

**AN ANALYSIS OF ENGLISH-SPEAKING ANXIETY EXPERIENCED BY
THE SECOND YEAR STUDENTS OF ENGLISH LANGUAGE AND
LITERATURE DEPARTMENT OF UNIVERSITAS NEGERI PADANG
AND ITS CAUSAL FACTORS**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed.) in English Language Education Program*



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2020

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the Second-Year Students of English Language And
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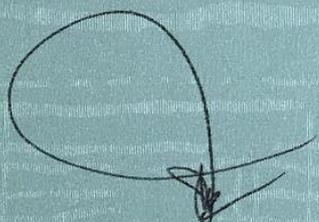
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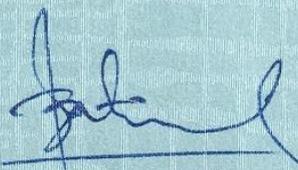
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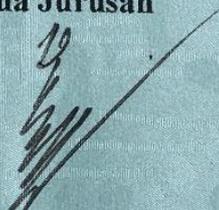
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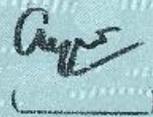
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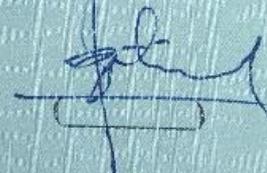


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ABSTRAK

Handayani, Tri. 2020. "An Analysis of English-Speaking Anxiety Experienced By the Second-Year Students of English Language And Literature Departement of Universitas Negeri Padang And Its Causal Factors". *Skripsi*. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

This study aimed to investigate the level of speaking anxiety among the second-year students of the English Department at Universitas Negeri Padang, who enrolled in 2017/2018 academic year. Descriptive quantitative approach was applied in this study by collecting both quantitative and qualitative data to be analyzed and presented through a simple statistics formula. Stratified random sampling was employed to determine the sample; meanwhile, the data were collected by using a close-ended and an open-ended online questionnaire that was distributed through SurveyMonkey platform. The findings revealed that most of the students were experiencing a high level of speaking anxiety (68.85%). This study also discovered that among the six principles of the causal factors of speaking anxiety, the classroom management factor had been the most chosen factor that the students experienced during the learning speaking process. Meanwhile, the least chosen factor was the instructor beliefs about the language teaching.

Keywords: Anxiety, Speaking Anxiety, Causal Factor

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As a language learner, a student needs to be able to speak well, to communicate with the lecturer/teacher during the learning process. Through speaking the language, learners can share their thoughts and ideas during the classroom discussion that can enhance their learning. It is in line with Torkey's finding (2006) that speaking is the most frequently used language skill. This idea was earlier claimed by Rivers (1981), who found that speaking is used twice as much as reading and writing in communication. However, some students still found it challenging to speak comfortably in a foreign language. Young (1990) argues that speaking in the foreign language is often regarded by the students as the most anxious producing experience.

Some previous studies have identified many causes of speaking anxiety. For instance, the communication apprehension faced by the students may stem from past experiences (Price, 1991), shyness or reticence (Friedman, 1980), attitudes of classmates and cultural stereotypes, and foreign teacher (Timina, 2015), and the fear of negative evaluation (Iftimie, 2006). Occhipinti's (2009) research also explains that the speaking activities are fairly stressful because they cause fear about being 'over-exposed' in front of others, making mistakes that might threaten the students' self-esteem. As a result, the factors mentioned above

lead to the conclusion that they are the cause of students' speaking anxiety to occur.

Therefore, as a preliminary study, the researcher interviewed ten students at the English Language and Literature Department at Universitas Negeri Padang (UNP) related to their speaking ability in speaking class. The researcher found some information: 1) despite the speaking class that they have attended, some of the students still feel the urge to use the target language only when the lecturer asks them; 2) some of the students are still lacking the confidence to speak in the target language, and 3) it is difficult for some of them to give immediate responses in the target language. These indications are somewhat similar to the problems faced by the learners in learning to speak that have been found by Scarella and Oxford (1994) and Florez (1998), they are: 1) the conflict between the accuracy and fluency, 2) lack of confidence, and 3) pronunciation. These points could be related to one another, and they lead to the hypothesis of the occurrence of speaking anxiety among some of the second-year students of English Language and Literature Department at UNP.

According to Samuelsson (as cited in Hadziosmanovic, 2012), speaking anxiety is seen as the difficulty to speak in the group outside a group of people. Furthermore, he identifies that this difficulty varies in the cases of prepared speeches, oral presentations, answering questions or simple presentation around among others. The situation above is similar to the condition of the speaking anxiety experienced by the second-year students in the English Language and Literature Department at UNP.

As it is explained by Samuelsson (as cited in Hadziosmanovic, 2012), someone that has speaking anxiety would also likely have a feeling of worry and anticipate about negative evaluation from others, he or she would think over that they are probably going to die of embarrassment or having a failure with their performance. Togatorop (2009) also identifies that students tend to be silent in English as a Foreign Language (EFL) classroom because they are unable to manage their emotion, including nervousness, lack of self-confidence, shyness, lack of motivation and boredom. Thus, it is obvious that having speaking anxiety would cause many disadvantages to a language learner. To speak under such pressure and situation is more likely to be the cause of students' lack of participation in speaking class.

Many researchers have studied speaking anxiety, for example, the study conducted by Ohata (2005) about *Potential Sources Speaking Anxiety for Japanese Learners of English: Preliminary Case Interviews With Five Japanese College Students in the U.S.*, and by Gkonou (2011) that investigated both speaking and writing anxiety through her work, *Anxiety over EFL speaking and writing: A View from language classroom*. The previous studies are mostly concerned about the levels and the factors of speaking anxiety faced by second-year students or even higher-level students.

Since the subjects of the current research have attended several sessions of speaking class, it is assumed that they would be less anxious in speaking English. However, some researchers, such as Tomomi and Tsuyoshi (2015) still found that speaking anxiety still occurred among Japanese second-year female students in an

English program. Abrar, Failasofah, Fajaryani, and Masbirotni (2016) also pointed out that there was high-level speaking anxiety among 72 second-year EFL student-teachers at the English Teacher Education Program.

Several related studies on speaking anxiety have examined the level and the factors of speaking anxiety among students from various majors. Some of the researchers such as Ohata (2005), Rahayu (2016), and Ahmed, Khan, and Pathan (2017), and Mahmud (2018) chose their samples from various majors other than English that were enrolling to an English course at that time. Meanwhile, the present study undertakes in the context of Indonesian second-year students in the English Language and Literature Department at Universitas Negeri Padang that had passed all the three speaking courses which were: speaking for informal, speaking for formal, and public speaking. The current study is designed in part to redress this lack of research into Speaking Anxiety in the context of Indonesia and more broadly seeks to contribute in Teaching Speaking Field, to develop the awareness of the speaking anxiety among English Language Learner in context of English for communicating in general.

B. Identification of the Problem

Speaking anxiety has existed as the most common issue in learning speaking for many years. Despite how commonly this issue is, still speaking anxiety prevents the students from maximizing their communication skill in a foreign language, since they would feel stressful and develop fear towards the speaking itself. Yet, they are demanded to be able to communicate well to engage in the learning process fully.

Previous studies about speaking anxiety indicated that the students still feel the anxiety even though they were already learning to speak in a foreign language for quite some time. It is very intriguing to see if the second-year students of English Language Department students develop this issue after they already passed all the speaking courses after two years of studying. Hence, this study is limited to investigate the level of speaking anxiety and its causal factors experienced by second-year students of English Department students at UNP.

C. Limitation of the Problem

This present study is limited to investigate the level of speaking anxiety and its factors among the second-year students of the English Department at UNP. The researcher focused on analyzing the level of speaking anxiety and its factors by using FLCAS and open-ended questionnaire based on Young's (1990) principle of factors speaking anxiety.

D. Research Questions

This study is focused on two major research questions:

1. What are English speaking anxiety levels of the second-year students of English Language and Literature Department at Universitas Negeri Padang?
2. What factors cause the speaking anxiety of the second-year students of English Language and Literature Department at Universitas Negeri Padang?

E. Purposes of the Research

The purposes of this research are:

1. To find out the anxiety levels of the second-year students in speaking English.
2. To find out the factors that cause the anxiety of the second-year students in speaking English.

F. Significance of the Research

This study may provide further insight and more information about speaking anxiety among second-year students of the English Department at UNP. Secondly, this study can be useful for the teachers or lecturers to raise awareness concerning the students' speaking anxiety in a foreign language, so that they could create a friendlier learning environment that could help to reduce the anxiety among the students. Lastly, this study also is expected to provide some critical data for future research about speaking anxiety among the English Language Learner.

G. Definition of Key Terms

- Anxiety : The feeling people experience when faced with a threat, danger, or stressed.
- Speaking Anxiety : The anxious feeling experienced by an individual while speaking in the foreign language.
- Factors of Speaking Anxiety : The factors that cause speaking anxiety among foreign language learners.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The present study was designed to investigate speaking anxiety among the second-year students of the English Department in UNP with the main goals to determine the levels and the potential sources of speaking anxiety itself. After collecting and analyzing the data through FLCAS and an open-ended questionnaire based on Young's (1991) principle of the causes of speaking anxiety, the finding revealed that the second-year students of the English Department in UNP generally encountered a high level of speaking anxiety. Another critical result also showed that they experienced all six factors that had listed according to Young's (1991) principle which were: personal-interpersonal issues, learner beliefs about language learning, teacher beliefs about language teaching, learner-instructor interaction, classroom procedures and language testing, in which among all of those potential sources, classroom procedures was the prominent one. Through this study, it was suggested that, even though there are many studies about speaking anxiety that has been done from time to time, the anxiety itself still occurs among the language learners until the time this research was completed.

B. Suggestion

According to the conclusion above, further research is needed to account for the varying phenomenon of foreign language anxiety, especially speaking

anxiety. It would be better to conduct more research about speaking anxiety among language learners that crossover language and psychological field since anxiety is also a part of common mental illness that people are dealing with. By adding some psychological view, it would give a more precise understanding of speaking anxiety. It is also crucial for the teacher to acknowledge that speaking anxiety could cause the students difficulties in the language learning process. Therefore, the teacher could provide less anxiety-triggering activities to be used in the classroom. Offering a consultation regarding speaking anxiety or anything that triggers the students' anxiety also can be considered is one of the ways in helping them to cope with their anxiety.

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