

**T.C.  
İSTANBUL AYDIN UNİVERSİTESİ  
INSTITUTE OF SOCIAL SCIENCES**



**A CASE STUDY: INDONESIAN STUDENTS' SPEAKING ANXIETY IN  
LEARNING ENGLISH AS A FOREIGN LANGUAGE**

**THESIS**

**Musliadi Bin Usman**

**Department of English Language and Literature  
English Language and Literature Program**

**Thesis advisor: Assist. Prof. Dr. Hülya YUMRU**

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

YÜKSEK LİSANS TEZ ONAY FORMU

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## **DECLARATION**

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that as required by these rule and conduct. I have fully cited and referenced all material and results which are not originally of this thesis. ( / / 2018)

Musliadi Bin USMAN

*I dedicate this study to my spouse and my children, my parents, the people that I love, and to those who have been fully support this effort to completion. In particular, to God Almighty.*

## **FOREWORD**

This research would not be possible without the guidance of some individuals with one or another way to contribute and extend their valuable assistance in the preparation and completion of the study.

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## **ABBREVIATIONS**

<b>FLCAS</b>	: Foreign Language Classroom Anxiety Scale
<b>SPSS</b>	: Statistical Packages for Social Science
<b>ESL</b>	: English as a second Language
<b>EFL</b>	: English as a Foreign Language



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## **A CASE STUDY: INDONESIAN STUDENTS' SPEAKING ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE**

### **ABSTRACT**

The aim of this research was to investigate the factors contributing to the students' speaking anxiety in learning a foreign language and to find out English language teachers' suggestions to reduce the students' anxiety in learning a foreign language. The participants of this research were a total of 94 third-year students and 5 English language teachers teaching in the same school. The data collection instruments used in this study were Foreign Language Classroom Anxiety Scale (FLCAS), which was developed by Horwitz & Cope (1986) and a structured interview. The findings of this study indicated that almost half of the participants experience communication anxiety, fear of negative evaluation, test anxiety and English class anxiety. The participant teachers' suggestions to reduce the students' speaking anxiety included frequent involvement in language practice and vocabulary building activities; building the students' confidence in speaking by creating a low-anxiety classroom atmosphere; using group work activities so as to reduce student mistakes through peer support; correcting the student mistakes indirectly in front of their peers; using media and entertaining language teaching materials to engage the students speaking practice and the teachers taking the role of a facilitator in language classrooms so as to support the students in their language learning process.

**Keywords:** *Speaking anxiety, English language teaching.*

## BİR VAKA ÇALIŞMASI: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ENDONEZYALI ÖĞRENCİLERİN KONUŞMA KAYGILARI

### ÖZET

Bu çalışmanın amacı yabancı dil öğrenen öğrencilerin konuşma kaygılarının oluşmasında etkili olan faktörleri öğrenci bakış açısından araştırmak ve İngilizce öğretmenlerinin öğrenci dil öğrenme kaygı düzeylerinin nasıl azaltılabileceği konusundaki önerilerini bulmaktır. Bu araştırmaya 94 3.sınıf öğrencisi ve aynı okulda görev yapan 5 İngilizce öğretmeni katılmıştır. Çalışmanın verileri Horwitz ve Cope (1986) tarafından geliştirilen yabancı dil sınıfı kaygı ölçeği (FLCAS) ve yapılandırılmış mülakat ile toplanmıştır. Bulgular katılımcı öğrencilerin yarısının yabancı dil konuşma kaygısı çektiği göstermiş ve bu kaygıların oluşmasında etkili olan faktörlerin konuşma kaygısı, yanlış değerlendirilme kaygısı, test kaygısı ve sınıf uygulamalarından oluştuğunu göstermiştir. Katılımcı öğretmenlerin bu kaygıların azaltılmasına ilişkin görüşleri aşağıda belirtilen şekilde sıralanmaktadır: konuşma ve kelime hazinesi geliştirme aktivitelerinin daha çok kullanılması; öğrenci öz güvenini geliştirmeye ve endişe seviyelerinin düşürülmesine yönelik etkili bir sınıf atmosferi yaratmak; akran desteğini sağlamak için grup aktivitelerinin kullanımı; görsel ve eğlenceli dil materyallerinin kullanımı ve öğretmenlerin dil öğrenme sürecine katkıda bulunabilmesi için yönlendirici rolünü üstlenmesi.

**Anahtar kelimeler:** *Konuşma kaygısı, İngilizcenin öğretimi.*

## **1. INTRODUCTION**

The first chapter presents the background of the study, the research problem statements, the research purposes, and the research questions. The chapter concludes with an introduction to the importance of the research and the definitions of the key terms.

### **1.1 Background of the Study**

English is a language to be mastered by almost everyone in many parts of the world. The situation is not different in Indonesia. English has been taught in Indonesia as an international language at all levels in public education starting from junior high school to university. The students are required to learn the language as a compulsory subject because it is an international language used in most countries in the world. According to Lauder (2010, p.10), “English is important for Indonesia and the most common reason is that English is an international language.” In the process of learning English, students find many difficulties in understanding the rules of the target language because it is different from their mother language. Naturally, the students often make errors although they have learned it for many years. According to Bradford (2007, p.304), “Educators were unsatisfied with the teaching English in Indonesia.”

Teaching English in Indonesia is viewed as very unsatisfactory by the educators as the learners of the university do not have communicative skills and knowledge at an international level in learning a foreign language many factors determine whether the language can be mastered effectively or not. Students’ anxiety is one of these factors that contribute substantially to whether or not English learning is attainable. Anxiety is a feeling of worry about something with an uncertain outcome. Nervousness or unease felt by someone in the community or the students feeling worried about the learning process in the classroom. Naturally, anxieties affect the oral performance of the speakers.

Young (1991, p.23) stated that there are six types of anxiety in learning languages such as "internal and personal anxiety, the person's understanding of the language being studied, the instructor's view or in this case the language teacher of the language studied, the relationship between the person learning the language with his teacher, classrooms, and language testing procedures." From the above explanation, we understand that language anxiety experienced by a student is very decisive in the language learning process.

## **1.2 Statement of the Problem**

In all of the regions or districts in Indonesia more than one language is used as communication tools among others. Indonesian language or called Bahasa Indonesia had been used as a language of the unity of Indonesia. Bahasa Indonesia is used as an official language or a national language. Bahasa Indonesia is an interconnection between the culture and the region. Indonesian language has been used to interact with each other in all areas of life. Good government, the interaction of all policies and strategies related to ideology, politics, social, economy, culture, defences, and security could easily be conveyed to all Indonesian people. In addition to the Indonesian language, a small number of people in Indonesia use Chinese.

Although English is the foreign language in Indonesia, in some colleges or universities English is used as a daily language both in and outside of the classroom. Especially in Darul Ulum Islamic boarding school in Banda Aceh, where the researcher conducted this study. English and Arabic are used by the students both in the school and in dormitories. Though English is obligatory for the students in these dormitories, not all of them feel comfortable in using English or speak fluently in the language. Commonly the learners experience difficulty in finding the correct words and appropriate phrases in speaking. And in such situations, the learners change to Arabic for asking the questions or just keep quiet in the class. According to Rahayu (2016 p.8) "Anxiety in speaking is one of the primary reasons behind the students' failure in expressing themselves in communication".

### **1.3 The Aim of the Study and Research Questions**

This study aimed to identify the factors that contribute to speaking anxiety in foreign languages learning. In addition to identifying English language teachers' opinions as to how to reduce student anxiety in learning a foreign language. The following research questions framed the study:

- What are the factors that contribute to the students' speaking anxiety in learning a foreign language?
- What are English language teachers' suggestions to reduce the students' speaking anxiety in learning a foreign language?

### **1.4. The Significance of the Study**

The findings of this study are believed to be useful for language teachers in understanding the factors that contribute to the students' speaking anxiety in learning a foreign language. This understanding, in turn, is believed to lead improvements in the approaches and methods employed by English language teachers to reduce foreign language learning anxiety experienced by the students.

### **1.5. Definitions of the Key Terms**

**Anxiety:** According to Horwitz and Cope, language anxiety can be categorized into three groups: "the trait, the state, and the situation-specific anxieties" (cited in Amiri and Ghonsooly, 2015, p. 856). Leibert and Morris stated that reaction to anxiety can be explained as a person's "... reflecting worry or emotionality" (cited in Woodrow 2006, p. 310). Worry is a cognitive reaction, and emotionality refers to physiological reactions.

**Foreign Language Anxiety:** A language is a tool for communication, for that reason, it is important that students develop communication skills. According to Occhipinti (2009), foreign language anxiety has "a negative influence on the L2 performances" (p. 23). The fear of speaking in public is related to anxiety or communication apprehension, however, to make students on target is not always easy and there are several different reasons for this. Horwitz and Cope (cited in Zhiping & Paramasivam 2013, p.16) recognizes that "individuals who feel they are competent in their native language can feel no confidence when they are asked to speak in their second/ foreign language."

## **2. LITERATURE REVIEW**

This chapter presents the relevant literature on anxiety as perceived by students in the process of foreign language learning. The scope of this review involves the importance of learning English and the aspects of foreign language anxiety. The chapter concludes with a section on the strategies for reducing speaking anxiety in learning a language.

### **2.1 Importance of Learning English**

Learning English is very important for the members of the Indonesian community although it is not the first language or the mother tongue. Murthy (2009 p.86) rationalized the importance of learning English by stating, "Today's students are very likely to become leaders in their walk of life tomorrow. Unless they were taught to write well and speak correct English in clear diction and without a pronounced accent, all the good things to learn in the classroom cannot be used by learners to influence others". Moreover, learners need English as a language of instruction in education, which means they need to learn how to use the language. Language is a very important tool that helps the students to make their needs, opinions, and ideas known. As clearly stated by Murthy (2009), the aim of teaching English is to help the learners to communicate in English. Teaching language through communicative approach emphasizes the importance of integrating the skills in teaching a language so that the students are familiar with the use of natural language.

Cook (2005) argued that although some people successfully reach a good level of second language, the feeling of anxiety makes them nervous to speak in English. Horwitz and Cope state, "Often anxious students complained about difficulty in recognizing the sound and the structure of the target language, and understand the lesson content was problematic" (cited in Mohassel, 2016, p.2).

Muamarah and Prihartanti (2013) conducted a study with students in their first year at an Indonesian university and found that those students "... who were

learning English as a compulsory course, self-assessed their English language confidently” (p.76). Overall, the students scored a moderate rating for English language anxiety and a low rating for their willingness to communicate. Rahayu's (2016) findings are similar to those of Muamarah and Prihartanti (2013). Rahayu (2016 p.8) showed that the main reason behind student speaking anxiety is that the students are not self-confident and are nervous about speaking in English

## **2.2 Foreign Language Anxiety**

Horwitz and Cope (1986), stated that in the process of learning a foreign language, we observe in some of the learners: 1) communication fears, 2) fear of test anxiety, and 3) fear of negative evaluations” (p.127). The biggest factor in feeling nervous in speaking English is caused by anxiety. Leibert and Morris stated that reaction to anxiety can be explained as a person's "... reflecting worry or emotionality" (cited in Woodrow 2006, p.310). Worry is a cognitive reaction, and emotionality refers to physiological reactions. Woodrow (2006) pointed out that “speaking anxiety has a significant negative relationship in interactions" (p. 314). Alshahrani, & Alandal, (2015) stated that "most learners feel fear and uneasiness towards English learning as a foreign language (p.29). Which leads to lower the students’ communication anxiety in language learning process is. In this type of anxiety, learners think about the negative response from other learners and this situation makes those learners feel worse as they can't control their anxiety. Regarding fear of negative evaluation, Ayres (1986) stated, “Fear of public speaking comes from personal judgment that someone's speaking ability fails to meet expectations” (cited in Keok, 2008, p. 13). It is a type of anxiety, which is usually felt by the learners when they are to speak in public. This not only stems from their perceived level of knowledge but also from the requirements of an assessment task. During the learning process, the students need to evaluate or need to be evaluated by their teachers or their peers. However, if the learner has a fear of negative evaluation, s/he rejects all types of evaluations. Fear of negative evaluation is not specific only to students in a social culture but it is applicable in a multicultural context.



In addition to fear of negative evaluation, students suffer from test anxiety. MacIntyre & Gardner (1989) mentioned that “foreign language anxiety is a predictor of success in learning English in the class” (p.254). Similarly, Scovel and Horwitz stated that the problem “cannot be ignored” (cited in MacIntyre & Gardner 1989, p.254). The feeling of anxiety does not only affect a learner's performance in speaking class but it also makes a learner not enjoy his school. We may even observe some students leaving class, as they are not confident enough to present their ideas in front of the class. The majority of the students are concerned about evaluative situations where knowledge of English and their performance are monitored by others.

The final type of anxiety this research addresses is English class anxiety. Language learning anxiety in the English class has become a frequent and a common phenomenon. Miyuki (2000) conducted studies on this aspect and offer two main suggestions for the teachers to reduce the students' English class anxiety in learning foreign languages. The first suggestion is associated with language teachers to help their students. For Miyuki (2000), the teacher should make the learners feel comfortable in the class and help them feel friendly to speak or ask any questions in English. He stated that "the teacher characteristic or attitudes such as is being helpful has an important role in reducing anxiety" (p. 28). The second solution, according to Miyuki (2000), is helping the students to establish good relationships with their classmates. There are other factors, which lead to student anxiety. Turula, (2006) mentioned, “the first factor is judgment in front of the peer in the class” (p. 28).

The mentality of the student will be down when the teacher judges the student errors in the class. Teachers sometimes unconsciously show a body language as a sign of approval or disapproval. For example, some teachers praise the learners without smiling or making eye contact. Indeed, the way the teachers use their body language affects the students' attitude toward learning and their confidence. And if used appropriately, it can make the relationship between the students and the teachers friendly. The second factor is the students' feeling isolated in the classroom. The third factor is a feeling of a loss of control in the class. Some

students feel a failure in the class that lead them to feel they lose control. Sometimes they feel they are being deprived of control.

### **2.3 Problems in Learning to Speak in English**

Zia and Sulan (2015) mentioned, "It is a fact that many of EFL students cannot speak correctly and fluently but able to read and write in English but fail when they have to communicate verbally" (p. 2). It's not only Afghan learners but generally, this issue affects many other EFL/ESL learners as well. This means the learners' not speaking correctly in English does not only happen in one country or one region, but it is a generally felt problem experienced by non-native English learners worldwide. The gap with the ideal conditions is actually caused by unusual students speak in English or it could be due to the social circumstances of students who usually use their local languages so that foreign language is difficult to be accepted and communicated.

The participants of the study in Sawir (2005) mentioned the following during the interview "I think maybe practicing in school needs more. Teachers should give us more opportunities, especially in listening ..." (p.8). Drawing on this comment, we might assume that the learners need exposure to frequent authentic listening input. It is also likely that other difficulty in speaking English stems from the differences in pronunciation between the teachers and the students. Besides, it can also due to the lack of student motivation to open the dictionary at the time of finding an unknown word.

### **2.4. Strategies for Reducing Speaking Anxiety**

Drawing on the related review of the literature, we might state that the students and the teachers need to be aware of the strategies for reducing anxiety in order to develop the learners' communicative competence and their confidence in speaking. Research has begun to focus on language learning strategies in the mid-70s. Generally, the strategies in language learning are divided into three kinds. stated by Tobias "there were three stages the cognitive effect of anxiety: income, processing and results" (cited in Bekleyen 2004, p. 33). The input stage of the role of anxiety is the same as the filtered role, where the students avoid taking information into the processing system. Specific strategies for reducing anxiety

are also stated by Kondo and Ying-Ling (cited in Rahayu 2016, p. 4). These strategies are referred to as "... Preparation, Relaxing, Positive thinking, and Peer Seeking." The preparation strategy is referred to as reducing the students' anxiety by increasing their learning strategies. Relaxation is the second strategy dealing with reducing the learners' anxiety symptoms. Positive thinking strategy refers to taking a student's attention from a stressful situation to positive thinking aiming to motivate the student to be self-confident or believe in him/her self. Peer seeking strategy is used as a tool to find a solution to lower the student anxiety. This solution involves finding a suitable partner in the learning process to share the ideas in an attempt to build a small-scale support group. This support group may involve the learners with the same experience or those who suffer situation of anxiety.

Some recommendations in trying to help reduce students' anxiety listed by Oxford (cited in Bekleyen 2004, p. 36) are as follows:

- Self-encouragement: Positive talks can be a good solution to reduce anxiety.
- Controlling Emotional: The body shows some signals that indicate physical and emotional pressure.

Nagahashi (2007) also offers several strategies to reduce the speaking anxiety of the students, " Communication, in particular, can be reduced by providing opportunities for students to develop speaking skills in small groups" (p.61). Abdullah, Rahman and Lina (2010 p.23) conducted a study in Malaysia to investigate the learners' anxiety level. In that study, they found out that the students experienced moderate level of anxiety in speaking English. However, the study conducted by Mak, (2011, p.208) in Hong Kong revealed that learners experience anxiety in speaking English in front of their peers if they are not given adequate time for preparation. Ay's (2010) one finding is similar to Mak's (2011). According to Ay's (2010) findings the students experience anxiety most when they are required to speak if they are not given any preparation time. Suggestions for successful speaking activities include:

- Using group work so that the inhibitor does not have to face the rest of the class while speaking.
- Providing a clear purpose for the discussion to make the participants motivated to speak.
- Giving instructions about participation before starting a discussion.
- Encouraging learners to speak the language target.

### **3. METHODOLOGY**

The overall objective of this study was to identify the factors that contribute to the students' speaking anxiety in learning a foreign language and to find out English language teachers' suggestions to reduce the students' speaking anxiety in learning a foreign language. This chapter documents the methods used in the study and the reasons why the preferred design has been used to address the research questions being investigated.

#### **3.1 Research Design**

The researcher used two data collection instruments in this study. These instruments are associated with two distinct paradigms of qualitative and quantitative research. Abawi (2008) stated: "The purpose of quantitative methods is to determine whether the predictive generalizations of the theory apply. Whereas the objectives of qualitative research have developed an understanding of social or human problems from various perspectives " (pp. 3-7).

Drawing on the above explanation, the researcher used a questionnaire as a quantitative research instrument and a structured interview as a qualitative research instrument. The data collection procedures have been explained in section 3.5. Regarding data sources, two groups were selected, the students and English language teachers. Both types of data were collected from the participants of the study through structured interviews and questionnaires.

#### **3.2 The Context**

The researcher conducted the research study at Darul Ulum Islamic Boarding School Jambo Tape Banda Aceh, Indonesia in 2016-2017 academic year. The school was established in 1990 in Banda Aceh Indonesia. Darul Ulum is an Islamic boarding school, which provides the students' houses or dormitories and other facilities to support them during their study. Darul Ulum Islamic Boarding School Jambo Tape consists of a public secondary school and Islamic religious secondary school. The researcher chose to conduct the research at Senior High

School as the target for this study. The students at the senior high school is being prepared to be competitive on getting the chance to study at universities both in Indonesia and abroad. There are three grades in the school from grade 10 to 12. The language of instruction is English. The students take 2 hours (80 minutes) of English courses a week.

### 3.3 The Participants

The participants of this research were a total of 94 randomly chosen third-year students of Darul Ulum Islamic Boarding School in Banda Aceh and 5 English language teachers teaching in the same school. The students were aged 15-18 while the age of the teachers was between 25-40 years. Table 3.1 reveals demographic information about the participants of the study.

**Table 3.1:** Demographic information about the participants

		Number of Participants	
	Students		Teachers
Male	39	Male	2
Female	55	Female	3
Total	94		5

As shown in Table 3.1, out of 94 students 39 of them were male and 55 were female. In addition to the 94 students, a total of 5 English language teachers participated in the study. Three of the teachers were females and 2 of them were males.

### 3.4 Data Collection Instruments

This research data was collected using two instruments. These instruments were a questionnaire and a structured interview. The questionnaire was used to get the answers to the first research question while the structured interviews were used to find the answers to the second research question of the study. The following subsections provide detailed information about the data collection instruments of the study.

### **3.4.1 Questionnaire**

The questionnaire used in this research was a Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, & Cope, (1986, pp. 129-130) (see Appendix 1). The questionnaire is consisted of two main parts; the first part involves 3 questions to collect demographic information of the participants. The second part aims to obtain the factors that contribute to the students' speaking anxiety in learning a foreign language. The second part of the questionnaire consists of 4 sections involving 33 statements in total. The statements are based on a five-point Likert-type rating scale ranging from 1 ("strongly agree") to 5 ("strongly disagree").

The first section of the second part of the questionnaire includes 8 statements (1, 9, 14, 18, 24, 27, 29, and 32). These 8 statements focus on Communication Anxiety. The aim of the second section in the questionnaire is to elicit the students' perceptions of Fear of Negative Evaluation. This section involves nine statements (3, 7, 13, 15, 20, 23, 25, 31, and 33). Section three focuses on Test Anxiety with statement numbers 2, 8, 10, 19, and 21. The fourth section in the questionnaire is on Anxiety of English Classes with a total of 11 statements (4, 5, 6, 11, 12, 16, 17, 22, 26, 28, and 30). The questionnaire was translated into Indonesian language using back-translation procedures. The aim of using an Indonesian version of the questionnaire was to help the participants understand the questions easily as to answer them comfortably.

### **3.4.2 Interview**

The second data collection instrument was a structured interview. The interview involved 5 questions (see Appendix 2). The interview questions were designed after completing the analysis of the responses given to the questionnaire items. The interviewees were five English language teachers. Interviews were conducted in Indonesian in order to eliminate any possible comprehension problems. The researcher used audio tape to record the teachers' responses to the interview questions.

### **3.5 Data Collection Procedures**

Firstly, a survey permission petition form was filled in and the necessary consent was taken from the Directorate of the Social Sciences Institute of Istanbul Aydin University. After getting the permission, the questionnaire was distributed to the participants. It took an hour for the participants to complete the questionnaire. Having analysed the responses given to the questionnaire items, we prepared the interview questions. Finally, we conducted the structured interviews with 5 teachers.

### **3.6 Data Analysis**

The data collected through questionnaires were subjected to statistical packages for social sciences (SPSS) software version 16. The data related to the "strongly agree" and "strongly disagree" are calculated together to analyse data easily. The data collected from the structured interviews were subjected to descriptive analysis.



## 4. FINDINGS AND DISCUSSION

This section presents the findings from the foreign language class anxiety scale (FLCAS) gathered from 94 students and the findings from the teacher interviews conducted with five English language teachers.

### 4.1 Findings from the Foreign Language Class Anxiety Scale

The findings gathered through FLCAS are discussed in four parts. First, the findings related to the source of communication anxiety felt by students are presented. Then, the findings from the communication anxiety, the negative evaluation, the test anxiety and anxiety in English classes are presented.

#### 4.1.1 Communication anxiety

This section presents the findings of Communication anxiety. Table 4.1 below shows the student responses given to the items related to Communication Anxiety.

**Table 4.1:** Communication anxiety

No	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1	I never feel quite sure of myself when I am speaking in my foreign language class.									
	7	7.4	30	31.9	11	11.7	32	34	14	14.9
9	I start to panic when I have to speak without preparation in a language class									
	20	21.3	35	37.1	18	19.1	18	19.1	3	3.2
14	It would not be nervous speaking in the foreign language with native speakers									
	11	11.7	15	16	33	35.1	28	29.8	5	5.3
18	I feel confident when I speak in a foreign language class									
	17	18.1	33	35.1	28	29.8	13	13.8	2	2.1

**Table 4.2:** (Continue) Communication anxiety

No	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
27	I get nervous and confused when I am speaking in my language class									
	3	3.2	33	35.1	26	27.7	27	28.7	5	5.3
29	I get nervous when I don't understand every word the language teacher says									
	11	11.7	38	40.4	23	24.5	16	17	6	6.4
32	I get nervous when the language teacher asks questions which I haven't prepared in advance									
	9	9.6	33	35.1	31	33.0	17	18.1	4	4.3

As shown in Table 4.1, FLCAS Items 1, 9, 14, 18, 27, 29, and 32 are related to communication anxiety. Table 4.1 shows that Item 1, was strongly agreed by 7 students (% 7.4) and agreed by 30 (% 31.9) of the 94 students, 11 (11.7%) of them stated that they were unsure while 32 (% 34) disagreed and 14 (% 14.9) strongly disagreed with Item 1. We can state that almost half of the students have self-confidence about speaking in the class.

The responses given to Item 9 contrasted with the responses given to Item 1, meaning, while 20 students (% 21, 3) strongly agreed and 35% of them agreed with the item only 18 of them (%19.1) disagreed and 3 (%3.2) strongly disagreed. 18 students stated that they did not know. The findings of Rita and Dalila (2006) support this finding. Based on the students' responses, we might argue that for the most part, the absence of student preparation was a significant source of communication anxiety.

For Item 14, the students produced the highest answer on a "neutral" scale with % 35.1. The second highest scale chosen by the students was the "disagree" scale, where the frequency of students was 28 (% 29.8). Only 5 students (% 5.3) chose "strongly disagree". For often with "strongly agree" option the number of the students was 11 (% 11.7).

The responses given to Item 18, showed that most of the students (50) either strongly agreed 17 (%18.1) or agreed 33 (%35.1) with the statement while 28 of them (% 29.3) stayed Neutral. Out of the responses given to Item 18, we observed that almost half of the students were confident to speak in a foreign language class. However, the responses were given to Item 18 contrast with those of the responses given to Item 11.

The students' responses given to Item 27 showed that 3 students (3.2%) strongly agreed and 33 students (35.1%) agreed with the idea. While those who choose neutral was 26 students (27.7%), those disagreed was 27 students (28.7%). Five students (5.3%) stated that they strongly disagreed with the statement.

Item no 29 was strongly agreed by 11 (% 11.7) and agreed by 38 students (% 40.4). While 23 students (% 24.5) chose "neutral" 16 of them (% 17.0) chose "disagree" and 6 students (6.4 %) opted for "Strongly disagree."

It is understood from the responses given to Item 32 that almost half of the students feel nervous when asked the questions by the teacher that the students didn't prepare before. That is, while 9 of the students (% 9.6) strongly agreed 33 of them (% 35.1) agreed with the statement. Thirty-one of the students (% 33.0) chose the "neutral" option. Only 17 students (18.1%) chose "disagree" and 4 students (4.3%) chose "strongly disagree."

#### 4.1.2 Fear of negative evaluation

FLCAS items 3, 7, 13, 15, 19, 20, 23, 24, 25, 31, 33 and 34 were related to the fear of negative evaluation. Table 2 reveals the students' responses given to these items.

**Table 4.2:** Fear of Negative Evaluation

No	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
	F	%	F	%	F	%	F	%	F	%	
3	I tremble when I know that I'm going to be called on in the language class										
	8	8.5	37	39.4	19	20.2	23	24.5	7	7.4	
7	I keep thinking that the other students are better at languages than I am										

**Table 4.2:** (Continue) Fear of Negative Evaluation

No	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	37	39.4	27	28.7	9	9.6	18	19.1	3	3.2
13	It embarrasses me to volunteer answers in my language class									
	6	6.4	14	14.9	23	23.8	34	36.2	12	12.8
15	I get upset when I don't understand what the teacher is correcting									
	14	14.9	37	39.4	20	21.3	16	17.0	7	7.4
19	I am afraid that my language teacher is ready to correct every mistake I make									
	7	7.4	31	33.0	15	16.0	25	26.0	16	17.0
20	I can feel my heart pounding when I'm going to be called on in a language class.									
	20	21.3	20	21.3	25	26.6	14	14.9	5	5.3
23	I always feel that the other students speak the language better than I do									
	31	33.0	36	38.3	10	10.6	16	17.0	1	1.1
24	I feel very self-conscious about speaking the foreign language in front of other students									
	12	12.8	41	43.6	20	21.3	16	17	5	5.3
25	Language class move so quickly I worry about getting left behind									
	23	24.5	47	50.0	14	14.9	6	6.4	4	4.3
31	I am afraid that the other students will laugh at me when I speak the foreign language									
	14	14.9	21	22.3	25	26.6	24	25.5	10	10.6
33	I get nervous when the language teacher asks questions which I haven't prepared in advance									
	28	29.8	30	31.9	20	21.3	8	8.5	8	8.5

Table 4.2 shows that Item 3 was strongly agreed by 8 (8.5%) and agreed by 37 students (39.4%). While 19 students (20.2%) stated that they were neutral, 23 students (24.5%) stated that they disagreed with the item. The findings reveal that

almost half of all students agreed which means that the students are nervous when they think their names are going to be called in front of the language class.

For Item 7, 37 students (39.4%) stated they strongly agreed that other students are better at speaking, while 27 students (28.7%) agreed to this opinion. Only 9 students (9.6%) chose neutral. While 18 students (19.0%) disagreed, 3 students (3.2%) stated they strongly disagreed. According to these results, we assume most of the students (68.1%) are anxious because the students feel that others are no better than they are.

The students' responses given to Item 13 showed that, 6 students (6.4%) strongly agreed and 14 students (14.9%) agreed with the idea. While those who choose neutral was 23 students (23.8%), those disagreed was 34 students (36.2%). Seven students (7.4%) stated that they strongly disagreed with the statement. It becomes clear that almost one-third of the participants do not embarrass when they answer the questions on voluntary basis, however almost half of the participants (43.6%) are embarrassed to initiate communication.

For Item 15 "I get upset when I don't understand what the teacher is correcting," more than half of the students strongly agreed (%14.9) and agreed (%39.4). While 20 students (21.3%) chose neutral, only 16 students (17%) disagreed, and 7 students (7.4%) strongly disagreed, which means that the majority of the students agreed that they are disappointed when they do not understand what is corrected by the teacher.

The responses were given to Item in 19 showed that 7 students (7.4%) strongly agreed and 31 students (33%) agreed with the idea expressed in Item19. Only 15 students (16%) selected neutral option, while 25 students (26%) disagreed and 16 students (17%) strongly disagreed. These students seem to think that their teacher is testing them all the time in the lesson and seeing correction as failure.

The responses given to Item 20 were similar to the responses given to Item 15. That is, 20 of the students (21.3%) selected strongly agreed, while 20 (21.3%) mentioned that they agreed with the idea. Twenty-five students (26%) chose

neutral. Based on this finding, we may state that almost half of the participants (42.6%) are afraid of being called on in front of classes.

Item 23 elicited closely the same results as Item 7 "I keep thinking that the other students are better at languages than I am," where 31 of the students (33%) strongly agreed, and 36 (38%) agreed that other students are better than them. While those who disagreed was 16 (17%) and only one person strongly disagreed. The other 10 chose neutral, meaning that 71.3% of the students believe other students are more capable than they are, and these students lack self-confidence. The responses in Item 24 showed that 12 students (12.8%) strongly agreed and 41 of them (43.6%) agreed with them. 20 students (21.3%) chose Neutral while 16 students (17.0%) disagreed and 5 (5.3%) strongly disagreed.

The responses given to Item 24 shows that more than half of the participants (56.41%) are confident about speaking English in front of the others. For Item 31 14 students (14.9%) strongly agreed and 21 (22.3%) agreed, in neutral choice, there were 25 students (26.6%). Twenty-four students (25.5%) stated they disagreed and 10 students (10.6%) strongly disagreed. On reflection, we realize that only one-third of the participants (37.2%) are afraid of talking in front of others.

Item 33 was strongly agreed by as many as 28 students (29.8%), and 30 other students (31.9%) agreed to the statement. While there were 20 students (21.3%) who opted for neutral, 8 students (8.5%) did not agree. It can be concluded that more than half of students (61.7%) from a total of 94 participants expressed anxiety about the questions posed by their teacher regarding material that was not prepared in advance.

#### **4.1.3 Test anxiety**

FLCAS Items 2, 8, 10 and 21 aimed to elicit the students' perceived test anxiety. Table 4.3 presents the findings related to testing anxiety.

**Table 4.3:** Test anxiety

No	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
	F	%	F	%	F	%	F	%	F	%	
2	I don't worry about making mistakes in a language class.										
	24	25.5	27	28.7	22	23.4	16	17.0	5	5.3	
8	I am usually at ease during tests in my language class										
	9	9.6	18	19.1	38	40.4	20	21.3	9	9.6	
10	I worry about the consequences of failing my foreign language class										
	29	30.9	25	26.6	25	26.6	13	13.8	2	2.1	
21	The more I study for a language test, the more confused I get										
	6	6.4	29	30.9	18	19.1	27	28.7	14	14.9	

For Item 2, 24 students (25.5%) stated that they strongly agreed with the item, and 27 students (28.7%) mentioned they agreed. Therefore, 54.2% of the students think that they would not worry if they make mistakes in language classes, while there are 22 students (23.4%) who chose a neutral option. As seen in Table 4.3, there are 16 students (17%) who stated that they disagreed and 5 (5.3%) who stated that they strongly disagreed with the statement. While Item 8 was strongly agreed by 9 students (9.6%) and agreed by 18 (19.1%). However, the majority of participants 38 (40.4%) chose neutral for this item. While 20 (21.3%) disagreed, 9 of the students (9.3%) stated they strongly disagreed with the idea.

From the responses given to Item 10, it is clear that most of the students (57.5%) feel anxious about the consequences of the exam. For this item, 29 participants (30.9%) stated they strongly agreed, while 25 students (26.6%) mentioned that they agreed with the idea. Then, there are 25 students (26.6%) who chose neutral. There are only 13 participants (13.8%) who disagreed and 2 (2.1%) who strongly disagreed with the statement. While Item 21 was strongly agreed by 6 participants (6.4%) and agreed by 29 of the participants (30.9%), there were 18 students

(19.1%) who chose neutral, 27 others (28.7%) disagreed and 14 participants (14.9%) strongly disagreed.

#### 4.1.4 The anxiety of the English class

FLCAS Items 4, 5, 6, 11, 12, 16, 17, 22, 26, 28 and 30 gathered the students' opinions about the anxiety of English class. Table 4.4 presents the students' responses given to these items.

**Table 4.4:** The anxiety of English class

No	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
	F	%	F	%	F	%	F	%	F	%	
4	It frightens me when I don't understand what the teacher is saying in the foreign language.										
	13	13.8	36	38.3	23	24.5	12	12.8	10	10.6	
5	It wouldn't bother me at all to take more foreign language classes										
	17	18.1	53	56.4	11	11.7	10	10.6	3	3.2	
6	During language class, I find myself thinking about things that have nothing to do with the course.										
	5	5.3	16	17.0	32	34.0	30	31.9	11	11.7	
11	I don't understand why some people get so upset over foreign language classes.										
	10	10.6	32	34.0	36	38.3	10	10.6	5	5.3	
12	In language class, I can get so nervous when I forget things I know										
	27	28.7	42	44.7	14	14.9	9	9.6	2	2.1	
16	Even if I am well prepared for a language class, I feel anxious about it										
	12	12.8	29	30.9	25	26.6	19	20.2	9	9.6	
17	I often feel like not going to my language class.										
	4	4.3	6	6.4	16	17.0	29	30.9	38	40.4	
22	I don't feel pressure to prepare very well for a language class										
	16	17.0	40	42.6	21	22.3	15	16.0	2	2.1	
26	I feel more tense and nervous in my language class than in my other class										
	4	4.3	26	27.7	28	29.8	27	28.7	9	9.6	
28	When I'm on my way to language class, I feel very sure and relaxed										



**Table 4.4:** (Continue) the Anxiety of English Class

No	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	9	9.6	18	19.1	38	40.4	21	22.3	8	8.5
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language									
	14	14.9	28	29.8	28	29.8	16	17.0	6	6.4

Item 4 was strongly agreed by 13 of the students (13.8 %) and agreed by 36 of them (38 %). The analysis indicated that 23 students stayed neutral while 12 (12.8 %) disagreed and 10 (10.6 %) agreed with the item. Therefore, we might state that, half of the participants (51.8%) are afraid of not being able to understand what the teacher is saying in English. To Item 5, 17 students (18.1 %) strongly agreed and 53 of them (56.4 %) agreed with the item. This reveals that most of the participants (70 students) have positive attitude towards learning a foreign language. Only 13 participants (13.8%) disagreed, while the rest chose neutral in the scale.

While Item 6 was strongly agreed by 5 students (5.3%) and agreed by 17 (32%), those who stated they have no idea was 32 (34%). The number of students who disagreed was 30 (31.9%) while those who strongly agreed were 11 (11.7%).

The responses given to Item 11 indicated that almost half of the students (44.6%), feel comfortable in foreign language classes. For this item, 10 participants (10.6%) stated they strongly agreed, while 32 students (34.0%) mentioned that they agreed with the idea. Then, there were 36 students (38.3%) who chose neutral. There are only 10 participants (10.6%) who disagreed and 5 (5.3%) who strongly disagreed with the opinions.

Item 12 was strongly agreed by 27 students (28.7%) and agreed by 42 (44.7%). Those who stated they have no idea was 14 (14.9%). The number of students who disagreed was 9 (9.6%) while those who strongly agreed were 2 (2.1%). This finding shows that almost half of students feel comfortable in language classes but become so nervous when they forget things they know.

The responses given to Item 16 indicated that 12 students (12.8 %) strongly agreed with the statement and 29 (30.9 %) of them agreed. This reveals that less than half of the participants (41 students) have concerns about being prepared for the lessons. This might indicate that the students know that they need to come to the classes prepared. Nineteen of the participants (20.2%) disagreed, while 9 (9.6%) strongly disagreed with the idea stated in this item. The statement was strongly agreed by 4 students (4.3%) and agreed by 6 (6.4%) and those who stated they have no idea was 16 (17.0%). The number of the students who disagreed was 29 (30.9%) while those who strongly agreed were 38 (40.4%). The responses given to Item 17 shows that apart from a few students (10.7%), most of the students (71.3%) like attending language classes. Item 22 showed that 16 students (17.0%) strongly agreed and 40 (42.6%) agreed, in neutral choice, there were 21 students (22.3%). Fifteen students (16.0%) stated that they disagreed and 2 students (2.1%) strongly disagreed.

Item 26 was strongly agreed by 4 students (4.3%) and agreed by 26 (27.7%). Those who stated they have no idea was 28 (29.8%). The number of the students who disagreed was 27 (28.7%), while those who strongly agreed were 9 (9.6%). Item 28 was strongly agreed by 9 students (9.6%) and agreed by 18 (19.1%). Those who stated they have no idea was 38 (40.4%). The number of the students who disagreed was 21 (22.3%) while those who strongly agreed were 8 (8.5%).

The responses given to Item 30 “I feel overwhelmed by the number of rules you have to learn to speak a foreign language” indicated that 14 students (14.9 %) strongly agreed and 28 of them (29.98%) agreed with the item. This reveals that less than half of the participants (42 students) have concerns about the number of the rules one has to learn to speak a foreign language. Seventeen of the participants (6%) disagreed, while 6 (6.4%) strongly disagreed with the idea stated in this item.

#### **4.2 Findings from the Teacher Interviews**

This section presents the findings gathered from the interviews conducted with 5 English language teachers related to their suggestions to reduce the students'

speaking anxiety in learning a foreign language. The interview involved five questions. The first question aimed to elicit the teachers' opinions as to how to reduce the students' speaking anxiety. To achieve the aim, the first question asked to the teachers was "The results show that students have a very high anxiety when speaking in English. How do you think we can reduce students' speaking anxiety?"

Reflecting on the answer to this question, two teachers emphasized the importance of involvement in language practice. Additionally, Teacher 2 pointed out the importance of practicing before giving a presentation or a public speaking as stated in the following:

"Practice before having a presentation or a public speaking. Students need to train themselves by practicing speaking English alone or with their close friend. For instance, they can practice it in front of the mirror before giving a presentation. Another possibility could be to work with a person who experiences the same problem. So they may share a solution for how they deal with the anxiety".

The other solution suggested by Teacher 3 was vocabulary building in addition to practicing speaking:

"Speaking anxiety will lessen when we feel comfortable talking to those people using the foreign language. The way to reduce anxiety is to speak the language comfortably while having enough vocabulary. Practice and vocabulary building will help a lot".

And Teacher 4 mentioned that the students could build more vocabularies but they would not be able to speak English if they do not use English in daily conversations. The following extract reflects Teacher 4's opinion:

"Students don't feel anxiety in English conversations if they always practice English. The students' confidence increases in speaking English when they feel English as their daily language. This is why boarding school students have confidence in using English as their language".

Most of the teachers pointed out the importance of involvement in speaking practice more and more every second in and outside the classroom.

The second question was "The students are very worried or afraid when the answers they provided produce a negative evaluation. What are the solutions you offer?"

Teacher 1 stated that the teachers need to focus on the meaning the students try to convey rather than correcting the students' grammatical errors as stated in the following extract:

“Instead of correcting the students' grammatical error, you have to focus on how your students construct the idea into sentences. That's the key point”.

Teacher 2 argued that the students need to know that their incorrect answers are to be corrected by the teachers so that they learn English:

“Give the student the understanding that the incorrect answers for every question asked in the class are to be corrected, as the students have to improve, building vocabulary and study more and more”.

For the second question, Teacher 3 emphasized the importance of building the students' confidence in speaking first, only then the teacher argued the teachers could evaluate the students' speaking performance. The following extract reflects the teacher's opinion:

“As long as I understand what a person in an exchange says and vice versa that's okay for me. The teacher must encourage the students' self-confidence, not only their responses. Build their confidence in speaking first, evaluate their work later”.

Teacher 4's suggested solution is as stated in the following:

"Anxiety level is inversely proportional to the quality of an individual's performance. Thus, anxious learners display less motivation toward their academic tasks, as the result, it influences their achievement negatively in contrast with those non-anxious learners. For me, in order to curb students'

anxiety, pair and group work activities are preferable, because when someone in a group speaks, the 'focus' of their peers will be on the group, not the individual. When a person speaks, the other member of the group will feel responsible to add an information that the first speaker forgets to mention, here they work cooperatively, and are trying to minimize their 'mistake' by supporting the other. In addition, group work can be incorporated in order to provide a non-threateningly classroom atmosphere."

It becomes clear that for Teacher 4, the solution lies in creating a low-anxiety classroom atmosphere to promote the students' motivation to speak. Thus, Teacher 4 suggests using group work activities so as to minimize the student mistakes through peer support. For the teacher, group work can be one of the solutions to reduce the student anxiety in speaking.

And Teacher 5 advised the teachers to prepare a reward to the students who have self-confidence to speak in front of class. Teacher 5 thinks the reward may support other students' confidence in speaking English. The teacher stated:

"The teacher should select the reward to the students who have big self-confidence practicing in front of the class."

Question 3 asked "At the time of the test about students' anxiety in practicing English, the average student showed a balanced result between negative and positive. What will you do to improve their skills?"

Teacher 1 stated:

"Giving them the higher level of the test may increase their anxiety. However, it helps us to shape them suffer from their anxiety. For example, if earlier you gave them the topic of a hobby, you may now ask about their friends, what kind of friend they expect to have the ad so on".

The other solution suggested by Teacher 2 was the use of media and entertaining language teaching materials in addition to creating a positive language learning environment in language classrooms:

“Look for other treatments to boost their skill, entertaining material, and attractive treatment will increase their enthusiasm in learning. Give more positive comments and add an advice at the end of the comment”.

The next teacher emphasized the importance of raising the students’ self-confidence. The teacher stated:

“The students are not aware of their competence in English, sometimes their feelings of anxiety decrease their self-confidence.”

Question 4 asked, “The level of students’ anxiety to practice in English in the class reached 70%, what influences their anxiety?”

To this question, Teacher 1 said:

"Readiness of the students to speak in front of the public is important. If they don't prepare themselves well, they might be anxious. Usually, the students say they are ill when they have to give a speech. Students might feel dizzy and uncomfortable; it increases their anxiety when they are asked to speak"

The teacher thinks that the students don’t prepare themselves well, then, they might feel dizzy and uncomfortable. The teacher further argues that the students would not establish negative feeling if they prepare well in advance. But the other teacher pointed out that the students may not understand the topic or they may not have any material or subject to speak about. Then they establish anxiety. Otherwise, the other teacher argued:

"Because they are afraid of making mistakes in grammar and in the end, the class will laugh at them. That's the most common reason we heard. Speaking English is something we trained, not something we born for. So it is okay to make the mistakes. Rather than criticizing their speaking, still building their confidence in speaking English is an important treatment".

Teacher 4 responded that the students focus on the grammar of the language and that they ignore the fact that they can improve their speaking only through speaking:

"The competitiveness among students. Negative feedback from the teacher and their peers. And I think, the students are focusing on the system of the language immensely that they forget the main idea of speaking is to speak. They tend to be stuck in the notion to speak grammatically correct English".

The last question of the interview was "What is your suggestion to improve students' speaking ability?"

Teacher 1 stated the importance of being a facilitator in language classrooms and also supporting the students in their language learning process. Regarding this, the teacher pointed out the following:

"Practice makes perfect. Students need guidance. It's the role of teacher to support and help them to develop themselves. Instead of being a judge and evaluator, the teacher should be a good and kind-hearted facilitator and coordinator. Give your students some help if necessary".

Teacher 3 highlighted the importance of providing authentic input to the students: "Support them with reading and watch videos in English conversation".

Another suggestion was "Building their confidence in speaking, vocabulary mastery, and practice speaking". Teacher 4 suggested "Be a good teacher by correcting the student error indirectly in front of their peers because students' anxiety is the psychological aspect. When a student's unsuccessful self-image in learning appears, it will lead to negative rewards, and negative rewards are associated with unsuccessful L2 learning".

Teacher 5 suggested "be a good teacher without correcting the students in front of the class, give them feedback about their mistakes, then ask them to do the correction at home. Give the students an understanding of how to learn and how to practice English".

## **5. CONCLUSIONS**

This chapter presents the conclusions of the study. It also provides information about the limitations of the research and the suggestions for further research study.

### **5.1 Conclusions**

Many studies indicate that the anxiety is one of the causes that prevents the learners' capacity to produce language (Bailey, 1983; Crookal and Oxford, 1991 as cited in Von Wörde, 2003). Those researchers argue that because of this feeling the learners generally avoid taking risks in the language and as a result they lose their self-confidence. One way to help learners to overcome the negative effects of such feelings is to find out the sources of learner anxiety and to take action to create effective learning contexts for the language learners.

Following the line of argument mentioned above, the first aim of this study was to investigate the factors that contribute to the students' speaking anxiety in learning a foreign language. In the present study, we tried to investigate the factors using four aspects of foreign language anxiety as a basis: Communication Anxiety (Items 1, 9, 14, 18, 27, 29, and 32); Fear of Negative Evaluation (Items 3, 7, 13, 15, 19, 20, 23, 24, 25, 31, 33 and 34); Test Anxiety (Items 2, 8, 10 and 21) and English Class Anxiety (Items 4, 5, 6, 11, 12, 16, 17, 22, 26, 28 and 30).

The findings related to communication anxiety showed that almost half of the students have self-confidence about speaking in English in class. However, those which equal to the other half of the students who are communication anxious cannot be ignored. On analyzing the reasons why those students have communication anxiety, we found out that the students feel anxious when the teacher asks a question that s/he had not prepared before. Therefore, we may conclude that the absence of student preparation is a significant source of communication anxiety for the participants in this study. This conclusion is similar to those pointed out by Mak (2011) and Von Wörde (2003). Von Wörde



(2003) stated that the types of speaking and listening activities used in language classes might be one of the causes of communication anxiety. For this reason, Von Wörde (2003) believes a careful analysis of the types of activities that are used in language teaching can help to reduce the level of anxiety the students' experience.

Fear of negative evaluation of students found to be high among half of the participants in the study. Those students, who experience fear of negative evaluation stated that they feel nervous when they think their names will be called in the class. Further analysis indicated that those students believe other students are better than they are in language and this is why they are embarrassed to initiate communication. In their study, Abdullah, Rahman & Lina (2010) found that many students feel that others are more capable than them so they feel anxious about their abilities. It also became clear that more than half of the students are in research believe teachers test them all the time in the lessons and that the students think any teacher correction as a failure. Similarly, more than half of the students expressed anxiety about the questions posed by their teachers regarding the material that was not prepared in advance. Those students indicated they feel nervous when they think their think their names will be called in the class as they are worried or afraid when the answers they provide produce a negative evaluation.

Moreover, the majority of the students agreed that they are disappointed when they do not understand what is corrected by the teacher as those students have worries about negative teacher evaluation. These conclusions support the ones raised by Tanveer (2007) "The participants often stated that they feel afraid, and even terrible fear making mistakes or mistakes in front of others" (p.42). Also, as concluded by Miyuki (2000), the use of delayed feedback in speaking activities may help to reduce the students' fear of negative evaluation. We might conclude that many students feel anxious about the results of the exam results. Similarly, Abdullah, Rahman & Lina (2010 p. 6) argued that "Students had difficulty with the rules they have to learn to speak English".

The second aim of this study was to investigate the English language teachers' suggestions to reduce the level of students' speaking anxiety in learning a foreign language. The participant teachers' suggestions to reduce the level of speaking anxiety included frequent involvement in language practice and vocabulary building activities; building the students' confidence in speaking by creating a low-anxiety classroom atmosphere; using group work activities so as to reduce student mistakes through peer support; correcting the student mistakes indirectly in front of their peers; using media and entertaining language teaching materials to engage the students in meaningful speaking practice and the teachers' taking the role of a facilitator in language classrooms.

Similar to the conclusions mentioned above, Miyuki (2000) highlighted the importance of the teachers' role in reducing student anxiety. Reflecting on the findings of his study, Miyuki (2000) stated that the teachers should make the learners feel comfortable in the class and help them feel friendly to speak or ask the questions in English. Young (1991) also highlighted the importance of establishing low-anxiety learning atmosphere and encouraging the students to speak the target language.

Given the situation of widespread anxiety in high school English class in Indonesia, teachers should be more concerned with these issues. While preparing perfectly for teaching, the teacher must consider the affective factors. As mentioned by Prins (1986) and Bailey et al. (1999), indirect correction is one solution to overcome the problem for adolescents (cited in Zhiping and Paramasivam, 2013 p. 6.). Practice makes perfect. Students need guidance. It's the teacher's responsibility to support and help the students to develop themselves. The teacher should be a facilitator instead of being a judge or an evaluator.

## **5.2 Limitations of the study**

This research was conducted with 94 students studying at Darul Ulum Islamic Boarding School in Banda Aceh, Indonesia. The results of this study do not reflect the perceptions of students at other schools. Another limitation is related to the contents of foreign language anxiety questionnaire. The questionnaire items were

limited to four areas of foreign language anxiety. In addition, the questionnaire used in this study did not provide space for participants to mention other factors contributing to speaking anxiety in a foreign language. For these reasons, the findings of the study cannot be generalized.

### **5.3 Suggestions for further studies**

This research describes the findings gathered from four aspects of speaking anxiety in language learning. Thus, further investigation is needed to provide a better understanding of the issues related to foreign language anxiety. Further studies can be conducted with different groups of students. These groups might include boarding school and non-boarding school students or the students in other public schools.

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## APPENDICES

### APPENDIX A: THE QUESTIONNAIRE

#### Questionnaire

#### FLCAS (Foreign Language Classroom Anxiety Scale)

Name : **1= Strongly agree**  
 Age : **2= Agree**  
 Gender: **3 = Neither agree nor disagree**  
**4= Disagree**  
**5= Strongly disagree**

No	Statements	1	2	3	4	5
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I don't worry about making mistakes in language class.					
3	I tremble when I know that I'm going to be called on in language class.					
4	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5	It wouldn't bother me at all to take more foreign language classes.					
6	During language class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at languages than I am.					
8	I am usually at ease during tests in my language class.					
9	I start to panic when I have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					
11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, I can get so nervous when I forget things I know.					
13	It embarrasses me to volunteer answers in my language class.					
14	It would not be nervous speaking in the foreign language with native speakers.					
15	I get upset when I don't understand what the teacher is correcting.					
16	Even if I am well prepared for language class, I feel anxious about it.					
17	I often feel like not going to my language class.					

18	I feel confident when I speak in foreign language class.					
19	I am afraid that my language teacher is ready to correct every mistake I make.					
20	I can feel my heart pounding when I'm going to be called on in language class.					
21	The more I study for a language test, the more confused I get.					
22	I don't feel pressure to prepare very well for language class.					
23	I always feel that the other students speak the language better than I do.					
24	I feel very self-conscious about speaking the foreign language in front of other students.					
25	Language class move so quickly I worry about getting left behind.					
26	I feel more tense and nervous in my language class than in my other classes					
27	I get nervous and confused when I am speaking in my language class					
28	When I'm on my way to language class, I feel very sure and relaxed.					
29	I get nervous when I don't understand every word the language teacher says.					
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language					
31	I am afraid that the other students will laugh at me when I speak the foreign language					
32	I would probably feel comfortable around native speakers of the foreign language					
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.					



## **APPENDIX B: THE INTERVIEW QUESTIONS**

Name :

Age :

Gender:

1. The results show that learners have a very high anxiety when speaking in English. How do you think we can reduce students' speaking anxiety?
2. Learners are very worried or afraid when the answers they provided produce a negative evaluation. What are the solutions do you offer?
3. At the time of the test about students' anxiety in practicing English, the average student showed a balanced result between negative and positive. What will you do to improve their skills?
4. The level of students' anxiety to practice in English reached 70%, what is the influence on that anxiety?
5. What is your suggestion to improve students' speaking ability?



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Hk.

27/11/2017

Sayın MUSLIADI BIN USMAN

Enstitümüz Y1512.020027 numaralı İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans programı öğrencilerinden MUSLIADI BIN USMAN'ın "AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE" adlı tez çalışması gereği "Foreign Language Classroom Anxiety Scale" ile ilgili ölçeği 14.11.2017 tarih ve 2017/20 İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.

Bilgilerinize rica ederim.

Prof. Dr. Özer KANBULOĞLU  
Müdür V.



## RESUME

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