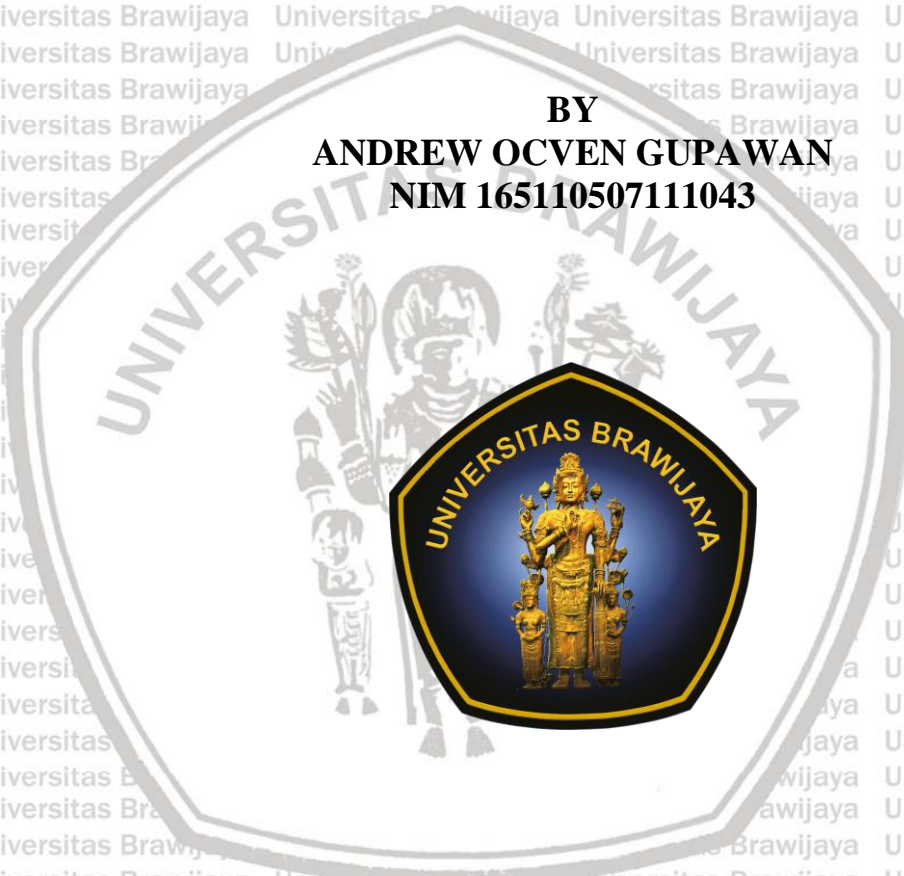


**EFL PRE-SERVICE TEACHERS' PERSPECTIVE ON
SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION**

UNDERGRADUATE THESIS

**BY
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**ENGLISH LANGUAGE EDUCATION PROGRAM
LANGUAGE EDUCATION DEPARTMENT
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2020**



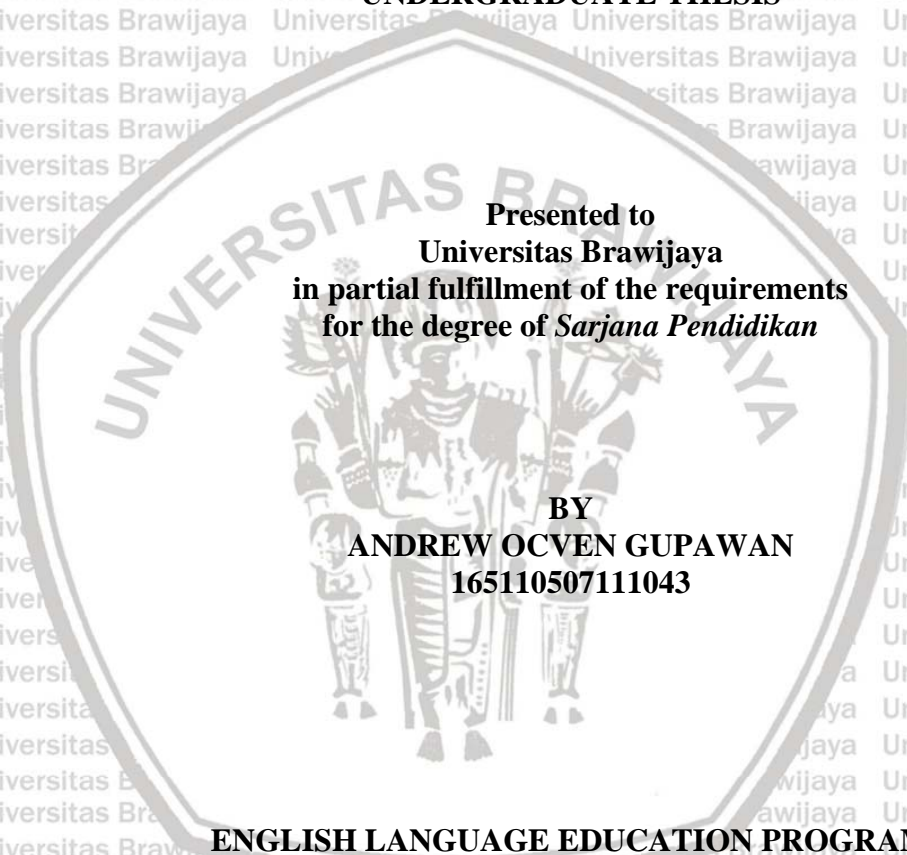
**THE PERSPECTIVE OF ENGLISH EDUCATION PRE-SERVICE
TEACHER SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION**

UNDERGRADUATE THESIS

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

**BY
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**ENGLISH LANGUAGE EDUCATION PROGRAM
LANGUAGE EDUCATION DEPARTMENT
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Malang, June 2020

The writer

ABSTRACT

Ocven Gupawan, A. 2020. **The Perspective of Pre-Service Teacher Speaking Anxiety in Giving English Instruction**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr. Moh. Hasbullah Isnaini, S.Pd., M.Pd.

Keywords: **Speaking Anxiety, Speaking Anxiety, Teaching Internship Programs**

Pre-service teachers are inexperienced teachers. Since they need opportunities to learn from real schools, pre-service teachers often faced some problems in giving English instructions to students. Because they lack classroom experience, some may experience difficulties and problems resulting in anxiety which hinders them from giving a successful teaching performance. Being nervous or being anxious can be brought by uncertain reasons. That's why researcher conduct this study. This study discussed the pre-service teachers speaking anxiety in giving English instructions during their teaching internship programs.

The researcher used a survey design and distributed the questionnaire to the 100 Pre-service teachers in English Language Education Universitas Brawijaya as the subject of the study. English Language Education Program in Universitas Brawijaya is relatively new, so that the researcher hopes that doing this research can help the pre-service teacher to be prepared to overcome their speaking anxiety. The instrument of the study was a questionnaire adapted from FLCAS Horwitz (1986) and PSCAS from (Yaikhong, Kriangkrai, and Siriluck Usaha. 2012). The data was calculated using Microsoft Excel 2019 to analyze the data obtained from the questionnaire.

The results of the study revealed that there exists English-speaking anxiety among pre-service teachers of English education students of Universitas Brawijaya. This result showed that pre-service teachers who are taking teaching internship program suffers from the speaking anxiety which may arise from related performance anxieties such as fear of negative evaluation, from being unable to produce oral utterances and worry about the consequences of failing teaching internship program. The researcher suggests English pre-service teachers positively interacting with the students, be relax, and familiarize themselves with language learning strategies and by a scaffolding of skills. The researcher suggests that English Education Major Universitas Brawijaya should extend the period of their teaching internship program. For future researchers, the result of this study can be used as a reference related to other education sectors such as managing the classroom, challenges in making lesson plans and study material

ABSTRAK

Ocven Gupawan, A. 2020. **The Perspective of Pre-Service Teacher Speaking Anxiety in Giving English Instruction Program** Studi Pendidikan Bahasa Inggris, Departemen Pendidikan Bahasa, Fakultas Ilmu Budaya. Universitas Brawijaya. Pembimbing: Dr. Moh. Hasbullah Isnaini, S.Pd., M.Pd.

Kata Kunci: Guru Program Pengalaman Lapangan, Kecemasan berbicara, Manajemen Kelas, Program Pengalaman Lapangan

Guru magang adalah guru yang kurang berpengalaman. Karena itu mereka membutuhkan kesempatan untuk praktik dari sekolah sungguhan, guru magang sering menghadapi masalah saat memberikan instruksi dalam bahasa Inggris kepada siswa, karena mereka tidak memiliki pengalaman di kelas, beberapa mungkin mengalami kesulitan dan masalah yang mengakibatkan kecemasan, yang menghambat mereka untuk memberikan kinerja mengajar yang sukses. Hortwitz (1986) menunjukkan bahwa banyak guru bahasa asing mengalami kecemasan di kelas bahasa target mereka. guru magang mungkin mengalami beberapa masalah seperti perasaan cemas dalam berbicara bahasa asing di kelas. Menjadi gugup atau cemas dapat disebabkan oleh alasan yang tidak pasti. Sementara itu, Program Pendidikan Bahasa Inggris di Universitas Brawijaya cukup baru sehingga peneliti berharap dengan melakukan penelitian ini dapat membantu guru magang untuk siap mengatasi kecemasan berbicara mereka. Penelitian ini membahas masalah-masalah yang membuat para guru magang berbicara kecemasan dalam memberikan instruksi bahasa Inggris selama program magang mengajar.

Peneliti menggunakan metode kuantitatif dan mendistribusikan kuesioner kepada 100 responden secara online melalui google formulir, Guru magang di Pendidikan Bahasa Inggris Universitas Brawijaya adalah subjek dari penelitian ini. Instrumen penelitian adalah kuesioner yang diadaptasi dari FLCAS Horwitz (1986) dan PSCAS dari Yaikhong, & Usaha (2012). Data dihitung menggunakan Microsoft Excel 2019.

Hasil penelitian menunjukkan bahwa 53 guru magang menderita kecemasan berbicara tingkat menengah, 33 guru magang menderita kecemasan berbicara tingkat tinggi dan 8 guru magang lainnya menderita kecemasan berbicara tingkat tinggi. Hasil ini menunjukkan bahwa guru pre-service yang mengambil program magang menderita perasaan cemas yang mungkin timbul dari kecemasan kinerja terkait seperti takut akan evaluasi negatif, dari tidak mampu menghasilkan ucapan lisan dan khawatir tentang konsekuensi dari kegagalan program magang mengajar. Peneliti menyarankan guru bahasa Inggris magang berinteraksi positif dengan siswa, tenang, dan membiasakan diri dengan strategi pembelajaran bahasa dan dengan perancah keterampilan. Untuk Pendidikan Bahasa Inggris, Universitas Brawijaya menyarankan untuk Memberikan kesempatan belajar untuk jangka waktu yang lebih lama. Untuk peneliti masa depan, hasil penelitian ini dapat digunakan sebagai referensi terkait dengan sektor pendidikan lainnya seperti mengelola ruang kelas, tantangan dalam membuat rencana pelajaran dan bahan studi

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CHAPTER I

INTRODUCTION

This chapter consists of some points related to the Background of the Research, Research Problem, Research Objective, Research Significance, Research Scope and Limitation, and Definition of Key Terms.

1.1 Background of the Research

Teaching and learning activities cannot be separated from the teacher. Teachers have a vital role in the classroom. Teachers play the key role in-class practice and their teaching style affect students' knowledge. Teacher's knowledge about teaching ideologies and methodologies, their beliefs, and thinking about teaching are more crucial for educational purposes (Moradan & Pourasadollah, 2014). Being a teacher needs to go through a long process. Before becoming a teacher, it is necessary to get teaching experience. This experience can be gain when someone becomes a pre-service teacher.

Pre-service teacher is a term for education program student which has not yet practice teaching. A pre-service teacher, refers to an undergraduate education student that has not yet commenced classroom teaching (Clark 2010). Since pre-service teacher refers to an undergraduate student which has not yet practice teaching, surely it has differences with expert teacher. there are many challenges that faced by pre-service teacher. Speaking is one of the problems faced by pre-service teachers and it is known as one of the major obstacles that can influence

students not to speak English fluently (Edy, 2007). Speaking is necessary for pre-service teachers to communicate with their students.

Speaking is one of the language skills that are used to communicate. According to Ur (1996), speaking is a crucial skill than other skills. It has a significant impact on students' performance because it often makes them experience a failure when they unable to speak or show their ideas or thought to others. It can cause the students to have low confidence to perform in front of many people (Moradan & Pourasadollah 2014), said that Being a teacher needs to go through a long process.

Before becoming a teacher, it is necessary to get teaching experience. This experience can be gain when someone becomes a pre-service teacher. The researcher used Ur's theory to know about pre-service teachers' difficulties in speaking, developing pre-service teacher speaking skill is not easy. The pre-service teacher will find some problems that hamper them to explore their abilities in speaking English. According to Ur (1996), students' difficulties in speaking English includes inhibition, nothing to say, low or uneven participant and mother tongue use, those factors make the students not able to speak English in their activities. It is in line with Juhana (2012), who says that the psychological factors that hinder students from speaking in English classrooms become one of the personality factors.

Larsen, R.R., & Buss, D.M. (2018) State, "personality is a stable organized collection of psychological traits and personality factors in the human being that influences his or her interactions with and modifications to the psychological,

social, and physical environment surrounding them." These personality factors include fear of mistake, shyness, anxiety, lack of self-confidence, and lack of motivation. One of the most happening problems dealt with by a pre-service teacher is a lack of self-confidence because they should be able to handle their confidence while doing teaching practice in a real situation. Most of the pre-service teacher is afraid of making mistakes and not ready for criticism.

Psychologically, Thursan (2005) states that self-confidence is a person's beliefs of all aspects of its strengths and beliefs. This is consistent in self-confidence pre-service teachers should have good self-confidence while doing a teaching internship program, especially while giving English instruction. They are somehow ashamed of what other students' thoughts toward themselves. This issue occurs because it is challenging for a pre-service teacher to speak in foreign languages due to a lack of vocabulary. It is difficult for them to express what they want to say because they do not know the words; this is supported by Littlewood (2007) that inhibitions and apprehension often happen in a language classroom. According to Khan (2005) that learners who learn English as their foreign language will experience difficulties like anxiety in using words and expressions when they speak in English.

Generally, anxiety is a term when someone feels nervous or fearful in certain situations. According to Horwitz (1986), anxiety is the subjective feeling when someone feels the tension, nervousness, apprehension, and worry. Ormrod (2011) also explains that anxiety can be explained as the feeling of apprehensions and uneasiness in the uncertain outcome of a given condition. In other words, Paser

(2009) states that anxiety happens because of tension and apprehension as a natural response means that people are naturally feeling anxious when they feel threatened.

In this research, the researcher used three previous studies that discuss speaking anxiety. The first study is the case study entitled Factors That Cause Language Anxiety in The English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta. Herwanto, Rio (2013). In this research, the researcher found six factors that cause language anxiety.

The second and third previous studies entitled “Indonesian EFL Students, Anxiety in Speech Production: Possible Causes and Remedy” written by Anandari (2015) and “Foreign Language Anxiety and Its Impacts on Students' Speaking Competency” written by Aguila and Harjanto (2016). In the first study, from the interview data, it was found that the students were feeling anxious in English speaking due to a lack of vocabulary knowledge. While in the second study, it stated that the student, on average, experienced a high level of anxiety caused by the psychological traits and personality factors. Lastly, the third study revealed that most students experienced a medium level of anxiety because the students felt self-conscious when speaking. Different from the first previous study, which explained qualitatively, the researcher conducted the quantitative study, which can be more significant since it involved many participants, and the data calculated statistically.

Both the second and third studies conducted quantitatively. Since there is not enough previous study that studies that find out speaking anxiety on the pre-service teacher while giving English instruction, so the researcher aims at investigating more about speaking anxiety among the EFL pre-service teachers who takes

teaching internship program. This research involved a larger number of participants to gain more accurate and valid results in a finding of a pre-service teacher speaking anxiety in giving English instructions. In this research, EFL pre-service teachers are the target to be inspected. The participants of this research are the pre-service teachers in English Language Education Program in Universitas Brawijaya. The researcher choose the pre service teacher of UB as the participants due to the accessibility. The researcher is an 8th semester student of English Language Education Program which have done the pre service program along with the researcher's colleagues so it is quite accessible and easy to obtain data. Also, the English Language Education Program in Universitas Brawijaya were chosen because is relatively new, so that the researcher hopes that doing this research can help the pre-service teacher to be prepared to overcome their speaking anxiety. The result of the previous studies considered less accurate to present studies because there are some fundamental differences among the research which are the method, and the questionnaire, the most important one is the subject that taken from senior high school students.

The Perspective of Pre-Service Teacher Speaking Anxiety in Giving English Instruction is worth researching due to several gaps of study. Herwanto, Rio (2013) studies entitled Factors That Cause Language Anxiety in The English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta results that six factors cause language anxiety. The second previous study is a research conducted by Anandari (2015) entitled Indonesian EFL Students' Anxiety in Speech Production: Possible Causes and Remedy. This study investigated what causes speech-

production-related-foreign-language anxiety among Indonesian students majoring in English Language Education. The last previous study was by Aguila and Harjanto (2016) entitled Foreign Language Anxiety and Its Impacts on Students' Speaking Competency. This previous study conducted to find out the factors that contribute to students' foreign language anxiety and its impacts on their speaking competency. Knowing all of the previous study data are taken from senior high school students, and that gives a fundamental difference between the previous study and the present study because of the pre-service teacher had better understanding in English. They also had a better mentality of dealing with public speaking because the pre-service teacher already took some public speaking courses and pedagogical courses to support their ability in teaching. Speaking is essential for pre-service teachers to deliver the material, instruction, or feedback to the students.

However, speaking is also one of the problems that pre-service teachers should be managed because, in real teaching situations, pre-service teachers usually have some bad experiences such as nervousness, fear of negative evaluation, etc. that affect their speaking fluency. In this research, Researchers have the same experience as the other pre-service teachers, and the researchers also done the observations and noticed that many of the pre-service teachers experience similar thing with the researchers, and that is why the researchers conducted a study to check whether or not the pre-service teachers speaking anxiety felt by others preservice teachers. the pre-service teacher speaking anxiety will be investigated to find out their anxiety that might happen when they deliver the English instruction to the students in front of the class. The researcher hopes by conducting this study,

the pre-service teacher in Indonesia, especially in Universitas Brawijaya, knows the speaking anxiety that occur in giving English instruction to the students and will help the pre-service teacher to know the challenge.

1.2 Research Problem

Based on the background of the study above, the researcher constructed the research questions as follow:

How is the EFL Pre-service teachers' perception on speaking anxiety in giving English instruction?

1.3 Research Objective

This study intended to:

Finding out the EFL Pre-service teacher's on perception on speaking anxiety in giving English instruction.

1.4 Research Significances

The result of this research is expected to have several points of significance:

The result of this research expected to help Pre-service teacher students in the English education program to know the speaking anxiety of giving English instruction and factors that influence anxiety while doing a teacher's training program. By understanding the problems, pre-service teachers can find suitable procrastination strategies to handle their speaking anxiety.

The result of this research is expected to help further researchers to look for in depth information about pre-service teachers speaking anxiety while doing a

teacher's training program and factors that influence those speaking anxiety. It is hoped that this research can help further researchers to find the best solution related to the speaking anxiety in giving English instruction while doing the teaching internship program.

1.5 Research Scope and Limitation

This research only focuses on speaking anxiety experienced by the pre-service teachers in the English Language Education Program of Universitas Brawijaya Malang while using English as an instructional language.

1.6 Definition of Key Terms

To anticipate the misinterpretation of the key terms used in this study, the researcher provides a brief definition of the key terms used in this study, as follows:

Speaking anxiety is a problem faced by a person that orally speak in front of a group or participate in group discussions. And, these demanding speaking tasks may affect the learners negatively, and they may feel nervous when speaking in the target language (Tanveer, 2007)

The pre-service teacher refers to an undergraduate student who has taken teaching internship programs. Pre-service teachers are those who are in a teacher-education program in order to pursue teaching credentials in public schools or private sectors domestically or internationally (Lee 2019). It is in line with Clark (2010) Pre-service teacher is a term for education program student which has not

yet practice teaching. A pre-service teacher, refers to an undergraduate education student that has not yet commenced classroom teaching.

Instructions are described as the deliberate arrangement of activities or anything that does purposely to facilitate learning presentation including, practice, feedback, and assessment) designed to facilitate achieving specific learning outcomes (Reigeluth & Carr-Chellman, 2009)

The teaching internship program is one of the programs held by an education major. This program prepares the students as future teachers to work in a real teaching situation so that they can become a professional teacher. In this research, the researcher used students of English Language Education Program of Universitas Brawijaya as the subject of the research, which one of the colleges in Malang, located at Jl. Veteran Malang, Ketawanggede, Kec. Lowokwaru, Kota Malang.



CHAPTER II

REVIEW OF RELATED LITERATURE

The previous section mentioned the aim of the study, which is to discover the speaking anxiety, which may be encountered by pre-service teachers, and what factors cause it. In this section, the discussion will focus on the review of related literature, which includes the nature of speaking, foreign language anxiety, speaking anxiety, pre-service teachers, instruction, and previous studies.

2.1 Nature of speaking

Speaking is an everyday activity that occurs between a speaker and a listener and also one of the four language skills taught in English teaching, which is highly needed to be able to communicate effectively. Thornbury (2005) defines speaking as an interactive skill that requires the ability of cooperation with other language aspects. Meanwhile, Donough et al. (2003) revealed that there are some reasons for expressing opinions and ideas, such as negotiating or solving particular problems, expressing wish or desire in doing something, or maintaining social relationships or friendship. Hence, speaking can deliver or get the message and information they want because speaking is the main tool of oral communication. It is the only way to express the idea or opinion in our minds right away. When speaking, normally people produce ten thousand words each day, while politicians and auctioneers produce more.

According to Thornburry (2001) explains that speaking is the ability required to co-operate in the management of speaking turns. It takes place in real-time with

little time for detailed planning. Nowadays, learners evaluate their English speaking proficiency based on how fluent they speak, as Richards (2008) beliefs. He claims that the learner frequently assesses their success in language learning along with the effectiveness of their English course based on how much they feel improved in their speaking.

2.2 The Foreign Language Anxiety

Foreign language anxiety is one of the factors which prohibit the learner from learning the language successfully. When someone feels the anxiety feeling, normally he or she will have an against the reaction of language learning (Horwitz et al., 1991). Thus, it can be said that anxiety takes the main role in disturbing language learning development. According to Horwitz (2001), poor language learning will result in an anxious feeling, and it is the nature of foreign language learning that the learner will get involved in several risk-taking in the learning process. This risk-taking may negatively affect the learner's social image. Sometimes learners worry about making a mistake and thought people would label them with an improper social image.

2.3 Concept of Speaking Anxiety

Anxiety is one of the problems in learning a foreign language. It can interfere with the students in acquiring their target language. Horwitz, et al. (1986, p. 125) state that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry related to a desire of the automatic nervous system. The anxiety often arises for students in speaking class. The anxious feeling usually appears because

students have a lack of vocabulary, grammar, fluency, and comprehension in speaking skills. Finally, it will affect the students' speaking performance because they feel threatening when they have to practice speaking in front of their teacher and friend.

Then, there is something that happens in a person's mind and body when they experience speaking anxiety. The most common symptoms are trembling, sweating, butterflies in the stomach, dry mouth, rapid heartbeat, and unclear sounds and followed by feelings of worry in anticipation of a problem. These symptoms can indicate that anxious people might experience extreme shame and nervousness, or they believe that the audience might laugh when they perform their speaking skills. This situation becomes very embarrassing, and anxious people will think that they are strange or fail in dealing with the situation.

As a result, anxiety affects student behavior. The usual typical behavior is trying not to talk in front of the group. Furthermore, another factor that can be indicated is concentrating on less essential things. Finally, if anxious students are confronted with actual speaking activities, they risk experiencing speaking too fast, skipping words, muttering, reading notes too often, and failing to make eye contact with the audience. As a result, anxious students often perform poorly in speaking class activities.

For those who have anxiety, they also often very calm and passive. Therefore, they might receive less attention from the teacher. It is also difficult to process meaningful input and to be less responsive to language output. In other words, anxiety will affect students' communication strategies because they will get

difficulties to communicate with others. It might happen when they cannot get the idea or think from interlocutors, and then they will feel confused because they do not know how to respond to it. For this reason, students have to try to face and overcome anxiety rather than avoid it.

2.3.1 Components of Anxiety

1. Communication Apprehension

Anxiety occurs when someone wants to make a positive impression on the audience, but he lacks confidence in their abilities. In line with that, Horwitz, et al. (1986, p. 127) define communication apprehension is a type of shyness characterized by fear or anxiety when communicating with others. It arises from students' inability to express thoughts or ideas and build communication with other people. On the other hand, Aghajani and Amanzadeh (2017, p. 154) define communication apprehension as the feeling of shyness and fear about communication in the target language because of a lack of vocabulary. It is also supported by Dastphak and Sandighi (2017), lack of vocabulary knowledge can lead the students to have communication problems, and resulting in speaking anxiety; it is also stated that establishing excellent communication requires the students to have enough vocabulary

2. Test Anxiety

Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. According to Gopang et al. (2015, p. 55) defined test anxiety as a type of anxiety that arises as a result of fear about academic evaluation. In this situation, the student feels depressed and uncomfortable. They

feel pressured to speak the target language because they need to construct a lot of grammar when they speak at the same time. It is in line with Horwitz (1986) that test anxiety stems from fear of failure. Even students who have prepared themselves well also still can make errors in their tests.

3. Fear of Negative Evaluation

Fear of negative evaluation is apprehension about others' negative evaluations which may include a desire to avoid the evaluation situation and worry that other people will evaluate them negatively (Lucas et al., 2011, p. 102). It can make the student feel anxious to show their ability because they feel afraid of their friends to laugh at them and give negative comments on their performance. Students also feel anxious when their teacher gives negative comments, which can reduce the level of their self-esteem in front of their friends. In this context, less confident students will feel uncomfortable in the speaking class; they also lose their faith in their capability, so they get more concerned about being criticized, rejected, or being laughed. This situation will lead them to perform less effectively and satisfy so that it will affect their academic achievement (Al-Hebaish, 2012).

4. Bodily Reaction

Bodily reaction anxiety is usually denned as a complex state that includes cognitive, emotional, behavioral, and bodily reactions. As Wine (1982) has pointed out, it is not immediately obvious how to identify the active or most active ingredients in this complex. Test anxiety might fruitfully be reconceptualized primarily in terms of cognitive and attentional processes aroused in social

evaluational settings. It is in the line with Clark and Wells (1995) state that when highly socially anxious persons enter feared social situations

2.4 Pre-Service Teachers

The pre-service teachers refer to an undergraduate education program student who has not yet practice teaching. Lee (2019) mentioned in his article. Pre-service teachers are those who are in a teacher education program to pursue teaching credentials in public school. A pre-service teacher refers to an undergraduate student that is in an education program that has not yet commenced teaching (Clark 2010). Since the pre-service teachers have not commenced teaching yet, we can consider that pre-service teachers lack teaching hours and experience.

Certainly, the pre-service teacher is different from an expert teacher. The gap of experience can cause Their difference. The expert teacher is more professional with their work. Professional factors may cover the teacher's class preparations, mastery of the discussed topics, and teaching-learning strategies, among others (Marcellino 2015). Meanwhile, the pre-service teacher needs more teaching hours, effort, and teaching education to achieve professionalism. Due to different experiences, pre-service teachers must get teaching experience through the teaching internship program.

2.5 Instructions

The instruction was defined previously as "the purposeful direction of the learning process" and is one of the major teacher class activities (along with planning and management), according to Joyce, Weil, and Calhoun (2003). When

the instruction comes to the part of education, it deals with teachers' intentional effort to stimulate learning by the deliberate arrangement of experiences to help learners achieve a desirable change in capability Lowther, Russell, and Mims (2015).

2.6 Previous Studies

The first previous study is a study entitled *Factors That Cause Language Anxiety in The English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta*. Herwanto, Rio (2013). This study aimed at describing the factors that cause language anxiety in the English classroom speaking performance involving five classes of the 7th-grade students of SMP Negeri 4 Pakem Yogyakarta. In this study, the researcher implemented descriptive qualitative as the research design — the data collected through observations and interviews.

The research found six factors that cause language anxiety. The first factor is that students were afraid if their weakness is seen in front of the classroom. The second is fear of making mistakes when they perform in front of the class-related to their pronunciation, grammar, or vocabulary. The third is related to the teachers' role in maintaining suitable teaching and learning process. The fourth is the students' self-esteem and self-perception. The fifth is the gap of competence between one student and others' skills. The last one is limited exposure to English because of students' lack of practice and experience in speaking English.

The second previous study is a research conducted by Anandari (2015) entitled *Indonesian EFL Students' Anxiety in Speech Production: Possible Causes and Remedy*. This study investigated what causes speech-production-related-

foreign-language anxiety among Indonesian students majoring in English Language Education. The researcher conducted this study by using classroom action research since the main goal of the researcher is to find a possible remedy for the students' — problems in the speaking class, which involved 24 English Language Education Study Program students. To collect the data, the researcher used clarification type of Dornyei's (2003) open-ended questionnaire for the reflections and FLCAS closed-ended questionnaire by Horwitz, Horwitz, and Cope (1986).

The third previous study was by Aguila and Harjanto (2016) entitled *Foreign Language Anxiety and Its Impacts on Students' Speaking Competency*. This previous study conducted to find out the factors that contribute to students' foreign language anxiety and its impacts on their speaking competency. Students of the English Conversation Class level II from a university in Surabaya, Indonesia, are the participants in this study, involving nine female and 14 male students. The data of this study was collected by using questionnaires and interviews. The researchers used a questionnaire adopted from Horwitz (1986).

This study found that the most dominant factor of foreign language anxiety among pre-service teachers. They would feel anxious when they asked to perform speaking activities without having enough preparation, then followed by prominent anxiety-inducing situations inside their classroom. They were not prepared to deliver the instruction to the students, and this study also found that the teachers are the management of anxiety, so it is highly recommended for teachers to pay more attention to some learning aspects that can be improved.

After reviewing those previous studies, the researcher found out that there are some similarities and differences between them and the present study. The first similarity is that those four previous studies have a similar topic to be discussed in this research, which is analyzing the students' anxiety factors among EFL learners.

The second similarity is that the third and fourth previous studies also written using the development of FLCAS by Horwitz et al. (1986).

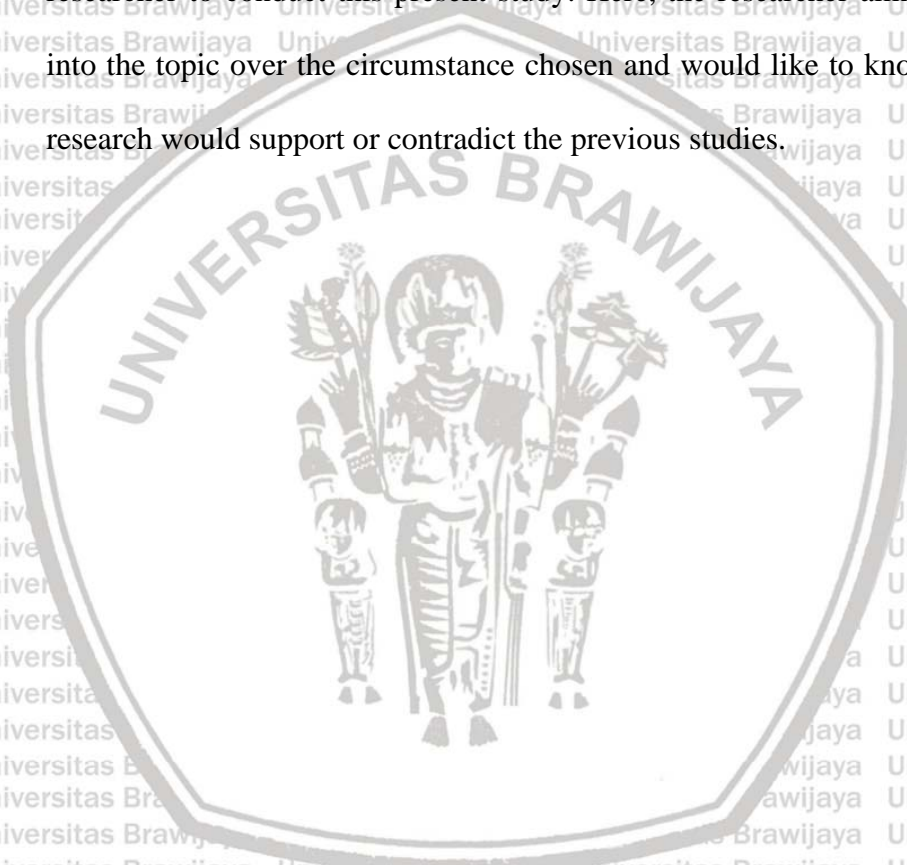
Afterward, there are some differences between the present study with those three previous studies. Comparing to the first previous study, the first previous study has different in the research method and the instrument used. The second previous study used descriptive qualitative. To collect the data, the researcher used the list of questions from similar research by Tanveer (2007). Meanwhile, the present study uses different research methods and uses an adapted questionnaire from Horwitz (1998) and PSCAS from Yaikhong, & Usaha (2012) as the instrument.

The second previous study has a different limitation of the study and method research used. The third previous study more focused on the possible remedy for the students' problems in the speaking class by conducting classroom action research as the research design. Meanwhile, the present study only focuses on investigating the factors that cause pre-service teachers speaking anxiety and used different research methods.

The third previous has a different limitation of the study and method research used. The last previous study more focused on the factors and their impacts on students' speaking anxiety by conducting a case study. Meanwhile, the present

study will only focus on investigating the factors that cause students' speaking anxiety, and it uses different research methods. Moreover, the last previous study has a slightly similar instrument with the present study, which is adapted from the FLCAS questionnaire as the instrument to collect the data.

Those differences then were considered as a gap that supported the researcher to conduct this present study. Here, the researcher aims to dig deeper into the topic over the circumstance chosen and would like to know whether this research would support or contradict the previous studies.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explains the research method used, including research design, source of the data, research procedure, research instrument, and data analysis.

3.1 Research Design

This study aims at investigating speaking anxiety experienced by the Pre-service teacher in the English Language Education Program of Universitas Brawijaya while giving English instruction. The researcher used quantitative research by using a survey. Musfiqon (2012) states that quantitative research can be identified as research that provides numerical data after being analyzed statistically. It is in line with Creswell (2012), state that quantitative method is a method used to measure and analyze the data using statistical procedures.

The definition of survey study itself, as stated by Creswell (2011, p.376), is a procedure in a quantitative approach in which investigators or researchers administer a survey to a sample or all population of society or people to describe opinions, behaviors, characteristics, or attitudes of the population. Nunan (2008, p.140) explained that a survey study is widely used for collecting research data in a large area of social inquiry, from education to linguistics, and from politics to sociology.

3.2 Source of Data

The pre-service teacher refers to an undergraduate student who has taken teaching internship programs. Pre-service teachers are those who are in a teacher-education program in order to pursue teaching credentials in public schools or private sectors domestically or internationally. They complete supervised field-based teaching experiences with the support and mentorship from the university. In this study, the respondents were the eight-semester students of the English Language Education Program at Universitas Brawijaya who finished the Teaching internship program. The participants were chosen by considering their experience while doing the Teaching internship program. It is a purposive sampling the researcher involved all 2016 batch pre-service teachers English Education Program of Universitas Brawijaya, with a total of 100 students as the respondents in this study. The respondents were chosen randomly without considering any specific categorization—both female and male students are involved in the survey.

3.3 Research Procedure

According to Ron Chaza & Johny Blair (2005), there are five stages to complete survey research:

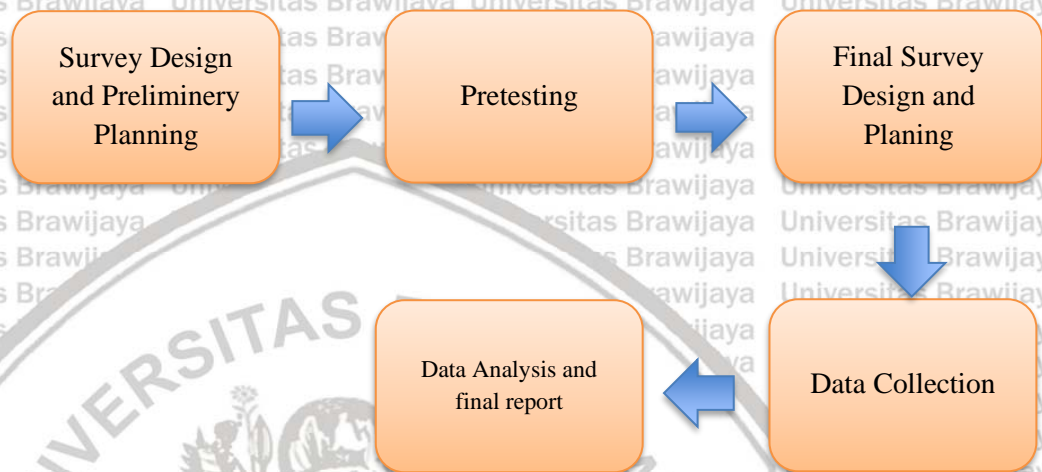


Figure 3.1 Research Procedures

First, survey design and preliminary planning. In this stage, the researcher identifies the research problem and research question aimed at the survey research.

The researcher identified the research question in the first chapter

Second, Pretesting. In this stage, the researchers made a blueprint questionnaire by adapting the questionnaire from FLCAS and PSCAS by combining the domain of anxiety test, communication apprehension, fear of negative evaluation from FLCAS and bodily reaction from PSCAS. Then the researchers began to consulting the blueprint to the Mr. Agus Gozali, S.Pd., M.Ling as the expert validator, after that the researcher received feedback from the expert validator several times and

revised the Foreign Language Anxiety Blueprint the expert validator allowed this blueprint to be used,

After that, Final survey design and planning in this stage, the researcher revises and remake the questionnaire based on the pre-test result if it is necessary to revise it.

Data collection. The researcher began to collect the data by distributing the questionnaire online through google form to the respondents. The survey was conducted from 31st March until 5th November 2020. The researchers already included the instruction about how to fill out a questionnaire in the google form.

Finally, the researcher analyzed the data of the research by using Microsoft Excel version 2019. There are 1 until 4 scale stating from strongly disagree until strongly agree. The result of the questionnaire then counted by using Microsoft Excel to know how many students that choose scale 1 until 4. From there, there will be a result of what are the problems faced by the pre-service teachers in managing classroom during teaching internship programs. Microsoft Excel could help researchers to conduct complex statistical analysis on big data. Since Microsoft Excel could help researchers in analyzing big data, the researcher in this present study decided to use Microsoft Excel as the software to interpret the data collected.

The research procedures elaborated in figure 3.1.

3.4 Research Instrument

This present questionnaire was adapted from two famous questionnaires are taken from Foreign Language Classroom Anxiety (FLCAS) by Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) taken online from onlinelibrary.wiley.com and PSCAS from Yaikhong, & Usaha (2012) taken online from www.researchgate.net

The present questionnaire is mostly taken from FLCAS by Horwitz et al. in which 20 items were taken, and five questionnaires were taken from PSCAS from Yaikhong, & Usaha (2012). The reason for combining these two questionnaires because the researcher wanted to make a complete instrument that can fill the data of speaking anxiety problems because one of the important domain is absent for this research, which is bodily reaction. So the researcher combines FLCAS and PCAS to make a complete questionnaire considering the FLCAS have four domain which are communication apprehension, test anxiety, fear of negative evaluation and by adding a new domain (bodily reaction) that taken from PCAS researcher expected to have a better result in research because bodily reaction also has an essential part in studying speaking anxiety. They conducted some research which concerns about foreign language anxiety. Remembering that the subject are pre-service teachers that also EFL students', so this questionnaire is still suitable to check their speaking anxiety problem while giving English

Hence, FLCAS research conducted in 1986, and PSCAS research conducted in 2012 came out with the questionnaire as a result. Research has been a contribution to the next researchers to dig deep into anxiety in foreign language learning. This questionnaire is identified as a prominent instrument because this questionnaire has

tested the validity and reliability and also has widely used by many researchers (e.g., Ganschow et al., 1994; Marwan, 2007; Khaidzir, 2015). Ganschow et al. (1991) state that FLCAS has 20 questions that ask the respondents to respond to situations about foreign language anxiety and reflect the three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. On the other side, PSCAS has five questions which ask the respondents to respond to the situations about public speaking anxiety and reflect the communication apprehension, test anxiety, fear of negative evaluation, comfort in speaking English, and bodily reaction. The development of the final questionnaire begins by adapting two questionnaires from FLCAS and PSCAS and combining them into one questionnaire, after which the researcher begins to consult the instrument with an expert validator, after getting some feedback and revising the final questionnaire ready to use, the last questionnaire is attached in the appendix (Appendix 3)

3.5 Data Analysis

The researcher analyzed the data of the research by using Microsoft Excel version 2019. There are 1 until 4 scales stating from strongly disagree until strongly agree. The result of the questionnaire then counted by using Microsoft Excel to know how many students choose scale 1 until 4. From there, there will be a result of what factors lead to the Pre-Service Teachers speaking anxiety in giving English instruction during teaching internship programs. Microsoft Excel could help researchers to conduct simple statistical analysis on big data, since the result of the

data already counted by google form additionally the researchers used Microsoft Excel to count the average of every domain to interpret the data collected.

3.6 Validity and Reliability Instrument Test

The instrument was validated by Mr. Agus Gozali, Spd., M.Li, as the expert validator. The researcher aimed to measure the instrument's accuracy of what it intended to act in this study. In contrast, the reliability test is aimed to measure the consistency of questions. The researcher adapts an instrument which are taken from FLCAS created by Horwitz 1986 and PSCAS from Yaikhong, & Usaha (2012). The reasons why the researcher chooses to adapt are not adopting the instrument because some of the questions are not necessary to be asked to the pre-service and the researchers want to make a suitable questionnaire to the pre-service teachers by combining two different speaking anxiety domain which are communication apprehension, test anxiety, fear of negative evaluation, and bodily reactions into one questions as you can see attached on appendix (appendix 1, appendix 2, and appendix 3). There are some of the questions that were showing different subjects, as the present study does, which are pre-service teachers. The second reason is that there are some questions that not necessary to be included because they cannot measure the pre-service teachers speaking anxiety. There is some question that needs to be modified to have better accuracy in measuring the speaking anxiety of pre-service teachers while giving English instructions. Also, some domains needed to be added because the researcher combined two instruments.

CHAPTER IV

Finding and Discussion

This chapter discusses the findings and discussion related to the research. It includes the problems that faced by pre-service teachers shown in the instrument of the research.

4.1 Finding

In this section, the researcher elaborated on the survey result to answer the following research questions: "How is the EFL Pre-service teachers' perception on speaking anxiety in giving English instruction?" The survey was conducted from 31st March until 5th November 2020 by distributing the Pre-Service Teacher Speaking Anxiety questionnaire adapted from Horwitz et al. 1986 and PSCAS from Yaikhong, & Usaha (2012). This study involved a total of 100 students in the teaching internship program. Then, the survey answer was analyzed using Microsoft Excel.

4.1.1 Factors which Create Speaking Anxiety

The researcher used the existence of speaking anxiety of EFL learners as the literature because the subject is taken from pre-service teachers, which also EFL learners. So EFL learners are affected by four factors: communication apprehension, test anxiety, fear of negative evaluation, and bodily reaction. The second table below elaborates the factors which create speaking anxiety and its frequency:

No	Domain	Item	Mean	Usage
1.	Communication Apprehension	1, 5, 9, 11, 17, 25, 19	2.713307	High
2.	Test Anxiety	6, 3,10, 20, 12, 13, 14, 15, 18, 7	2.790396	High
3.	Fear Of negative evaluation	16, 2, 4, 21, 8	2.821782	High
4.	Bodily reaction	22, 23, 24	2.541254	High

Table 4.1 Factors creating speaking anxiety

Table 4.1 shows that all of the respondents experience speaking anxiety which is caused by the four factors above. The result showed that fear of negative evaluation plays the most significant role in causing speaking anxiety (2.821782).

This factor deals with students' anxiety due to the negative feeling of receiving any evaluation from others (i.e., getting afraid when students or homeroom teacher is ready to correct the spoken language. Feeling embarrassed when being asked to speak, getting afraid that students will laugh when speaking in foreign language).

Then, the second factor which contributes to speaking anxiety is test anxiety (2.790396). The test anxiety deals with the fear of doing a type of performance, which is created by the fear of failure (i.e., getting trembled when being called on

a language class and feeling worried about taking the language class). Third communication apprehension (2.713307). Communication apprehension deals with

the students' understanding of what is being talked about by the teacher or other people (i.e., getting confused when speaking in the language class. Getting overwhelmed by the number of the rules in speaking, getting nervous, and confused when the students do not know every word teacher or other people say). Each factor is elaborated in more detail below. Finally, the last factor which causes speaking

anxiety is the bodily reaction (2.541254). This factor deals with pre-service teacher

anxiety due while giving instruction, their body starting reacting anxiously, such as trembling and feeling tight that can affect pre-service teachers hard to explain the instruction to the student

4.1.2 Communication Apprehension

Communication apprehension is one of the factors which contributes to speaking anxiety for most of the students.

Domain	Statements	No	Average	Categories
Communication apprehension	I never feel quite sure of myself when I am speaking English in class	1	2.811881	High
Communication apprehension	I start to panic when I have spoken without preparation in the language class.	5	3.356436	High
Communication apprehension	I get upset when my students don't understand what I am saying	9	2.811881	High
Communication apprehension	I feel confident when I speak in front of the class.	11	2.376238	High
Communication apprehension	I feel very selfconscious about speaking the foreign language in front of my students.	17	3.356436	High
Communication apprehension	I get nervous and confused when I am speaking in front of my students.	19	2.663366	High
Communication apprehension	I start to be panic when I have to speak English without a preparation in advance	25	3.386139	High

Table 4.2 Communication Apprehension

This factor is reflected in 7 items on the questionnaire (Item number 1, 5, 9, 11, 17, 19, 25). These items consist of both negative and positive statements. The positive statements are green highlighted and reversed scored.

4.1.3 Test anxiety

Test anxiety deals with the anxious feeling experienced by the students during the foreign language teaching and learning activation.

Domain	Table Statements	No	Average	Categories
Test anxiety	I tremble when I know I am supposed to giving instruction to the students.	3	2.63	High
Test anxiety	I worry about consequences of failing my teaching internship program.	6	3.356436	High
Test anxiety	In giving English instructions, I can get so nervous I forget things I know.	7	2.732673	High
Test anxiety	Even if I am well prepared to teach a language class, I feel anxious about it.	10	3.316832	High
Test anxiety	I Certain parts of my body feel very tense and rigid while speaking English.	12	2.742574	High
Test anxiety	I can feel my heart pounding when I'm going to speak in the class.	13	2.742574	High
Test anxiety	The more I practice for speaking in front of the class, the more confused I get.	14	2.742574	High
Test anxiety	I don't feel pressure to prepare very well for speaking in front of the class.	15	2.742574	High
Test anxiety	I feel more tense and nervous while I'm teaching than while I'm at college.	18	3.227723	High
Test anxiety	When I'm on my way to teach, I feel very sure and relaxed	20	2.425743	High

Table 4.3 Test anxiety

Test Anxiety reflected in 10 items on the questionnaire (Item numbers 3, 6, 7, 10, 12, 13, 14, 15, 18, 20). These items consist of both negative and positive statements. The positive statements are green highlighted and reversed scored.

4.1.4 Fear of negative evaluation

Fear of negative evaluation is the factor that creates speaking anxiety to most respondents. Fear of negative evaluation deals with the pre-service teachers' anxious feelings when other people are evaluating them. There one positive statement in the questionnaire, which is green highlighted and reversed scored (item number 2), while the rest are negative ones.

Domain	Table Statements	No	Average	Categories
Fear of negative evaluation	I do not worry about making mistakes in speaking English in front of the class.	2	2.207921	High
Fear of negative evaluation	I keep thinking that the students are better at language than me.	4	3.22	High
Fear of negative evaluation	It embarrasses me while students help me to volunteer answers in my language class.	8	2.653465	High
Fear of negative evaluation	I always feel that my students speak the foreign language better than I do	16	2.594059	High
Fear of negative evaluation	I am afraid that my students will laugh at me when I speak a foreign language.	21	2.594059	High

Table 4.4 Fear of negative evaluation

The anxiety happens because the pre-service teachers predict that others will negatively evaluate them. Meanwhile, evaluation by the students and teacher are essential in foreign language learning so the pre-service teachers can have skills improvement. In the questionnaire, fear of negative evaluation is reflected in several items (items 2, 4, 8, 16, 21).

4.1.5 Bodily Reaction

Bodily Reaction is the factor that creates speaking anxiety to the respondents.

Bodily Reaction deals with the pre-service teachers anxious feelings when they are in front of students, and it affects the pre-service teacher's bodily anxiety, which usually can be seen from trembling to sweat, feeling tight, etc.

Domain	Table Statements	No	Average	Categories
Bodily reaction	I dislike using my voice and body expressively when I am speaking English.	23	1.930693069	High
Bodily reaction	I have trouble to coordinate my movements while I am speaking English	24	2.633663	High
Bodily reaction	It embarrasses me to volunteer to go out first to speak English.	25	3.386139	High

Table 4.5 Bodily Reaction

In the end, bodily anxiety can also affect the pre-service teachers speaking anxiety. In the questionnaire, Bodily Reaction is reflected in several items (item number 22, 23, 24). There is only one positive statement in the questionnaire, which is green highlighted and reverse scored (item number 23), while the rest are negative ones.

From all of the domain that the researcher use on this research it can be inferred from 4 domains of the questionnaire, which is Communication Apprehension, Test Anxiety, Fear Of negative evaluation, Bodily reaction. From all of those domains showing that that fear of negative evaluation plays the most significant role in causing speaking anxiety (M=2.821782) followed with question number 2 which the highest percentage of the answer with (72% of respondents choose the second answer which is disagree), followed by test anxiety (M=2.790396) followed with

question number 14 which the highest percentage of the answer with (77% of respondents choose the second answer which is disagree), after that, there is communication apprehension ($M=2.713307$) followed with question number 25 which the highest percentage of the answer with (76% of respondents choose the fourth answer which is strongly agree). The last is the bodily reaction ($M=2.541254$) followed with question number 24, which the highest percentage of the answer with (63% of respondents choose the third answer, which is agree).

4.2 Discussion

In this section, the researcher discussed the factors that lead to the EFL Pre-Service Teachers speaking anxiety. This sub-chapter provides further explanation related to the theories and previous studies, and it is elaborated as follows

4.2.1 Fear of Negative Evaluation

Within this dimension, from the previous data, it was found that most pre-service teachers in the eight-semester of the English Language Education Program of Universitas Brawijaya keep thinking that students might have better ability in the foreign language skills than they do. This finding indicates that EFL students are lack confidence in the foreign language classroom since pre-service teachers are still students. In this context, less confident students will feel uncomfortable in the speaking class; they also lose their faith in their capability, so they get more concerned about being criticized, rejected, or being laughed. This situation will lead them to perform less effectively and satisfy so that it will affect their academic achievement (Al-Hebaish, 2012).

Moreover, the only positive statement in this dimension, which is item number 2 (I do not worry about making mistakes in speaking English in front of the class), is disagreed by most of the respondents. It indicates that most of the respondents are worried about making a mistake while speaking English in front of the class. As it proved in the previous study conducted by Septy Indrianty (2016), that fear of making a mistake has been becoming a prevalent issue among pre-service teachers, especially in Indonesia, because they were afraid to be negatively evaluated or being laughed. Not only by the teacher, their students, and also by their friends, which made the students anxious when speaking English.

4.2.2 Test Anxiety

From the previous data, it was found that within this dimension, the highest average score comes from item number 6 (I worry about the consequences of failing my teaching internship program.). This statement is connected with the respondents' background since they are enrolling in English Department Program, so the consequences of failing the teaching internship program become the main concern of the respondents. It is in line with Horwitz (1986) that test anxiety stems from fear of failure. Since the students are concerned with the consequences of failing, the students should put their selves as the masters of the language and assume that an imperfect performance as a failure, this will result in producing the anxious test students. The test anxious students often feel like tests and quizzes during the language class is considered as difficult and potentially provoking their speaking ability.

4.2.3 Communication Apprehension

Communication apprehension becomes the dimension that is suffered by the respondents. In the data analysis, it was found that item number 9 (I get upset when my students do not understand what I am saying) becomes the greatest obstacle in this dimension and from this questions the researchers put a secondary question that lead to the problems that pre-service teachers experienced. The secondary question for number 9 stated (What problems that you experienced?) and the researchers put 4 multiple choice answer in order to gain the data accurately which are lack of vocabulary, nervous, lack of material to deliver, your voice cannot be heard by your students, and most of the pre-service teachers choose that they lack of vocabulary as the answer. This type of anxieties happens because the pre-service teachers are lack of vocabulary knowledge. According to Dastphak and Sandighi (2017), lack of vocabulary knowledge can lead the students to have communication problems and resulting in speaking anxiety, it is also stated that establishing excellent communication requires the students to have enough vocabulary. So they can express their feelings and think. Since the respondents do not have enough vocabulary, they might be feeling uncomfortable and nervous around the students when the pre-service teachers cannot express their idea well.

4.2.4 Bodily Reaction

Bodily reaction becomes the dimension that is suffered by the least of the respondents. In the data analysis, it was found that item number 24 (I have trouble coordinating my movements while speaking English.) Peplau (1989) stated, with severe anxiety, symptoms intensify and others develop, such as a pounding

heartbeat, chest pain, headache, vomiting or diarrhea, trembling, scattered thoughts, erratic behavior and a sense of dread. With this level of speaking anxiety, learners' ability to focus and solve problems is impaired, which can lead to further anxiety.



CHAPTER V

CONCLUSION AND SUGGESTION

After the elaboration of the introduction, related literature, research methodology, also finding and discussion in the previous chapters, the conclusion and suggestion will be presented below:

5.1 Conclusion

This study was conducted to investigate the factors leading to the EFL Pre-Service Teachers speaking anxiety while using English as an instructional language, which involved 100 respondents. This research provided evidence that there exists English-speaking anxiety among pre-service teachers of English education students of Universitas Brawijaya. This anxiety is considered situation-specific, present mainly in classroom situations in which pre-service teachers are particularly oppressed while in giving English instructions. Speaking of the factors of anxiety by dimensions, test-anxiety, and fear of negative evaluation became more frequent performance anxieties than communication apprehension and bodily reaction. Moreover, a limited repertoire of vocabulary was perceived as the pre-service teacher's most important source of speaking anxiety.

The result is showing that pre-service teachers who are taking teaching internship program should be aware of an anxious feeling which may arise from related performance anxieties fear of negative evaluation, and communication apprehension and from being unable to produce oral utterances due to lack of

essential elements, worry about the consequences of failing teaching internship program, feel difficult and uncomfortable in giving English instruction, particularly having a limited repertoire of vocabulary. As the ability to communicate satisfactorily in English is the ultimate aim of delivering the idea to the students due to lack of vocabulary, these factors of anxiety can contribute to their negative attitudes towards the teaching situation, their overall levels of foreign language anxiety, their speaking-in-class anxiety, and their oral performance.

This research implies that speaking anxiety will negatively impact both pre-service teachers' experience in teaching, and mostly the anxiety comes from fear of negative evaluation. Thus, this research informs the pre-service teachers to have good confidence and perspective toward expressing the language. This research also can be a reference for English instructors to create a positive environment during speaking and consider the anxiety felt by pre-service teachers. Further research should take place to investigate another factor and issue related to speaking anxiety.

5.2 Suggestion

According to this study's result that most pre-service teachers who are EFL learners are anxious in English speaking due to several factors, the researcher purposes the following suggestions:

For pre-service teachers, it is inferred from the results. Anxieties come not only from pre-service teachers but also from the environment, including the students, teachers, and friends. Speaking anxiety rises from negative evaluation and being

laughed by the students. Thus, it is expected that pre-service teachers can create a positive vibe in giving English instruction so it can help to boost pre-service teachers' confidence. For example, by positively interacting with the students, be relaxed, and convey the English instruction in your style and the anxious individuals could be helped by accustom them with language learning strategies and by a scaffolding of skills. These may include the pre-service teachers themselves not to give up when speaking; preparing words, phrases, or sentences before speaking; studying to improve speaking; engaging in positive self-talk, or keep on smiling and volunteering comments. Self-talk or thoughts about themselves that pass through their minds can support students' goals and drive them to succeed. If pre-service teachers are aware of the power of positive self-talk, they may have the potential to bring about positive changes in their oral performance.

For English Education Program of Universitas Brawijaya, the researcher suggests that English Education Program of Universitas Brawijaya to provide opportunities to study for longer periods of time because it can help the students to build their comfort during teaching internship program and the researchers also suggest for English Education Program Universitas Brawijaya to provide pre-service teachers guideline in order to help the pre-service teachers.

For other researchers, this research only focuses on speaking anxiety experienced by pre-service teachers, which is the eight semesters of EFL learners from the English Language Education Program of Universitas Brawijaya. For the next researcher, the researcher suggests that they could bring this research into a higher level by exploring more problems that pre-service teachers faced. Not only

in pre-services teacher speaking anxiety but also in other education sectors such as managing the classroom, challenges in making lesson plans and study material, or involving both English and non-English Department students and compare the result in the context of the level of speaking anxiety and the factor that arises it according to most respondents. Therefore, this study will be such a reference for future researchers.



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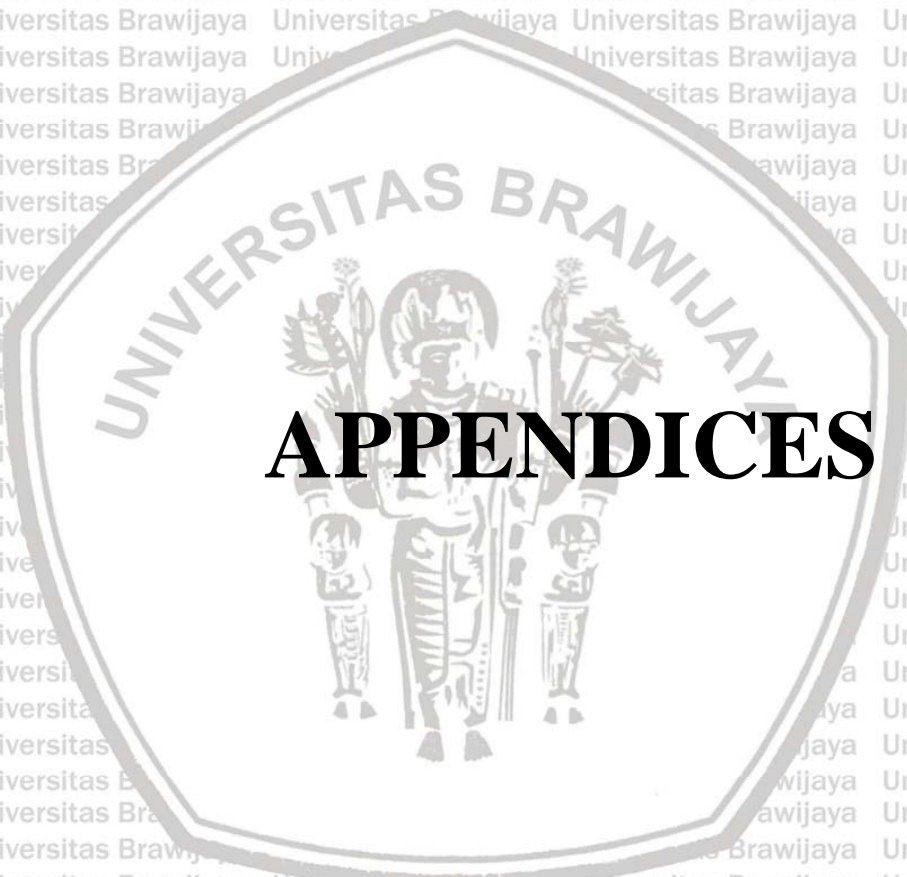
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APPENDICES

APPENDIX 1. The original design questionnaire of FLCAS (Horwitz et al, 1986)

No.	Domain	Statements
1.	Communication apprehension	I never feel quite sure of myself when I am speaking English in class
2.	Fear of negative evaluation	I do not worry about making mistakes in speaking English in front of the class.
3.	Test anxiety	I tremble when I know I am supposed to giving instruction to the students.
4.	Communication apprehension	It frightens me when I do not understand what the teacher said in English.
5.	Test anxiety	It would not bother me at all to take more foreign language class.
6.	Test anxiety	I find myself thinking about things have nothing to do with course.
7.	Fear of negative evaluation	I keep thinking that the other students are better at language than me.
8.	Test anxiety	I am usually at ease during tests in my language class.
9.	Communication apprehension	I start to panic when I have spoken without preparation in language class.
10.	Test anxiety	I worry about consequences of failing my foreign language class.
11.	Test anxiety	I don't understand why some people get so upset over foreign language classes.
12.	Test anxiety	In language class, I can get so nervous I forget things I know.
13.	Fear of negative evaluation	It embarrasses me to volunteer answers in my language class.
14.	Communication apprehension	I would not be nervous speaking the foreign language with native speakers.
15.	Communication apprehension	I get upset when I don't understand what the teacher is correcting
16.	Test anxiety	Even if I am well prepared for language class, I feel anxious about it.
17.	Test anxiety	I often feel like not going to my language class.
18.	Communication apprehension	I feel confident when I speak in foreign language class.
19.	Fear of negative evaluation	I am afraid that my language teacher is ready to correct every mistake I make.

20.	Test anxiety	I can feel my heart pounding when I'm going to be called on in language class.
21.	Test anxiety	The more I study for a language test, the more confused I get.
22.	Test anxiety	I don't feel pressure to prepare very well for language class.
23.	Fear of negative evaluation	I always feel that the other students speak the foreign language better than I do
24.	Communication apprehension	I feel very selfconscious about speaking the foreign language in front of other students.
25.	Test anxiety	Language class moves so quickly I worry about getting left behind
26.	Test anxiety	I feel more tense and nervous in my language class than in my other classes.
27.	Communication apprehension	I get nervous and confused when I am speaking in my language class.
28.	Test anxiety	When I'm on my way to language class, I feel very sure and relaxed
29.	Communication apprehension	I get nervous when I don't understand every word the language teacher says.
30.	Communication apprehension	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31.	Fear of negative evaluation	I am afraid that the other students will laugh at me when I speak the foreign language.

APPENDIX 3. The original PSCAS from Yaikhong, & Usaha (2012)

Item No	Domain	Statements adopted with minor adaptation in wordings
1.	Communication Apprehension	I never feel quite sure of myself while I am speaking English.
2.	Communication Apprehension	I tremble when knowing that I am going to be called on to speak English.
3.	Test Anxiety	I start to panic when I have to speak English without a preparation in advance.
4.	Communication Apprehension	In a speaking class, I can get so nervous I forget things I know.
5.	Communication Apprehension	I feel confident while I am speaking English.
6.	Fear Of negative evaluation	I feel very self-conscious while speaking English in front of other students
7.	Fear Of negative evaluation	I get nervous and confused when I am speaking English.
8.	Comfort in speaking English	I am afraid that other students will laugh at me while I am speaking English.

9.	Test Anxiety	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.
10.	Comfort in speaking English	I have no fear of speaking English.
11.	Fear Of negative evaluation	I can feel my heart pounding when I am going to be called on.
12.	Comfort in speaking English	I feel relaxed while speaking English.
13.	Bodily reaction	It embarrasses me to volunteer to go out first to speak English.
14.	Communication Apprehension	I face the prospect of speaking English with confidence.
15.	Bodily reaction	I enjoy the experience of speaking English.
16.	Bodily reaction	The more speaking tests I have, the more confused I get.
17.	Test Anxiety	Certain parts of my body feel very tense and rigid while speaking English.
18.	Comfort in speaking English	I feel anxious while waiting to speak English.
19.	Comfort in speaking English	I want to speak less because I feel shy while speaking English.
20.	Comfort in speaking English	I dislike using my voice and body expressively while speaking English.
21.	Bodily reaction	I have trouble to coordinate my movements while speaking English.
22.	Comfort in speaking English	I find it hard to look the audience in my eyes while speaking English.
23.	Fear Of negative evaluation	Even if I am very well-prepared I feel anxious about speaking English
24.	Fear Of negative evaluation	I keep thinking that other students are better at speaking English than I
25.	Fear Of negative evaluation	I always feel that the other students speak English better than I do

APPENDIX 3. Foreign Language Anxiety Blueprint

3/3/2020 A QUESTIONNAIRE OF PRE SERVICE TEACHERS SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION

A QUESTIONNAIRE OF PRE SERVICE TEACHERS SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION

* Required

- Name: *

- Semester: *

- Gender: *
Mark only one oval.
 Male
 Female
- 7 angka terakhir dari NIM contoh *16511050(7111043)* jadi yang ditulis (7111043) *

Survey Section

Instruction

- There are 25 questions on this questionnaire. Consider carefully each statement about the teaching internship program that has been implemented. Give an answer that matches your experience.
- Consider each statement separately and determine the truth.
- Record your responses on the answer sheet provided, and follow other instructions that may be given in relation to the answer sheet. Thank you.

Answer Explanations:

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

<https://docs.google.com/forms/d/16PN4IXw9r0O1Dfms3zGkwB4g84EQwwDFyckKud1fUJedE>

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3/3/2020

A QUESTIONNAIRE OF PRE SERVICE TEACHERS SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION

5. 1. I never feel quite sure of myself when I am speaking English in class

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. 2. I do not worry about making mistakes in speaking English in front of the class.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. 3. I tremble when I know I am supposed to giving instruction to the students.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. 4. I keep thinking that the students are better at language than me.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://docs.google.com/forms/d/16PN4IXw8w0O1DlmsG2G1wB4g8i4EQwwDFycKsdl1fU/edit>

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3/3/2020

A QUESTIONNAIRE OF PRE SERVICE TEACHERS SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION

9. 5. I start to panic when I have spoken without preparation in the language class.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 6. I worry about consequences of failing my teaching internship program.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 7. In giving English instructions, I can get so nervous I forget things I know.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 8. It embarrasses me while students help me to volunteer answers in my language class.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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3/3

3/3/2020

A QUESTIONNAIRE OF PRE SERVICE TEACHERS SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION

13. 9. I get upset when my students don't understand what I am saying

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. 10. Even if I am well prepared to teach a language class, I feel anxious about it.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. 11. I feel confident when I speak in front of the class.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. 12. I Certain parts of my body feel very tense and rigid while speaking English.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://docs.google.com/forms/d/16PN4IXw5w001DfmsG2GkwB4g84EQwwDFlycKsd1fUjkd1>

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3/3/2020

A QUESTIONNAIRE OF PRE-SERVICE TEACHERS SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION

17. 13. I can feel my heart pounding when I'm going to speak in the class.

Mark only one oval.

1 2 3 4

18. 14. The more I practice for speaking in front of the class, the more confused I get.

Mark only one oval.

1 2 3 4

19. 15. I don't feel pressure to prepare very well for speaking in front of the class.

Mark only one oval.

1 2 3 4

20. 16. I always feel that my students speak the foreign language better than I do

Mark only one oval.

1 2 3 4

3/3/2020

A QUESTIONNAIRE OF PRE SERVICE TEACHERS SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION

21. 17. I feel very selfconscious about speaking the foreign language in front of my students.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. 18. I feel more tense and nervous while I'm teaching than while I'm at college.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. 19. I get nervous and confused when I am speaking in front of my students.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. 20. When I'm on my way to teach, I feel very sure and relaxed

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://docs.google.com/forms/d/16PN4IXw8v0O1DlmsQ2GkwB4y84EQwwDFlycKsd1fUkd8>

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5/15/2020

A QUESTIONNAIRE OF PRE SERVICE TEACHERS SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION

25. 21. I am afraid that my students will laugh at me when I speak a foreign language.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. 22. It embarrasses me to volunteer to go out first to speak English.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. 23. I dislike using my voice and body expressively when I am speaking English.

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. 24. I have trouble to coordinate my movements while I am speaking English

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5/15/2020

A QUESTIONNAIRE OF PRE SERVICE TEACHERS SPEAKING ANXIETY IN GIVING ENGLISH INSTRUCTION

29. 25. I start to be panic when I have to speak English without a preparation in advance

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Google Forms

APPENDIX 4. Foreign Language Anxiety Questionnaire Result

No	Domain	Statements	Responses (%)				Cumulative Percent
			SD	D	A	SA	
1	Communication apprehension	I never feel quite sure of myself when I am speaking English in class.	5	14	63	5	100
5	Communication apprehension	I start to panic when I have spoken without preparation in the language class.	5	18	14	63	100
9	Communication apprehension	I get upset when my students don't understand what I am saying	5	19	66	10	100
11	Communication apprehension	I feel confident when I speak in front of the class.	0	68	26	6	100
17	Communication apprehension	I feel very selfconscious about speaking the foreign language in front of my students.	3	12	32	52	100
25	Communication apprehension	I start to be panic when I have to speak English without a preparation in advance	5	15	17	76	100
19	Communication apprehension	I get nervous and confused when I am speaking in front of my students.	7	25	61	7	100
6	Test anxiety	I worry about consequences of failing my teaching internship program.	3	20	16	61	100
3	Test anxiety	I tremble when I know I am supposed to giving instruction to the students.	11	18	67	4	100
10	Test anxiety	Even if I am well prepared to teach a language class, I feel anxious about it.	7	19	10	64	100
20	Test anxiety	When I'm on my way to teach, I feel very sure and relaxed	3	60	28	9	100
12	Test anxiety	I Certain parts of my body feel very tense and rigid while speaking English.	3	24	69	4	100

13	Test anxiety	I can feel my heart pounding when I'm going to speak in the class.	2	70	22	6	100
14	Test anxiety	The more I practice for speaking in front of the class, the more confused I get.	15	77	4	4	100
15	Test anxiety	I don't feel pressure to prepare very well for speaking in front of the class.	1	16	75	8	100
18	Test anxiety	I feel more tense and nervous while I'm teaching than while I'm at college.	7	24	9	60	100
7	Test anxiety	In giving English instructions, I can get so nervous I forget things I know.	7	22	62	9	100
16	Fear of negative evaluation	I always feel that my students speak the foreign language better than I do	6	30	62	2	100
2	Fear of negative evaluation	I do not worry about making mistakes in speaking English in front of the class.	6	72	17	5	100
4	Fear of negative evaluation	I keep thinking that the students are better at language than me.	7	25	9	59	100
21	Fear of negative evaluation	I am afraid that my students will laugh at me when I speak a foreign language.	10	25	62	4	100
8	Fear of negative evaluation	It embarrasses me while students help me to volunteer answers in my language class.	9	22	64	5	100
23	Bodily reaction	I dislike using my voice and body	14	60	25	1	100
24	Bodily reaction	I have trouble to coordinate my	6	22	69	3	100
22	Bodily reaction	It embarrasses me to volunteer to go out first to speak English.	5	28	66	1	100