

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT THE SECOND  
STUDENT OF VOCATIONAL HIGH SCHOOL**

**SKRIPSI**

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## ABSTRACT

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This study deals with the analysis of Students' Speaking Anxiety at the Second Student of Vocational High School. The objectives of the study are to find out the the types of the students' speaking anxiety at the second student of vocational high school and to find out the cause of the students' speaking anxiety at the second student of vocational high school. This research used the descriptive quantitative method. The descriptive quantitative method is used to describe involving recording analyzed and interpretation the condition that exist. It also known as a method to analyze the work of teachers. The population of the research was the second grade of students in SMK Negeri 9 Medan in academic year 2016/2017. There were twenty classes who consisted of 636 students. Based the statement above, the population was taken just two classes as the sample. The data was collected by giving some questionnaire to the students and some question for the english teacher. The questionnaire consisted of 33 items. In the queastionnaire the students answered some question about anxiety. This is important for collecting data in all types of research methods. The findings show that from the research the most dominant anxiety is Generalized Anxiety Disorder where 28 students (45.16%) suffered this. The second is Social Phobia where 21 students (33.87%) suffered this and the third is Panic Disorder where 13 students (20.97%) suffered this. The cause of the students' speaking anxiety at the second student of vocational high school is a combination of psychological, educational, and socio-cultural factors, which are interrelated.

**Key Words : Students' Speaking Anxiety.**

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## CHAPTER I

### INTRODUCTION

#### A. The Background of The Study

Speaking is one of the components in teaching English. One of the major objectives of teaching oral communication is enhancing students' achievement to use oral language in various contexts. Using language by speaking, human are allowed to communication with other people to express ideas, to facilitate the thinking process and to recall the information. If a word is to be spoken, the neural pattern is transmitted, where the articulatory form is aroused and passed on to the motor cortex that controls the movements of the muscles of speech in the human brain. (Gleason and Ratner 1998: 23).

Involving students in teaching speaking was not separated from the teachers' responsibility. The teacher as the principal agency for implementing educational program plays a vital role in teaching learning process upon whose competency and efficiency the standart of education depends. It means that teacher play the important role in structuring the type of environment that was promoted effective oral language development for the students.



In learning a foreign language, students must learn to understand what other speak and try to speak out what they want to express in a foreign language class. Besides, the curriculum clearly states that Vocational high school develop the oral communication and social-cultured competence of the students. But Horwitz and Cope as cited in Worde (2003) found that students are very self-conscious when they are required to engage in speaking activities that expose their inadequacies and these feelings often lead to “fear, or even panic”. As expected, the participants were sensitive to both peer and teacher evaluation of their speaking.

MacIntyre and Gardner (1991:130) identified three types of anxiety: trait anxiety (a personality trait), state anxiety (an emotional state), and situation specific anxiety (anxiety in a well-defined situation); foreign language anxiety refers to the third type. The result of language anxiety have been more consistently reported in literature since Horwitz and Cope (1986) developed the internationally well-recognized Foreign Language Classroom Anxiety Scale (FLCAS) to assess anxiety in the language classroom. In Horwitz et al.’s study, subjects included students enrolled in an introductory spanish course at an American university.

The problem found in this research is some students feel uneasy to speak well in the front of class. They often feel worry about themselves. They feel scared to speak English with teacher or other students. It make the students’ speaking anxiety increases. In the end, the students could not speak well in English.

Horwitz, Horwitz and cope (1986) claim that foreign language classroom anxiety is totally different from other types of anxieties. Learners may have the feeling of being unable to express their own ideas in a foreign language classroom where foreign language anxiety emerges. Since foreign language anxiety does not only affect students' attitude and language learning but is also considered to have more debilitating effect than facilitating ones, an investigation and detailed analysis of foreign language anxiety is necessary and significant. Therefore, the first purpose of this study is to investigate the level of foreign language anxiety of EFL Vocational High School students. The second is to figure out the sources of students' foreign language anxiety and anxiety-provoking situations. In addition, the issue of lowering students' foreign language anxiety was explored. So the researcher is interested to examine this problem with the title "an analysis of students' speaking Anxiety at the second student of Vocational high school"

## **B. The Identification of the Problem**

The problem of this research could be identified as follows:

1. The level of language English anxiety of EFL in the second student of vocational high school.
2. The sources of students' foreign language anxiety and anxiety-provoking situations in the second student of vocational high school.

### **C. The Scope and Limitation**

This study focuses on the speaking anxiety at the second student of vocational high school. The anxiety-provoking situations is limited on the types of anxiety such as generalized anxiety disorder, social phobia, panic disorder and agoraphobia.

### **D. Formulation of the Problem**

The problem of this research are formulated as follows:

1. What are the types of the students' speaking anxiety at the second student of vocational high school?
2. What is the cause of the students' speaking anxiety at the second student of vocational high school?

### **E. The Objective of the Study**

The objective of the study are stated below:

1. To find out the the types of the students' speaking anxiety at the second student of vocational high school.
2. To find out the cause of the students' speaking anxiety at the second student of vocational high school.

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

The result of the study was expected either the theories or practice to be useful for:

### **a. Theoretically**

The expected of this research is to enrich the learning of speaking anxiety at the second student of vocational high school.

### **b. Practically**

1. The students, the result could make them easier to understanding and can be used to improve their ability in speak.
2. English teacher, it can be used as a reference to enrich their knowledge in in teaching speak.
3. Head master, it can be used to improve and increase awareness of teacher and the headmaster performance to improve professionalism.
4. Reader's at UMSU library, to enrich reader's knowledge about teaching technique and speak
5. The writer, can be used as basic information and knowledge for writers who are interested in doing research and in teaching speak.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

This study deals with theories that support the concept. In this case, the theoretical framework is used to give some clear concepts applicable in this research. It intends to define the boundary of this study. There are many points in this study that will be discussed as follows:

##### **1. Speaking**

Speaking is a process in which a speaker expresses his/her thoughts, ideas, experiences, opinions, perceptions, through spoken language. Besides that, speaking is the form of oral language that is inherently used to communicate ideas and feelings. Speakers use language to communicate their ideas, most speaking involves interaction with one or more participants.

In the speaking process between a speaker and listener, it happens through interaction between them. They use language as the medium of the speaking in that interaction. There is a process of communication which conveys the message from the speaker to the listener. A speaker has to encode the message and the listener has to decode or interpret the message which contains information.

In this interaction, the students must be able to comprehend what they are talking about each other. So the speaking can be conducted well. In solving the

students speaking skills. It is necessary to use acceptable forms of correct language. The form involves grammar, vocabulary, and pronunciation. The students should be able to produce basic structures correctly, besides they need to understand words and connecting devices that link them together.

Therefore, in researcher point of view, producing the spoken forms correctly is important. Such as practice provides the students with intensive experience to the language situation. In other words, the teacher could easily evaluate their accuracy and fluency.

The learner should be able to produce basic structures correctly. Besides they need to understand words and connecting devices that link them together. In producing the correct forms of language, the students need to practice the language they are learning. They must practice more, more fluency they can speak.

In order to speak English fluently, the students need to practice the language. This condition doesn't only improve the students' speaking ability but also their pronunciation. In addition, they were able to produce correct structures. "That language experience on a nation of correct response may enable the students to improve his pronunciation and improve his ability to produce short structure responses. (Brown, 1983: 27)

In order to improve students' speaking ability the teacher needs to help the students to produce forms in the foreign language. "It is a part of the teacher's job to help the learners produce forms in the foreign language". (Brumfit, 1981: 2) The

learners are expected to be able to communicate naturally while thinking about the forms of the message rather than the message itself. More easily, the learners normally want some correction and the teachers should not refuse to correct all the time.

To be responsible for the correspond, the teacher should consider whether there are strategies for controlling language terms which speaker can use. So, it is clear that the teacher should master a set of strategies, to help the students improve their speaking skills.

## **2. Factor Affecting Speaking Ability**

The students should learn how to be communicative in speaking English. They learn more speaking skills and develop some attitude toward speaking achievement. Therefore, the speaker must know the topic of the conversation in order to give or share of their information.

In the manner of speaking course, it is important to know participate in speaking, as follows:

- 1) Speaking is characterized of two or more people orally, as a speaker and listener.
- 2) There were many types of oral communication between the speaker and listener.

- 3) The teacher encourages herself to develop her speaking competence effectively.

In other hand, speaking is one of language skills which were difficult to required by the students. There difficulties do come only from the element of that itself, but also from the students devides the problem which influences speaking ability into three part (Brown, 1994: 1):

1. Students can not express their ideas.
2. This problem come to the students himself, maybe he is shy, reluctant to speak or taciturn, . In such this situation, the teacher should own the strategy to tackle his problem in order to lunch shyness or taciturn.
3. The students have nothing to say

This problem comes from the language element, may be the students can not catch the speaking topic. He has nothing to say , or may be the topic that the teacher provide is strange for him. Therefore, he doesn't understand what in the topic about and he does not know what and how to say.

To reach the target language devided some factors which affect speaking. (Brown, 1994: 4) they are:

1. Chronological Age: Most students indicate that the age ogf beginning speaking success that is intellectual , personality, and social factor. Therefore, it is important for teacher to consider whether the students were ready to speak or not.



2. Mental Age: Age is important factor for the learner. Give appropriate simulating and opportunity the children can learn to speak before having rached the mental age of six and half.
3. Intelectual Capacity: there were numerous studies that indicate that relationship between intelligent and achievement in speaking. Nevertheless, the fact that the child who has high intellectual capacity does not guarantee that he was influenced in speaking.
4. Physical Factors: if someone does not complete physical especially in his mouth. It is influenced on his speaking fluently.
5. Emotional and Social Maturity: Frequently, inability to succeed in speaking is caused by personality problems.

In order to measure ability, there are some elements that should have got attention, they are:

1. Accent

Pronunciation should obviously influenced by first language thought clearly intelligible. In this case, the students who are able pronounce correctly was market has “foreign accent”.

Not two people pronounce exactly alike. The difference arises from a variety of causes such a locality.early influenced and social surrounding. However, standard pronunciation is demanded in speaking ability. It means that a good speaker must have a good pronunciation.

## 2. Grammar

Grammar is the description of the structure of a language and the way in which linguistic unit such as words and phrases and combined to produce sentence in the language.

## 3. Vocabulary

Numan says, "Vocabulary is more than lists of target language words". A spoken word is a sound of sequence of sound, which communicate in idea to the mind of another person. In order to communicate those ideas precisely, a speaker should express them with precise word rather than general word.

## 4. Fluency

Looks at fluency as the ability to fill the time with talk. In this definition, the speaker can use the time of talking most productively. The definition of fluency is derived as the ability of an individual to speak without undue hesitation.

## 5. Comprehension

Comprehension is the mind's act or power of understanding. It means that the comprehension was as contrasted with the ability to perceive and pronounce words without reference to their meaning.

Comprehension as the building the meaning from sounds. It means what the listeners hear and understand from a speaker is to show his comprehension. In another way, the listener take in the sound uttered by a speaker and use them to construct an interpretation of words they think the speaker intended to convey. (Clark and Clark, H. E. V. 1997: 230 ).

So, comprehension is the ability to listen, to understand and to speak accordingly to what a speaker intended. Of course, without this ability, the conversation would never go well.

There are many causes of anxiety as follows:

a. Learners' Self-Perceptions

Language anxiety can be caused by several different reasons. One of them is that learners' self-perceptions of their own ability could more often than not create anxiety in them. MacIntyre (1999: 32) states that "language anxiety affects not only the way in which learners perform but also the way in which they perceive their performance, which can serve to maintain high levels of anxiety". He also continues with the statement "it appears likely that one of the reasons language anxiety persists is its negative effect on a student's self-perception of proficiency" (1999: 33). Many learners seem to be very concerned not only with their performance in the target language, but also how they view their performance. For learners with low levels of self-confidence, they might have the perception that they have done very badly in the performance due to their low proficiency in the target language. They might have thought negatively and that they did not do well and in turn, their anxiety level would not subside.

Self-perception has a lot to do with self-confidence and self-esteem. Learners who feel that they are weak in the target language would in many cases compare themselves to their peers who they think are so much better than them

since they are not confident of themselves. This does not happen only in language classes, but also in any type of class. Moreover, from this researcher's point of view, being an English teacher has made her notice that comparing oneself to others is as a matter of fact, what learners do unconsciously. Bailey (1983) who claims that "competitive nature of L2 learning can lead to anxiety when learners compare themselves to others or to the idealized self-images". At certain times, it can be beneficial to the learners since it indirectly creates a healthy competition among themselves. When there is a healthy competition, the learners would naturally want to improve themselves to be better than the others and obliquely they can develop into successful language learners. However, this kind of competition can also turn out to be distressing or detrimental to certain learners especially those with low proficiency level. Learners with low proficiency level are most of the time worried about their performance and also their peers belittling them. As a result, some of them would resort to keeping quiet and contributing less to the class in order to not appear foolish in front of others.

#### b. Teachers as the Cause of Anxiety

Another issue that is closely connected to speaking language anxiety seems to be about teachers who actually 'help' in increasing their learners' anxiety levels. In research on language anxiety, teachers have also been found to contribute to their learners' high levels of anxiety. Ardi (2007) appears to support this view. According to him, teachers could also contribute to learners' anxiety

with their teaching methods and their refusal to develop friendly relationships with learners. Some teachers do not realise that they have actually aroused their learners' anxiety level through their way of teaching.

Since the researcher is an English teacher too, she has made some observations on the activities that would make her learners nervous. In speaking classes, passive and quiet learners are found to be very uncomfortable when they are 'forced' to speak in class. If they are asked for their opinion on a certain topic, they would normally hesitate a great deal before they provide the answer. Conversely, the talkative ones do not seem to have this problem as they are more than willing to contribute their ideas to the class even when they are not asked to. The worst anxiety-producing activity for her learners would, most of the time, be individual presentations. Furthermore, learners might also find their class very stressful if their teachers are unfriendly. Friendly in this context can be considered as being approachable, making small talk with learners by asking about their well-being to make them feel comfortable or even making jokes with them to lessen the tension.

#### **a. Measures of Anxiety**

A number of studies in second language anxiety "have found negative correlation of second language anxiety with second language achievement and performance (e.g. Aida, 1994; Cheng, 1994; Cheng, Horwitz, & Schallert, 1999; Gardner et.al, 1987; Horwitz, 1986; Phillips, 1992; Truitt, 1994;

Trylong, 1987; Wu, 1994; Ying, 1993; Young, 1986) (Cheng, 2001: 76). Woodrow (2006) also reports a similar result in which she mentions that significant negative relationship between second language speaking anxiety and oral performance has been reported by several researchers. Due to the extensive research in this field, several tools have been developed by researchers to measure the anxiety level of learners (Cheng, 2001). These tools have been widely used among second language anxiety researchers.

The most common tool used by researchers in measuring the anxiety level of learners is the Foreign Language Anxiety Scale (FLCAS). It was constructed by Horwitz et.al (1986) and “has been used in a large number of research projects (Horwitz, 2001)” (Woodrow, 2006: 310). One reason why it has been extensively used is because of the fact that the results obtained from the use of the FLCAS has been reliable and valid (Aida, 1994; Cheng, Horwitz & Schallert, 1999 in Woodrow, 2006).

The underlying principle of using the questionnaire is that the questionnaire “require the subject to give introspective reports about how he feels, or about his feelings with respect to a certain delineated class of events or situations, such as taking a test or giving a speech. The validity of these measures assumes, of course, that the respondent is motivated to answer accurately and honestly and that he is capable of assessing his own reactions” (Gaudry & Spielberger, 1971: 8).

The FLCAS is developed specifically to measure the anxiety level of

learners learning a foreign language. The questions in the FLCAS are divided according to three components of language anxiety which are communication apprehension, test anxiety and fear of negative evaluation (Woodrow, 2006). All the questions are intended to find out the feelings of learners in relation to their language learning and whether their anxiousness impairs their performance or not. A high score obtained on the FLCAS is interpreted to mean high anxiety and vice-versa. Consequently, researchers have adapted this measurement tool to suit their needs since it has been found to be highly reliable.

Accordingly, for the purpose of this study, changes were made to certain questions in order to suit the requirements of this study. The questions have been adapted to suit the specific setting in this study which is to focus more on the speaking assessment in order to get the results that would answer the research questions.

Other than using the FLCAS, another method of measurement that is commonly employed by researchers of language anxiety is the interview. The interview has also been found to be effective in studying this phenomenon which is why this study too has also used the interview as an additional tool to measure the learners' anxiety level. This measurement tool is used to further explore the feelings of learners which cannot be discovered through the FLCAS. The interview questions focused on whether participants experienced second language speaking anxiety, in what situations they were anxious and how they felt (Woodrow, 2006).

According (Denzin, 1989; Merriam, 1998) “the rationale behind the use of interviews as a data source is that it can provide access to things that cannot be directly observed, such as feelings, thoughts, intentions, or beliefs”. It is right because anxiety is not a feeling that can be seen at all times, but one that can only be felt by the anxious person. Hence, it means that only the anxious person would be able to relate whatever he or she is experiencing of language anxiety.

### **b. Academic Effect of Language Anxiety**

One of the objectives of this study is to discover if language anxiety actually affects the results of the learners’ performance. Thus, the main aim of this section is to discuss previous research that has been done in relation to this particular issue. “Language anxiety has consistently shown a negative correlation with second language achievement and with the perception of second language proficiency. The combination of high levels of anxiety and low self-rated proficiency creates students with low levels of linguistic self-confidence” (MacIntyre, 1999: 41). The common assumption of researchers of language anxiety is that the higher the anxiety level, the lower the achievement or performance level. MacIntyre (1999: 34) also notes that “it seems clear that high levels of language anxiety are associated with low levels of academic achievement in second or foreign language courses”. This view is supported by other researchers such as Aida, 1994; Chang, 1999; Gardner et.al, 1987; Horwitz, Horwitz & Cope, 1986; and Liao, 1999. These researchers are of the opinion that



the learning achievement level of learners becomes lower if learners are highly anxious in their language learning (Chan & Wu, 2004).

To a certain extent, the statement could be true based on Phillips' (1999: 125) statement that, "research has consistently shown that anxious language students suffer significantly during oral activities and that anxiety has a negative impact on students' attitudes toward language study". Under normal circumstances, anxiety can indirectly influence language learners' attitudes in their language learning process. Being a language teacher herself, the researcher has found through her observations that learners, who think negatively towards their language, do not in actuality do well in the subject. This negative attitude of theirs can sometimes affect their overall performance in their examinations. To further support this notion, MacIntyre and Gardner (1991: 99) add that "Trylong (1987) found...a negative relationship between anxiety and attitudes, such that anxious students tended to have less-positive attitudes...Trylong concluded that aptitude, attitudes, and anxiety provide a useful combination of effects for understanding the process of language learning". In brief, the negative attitude of learners will not help them to be successful in their language learning.

Even though research has regularly found that highly anxious learners have low proficiency, there is also some research which indicates otherwise. This parallels what Mandler and Sarason (1952: 172) reported, "...Anxiety does not necessarily depress scores, but can serve to elicit improvement". Sometimes, there are occasions whereby learners use anxiety as a tool for them to improve their

learning performance. It acts as a motivating factor for them to perform well in the target language and thus, work hard to become successful language learners.

Besides that, Ardi (2007) discovered that both low and high level learners have their own worries in language learning. What differentiates them is the factor that causes their anxiety. Ardi (2007: 44) reports that “lower intermediate learners consider that lack of confidence contributed to their anxiety. Upper intermediate learners were more afraid of failing their class”. Thus, it can be deduced that higher level learners are more concerned of their academic performance. They are probably not as worried as the low level learners because they might have high self-confidence level as their anxiety level could be lower.

### **3. Speaking Tips**

Practice makes perfect is one of sentences to motivate the students to improve their speaking achievement. Stephen is a professor of speech communication at Northern Kentucky University in Highland Heights, Kentucky, has some tips to build the confidence of speaking, also make a good communication to others, they are:

#### **1. Be Brief**

A key to success in speaking is not just having something worthwhile to say, but also saying in briefly. One way to keep the speech is the point or the material that you will give the listener from the audience.

#### **2. Begin with something to get the attention from the audience**

This be your own story, listeners will pay attention when a person begins with a current event. Whatever technique that you see, when you grab the attention of the listeners, you are on your way to successful speaking.

3. Be energetic in delivery

Speak with variety in your voice. Slow down for the dramatic point and speed up to show excitement. Pause occasionally for effect. When you were encouraging the listeners, take a step forward them. Gesture to show how big or wide or tall or small an object is that you're describing.

Demonstrate how something works or looks or moves as you tell about it. Show facial expressions you speak. Smile when talking about something pleasant and let your face show other emotions as you tell about an event or activity.

4. Tell your own story

To make a good speaking and communication, tell about the interesting story, especially about your experience. From the topic, you enjoy the speaking and it is not hard to build the conversation. Of course, it must connect to the listeners what you are talking about.

5. Touch of humor in speaking

Do not panic in this suggestion, you are not becoming a comedian but rather lightening up a serious speaking so that people was more accepting and interested in your idea. Humor will help you to be perceived as an amiable person and it is hard for people to disagree or bored if they are smiling at you.

6. Leave the listeners with something to think about

People remember best what you say last. So, make the interesting statement for the listeners of your topic. Finally, this is one of the prove that your speech is well.

#### **4. Speaking Anxiety**

Anxiety is one of the most well document psychological phenomena. The definition of anxiety ranges from an amalgam of overt behavioural characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible (Casado & Dereshiwsky, 2001).

Traditionally, the nature of anxiety has been differentiated into trait anxiety, situational anxiety, and state anxiety. Though no clear delineation between these three categories can be claimed, the differences can roughly be identified on a continuum from stability to transience, with trait anxiety related to a generally stable predisposition to be nervous in a wide range of situations on one end, and a moment-to-moment experience of transient emotional state on the other. Situational anxiety falls in the middle of the continuum, representing the probability of becoming anxious in a particular type of situation. The complexity of anxiety is also reflected in the means of its measurement.

There are three major ways of measuring anxiety in research, including behavioural observation or rating; physiological assessment such as heart rates or blood pressure tests; and participants' self-reports, in which internal feelings and reactions are measured (Casado & Dereshiwsky, 2001; Daly, 1991). Participants' self-reports are utilized most often in examining the anxiety phenomenon in

educational studies. Summarizing the above discussions, it is recognized that language anxiety, a type of situational specific psychological phenomenon bearing its own characteristics from language learning contexts, is a relatively distinctive form of anxiety. Language anxiety is also intricately intertwined with other individual differences such as personality traits, emotion, and motivation.

Gregersen and Horwitz (2002) found that some students' language anxiety may stem from their perfectionist tendencies. They concluded that anxious students share many similar manifestations with perfectionists and these similarities have the potential for making language learning unpleasant. Evidences of this conclusion include the fact that anxious learners were not easily satisfied with their accomplishments and had a higher level of concern over the errors they made than non-anxious learners who tended to celebrate small victories accomplished.

In addition to the self-perceived importance in learning a second/foreign language, language policy practices can remarkably impact on language learners and learning. Casado and Dereshiwsky (2004) conducted a study comparing anxiety levels experienced by American students learning Spanish, and Spanish students learning English. The purpose was to seek any possible relationship between second language teaching policies in the two countries (United States and Spain) along with students' perceived levels of language anxiety. Although having language policies, such as imparting a second/foreign language at an early age and having an "articulation framework" of language programs, would be

beneficial to Spanish students' progress in English learning, those policies may not result in lower levels of communication apprehension.

Within the trend of internationalization, language tests, especially English as second or foreign language tests, are often used as screening mechanisms for selecting potential candidates. Examples include institutions which use English as foreign language test scores (e.g., Test of English as a Foreign Language scores) as one of the criteria to admit international graduates. This kind of practice creates anxious feelings for language learners. An example is Chinese tertiary-level English learners, who have experienced great stress in acquiring English language competence; this stress dramatically influences anxiety levels in their English classrooms and English tests (Cheng, 2008). Moreover, learning English is an obligation and English competence accreditation is critical in order to matriculate or get a good job. With this pressure, learners are more likely to experience anxiety in the classroom (Liu, 2006).

A lot of factors have been identified that contribute to the phenomenon of language anxiety. In a study conducted by Choy and Troudi (2006: 120), they discovered that "many Englishsian students enrolling in college for higher level courses...experience difficulties coping with English as a medium of instruction". The result of their study is not actually very surprising as most Englishsian students do actually have to struggle in their studies due to the shift in the medium of instruction from English to English especially at the tertiary level.

Other than having problems dealing with English, Choy and Troudi (2006) also found that more than half of the respondents in their study reported feeling afraid to speak English. The fear of speaking English arises due to their feeling very conscious of making mistakes while using the language. On top of that, the respondents feel very worried about being corrected when speaking English. The experience of the respondents in Choy and Troudi's study is in fact a very common scenario especially among English learners.

Another type of anxiety that could arise from language anxiety is speaking anxiety. As is generally known, language learners would normally have to use all the four skills in language learning namely reading, writing, listening and speaking. Speaking anxiety is one of the issues that this study attempts to find out if it is one of the reasons that can affect performance. MacIntyre (1999) reports that Horwitz et.al (1986) are of the opinion that language anxiety originates from three primary sources which are communication apprehension, fear of negative evaluation by others and test anxiety. All three sources can somehow be connected to speaking anxiety in particular.

There has been some support on the first two sources whereby it is "clear that communication apprehension and fear of negative evaluation are related, the latter being a significant cause of the former: a fear of appearing awkward, foolish or incompetent in the eyes of learners' peers or others can inhibit attempts to communicate confidently" (Jones, 2004: 31). In short, communication apprehension and fear of negative evaluation are interrelated. The two sources

are significant as they could be the causes of speaking anxiety among the subjects of this study, assuming that they are indeed affected by speaking anxiety.

One of the sources of speaking anxiety is communication apprehension which has been found to be one of the biggest problems affecting learners. The reason why it is considered as one of the biggest problems is because a lot of other related problems would arise from it.

“Communication apprehension, which generally refers to a type of anxiety experienced in interpersonal communicative settings (McCroskey, 1987), is obviously quite relevant to second or foreign language learning contexts. Especially in the language classroom where the learners have little control of the communicative situation, and their performance is constantly monitored by both their teacher and peers (Horwitz et.al, 1986), communication apprehension seems to be augmented in relation to the learners’ negative self-perceptions caused by the inability to understand others and make themselves understood (MacIntyre & Gardner, 1989)”

Phillips (1999: 125) also adds, “based on consistent results showing that the speaking skill is the most frequently cited source of anxiety among language students, one might posit that today’s emphasis on the development of communicative competence will exacerbate students’ anxiety about speaking”. This view is true to a certain extent as in today’s language classes, the method of teaching has been transformed from teacher-centred to student-centred classes as in the case of this study. In student-centred classes, the focus is more on the



learners rather than the teachers. The teachers are only in the classrooms to facilitate and guide them. Thus, learners are expected to do a lot of speaking in their learning process. This is in line with the view that practice makes perfect. So, for learners who are afraid to speak up in class, it could serve as an ordeal for them every time they go to their language class. Their attitude could culminate in their passive stance in the language classrooms. Nevertheless, those learners who are talkative would be enjoying the class since they do not have a speaking anxiety problem. In brief, what can be deduced is that the origin of speaking anxiety could come from the learners themselves. What they think of their ability in using the target language could have a detrimental effect on them as well as on their performance.

Being an English teacher herself, the researcher has found that most of her ESL students fear using English. Due to this fear or anxiety, some of them obtained rather unsatisfactory results in their assessments. Therefore, it is necessary for language learners to not let their apprehension of using the target language get in their way of becoming successful language learners.

Due to the fear of speaking the target language, another problem that might crop up is the fear of using the target language in front of an audience, i.e. public speaking. Over the years, several studies have been carried out to uncover the reasons why students do not do well in their oral examinations and public speaking performances. Public speaking has commonly been perceived by many as a horrible experience especially for those who are introverts. Von Worde

(2003: 5) reports that “the fear of communicating orally and public speaking anxiety have long been accepted as psychological phenomena”. Her view is supported by Woodrow (2006) based on her study which indicates the interference of anxiety in oral communication. Hence, it is not surprising that a lot of people if queried would normally say that they get butterflies in the stomach when they have to speak in public, be it a formal presentation or otherwise. Therefore, one of the aims of this study is to know if language anxiety can interfere with the performance of learners when they have to address an audience in public.

In a language learning classroom, learners are most of the time expected to be involved in various speaking activities. Some of the activities that these learners engage in may or may not be assessed. Even though some activities are not assessed, they could still create some tension or anxiety in learners. Young (1991: 433) makes it clear that the general assumption on public speaking is that “...speaking in front of the class has been repeatedly cited as evoking anxiety”. Von Worde (2003) has identified a number of problems that are generated by speaking activities. They are oral communication, public speaking, limited vocabulary and grammatical knowledge, and being called on in class. What Von Worde has listed down are also the common problems faced by language learners when it comes to speaking in public.

Woodrow (2006) has also discovered that one of the major stressors that learners experience in language learning is performing in front of the class. Many other

researchers have also uncovered similar results in their language anxiety studies. Young (1991: 429) states that “Koch and Terrell (1991) find that more than one-half of their subjects reported oral presentations in front of the class and oral skits as the most anxiety-producing activities”. Horwitz (2001: 116) finds that “specifically, students were considerably less anxious in the reading class than in the conversation class. Thus, ...language classrooms which require oral communication are more anxiety-provoking than traditional classrooms”. It shows that in comparison to other skills such as reading or writing, speaking is the skill that is the least preferred by learners. Their incompetence in the target language is actually the common reason given by them especially when they have to deal with their anxiousness in speaking. This shows that research has proven that learners do in fact abhor speaking activities due to the nervousness that could arise from them. Hence, as past research shows, there is no wonder that language learners in many cases find it very hard to speak in public or in front of their classmates.

## **5. Factors that Influenced the Students' Anxiety**

Anxiety is generally experienced by all human beings. It can transpire due to many reasons and different people will experience different kinds of anxiety. The feeling of anxiety can ensue at anytime and anywhere and thus, there may be times where it could be spotted by others especially if the anxiety reactions are physical. Gaudry and Spielberg (1971: 7) believe that “the presence of signs such as tremor in the limbs, sweating of the hands and forehead and flushing of

the neck and face, is deemed to be an indication of anxiety”. The physical reactions mentioned by Gaudry and Spielberger (1971) are some of the common anxiety indicators, but there are many other obvious indicators such as fidgeting or stuttering that are exhibited by anxious people. Liebert and Morris (1967), cited in Woodrow (2006), have identified two types of anxiety reactions. This is simplified in Figure 2.1. The first type is emotionality which involves physiological reactions such as the racing heart and behavioural reactions which include stammering and fidgeting.

The second type of anxiety reaction is worry which signifies a cognitive reaction. An example of this is self-deprecating thoughts or task irrelevant thoughts. The feeling of worry in this context is normally related to what the anxious person thinks of him or herself. The thoughts that are playing in the mind of the anxious person could be negative ones which then result in the high level of anxiety.

On the other hand, there are also occasions where anxiety may not be noticeable as the anxious person might have only physiological reactions which are only known by the person experiencing it. Some of the physiological reactions that could arise from anxious or stressful situations are increased heart rate and blood pressure. These physiological reactions could only be identified in more controlled laboratory situations (Gaudry & Spielberger, 1971).

## **6. Anxiety as a General Behaviour**

In relation to the above, anxiety is generally known as “an emotion based on the appraisal of threat, an appraisal which entails symbolic, anticipatory, and uncertain elements. These characteristics, broadly conceived, mean that anxiety results when cognitive systems no longer enable a person to relate meaningfully to the world about him” (Lazarus & Averill, 1972: 246-247). When anxiety strikes, the anxious person might not be able to think properly or cannot make much sense of what he or she is doing or saying at that particular time, hence resulting in the person not behaving in the way he or she should behave. If this situation takes place, it could cause an embarrassment to the anxious person.

Anxiety generally could be identified through “such signs as pacing around the room, inability to sit in a chair for any length of time, chain smoking and inability to relax...” (Gaudry & Spielberger, 1971: 7). When a person becomes nervous, the anxiety reactions could give good or bad effects to the anxious person. If the reactions are obvious, they can appear in the form of “restlessness, tenseness of posture, increased rate of speech and general distractibility” (Gaudry & Spielberger, 1971: 7). These reactions may not only occur during public speaking, but they could also happen in everyday conversations between people.

## **7. Types of Anxiety**

According to Pappamihiel (2002: 330), “anxiety is a complex concept, dependent upon not only one’s feelings of self-efficacy but also appraisals

concerning the potential and perceived threats inherent in certain situations". People who experience anxiety often have low self-esteem and even low confidence level. Thus, several different types of anxiety have been categorised by psychologists (Cattell & Schier, 1963 in MacIntyre, 1999). They are "trait anxiety", "state anxiety" and "situation-specific anxiety".

Trait anxiety refers to the stable tendency to attend to, experience, and report negative emotions such as fears, worries, and anxiety across many situations. This is part of the personality dimension of neuroticism versus emotional stability. State anxiety is defined as an unpleasant emotional arousal in face of threatening demands or dangers. A cognitive appraisal of threat is a prerequisite for the experience of this emotion (Lazarus, 1991). Situation-specific anxiety "can be seen as trait anxiety limited to a given context" (MacIntyre & Gardner, 1991). It may be stable over time but inconsistent with various situations. That is, this type of anxiety is intrigued by a specific situation or event over time, such as taking a test, public speaking, class participation, talking with a foreigner in a foreign language, solving physical problem. Because of the features of situation-specific anxiety, MacIntyre and Gardner (1991) suggest that "foreign language anxiety should be studied with situation specific measures". According to Horwitz et al. (1986) foreign language classroom anxiety is a typical situation-specific anxiety

If a person experiences situation-specific anxiety, the individual may assess or judge certain events as anxiety-producing only with the presence of

certain factors. Some examples of situation-specific anxiety are stage fright, test anxiety, delivering speech and also language anxiety. From the examples, it is clear that situation-specific anxiety occurs when a person feels nervous in a specific situation but not in the others (MacIntyre, 1999). In the context of language anxiety, many foreign or second language learners might have the tendency to experience it in their language learning, but they may not experience anxiety in learning other subjects. A similar situation might also happen when a person feels nervous to sit for a test. If foreign or second language learners are in the process of learning a foreign or second language, they might have to go through language anxiety, speaking anxiety and also test anxiety, all at the same time. Undergoing several types of anxieties can prove to be incapacitating to some learners, but it can also be facilitating for others. However, most researchers have found that in the language learning context, the anxiety faced by learners is most of the time debilitating to them (MacIntyre, 1999).

### 1. Generalized Anxiety Disorder

Generalized anxiety disorder, or GAD, is the most common and widespread type of anxiety. GAD affect tens of millions of people throughout the world.

GAD is best described as an ongoing state of mental and/or physical tension and nervousness, either without a specific cause or without the ability to take a break from the anxiety.

In other words, if you feel yourself constantly on edge, worried, anxious, or stressed (either physically or mentally) and it's disrupting your life, you may have generalized anxiety disorder. Remember, some anxiety is a natural part of life, and some degree of anxiety is normal to feel occasionally. But when that anxiety appears to occur for no reason or for reasons that shouldn't be causing that degree of anxiousness, you may have generalized anxiety disorder.

The following are the most common problems associated with GAD.

- a. Constant restlessness, irritation, edginess, or a feeling of being without control.
- b. Fatigue, lethargy, or generally low energy levels (feeling drained).
- c. Tense muscles, especially on the back, neck, and shoulders.
- d. Trouble concentrating or focusing on tasks or activities.
- e. Obsessing over negative and anxiety causing thoughts – “Disaster Thinking.”

The key is persistent mental or physical anxiety. If it doesn't appear to go away, it may be GAD.

Did you know you can suffer from more than one anxiety disorder? Generalized anxiety disorder appears to be very common in those with other anxiety disorders, especially panic disorder and obsessive compulsive disorder.



## 2. Social Phobia

Many people suffer from what's known as "social phobia," or an irrational fear of social situations. Some degree of social phobia is normal. Small degrees of shyness in public places, or discomfort while public speaking, are natural in most people, and do not imply an anxiety problem.

But when that fear disrupts your life, you may be suffering from social phobia. Social phobia is when the shyness is intense and the idea of socializing or speaking with the public, strangers, authority figures, or possibly even your friends causes you noticeable anxiety and fear.

People with social phobia view public situations as being potentially painful and distressing, living with a constant fear of being judged, observed, remarked upon, or avoided. Those with social phobia also often have an irrational fear of doing something stupid or embarrassing.

What makes this more than just shyness is when those fears cause you to avoid healthy socializing situations altogether. Those with social phobia often live with two or more of the following issues.

- a. Feeling hopeless or fearful within unfamiliar people or in unfamiliar situations.
- b. Obsession over being watched, observed, or judged by strangers.
- c. Experiencing overwhelming anxiety in any social situation with difficulty coping.

- d. Severe fear of public speaking – beyond what one would consider “normal”
- e. Anxiousness about the idea of social situations, even when not in one.
- f. Intense issues meeting new people or voicing up when you need to speak.

Many people with social phobia display avoidance behaviors. They avoid any and all social situations as best they can so as to avoid further fear.

### 3. Panic Disorder

Panic disorder is a debilitating anxiety disorder that is very different from GAD. Panic disorder is not about “panicking.” It’s not about getting very worried because you might lose your job or a lion is about to attack you in the jungle. That type of panic is normal.

Panic disorder is when you experience severe feelings of doom that cause both mental and physical symptoms that can be so intense that some people become hospitalized, worried that something is dangerously wrong with their health.

Panic disorder is characterized by two things.

- a. Panic attacks.
- b. Fear of getting panic attacks.

Panic attacks are intense physical and mental sensations that can triggered by stress, anxiety, or by nothing at all. They often involve mental distress, but are most well-known by their physical symptoms, including.

- a. Rapid heartbeat (heart palpitations or irregular/fast paced heart rhythms).
- b. Excessive sweating or hot/cold flashes.
- c. Tingling sensations, numbness, or weakness in the body.
- d. Depersonalization (feeling like you're outside yourself).
- e. Trouble breathing or feeling as though you've had a deep breath.
- f. Lightheadedness or dizziness.
- g. Chest pain or stomach pain.
- h. Digestive problems and/or discomfort.

Panic attacks may have some or all of the above physical symptoms, and may also involve unusual symptoms as well, like headaches, ear pressure, and more. All of these symptoms feel very real, which is why those that experience panic attacks often seek medical attention for their health.

Panic attacks are also known for their mental "symptoms" which peak about 10 minutes into a panic attack. These include.

- a. Feeling of doom, or the feeling as though you're about to die.
- b. Severe anxiety, especially health anxiety.
- c. Feeling of helplessness, or feeling like you're no longer yourself.

Contrary to popular belief, it's possible for the physical symptoms of panic attacks to come both before or after anxiety, meaning that you can experience physical symptoms first before experiencing the fear of death. That is why many people feel as though something is very wrong with their health.

Panic attacks can be triggered by an over-sensitivity to body sensations, by stress, or by nothing at all. Panic disorder can be very hard to control without help. Seeking assistance right away for your panic attacks is an important tool for stopping them, so that you can learn the techniques necessary to cure this panic.

You can also have panic disorder without experiencing many panic attacks. If you live in constant fear of a panic attack, you may also qualify for a panic disorder diagnosis. In those cases, your anxiety may resemble generalized anxiety disorder, but the fear in this case is known.

#### 4. Agoraphobia

Agoraphobia is the fear of going out in public, either the fear of open spaces or the fear of being in unfamiliar places. Many people with agoraphobia either never leave their home, or do anything they can to avoid travelling anywhere other than their home and office. Some people can go to the grocery store or other familiar places, but otherwise experience intense, nearly debilitating fear anywhere else.

Many people (although not all) that have agoraphobia also have panic disorder. That's because for many, agoraphobia is often caused by panic attacks. People experience panic attacks in public places, so they start to avoid more and more places in order to avoid panic attacks until they are afraid to go outside.

Some people experience agoraphobia after traumatic events as well.

Agoraphobia is more common for adults. Many also fear losing control (both psychologically and physically), causing them to avoid social situations. Not everyone living with agoraphobia spends all their time in their home. In fact, some of the more common symptoms include.

- a. Obsessive fear of socializing with groups of people, regardless of whether or not you know them.
- b. Severe stress or anxiety whenever you're in an environment other than your home, or an environment where you're not in control.
- c. Feelings of tension and stress even during regular activities, such as going to the store, talking with strangers, or even just stepping outdoors.
- d. Preoccupation with how to protect yourself or find safety in the event that some type of trouble occurs, even with little reason to believe trouble will occur.
- e. Finding that your own fears are keeping you prisoner, preventing you from going out and living life because of that fear.

Many people experience moments where they feel vulnerable outdoors and prefer to stay safe in their homes. But when the fear seems to persist for a long period of time, or is holding you back from living an enjoyable life, you may have agoraphobia.

## 5. Specific Phobias

Phobias are intense feelings of fear because of objects, scenarios, animals, etc. Phobias generally bring about disaster thinking (believing that the worst will happen) or avoidance behaviors (doing whatever it takes to avoid the phobia).

An example of a common phobia is arachnophobia, or fear of spiders. Very few spiders are likely to bite and even fewer are dangerous, and yet many people experience a feeling of severe dread at even the idea of a spider. Other examples of common phobias include snakes, airplanes, thunderstorms, and blood.

Phobias do count as an anxiety disorder, although some people can go their entire life with a phobia and not require treatment. For example, if you have a fear of chickens, but live nowhere near a farm, then while you do have a very real phobia it may not be disruptive.

But if at any point your life starts to change as a result of your phobia, then you have a real issue. Phobias commonly cause.

- a. Excessive, constant fear of a specific situation or event.
- b. Instant feeling of terror when confronted with the subject of your phobia.
- c. Inability to control your fears, even though you know they're irrational.
- d. Going to great lengths to avoid the situation or object that causes you fear.
- e. Experiencing restrictions to your normal routine as a result of the fear.

For some people that have severe phobias, the mere idea of the object they fear (even if it is not present) causes stress or anxiety, or otherwise affects their life.

## 6. Post Traumatic Stress Disorder (PTSD)

As a human being, there are always risks that put your life in danger. Most people are lucky enough to avoid these dangers and live a nice and safe life. But in some cases, you may experience a life trauma – either physically or emotionally – and this can cause an anxiety problem known as post-traumatic stress disorder.

As the name implies, PTSD is an anxiety disorder that comes after the traumatic event has occurred. Those living with PTSD often must get outside help, because PTSD can affect people for years after the event occurs – possibly even the rest of their life.

PTSD affects people both psychologically and physically. In most cases, the person with PTSD is the one that experienced the traumatic event, but it's possible to get PTSD by simply witnessing an event or injury, or even simply discovering that someone close to you dealt with a traumatic event.

Symptoms include.

- a. **Reliving the Trauma** The most well-known symptom of PTSD is reliving the trauma. Those with PTSD often relive the trauma not only emotionally – in some cases, they may relive the trauma mentally and physically, as though transported back to the event.
- b. **Responding to Triggers** Those with PTSD may (in some cases) have triggers that cause intense stress or fear. These triggers are often related to the event, such as loud noises when the event involved loud noises or intense fear when someone is behind you if you were attacked from behind. It also may be triggered by thoughts of the event.
- c. **Anxiety Over Recurrence** Like with panic attacks, you may also have PTSD if you have developed severe anxiety over the event occurring again. If you experience regular, daily anxiety over the idea of a repeat of the event, it may also be PTSD.
- d. **Emotional Trouble** Many of those with PTSD also experience issues with their emotional thinking and future. Some feel a disinterest or detachment from love. Others become emotionally numb. Others become convinced



they're destined to die. Any and all of these emotional struggles may be common in those with PTSD.

You may also experience severe “what if” scenarios everywhere you go, including disaster thinking or feeling helpless/hopeless in public situations. Many of those with PTSD also experience avoidance behaviors of events, things, and even people that may remind them of the event – even if there is no link between these issues and the trauma.

Those with post-traumatic stress disorder may be at a greater baseline of stress on most days. They may be short tempered or easy to anger. They may be startled/frightened easily or be unable to sleep. PTSD can be a difficult problem to live with.

## 7. Obsessive Compulsive Disorder (OCD)

Obsessive compulsive disorder, or OCD, can be a very destructive anxiety disorder. Those with OCD often exhibit behaviors and fears that are not only confusing to those around you – they may be confusing to the person with OCD as well.

Compulsions and obsessions are similar, but exhibit themselves in different ways.

- a. Obsessions. Obsessions are thought based. They're a preoccupation with a specific thought, usually a negative or fearful thought, that a person simply cannot shake no matter how hard they try.
- b. Compulsions. Compulsions are behavior based. They're a "need" to perform an action or activity, often in a very specific way, and as hard as the person tries, they can't stop themselves from performing the behavior.

An obsession would be worrying that your mother might get very sick, while a compulsion would be feeling anxious if you do not touch a doorknob before you leave the house. In many cases, the feelings are linked – those with OCD may feel as though they need to touch a doorknob, otherwise their mother may get sick.

You may qualify for a diagnosis with obsessions, compulsions, or both. You can have compulsions without obsessions, though in most cases the individual will experience severe stress if they do not respond to the compulsion.

You can also have obsessions without compulsions (such as the fear of germs), but in many cases these fears will lead to a compulsion (like having to wash your hands).

Many people with OCD go through a variety of thought processes that lead to their obsessions and compulsions. The following are examples of obsessive thought patterns and compulsive thought patterns.

#### Obsessive Thought Patterns

- a. You find yourself “obsessed” with things that you appear to be the only one worrying about.
- b. You try to shake away those thoughts when they occur, usually by performing an action.
- c. You find that the action doesn’t work, and ultimately the obsession continues.
- d. You find yourself upset over being unable to shake the thoughts.
- e. You find that the worse you feel, the more you seem to obsess over those thoughts.

#### Compulsive Behavior Patterns

- a. You experience anxiety, often over an obsession (although not necessarily).
- b. You perform an action that appears to reduce that anxiety slightly.
- c. You turn to this action to relieve your anxiety, until it becomes a ritual.

- d. You find that you absolutely have to perform this behavior, or your anxiety becomes overwhelming.
- e. You repeat the action and reinforce the behavior.

## **8. Test Anxiety**

*In this study, the learners not only have to deal with their speaking anxiety in the target language as well as public speaking, but also with test anxiety. These learners are learning English as their second language and some of them are actually experiencing a difficult time in doing their task. This is especially so when they are in a test situation whereby on its own, it can already produce high anxiety. What is experienced by them is in fact called second language speaking anxiety and it can be devastating for some of them especially when they cannot achieve their expectations. Woodrow (2006: 308) echoes their experience when she says that “second language anxiety has a debilitating effect on the oral performance of speakers of English as a second language”. In the present study, the learners are evaluated based on an individual presentation that is a part of their on-going assessment. Therefore, the on-going assessment is also considered to be a test to the learners as marks are given to them after their presentations.*

According to Horwitz et.al (1986: 127), generally, test anxiety is “a type of performance anxiety stemming from a fear of failure”. So, when learners suffer from anxiety in doing any kind of test, it is due to their concern of failing the test.

For most people, a test situation will never fail to induce anxiety in them. This generally happens because people are normally concerned of the outcome of the test they take. It is also human nature to want to do well in any test they take and to have high expectations of the test results. This notion is supported by Gaudry and Spielberger (1971: 13) who say “most persons perceive the testing situation to have an evaluative or assessment purpose, and feel that it is important to do well”.

From the feeling of wanting to do well, comes the feeling of anxiety in doing the test. When people have high expectations of themselves, indirectly they might have the tendency to experience anxiety because they put themselves under some kind of pressure in order to perform well in the test. Consequently, the presence of anxiety is very much felt in testing situations. According to Sinclair (1971: 95), “anxiety is conceived as a hypothetical construct mediating between certain situational stimuli and various specifiable responses. The stimulus situation which evokes the anxiety reaction is assumed to be such that the individual anticipates a strong threat to his self-esteem. In classroom test situations, the anticipated threat to self-esteem is, most often, failure of the test”. Sinclair (1971) goes on to say that more research has been done on anxiety and that it is an important element that influences test performance. Under normal circumstances, failing a test would result in low self-esteem of the test-taker or the low self-esteem of the test-taker could also mean failure of the test. It all depends on the attitude of the test-taker whether to make anxiety as an obstacle or a motivating factor to succeed. In other words, it is possible that learners in this

study could generally become worried when they have to speak in public; they would worry about what to say and they feel distressed if they fail the test.

MacIntyre and Gardner (1991: 104) point out that “problems observed by Horwitz et.al (1986) include poor retrieval of items from memory under anxious conditions (such as exams)”. Moreover, Horwitz et.al too mention that “oral tests have the potential of provoking both test and oral communication anxiety simultaneously in susceptible students” (1986: 128). It is quite common for people to actually forget what to say or what they have planned to say in anxious situations. In many cases, they might have memorised beforehand whatever they need to say but in an anxious situation like an exam, everything that has been memorised might just disappear once the anxiety creeps in. If this happens, then the possibility of performing badly in the exam can actually become a reality and eventually a ‘nightmare’ to learners.

Most of the participants said that they feared taking tests, because test-taking situations would make them anxious about the negative consequences of getting a bad grade. This would lead to other psychological stresses, such as the fear of losing self-confidence or feeling inferior to others”. In brief, taking a test especially in a language that one is not so proficient in, in this context, English, can prove to be anxiety-provoking to language learners. This view is shared by Chan and Wu (2004) because according to them the low proficiency in English is the actual cause of most test-anxious students being nervous when taking English oral tests. Other than worrying about not getting good grades, learners could also

suffer from inferiority complex and low self-confidence which could leave a permanent ‘scar’ on learners’ personality.

The feeling of anxiety reported is actually very common because most people in general, do not like the idea of being evaluated when they speak. For some, the experience could even be ‘traumatic’ to the extent of not wanting to speak in public and preferring to remain quiet.

Another related issue is that the feeling of apprehension that arises in the second or foreign language communicative contexts is normally followed by fear of negative evaluation from others. This type of fear has been found to be very much associated with communication apprehension and it could come from both teachers and peers (Chan & Wu, 2004). MacIntyre and Gardner (1991: 105) have a similar opinion in which they mention “fear of negative evaluation...in this case, refers to both the academic and personal evaluations made of students on the basis of their performance and competence in the target language. Teachers and peers alike listen to each utterance to “correct” mistakes”.

To these learners, they probably feel very self-conscious during presentations as all eyes are on them. Sometimes, when this affects the learners too much, their personality could also be negatively affected. As a result, they could become individuals with low self-esteem and confidence level. If this continues to happen, there is a possibility that it could jeopardise their career in the future as well. Their career could be affected when they have to, for instance, deliver presentations in English.

## **9. Facilitating and Debilitating Anxiety**

In a second or foreign language classroom, it appears to be common knowledge that the learners would suffer from language anxiety. This anxiety can be viewed as having both positive and negative effects. When the effects are positive, it is referred to as facilitating anxiety. The reason it is called facilitating is due to the fact that the anxiety aids the learners in a certain way to actually perform well in the language. In addition, facilitating anxiety is also perceived as a motivating factor for the learners to succeed in the target language learning. According to MacIntyre and Gardner, “facilitating anxiety is considered to be an asset to performance and showed the predicted positive correlations” (1989: 252).

Jones (2004) suggests that anxiety becomes facilitating when learners view language learning as a challenge to overcome hurdles. He perceives this type of anxiety as something that helps to overcome obstacles in order to get the job done. Thus, it also enables learners to push themselves further to get their homework or assignment done.

Debilitating anxiety, on the other hand, being “the more common interpretation of anxiety, is considered to be detrimental to performance” (MacIntyre & Gardner, 1989: 252). Hence, it can be deduced that language learners have a higher tendency to go through debilitating anxiety, instead of facilitating anxiety which can indirectly result in poor performance of their language learning. MacIntyre and Gardner (1991b) cited in Chan and Wu (2004:



295) concur with this viewpoint. They suggest “although anxiety could be facilitating or debilitating, it in most cases “negatively affects performance in the second language”. Jones (2004) seems to agree with MacIntyre and Gardner as he also mentions that debilitating anxiety is a more common anxiety experienced by language learners. This is because debilitating anxiety is seen as an impulse to avoid the source of anxiety by learners. When the anxiety experienced by learners is debilitating, they could also be experiencing low self-esteem as well as low self-confidence. This factor may not only affect the performance of learners in the target language, but it could also have an effect on the learners’ personalities. Furthermore, in order to be successful language learners, they need to have a positive attitude and personality to ensure their success. Thus, if in the process of learning the target language, they go through an unpleasant experience, it could have a permanent negative impact on their language learning.

## **B. Conceptual Framework**

Speaking is one of the important skills that should be acquired by students. Ideally, in the speaking teaching and learning process, students must to be give some opportunities to practice a target language and produce it, in the speak form. Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at the Learning Skill Center (LSC). Students often report that they feel fairly comfortable responding to a drill

or delivering prepared speeches in their foreign language class but tend to “freeze” in a role-play situation.

Difficulty in speaking in dyads or groups (oral communication anxiety) or in public (“stage fright”), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension. Communication apprehension or some similar reaction obviously plays a large role in foreign language anxiety. People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored.

In this research, the researcher’s analysis uses questioner for student and questioner for english teacher by analysis *The Sources of Students’ Foreign Language Anxiety and Anxiety-Provoking Situations* and the reseacher also uses table percentege for anlysis *The Level of Language English Anxiety in student’s Vocational High School*.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of the Research**

This research was conducted at SMK Negeri 9 Medan, Jl. Patriot No.20A, Medan Sunggal, Kota Medan, Sumatera Utara 20127, Indonesia, on 2016-2017 Academic Year, in the even semester. The reason for choosing this school because based on the researcher's experience during training practice, the researcher found some problem in student's anxiety, when they feel confused and than they did not know what they want to say. Many of them did some errors or mistakes in speak in front of the class. It happens because they have speaking anxiety and it made them fail to speak in front of class.

#### **B. The Population and Sample**

##### **1. Population**

The population of the research was the second grade of students in SMK Negeri 9 Medan in academic year 2016/2017. There were twenty classes who consisted of 636 students.

**Table 3.1**  
**Population**

No.	Class	Total
1	XI TKJ 5	31
2	XI TKJ 4	28
3	XI TKJ 3	30
4	XI TKJ 2	30
5	XI TKJ 1	30
6	XI RPL 5	31
7	XI RPL 4	31
8	XI RPL 3	32
9	XI RPL 2	32
10	XI RPL 1	32
11	XI PS 4	39
12	XI PS 3	37
13	XI PS 2	38
14	XI PS 1	37
15	XI MM2	29
16	XI MM 1	30
17	XI DKV 2	29
18	XI DKV 1	30
19	XI AN 2	32
20	XI AN 1	28
TOTAL		636

## 2. Sample

Sample is a part of representative population observed. Widiyanto (2010: 5) stated that sample is a part of population which researched and reputed already represent from the all population in second grade student in SMK Negeri 9 Medan. Based the statement above, the population was taken two classes as the sample.

**Table 3-2****Sample**

<b>No</b>	<b>Class</b>	<b>Total</b>
1	XI DKV 1	30
2	XI AN 2	32
<b>Total</b>		<b>62</b>

**C. Research Design**

This research used the descriptive quantitative method. The descriptive quantitative method is used to describe involving recording analyzed and interpretation the condition that exist. It also known as a method to analyze the work of teachers.

**D. Instrument of Collecting the Data**

The data was collected by giving some questionnaire to the students and some question for the english teacher. The questionnaire consisted of 33 items. In the questionnaire the students answered some question about anxiety. This is important for collecting data in all types of research methods.

### **E. Technique of Collecting the Data**

The data was collected by giving a questionnaire to students. The questionnaires consists of some questions which related to anxiety. It consisted of 33 items and was used to collect the data. The students was asked to fill the whole of questionnaire.

### **F. Technique of Analyzing the Data**

The data was observe and analyze by performing quantitative method. The steps in analyzing the data is as follows:

1. Collecting questionnaires from students
2. Classifying the answers
3. Measuring the percentage of the most dominant anxiety
4. Making analysis
5. Making conclusion

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data Collection

The data of this research were students' answers which was collected by giving the students questionnaires that consist of 33 statements. There were 62 students as sample that are involved in this research. The result of the students' answer could be seen in the following table:

**Table 4.1**  
**Respondens' Answer About *Saya Tidak Pernah Cukup Yakin Pada Diri Sendiri Ketika Berbicara Bahasa Inggris Di Kelas.***

No	Answer	Quantity	%
1	<i>Setuju</i>	24	38.71
2	<i>Kurang setuju</i>	13	20.97
3	<i>Tidak setuju</i>	25	40.32
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.1 it is found that 24 students (38.71%) answered *setuju*, 13 students (20.97%) answered *kurang setuju*, 25 students (40.32%) answered *tidak setuju*.

**Table 4.2**  
**Respondens' Answer About *Saya Tidak Khawatir Jika Membuat Kesalahan Di Kelas Bahasa Inggris***

No	Answer	Quantity	%
1	<i>Setuju</i>	22	35.48
2	<i>Kurang setuju</i>	22	35.48
3	<i>Tidak setuju</i>	18	29.03
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.2 it is found that 22 students (35.48%) answered *setuju*, 22 students (35.48%) answered *kurang setuju*, 18 students (29.03%) answered *tidak setuju*.

**Table 4.3**  
**Respondens' Answer About *Saya Gemetar Ketika Tahu Bahwa Saya Akan Diminta Untuk Berbicara Bahasa Inggris Di Kelas***

No.	Answer	Quantity	%
1	<i>Setuju</i>	19	30.65
2	<i>Kurang setuju</i>	27	43.55
3	<i>Tidak setuju</i>	16	25.81
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.3 it is found that 19 students (30.65%) answered *setuju*, 27 students (43.55%) answered *kurang setuju*, 16 students (25.81%) answered *tidak setuju*.



**Table 4.4**  
**Respondens' Answer About *Saya Takut Ketika Tidak Mengerti Apa Yang***  
***Dikatakan Guru Di Kelas Bahasa Inggris***

No.	Answer	Quantity	%
1	<i>Setuju</i>	17	27.42
2	<i>Kurang setuju</i>	26	41.94
3	<i>Tidak setuju</i>	19	30.65
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.4 it is found that 17 students (27.42%) answered *setuju*, 26 students (41.94%) answered *kurang setuju*, 19 students (30.65%) answered *tidak setuju*.

**Table 4.5**  
**Respondens' Answer About *Saya Tidak Ragu Sama Sekali Untuk***  
***Menambah Les Bahasa Inggris***

No.	Answer	Quantity	%
1	<i>Setuju</i>	15	24.19
2	<i>Kurang setuju</i>	25	40.32
3	<i>Tidak setuju</i>	22	35.48
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.5 it is found that 15 students (24.19%) answered *setuju*, 25 students (40.32%) answered *kurang setuju*, 22 students (35.48%) answered *tidak setuju*.

**Table 4.6**  
**Respondens' Answer About Saat Pelajaran Bahasa Inggris, Saya**  
**Memikirkan Hal-Hal Yang Tidak Berhubungan Dengan Pelajaran**

No.	Answer	Quantity	%
1	<i>Setuju</i>	19	30.65
2	<i>Kurang setuju</i>	25	40.32
3	<i>Tidak setuju</i>	18	29.03
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.6 it is found that 19 students (30.65%) answered *setuju*, 25 students (40.32%) answered *kurang setuju*, 18 students (29.03%) answered *tidak setuju*.

**Table 4.7**  
**Respondens' Answer About Saya Berpikir Bahwa Bahasa Inggris Teman**  
**Sekelas Saya Lebih Baik Dari Saya**

No.	Answer	Quantity	%
1	<i>Setuju</i>	24	38.71
2	<i>Kurang setuju</i>	20	32.26
3	<i>Tidak setuju</i>	18	29.03
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.7 it is found that 24 students (38.71%) answered *setuju*, 20 students (32.26%) answered *kurang setuju*, 18 students (29.03%) answered *tidak setuju*.

**Table 4.8**  
**Respondens' Answer About *Saya Biasanya Nyaman Selama Tes Bahasa Inggris Di Kelas***

No.	Answer	Quantity	%
1	<i>Setuju</i>	16	25.81
2	<i>Kurang setuju</i>	29	46.77
3	<i>Tidak setuju</i>	17	27.42
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.8 it is found that 16 students (25.81%) answered *setuju*, 29 students (46.77%) answered *kurang setuju*, 17 students (27.42%) answered *tidak setuju*.

**Table 4.9**  
**Respondens' Answer About *Saya Mulai Panik Ketika Saya Harus Berbicara Bahasa Inggris Di Kelas Tanpa Persiapan***

No.	Answer	Quantity	%
1	<i>Setuju</i>	16	25.81
2	<i>Kurang setuju</i>	28	45.16
3	<i>Tidak setuju</i>	18	29.03
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.9 it is found that 16 students (25.81%) answered *setuju*, 28 students (45.16%) answered *kurang setuju*, 18 students (29.03%) answered *tidak setuju*.

**Table 4.10**  
**Respondens' Answer About *Saya Khawatir Tentang Akibat Jika Saya Gagal Saat Pelajaran Bahasa Inggris Di Kelas***

No.	Answer	Quantity	%
1	<i>Setuju</i>	17	27.42
2	<i>Kurang setuju</i>	20	32.26
3	<i>Tidak setuju</i>	25	40.32
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.10 it is found that 17 students (27.42%) answered *setuju*, 20 students (32.26%) answered *kurang setuju*, 25 students (40.32%) answered *tidak setuju*.

**Table 4.11**  
**Respondens' Answer About *Saya Tidak Mengerti Mengapa Beberapa Teman Menjadi Begitu Bingung Saat Pelajaran Bahasa Inggris***

No.	Answer	Quantity	%
1	<i>Setuju</i>	22	35.48
2	<i>Kurang setuju</i>	20	32.26
3	<i>Tidak setuju</i>	20	32.26
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.11 it is found that 22 students (35.48%) answered *setuju*, 20 students (32.26%) answered *kurang setuju*, 20 students (32.26%) answered *tidak setuju*.

**Table 4.12**  
**Respondens' Answer About Saat Pelajaran Bahasa Inggris. Saya Sangat Gugup Hingga Saya Lupa Apa Yang Saya Tahu**

No.	Answer	Quantity	%
1	<i>Setuju</i>	19	30.65
2	<i>Kurang setuju</i>	22	35.48
3	<i>Tidak setuju</i>	21	33.87
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.12 it is found that 19 students (30.65%) answered *setuju*, 22 students (35.48%) answered *kurang setuju*, 21 students (33.87%) answered *tidak setuju*.

**Table 4.13**  
**Respondens' Answer About Saya Malu Untuk Mengajukan Diri Menjawab Di Kelas Bahasa Inggris**

No.	Answer	Quantity	%
1	<i>Setuju</i>	21	33.87
2	<i>Kurang setuju</i>	21	33.87
3	<i>Tidak setuju</i>	20	32.26
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.13 it is found that 21 students (33.87%) answered *setuju*, 21 students (33.87%) answered *kurang setuju*, 20 students (32.26%) answered *tidak setuju*.

**Table 4.14**  
**Respondens' Answer About *Saya Tidak Akan Gugup Ketika Berbicara Bahasa Inggris Dengan Penutur Asli Bahasa Inggris***

No.	Answer	Quantity	%
1	<i>Setuju</i>	24	38.71
2	<i>Kurang setuju</i>	22	35.48
3	<i>Tidak setuju</i>	16	25.81
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.14 it is found that 24 students (38.71%) answered *setuju*, 22 students (35.48%) answered *kurang setuju*, 16 students (25.81%) answered *tidak setuju*.

**Table 4.15**  
**Respondens' Answer About *Saya Mengalami Depresi Ketika Saya Tidak Mengerti Apa Yang Guru Koreksi Tentang Bahasa Inggris Saya***

No.	Answer	Quantity	%
1	<i>Setuju</i>	20	32.26
2	<i>Kurang setuju</i>	20	32.26
3	<i>Tidak setuju</i>	22	35.48
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.15 it is found that 20 students (32.26%) answered *setuju*, 20 students (32.26%) answered *kurang setuju*, 22 students (35.48%) answered *tidak setuju*.

**Table 4.16**  
**Respondens' Answer About *Walaupun Saya Siap Untuk Pelajaran Bahasa Inggris. Saya Tetap Merasa Cemas***

No.	Answer	Quantity	%
1	<i>Setuju</i>	26	41.94
2	<i>Kurang setuju</i>	16	25.81
3	<i>Tidak setuju</i>	20	32.26
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.16 it is found that 26 students (41.94%) answered *setuju*, 16 students (25.81%) answered *kurang setuju*, 20 students (32.26%) answered *tidak setuju*.

**Table 4.17**  
**Respondens' Answer About *Saya Sering Merasa Tidak Ingin Mengikuti Pelajaran Bahasa Inggris***

No.	Answer	Quantity	%
1	<i>Setuju</i>	23	37.10
2	<i>Kurang setuju</i>	25	40.32
3	<i>Tidak setuju</i>	14	22.58
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.17 it is found that 23 students (37.1%) answered *setuju*, 25 students (40.32%) answered *kurang setuju*, 14 students (22.58%) answered *tidak setuju*.

**Table 4.18**  
**Respondens' Answer About *Saya Percaya Diri Ketika Berbicara Bahasa Inggris Di Kelas***

No.	Answer	Quantity	%
1	<i>Setuju</i>	27	43.55
2	<i>Kurang setuju</i>	17	27.42
3	<i>Tidak setuju</i>	18	29.03
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.18 it is found that 27 students (43.55%) answered *setuju*, 17 students (27.42%) answered *kurang setuju*, 18 students (29.03%) answered *tidak setuju*.

**Table 4.19**  
**Respondens' Answer About *Saya Takut Guru Bahasa Inggris Akan Mengoreksi Setiap Kesalahan Yang Saya Buat***

No.	Answer	Quantity	%
1	<i>Setuju</i>	24	38.71
2	<i>Kurang setuju</i>	19	30.65
3	<i>Tidak setuju</i>	19	30.65
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.19 it is found that 24 students (38.71%) answered *setuju*, 19 students (30.65%) answered *kurang setuju*, 19 students (30.65%) answered *tidak setuju*.



**Table 4.20**  
**Respondens' Answer About *Saya Merasa Jantung Saya Berdebar Ketika Diminta Untuk Berbicara Bahasa Inggris Di Kelas***

No.	Answer	Quantity	%
1	<i>Setuju</i>	16	25.81
2	<i>Kurang setuju</i>	21	33.87
3	<i>Tidak setuju</i>	25	40.32
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.20 it is found that 16 students (25.81%) answered *setuju*, 21 students (33.87%) answered *kurang setuju*, 25 students (40.32%) answered *tidak setuju*.

**Table 4.21**  
**Respondens' Answer About *Semakin Saya Mempersiapkan Diri Untuk Tes Bahasa Inggris. Semakin Saya Bingung***

No.	Answer	Quantity	%
1	<i>Setuju</i>	26	41.94
2	<i>Kurang setuju</i>	17	27.42
3	<i>Tidak setuju</i>	19	30.65
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.21 it is found that 26 students (41.94%) answered *setuju*, 17 students (27.42%) answered *kurang setuju*, 19 students (30.65%) answered *tidak setuju*.

**Table 4.22**  
**Respondens' Answer About *Saya Tidak Merasa Tertekan Untuk***  
***Mempersiapkan Dengan Baik Pelajaran Bahasa Inggris***

No.	Answer	Quantity	%
1	<i>Setuju</i>	27	43.55
2	<i>Kurang setuju</i>	17	27.42
3	<i>Tidak setuju</i>	18	29.03
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.22 it is found that 27 students (43.55%) answered *setuju*, 17 students (27.42%) answered *kurang setuju*, 18 students (29.03%) answered *tidak setuju*.

**Table 4.23**  
**Respondens' Answer About *Saya Selalu Merasa Bahwa Teman Sekelas Saya***  
***Berbahasa Inggris Lebih Baik Daripada Saya***

No.	Answer	Quantity	%
1	<i>Setuju</i>	24	38.71
2	<i>Kurang setuju</i>	13	20.97
3	<i>Tidak setuju</i>	25	40.32
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.23 it is found that 24 students (38.71%) answered *setuju*, 13 students (20.97%) answered *kurang setuju*, 25 students (40.32%) answered *tidak setuju*.

**Table 4.24**  
**Respondens' Answer About *Saya Merasa Malu Ketika Berbicara Bahasa Inggris Di Depan Siswa Lain***

No.	Answer	Quantity	%
1	<i>Setuju</i>	21	33.87
2	<i>Kurang setuju</i>	15	24.19
3	<i>Tidak setuju</i>	26	41.94
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.24 it is found that 21 students (33.87%) answered *setuju*, 15 students (24.19%) answered *kurang setuju*, 26 students (41.94%) answered *tidak setuju*.

**Table 4.25**  
**Respondens' Answer About *Pelajaran Bahasa Inggris Berjalan Begitu Cepat Sehingga Saya Khawatir Tertinggal Pelajaran***

No.	Answer	Quantity	%
1	<i>Setuju</i>	21	33.87
2	<i>Kurang setuju</i>	20	32.26
3	<i>Tidak setuju</i>	21	33.87
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.25 it is found that 21 students (33.87%) answered *setuju*, 20 students (32.26%) answered *kurang setuju*, 21 students (33.87%) answered *tidak setuju*.

**Table 4.26**  
**Respondens' Answer About *Saya Merasa Tegang Dan Lebih Tertekan Saat Pelajaran Bahasa Inggris Daripada Pelajaran Lain***

No.	Answer	Quantity	%
1	<i>Setuju</i>	15	24.19
2	<i>Kurang setuju</i>	25	40.32
3	<i>Tidak setuju</i>	22	35.48
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.26 it is found that 15 students (24.19%) answered *setuju*, 25 students (40.32%) answered *kurang setuju*, 22 students (35.48%) answered *tidak setuju*.

**Table 4.27**  
**Respondens' Answer About *Saya Gugup Ketika Berbicara Bahasa Inggris Di Kelas***

No.	Answer	Quantity	%
1	<i>Setuju</i>	21	33.87
2	<i>Kurang setuju</i>	23	37.10
3	<i>Tidak setuju</i>	18	29.03
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.27 it is found that 21 students (33.87%) answered *setuju*, 23 students (37.1%) answered *kurang setuju*, 18 students (29.03%) answered *tidak setuju*.

**Table 4.28**  
**Respondens' Answer About *Sebelum Pelajaran Bahasa Inggris Dimulai***  
***Saya Merasa Percaya Diri Dan Santai***

No.	Answer	Quantity	%
1	<i>Setuju</i>	23	37.10
2	<i>Kurang setuju</i>	24	38.71
3	<i>Tidak setuju</i>	15	24.19
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.28 it is found that 23 students (37.1%) answered *setuju*, 24 students (38.71%) answered *kurang setuju*, 15 students (24.19%) answered *tidak setuju*.

**Table 4.29**  
**Respondens' Answer About *Saya Gugup Ketika Saya Tidak Mengerti Setiap***  
***Kata Yang Diucapkan Guru Bahasa Inggris***

No.	Answer	Quantity	%
1	<i>Setuju</i>	22	35.48
2	<i>Kurang setuju</i>	21	33.87
3	<i>Tidak setuju</i>	19	30.65
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.29 it is found that 22 students (35.48%) answered *setuju*, 21 students (33.87%) answered *kurang setuju*, 19 students (30.65%) answered *tidak setuju*.

**Table 4.30**  
**Respondens' Answer About *Saya Merasa Kewalahan Dengan Beberapa Aturan Yang Harus Dipelajari Untuk Berbicara Bahasa Inggris***

No.	Answer	Quantity	%
1	<i>Setuju</i>	25	40.32
2	<i>Kurang setuju</i>	26	41.94
3	<i>Tidak setuju</i>	11	17.74
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.30 it is found that 25 students (40.32%) answered *setuju*, 26 students (41.94%) answered *kurang setuju*, 11 students (17.74%) answered *tidak setuju*.

**Table 4.31**  
**Respondens' Answer About *Saya Takut Teman Sekelas Saya Akan Menertawakan Saya Ketika Saya Berbicara Bahasa Inggris***

No	Answer	Quantity	%
1	<i>Setuju</i>	14	22.58
2	<i>Kurang setuju</i>	23	37.10
3	<i>Tidak setuju</i>	25	40.32
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.31 it is found that 14 students (22.58%) answered *setuju*, 23 students (37.1%) answered *kurang setuju*, 25 students (40.32%) answered *tidak setuju*.

**Table 4.32**  
**Respondens' Answer About Saya Merasa Santai Ketika Penutur Asli Bahasa Inggris Bersama Dengan Saya**

No.	Answer	Quantity	%
1	<i>Setuju</i>	17	27.42
2	<i>Kurang setuju</i>	19	30.65
3	<i>Tidak setuju</i>	26	41.94
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.32 it is found that 17 students (27.42%) answered *setuju*, 19 students (30.65%) answered *kurang setuju*, 26 students (41.94%) answered *tidak setuju*.

**Table 4.33**  
**Respondens' Answer About Saya Gugup Ketika Guru Bahasa Inggris Mengajukan Pertanyaan-Pertanyaan Yang Belum Saya Persiapkan Sebelumnya**

No.	Answer	Quantity	%
1	<i>Setuju</i>	16	25.81
2	<i>Kurang setuju</i>	21	33.87
3	<i>Tidak setuju</i>	25	40.32
	<b>Total</b>	<b>62</b>	<b>100.00</b>

Source: Students' questionnaire (2017)

From Table 4.33 it is found that 16 students (25.81%) answered *setuju*, 21 students (33.87%) answered *kurang setuju*, 25 students (40.32%) answered *tidak setuju*.

## B. Data Analysis

From the research result, the types of anxiety are shown as follows:

**Table 4.33**

### Types of Anxiety

Types of Anxiety	Frequency	Percentage
Generalized Anxiety Disorder	28	45.16%
Social Phobia	21	33.87%
Panic Disorder	13	20.97%
<b>Total</b>	<b>62</b>	<b>100.00%</b>

From the table above, we can see that the most dominant types of anxiety is Generalized Anxiety Disorder, namely 28 students (45.16%). The second is Social Phobia, namely 21 students (33.87%). The third is Panic Disorder, namely 13 students (20.97%).

Based on the data, 28 students of 62 students or 45.16% have generalized anxiety disorder when the English teacher asks the questions that they do not prepare yet. It occurs because the students do not have good preparation before learning English in the class.

The students who have social phobia are 21 students or 33.87%. It occurs because the students seldom interact with other people and they have lack of self confidence. The students who have panic disorder are 13 students or 20.97%. It



occurs because the students always worry in their life and they are seldom happy in their family. However, this factor can effect them in their life.

Most of the students feel anxious about learning speaking in English; like wondering about what other might think of them when they perform their English, the familiarity of the topic used in English learning, how low their achievement could be, etc. Whatever the cause, whatever the level of anxiety, we can be sure of one thing: anxiety will affect students' performance. This is why learning other language could be hard for them. One is regarded succeed in learning a language if he could perform that language well enough to be understood by other people. It means that skills like speaking and listening become more important than the other skills.

In language teaching, anxiety becomes an interesting variable that can influence language learning achievement. The effect can be either negative or positive. Language anxiety has been a topic of much interest and research in recent years. Of the language skills, speaking becomes the major effect of language learners' anxiety. Oral communication is two way processes between a listener and speaker. Speaking basically involves both productive and receptive skills. As a productive skill, a speaker produces and uses the language by expressing ideas and at the same time he or she tries to get the ideas or the message across, that is, the process of giving message or encoding process.

However, Language anxiety, a complex psychological construct, is regarded as an affective variable in the language learning. It means that language anxiety has also become one of the factor involved in the success of language learning, either it is in positive or negative way.

The types of the students' speaking anxiety at the second student of vocational high school are generalized anxiety disorder and social phobia. For example, the students feel nervous when they speak in front of the class. Some of them feel that they heart pound when they stand in front of the class.

There are three factors that cause of the students' speaking anxiety at the second student of vocational high school, namely psychological, educational, and socio-cultural factors, which are interrelated.

Psychological factors consist of Generalized Anxiety Disorder, Panic Disorder, Post Traumatic Stress Disorder (PTSD) and Obsessive Compulsive Disorder (OCD). Education factors consist of Agoraphobia and Specific Phobias, Socio-cultural factors consist of Social Phobia.

### **C. Research Finding**

From the analysis above we can see that types of anxiety consist of seven types namely Generalized Anxiety Disorder, Agoraphobia, Social Phobia, Panic Disorder, Specific Phobias, Post Traumatic Stress Disorder (PTSD) and Obsessive Compulsive Disorder (OCD).

The most dominant anxiety is Generalized Anxiety Disorder where 28 students (45.16%) suffered this. The elements of this type of speaking are 5, 6, 11,

12, 14,15, 16, 17, 21, 22, 24, 25, 26, 28, 30, 32. The second is social phobia where 21 students (33.87%) suffered this. The elements of this type of speaking are 1, 2, 4, 7, 8, 10, 13, 18, 19, 20, 23, 31. And the third is Panic Disorder where 13 students (20.97%) suffered this. The elements of this type of speaking are 3, 9, 27, 29 and 33.

Generalized anxiety disorder is a type of anxiety because the students do not have good preparation before learning English in the class. Social phobia is a type of anxiety because the students seldom interact with other people and they have lack of self confidence. Panic disorder is a type of anxiety because the students always worry in their life and they are seldom happy in their family. However, this factor can effect them in their life.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the research gave some conclusion as follows:

1. From the research the most dominant anxiety is Generalized Anxiety Disorder where 28 students (45.16%) suffered this. The second is Social Phobia where 21 students (33.87%) suffered this and the third is Panic Disorder where 13 students (20.97%) suffered this.
2. The cause of the students' speaking anxiety at the second student of vocational high school is a combination of psychological, educational, and socio-cultural factors, which are interrelated.

#### B. Suggestion

In relation to the conclusion above, the researcher gives some suggestion, as follows:

1. The English teachers should learn the psychological aspect so they will act wisely against the students.
2. English teachers should make students feel that English lesson is an interesting subject.

3. The readers of UMSU library should make this thesis as a reference to make a similar research.
4. As an input for the writer in order to increase knowledge about teaching students in English.

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## APPENDIX

### KUESIONER

#### AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY AT THE SECOND STUDENT OF VOCATIONAL HIGH SCHOOL

Semua keterangan yang diberikan dalam kuesioner ini semata-mata digunakan untuk kepentingan akademis yang berkaitan dengan penelitian dalam rangka penyusunan tugas akhir. Keterangan yang diberikan akan kami jaga kerahasiaannya, oleh karena itu mohon kesediaan Anda untuk memberikan keterangan sebenar-benarnya. Atas bantuannya kami ucapkan terima kasih.

Nama :

Kelas :

Jenis kelamin : Laki-laki/ perempuan \* (coret yang tidak perlu)

#### A. Petunjuk Pengisian

1. Tulis terlebih dahulu nama, kelas, dan jenis kelamin pada tempat yang telah disediakan.
2. Beri tanda centang (√) pada jawaban yang Anda anggap paling sesuai dengan keadaan Anda pada jawaban yang telah tersedia, yaitu:

TS = Tidak Setuju/ Tidak Pernah/ Tidak Benar

KS = Kurang Setuju/ Kadang-kadang/ Kurang Benar/ Ragu- ragu S =

Setuju/ Sering/ Benar

3. Jawablah dengan jujur, cermat, dan teliti karena jawaban tersebut tidak mempengaruhi hasil belajar Anda di sekolah.
4. Telitilah pekerjaan Anda sebelum dikumpulkan.

### **B. Pernyataan tentang Tingkat Kecemasan dalam Berbahasa Inggris**

<b>No.</b>	<b>Pernyataan</b>	<b>S</b>	<b>KS</b>	<b>TS</b>
1	Saya tidak pernah cukup yakin pada diri sendiri ketika berbicara Bahasa Inggris di kelas.			
2	Saya tidak khawatir jika membuat kesalahan di kelas Bahasa Inggris.			
3	Saya gemetar ketika tahu bahwa saya akan diminta untuk berbicara Bahasa Inggris di kelas.			
4	Saya takut ketika tidak mengerti apa yang dikatakan guru di kelas Bahasa Inggris.			
5	Saya tidak ragu sama sekali untuk menambah les Bahasa Inggris.			
6	Saat pelajaran Bahasa Inggris, saya memikirkan hal-hal yang tidak berhubungan dengan pelajaran.			
7	Saya berpikir bahwa Bahasa Inggris teman sekelas saya lebih baik dari saya.			
8	Saya biasanya nyaman selama tes Bahasa Inggris di kelas.			
9	Saya mulai panik ketika saya harus berbicara Bahasa Inggris di kelas tanpa persiapan.			
10	Saya khawatir tentang akibat jika saya gagal saat pelajaran Bahasa Inggris di kelas.			
11	Saya tidak mengerti mengapa beberapa teman menjadi			

	begitu bingung saat pelajaran Bahasa Inggris.			
12	Saat pelajaran Bahasa Inggris, saya sangat gugup hingga saya lupa apa yang saya tahu.			
13	Saya malu untuk mengajukan diri menjawab di kelas Bahasa Inggris.			
14	Saya tidak akan gugup ketika berbicara Bahasa Inggris dengan penutur asli Bahasa Inggris.			
15	Saya mengalami depresi ketika saya tidak mengerti apa yang guru koreksi tentang Bahasa Inggris saya.			
16	Walaupun saya siap untuk pelajaran Bahasa Inggris, saya tetap merasa cemas.			
17	Saya sering merasa tidak ingin mengikuti pelajaran Bahasa Inggris.			
18	Saya percaya diri ketika berbicara Bahasa Inggris di kelas.			
19	Saya takut guru Bahasa Inggris akan mengoreksi setiap kesalahan yang saya buat.			
20	Saya merasa jantung saya berdebar ketika diminta untuk berbicara Bahasa Inggris di kelas.			
21	Semakin saya mempersiapkan diri untuk tes Bahasa Inggris, semakin saya bingung.			
22	Saya tidak merasa tertekan untuk mempersiapkan dengan baik pelajaran Bahasa Inggris.			
23	Saya selalu merasa bahwa teman sekelas saya berbahasa Inggris lebih baik daripada saya.			
24	Saya merasa malu ketika berbicara Bahasa Inggris di depan siswa lain.			
25	Pelajaran Bahasa Inggris berjalan begitu cepat sehingga saya khawatir tertinggal pelajaran.			

26	Saya merasa tegang dan lebih tertekan saat pelajaran Bahasa Inggris daripada pelajaran lain.			
27	Saya gugup ketika berbicara Bahasa Inggris di kelas.			
28	Sebelum pelajaran Bahasa Inggris dimulai, saya merasa percaya diri dan santai.			
29	Saya gugup ketika saya tidak mengerti setiap kata yang diucapkan guru Bahasa Inggris.			
30	Saya merasa kewalahan dengan beberapa aturan yang harus dipelajari untuk berbicara Bahasa Inggris.			
31	Saya takut teman sekelas saya akan menertawakan saya ketika saya berbicara Bahasa Inggris.			
32	Saya merasa santai ketika penutur asli Bahasa Inggris bersama dengan saya.			
33	Saya gugup ketika guru Bahasa Inggris mengajukan pertanyaan-pertanyaan yang belum saya persiapkan sebelumnya.			