 53% respondents were answered disagree and 8% were answered strongly disagree in the question 'I would be enjoy during speaking in the learning process in classroom, and only 37% respondents answered agree and 2% others answered strongly agree with the question above. Enjoy feeling during learning process may appear when students comfortable during the process. Feeling uncomfortable in classroom indicated that anxiety does exist in freshmen of English Department.

- o. These are the symptoms of anxiety, give (√) if that symptoms condition happened to you when you deliver a presentation in front of the class

Table 4.15 Questionnaire's question result no.15

Category	Frequency	Percentage
Rapid breathing	6	15%
Heart palpitation	8	20%
Cold sweating	6	15%

Palms sweating	2	5%
Tremor	2	5%
Forgetfulness	9	20%
Worry	17	42%
Nervous	30	73%
Feeling depressed on chest	3	8%
Lost concentration	8	20%

Table above is anxiety symptoms that may happen in respondents themselves. For first symptoms, rapid breathing may happened by 15% respondents. Then, heart palpitation happened by 20%, cold sweating happened by 15% respondents, palms sweating happened by 5% respondents, tremor would be happened by 5% respondents. Then forgetfulness happened by 20% respondents, worry happened by 42% respondents, nervous happened by 73%, and feeling depressed on chest happened by 8% respondents, and the last symptoms is lost concentration was happened by 20% respondents.

The table above contains manifestation of students' speaking anxiety during presentation. From table above, we conclude that speaking anxiety in presentation does exist in 1C class of English Department Freshmen and proven by the questionnaire result.

Table 4.16 Questionnaire Respondents' Score Result of Anxiety in Presentation using English

NO	INFORMANT CODE	QUESTIONNAIRE RESULT
1	RU	38
2	NU	41
3	SR	42
4	MS	45
5	RAB	46
6	DSZ	39
7	AS	43
8	AWN	37
9	ASS	43
10	ISP	41
11	DI	44
12	DSA	40
13	FMM	36
14	IRD	35
15	YC	22
16	NW	32
17	SAN	37

18	MFK	38
19	ASP	29
20	YDF	34
21	FL	33
22	BSP	36
23	DH	26
24	NUL	45
25	MNW	40
26	AF	37
27	FF	39
28	KJK	40
29	ZU	37
30	ANU	42
31	FAS	30
32	AM	41
33	HA	39
34	HM	32
35	MIU	45
36	NI	45
37	AP	39
38	KAQ	47
39	HRA	45
40	AW	54
41	LH	46

For knowing the average values about anxiety in presentation using English the researcher is used the pattern.³

$$M_x = \frac{\sum x}{N}$$

M_x = mean (average)

X = Total of variable X

N = Number of Cases

$$M_x = \frac{1600}{41}$$

$$M_x = 39,025$$

³Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2005), 22nd Ed, p.81

Table 4. 17 Category of Anxiety Existence

NO	SCORE	MEANING
1	43-56	Strongly Exist
2	29-42	Exist
3	15-28	Not Exist
4	0-14	Strongly Not Exist

According to the result above in 15 questions in questionnaire that given to 41 respondents of English Department Freshmen which questions related to anxiety in Presentation using English is Anxiety does Exist Category. It showed from result that declare from average values of questionnaire is 39,025 which mean anxiety is in exist category.

2. Factor of Students' Speaking Anxiety in Presentation

In order to identify the factor of students speaking anxiety, the researcher conducted some interviews towards freshmen of 1C students in UIN Walisongo Semarang. Six students was choose to be respondents as the score from the questionnaire, and students with the highest score was choose as respondents. The questions asked are written first in interview guidelines. Questions are asked one by one and directly answered by the respondents. These questions totaling about 11 key questions, leading to background of respondent, response of the anxiety, and the factor that cause respondents' anxiety during presentation in front of the class.

According to Dornyei and Subasu in M Shaukat Ansari, the common sources can be enumerated as fear of making mistake, test and assessment, social comparison, and competition (Dornyei, 2001), negative evaluation and perceived low ability (Subasu, 2010).⁴ From interview result earlier, the researcher can highlight the factor that cause students' speaking anxiety in presentation of English Department Freshmen in UIN Walisongo Semarang.

From the first interview result with the respondents, the reason of the anxiety in every presentation because of the overthinking and lack of preparation and test. however, the lack of students' preparation before presentation could make she/ he feel anxious during presentation, the students' will be worry when the other students or the teacher will ask her/ him about the material of presentation, when he/ she did not

⁴ Mohammad Shaukat Ansari, *Speaking Anxiety in ESL / EFL Classrooms: A Holistic Approach and Practical Study*, (International Journal of Educational Investigations, vol. 2, No. 4: 2015), p. 40

prepare well, it could make anxiety arouse.⁵ The other reasons of students' speaking anxiety during presentation are bad experience and lack of pronunciation. Student with bad experience in speaking has a bad memory about speaking, and always feel anxious in every time he/ she speak in front of many people, in this case in class presentation. Students who are not able to pronounce the English word correctly, will feel afraid to speak in front of many people. He/ she will feel afraid of making mistakes and laughed at by other students when he is wrong in pronunciation of the word in English.⁶

Low self-confidence, and low- proficiency are the other background of students speaking anxiety in this case in presentation. Student with low self-confident always feel that the other students are smarter than him/ her, and low proficiency for instance grammar, vocabulary, and pronunciation.⁷ And the last factor of students' speaking anxiety in presentation according to the interview result conducted before is afraid of making mistake. The students' thought that as English learners, they must speak English flawlessly without any missing pronunciation or grammatical. The negative of being thought perfectionist made them to become anxious or worry in speaking in front of the other students in this case in presentation.⁸

⁵ Interview with Nur Umi Liyana Fadhilah, Kharisma Ainun, and Adie Wahyu, students of 1C English Department of UIN Walisongo

⁶ Interview result with Siti Robiah, students of 1C English Department of UIN Walisongo

⁷ Interview result with Adie Wahyu, students of 1C English Department of UIN Walisongo

⁸ Interview result with Agung Setiawan and Kharisma Ainun, students of 1C English Department of UIN Walisongo

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data of the research result carried out in Teacher Training and Education faculty of UIN Walisongo in the academic year of 2017/2018, the researcher was going to draw conclusions about “How is the speaking anxiety and What are the reasons and sources of speaking anxiety in presentation of English Department Students of UIN Walisongo Semarang” as followed:

1. From the data analysis result, the researcher found that speaking anxiety of English Department Students of UIN Walisongo was in exist category. The highest score of speaking anxiety is 54, the lowest score is 26, and the average is 39.025.
2. From the interview result, the researcher found that reasons of speaking anxiety in presentation of English Department Students of UIN Walisongo are overthinking, lack of preparation, bad experience, low proficiency, low self- confidence, afraid of making mistakes, and test.

B. Suggestion

From the conclusion above, there are some suggestions that are proposed by the researcher:

1. For lecturer

Based on the research, it has known that anxiety is a real problem faced by English Department Students especially for freshmen. The lecture must realized that class atmosphere and classroom environment affects the students' comfort in teaching and learning process. Before the students are prepared to speak in front of the whole class, the teacher could familiarize the students to actively speak in everyday life, may use pairing methods, or in small groups. When students, in this case freshmen have been accustomed to speak in English with their friends, then presentation in front of the class is not a big problem for them, and the anxiety can be minimalized.

2. For students

It is suggested for students to familiarize themselves with speaking English in everyday life in the classroom. When students are used to talking to friends and in

small discussion forums using English, then speaking in front of the class as a presenter will not be a big problem.

3. For the readers

After reading the study, the researcher hopes that this research can be one of some references to take consideration in learning process.

4. For the researcher

After doing this research, the researcher may get useful knowledge of English proficiency, especially about the speaking anxiety in presentation.

C. Closing

All praises are belongs to Allah, who gives power and health for researcher until this final project can be finished. The researcher is sure that this research is far from the perfection. Therefore, constructive critics and advices are really expected. Finally, the researcher hopes that this research can give good contribution for the lectures, learners especially for educational institution.

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<http://dictionary.cambridge.org/definition/presentation>

<https://en.oxforddictionaries.com/definition/presentation>

Appendix 1

QUESTIONNAIRE

IDENTITAS RESPONDEN	
Nama	:.....
Kelas	:.....
Umur	:.....tahun

PETUNJUK PENGISIAN ANGKET

1. Bacalah sejumlah pernyataan di bawah ini dengan teliti.
2. Anda dimohon untuk memberikan penilaian mengenai anxiety di bawah ini.
3. And dimohon untuk memberikan jawaban sesuai dengan keadaan anda secara obyektif dengan memberikan tanda silang (X) pada salah satu pernyataan yang menurut anda paling tepat.
4. Skor yang diberikan tidak mengandung nilai jawaban benar-salah melainkan menunjukkan kesesuaian penilaian anda terhadapisi setiap pernyataan.
5. Pilihan jawaban yang tersedia adalah:
 - SA** = apabila anda merasa sangat setuju (**Strongly Agree**)
 - A** = apabila anda merasa setuju (**Agree**)
 - D** = apabila anda merasa tidak setuju (**Disagree**)
 - SD** = apabila anda merasa sangat tidak setuju (**Strongly Disagree**)

6. Dimohon dalam memberikan penilaian tidak ada pernyataan yang terlewatkan.
7. Hasil penelitian ini hanya untuk kepentingan akademis saja. Identitas dari anda akan dirahasiakan dan hanya diketahui oleh peneliti. Hasil penelitian ini tidak akan ada pengaruhnya terhadap status anda dan tidak mempengaruhi nilai anda dalam perkuliahan.

NO	Expression	Option			
		SA	A	D	SD
1.	I am not sure with my ability in speaking	5	4	3	1
2.	I am nervous when my teacher asks me to do some presentation in English	5	4	3	1
3.	When I feel anxious then I forget some vocabularies I knew suddenly	5	4	3	1
4.	It is really hard to me to be volunteer to speak English in front of the class	5	4	3	1
5.	I feel worry about making mistakes in presentation	5	4	3	1
6.	I start to be panic when I have to do a presentation without preparation in class	5	4	3	1
7.	Sometimes I have a negative thinking when I have something to be uttered during presentation	5	4	3	1
8.	I can feel my heart pounding when I am going to be called on in presentation	5	4	3	1
9.	I always feel that the other students speak English better than I do	5	4	3	1
10.	I am still anxious even though I	5	4	3	1

	have prepared to practice before presentation started				
11.	I am afraid that the other students will laugh at me when I make mistake in presentation	5	4	3	1
12.	Before doing some presentation I feel very sure and relaxed	1	3	4	5
13	I feel confident when I do some presentation in front of the class	1	3	4	5
14.	I feel would be enjoy during speaking in the learning process in classroom	1	3	4	5

15. These are the symptoms of speaking anxiety, give (√) if that symptoms happened to you when you deliver some presentation in front of the class

- Rapid breathing
- Heart palpitation
- Cold sweating
- Palms sweating
- Tremor
- Forgetfulness
- Worry
- Nervous
- Feeling depressed on chest
- Lost concentration

Appendix 2

INTERVIEW 1

Date : Wednesday, November 8th 2017

Time : 12.10

Respondent : Nur Umi Liyana Fadhilah

I : good afternoon nice to meet you

R : Nice to meet you too

I : firstly I wanna thanks to you because you wanna give your time to me

R : Ok..

I : I wanna ask you some questions about your anxiety problem when you wanna speak up for presentation in the classroom

R : Yah...

I : well, this is for my thesis of course so, I need your help to be my respondents for interview section, so take it easy you don't need to be worry and imagine it's just a sharing among friends

R : oh...yes

I : first question, may I know your complete name?

R : my name is Nur Umi Liyana Fadhilah

I : And, how old are you?

R : I am 19 years old

I : where do you come from?

R : I am from Rembang

I : ok, I am sorry before, do you still have complete parents?

R ; yes, I still have mother and father, Alhamdulillah

I : and, what's your parents' occupation?

R : my father is an entrepreneur and my mother is a housewife

I : do you ever feel nervous when you speak in front of the class, especially when you do some presentation in front of your friends?

R : sometimes, at first I feel so nervous and worry especially when I haven't mastered the material, I confuse what I wanna say, and after that I try to control my breathe and control my feelings, so I can feel better after that.

I: ok...just nervous and worry? Or maybe you can explain more about what you feel when you do a presentation. Do you feel your heart beats fast?

R: oh ya, at first, but slow but sure I can handle it

I : any else? Just fast heartbeat, nervous and worry? How about cold sweating, or forget some vocabularies, tremor, do you feel one of them?

R : I think not, but I ever forget some vocabularies suddenly, and feeling speechless for a while, hahaha

I : when do you feel that? Is it only when you deliver presentation in front of the class or any else? Almost in every presentation?

R : yes, but for minutes, I can handle it by myself after that

I ; do you have a bad experience that make you nervous or worry to speak in front of the class? What I mean here, what is the reason or factors that make you feel nervous, or worry in presentation...?

R : I think I never had a bad experience, maybe it comes from myself, I usually feel anxious when I'm overthinking, and didn't learn and master the material...emmm, wait but I ever feel afraid when some smart students in my class ask a question, and I feel he or she is better in speaking and had mastered the material better than me, as presenter hehe

I : ok, thank you for time, I had recorded it and once again thank you for your time, see you ☺

R : ok see you....

INTERVIEW 2

Date : Wednesday, November 8th 2017

Time : 12.30

Respondent : Siti Robiah

I : good afternoon nice to meet you

R : Nice to meet you too

I : firstly I wanna thanks to you because you wanna give your time to me

R : Ok..

I : I wanna ask you some questions about your anxiety problem when you wanna speak up for presentation in the classroom

R : Yah...

I : well, this is for my thesis of course so, I need your help to be my respondents for interview section, so take it easy you don't need to be worry and imagine it's just a sharing among friends

R : oh...yes

I : first question, may I know your complete name?

R : my name is Siti Robiah

I : how old are you?

R : I am 19 years old

I : where do you come from?

R : I am from Semarang

I : really? Me too, my house is not so far from here, I live in Beringin, and you?

R : I live in Tugurejo, hehehe

I : ok, I am sorry before, do you still have complete parents?

R ; yes, I still have mother and father, my parents is still complete

I : and, what's your parents' occupation?

R : my father is a seller, And my mother is a housewife

I : do you ever feel anxious when you speak in front of the class, especially when you do some presentation in front of your friends?

R : yes, I always feel anxious when I have to speak in front of the class

I : could you tell me more about that?

R: emmm.....well... when I wanna speak up in front of my classmates, I usually nervous and worry

I: and then?

R: my heart beat fast, and my palms getting sweat.

I: so you only feel worry, nervous, and feeling heart beat fast, and you palms getting sweat? Or any else?

R: em.....may..be...I usually forget some vocabulary after that, even it's only a simple word, hehehe...

I: and do you know, why you feel that? what I mean here, the factors that cause your anxiety. Or have you a bad experience in speaking before?

R: yes, I have. In elementary school I ever mispronunciation in spelling two, and I mention tuwo, and my classmates laugh at me after that ☹

I: any else? And for presentation? How about that?

R: I usually afraid that audience or my classmates asks me a difficult question, it's such as a test for me if I didn't master the material, sometimes I feel that they are smarter than me

I: ok, I think enough for my interview, thank you so much for your time see you later

R: you're welcome.

INTERVIEW 3

Date : Friday, November 10th 2017
Time : 11.58
Respondent : Adie Wahyu

I : good afternoon nice to meet you

R : Nice to meet you too

I : firstly I wanna thanks to you because you wanna give your time to me

R : Ok..

I : I wanna ask you some questions about your anxiety problem when you wanna speak up for presentation in the classroom

R : Ya...

I : well, this is for my thesis of course so, I need your help to be my respondents for interview section, so take it easy you don't need to be worry and imagine it's just a sharing among friends

R : ehem..

I : first question, may I know your complete name?

R : my name is Adie Wahyu

I : how old are you?

R : I am 19 years old

I : where do you come from?

R : I am from Blora

I : well, I'm sorry before, do you still have mother and father?

R : no, I only have mother because my father had passed away

I : oh... I'm so sorry to hear that.

R : It's ok

I : do you have brother or sister?

R : yes, I have brother and young sister.

I : o..kay, and do you ever feel anxious when you speak in front of the class, especially when you do some presentation in front of your friends?

R : yes, sometimes. I feel nervous and worry at first, but slow but sure I can handle the presentation and get relax

I : what are you feel at the time you get worry and nervous?

R : I can feel my heart beat fast, hehe

I: just it?

R: yeah

I: okay...and what is the factor that cause your worry and nervous?
Or do you have a bad experience in speaking before, or any else...

R: no, I just unconfident because I know there are some students is better than me, I just worry, I am low in grammar, and my pronunciation is not so good, and my less vocabulary I knew. I'm afraid making mistake, so I learn over and over to be better than before.

I: what I mean here, when you are in presentation and you as a presenter, stand up in front of whole classmates, why you feel nervous and worry?

R: yeah, as I mention before, hehehe

I: okay...well, thank you so much for your time, I think enough from my interview, see you later

R: you're welcome, see you

INTERVIEW 4

Date : Friday, November 10th 2017

Time : 13.00

Respondent : Agung Setiawan

I : good afternoon nice to meet you

R : Nice to meet you too

I : firstly I wanna thanks to you because you wanna give your time to me

R : Ok..

I : I wanna ask you some questions about your anxiety problem when you wanna speak up for presentation in the classroom

R : Ya...

I : well, this is for my thesis of course so, I need your help to be my respondents for interview section, so take it easy you don't need to be worry and imagine it's just a sharing among friends

R : ehem..

I : first question, may I know your complete name?

R : my name is Agung Setiawan

I : how old are you?

R : I am 19 years old

I : where do you come from?

R : I am from Jepara

I : well, I'm sorry before, do you still have mother and father?

R : yes, I still have complete parent

I : do you have brother or sister?

R : yes, I have a young brother.

I : o..kay, and do you ever feel anxious when you speak in front of the class, especially when you do some presentation in front of your friends?

R : In presentation?

I : yes

R : when I presentation in front of class, I usually nervous

I : these are the symptoms of anxiety, do you feel one of them when you're in presentation as presenter, or more?

R: em...rapid breathing, heart beat fast, cold sweating, forgetfulness, worry, nervous, and lost concentration

I: so, you feel that when you do a presentation and you're as a presenter in front of the class?

R: yes

I: and what is the factor of that?

R: maybe I just feel unconfident, and I'm afraid making mistake if didn't prepare the presentation carefully before. And sometimes I'm afraid of making mistake in pronunciation.

I: do you ever being laughed when you making mistake?

R: no, my friend correct me if I making mistake in grammar or pronunciation for example

I: any else?

R: em.... I think no...

I: ok, thank you for your time and for you help. See you later

R: see you

INTERVIEW 5

Date : Friday, November 10th 2017

Time : 13.20

Respondent : Kharisma Ainun

I : good afternoon nice to meet you

R : Nice to meet you too

I : firstly I wanna thanks to you because you wanna give your time to me

R : Ok..

I : I wanna ask you some questions about your anxiety problem when you wanna speak up for presentation in the classroom

R : Ya...

I: well, this is for my thesis of course so, I need your help to be my respondents for interview section, so take it easy you don't need to be worry and imagine it's just a sharing among friends

R: ehem..

I: first question, may I know your complete name?

R: my name is Kharisma Ainun

I: how old are you?

R: I am 19 years old

I : where do you come from?

R : I am from Rembang

I: well, I'm sorry before, do you still have mother and father?

R: no, I only have mother because my father had passed away

I: oh... I'm so sorry to hear that.

R: It's ok

I: do you have brother or sister?

R: yes, I have brother and young sister.

I: o..kay, and do you ever feel anxious when you speak in front of the class, especially when you do some presentation in front of your friends?

R: yes, I do

I: can you tell me more about it, I mean, how are you feel when you are anxious during presentation and you as the presenter in front of the class.

R: em...I usually feel nervous, of course, and sometimes my hands shaking suddenly, but just for minutes, and my heart is tremble, and sometimes I forget what I wanna say

I: you mean, some vocabularies?

R: yes, but recently I try to reduce it, and slow but sure I can handle the presentation well

I: and what are the factor of that?

R: The lack of preparation I think

I: just it? The lack of preparation? Any else? Are you afraid of making mistake, or being laugh by your friends?

R: em...no. I think my friends will not laugh at us as presenter when we did some mistakes. But sometimes I'm afraid that teacher or my friends asks some difficult questions.

I: ok, thank you Adie, for your time, I think enough. Thank you for your time. See you laer

R: you're welcome, see you. Good luck for your thesis

R: thank you











CURRICULUM VITAE

Personal Data

Name : Nur Lina Amalia Huda
Place of Birth : Kendal
Date of Birth : June, 16th 1995
Religion : Islam
Gender : Female
Civic : Indonesia
Address : Perum Koveri, Jl. Mega Permai 3/79 RT 5/12
Beringin Ngaliyan Semarang

Formal Education

SDN Ngaliyan 01,03,07 Semarang
SMP Al- Muayyad Surakarta
SMA Al-Muayyad Surakarta
English Education Department, Faculty of Education and Teacher
Training , Walisongo State Islamic University, Semarang

Sincerely,

Nur Lina A.H