



**A STUDY ON THE ANXIETY OF THE LOW AND HIGH SPEAKING  
ACHIEVERS OF THE ENGLISH EDUCATION DEPARTMENT OF  
UNIVERSITY OF ISLAM MALANG**

***SKRIPSI***

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### ABSTRACT

**Keywords:** Speaking anxiety, low speaking achiever, high speaking achiever

This research explained about the analysis of students' anxiety in speaking skill at the third semester English Department of University Islam Malang, in academic year 2018/2019. This study used descriptive qualitative research method. In collecting the data the researcher used questionnaire and interview guideline. The questionnaire was adapted from Horwitz & Horwitz (1986) which consist of 33 items, with five point Likert-scale.

This current research focused on identifying the contributing factors of students' anxiety and to describe the type of anxiety that faced by low and high speaking achievers. The result of this research showed that both categorized students placed at "anxious" (low speaking students) and "mildly anxious" (high speaking students). It also gives a description that anxious students do not have a low score and mildly anxious students may not always have a good score. In this research, 2 anxious students are having a bit lower score from the other students, meanwhile 2 other students with mildly anxious having satisfactory score. The percentage of students' response was also classed into three type of anxiety. 33.3% of students experienced communicative apprehension, whereas 30.3% feel anxious in test anxiety, and 36.4% of them were getting anxious in fear of negative evaluation. The last type of anxiety got the highest percentage.

The students' anxiety factors in speaking English language were the students had over self-prediction to say something in English, unreasonable confidence to speak up in English, sensitivity of anxiety, wrong attribution of body signal because they cannot express their ideas well in English, and low self-efficacy. Although the score of each student slightly different, it proves that every student must have their own anxious when speak up, whether they belong to students who have good grades or vice versa. Therefore, it is necessary for lecturer (English teacher) to know the level of students'



anxiety from the beginning of learning process in order to treat them properly during the lesson.

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## CHAPTER I

### INTRODUCTION

This chapter enlightens some topics related to the introduction of the study. They are background of the study, research problems, objective of the study, significances of the study, scope and limitation of study, and the definition of key terms.

#### 1.1 Background of the Study

The teaching of speaking skill has become increasingly important in the English as second or foreign language (ESL/EFL) context. English is one of a core subject which is taught from elementary school to university level. In university level, the students faced four important subjects to acquire language skill; they are listening, reading, speaking and writing. Moreover, there are some elements that should be acquired to develop these four skills, they are; grammar, vocabulary, pronunciation, and spelling.

Literally, all English skills and English elements are essential, but speaking enjoys a superior status of the four English language skills. Accordingly, it should be given high priority while teaching. Speaking as a real communications helps the interlocutors to perform a task, such conveying a message, obtaining and giving the information, or expressing an opinion (Bahrani and Soltani, 2012).

The speaking course at university level, especially where this research took place, namely University of Islam Malang, educates the English major

students with four stages (speaking 1 up to speaking 4). For the very first semester the students learnt about introducing self, talking about an idol and the most valuable family member. In the next semester students would study about story-telling, short drama, anchoring and debate simulation. Mini talk show and acting as a sales promotion about some products are taught at 3<sup>rd</sup> semester. In the end of speaking course the students have an advance speaking performance. It is about journal presentation and the real debate.

Generally, speaking plays a crucial part in daily communication of human life. Santriz (2018) stated that speaking is a process involving two or more people in oral communication of delivering and getting messages or information to speak to interlocutors and express their ideas, feelings, and emotions. Teacher wants their students to be able to use the language as well as possible. Students often value speaking more than the other skills of writing, listening and reading so motivation is not always as big of an issue, but what often happens is that students feel more anxious about their oral performance.

The effect of a big contribution from speaking course in students' life not only limit as they know how to produce the particular point of language such as (grammar, pronunciation, or vocabulary), but students should also understand when, why, and in what ways to generate language. It can be concluded the impact of speaking helps the students use the elements of language skill in right way, and realize about the situation and time to send language properly (Antoro, Wisasongko, Khazanah 2015).

The success of mastering foreign language can be said when students are capable to carry out the conversation at ease. Therefore, the students must enhance their speaking ability along with the other skills. But, to speak English fluently in front of many people is not easy. Certainly, students faced various barriers and obstacles, like the students thinking too much about the grammatical errors when they speak up, the lack of vocabulary mastery, and lack of mastering the pronunciation and fluency.

According Mohtahsam & Farnia (2017) anxiety is an individual's state in which they feel fear, confusion, self-doubt, nervousness, or apprehension, just like any other particular anxiety. Ramsay (2003) also emphasized anxiety is a feeling of fear, apprehension or uneasiness, and some anxious people are suffering from frim, phobic, tension, frustration, panic, and depression. According to Hashemi (2011), Suleimenova (2013), Woodrow (2006), Ibrahimovic (2016), and Handayani & Rahmawati (2017) have the same opinion with the previous statement about the anxiety. Some students believed that English is the most difficult lesson to be learnt. In their mind it can affect to their self-esteem and make them feel the anxiety in classroom. Besides, when their teacher ask them to perform their speaking in front of classroom they begin to feel stammer, nervous or even ignore their teacher.

A previous study on analyzing students' anxiety in speaking was conducted by Putri in 2014. This study took place at SMAN Krian. The purpose of the study was to find out the anxiety level among XI grade students, the factors influencing the anxiety and comparison between students' anxiety and their



speaking performance. The result revealed that the students have high level of anxiety. It was triggered by the anxiety of the students in speaking test taking, and fear of negative assessment. In this case, students who have lowest level of anxiety have positive correlation with speaking performance. In contrary, there was observed negative relationship between students with highest level of anxiety and speaking performance.

The similar study was conducted by Ula 2016. This study used a descriptive quantitative approach, while the subject of the research were 2<sup>nd</sup> semester students of International Class Program at IAIN Salatiga. The study aimed to recognize the level of students' anxiety and find out how the students' speaking ability can be described from their anxiety level. The study found that the majority of the students are in "mildly anxious" level with no "very anxious" student. From the 17 students, only 1 student that has "very relax" level in speaking class. This study also presented a description that; anxious students are not necessarily having low score, and mildly anxious students might not always have a good score.

From those explanations above, the researcher targeted at investigating certain factors that lead students anxiety in speaking, and the kind of anxiety that they face while speaking. The researcher also focused on speaking skill for the students at 3<sup>rd</sup> semester of English education. Therefore, the present research was conducted under the title "A Study on the Anxiety of the Low and High Speaking Achievers of the English Education Department of University of Islam Malang".

## 1.2 Research Problem

In accordance with the background of study above, the study seeks answer for the following questions:

1. How is the anxiety of low speaking achievers?
2. How is the anxiety of high speaking achievers?
3. What types of anxiety do the students have in speaking?
4. What are the factors influencing students' anxiety in speaking English?

## 1.3 The Objective of the Study

In line with those questions above, this research has aims to find out the following:

1. To know the anxiety of low speaking achievers.
2. To identify the anxiety of high speaking achievers.
3. To describe the types of anxiety that the students have in speaking.
4. To figure out the factors that contributing to students' anxiety in speaking English.

## 1.4 Significance of the Study

The significance of the study is theoretically and practically beneficial.

(1)Theoretically, it is expected to enhance the theories conducted in this research especially in teaching-learning speaking skill for students. (2)Practically, it is expected to emphasize the factors of the success and prime key of the success in teaching-learning English especially in speaking skill to the students and the teachers.

The results of the study were expected to be beneficial for:



- Speaking lecturer

The outcome of this study can be a great idea for speaking lecturer to expand their speaking strategies in teaching. All the more, the lecturer can help their students diminish the anxiety whenever they are performing their speaking skill within outside or in the classroom.

- Future researcher

This research can be a reference for the future researcher who has similar topic of the current study. Moreover, this research will help the next researcher present a better study than before.

- Students

This study may become a prominent knowledge for English foreign language students who were learning to sharpen their speaking skill orally.

### **1.5 Scope and Limitation of the Study**

Although there are four skills in language learning that have learnt by students, the research only focused on speaking skill. Therefore, the researcher only focuses on the case of speaking anxiety in English language. The researcher investigated students in the 3<sup>rd</sup> semester at the English education major. The researcher also chooses the male and female students that get higher score in speaking course.

There are two limitations of the study. The first, because of limited time, the researcher just took the sample of the study in small circle students (4 students). The second, the researcher asked the score of the students to the

speaking lecturer. Moreover, the researcher only used questionnaire and interview to the chosen samples of the research.

### 1.6 Definition of Key Terms

To make the reader easier to understand the terms stated before, the researcher gives the definition for each terms as follow:

- Speaking anxiety is a fear of expressing oneself orally which can be recognized by the signs like: sweating, stumbling, tension, forget about the topic being talked etc. It also has impact to the students' confidence and capacity to speak out.
- Low speaking achiever tended to a student that got low score at speaking course in the classroom. In this case, the student intends who got the average score "C" in speaking class exactly, from the 1<sup>st</sup> semester to 2<sup>nd</sup> semester.
- High speaking achiever is a student that tends to get a great result in speaking activity in the classroom. In this case, the student intends who has the capacity and capability to set their speaking goals and get the average score "A" in speaking class exactly, from the 1<sup>st</sup> semester to 2<sup>nd</sup> semester.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the study. This chapter also offers the suggestions for students, teachers, and future researchers.

#### 5.1 Conclusion

The researcher completed the study by providing the students questionnaires and interviews to obtain the data needed. The questionnaire comprised several statements of students' anxiety in speaking subject exactly. The questionnaire was consisted 33 statements, and was adapted from Horwitz, Horwitz & Cope (1986). Based on the data analysis and the result of the study, it can be conclude as followed:

1. The outcome of this current study showed that both categories students between low and high speaking achievers got the different levels. The low speaking students categorized as students who are "anxious", while students who classified as high speaking achievers enter the "mildly anxious" level.
2. The percentage of students' response also classed into three type of anxiety. 33.3% of students experienced communicative apprehension, whereas 30.3% feel anxious in test anxiety, and 36.4% of them were getting anxious in fear of negative evaluation. The last type of anxiety got the highest percentage.

3. The result of this research give a descriptions that anxious students do not have a low score and mildly anxious students may not always have a good score. In this research, 2 anxious students are having a bit lower score from the other students, meanwhile 2 other students with mildly anxious having satisfactory score. Although the score of each student slightly different, it proves that every student must have anxious when speak up, whether they belong to students who have good grades or vice versa.
4. The students' anxiety factors in speaking English language were the students had over self-prediction to say something in English, unreasonable confidence to speak up in English, sensitivity of anxiety, wrong attribution of body signal because they can't express their ideas well in English, and low self-efficacy, that's all the factors that inhibit the students to practice English as well.

## 5.2 Suggestion

Considering the result of the research, the researcher would like to give some suggestions that can be used by student, teacher/lecturer and future researcher to improve the quality of English teaching and learning especially in speaking skill.

1. For students

Every student is definitely has anxiety feeling in different level. For the students who have high anxiety, they need to get involved to reduce anxiety in classroom. The students should collaborate with one another

in order to create a good atmosphere in classroom. The students with low level of anxiety should help them whenever they get difficulties. They also should have more time to practice their English and build their confidence in order to increase their speaking ability. Students must realize that making mistakes in speaking English is common and natural.

2. For teachers/lecturers

To overcome students' anxiety, the English lecturers should apply the interesting method to teach speaking course for students. The lecturer should be aware of speaking anxiety faced by the students because it could affect their language learning process. Therefore, it is necessary for lecturers to recognize students' speaking anxiety early on or since junior high school, in order to treat them properly during the lesson. After knowing the level of their anxiety, it will be easier for teachers to deal with the students. Speaking teachers are also advised to use FLCAS to detect students' anxiety levels in speaking. In addition, the lecturer should design the interesting method and good vibes to reduce their speaking anxiety. Hence, by create comfortable situation, they will become relax in learning speaking in English.

3. For future researchers

Due to the limitations of this study, the researcher expects that the future researchers conduct a deeper research about anxiety in other language skills such as listening, reading and writing. It is also





suggested that future researchers to do the study by using other kinds of research methods, different variables, and subjects to obtain accurate result. Therefore, further research into certain methods that can help students minimize their anxiety in learning English are obviously necessary





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