



**A STUDY ON SPEAKING ANXIETY IN ENGLISH AS A FOREIGN
LANGUAGE (EFL) CLASSROOM OF THE THIRD SEMESTER
STUDENTS AT ENGLISH DEPARTMENT OF UNIVERSITY OF ISLAM
MALANG**

SKRIPSI



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Language Education**

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ABSTRACT

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Spoken language is the act of conveying information or expressing thoughts and feelings in English. Of the four language skills, a great deal of study on discomfort by now dedicated to oral skills. This matter as well focused on the obviousness that oral skills are possible to further nuanced than different ability. Language anxiety is a very common issue that affects student speaking output. Language anxiety, a dynamic psychological construct, is known to be an effective component in language learning. Anxiety is a feeling of fear, tension, and apprehension about what's to come. The purpose of this study was to determine the level of students' speaking anxiety and to find out the dominant type of anxiety that occurred in the English classroom.

This research explained about analysis of the students' speaking anxiety towards English foreign language (EFL) classroom at the third Semester English Department of University of Islam Malang in the academic year 2020-2021. The participants in this research were 33 students to answer the questionnaire and five students who had the highest score who were interviewed in-depth. The research methodology is descriptive quantitative and qualitative study. Research instruments are the questionnaire of foreign language class anxiety scale (FLCAS) adopted from Elaine Kolker Horwitz, Michael Horwitz, & Joann Cope (1986) to determine the level of students' speaking anxiety and using interview adapted from Price (1991) to find out the factor of speaking anxiety.

The results of this study show that the main anxiety level experienced by students occurs in "middle anxiety" with 43% in range (87-107). And researcher found that talking in front of the class, low self-esteem, fear of making mistakes, become the center of attention, the performance of the lecturer, and learners' beliefs are the factors underlying speaking anxiety in the English class.

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, the research problem, the object of the study, the significances of the study, the scope and limitation of the study, and the definition of key terms. Those all will be described.

1.1 Background of The Study

Nowadays, English has an important role in this country, so make it important since English is used as a foreign language by most countries of the world and used for many important things such as correspondence, science research, technology, schooling, culture, etc. Essentially, there is competence and teaching in Indonesian education, which is listening, speaking, reading, and writing.

Of the four language skills, a great deal of study on discomfort by now dedicated to oral skills. This matter as well focused on the obviousness that oral skills are possible to further nuanced than different ability. Therefore, a variety of subject that may affect the output of learners speaking. Brown (1991) state that these factors, language anxiety is a very common issue that affects student speech output. Language anxiety, a complicated emotional framework also known to be a major component of the learning process. This implies how academic stress had also been amongst the reasons leading to the progress of studying English, be it positively or negatively.

Communication in English is one of the skills needed by students. Learning English leads a critical part in the scholarly, social-emotional growth among pupils. Especially in this country, English is typically acknowledged or learned for first different language for the practical use of regular communication. People use English to communicate, particularly with foreigners who speak different languages. As a result, English becomes necessary for students to interact with outsiders.

This research-based on the premise that third semester students still feel worried when they are in a foreign language classroom. This nervousness makes them lack trust or motivation to succeed in the presence of others, and thus the learner cannot interpret the teacher's explanation properly.

Students are nervous no matter how well they plan to learn the language; like worrying about what anyone would assume of them when they speak English, how fluently they use English, how bad their achievement would be, etc. Whatever the cause, the level of anxiety, we can be sure of one thing: anxiety will affect students' performance (Samimy, 2008). The idea that anxiety could interfere with language learning has long been of concern to academics, teacher's parlance, and pupil's parlance themselves.

Moreover, (Sutarsyah, 2017) in his journal *"An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance"* he has found that discomfort is the primary cause of fear and stress. He has found that discomfort is

a major cause of fear and stress. If students do not have the ability to cope, there will be tension in their performance.

In addition, many studies have been conducted by researchers related to speaking anxiety in EFL classrooms. The study conducted by William and Andrade (2008) shows that students who participated in his study reveal that anxiety was most associated with the efficiency and execution of the teaching practice. Another study was conducted by Maja Morinska (2016). His research concentrated on the topic of restlessness affecting the population of mature students and also lecturers who deal with mature students on a regular basis. This study recognized the level to which anxiety is really a matter for pupils and the imply that teachers might use it to assist the pupils to cope with this case.

Both kind of research above addressed the context in offline study or face to face. Furthermore, this research was carried out during the Covid-19 pandemic and it is possible to get different results. Therefore, the researcher was examine the level of student anxiety and the factors that influence anxiety in the learning process in the English Foreign Language classroom.

1.2 Research Problem

Based on the background of the study, the researcher found several problems are as follows:

1. How is the level of speaking anxiety towards the EFL classroom at the third semester English department of UNISMA?

2. What are the factors that influence students' anxiety in the EFL classroom at the third semester English department of UNISMA?

1.3 Object of the research:

This researcher has two aims, as follows:

1. To find out how is the level of speaking anxiety in the classroom at the third semester English department of UNISMA.
2. To find out what are the factors that influence students' anxiety in EFL classroom confidence at the third semester English department of UNISMA.

1.4 Scope and limitation of The Study

To get the research of this study, the researcher makes a limitation and focused on the cause of the problem from all identified problems above. In this study, the researcher restricts the analysis only to identify and justify the analysis what is the level of speaking anxiety, and what are the factors contributed to students' anxiety and inhibition in speaking skill in English Foreign Language classroom at the third semester English department of Islamic University of Malang in the Academic Year of 2020/2021.

1.5 Significance of The Study

Research is something that important to be done in science development, especially for English language learning. The significances of the study are divided into two, as follow:

1. Theoretically

The result of this study can give a description and additional knowledge about the level of student anxiety and the factors that influence anxiety in the learning process in the English Foreign Language classroom.

2. Practically

The result of this study is expected to give practical benefits as follows:

- a) For the student research hope that student more motivated to practice their speaking in English Foreign Language
- b) For lecturer research hoping the teacher can know and understand the student's anxiety in speaking and then the lecturer can improve their creativity in the teaching process so that the goal of the learning can be achieved.
- c) For further researchers, this study will be supported as a source of information on speaking anxiety in a different context.

1.6 Definition of Key Terms ★★★★★★

To avoid miss interpretation it is necessary to give some explanations on several terms that will be used in this study. The definitions are:

- a. Speaking is how speakers make each other have a say in a sequence of signs, provided by a tone of voice, gesture recognition, or body language.
- b. Anxiety is the reaction of the body and mind to unpleasant, threatening, or uncertain aspects. It's a sensation of unease, distress, nervousness, worry, or anticipation that you encounter before a major event.



- c. Speaking Anxiety is described as an extreme worry and fear that a person feels as he delivers or prepares to talk to an audience.
- d. EFL is the term used to describe the study of English by non-native speakers in countries where English is not the main language. It is not to be confused with English as a second language, often referred to as English as an auxiliary language.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter comes out with research conclusions, meanings, and some suggestions. These conclusions of this research are established based on the interpretation of the data presented in Chapter IV. The hint provides several tips for lecturers and learners. Any guidelines are made to convey data and also a proposal for the next study on a similar topic. These proposals are directed to someone concerned in making a study about students' anxiety in speaking English toward EFL.

A. Conclusion

This research shows that the main anxiety level experienced by students occurred in the English class is at the mildly anxious level. And from this anxiety there are four factors that influence it, low self-esteem and students' beliefs, speaking in front of the class, fear of making mistake and lecture's performance are the factors underlying speaking anxiety in the English class.

A high sense of anxiety contributed to certain effects, including the insecurity of one's skills, the hardship of communicating in society, the failure to participate in dialogue, and eventually being a consciously uncomfortable speaker. Lecturers should wisely avoid threats and activities in the teaching and learning process to make pupils feel comfortable. Carrying on interesting topics in group discussions is a good activity for establishing communication between pupils and

practicing foreign languages. In addition, it should be recommended to create a relaxed atmosphere in classroom activities to reduce pupils' oral anxiety. In many other terms, students may have useful knowledge about their learning of English. It is also necessary to use their information to develop a more comfortable atmosphere.

B. Suggestions

Since this research was conducted with a limited number of participants over a brief amount of time, the results offer certain valuable knowledge that may guide for all parties to increase the performance of speaking English.

1. For Students

Based on these findings, every student feels anxious at different levels. For students with high anxiety scale results, it is necessary to reduce stress, anxiety, or tension in order to relax in the class. For example, reduce overthinking so that they can speak fluently. Students have realized that they make mistakes because it's normal in an English class, so that is necessary to be trained again to facing it with courage or awareness of making mistakes. When speaking in English class, increasing vocabulary and mastery of materials will also increase self-confidence.

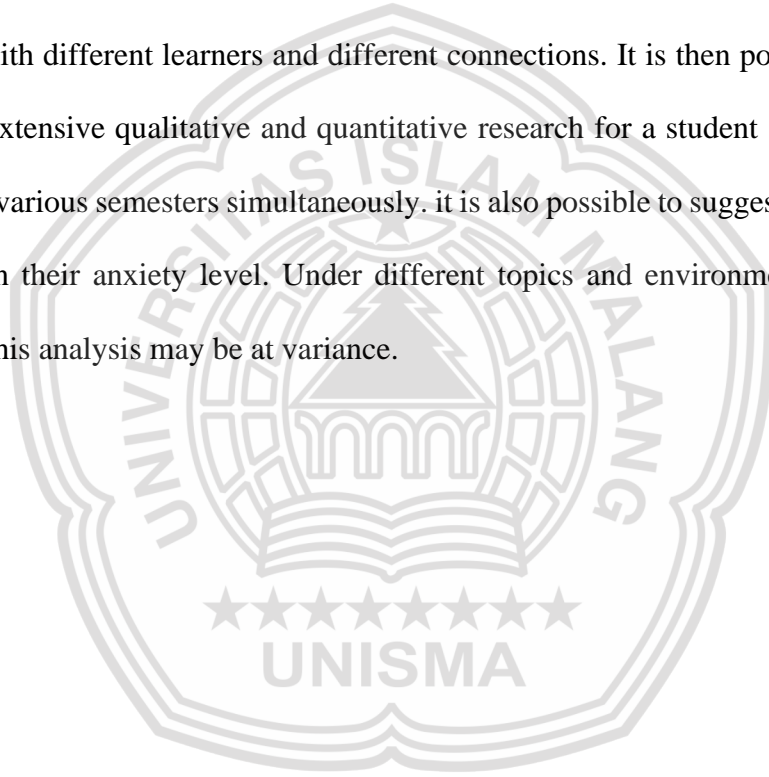
2. For Lecturers

Lecturers should create a more optimistic classroom environment to generate positive emotions, thereby reducing students' anxiety. Students who are satisfied and are neither stressed nor tense would find it comfortable to learn. The movements and expressions of the lecturers often influence the psychology of

the students during the learning process. Therefore, researchers suggest that the lecturer insert a humorous or warm atmosphere to make the class relaxed and to reduce the anxiety of students in English class

3. For further Researcher

The findings of this inquiry may not be adequate to provide in-depth insight into the extent of international anxiety among students. The outcome might be different with different learners and different connections. It is then possible to carry out extensive qualitative and quantitative research for a student studying English in various semesters simultaneously. It is also possible to suggest further research on their anxiety level. Under different topics and environments, the results of this analysis may be at variance.



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