EFL STUDENTS’ SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASSES

ABSTRACT

Foreign language anxiety refers to “a distinct complex of self-perceptions, beliefs, feelings, and behaviors” which is connected to learners’ language learning system (Horwitz, 2001, p.128). This study aimed to explore factors responsible for creating learners’ English speaking anxiety in Academic Speaking classes at the English Language Education Study Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana (FLA-UKSW). The participants of the study were 52 students in two Academic Speaking classes, academic year 2016/2017. Quantitative questionnaire and semi-structured interview were applied to obtain the data collection. The questionnaire was 15 items adapted from Chowdhury’s (2014) study. In the interview data, 10 participants were asked some questions in order to provide further clarification of the questionnaire they have filled previously. The data analysis appeared to prove that fear of performance in the test situation, fear of being inferior, and lack of competence in a foreign language were moderately responsible for creating anxiety. Finally, the paper ends with practical recommendations for EFL teachers and researchers.

Keywords: speaking anxiety, foreign language anxiety factors, language learning

INTRODUCTION

English speaking seems to be the most crucial skill in language learning because people who know a language are usually referred to as speakers of that language. As an international language, English plays a vital role in our life. Nunan (1995) stated that developing speaking skill is the most beneficial aspect of learning a second or a foreign language. He also stated that success is measured based on the ability to perform a conversation. Furthermore, speaking is one of the fundamental skills of language learning. Furthermore, Baker and Westrup
(2003) also found that learners who speak English very fluently can have a higher chance for better education, finding good jobs, and getting promotions. It is demanding to create learners who have an excellent speaking performance.

Despite the importance of mastering English speaking skill, there are many provoking factors possibly that affect students’ speaking performance. One of them is language anxiety (Horwitz, Horwitz & Cope, 1986). Mostly, students experienced language anxiety especially in foreign language classrooms in many countries. Those countries are Bangladesh, Malaysia, Thailand, Iranian, and Japan (Chowdhury, 2014; Chin, Ling and Yih, 2016; Shabani, 2012; Boonyaprakob, Puntai, Ponata, 2015).

Speaking anxiety is also experienced by students at English Language Education Study Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana (FLA-UKSW). A common perception exists that anxiety stands as the main block in succeeding foreign language, especially when it comes to speaking in the foreign language (Minghe & Yuan, 2013). Thus, it is crucial to find ways to overcome students’ speaking anxiety to help them to develop their speaking skill. Therefore, in this study, I aim to find out factors that cause students speaking anxiety specifically in academic speaking classes. More specifically, it is interesting to answer the following question: “What are the factors responsible for creating learners’ English speaking anxiety in Academic Speaking classes at FLA UKSW?”

By investigating factors of students’ speaking anxiety, this paper provides some practical suggestions for language teachers like providing a friendly
atmosphere, being facilitators for the students, and utilizing some varieties of warming up activities to relieve students’ speaking anxiety (Chowdhury, 2012). These also can help students to learn from their errors such as making mistakes in their spelling, grammar, vocabulary to improve their speaking skill.

LITERATURE REVIEW

This part provides the review of literature related to the research objectives. It includes a brief overview of the concepts of language anxiety, types of anxiety, disadvantages of language anxiety, and a review of the related studies.

Definitions of Language Anxiety

Language anxiety has been identified as a typical emotional reaction in foreign language classrooms. Hedge (2011) defined foreign language anxiety as the feeling of tension and apprehension associated explicitly with second or foreign language contexts, including speaking, listening, and learning, or the worry and adverse emotional reaction arousal when learning or using a second or foreign language. More specifically, Williams and Andrade (2008) expanded the definition saying that foreign language anxiety as a complex construct that deals with students’ psychology regarding their feelings, self-esteem, and self-confidence. Similarly, Zhang (2001) defined anxiety as the psychological tension that the learner goes through in performing a learning task.
In this research, foreign language anxiety refers to students feelings of unconfident and fears in speaking in public. As such, language anxiety plays a significant role in foreign language learning as they would appear to affect students; success or failure in their learning.

Types of Language Anxiety

Horwitz and Cope (1986) identified three types of foreign language anxiety: “communication apprehension, test anxiety, and fear of negative evaluation” p.14). Communication apprehension is a type of shyness characterized by fear or anxiety of talking to other people. Then, test anxiety is a type of performance anxiety that students are fear of failure. The last, fear of negative evaluation defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.

Disadvantages of anxiety

Researchers have also found that foreign language anxiety has a wide range of potential adverse effects on foreign language learning. Due to language anxiety, Riasati, (2011) stated that sometimes students show their unwillingness to communicate with others in the target language. Thus, students with speaking anxiety face difficulties in acquiring the language whereas they have learned
English for a long time. According to Na (2007), language anxiety is considered to be an effective hindrance toward second language acquisition.

Horwitz, Horwitz, and Cope (1986) also identified that anxiety is conceptualized as a specific anxiety response toward language learning situation. Andrade and Williams (2009) also added that, when language anxiety affects students, they may suffer from ‘rapid heartbeat, muscle tension, dry mouth, and excessive perspiration. It also affects some psychological symptoms like embarrassment, feelings of helplessness, fear, and going blank. Horwitz (1986) also pointed out that students tend to remain ‘silent’ in class when they become anxious.

Factors That Affect Students’ Language Anxiety in EFL Classrooms

Researchers began to investigate factors and effects of speaking anxiety on EFL learners (e.g., MacIntyre & Gardner, 1991; Yahya, 2013; Öztürk & Gürbüz, 2014; Mukminin et al., 2015). MacIntyre (1999) identified that “learners become anxious when they encounter problem understanding the grammar” (as cited in Kayaoğlu & Sağlamel, 2013, p. 149). Then, Kayaoğlu and Sağlamel (2013) also stated that pronunciation is also a factor that leads to learners’ speaking anxiety. Learners who cannot articulate a word appropriately or do not have knowledge of a particular word; they feel uncomfortable and become anxious.

Furthermore, Sağlamel (2013) added that lack of vocabulary is also possible to create anxiety as well. When the learners are not able to use appropriate words or forget some particular words, it makes them anxious (p.
Some learners also feel anxious when making mistakes. “They think that it makes them look inferior or funny when they make errors, thereby anxious” (Kayaoğlu & Sağlamel, 2013, p.152). Then, another common feature that can lead to anxiety is fear of speaking test performance. Young (1991) also added that foreign language learners become anxious when they face something uncommon in the test that they have not experienced formerly. Additionally, “some foreign language learners feel highly anxious when they forgot the script of their presentation that they have memorized before” (Tanveer, 2007, as cited in Hashemi & Abbasi, 2013, p.641).

Moreover, Kayaoğlu and Sağlamel (2013) added that a competitive classroom environment sometimes has a significant role in leading into anxiety. Price (1991) also stated that anxious students usually think that their peers are more proficient in the target language than them (as cited in Zhang & Zhong, 2012) According to Tseng (2012), “interaction with someone who has higher language competence may cause anxious” (p.80). Wörde (2003) mentioned that some anxious learners believe that they will be targeted if they speak in the classroom in speaking activity.

Besides, language learners face some problematical issues to develop their communicative competence since there is not enough exposure to practice the language in their own country (Sağlamel, 2013). Liao (1999) also identified that parents’ high expectation of their children’ language proficiency could create anxiety. Then, Tseng (2012) added that some learners become anxious when talking to opposite gender. Wörde (2003) pointed out that learners lose their self -
confidence and become anxious when the teacher interrupts them. Additionally, learners background knowledge about the target language and the way they practiced before also can lead to anxiety (Chowdhury, 2014).

Previous Studies Related to Language Anxiety

There are plenty of studies that have been conducted internationally to investigate language anxiety experienced by foreign language students. In Vietnam, for example, a study has been carried out by Trang, Moni, and Baldauf (2012). The researchers tried to explore anxious tertiary students’ experiences in learning English as a foreign language (EFL). The study focused on whether students’ anxiety affected determination to study English. The findings indicated that awareness of the importance of English and volition were two important factors that influenced anxious students’ determination to study English.

In Iran, a related study was undertaken by Shabani (2012). He sought to examine levels and sources of anxiety and its relationship with fear of negative evaluation. The computation of means and standard deviations of statements in questionnaires revealed that the prime sources of language anxiety and fear of negative evaluation are fear of failing class and fear of leaving an unfavorable impression on others, respectively.

In Thailand, level of students’ anxiety and factors of foreign language anxiety in the English as a foreign language were also of concern for many researchers. One of the most relevant studies was that of Boonyaprakob, Puntai,
Ponata (2015) who surveyed over 40 students enrolling in the first semester of 2014 academic year at the K.M. school (pseudonym). The result demonstrated that overall the majority of the participants experienced moderate or high level of EFL classroom anxiety and regarding the components of foreign language anxiety, fear of negative evaluation was the situation that made students the most anxious.

In Turkey EFL context, Demirkan (2015) carried out a comprehensive study to investigate the speaking anxiety in EFL, as well as the gender and language proficiency level–anxiety relationship in English Preparatory School, European University of Lefke. The findings indicated that the students had a low level of speaking anxiety, although students with a higher level of language proficiency had a higher level of anxiety compared with that for students with a lower level of language proficiency. Difficulty in pronunciation and being asked immediate questions by the teacher are factors that are leading speaking anxiety. Besides, do not understand the question asked by the teacher is also another provoking factor. Those factors are not found in the current literature also emerged from the present study. Implications for teacher education are also discussed.

To sum up, the following may be said about the past studies discussed in this part. All the above – mentioned studies reconfirmed the importance of investigating the factors of students anxiety in a foreign language classroom. Some studies have been carried out to examine foreign language anxiety. These studies help the researcher to identify students’ anxiety by using questionnaire and
interview. Last, the issues of the factors that lead students to language anxiety in FLA – UKSW especially in Academic Speaking classes have not been discussed sufficiently. Thus, this study would help understand this critical issue about students in an Academic Speaking Class in FLA – UKSW, particularly in the Indonesian higher education context.

THE STUDY

Context of the Study

The study was conducted in Academic Speaking classes at FLA-UKSW in Salatiga, Central Java, Indonesia. The deliberation to conduct the research in this class was due to the accessibility to meet them regularly and the flexibility to conduct the study. Besides, another consideration was because they have been studying at FLA-UKSW for two years.

Research Participants

The study involved 52 participants aged from 18-19 years old in Academic Speaking classes at FLA – UKSW. Those 52 students were chosen as the participants as the consideration that they have taken some speaking courses for several years. Therefore, they were expected to be able to articulate their opinions regarding to the factors that lead them into anxiety and share their experiences related to the research question.
Data Collection Instruments

In this study, a close-ended questionnaire and semi-structured interview were applied to gather the data. Each item of the questionnaire was designed based on the literature review of this paper (Chowdhury, 2012). The questionnaire basically asked the participants to choose the factors responsible for foreign language speaking anxiety by putting a tick mark on each item. Each item has 4 points scale where 1 means Entirely Disagree; 2 means Disagree; 3 means Agree; 4 means Entirely Agree. To interpret the questionnaire results, the following formula was applied: not responsible for creating anxiety: 1.00-1.75, less responsible for creating anxiety: 1.7-2.50, moderately responsible for creating anxiety: 2.51-3.25, strongly responsible for creating anxiety: 3.26-4.00.

Figure 1 Questionnaire for Collecting Data

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<th>NO.</th>
<th>Statements</th>
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<tbody>
<tr>
<td>1.</td>
<td>I feel anxious to speak in English because my pronunciation is not good</td>
<td>Chowdhury (2014)</td>
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<tr>
<td>2.</td>
<td>I feel anxious to speak in English because my knowledge of English vocabulary is inadequate</td>
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</tr>
<tr>
<td>3.</td>
<td>I feel anxious to speak in English because my knowledge of English grammar is inadequate</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I believe making mistake or error while speaking will make me look funny or inferior to others.</td>
<td></td>
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<td>5.</td>
<td>I have a fear of failing in my speaking test.</td>
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Table 2 Interview Questions

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<th>No.</th>
<th>Interview Questions</th>
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<tr>
<td>2.</td>
<td>What makes you anxious when you speak in English?</td>
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<tr>
<td>3.</td>
<td>What difficulties that you encounter when you speak in English?</td>
<td>Here (2012)</td>
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</table>
Another instrument used in this study was a semi-structured interview. The semi-structured interview was utilized to delve into more in-depth responses and obtained detailed data from the participants regarding the factors that lead them to anxiety. In line with this purpose, semi-structured interviews are known to have such characteristic. One of the traits allowed the researcher to ask follow-up questions and further probe the responses of the participants. (Kvale, 2007).

Data Collection Procedures

First of all, the permission had been granted on 22nd January 2018 from the lectures Mr. Josep and Mr. Toar to do the research in their classes. Then, two Academic Speaking classes from Mr. Josep and Mr. Toar’s classes were chosen as the participants of the research. Later, the data was collected on 31st January 2018 and 1st February 2018. The participants were informed about the aim of the survey, how to fill the questionnaire.

To help the participants answer the questions honestly, they were told that they did not have to provide their names. After collecting data from the questionnaire, the interview session was conducted. Quota sampling was applied by choosing the participants based on the criteria from the ones who participated in the questionnaires. Quota sampling is a process of collecting data which the samples are aimed based on the criterion determined by the researcher (Ary, Cheser, and Sorensen, 2010). The audio recording was employed during the interview session. The interview was conducted in the participants’ first language.
(Bahasa Indonesia) to help the interviewees feel more comfortable and express their thought genuinely.

**Data Analysis Procedure**

The data in this study were two types which are quantitative data and qualitative data. Mixed method approach is a procedure for collecting, analyzing, and integrating both qualitative and quantitative approaches in a study to understand a research problem (Creswell, 2006). Through this method, the present study aimed to obtain numerical data that can be generalized to broader contexts as well as interpretative data for the in-depth understanding of the phenomenon (Demirkan, 2015).

The mean scores of each item were utilized to analyze the questionnaire data. The mean score refers to “the sum of all scores of the participants in a group divided by the number of participants, \( X = \frac{\sum X}{n} \)” (Koul, 2009, p.215). Meanwhile, the mean score is the average score for each theme. It helps a researcher to analyze the whole group of participants’ responses for each item (Koul, 2009). On the other hand, the interview data was initiated by transcribing the audio recorded data. The transcribed interview data was interpreted by highlighting particular ideas that suited with factors creating students’ speaking anxiety. In fact, the underlined ideas resembled with the items in the questionnaire. Therefore, the data was distinguished into some themes to identify the factors that lead students to speaking anxiety.
This section provides the results on the factors responsible for creating learners’ English speaking anxiety in Academic Speaking classes at FLA - UKSW. More specifically, it shows the themes analyzed from questionnaire and interview data. To attain reliable discussion, the research results are presented the questionnaire data including the excerpts of students’ responses in the interview. All the excerpts were translated into English intended for the purpose of the study.

Factors Responsible for Creating Learners’ English Speaking Anxiety

This study shows the questionnaire results and 6 cited responses from 23 responses of factors responsible for creating learners’ English speaking anxiety in Academic Speaking classes from the interview results. Specifically, it covers nine themes namely, fear of performance in the test situation, fear of being inferior, and lack of competence in a foreign language. Other themes include competitive attitude in language class, fear of interaction with proficient speaker, fear of being prominent, social factors, teachers persuaded language anxiety, and role of learners’ background knowledge. Table 3 depicts the categories.

Table 3 Questionnaire Results

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<td>1</td>
<td>13</td>
<td>28</td>
<td>10</td>
<td>151</td>
<td>2.76</td>
<td>Fear of performance in test situation</td>
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<tr>
<td>2</td>
<td>2</td>
<td>24</td>
<td>24</td>
<td>2</td>
<td>130</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>12</td>
<td>28</td>
<td>10</td>
<td>150</td>
<td>2.61</td>
<td>Fear of being inferior</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>19</td>
<td>25</td>
<td>5</td>
<td>136</td>
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</table>
Later, three primary speaking anxiety factors are discussed in this following section. This includes excerpts of the interview results as an attempt to support and provide trustworthy discussions. There are three primary factors involved in moderately responsible for creating anxiety. The first factor is fear of performance in the test situation which the score is 2.76 of 4. Then, another essential factor is fear of being inferior which the score is 2.61 of 4. Lastly, lack of competence in foreign language linguistic items is also a primary factor in leading into anxiety in which the score is 2.58 of 4.

Fear of Performance in the Test Situation

Fear of performance in the test situation is the most frequent factor responsible for creating anxiety. It occurs when the students have a fear of getting a bad mark, have not met the questions before and forget the presentation script. It seems to indicate that most of the students have experienced these cases. They
usually feel that they do not have enough preparation a day or two before the test. Thus, information becomes disorganized in the students’ brain due to the last minute cramming which leads to excessive concern during a test situation and in turn, inability to remember or think logically.

The questionnaire results reveal that in the item number one, 1 participant ticked “strongly disagree”, 13 participants ticked “disagree”, 28 participants ticked “agree” and 10 participants ticked “strongly agree” for the statement of “I have fear of failing in my speaking tests”. Then, in the item number two, 2 participant ticked “strongly disagree”, 24 participants ticked “disagree”, 24 participants ticked “agree” and 2 participants ticked “strongly agree” for the statement of “I face difficulties to speak on something in English during test that I have not practiced before”. On the item number three, 2 participant ticked “strongly disagree”, 12 participants ticked “disagree”, 28 participants ticked “agree” and 10 participants ticked “strongly agree” for the statement of “I try to memorize my presentation script and sometime I get stuck or forget word”.

Those three items are included in one theme which is “fear of performance in test situation”. Then, the mean score for this theme is 2.76 of 4. It proves that this item has the highest score of all the items in the questionnaire. Along the lines of the questionnaire, the detailed data obtained from the interview results also demonstrate that fear of performance in the test situation is an anxiety-provoking factor in foreign language learning process. This category includes statements, such as
“It makes me anxious in the test when I had to go forward in front of the class. I am afraid if I misdescribe the materials, then I get a bad mark. I will be terribly embarrassed.”
(S10/Interview/translated by the researcher)

“It happened when I did my presentation. I forgot what I was going to say and what I was going to present at that time. Actually, the material had shown in the PPT slides, but I forgot what I was going to explain in front of the class. I got blank and I did not know what I was going to tell. As a result, I remain silent; then I opened my notes again. In that case, I could explain it again.”
(S2/Interview/translated by the researcher).

These findings are line with the views that students become anxious when they measure the risk of failing in test (Kayaoğlu & Sağlamel, 2013). In that case, most of their tests are presentations. “Mostly, when they get stuck or face problem in remembering the scripts presentations, they become highly anxious” (as cited in Hashemi & Abbasi, 2013, p.641). According to Black (2005), test anxious students think that scoring good results is more important than real understanding and their real learning and performance are consumed with feelings of anxiousness.

Depending on the synthesis of the research results, some practical strategies for reducing test anxiety could be made. Significantly, the approaches applied to lower test anxiety should take on diverse forms depending on whether anxious learners are low or high achievers. Berinbaum (2001) suggested that highly anxious, high achieving students would be more efficient on learning test taking skills such as training on how to deal with distinctive varieties of test formats whereas highly anxious, low achieving students need to be trained on learning strategies.
Moreover, other strategies are suggested for students, teachers and testing policy makers. Preparation, organization, and practice are key points for students to tame and cope with test anxiety (Qashoa, 2013). What is more, the ways to alleviate test anxiety are directly related to their information levels on testing procedures, communication skills, and awareness of individual differences of their students (Aydin, 2008). It cannot be claimed that the suggested approaches will absolutely eliminate anxiety from student’s academic and evaluative situations.

**Fear of Being Inferior**

Fear of being inferior is a broader in the sense that it pertains not only to the teacher’s evaluation of the students but to the perceived reaction of other students as well (Shamas, 2006). Then, being inferior in Academic Speaking classes is another moderately responsible factor for creating their English speaking anxiety stated by the students as well. In that case, the students have a fear of being less competence since the students have not mastered English appropriately. They assume that their knowledge is lower than their peers.

Students’ self-esteem also plays an important role in producing speaking anxiety. “The more I think about self-esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety”. Individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem (Horwitz et al., 1986: 129).
In that case, the questionnaire also shows that 2 participants ticked “strongly disagree”, 24 participants ticked “disagree”, 24 participants ticked “agree”, and 2 participants ticked “strongly disagree”. The mean score for this item is 2.61 of 4. The value presented in the Table 3 points out that, learners also suffered from fear of being inferior. Furthermore, the interview results indicate that fear of being inferior has significant impact in learners’ performance:

“Yes, that is one of the possible factors that make me look less competence, I think. It is like when I speak English with incorrect grammar. So, it seems that I have not mastered English well. I also want to keep my positive image when speak in front of the class” (S1/Interview/translated by the researcher).

The students do not deny that fear of being inferior is another crucial factor in creating speaking anxiety in the class. It is also in harmony with a belief that lack of confidence in one’s linguistic competence makes one feel inferior and apprehensive to communicate with someone having full command of a language (Peirce, 1995). This finding accords with Hashemi and Abbasi’s (2013) argumentation that learners who believe that they will lose their “positive self-image or self-identity” if they say something wrong in the target language, feel great anxiety while speaking” (p.642). Therefore, the students are fear of looking less competence in the classroom. To overcome this anxiety, Shah (2015) suggested that, the students should stop comparing themselves with others. The teachers should provide a positive environment and become facilitators for the students (Chowdhury, 2012).
Lack of Competence in Foreign Language Linguistic Items

Another influential factor stated by the students was lack of competence in linguistic items. The questionnaire results reveal that for item number five, 1 participant ticked “strongly disagree”, 21 participants ticked “disagree”, 26 participants ticked “agree”, and 4 participants ticked “strongly disagree” for the statement of “my pronunciation is not good”. Then, for item number six, 1 participant ticked “strongly disagree”, 22 participants ticked “disagree”, 26 participants ticked “agree”, and 3 participants ticked “strongly disagree” for the statement of “my knowledge of English vocabulary is inadequate”. Later, for item number seven, 1 participant ticked “strongly disagree”, 24 participants ticked “disagree”, 25 participants ticked “agree”, and 2 participants ticked “strongly disagree” for the statement of “my knowledge of English grammar is inadequate”.

Those three statements are included in a theme which is “lack of competence in foreign language linguistic items”. The mean score for those three items is 2.58. The interview results also reveal that it makes them anxious when their knowledge of vocabulary was inadequate, they uttered sentences with incorrect grammar, and they were confused in pronouncing some words:

“In my opinion, pronunciation, grammar, and vocabulary were affecting my speaking anxiety in the class, but it was more on the vocabulary and grammar. Sometimes, when I talked using English, I wanted to pay attention to the grammar. However, it made chaos in my vocabulary. The vocabulary became disorganized, but I was confused when pronouncing some words sometimes whether it was correct or not.” (s2/interview/translated by the researcher).

“Furthermore, it makes me anxious when I had to face to face with my lecturer in the tests. Mostly, the tests were presentations. Therefore, I must pay attention to the grammar. But I think for the vocabulary, it could be tolerated. Since there was an assessment of the language used in the presentations. So, I was afraid.” (s7/interview/translated by the researcher)

These findings would seem to reinforce those linguistic items, such as pronunciation, vocabulary, and grammar, play a significant role in students’
speaking anxiety in the classroom. Moreover, Rivers and Nunan (1991) stated that the acquisition of an adequate vocabulary is beneficial for successful language learning process because without an extensive vocabulary, we will be unable to use the structures and functions. Then, grammatical competence normally has significant contribution to all language skills, and it gives more meaningful supports to speaking skill (Refnita, 2014).

Therefore, some suggestions could be made. Tassie (2011) stated that students are supposed to have some preparations and practices. By keep practicing, students can minimize their grammatical errors and incorrect spelling while speaking (Brown, 2001).

CONCLUSION AND RECOMMENDATION

This present study was undertaken to investigate the factors responsible for creating learners’ English speaking anxiety in Academic Speaking classes at FLA-UKSW. Significantly, fear of performance in the test, fear of being inferior and lack of competence in English linguistic items are the primary factors mentioned by the students. The overall results of the study may be a demonstration that students’ self-perception toward their English competence have a bad influence in making them anxious. Eventually, the interconnections among the essence of speaking anxiety factors and the findings of the present study appears some suggestions.
The learners can help themselves to alleviate their speaking anxiety by making relations with classmates, having a lot of preparations before doing the presentations, developing the knowledge of English linguistic items by watching movies and reading books in English, and also practicing English with their peers outside the classroom. As suggested by scholars, foreign language anxiety can be a predictor of success in learning the foreign language. Since it could either interfere with foreign language learning and either facilitate or debilitating (Horwitz et al., 1986, Kao & Craigie, 2010). Teachers are recommended to take learners’ anxiety as an essential account in English language teaching and learning process. Since the findings are based on students’ viewpoints, the correlation speaking anxiety with the sources of anxiety arousal and some practical suggestions to cope with this anxiety, further studies are suggested.
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REFERENCES:


APPENDIX A

Kepada Para Responden,


Berikan tanda ( √ ) pada kolom yang sesuai dengan jawaban anda.

Keterangan:
STS : Sangat Tidak Setuju    S : Setuju
TS : Tidak Setuju           SS : Sangat Setuju

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<th>No.</th>
<th>Pernyataan</th>
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<th>TS</th>
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<td>1</td>
<td>Pengucapan Bahasa Inggris saya tidak begitu bagus.</td>
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<td>2</td>
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<td>3</td>
<td>Pengetahuan tentang tata Bahasa Inggris saya tidak memadai/kurang.</td>
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<td>4</td>
<td>Saya merasa bahwa membuat kesalahan atau error ketika berbicara menggunakan Bahasa Inggris akan membuat saya terliah lucu atau terlihat kurang berkompentesi daripada yang lain.</td>
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<tr>
<td>5</td>
<td>Saya takut jika tes speaking saya jelek.</td>
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<td>6</td>
<td>Saya menemui kesulitan ketika mengucapkan</td>
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</table>
| 27 | Akhir kata, saya ucapkan terima kasih atas bantuan dan partisipasi Anda dalam penelitian ini. Jika anda bersedia untuk di wawancara tolong isikan nomor HP anda yang dapat saya hubungi.
| No. Hp : |   |

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7.</td>
<td>Saya mencoba untuk mengingat catatan presentasi dan kadang saya berhenti ditengah jalan atau lupa dengan kata yang akan saya ucapkan.</td>
</tr>
<tr>
<td>8.</td>
<td>Saya merasa teman – teman saya lebih lancar dalam berbicara Bahasa Inggris daripada saya.</td>
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<td>10.</td>
<td>Saya merasa berbicara di depan banyak orang akan membuat saya terlihat menonjol diantara yang lain.</td>
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<tr>
<td>11.</td>
<td>Saya tidak memiliki kesempatan yang cukup untuk berbicara Bahasa Inggris di luar kelas.</td>
</tr>
<tr>
<td>12.</td>
<td>Orang tua saya mengharapkan saya cakap dalam bahasa inggris, itu menjadi sebuah tekanan besar dalam diri saya.</td>
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<tr>
<td>13.</td>
<td>Saya merasa tidak nyaman untuk berbicara dalam Bahasa Inggris dengan seseorang yang berbeda gender.</td>
</tr>
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<td>15.</td>
<td>Saya tidak bisa berbicara dalam Bahasa Inggris dengan orang lain dalam Bahasa Inggris karena saya tidak memiliki kesempatan untuk praktek berbicara Bahasa Inggris di sekolah/kampus yang dulu.</td>
</tr>
</tbody>
</table>
APPENDIX B

Transcript

ST 3
H : “Selamat pagi dek.”
S : “Selamat pagi pak.”
H : “Saat ini saya sedang melakukan penelitian tentang *speaking anxiety’s factors in Academic Speaking Classes* dalam hal ini saya ingin menginterview anda tentang ini, apakah anda bersedia?”
S : “Iya saya bersedia.”
S : “Yang pertama itu mungkin karena apa ya.. saya itu dirumah juga kurang ini..apa namanya... mengaplikasikan Bahasa iggrisnya itu juga tidak sebanyak kalo di kampus dan kalo di kampus itu kan paling cuma waktu di kelas, dan kadang beberapa temen juga pake Bahasa inggris kalo misalnya ngomong dan itu ga setiap hari sih apalagi kalo dirumah kan ga terekspose banget sama Bahasa inggris, palingan juga nonton film nah gitu.. dan untuk mengaplikasikannya itu juga jarang.”
H : “Kalo untuk pronunciation, grammar, vocabulary itu apakah juga mempengaruhi?”
S : “Kalo untuk pronunciation, grammar, vocabulary itu mempengaruhi. Kalo mempengaruhi terutama di grammar sih sama vocabulary nya. Kalo kadang itu kan kalo pengalaman saya sendiri, ketika ngobrol pake Bahasa inggris itu sama temen misalnya, kita pengen pay attention tuh di grammar tapi kadang itu vocabnya jadi gimana .. jadi amburadul gitu jadi acakan gitu.. jadi ga tertata gitu. Tapi pronunciation juga kadang bingung ini bener pengucapannya apa engga.”
H : “Oh iya, kalo dalam tes. Apakah anda juga merasa khawatis, cemas saat berbicara menggunakan Bahasa inggris? takut kalo hasil tesnya jelek begitu?”
S : “Ya apalagi kalo misalnya kaya apa.. face to face dengan dosen pas tes gtu tapi kalo sekarang kan banyaknya kan presentasi itu kan juga harus diperhatikan grammarnya, kalo vocabulary mungkin masih bisa di toleransi sih kalo grammar kana da penilaian ini.. language use nya kan kalo misalnya presentasi kek gitu. Khawatir juga.”
H : “Oke, kalo saat anda presentasi apakah juga memakai catatan?”
S : “Pake”
H : “Oh iya kalo anda lup, apakah anda juga merasa cemas”
S : “Pernah kejadian waktu apa ya.. presentasi sempat lupa yang mau disampein yang dipresentasikan itu apa, kan memang di PPT udah ada tapi
yang mau dijelaskan itu apa tuh sempat lupa dan akhirnya tuh sempat ngeblank dan ngomongnya nggak tau mau ngomong apa gitu sempet diem sendiri trus akhirnyabuka catetan lagi baru bisa ditelusuri lagi kayak gitu.”

H : “Lalu untuk apakakh anda juga merasa cemas jika anda mberbicara menggunakan Bahasa inggris engan teman yang memiliki kemampuan Bahasa inggris lebih pandai dari anda?”

S : “Ada. Tapi cemas itu ga secemas kalo tes. Kadang kan kalok misalnya kita salah ngomong itu kadang temen malah memperbaiki jadi kayak bener langsung dikoreksi kayak itu.”

H : “Oh iya, oke terima kasih untuk bantuannya.”

S : “Sama sama.”
H: "Selamat pagi dek"
M: "Selamat pagi"
H: "Okay pada kesempatan ini saya ingin mewawancari anda tentang faktor yang mempengaruhi kecemasan siswa dalam menggunakan Bahasa Inggris di kelas Acaemic speaking. Apakah anda bersedia?"
M: "Bersedia"
H: "Okay, mari kita mulai saja. Menurut anda faktor apakah yang paling mempengaruhi kecemasan siswa dalam berbicara menggunakan Bahasa Inggris?"
M: "Faktor faktor yang mempengaruhi kecemasan saya tuh biasanya sih.. apasih.. lawan bicara saya berbicara gitu lo kak, misalnya kalo lawan bicaranya itu mialnya lebih bisa berbahasa inggris tuh saya jadi kayak minder sendiri gitu lo."
H: "Jadi anda lebih minder kalo berbicara dengan orang yang memiliki kecakapan dalam Bahasa inggris?"
M: "Iya he'e"
H: "Apakah anda merasa jika nanti saya terlihat kurang berkompeten atau gimana?"
M: "Hee. Slah satu faktornya sih kayak gitu, kayak misalya nanti kalo saya ngomong nanti grammar saya salah jadi kan keliatannya tuh kayak saya tuh belum.. belum bisa.. apasih.. memastery Bahasa inggris engan baik gitu lo"
H: "Kalo untuk karna pronunciation, vocabulary atau grammar apakah itu juga berpengaruh dalam anda berbicara?"
M: "Hee. Itu juga berpengaruh. Kalo pronunciation itu lumayan.. kalo itu masih mending cuman kalo vocab itu juga pengetahuannya kan vocab2 kan itu masih banyak yang belum saya bisa. Kemudian yang paling utama sih yang grammar itu sih takut salah grammar gitu."
H: "Apakah ketika anda melakukan kesalahan dalam berbicara menggunakan Bahasa Inggris, apakah itu juga membuat anda tidak percaya diri, tak nyaman dalam berbicara menggunakan Bahasa Inggris?"
M: "Hee. Iya itu bikin saya ga nyaman gitu sih"
H: "Kalo dalam tes, jika anda berbicara menggunakan Bahasa inggris dalam tes apakah anda menggunakan teks atau catetan untuk membuat anda lebih percaya diri ?"
M: "Kalo untuk lebih percaya diri biasanya saya pakenya catetan kalo pake teks itu karna terlalu banyak nanti saya panic sendiri nyari teksnya ga ktmu jadi saya lebih pake catetan sih."
H: "Oh iya . jika anda lupa dengan catetan anda, apakah anda merasa gugup, khawatir atau bagaimana?"
M: "Yang pasti sih aku ngerasanya panik. Panic mikir ini tuh harusnya aku ngomong apa. Tapi ya paling ga aku ga harus kayak yang di teks catetan itu. paling ga aku bisa nyari maksud lain sih dari apa yang pengen aku omongin ."
H : “Oh iya, kalo untuk orang tua, apakah ortu anda menuntut anda untuk lebih cakap dalam berbicara Bahasa inggris?”
M : “Ga sih, mereka ga menuntut cakap dalam bahsa inggris yang penting saya bisa berbahasa inggir sgitu aja sih.”
H : “Ya. Berarti itu tidak mempengaruhi ya?”
M : “Tidak.”
H : “Kalo untuk org yg berbeda gender. Apakah anda merasa cemas, khawatir atau panik dalam berbicara menggunakan Bahasa inggris jika anda berbicara dengan lawan jenis?”
M : “Kalo untuk lawan jenis yang udah kenal sih sebnernya ga terlalu panic berbahasa inggris cuman kalo untuk yang bener2 orang baru, ketemu orang baru itu emang bener anu sih.. kayak.. gimana ya acara ngomongnya gitu.”
H : “Oh iya, kalo untuk dosen juga mempengaruhi kecemasan Anda?”
M : “Kalo untuk dosen sih sebenernya ga terlalu ya, kalo dibandingin antara dosen dan ketemu orang baru itu malah lebih panic ngerasa lebih paniknya berkomunikasi dengan orang baru daripada dosen.”
H : “Kalo pada saat anda berbicara lalu memotong pembicaraan atau presentasi anda, apakah itu juga mengganggu konsentrasi anda, membuat anda panic?”
M : “Ya kalo itu udah pasti bikin terganggu karena udah siap siap mau ngomong ini trus di cut trus tiba tiba tuh kalo dia komen yang misalnya komen kata kata, grammar dan lain lain itu jadi panic jadi lupa mau ngomong apa tu. Jadi tuh sangat mempengaruhi”
H : “Jadi blank ya?”
M : “Iya jadi blank.”
H : “Kalo untuk kesempatan berbicara menggunakan Bahasa inggris di luar kampus, apakah ada?”
H : “Jadi kalo anda berbicara menggunakan Bahasa inggris di dalam kampus apakah anda selalu memikirkan grammarnya sebelum berbicara?”
M : “Kalo mikirin grammar itu juga ga terlalu tapi lebih memikirkan ini saya bisa menyelesaikan kalimat saya apa engga pake Bahasa inggris soale kadang2 ada beberapa kata yang saya pengen ngomong tapi ga tau maksudnya di Bahasa inggris”.
H : “Jadi yang paling berpengaruh adalah ketika anda berbicara dengan orang yang memiliki kecapakan Bahasa inggris lebih dari anda?”
M : “Iya, hee.”
H : “Okay, baiklah. Terima kasih untuk bantuannya.”