

**AN INVESTIGATION OF SPEAKING ANXIETY
AMONG INDONESIAN EFL LEARNERS**

PROPOSAL

Subject: Research in Teaching

Lecturer: Wakhid Nashruddin. M. Pd



Created By :

Fakhri Muhammad Rabbani

14111330140

TARBIYAH/PBI-B/VII

**INSTITUTE ISLAMIC OF RELIGIOUS STATE (IAIN) SYEKH
NURJATI CIREBON**

Jl.Perjuangan By Pass Suyaragi Cirebon Telp.(0231) 481264

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A. Research Background

Communication skills or speaking skill is a big part of learning a language, speaking is the one of two productive skill besides writing, Speaking is an important skill, it is as bridge that connect people talking the same language. Speaking help people to express their thought, idea, feeling, and emotion to other. As stated by Dorgham (2011: 1) that speaking skill has vital role in communication process, and with improving speaking skill help us creating an effective connection among the individual society. And Barras, (2006: 1) also states that “good communication skill are needed in everyday life, in study at college or university, and in any career based on such studies.”

After spent twelve years at school, and then entering the higher education, many student still have poor communication skill, they unable to express their thoughts clearly and effectively in their own language. However the most of student usually get difficulties in the study of speaking, because when someone study about speaking, he not only study about speaking itself, but also there are the other areas and disciplines which is related, such as pragmatics ethnography, syntax, semantic, etc. As stated by Hughes (2011: 6), one of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and disciplines.

To practice speaking is therefore a central part of English lessons in schools today. But there some problem that face by student when they speak in foreign language. Lejla Basic (2011: 1) states that “to make students speak the target language is not always easy and there can be several different reasons why this is the case.” As (BBC, 2006: 1) Confidence is a very important element in learning to speak a language. Many learners worry that they are going to make a mistake, or that the people listening will not understand them.

There are many study which is related with speaking area, and the writer will divide the study into three side, the first is a study about difficulties in speaking, and the second is study about strategy in teaching and learning speaking, and the third is study about public speaking. The first side is about difficulties in speaking. The first, is study by Khairi Izwan Abdullah & Nurul Lina Bt Abdul Rahman (2009), Chia-Hui Cheng (2009), Lejla Basic (2011), And study by Sarah Osboe, Tomoko Fujimura & Rob Hirschel (2007). The second side in the research of speaking discussed the strategy in teaching speaking. The research in the strategy in teaching speaking was written by Widyawati, (2013), Surtikanti (2011), Maarif (2014), Ismuwardani, (2014), Rianjani, (2014), Sumini, (2014), Frista Sukma, (2012). The third side in the research

of speaking is discussed about method in teaching speaking. The research in the method in teaching speaking was written by Amrizal (2014), and Titi (2014).

There are many problem which is found in speaking activities, the main problem is the student's worries when they speak a foreign language especially English in this case. There are many students that feel anxious when they speak in a foreign language, they feel worry when they speak. There are many student college that still have poor communication skill, or they feel difficult to express their thought.

Based on the problem described above, the writer interest to doing a descriptive qualitative or case study research concerning in an investigation of speaking anxiety among Indonesian EFL (English as A Foreign Language) learner. The writer tries to find the factors that may make students' anxious is appear when they speak a foreign language especially English in this case. And to know the effort which is done by teacher and student to solve speaking anxiety.

B. Focus of the Study

The field of the research in writing this research proposal is speaking, discussing speaking anxiety among Indonesian EFL Learner. This research focus on speaking anxiety among Indonesian EFL learner, a case in IAIN Syekh Nurjati Cirebon, In other word, this study investigate the factor that may make students fell anxious when they speak English. The main problem of this research proposal is the student's worries when they speak a foreign language especially English in this case. Therefore, the researcher tries to find the factors that may make students' anxious is appear when they speak English, and the researcher want to know what are the effort which is done by teacher and student himself to solve the speaking anxiety.

At the first the researcher use scale as a method of collecting data, that was developed by Howitz et al (1986). The scale here is used to measure the student anxiety level. The researcher divide student into 3 level, student with low anxiety, medium anxiety, and high anxiety. Then the researcher would like to investigate or interview a few of student as a samples who has high anxiety level in EFL classroom that known by scale before.

C. Research Formulation

Based on the background above and the identification of the problem that mentioned relating to the title. **"An Investigation of Speaking Anxiety among Indonesian EFL Learners- a Case at IAIN Cirebon"**, the researcher would like to arrange the question of the research as follow:

1. What are the factors that make students feel anxious when they speak English as foreign language?
2. How does the students' perceptions towards the feeling of anxiety they experienced when speak English as foreign language?
3. What are the efforts that done student to solve speaking anxiety?

D. The Aim of The Research

Based question above, the writer would like to arrange the aim of the research as follow:

1. To know the factors that make student feel anxious when they speak English as a foreign language.
2. To know students' perceptions towards the feeling of anxiety they experienced when speak English the foreign language.
3. To know the efforts that done student to solve speaking anxiety.

E. The Significance of The Research

The writer hopes this research will give significant advantage in improving speaking skill. This research has two significances: they are theoretically and practically.

Theoretically:

This research has usefulness to give information and understanding about anxiety itself, foreign language anxiety especially in speaking skill. And what kinds of situations that cause anxiety on student while speaking English in EFL class.

Practically:

The result of this research, the teacher and researcher himself can take some useful strategies to face or teach and guide students who have speaking anxiety, in other word, the teachers can decide the best effort to solve student's anxiety. And for reader they can use this research as their reference.

F. Previous Studies

There are many researches that discuss about speaking anxiety. The researchers took various aspect to be investigated. The researcher reads some studies and journals which is done by other people to find out inspiration, and also the previous study here is useful to find out gaps between this research and the previous study that had been done by previous researchers.

Lejla Basic (2011) about speaking anxiety- an obstacle to second language learning. Her study discuss about the effect of speaking anxiety with Second language acquisition. She investigated the research practically and theoretically. In theoretically, she discussed about the

term of speaking anxiety itself and its effect to second language learning. Whereas practically, she did the research with an interview with two upper secondary teachers. The purpose of the interview was to attain a sample of teachers' view on speaking anxiety and how they teach students that have this problem. The teachers were interviewed at the same time. The reason for that was mainly to stimulate a discussion where the teachers could share their opinions and experiences about the matter. Since one of her intentions with the study was to examine how speaking anxiety can affect second language acquisition and also how teachers can deal with speaking anxious students, she found it relevant to speak with teachers about the phenomenon. The following interview was made with two Swedish English teachers at an upper secondary school.

Chia-Hui Cheng (2009) about Language Anxiety and English Speaking Proficiency, His quantitative study is investigate the relationship between English speaking proficiency and speaking anxiety among EFL English major student of the Department of applied English in Ming Chuan University. A total of 380 student including 111 freshman, 104 sophomore, 79 Junior, and 86 senior student, participated in her study. The purpose of his study is to know are speaking proficiency and speaking anxiety correlated among English major university student? The result of his study show that language anxiety has negative influence on English speaking proficiency of the fresh man student. The result of his study indicated that foreign language anxiety does have significant influence on foreign language learning. Therefore student feeling of discomfort and distress in English class cannot be overlooked. Teacher must be sensitized to the issue of anxiety in English class and need to spend additional time and effort in comforting the problem.

Alessia Occhipinti (2009) about foreign language anxiety in class speaking activities. In order to proceed with the present research, he use a questionnaire which would allow him to measure students' anxiety level in a more objective way. This choice, in fact, gave him the possibility to quantify and classify his findings by comparing them with those of previous studies, identifying those factors and activities which contribute to increase and lower students' anxiety in the foreign language class. In addition, a quantitative methodology as the one adopted in the present research helped him calculate the results more easily, avoiding the difficulties which a qualitative approach might produce. In the last section of the questionnaire, he gave the students the opportunity to express freely their thoughts referring to the activities he expected to be the most anxiety-producing. 100 university-level students were interviewed. All the subjects were enrolled in the third year of a Bachelor degree in English language.

Considering that the main focus of the survey is the observation of speaking anxiety experienced in the English classroom in relation to the context where this language was learned.

Khairi Izwan Abdullah (2011) about study on second language speaking anxiety. His study was carried out to determine the perceptions of University Technology Malaysia students towards the feeling of anxiety they experienced when speaking in the second language. Specifically, the objectives of the study were to investigate students' anxiety level towards speaking English as a second language and to identify the types of speaking activities that caused high anxiety level among the students. Communication apprehension, fear of negative evaluation and general feeling of anxiety were among the factors studied in the research. The instrument used for his study was adapted from Horwitz's (1983) Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire consists of 32 items, each one on a 5-point Likert scale ranging from "strongly agree" to "strongly disagree". The data obtained were analyzed using SPSS version 10.0 Windows and were represented in the form of descriptive statistics which include percentages and mean. Results from the study show that students experienced moderate level of anxiety.

Sarah Osboe, Tomoko Fujimura & Rob Hirschel (2007) student confidence and anxiety in second language speaking activities. The researchers conducted a questionnaire study on a sample of 62 students of English in their first year at university in Japan. The questionnaire study examined confidence in speaking English as a foreign language against variables of second language proficiency, study abroad experience, first language personality factors, and confidence in speaking with different interlocutors against the variable of English proficiency level. A follow-up focus group study with eight first year students was conducted in order to elicit a more robust understanding of the actual classroom situation. Preliminary findings suggest that first language personality factors do have a carryover role in second language classroom speaking performance. The focus group study highlights classroom speaking activities in which students enjoy varying levels of confidence.

Those previous studies have done in different countries, areas, and subjects which may inappropriate in our department. So, from those studies, the researcher found an area which is not touched yet. The researcher tries to fill in the gap for the factor that may make student's anxious is appears when they speak English. And also the researcher tries to know "what are the effort which is done by the teacher and student to decrease speaking anxiety". So, the difference of this research, the researcher would like to investigate few of student who has

speaking anxiety in EFL class room, to know the factor that make student feel anxious when they speaking English.

G. Frame of Thought

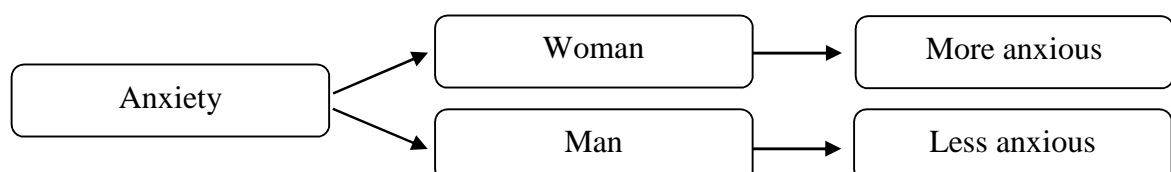
1. Speaking

Speaking skill is a big part of learning a language, speaking is the one of two productive skill besides writing, Speaking is an important skill, it is as bridge that connect people talking the same language. Speaking help people to express their thought, idea, feeling, and emotion to other. As stated by Dorgham (2011: 1) that speaking skill has vital role in communication process, and with improving speaking skill help us creating an effective connection among the individual society. And Barras (2006: 1) also states that “good communication skill are needed in everyday life, in study at college or university, and in any career based on such studies.” Hughes (2011: 6) state that one of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and disciplines.

2. Anxiety

Acording to Ramsay (2003: 7) anxiety is a feeling of fear, dread or uneasiness. While Lanerfeldt, (1992: 53-54) define anxiety clearly, he state that “anxiety is an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one’s capacity to cope with it.” Anxiety is explained as a sort of fear that is manifested by visual signs. But Ramsay (2003: 7) said that a certain amount of anxiety is normal, for example, most of us will become anxious when we have exams or tests, have to meet deadlines, are being interviewed for a job, waiting for a baby to be born, etc.

Ramsay (2003: 16-17) differentiate between anxiety in woman and anxiety in man he state that woman are usually more anxious than man, the anxiety is caused by changes in a woman’s body, for instance: during the week before a woman has her menstrual period, and when they are pregnant, while the men are usually less anxious than women, men are less likely than woman to admit than they anxious.



Studying anxiety means studying the interaction of the person in the situation producing that anxiety. There are two type of anxiety, trait anxiety and state anxiety. Trait Anxiety reflects

the stable tendency of the person to respond with nervousness in any threatening situation, while state anxiety is a sense of uneasiness that may be experienced at a particular moment in time, as a response to a definite situation, for example, prior to an examination. (Occhipinti, 2009:14)

3. Foreign Language Anxiety

“The increasing cross-cultural relations among individuals in society create a need for people to communicate in languages different from their native tongue. Due to reasons such as business or the mere interest in a foreign culture the need to learn how to speak an L2 fluently, correctly and even in a short time is evident. As globalization increases, people in most nations find themselves in the situation of speaking in front of others in an L2.” (Ochipinti, 2010: 10)

However, speaking in the foreign language, both in social and academic contexts, entails risk taking and seems to be a challenging activity, in which learners who are not fluent in the target language experience that they cannot fully express their personality, or their intelligence. Learners attempting to learn a foreign language have difficulties in relating to others, experiencing in some cases a sense of alienation or “cultural shocks” (Crookall & Oxford, 1991: 142). Since anxiety can have profound degree that effects on many aspects it is of foreign language learning, important to be able to who are particularly identify those students anxious in foreign language class. (Horwitz, 1986: 128).

Over the past decades, the general impacts of foreign language anxiety on learners have produced conflicting results. Many educators and researchers have suggested that foreign language anxiety can have negative effects on learners' speaking ability. For example, Onwuegbuzie, et. al. (1999) argue that the existence of foreign language anxiety can affect negatively the fluency of learners' speech and learning in a general sense. Horwitz et al (1986). Developed the most commonly tool for assessing foreign language anxiety (FLA), Foreign language classroom anxiety scale (FLCAS). The FLCAS is a 33-item individual self-report Likert scale that reflects three things: communication apprehension, test anxiety, fear of negative evaluation.

4. Foreign Language Speaking Anxiety

Speaking is a productive one among four language skills. In today's language classrooms, students try to improve this productive skill in many ways. They perform orally in front of a group, and they make oral presentations or participate in group discussion. They are sometimes called on to speak by their teacher in the target language. All these challenging speaking tasks may sometimes influence the learners and cause such sentences uttered by the learners:

“I always feel nervous when speaking English”.

“I feel bad in my mind because I wonder why I can’t speak English very well.”
“My English appear is not good enough; I can’t express very well.”
“Sometimes I feel stupid, some people look at me, a strange man, cannot speak good.”
(Tanveer, 2007: 1)

Students in foreign language classrooms generally report that speaking in the target language is the most anxiety producing experience. According to Young (1990), speaking activities requiring in front of class and on spot performance produce the most anxiety from the students’ perspective and learners experience more anxiety over speaking than other language skills. Students who have speech anxiety are often very calm and passive and can therefore also receive less attention from teachers in comparison with noisy, antisocial and aggressive children. Basic (2011: 4)

Several research studies have been carried out related to students’ foreign language speaking anxiety. In his study, Price (1991) found that speaking in front of their peers is a very anxiety provoking activity for the foreign language learners because the learners were concerned about making mistakes in pronunciation and being laughed at. Koch and Terrell (1991) found similar findings concerning students’ speaking anxiety. They claimed that activities examined in the Natural Approach such as oral presentations, role-playing, defining words are the most anxiety producing ones. Gökhan Öztürk, & Nurdan Gürbüz, (2011: 3) and Young (1990: 539) state that speaking in the foreign language is often cited by students as their most anxiety producing experience.

5. Sources of Language Anxiety

There are several causes or source of language anxiety, Personal and interpersonal issues are probably the most commonly cited and discussed sources of language anxiety in most studies, low self-esteem and competitiveness are the two significant sources of learner anxiety, and competitiveness can lead to anxiety when language learners compare themselves to others or to an idealized self-image. According to Young (1991: 427) there are at least six potential sources of language anxiety can be identified. Some are associated with the learner, some with the teacher, and some with the instructional practice. : 1) Personal and interpersonal anxieties. 2) Learner beliefs about language learning. 3) Instructor beliefs about language teaching. 4) Instructor-learner interactions. 5) Classroom procedures and 6) Language testing.

H. Research Method

a. Research Setting

The writer will do the research in IAIN Syekh Nurjati Cirebon. Based on the observation which is done by the researcher during studies over there, the researcher find problem or phenomena among English major student of IAIN Syekh Nurjati Cirebon, where many students feel worry when they speak English, and that phenomena is not only happen to first grade student but also the last grade student. So the researcher want to know the factors that make student feel anxious when they speak English. And what kind of situation that make student feel anxious when speaking English. And what are their effort to decrease the speaking anxiety.

b. Population and Sample / Participants

The source of the data are the students of IAIN Syekh Nurjati Cirebon, especially English major student from first semester until the seventh semester. The researcher will chose one class from each grade of semester. So there are 7 class as a participant of this research. The researcher will take the data by doing an interview to some English major students who has speaking anxiety. The researcher choose 4 students as samples (2 female and 2 male) from each grade of semester. So there are 28 students as participants of this research, which is taken from each grade of semester.

c. Research Design

The method of this research is qualitative research. Exactly it uses case study research. According to Ari, et. al (2010: 454), case studies provide an in-depth description of a single unit. The “unit” can be an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community. It is a single occurrence of something that the researcher is interested in examining.

The greatest advantage of a case study is the possibility of depth; it seeks to understand the whole case in the totality of the environment, not only the present actions of an individual but also his or her past, environment, emotions, and thoughts can be probed. The researcher tries to determine why an individual behaves as he or she does and not merely to record behavior.

The reasons for case studies of this research are: the researcher wants to know the factors that makes student feel anxious when they speak a foreign language especially English in this case. And the effort that done by teacher and student to decrease speaking anxiety.

I. Research System

a. Step of the research

Every qualitative study has a distinct starting and ending point, however. It begins when the researcher identifies the phenomenon he wishes to study, and it ends when the researcher draws his final conclusions. There are five basic steps involved in this research, which is adapted from the *How to Design and Evaluation Research in Education* by Fraenkel, et al. (2010: 429-431)

- 1) **Identification of the phenomenon to be studied.** Before any study can begin, the researcher must identify the particular phenomenon he or she is interested in investigating.
- 2) **Identification of the participants in the study.** The participants in the study constitute the sample of individuals who will be observed (interviewed, etc.)
- 3) **Data collection.** Data are not collected at the “end” of the study. Rather, the collection of data in a qualitative research study is ongoing.
- 4) **Data analysis.** Analyzing the data in a qualitative study essentially involves analyzing, synthesizing, and reducing the information the researcher obtains from various sources (e.g., observations, interviews, documents) into a coherent description of what he or she has observed or otherwise discovered.
- 5) **Interpretations and conclusions.** In qualitative research, interpretations are made continuously throughout the course of a study. Qualitative researchers tend to formulate their interpretations as they go along.

b. Techniques and instrument of collecting Data

The primary instrument of this research is the researcher himself. The researcher is primary data collection tool who has knowledge and also the references relating to the study. Because qualitative research studies human experiences and situations, researchers need an instrument flexible enough to capture the complexity of the human experience, an instrument capable of adapting and responding to the environment, And Ary (2010: 424) believe that, only a human instrument is capable of this task.

One of the distinguishing characteristics of qualitative research is the methods used to collect and analyze data. According to Ary, et. Al. (2010 : 431). There are three methods that usually used in qualitative research. That three methods are: (1) observation, (2) interviewing, and (3) document or artifact analysis. Artifacts may include audio and video recordings, photographs, games, artwork, or other items that

provide insight related to the context or participants. In this study the researcher will use interview as a method to collecting data. And the researcher also use a method beside 3 method mention above, foreign language classroom anxiety scale (FLCAS) the most commonly tool for assessing foreign language anxiety. That was developed by Howitz et al (1986).

1) Scale

Foreign language classroom anxiety scale (FLCAS) is the most commonly tool for assessing foreign language anxiety (FLA) that was developed by Howitz et al (1986). The FLCAS is a 33-item individual self-report Likert scale that reflects three things: communication apprehension, test anxiety, fear of negative evaluation. The researcher use anxiety scale to know or to measure the level of anxiety of a student. The researcher will divide student into three level, student with low anxiety, medium anxiety, and high anxiety. The FLCAS used as a hint or reference to doing interview, the second methode that use in this research. The scale will be administered to one class from each grade of smester. So there are seven class as populatin of this research. And the foreign language anxiety scale can be seen in appendix 1.

2) Interview

Beside observation, the method which is usually use in qualitative study is interview, interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interview is a method of collecting data involves presentations of oral-verbal stimuli and reply in terms of oral-verbal responses. In the qualitative approach, Ary et. al (2010: 438) stat that “the list of questions are typically open ended (cannot be answered with a yes or no or simple response) and the questions are designed to reveal what is important to understand about the phenomenon under study.

According to Ary. (2010: 438), there are two type interview: unstructured interview and structured interview, the **unstructured interview**, which is a conversational type of interview in which the questions arise from the situation. It is sometimes described as “a conversation with a purpose.” While the **structured interview**, scheduled for the specific purpose of getting certain information from the subjects. The advantages of personal interviews are one of the most important aspects of the interview is its flexibility and questions can be repeated or their meanings explained in case they are not understood by the respondents.

This research using interview as the second data collection method after scale. The researcher would like to conduct interview to few English major students of IAIN Syekh Nurjati Cirebon, the researcher choose 4 students from each grade of semester who has speaking anxiety. So there are at least 28 students as a sample of this research. There are six questions of interview. The questions made based on the research formulation and the aim of this research. The question of interview can be seen in appendix 2.

c. Data analysis

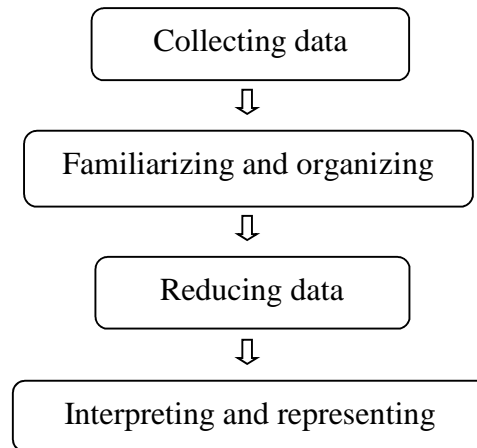
There are many different types of qualitative data analysis. The method the researcher use will depend on his research topic. Also, qualitative data analysis is a very personal process, with few rigid rules and procedure. For qualitative data, the researcher might analyze as the research progresses, continually refining and reorganizing in light of the emerging results. Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The researcher must organize what he or she has seen, heard, and read and try to make sense of it in order to create explanations, develop theories, or pose new questions

Dawson (2009: 115-125) show that there are different processes involved in qualitative data analysis.

1. You need to think about the data from the moment you start to collect the information.
2. You need to judge the value of your data, especially that which may come from dubious sources.
3. As your research progresses you need to interpret the data so that you, and others, can gain an understanding of what is going on.
4. Finally, you need to undertake the mechanical process of analyzing the data.

After all of data are collected from both scale and interview, the researcher would like to process and analyze the data, at the first, the data will be reduced, the researcher only take the data which can significantly contributes to the research problem, To make easily in analyzing of qualitative data, it is useful to produce an interview summary form or a focus group summary form which the researcher complete as soon as possible after each interview or focus group has taken place. This includes practical details about the time and place, the participants, the duration of the interview or focus group, and details about the content and emerging themes.

The following picture is the process of analyzing data



J. Research Timeline

The researcher will take the data at IAIN Syekh Nurjati Cirebon which is located in Jalan Perjuangan, Cirebon. This study will capture data for about three months. It is begun from January until March 2015. Here, the table of timeline in this study:

NO	Activities	Months														
		January					February				March					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	
1	Making research proposal	V	V													
2	Collecting research proposal			V												
3	Seminar of research proposal				V											
4	Guidance of research proposal					V										
5	Defining the population						V									
6	Sampling							V								
7	Constructing the Instrument interview								V							
8	Conducting interview									V						
9	Analyzing data from interview										V					
10	Sorting data from interview											V	V			
11	Making data conclusion													V	V	

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APPENDIX 1
Foreign Language Classroom Anxiety Scale (FLCAS)

1. I never feel quite sure of myself when I am speaking in my foreign language class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

2. I don't worry about making mistakes in language class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

3. I tremble when I know that I'm going to be called on in language class.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

7. I keep thinking that the other students are better at languages than I am.

- ☐ Strongly agree

- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

8. I am usually at ease during tests in my language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

9. I start to panic when I have to speak without preparation in language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

10. I worry about the consequences of failing my foreign language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

11. I don't understand why some people get so upset over foreign language classes.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

12. In language class, I can get so nervous I forget things I know.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

13. It embarrasses me to volunteer answers in my language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

- Strongly agree
- Agree

- Neither agree nor disagree
- Disagree
- Strongly disagree

15. I get upset when I don't understand what the teacher is correcting.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

16. Even if I am well prepared for language class, I feel anxious about it.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

17. I often feel like not going to my language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

18. I feel confident when I speak in foreign language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

21. The more I study for a language test, the more confused I get.

- Strongly agree
- Agree
- Neither agree nor disagree

- Disagree
- Strongly disagree

22. I don't feel pressure to prepare very well for language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

25. Language class moves so quickly I worry about getting left behind.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

27. I get nervous and confused when I am speaking in my language class.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

28. When I'm on my way to language class, I feel very sure and relaxed.

- Strongly agree
- Agree
- Neither agree nor disagree

- Disagree
- Strongly disagree

29. I get nervous when I don't understand every word the language teacher says.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Appendix 2
(Interview Protocol Guide for Teacher)

No	Concepts	Blueprint	Items
1	Identity of Respondents	- Biography data	- Name of school - Name of teacher
2	The Factors	- Difficulties	- Apakah anda mempunyai kesulitan dalam berbicara bahasa inggris? Jika ia, apa saja kesulitan yang anda rasakan?
		- Student belief and worry	- Apa pendapat anda mengenai pembelajaran bahasa inggris ? - Apa pendapat anda mengenai pembelajaran speaking di kelas? - Apakah anda merasa hawatir atau takut ketika anda berbicara bahasa inggris? Jika ia apa faktor apa yang membuat anda khawatir/takut?
3	Situation	- In speaking class	- Apakah ada situasi atau kondisi tertentu saat anda merasa khawatir/takut (anxious) untuk berbicara bahasa inggris? Mohon sebutkan ketika apa saja anda merasa khawatir (anxious) untuk berbicara bahasa inggris!
4	Student's effort	- Before feel anxious	- Apakah anda mempunyai usaha tertentu sebelumnya untuk mengurangi atau mengatasi

			kehawatiran berbicara (speaking anxiety)? Jika ada mohon sebutkan?
		- While feel anxious	- Apakah anda mempunyai usaha tertentu saat anda merasa khawatir/takut berbicara (speaking anxiety)? Jika ada mohon sebutkan?

APPENDIX 2 (Interview)

Interview Questions: Speaking Anxiety

1. What is your opinion about foreign language learning?
2. What is your opinion about learning speaking?
3. What do you feel when you speak English?
4. What kind of situation that make you feel anxious when speak English?
5. What are factor that make your anxious is appear when speak English?
6. What are the efforts that you done to decreas your anxiety?