

**A STUDY ON STUDENTS' ANXIETY AND ITS
CORRELATION WITH THE SPEAKING PERFORMANCE
OF XI GRADE STUDENTS AT SMAN 1 KRIAN**

THESIS

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DEPARTMENT OF LANGUAGES AND LITERATURES
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2014

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OF XI GRADE STUDENTS AT SMAN 1 KRIAN**

THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra***

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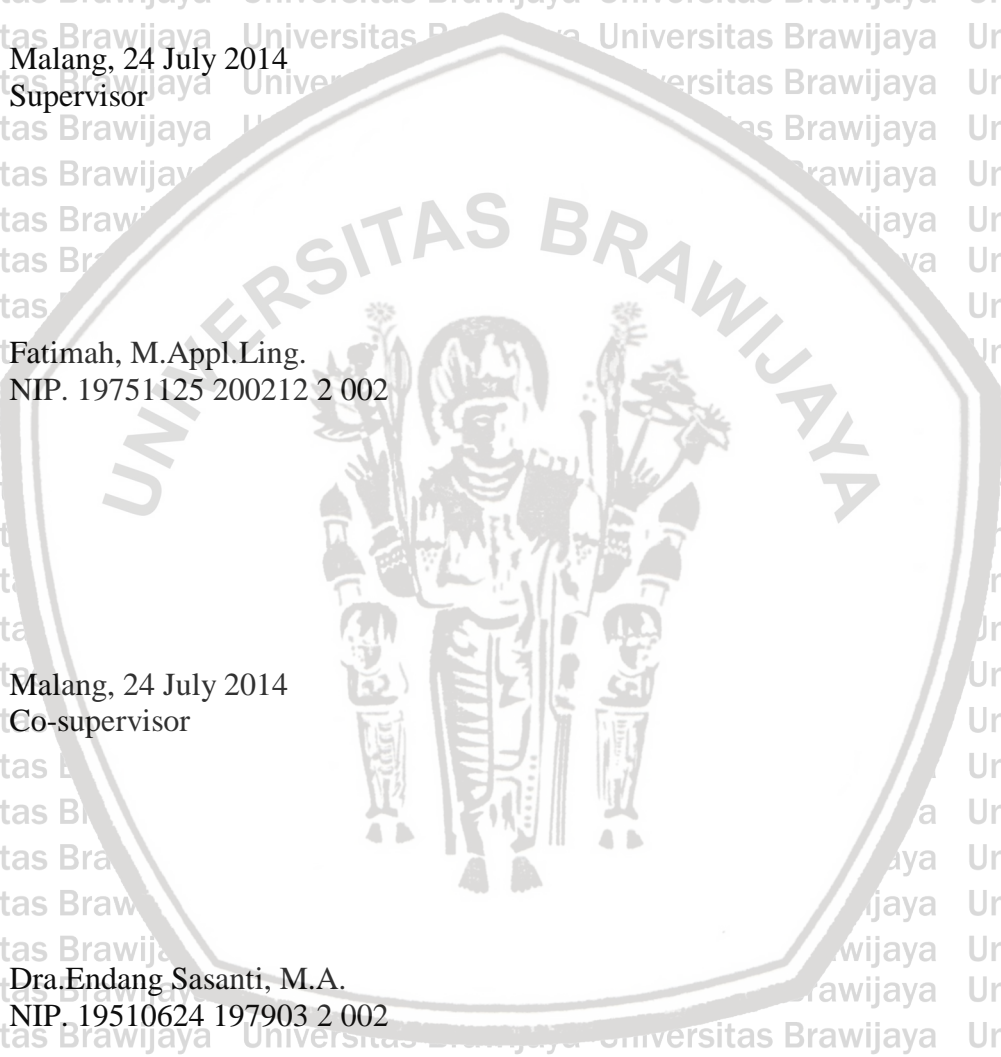
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ABSTRACT

Pramesthi Lakshita Putri, 2014. **A Study on Students' Anxiety and Its Correlation with the Speaking Performance of XI Grade Students at SMAN 1 Krian**. Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-supervisor: Endang Sasanti.

Keywords: Foreign Language Learning, Speaking, Anxiety, SMAN 1 KRIAN

English has become the most dominant global language which should be mastered by all students in Indonesia. Mastering new grammatical rules, pronunciation, and vocabulary, makes foreign language learning a new big challenge for people who study it. One of the big challenges when learning English is speaking. Usually students have difficulty in speaking performance. So it will increase their anxiety. This study was aimed at finding out the anxiety levels of XI grade students, the factors that affect the anxiety and correlation between students' anxiety and the speaking performance of XI grade students of SMAN 1 KRIAN.

This study used quantitative and qualitative approach since the data were in the form of numbers and word. The quantitative data used in this research were the result of Foreign Language Anxiety Classroom Scale questionnaires filled by XI grade students at SMAN 1 KRIAN, and the result of speaking performance. While the qualitative data used in this research were the result of interview. The researcher collected the data by choosing Foreign Language Classroom Anxiety Scale, distributing the questionnaire to 56 students, collecting the result of questionnaire, selecting 4 students with high anxiety level and 4 students with low anxiety level, asking them to tell a story and deliver speech, scoring, and interviewing the participants about their speaking performance. Thus, the researcher analyzed them and finally drew a conclusion.

The researcher found that there was high anxiety level in XI Social students. The factors that affect students' anxiety namely communication apprehension, test anxiety, and fear of negative evaluation. The researcher also found significant positive correlation in XI Social between students who have low anxiety score and the speaking performance. There was significant negative correlation between XI Social between who have high anxiety score and the speaking performance.

The conclusion was anxiety gave influence to the student's speaking performance. For the next researcher, it is recommended to conduct the study of anxiety using other theories. The researcher also suggests the next researchers to examine the relationship between speaking anxiety and academic achievement by using different instrument.

ABSTRAK

Pramesthi Lakshita Putri, 2014. **A Study on Students' Anxiety and Its Correlation with the Speaking Performance of XI Grade Students at SMAN 1 Krian.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Fatimah; Pembimbing II: Endang Sasanti.

Kata kunci: Pembelajaran Bahasa Asing, Berbicara, Kegelisahan, SMAN 1 KRIAN.

Bahasa Inggris telah menjadi bahasa dominan global yang harus dikuasai oleh siswa di Indonesia. Menguasai tata bahasa, pengucapan dan kosa kata membuat pembelajaran terhadap bahasa asing menjadi salah satu tantangan baru yang besar untuk orang yang mempelajarinya. Salah satu tantangan ketika belajar bahasa Inggris adalah berbicara. Siswa selalu memiliki kesulitan dalam penampilan berbicara. Sehingga hal tersebut akan meningkatkan kegelisahan mereka. Penelitian ini dilakukan untuk mengetahui level kegelisahan siswa kelas XI, faktor yang menyebabkan kegelisahan dan korelasi antara kegelisahan siswa dan penampilan berbicara oleh siswa kelas XI di SMAN 1 Krian

Penelitian ini menggunakan pendekatan kuantitatif dan kualitatif karena data yang digunakan dalam bentuk angka dan kata. Data tersebut merupakan hasil dari angket *Foreign Language Classroom Anxiety Scale* yang telah diisi oleh siswa kelas XI di SMAN 1 Krian, dan hasil dari penampilan berbicara. Sedangkan data yang digunakan dalam penelitian kualitatif adalah hasil dari wawancara. Peneliti mengumpulkan data dengan memilih *Foreign Language Anxiety Classroom Scale*, menyebarkan angket ke 56 siswa, mengumpulkan hasil dari angket, menyeleksi 4 siswa yang kegelisahannya tinggi dan 4 siswa yang tingkat kegelisahannya rendah, meminta mereka untuk bercerita dan menyampaikan pidato, menilai, dan mewawancarai peserta mengenai penampilan berbicara mereka. Setelah itu, peneliti menganalisis dan kemudian menarik kesimpulan.

Peneliti menemukan bahwa di kelas XI Sosial memiliki tingkat kegelisahan tinggi. Faktor yang mempengaruhi kegelisahan siswa yaitu ketakutan dalam berbicara, kegelisahan dalam tes, ketakutan evaluasi dalam bentuk negative. Peneliti juga menemukan adanya hubungan positif yang signifikan di kelas XI Sosial antara siswa yang memiliki nilai kegelisahan terendah dengan penampilan berbicara. Terdapat hubungan negatif yang signifikan di kelas XI Sosial antara siswa yang memiliki nilai kegelisahan tertinggi dan penampilan berbicara. Kesimpulannya adalah kegelisahan memberikan pengaruh terhadap penampilan berbicara siswa.

Bagi peneliti berikutnya, disarankan untuk melakukan studi kegelisahan dengan menggunakan teori lain. Peneliti juga menyarankan peneliti selanjutnya untuk melakukan studi menguji tentang hubungan antara kegelisahan dalam berbicara dan penilaian academic dengan menggunakan instrumen yang berbeda.

ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His blessing and guidance so that she can finish this project well. This thesis cannot be finished without helps, supports and contributions from many people. Hence, the researcher's great gratitude is expressed to her supervisor Fatimah, M.Appl.Ling. for the guidance, patience and suggestions given to her. Then, huge gratitude is also expressed to her co-supervisor Dra. Endang Sasanti M.A., for her guidance, patience and suggestions. The researcher's great gratitude is expressed to her examiner Syariful Muttaqin, M.A. for suggestions given to her. The researcher's special gratitude is sent to the teacher at SMAN 1 KRIAN who gives her permission for conducting this research and XI grade students at SMAN 1 KRIAN as the participants who give the information that the researcher needed.

The researcher also wants to deliver her biggest gratitude to her beloved family, especially the researcher's father G.P Handoko and mother Sutarti for their endless support and prayers. The big thanks are also to her friends: Herman, Lendra, Nayu, Putri, Rizky, Mujiani, Ika, Ratna, Gea, Dewi, Tri, Izza, Ditya, Weni, Silvi, Firnantia and so on for always supporting and cheering her. Finally, the researcher hopes that this study can be useful for everyone.

Malang, 20 August 2014

The writer

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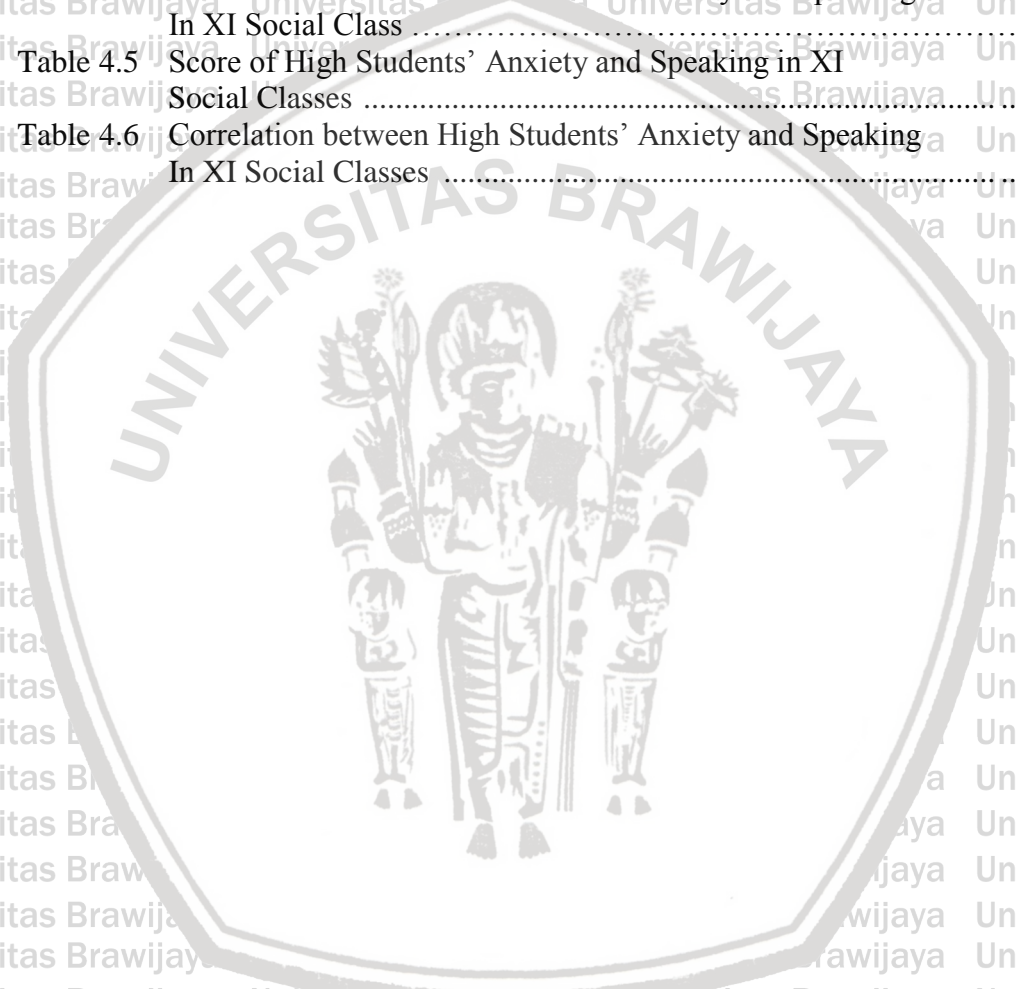
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CHAPTER I

INTRODUCTION

In this chapter the writer presents the background of the study, the problems of the study, the objectives of the study, the hypotheses of the study, and the definition of key terms.

1.1 Background of the Study

Language is an important aspect of human life and the main tool to communicate with others. Each community has its own language which is different from other communities. The common language which is commonly used in community is called mother tongue (L1). After the first language has been acquired, people also learn another language. In other words, it can be said that second language acquisition is the process of learning other languages in addition to the native language.

Nowadays, English has become the most dominant global language and it has been widely used in international business, science, economics, technology, tourism and also aviation (Kitao, 1996). So people who do not have knowledge of English are motivated to learn.

In Indonesia, English is considered as a foreign language which is learnt formally by students but it is not used in their daily life. It is different from

English as a second language which means English becomes a language in schools and business (Cautrell, 2007).

Because Indonesian government has decided that English becomes a compulsory subject from elementary level until college level, so it should be mastered by all students. In the regulation of Ministry of Culture and Education No. 060/U/1993, it is said that English is taught as one of subjects in local content.

In addition, there are many places to learn English in Indonesia. English course and school are the examples. There are some senior high schools that apply English as the medium of instruction in all subjects but in other cases there are some other schools which do not apply it. There are advantages if the school uses English in their daily conversation such as students will be accustomed to learn and use English so that their English proficiency is good. Besides, it will be easier for them to understand the context that uses English.

Mastering new grammatical rules, pronunciation, and vocabulary, makes the foreign language learning a new big challenge for people who study it. One of the big challenges when learning English is speaking. Wang (2014) has studied that Chinese learners have difficulty in speaking fluently and accurately in English. It is because their teacher talks a lot and gives them few chances to speak, so it makes them to be undeveloped in their speaking.

Speaking is part of an active or productive skill which is used by students to express their ideas spontaneously, to develop their language and their fluency. In addition, Kayi (2006) mentions some activities that can be done in speaking classroom like discussion, role play, oral presentation, story telling,

brainstorming, reporting, playing card, etc. Every student in a class has different speaking progress. It can be influenced by different factors such as motivation, and also personality. According to Krashen (1981), the affective filter is the role affective in the process of language acquisition. If students have low motivation, low self-esteem and high anxiety, it will increase affective filter and prevent comprehensible input from being used for acquisition. Krashen (1981) suggest when the filter is 'up' it can obstruct language acquisition.

Speaking is also related to speaking performance. Usually students have difficulty in speaking performance such as to transfer sentence by sentence or word by word, and it is difficult to demonstrate what they want to speak. When students perform English spontaneously, it will increase their anxiety MacIntyre & Gardner state “anxiety is little part of learner's first experience with their foreign language” (1991, p.110). Sometimes the effect of anxiety in students’ oral performance will be strong among students who cannot speak English well. They are afraid to make mistake in front of their friends, they also think about the negative perception from their friends. Furthermore, some researches have found the negative correlation between language anxiety and performance. One of them is a study by MacIntyre and Gardner (1989) which found significant negative correlations between a specific measure of language anxiety (French class anxiety) and performance on a vocabulary learning task. It is similar condition which happened in Indonesia’s English classroom. The writer had observed of

TEFL in X grade students last year, the writer looked some students feel nervous when their teacher asked to them make dialog performance. Because some of

them were difficult to memorize about the sentences and blank, so it made their performance to be monotone. This is the reason why the writer chooses this topic because anxiety is one common problem in classroom activity.

This research is expected to give contribution to the readers who learn English as a foreign language to understand the factors affecting students' anxiety in speaking performance. Furthermore, the writer hopes that this research can help students to find the solution to reduce their anxiety when they are speaking English in front of the class. Moreover, it can be used as a reference for teachers to be more aware of the factors that can cause speaking anxiety and reduce their students' speaking anxiety in the class.

Student anxiety also exists in XI grade student at SMAN 1 KRIAN. The writer chooses SMAN 1 Krian because this school is one of the standard senior high schools in Krian, Sidoarjo. In addition, this school uses English as the medium of instruction in all subjects. The writer focuses on XI grade students at SMAN 1 KRIAN because XI grade students have adapted with the situation in their class, their teacher and also their friends. By doing story telling and also speech in the class the writer can crosscheck their level of anxiety when they perform.

Based on the background above, the writer conducts the study entitled **A Study on Students' Anxiety and Its Correlation with the Speaking Performance of XI Grade Students at SMAN 1 KRIAN** using the theory proposed by Horwitz.

1.2 Problems of the Study

In general, this research analyzes the anxiety in English speaking class at SMAN 1 KRIAN. Based on the background of the study, the problems of the study can be elaborated as follows:

1. What is the anxiety level of XI grade students at SMAN 1 KRIAN?
2. What are the factors that affect the anxiety of XI grade students at SMAN 1 KRIAN?
3. What is the correlation between students' anxiety and the speaking performance of XI grade students of SMAN 1 KRIAN?

1.3 Objectives of the Study

In line with the research problems, the objectives of this study are:

1. To find out the anxiety levels of XI grade students at SMAN 1 KRIAN.
2. To find out factors affecting the anxiety of XI grade students at SMAN 1 KRIAN.
3. To find out the correlation between students' anxiety and the speaking performance of XI grade students of SMAN 1 KRIAN.

1.4 Hypotheses

In this research, the writer proposes some hypotheses related to the problems of study:

1. The anxiety level of XI grade students at SMAN 1 KRIAN is high. It is because they are afraid to make mistake and they will be afraid if their friend laugh at them when they speak foreign language.

2. The factors that affect the anxiety of XI grade students at SMAN 1 KRIAN, namely communication apprehension, test anxiety, and fear of negative evaluation.

3. There is a negative correlation between students' anxiety and the speaking performance of XI grade students of SMAN 1 KRIAN.

1.5 Definition of Key Terms

There are some of terms that are also frequently mentioned in this research, they are:

Anxiety : The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. (Horwitz, et al 1986)

Speaking Anxiety : is the difficulty to speak in front of the group. These difficulties in these cases are prepared speeches, oral presentations, answering questions or simple presentation rounds among others. (Samuelsson, 2011 cited in Hadziosmanovic)

Speaking Performance : An oral production aspect of fluency, accuracy, syntactic complexity, and lexical complexity when producing words.

SMAN 1 KRIAN : is one of the standard senior high schools in Krian, Sidoarjo which uses English as a medium of instruction in all of the subjects.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer explains related literature which will be used to investigate the problem. They are theoretical framework and the previous study.

2.1 Theoretical Framework

Theoretical framework includes theories that are related to this study such as Second language acquisition, foreign language learning, Krashen's five hypothesis in second language acquisition, speaking activity, anxiety, types of anxiety, manifestations of anxiety, and instrument for measuring foreign language anxiety.

2.1.1 Second Language Acquisition

All people in the world live in a social environment where they have used more than one language every day. The first language that people have learned is mother tongue (L1). Usually, they always use it in daily life to communicate with other people around them. By using it, people feel comfortable to share their ideas, purpose, and also opinion with other people. For example, people who live in Central Java regularly use Javanese as their mother tongue. Another language that people learn after the first language is called second language (L2).

People acquire second language from their school, environment, and family.

According to Gass and Selinker (2008, p.1) also suggest that second language

acquisition is “the acquisition of language beyond the native language”. For example people who live in Banyuwangi, acquire not only their mother tongue (Osing language) but also other languages like Indonesian and Javanese.

However, it is more comfortable to speak in the mother tongue.

From the explanation which the writer mentioned above, all of them state that second language acquisition is the study of individual and groups about additional language (L2) after learning the first language (L1). In addition L2 in this case also includes foreign language.

2.1.2 Foreign Language Learning.

Foreign language learning is different from second language acquisition. Second language acquisition is the way that second language is acquired while foreign language learning is how the language is learned. In addition, Second language acquisition used in daily life and foreign language is not used in daily life. In Indonesia, English is considered as a foreign language which is learnt formally by people but it is not used in their daily life. English as a foreign language and English as a second language are different. English as a second language means English becomes a language of instruction in the school and business, although English is not the native language. While, English as a foreign language is a new language that is learnt formally by people at school or campus, but it is not used in their daily life (Cautrell, 2007).

Because there are cross-cultural relationship and globalization, people communicate by using a different language from their mother tongue. There are kinds of reason such as they want to build relationship and communication with

other people in different countries. It is also possible that they want to study about another culture.

Furthermore, although people learn English from elementary level until college level, it is still difficult for them to understand a new language. It is because English is not used in their daily life.

English becomes a compulsory subject that should be mastered by all students from their elementary level until their college level. However, it is used at school or campus but the chance to use and practice foreign language is not much. Therefore, it makes learning English become new challenge for them.

Besides, it will make them have difficulty to speak in a foreign language

2.1.3 Krashen's Five Hypothesis in Second Language Acquisition

There are five hypotheses in second language acquisition. Krashen (1981) proposed five hypotheses namely, acquisition-learning hypotheses, the natural order hypothesis, the monitor hypothesis, the input hypothesis, the affective filter hypothesis.

a. Acquisition/learning hypotheses

There are two ways for learners to develop their second language. The two ways consist of acquisition and learning. Acquisition focuses on meaning while learning focuses on structure of the language system.

b. The natural order hypothesis

It is related to the structure of language that can be acquired in a predictable order.

c. The monitor hypothesis

In acquiring language, people will monitor the language in order to produce proper words or sentences.

d. The input hypothesis

It is related to the ways how to acquire language by understanding message.

e. The affective filter hypothesis

It is related to the influencing affective filter to acquire second language successfully.

This study deals with one of the factors that influence language acquisition.

That is affective filter hypothesis. This hypothesis consists of motivation, self-confidence, and anxiety. Students who have low motivation, are not confident and also have high anxiety will be affected in their progress in acquiring language. In addition, students with low anxiety can be successful in acquiring language.

2.1.4 Speaking

There are four skills needed to complete the process of learning English as a second language which is listening, speaking, reading, and also writing. Unlike listening, or reading and writing; speaking is the productive oral skill which consists of producing systematic verbal utterances to convey meaning. In addition, Brown (2001, p.271) suggests that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. He classifies six basic types of speaking performances as the following:

- a. Imitative : the purpose of imitation is not meaningful interaction, but for focusing on some particular element of language form. It can be done by drilling vocabularies
- b. Responsive : includes interaction, very short conversations between teacher with their student or comment.
- c. Interpersonal (dialogue) : used more for the purpose of maintaining social relationship than for the transmission of fact and information.
- d. Extensive (monologue) : is used by student at intermediate and advance levels which includes speeches, oral presentations, story-telling, etc.
- e. Transactional (dialogue) : the purpose of transactional is conveying or exchanging specific information.
- f. Intensive : the speaking activity includes practicing some phonological or grammatical aspect of language.

On the other hand, there are four most common problems which always occur in speaking performance. According to Ur (1996, p.121) those common problems in speaking performance are:

- a. Inhibition. Sometimes students feel embarrassed when the teacher asks them to speak up in front of the class or share their ideas and give

opinion about the topic which has been discussed together in class. In addition, they always worry to use a foreign language that they have not mastered perfectly.

b. Fewer participants speak using English. Less participant here means some students do not want to give contribution in the English class because they are lazy and feel uncomfortable with it.

c. Nothing to say and it means they prefer to be silent. This is another reason why students prefer to be silent. Because of less knowledge and information about the topic given by teacher, they prefer to be silent.

d. When speaking in the foreign language they mix it with their mother tongue. It is because they rarely practice and communicate using it. The difficulty of grammar, pronunciation, and also unfamiliar words make some of them prefer to use their mother tongue, because it will be easier to understand.

In this research, the writer uses story telling and speech to measure speaking performance. Based on Brown's theory, these two speech activities belong to extensive type of speaking performance. Concerning the second research problems, the writer uses Ur's theory when discussing the three factors affecting student's anxiety namely communication apprehension, test anxiety and fear negative evaluation. Because of speaking is very difficult so it will increase anxiety.

2.1.5 Anxiety

Commonly, every person has experience about anxiety. According to Horwitz et al. (1986, p.126), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. For example, when people feel nervous to speak French, they will tend to make more mistakes either about grammar, spelling, or coherence and also they often say “you know, eemm”. Moreover, it will increase students’ uncomfortable feeling. MacIntyre & Gardner (1991a, p.515) state anxiety negatively influences the language learning process. It can be the major problem that always happens in our life. It can become an obstruction factor when people study and develop their foreign language, such as English language.

According to Horwitz et al. (1986, p.127), individuals who feel that they are competent in their mother tongue, will feel degraded when they are required to speak in their second language. It means that people will feel competent to speak with other people using their mother tongue rather than using their second language. They do not have self confidence to speak English. It is because they feel embarrassed when they make some mistakes in pronouncing English word, spelling, and also in grammar. They also feel embarrassed when they make mistakes because lack of concentration. Sometimes, the more mistakes that they have made, the more they become nervous.

Besides, Horwitz et al. (1986) mention the factor that affecting the anxiety are communication apprehension, test anxiety, and fear of negative evaluation.

Communication apprehension is related to student’s ability to communicate in the

target language. In addition, learners are shy when they speak in front of audiences. If they have difficulties in speaking in large a group, they will have problem to speak English in front of the class. Test anxiety is related to students' fear toward academic evaluation or test. Sometimes it is very hard for students to concentrate on the test. Fear of negative evaluation is related to other evaluation. Laughing and giving negative perception from students' friend, will increase their anxiety.

Based on Foreign Language Classroom Anxiety Scale (Horwitz, 1986), Katalin (2006) established a score range. Students who get higher score than 99 are categorized as having high anxiety level. In addition, students who get score 99, they are categorized cut off line. On the other hand, if they get lower score than 99, they are categorized as having low anxiety level. That standard will be used in classifying the student's anxiety level.

2.1.6 Types of Anxiety

There are three types of anxiety. According to MacIntyre and Gardner (1991b, p.87) these are three perspectives of anxiety in general, namely trait anxiety, state anxiety, and situation specific anxiety.

1. Trait Anxiety

According to Spielberger (2005, cited in Soma, p.7) trait anxiety is a general characteristic of an individual's personality. Someone who has an experience about it will be more worried. He also has a perception that he feels threatened. It means that trait anxiety itself can appear in any situation and also when a learner or a student sees the situation as threatening, it can give negative

effect on his learning. A person who has high trait anxiety level generally becomes nervous and he cannot feel calm. When people join a debate competition, sometimes debaters get nervous before speaking in public.

Furthermore, their anxiety will not disappear although their competition has finished.

2. State Anxiety

Different from trait anxiety, state anxiety is an unpleasant feeling which can appear because learners are exposed to a particular situation or condition. It also happens in some moments because of the feeling of nervousness, tension, and worry. Spilberger (1983 cited in Jiayong, p. 29) states that state anxiety is the apprehension which takes place at a particular moment and often accompanies physical sign such as perspiration, sweaty palms, dry mouth, muscle contraction and tension, increase in heart, and perspiration rates. For example is when there is a mathematic examination. In the first time, students will feel nervous, they worry if they cannot get a good score and finish it. But after they finish that exam, they feel normal and do not feel anxious.

3. Situation-specific anxiety

Situation-specific anxiety is related with general anxiety and certain situation. According to MacIntrye & Gardner (1991b, p.90)

“Situation-specific construct can be seen as trait anxiety measure limited to a given context. Respondent are tested for their anxiety reaction in well-defined situation such as public speaking, writing examination, or participating in French class”

It is because they do not have ability to be proficient to speak, write, listen and also read in their second language.

From the explanation which the writer has mentioned in a particular situation or condition, sometimes students feel nervous because they are not proficient in speaking English and consequently their manifestation of anxiety will appear.

2.1.7 Manifestations of Speaking Anxiety

According to Samuelsson (2011, cited in Hadziosmanovic, p.9) speaking anxiety is the difficulty to speak in front of the group. The difficulties in these cases are prepared speeches, oral presentations, answering questions or simple presentation rounds among others. Usually students who have speaking anxiety are very quiet, passive, and they also receive less attention from their teachers. Sometimes, speaking in front of their friends or the teacher is like an activity which deeply worries and they feel threatened. Moreover, they are afraid of losing their self confidence and also it will show their language weaknesses. Horwitz et al (1986, p.126) argues that anxious students may avoid studying and in some cases skip class entirely in an effort to alleviate their anxiety. It means the students who feel anxious sometimes feel insecure to join the class. Indeed, people who have speaking anxiety, will be more confused to arrange sentence and they have high degree of pausing, lack of coherence, high insertion filler such as “you know, eemmm,”.

Lanerfeldt (2005, cited in Basic, p.11) observed 295 students in the 7-9th grade when speaking in class. The result shows that a large group of them felt discomfort when speaking in class and 30 % of them believed that their speaking difficulties started at the intermediate level. They felt pressure about making

language mistakes as well as presenting their opinions in front of their peers and teachers. Many of them feel uncomfortable about speaking in class and receiving questions they could not answer or not being able to explain themselves in English. Anxiety have physical/physiological, emotional, and behavioral manifestations, and those each individual manifestation can be different.

According to Oxford (1999, cited in Biljana, 2013, p.20), there are some symptoms indicating speaking anxiety and it will be explained as follows:

a. Physical symptoms

It includes rapid heart beat, tension muscle, dry mouth, and excessive perspiration. For example if there is a person who becomes a speaker in public speaking in the first time, commonly his heart beats more rapidly than usual and also has excessive perspiration. He does not want his performance bad in front of the audience. Although he has done preparation before, it is not easy to speak in front of audience. So consequently it makes his concentration blank.

b. Psychological symptoms

It includes embarrassment, feelings of helplessness, fear, going blank, inability to concentrate, as well as poor memory recall and they cannot remember things easily. Sometimes, people will feel embarrassed if they cannot speak fluently in front of their audience. Consequently, it will make their concentration not focus on the topic which has been prepared before and become blank. For example when an anxious student is asked by her teacher to do story telling about Alladin, they will blank and also try to remember the content of the text. Making sentence and having little vocabulary, will make all of them try very hard to think

very long. Sometimes they feel embarrassed when they pronounce something wrong.

c. Behavioral symptoms

It includes squirming, fidgeting, playing with hair or clothing, touching objects, being unable to reproduce the sounds or intonation of the target language after repeated practice. Moreover, behavioral symptoms of anxiety is considered negative behavior in our life such as inappropriate silence, unwillingness to participate to speak, coming late to avoid the lesson, or arriving unprepared. It means that learners who feel insecure with the lesson that can threaten them, will try to avoid it. For example people who are nervous look uncomfortable and always move from side to side in an awkward way, sometimes they play with their hair and touch objects to reduce their nervousness.

d. Other signs which might reflect language anxiety are over-studying, perfectionism, hostility, excessive competitiveness, as well as excessive self-effacement and self-criticism for example when some anxious student see their friends are very fluent in speaking and have confidence, they will feel "I can't do it well like my friends have done and be brave in front of other friend. I'm so stupid in this field. They are better than me"

The writer uses Oxford's theory (1999) when discussing the three factors affecting student's anxiety namely communication apprehension, test anxiety and fear of negative evaluation. Usually students who feel nervous also reproduce excessive perspiration and play with their hair or clothing. Consequently, they always make some errors and try to remember the content of the text. When

investigating student's anxiety, there are some instruments. However the writer only focuses on FLCAS.

2.1.8 Foreign Language Classroom Anxiety Scale (FLCAS)

This study tries to find the correlation between anxiety and their oral achievement when speaking a foreign language. The writer finds there is an instrument related to anxiety namely Foreign Language Anxiety Classroom Scale which is shortened into FLCAS.

FLCAS was developed by Horwitz et al. (1986, p.129) and is used for measuring anxiety levels. FLCAS is "a self-report measure which assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psycho-physiological symptoms, and avoidance behaviors" (Horwitz et al, 1986). In addition, there are 33 question items, 5 point scale ranging from "strongly agree" and 1 point scale ranging is "strongly disagree".

But for the number 2,5,8,11,14,18,22,28,32 the point scale can change become 1 point scale range of "strongly agree" and 5 point scale ranging is "strongly disagree".

The writer uses FLCAS to answer the first research problem about anxiety level of XI grade student at SMAN 1 KRIAN and select students who have high and low anxiety levels.

2.2 Previous Studies

There are previous studies that are related to this study. The first is the study done by Tsui Dik Ki, Lilian (2005) about The Impact of Anxiety on Code Mixing During Lessons (English As A Medium of Instruction) among Junior Students in A Secondary School in Hong Kong. He analyzes whether the student who is anxious has higher frequency of code mixing in those lessons and also what the situation (when, why) make them do code mixing. The participants were 11 students consisting of boy and girls from EMI secondary school in Hong Kong. His research used FLCAS (Foreign Language Classroom Anxiety Scale) and interview. The result showed that students who were more anxious mostly would use code mixing. In addition, there was positive correlation between code mixing and language proficiency among the boys in his research. Furthermore, he found the boys who had lower score in FLCAS have lower proficiency in English. Besides, there was no correlation between the anxiety level and frequency of code-mixing among the girls in this study.

Another previous study is Toth (2012) who conducted Foreign Language Anxiety and Oral Performance: Differences between High vs Low Anxious EFL Students. He analyzed differences between high- and low-anxious students' oral performance in terms of the assessment criteria used by the raters such as grammar, fluency, and pronunciation. He also analyzed how the raters' assessment of high- and low-anxious students' performance is compared with the native speaking interlocutor's impression marks based on overall proficiency, task performance, interaction skills, and depth of answers. The participants were 16

English major students from a University in Hungary. He used FLCAS. The result of this study suggested that students who have high Foreign Language Anxiety, have difficulty to converse freely, in terms of various aspects of their L2 speech, especially in their fluency, grammar, vocabulary, intonation, effectiveness of communication, overall proficiency, and depth of answers. It is very different from students who have low anxiety. They are so easy to converse freely, in term of various aspect of their L2 speech, especially in their grammar, intonation, vocabulary, and depth answer.

The difference between pervious studies and the writer's research are the first previous research analyzes anxiety frequency of code mixing and the second previous study investigates high and low anxious students' performance compared with the native speaking interlocutor's impression marks. While the writer's research analyzes level of anxiety, factors contributing of anxiety, the correlation between anxiety with their speaking performance and the difference between anxiety students in XI Social class. The similarity among the studies is the instrument used to measure students' level of anxiety which is Foreign Language Classroom Anxiety Scale (FLCAS).

CHAPTER III

RESEARCH METHOD

This chapter presents the method used in the study such as research design, data source, data collection and data analysis.

3.1 Research design

The writer used quantitative and qualitative approach as the research design.

According to Punch (2004, p.3) quantitative research is an empirical research where the data are in the form of numbers. While, qualitative approach focused on understanding phenomena from the perspective of human participant in the study.

In this research the writer used a quantitative approach because this research was conducted to find out the anxiety levels of XI grade students at SMAN 1 KRIAN, to find out about the correlation between students' anxiety of XI grade students and their speaking performance. The writer used a qualitative approach because this research was conducted to find out the factors that affect the anxiety of XI grade student at SMAN 1 KRIAN. Furthermore, the writer did observation to get the data. So, the quantitative data was obtained through the questionnaire and the result score of speaking performance. While the qualitative data was obtained through the result interview by students.

3.2 Data and Data Source

In this research, the data source or the subject of the study was XI grade students at SMAN 1 KRIAN. The total population of XI grade student at SMAN 1 KRIAN were 307 consisting of 6 science classes, 3 social classes, and 1 language class. Arikunto (2006, p.134) states that a researcher may take 10%-15% or 20%-25% or more of the population used as the sample. In choosing the participants, the writer decided to use purposive sampling. According to Arikunto (2006, p.139), purposive sampling is a technique of choosing data with certain consideration. The criterion which should be possessed by the participant is that their English ability was average compared to other classes.

The writer took 56 students from social classes (20% of the population) as recommended by the teacher. In addition, based on observations that the writer did in the classroom, those 56 students fulfilled the criteria as the participant. The writer did the observation at SMAN 1 Krian in two weeks. The purpose was to monitor the classroom situation and students of the class before giving a test.

The data used in this quantitative research were the result of Foreign Language Classroom Anxiety Scale questionnaires filled by XI grade students at SMAN 1 KRIAN, and the result of speaking performance. While the data used in this qualitative research are the result of interview.

3.3 Data Collection

According to Griffiee (2012, p. 137) there was an advantage of using questionnaires as a research instrument. He suggested that data from questionnaires were self-reported which allowed the students to think that data could be gathered from group of participants in a fairly short period of time.

In this research, the writer used Foreign Language Classroom Anxiety Scale (FLCAS) because the questionnaire was appropriate to measure anxiety level. The instrument had been developed by Horwitz et al (1986). The questionnaire contained 33 questions with 5 alternative answers (5-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree). But there were some questions which have different score. Since there were two types of data which one was quantitative and qualitative, the writer conducted the following steps.

The following are the steps in quantitative data collections:

1. Chose Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire of Horwitz (1986) and downloaded it from The Modern Language Journal 70. (see Appendix 1)
2. Distributed the questionnaire to 56 students and gave limitation about 5 minutes to fill it. By giving limitation about 5 minutes, students would read and focus to think about the answer. On the other hand, if students were given less than 5 minutes, they would fill the answer without reading the text and thinking about the answer.
3. Collected the result of questionnaire.

4. Selected 4 students with the highest anxiety level and 4 students with the lowest anxiety level from social class. The writer chose 4 students from each level considering that each students had to perform two speaking activities which took the time for them to prepare. So there would be 8 students who would perform speaking.

5. Asked them to tell a story and delivered speech in front of the class about 3-5 minutes. The topic for story telling was about fairy tale and the speech was about education. The writer took those two topics because the topics were suitable and familiar for them. There were two meetings for their performance in a week, so they could show their speaking performance maximally. The time of preparation was about 10 minutes before performing.

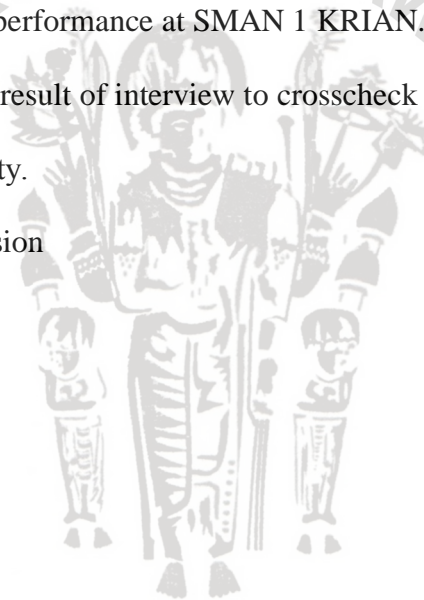
6. Scored their oral performance. This was done by the teacher and the writer. So the result could be objective. The scoring rubric was taken from English Assessment Test 2 which had been developed based on KTSP 2006 by Grace and Sudarwati (2012). (see Appendix 2)

Having completed the quantitative data collection, the writer started to collect the qualitative data by interviewing the participants about their speaking performance and the result of FLCAS. The writer used structure interview to get more information about the data it could be seen in Appendix 3. In addition, the interview was recorded and the transcripts could be seen in Appendix 4 and 5.

3.4 Data Analysis

After collecting the data, the writer began to analyze it. The step of the data analysis can be mentioned as follow:

1. Interpreted the result of high and low anxiety levels.
2. Calculated the correlation between students' anxiety of XI grade students and their speaking performance by using statistical procedure that was Product Moment Pearson correlation. (SPSS)
3. Interpreted correlation between students' anxiety of XI grade students and their speaking performance at SMAN 1 KRIAN.
4. Interpreted the result of interview to crosscheck the factor that could affect student's anxiety.
5. Draw a conclusion



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of investigation and discussion related to the problem of this research.

4.1 Finding

The findings are to answer the first, second, and third problems of this study. This part will be divided into three sections: the level anxiety of XI grade student, the factor affecting anxiety of XI grade students and the correlation between speaking anxiety and the speaking performance of XI grade students at SMAN 1 KRIAN.

4.1.1 Anxiety Level of XI Grade Student

After analyzing the data, the writer found one levels of anxiety. There was high students' anxiety level. Furthermore, students who get higher than 99 is categorized as having high anxiety level. On the other hand, if they get lower score than 99, they were categorized having low anxiety level.

Table 4.1 Anxiety Scores for Students of XI Social Classes

No	Participant	Anxiety Score
1	Student 1	129
2	Student 2	120
3	Student 3	117
4	Student 4	116
5	Student 5	116
6	Student 6	115
7	Student 7	115
8	Student 8	115
9	Student 9	114
10	Student 10	114
11	Student 11	113
12	Student 12	113
13	Student 13	112
14	Student 14	112
15	Student 15	110
16	Student 16	110
17	Student 17	109
18	Student 18	109
19	Student 19	108
20	Student 20	108
21	Student 21	108
22	Student 22	107
23	Student 23	107
24	Student 24	106
25	Student 25	105
26	Student 26	105
27	Student 27	104
28	Student 28	103
29	Student 29	103
30	Student 30	102
31	Student 31	101
32	Student 32	100
33	Student 33	100
34	Student 34	100
35	Student 35	100
36	Student 36	98
37	Student 37	98
38	Student 38	98
39	Student 39	95
40	Student 40	95
41	Student 41	94

42	Student 42	94
43	Student 43	93
44	Student 44	90
45	Student 45	90
46	Student 46	89
47	Student 47	83
48	Student 48	81
49	Student 49	79
50	Student 50	78
51	Student 51	78
52	Student 52	78
53	Student 53	76
54	Student 54	68
55	Student 55	59
56	Student 56	55

So based on Table 4.1, the highest of students' anxiety score was 129 while the lowest of students' anxiety score was 55. Thus, the writer selected the first 4 students with high anxiety level and the last 4 students with low anxiety level to tell a story and deliver speech in front of the class. So, high anxiety students who were selected in XI Social class were students number 1, 2, 3, 4. While low anxiety level students who were chosen for speaking performance were students number 56, 55, 54, 53.

Table 4.2 Descriptive Statistic of Students' Anxiety Level Score in XI Social Classes

Anxiety Score		
N	Valid	56
	Missing	0
Mean		99.91
Median		103.00

Based on the table above, N is the total of data which were processed and that was 56. There was no missing data in that table. In addition, it was shown that students' anxiety level score in XI Social High anxiety with mean score 99.91 and median score 103.00. In addition the mean score was more than 99, so it could be categorized as high anxiety level.

4.1.2 Factors that Affect the Anxiety of XI Grade Students at SMAN 1

KRIAN

The writer found the factors that affecting the anxiety of XI grade students at SMAN 1 Krian based on Horwitz et al. These three factors were Communication Apprehension, Fear negative Evaluation and Test Anxiety. Here, the writer would present the finding of kinds of factors that affect anxiety of XI grade students.

4.1.2.1 Communication Apprehension

According to McCroskey (1977, cited in Yahya, p.230) communication apprehension is an individual level of fear or anxiety associated with real or anticipated communication with another person or persons. During the observed, the researcher found that speaking English was not easy for students since they had to speak with good pronunciation, use appropriate vocabulary and grammatical rules in order to make good sentences. Sometimes, they were not fluent when they delivered their ideas and it would affect their feeling. They were anxious and also had negative perception. In addition, there were some factors why students could not speak fluently and often produce fillers such as “hmmm....aaaaa” etc. One of the factors was communication apprehension (CA). Once the student was asked to perform using English in a classroom situation, it could cause students’ anxiety because they had to perform unfamiliar sounds in front of an audience, made some mistakes in grammar, and they had difficulty to express their ideas. When their teacher asked them to speak usually they felt shy to express their idea, they were unwilling to join in speaking and they were afraid to make mistakes. The writer would compare the communication apprehension of high anxiety students and low anxiety students.

Students who had high anxiety were unwilling to deliver speech performance and did story telling. It was because they felt shy and they did not want to show their weaknesses in front of the class. It was also strengthened by statement from student number 3: “I am shy when I speak in front of the class. All of my friends look at me, so it makes me nervous”. Another point from student

with high anxiety was that they felt terrible about their pronunciation which they did not master. As student number 2, a high anxiety student reported: "I am confused and cannot speak with good pronunciation. It is so difficult". They tended to avoid communication in English although the communication in English gave big advantage to them. Furthermore, they were not satisfied with their performance. As student number 1, a high anxiety student reported: "I am not satisfied with my performance. It is so difficult to arrange sentences when performing in front of the class. Limited vocabulary makes me blank and confused. I could not easily remember some words and content of the story in English". From that statement, most of the students with high anxiety thought that they have difficulty to arrange some words, and memorize the content of the story are not easy. Poor in grammatical knowledge and practice made them markedly uncomfortable when speaking English and they tend to read the text.

Besides, they used gap fillers such as "hmm", "errr". It was also supported by the statement of student number 4: "I forgot about word and said aaa...eeee...aaa...eee". In addition, using code mixing would help them to deliver their argument and idea. It can be seen from student number 4 who has reported: "I am not accustomed to English when speaking, it made me nervous. If I do not know how to translate the word in target language, I used code mixing".

Furthermore, they could not concentrate and try to focus on the content. As student number 2, a high anxiety student reported: "I could not memorize content of the story, so it made me blank. Although I had done preparation, it was not easy for me to speak in front of the audience. Regularly my mind would be blank,

my foot could not stop moving and I produced much perspiration than usual”.

That statement showed that, students had difficulty to memorize the story in English. They tried to remember the sequence of the story. In addition, simultaneously manifestation of anxiety appeared. Another point from student with high anxiety is that their performances tend to be monotonous. It means that they could not make their performance fun and attractive. Some of them were shy to speak in front of their friends. Usually, they felt embarrassed when the teacher asked them to speak up. Consequently, they could not concentrate on their material. Furthermore, they wanted to finish their performance quickly.

On the other hand, it was different from students who had low anxiety, they kept trying to explain their ideas because they were not afraid of making mistakes, and they tried to reduce the difficult words or concept. Although they felt nervous, they tried to relax and move on. Besides, they wanted their performance satisfying. Student number 53, a low anxiety student said, “I was satisfied with my performance because I could make my friend enjoy with my story and speech, although I was nervous, I tried to relax. Furthermore, I want to express the idea in my mind. In some moment, I produced a lot of perspiration too because of my nervousness”.

Although student who had low anxiety had self-confident to speak, they forgot about the vocabulary which they had prepared before. As a student with low anxiety 56 reported that, “Although I had prepared before, but there were some vocab that I forgot to deliver. I should understand the content and did not only memorize the content” From the statement, student with low anxiety

sometimes forget the vocabulary which might be used in their performance. But because they understood about the content, they could use other words which had similar meaning. When they memorized, it would be easier to forget. They preferred to understand the content first.

4.1.2.2 Fear of Negative Evaluation

Sometimes students who had high anxiety were afraid to make mistakes and judged by their other friends. When they became monotonous, their performance would not be attractive anymore. In addition, others' negative thoughts and fear of making pronunciation mistakes would create anxiety. There were other friends who did not care about their friends during performing. For some students who had high anxiety criticism from teacher and their friends would make them feel down. They were not self confident in their English speaking ability. As student number 3, a high anxiety student, he reported, "I was afraid when I made some errors in grammar and my pronunciation was not better than my other friends. So I could not be brave for expressing my idea. There were many friends looking at my performance, consequently I was nervous. I was afraid too if my friends laughed at me". Another high anxiety student number 2, mentioned that: "I was terrible in speaking performance. When all of my friends looked at my performance, it made my concentration blank. I could not focus. My grammar was so bad too. I often say emmmm... tried to remember it". From the statement, high anxiety student would feel nervous when there were other friends looking at them accurately. Making a lot of mistakes, they would look foolish and incompetent to speak English. When the writer observed the class, when a student

with high anxiety was called by the teacher to perform, he was unwilling to do it.

They did not want to be a volunteer. As student number 4, a high anxiety student, he reported, "I could not speak well like my other friends. They were better than me, Miss?". In addition they compared themselves with their other friends who had an ability to speak English fluently. They were unsure with their ability.

Sometimes after a student saw that their friends' performance was better than theirs, it would increase their anxiety to speak up and felt down first.

Students with fear of negative evaluation are worried that others might not understand the content they are talking about in the second language. Horwitz, et al (1991, cited in Yahya, p.235) state that a students' performance in the language classroom not only is graded by the teacher, but commented on by fellow students in the same classroom as well.

On the other hand, low anxiety students thought that criticism from their teacher would become support to be better in the next performance. In addition, they did not care if some other students said that they wanted to show off in front of the audience. They believed that one day, it would give advantages for them to speak up in front of the public. As student number 55, a low anxiety student, reported: "When there were some of my friends laughed at me or my teacher gave advice to me, in the first time, I would not be down but because of this, it tried to correct my weakness in my speaking. Because I loved to learn English so it made me motivated to be better. I did not want to repeat the same mistake".

4.1.2.3 Test Anxiety

Test Anxiety made some students who had high anxiety nervous on the test performance. During observation, students who had high anxiety felt uncomfortable. As student number 1, a high anxiety student, reported: "Speaking performance test made me feel uncomfortable. Sometimes I was lazy to join the class". Another point from high anxiety student is that, they also wanted to skip the class. As student number 2 "I had perception to skip this class because I had an incapability to pronounce words in English. "I wanted to finish quickly when I performed". In addition, they did not want other friends saw their weaknesses in speaking English. It was like a threatening condition. Showing bad performance would give negative image to them as if they seem foolish.

In other cases, students who had lower anxiety they did not have perception to skip the class. They gave more explanation the content of story and speech when they perform. If they did not give the best performance would influence their score. Sometimes, there was manifestation of anxiety happened when performing such as excessive perspiration, being unable to produce the sounds of the target language, going blank, inability to concentrate, as well as poor memory recall and they could not remember things easily.

Fear of examination could create an intimidating atmosphere for students.

In addition, people would feel embarrassed if they could not speak fluently in front of their audience. Consequently, their concentration did not focus on the topic which had been prepared before and became blank.

4.1.3 The Correlation between Students' Anxiety and The Speaking Performance

As mentioned in Chapter 3, to find out the correlation between students' anxiety of XI grade students and their speaking performance, the writer tested the data using *Pearson Product Moment Correlation*.

4.1.3.3 The Correlation between Students' Anxiety and Speaking Performance by Low Anxiety Level of XI Grade Students

The speaking score and the correlation of students with low anxiety level and the speaking performance were explained in the tables below:

Table 4.3 Score of Low Students' Anxiety and Speaking in XI Social Classes

Score anxiety	Speaking
76	9
68	8.9
59	8.4
55	8.2

So based on the Table 4.3, students with low anxiety level obtained a good score in speaking performance. It was because they had high self confidence to speak in front of their friends and they could reduce their nervousness, so it would influence their scores in speaking performance.

Table 4.4 Correlation between Low Students' Anxiety and Speaking in XI Social Classes

		Score	Speaking
Score	Pearson Correlation	1	.969*
	Sig. (2-tailed)		.031
	N	4	4
Speaking	Pearson Correlation	.969*	1
	Sig. (2-tailed)	.031	
	N	4	4

*. Correlation is significant at the 0.05 level (2-tailed).

The table above showed that speaking score had $r = .969^*$. It means that speaking score had significantly positive correlation with low students' anxiety score. There was no (-) negative in $.969^*$. If the anxiety score was lower, they would get good score in speaking. Students who obtained lower anxiety score, they had ability to reduce their nervous in English speaking and they had high self confidence in front of their friend. The symbol of (*) means that there was significant value. In term of significant value, there was a significantly positive correlation among low students' anxiety score and speaking performance. It can be seen from the value of significant correlation between high students' anxiety score and their speaking performance which are 0.031 which is $< \alpha$ ($\alpha = 0.05$). If the level of significance is more than 0.05, it was categorized as no significant correlation among each other.

4.1.3.4 The Correlation between Students' Anxiety and the Speaking Performance by High Anxiety Level of XI Grade Students

The speaking score and correlation between high student anxiety level and the speaking performance were explained in the tables below:

Table 4.5 Score of High Students' Anxiety and Speaking in XI Social Classes

Score anxiety	Speaking
129	7
120	7.1
117	7.2
116	7.2

So based on the Table 4.5, students with high anxiety level obtained a good score in speaking performance. It was because they tended to read the text, they had low self confidence to speak in front of their friends and they could not reduce their nervousness, so it would influence their scores in speaking performance.

Table 4.6 Correlation between High Students' Anxiety and Speaking in XI Social Classes

		Score	Speaking
Score	Pearson Correlation	1	-.958*
	Sig. (2-tailed)		.042
	N	4	4
Speaking	Pearson Correlation	-.958*	1
	Sig. (2-tailed)	.042	
	N	4	4

*. Correlation is significant at the 0.05 level (2-tailed).

Based on Table 4.6 showed that speaking had $r = -.958^*$. It means that speaking had a significantly negative correlation with high students' anxiety score. If the score anxiety was high it would influence their score in speaking.

Students who obtained high anxiety score, they had not ability to reduce their nervous in English speaking and they did not high self confidence in front of their friend. The symbol of (*) means that there was a significant value. In terms of significant value, there was a significantly negative correlation among high students' anxiety score and speaking performance. It was known from the value of significant correlation between high students' anxiety score and speaking performance which are 0.042 which is $< \alpha$ ($\alpha = 0.05$).

4.2 Discussion

Table 4.1 shows that students in XI Social classes had high level anxiety with mean score of 99.91 and median score of 103.00. Based on Foreign Language Anxiety Classroom (Horwitz, 1986), Katalin (2006) developed a score range. Students who got higher than 99, were categorized as having high anxiety level. On the other hand, if they got lower score than 99, they would be categorized as having low anxiety level. Students with high levels of anxiety had more difficulty in speaking performance. They were difficult to remember the story and incapable to arrange sentences clearly. They were also worried about being judged or saying wrong thing. In addition, they were not accustomed to putting their thought into English words. From the result of the analyses, it can be seen that students with low self confidence had high anxiety level. Furthermore, some of students in XI Social classes were shy to speak in front of their friends.

This fact is in line with Krashen's affective filter. He states that when the filter was up, it would obstruct students' language acquisition.

Furthermore there were factors affecting anxiety that proposed by Horwitz namely, communication apprehension, fear of negative evaluation and test anxiety. There were differences between high anxiety student and low anxiety students. Some students who had high anxiety were confused to speak up in front of the class. All students who had high anxiety had communication apprehension experience. Furthermore, they were confused in arranging some grammatical sentences, and difficult to deliver their idea so it made all of them to be nervous.

All students who have high anxiety were afraid when there was a speaking test. MacIntyre & Gardner (1991a, p.515) state that anxiety negatively influences the language learning process. Arranging some sentences according to grammatical rule, memorizing the content and producing good pronunciation made them more anxious when they perform. Some of them also forgot what they had learned before. According to MacIntyre & Gardner (1994) students with high anxiety would find difficulty to express their own idea and tend to underestimate their own ability. They could not express their thought in front of their friends because they were not fluent to speak English. Inability to express their idea and thought would cause apprehension for them.

Furthermore student with high anxiety did not believe and had low self confidence with their ability in speaking performance. In addition, Horwitz et al (1986) state that students who did not believe in themselves and what they were saying, would think that they were incapable of building good impression. It

means that what they had done would not change anything. They also were feeling down and had negative perception about their friends. In addition, they felt intimidating when they ask by teacher to performance in front of the class. They thought that they would make some mistakes when they spoke. Middleton (2009, p.1) states students were uncertain to try and speak in English. Occasionally, students were making mistakes when making sentences in a foreign language because they thought the task was complicated. Some high anxiety students said that they were not accustomed to speaking in English. They rarely practiced to speak English so it made all of them unwilling to deliver their idea. Furthermore, students were nervous when they spoke in English, and they were afraid to make mistake.

Usually inhibition also appeared, sometimes students felt embarrassed to speak up in front of the class or share their ideas. They were always worried to use a foreign language that they had not mastered perfectly. According to Ur (1996, p.121) one of inhibition the problems which always occurs in speaking perform.

Most high anxiety students thought that they had difficulty to arrange some words and memorize the content. Poor grammatical knowledge and practice made them uncomfortable when speaking English. It could be seen when they performed in front of the class. Students who had high anxiety tend to read the context. It was because it was for them difficult to memorize the content of the story.

Furthermore, if high anxiety students did not know how to pronounce words, they would ask their friends by using code mixing. They did code mixing a

lot in their speaking performance. According to Ur (1996, p.121) code mixing was common problems which always occur in speaking performance. When the observation some students who used code mixing to translate Indonesian words into English such as “Tambal ban, coklat”. Because they rarely practiced and communicated with using English so they tend to mix Indonesian words into English. By mixing it, it would be easier to make their friend understand the content of story and speech. They were afraid if their friends would laugh at them when they made some mistakes in their performance. According to Gregersen and Horwitz (2002), high anxious students had a fear of negative evaluation since they thought that they seem foolish when confronting a group, which allow for negative evaluation by peers or teachers. High anxiety student would feel nervous when there were other friends looking at him intensely. Making a lot of mistakes, would build incompetent image in speaking English.

Commonly high anxiety students want to skip if there is a test. They felt intimidated because of that. In addition, it was also confirmed during observation. Students who were asked by the teacher to speak would be more afraid and they wanted to finish their performance quickly. Sometimes, because feeling threatened, they felt that the class was not comfortable.

On the other hand, low anxiety students were not afraid of making mistakes, and they tried to reduce the difficult words or concept. In addition they tried to be confident when they delivered their story telling and speech. Although their pronunciation is good, they were still confused when arranging sentences using proper grammatical rules. Usually, they confuse to use simple form when

the pattern of story telling was past tense. They also forget to add adverb of time in their sentence. They regularly forgot when they must use simple form and adverb of time but they tried to correct their sentences. They did not code mixing a lot in their speaking performance. Rarely, they used code mixing when they felt difficult to transfer their idea in English to make their friend understand. They did code mixing if they really did not know the words. So, they asked their friend for helping them to translate it. In addition, they did not read a lot in their speaking performance. They made some notes which contained the points. By using some notes, they could express their idea in front of their friends. Sometimes, if they had difficulties to remember the content of story, they would read the point. Usually, when they were asked by their teacher to perform, they were willing to do it.

Although high anxiety student and low anxiety student had differences but both of them have the same manifestation of anxiety like when they could not express their thought so they touch their skirt, moved their leg, produced perspiration.

The correlation between low students' anxiety and the speaking performance were presented in Table 4.4. The table present that there was positive significant correlation in XI Social classes between students who had low anxiety score and the speaking performance. In XI Social classes showed that the correlation between low students' anxiety level and speaking was $r = .969^*$.

Significant value of the variables was $0.031 < 0.05$. The entire variable was less than 0.05. It means that there were significant positive correlation between

students with low anxiety and the speaking performance. In addition, low anxiety students have high self confidence to express their ideas. So they could express their idea in front of their friend.

It can be concluded that there was a significant positive correlation between low students' anxiety score and the speaking performance. Furthermore, students with low anxiety level tend to obtain good scores in their speaking performance. This result finding is similar to Toth (2012) which were students who had low anxiety were so easy to converse freely, in term of various aspects of their L2 speech, especially in their grammar, intonation, and vocabulary. Their performances were more attractive than students with high anxiety. Students felt good in speaking when they were absolutely confidence about what they were saying.

In the other case, the correlation between high students' anxiety and the speaking performance were presented in Tables 4.6. The table showed that there were significant negative correlation in XI Social classes between students who had high anxiety level and the speaking performance. The correlation between high students' anxiety score and their speaking performance in XI Social classes were $r = -.958^*$. When they performed in front of the class, students who had high anxiety level would give negative effect on their performance and score. For example, students who were not fluent tend to read, did not use some gesture to make their performances attractive, and eventually it would influence their score.

Speaking was very different with reading and writing. When students spoke in

front of the audience, their audience would look at them intensively. Some of them felt stressed before performing.

The significance of the variables high anxiety students were $0.042 < 0.05$.

The entire variables were less than 0.05. It means that there were significant negative correlation between students with high anxiety level and their speaking performance.

It can be concluded that there was a significant negative correlation between high students' anxiety score and the speaking performance. Furthermore, students with high anxiety level tend to obtain low score in their speaking performance. This result finding is similar to Toth (2012) where students with high anxiety level had difficulty to express their ideas, in terms of various aspects of their L2 speech, especially in their fluency, grammar, vocabulary, intonation, effectiveness of communication, and overall proficiency.

Their performances were monotonous and tend to read. In addition, they make some mistakes. The result of this study shows that there were two significant correlations namely positive and negative correlations.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter presents conclusion on the finding result and suggestion for further research.

5.1 Conclusion

Having the finding results of the research, the writer concludes that XI grade students at SMAN 1 Krian have high anxiety level.

Looking at the result interview of XI grade students at SMAN 1 Krian, the factors that affect students' anxiety level based on Horwitz (1986) are communication apprehension, fear negative evaluation and test anxiety. Students who had high anxiety were unwilling to deliver speech performance and did story telling. Another point, they felt terrible about their pronunciation which they did not master that field. Furthermore, they were not satisfied with their performance.

They have difficulty to arrange some words, and memorize the content of the story. Besides, they used gap fillers. For some students who have high anxiety criticism by teacher and their friend will reduce their self confidence. Students who have high anxiety of Foreign Language Anxiety had difficulty to converse freely in terms of fluency, grammar, vocabulary, and intonation.

On the other hand, it was different from students who with low anxiety, they kept trying to explain the idea where they were not afraid of making mistakes, and tried to overcome the difficult words or concept. Students who have low anxiety, they did not have difficulty to converse freely. In addition, they were willing to deliver speech performance and did story telling. Although they felt nervous, they tried to relax and go ahead. They always think that criticism from the teacher would support to be better in the next performance.

However, there was a kind of manifestation of anxiety that happened both of high and low anxiety students when performing such as, excessive perspiration, sometimes they touch their skirt, play their hands, and look above.

There were significant negative and positive correlations between students' anxiety and the speaking performance. Students with high anxiety score tend to obtain low score in their speaking performance. Students who have low anxiety score and the speaking performance tend to obtain high score in their performance. They felt confident when they spoke in front of their friends.

Anxiety would give negative influence for students who had high anxiety. But for students who had low anxiety level would try some ways to reduce their anxiety.

So the conclusion is anxiety gives influence to the students' speaking performance.

5.2 Suggestion

Based on the result and discussions of this research, there are some suggestions given to the students, English teacher and future researchers.

Student in SMAN 1 Krian should be relaxed when they speak English so it will help them to decrease their nervous. They must believe that they have the same ability to speak in English as their other friends. **In addition, they should understand about the content.** It means that they do not only memorize the content but also they should understand the material which they deliver. By understanding the story or content of their speech, it will be easier to arrange sentences in English. Moreover, they should practice. By practicing to be brave to speak in front of English class, it will help them to perform better. By practicing it will also improve intonation when pronouncing words in English. It is expected that their inhibition will decrease. They should prepare and add some vocabulary to help them when they have difficulty to transfer the target language. It is because they have limited vocabulary so it makes difficult for them to express their idea and thought. Comprehending the material will increase their confidence to speak.

The teachers should create relaxed atmosphere such as presenting jokes so the students feel comfortable during the class. Making error is part of learning a foreign language so the teacher should give motivation for their students to keep their self confidence in speaking English. Motivation from the teacher can support and give effect to be successful of speaking. The teacher asks the other students to appreciate and give attention to their friends when speaking in front of the class.

Sometimes, if there are students who are incompetent in speaking their friend will not pay attention to them.

Finally, the writer suggests further researchers to examine the relationship between speaking anxiety and academic achievement by using different instrument. The writer also suggests further researchers use other theories related to the study.



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APPENDICES



Appendix 1: Example FLCAS (Foreign Language Classroom Anxiety Scale)

No	Statement	Strongly Agree 5	Agree 4	Neither Agree/ Disagree 3	Disagree 2	Strongly Disagree 1
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I don't worry about making mistakes in language class.					
3	I tremble when I know that I'm going to be called on in language class.					
4	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5	It wouldn't bother me at all to take more foreign language classes.					
6	During language class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at languages than I am.					
8	I am usually at ease during tests in my language class.					
9	I start to panic when I have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					

Table continued

No	Statement	Strongly Agree 5	Agree 4	Neither Agree/ Disagree 3	Disagree 2	Strongly Disagree 1
11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, I can get so nervous I forget things I know.					
13	It embarrasses me to volunteer answers in my language class.					
14	I would not be nervous speaking the foreign language with native speakers.					
15	I get upset when I don't understand what the teacher is correcting.					
16	Even if I am well prepared for language class, I feel anxious about it.					
17	I often feel like not going to my language class.					
18	I feel confident when I speak in foreign language class.					
19	I am afraid that my language teacher is ready to correct every mistake I make.					
20	I can feel my heart pounding when I'm going to be called on in language class.					
21	The more I study for a language test, the more confused I get.					

Table continued

No	Statement	Strongly Agree 5	Agree 4	Neither Agree/ Disagree 3	Disagree 2	Strongly Disagree 1
22	I don't feel pressure to prepare very well for language class.					
23	I always feel that the other students speak the foreign language better than I do.					
24	I feel very self-conscious about speaking the foreign language in front of other students.					
25	Language class moves so quickly I worry about getting left behind.					
26	I feel more tense and nervous in my language class than in my other classes.					
27	I get nervous and confused when I am speaking in my language class.					
28	When I'm on my way to language class, I feel very sure and relaxed.					
29	I get nervous when I don't understand every word the language teacher says.					
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					

Table continued

No	Statement	Strongly Agree 5	Agree 4	Neither Agree/ Disagree 3	Disagree 2	Strongly Disagree 1
31	I am afraid that the other students will laugh at me when I speak the foreign language.					
32	I would probably feel comfortable around native speakers of the foreign language.					
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Appendix 2: Speaking Assessment Rubric

No.	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1	Opening	No greeting No purpose of speaking	Greeting No purpose of Speaking	Greeting With the purpose of speaking	
2	Pronunciation	Too many mistakes	With 2 to 5 mistakes	Perfect Pronunciation	
3	Intonation	Monotonous	Begins to vary the intonation	Accurate Intonation	
4	Body language and eye contact	Feels ashamed, Does not focus on the audience	Does not Feel ashamed But doesn't focus on the audience	Use body language appropriately and eye contact to the audience	
5	Grammar	Too many mistakes	With 2 to 5 Mistakes	No mistake in Grammar	
6	Content	Somewhat jumpy	Giving in chronological order	Given in chronological order by using time connectors clearly	
7	Fluency	Speak in Single words Utterances and short pattern	Speaks with occasional hesitation	Speak with near-native fluency, any hesitation does not interfere with communication	

8	Closing	No evaluation No Thanking	No evaluation Thanking	Evaluation and Thanking	
Total Score					
Final Score = Total Score : 8					

This table is taken from English Assessment Test 2, which has been developed based on KTSP 2006 (*Kurikulum Tingkat Satuan Pendidikan*).

Explanation:

7, 8, 9 = Students' perform score.



Appendix 3: Interview Guide

1. Apakah kamu merasa puas dengan tes penampilan berbicara dengan menggunakan bahasa Inggris?
2. Apa alasan yang membuat kamu merasa puas ataupun tidak puas dengan tes berbicara menggunakan bahasa Inggris?
3. Ketika kamu nervous, bentuk-bentuk kegelisahan apa saja yang kamu rasakan dalam penampilan berbicara?
4. Menurut kamu apakah penampilan berbicara menggunakan bahasa Inggris itu sulit atau tidak?
5. Apakah kamu mempunyai keinginan untuk menghindari dari kelas ketika kamu tidak bisa berbicara bahasa Inggris dengan lancar di dalam tes tersebut?
6. Membuat sebuah kesalahan di depan kelas, dikoreksi oleh guru, dan ditertawakan oleh temanmu akan membuat kamu nervous. Apakah kamu pernah mengalami hal ini?
7. Apakah kamu sering menggunakan campur kode ketika kamu kesulitan dalam menerjemahkan bahasa Inggris?

Appendix 4: Transcript of Interview with Student which High Anxiety**Number 1**

Researcher : Apakah kamu merasa puas dengan tes penampilan berbicara dengan menggunakan bahasa Inggris?

Student : Saya tidak puas dengan penampilan saya tadi.

Researcher : Apa alasan yang membuat kamu merasa puas ataupun tidak puas dengan tes berbicara menggunakan bahasa Inggris?

Student : Kesulitan dalam merangkai kalimat ketika maju di depan kelas, keterbatasan kosakata membuat pikiran saya menjadi kosong dan bingung. Saya tidak bisa mengingat dengan mudah beberapa kata dan konten di dalam cerita bahasa Inggris.

Researcher : Ketika kamu nervous, bentuk-bentuk kegelisahan apa saja yang kamu rasakan dalam penampilan berbicara?

Student : Keluar keringat yang berlebih dan terkadang detak jantung saya lebih cepat dibanding biasanya.

Researcher : Menurut kamu apakah penampilan berbicara menggunakan bahasa Inggris itu sulit atau tidak?

Student : Ya, tentu saja.

Researcher : Apakah kamu mempunyai keinginan untuk menghindari dari kelas ketika kamu tidak bisa berbicara bahasa Inggris dengan lancar di dalam tes tersebut?

Student : Ya, saya punya pemikiran seperti itu. Hal tersebut dikarenakan kemampuan berbicara bahasa Inggris saya tidak bagus jadi itu

membuat saya merasa malu. Tes penampilan berbicara membuat saya merasa kurang nyaman. Terkadang saya malas mengikuti kelas.

Researcher : Membuat sebuah kesalahan di depan kelas, dikoreksi oleh guru, dan ditertawakan oleh temanmu akan membuat kamu nervous, Apakah kamu pernah mengalami hal ini?

Student : Iya mbak. Saya bingung dan tidak bisa berbicara dengan pengucapan yang benar membuat saya menjadi malu.

Researcher : Apakah kamu sering menggunakan campur kode ketika kamu kesulitan dalam menerjemahkan bahasa Inggris?

Student : Ya, tentu saja. Saya selalu melakukannya ketika mengalami kesulitan untuk menerjemahkan bahasa Indonesia ke dalam bahasa Inggris.

Appendix 5: Transcript of Interview with Student which Low Anxiety Level**Number 53**

Researcher : Apakah kamu merasa puas dengan tes penampilan berbicara dengan menggunakan bahasa Inggris?

Student : Saya merasa puas, mbak.

Researcher : Apa alasan yang membuat kamu merasa puas ataupun tidak puas dengan tes berbicara menggunakan bahasa Inggris?

Student : Saya dapat membuat teman saya merasa senang dengan cerita dan pidato saya, meskipun saya gelisah akan tetapi saya mencoba untuk tenang. Ditambah lagi, saya ingin mengekspresikan ide yang ada di dalam pikiran saya.

Researcher : Ketika kamu nervous, bentuk-bentuk kegelisahan apa saja yang kamu rasakan dalam penampilan berbicara menggunakan bahasa Inggris?

Student : Keluar keringat banyak yang dikarenakan kegelisahan saya.

Researcher : Menurut kamu apakah penampilan berbicara menggunakan bahasa Inggris itu sulit atau tidak?

Student : Tidak terlalu sulit.

Researcher : Apakah kamu mempunyai persepsi untuk menghidar dari kelas ketika kamu tidak bisa berbicara bahasa Inggris dengan lancar di dalam tes tersebut?

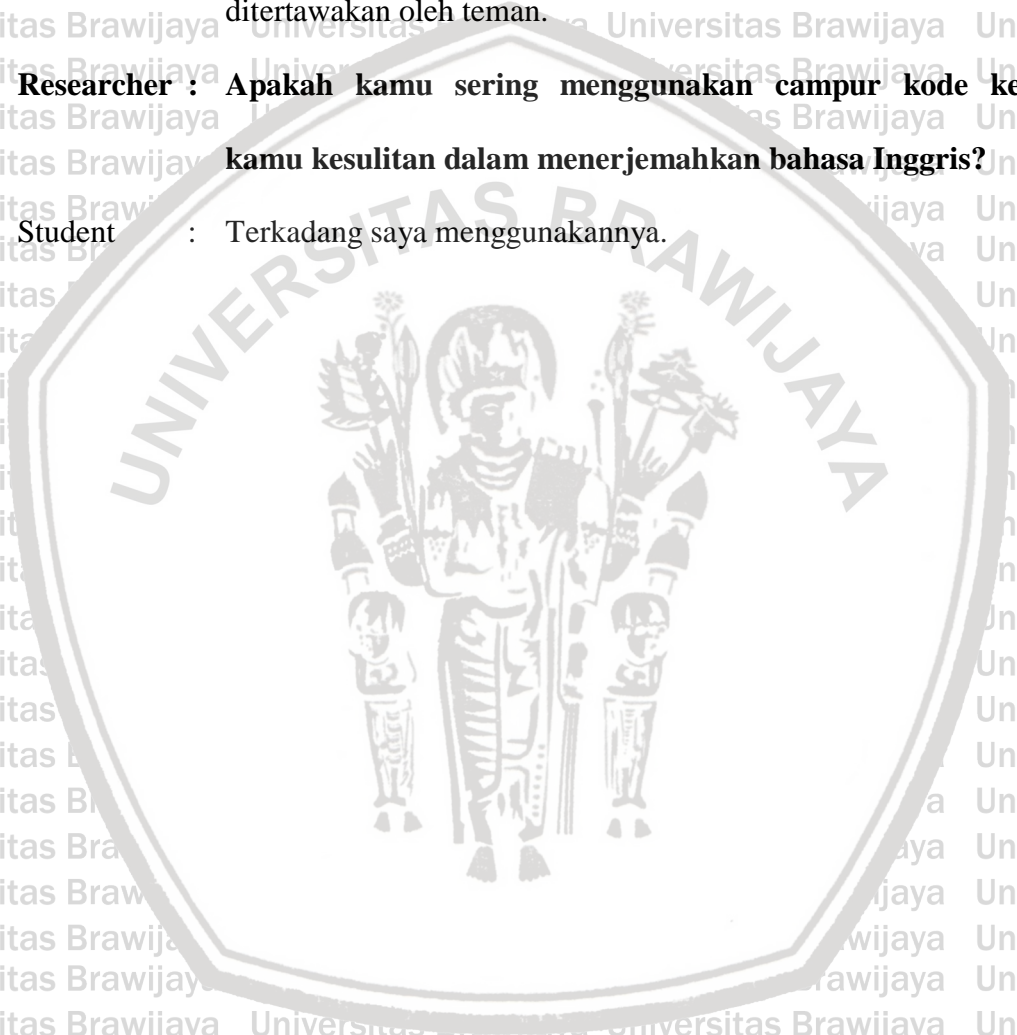
Student : Tidak, saya merasa senang jika ada tes bahasa Inggris.

Researcher : Membuat sebuah kesalahan di depan kelas, dikoreksi oleh guru, dan dertawakan oleh temanmu akan membuat kamu nervous. Apakah kamu pernah mengalami hal ini?

Student : Tidak. Saya tidak takut untuk membuat kesalahan dan dertawakan oleh teman.

Researcher : Apakah kamu sering menggunakan campur kode ketika kamu kesulitan dalam menerjemahkan bahasa Inggris?

Student : Terkadang saya menggunakannya.





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1.	24 Februari 2014	Pengajuan Judul	Pembimbing I	
2.	26 Februari 2014	Konsultasi Judul	Pembimbing I	
3.	5 Maret 2014	Konsultasi Bab I, II, dan III	Pembimbing I	
4.	21 Maret 2014	Revisi Bab I, II, dan III	Pembimbing I	
5.	27 Maret 2014	Konsultasi Bab I, II, dan III	Pembimbing I	
6.	21 April 2014	Konsultasi Bab I, II, dan III	Pembimbing II	
7.	29 April 2014	Revisi Bab I, II, dan III	Pembimbing II	
8.	9 Mei 2014	ACC Seminar Proposal	Pembimbing I	
9.	9 Mei 2014	ACC Seminar Proposal	Pembimbing II	
10.	16 Mei 2014	Seminar Proposal	Pembimbing I	
11.	16 Mei 2014	Seminar Proposal	Pembimbing II	
12.	1 Juni 2014	Revisi Bab I, II, III	Pembimbing I	
13.	16 Juni 2014	Pengajuan Bab I-V	Pembimbing I	
14.	21 Juni 2014	Revisi Bab I, II, III, IV dan V	Pembimbing I	
15.	26 Juni 2014	Pengajuan Bab I-V	Pembimbing II	

16.	27 Mei 2014	Revisi Bab I, II, III, IV dan V	Pembimbing II
17.	3 Juli 2014	ACC Seminar Hasil	Pembimbing I
18.	3 Juli 2014	ACC Seminar Hasil	Pembimbing II
19.	15 Juli 2014	Seminar Hasil	Pembimbing I
20.	15 Juli 2014	Seminar Hasil	Pembimbing II
21.	2 Juni 2014	Revisi Bab I-V	Pembimbing I
22.	3 Juli 2014	Revisi Bab I-V	Pembimbing II
23.	24 Juli 2014	ACC Ujian Skripsi	Pembimbing I
24.	24 Juli 2014	ACC Ujian Skripsi	Pembimbing II
25.	18 Agustus 2014	Ujian Skripsi	Pembimbing I
26.	18 Agustus 2014	Ujian Skripsi	Pembimbing II
27.	19 Agustus 2014	Revisi Bab I-V	Pembimbing II
28.	20 Agustus 2014	ACC Penjilidan Skripsi	Pembimbing I
29.	20 Agustus 2014	ACC Penjilidan Skripsi	Pembimbing II

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