SPEAKING ANXIETY:
FACTORS CONTRIBUTING TO THE ANXIETY IN SPEAKING CLASS
OF THE FIRST YEAR STUDENTS OF ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY

THESIS

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ENGLISH DEPARTMENT
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THESIS
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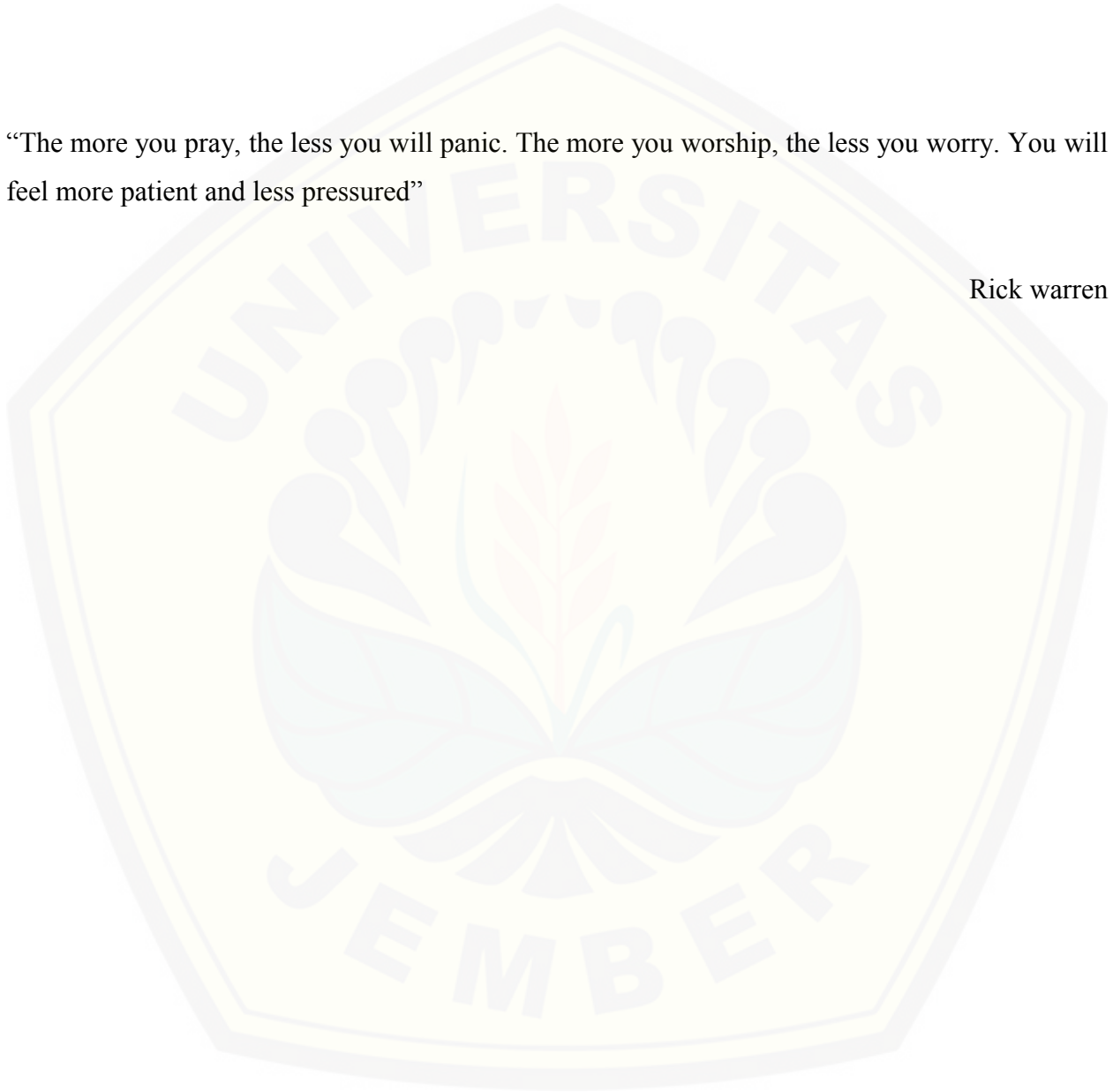To get the award of Sarjana Sastra Degree in English Study

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I

MOTTO

"The more you pray, the less you will panic. The more you worship, the less you worry. You will feel more patient and less pressured"

Rick warren

DEDICATION

This thesis is gratefully dedicated to my parents, my two young sisters, my alma mater and people around me who always support me to complete this thesis.

A thousand thanks for them.

DECLARATION

I hereby state that the thesis entitled Speaking Anxiety: Factors Contributing to the Anxiety in Speaking Class of the First Year Students of the English Department faculty of Letters Jember University is an original piece of writing. I certify that the analysis and the research described in this thesis have not already been submitted for any other degree or any publications. I certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.
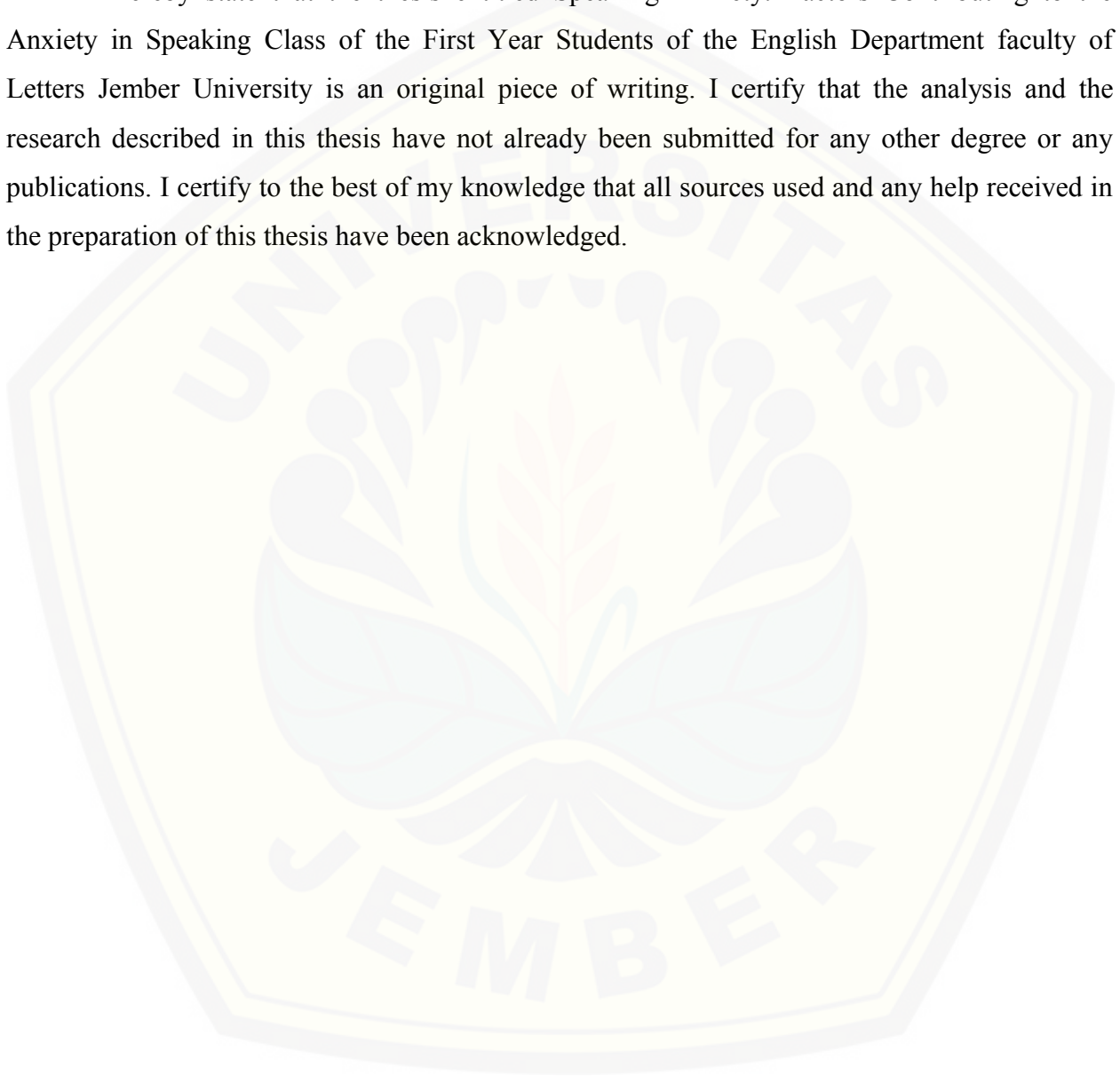
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SUMMARY

Speaking Anxiety: Factors Contributing to the Anxiety in Speaking Class of the First Year Students of English Department Faculty of Letters Jember University; Imam Wahyudi Antoro; 090110101105; 2015; English Department; Faculty of Letters; Jember University; 67 pages

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Meanwhile, speaking English is a skill to communicate with other people in native language. This skill can be only attained by a lot of practice and attention. In speaking English the learners should know how to produce the specific point of language such as grammar, pronunciation, or vocabulary furthermore they also should understand when, why and in what ways to produce language.

Language learning is affected a lot by affective factors. Affective factors are "those referring to personal-social-emotional behaviors of teachers and learners to the feeling tone of the learning environment generated by their interaction" (Richard E. Ripple; 1964:476-477). One of the affective factors is anxiety. Anxiety appears because of several factors such as lack of knowledge, low of preparation, fear of making mistakes and difficulty to understand the teacher instruction. Language speaking anxiety further appears on site often than other language learning like reading comprehension, listening comprehension, and writing comprehension. This thesis investigates Foreign Language Anxiety (FLA) of the first year students of English Department Faculty of Letters in Jember University, to seek what factors contributing the anxiety and why anxiety happens by using the theories from Tseng (2012).

The data on this study are obtained by employing closed-ended questionnaire which is adapted from Horwitz et al. (1986) and the transcript interview. Survey is chosen as the research strategy to gain that data. The participants are 50 first year students English Department of Faculty Letters, Jember University.

The results of the study shows that self-perception or self-esteem, presentation in the classroom, fear of making mistakes, social environment, gender, culture differences, formal classroom environment are determined as the source of the participants' speaking anxiety. Self-perception or self-esteem has been chosen and becomes the dominant source of speaking anxiety. Social status in this researches no one who chooses it. It is because they have good elation with the lecturer and they have mastered the materials. Meanwhile the reason which evokes the occurrence of speaking anxiety shows. First is self-perception. This is because of language difficulties (lack of vocabulary, worry about structure and speaking English correctly), concern about others perception, low self-confidence, lack of motivation and lack of communication and afraid of making mistakes. Second is presentation in the classroom. This is because they are afraid of becomes the center of attention, afraid of question from other learners and they do not prepare the material. Third is fear of making mistakes. This is because of they do not master the material, lack of vocabulary and pronunciations. Fourth is social environment. This is because they have limited exposure to target language and judgment from other people. Fifth is gender. This is because each gender has different topic to discuss and different perception about the opposite gender. Sixth is a cultural difference. This is because they have different topic and different accent between Javanese, Madurese and Chinese. Seventh is formal classroom environment. This is because they are monitored by the lecturer and formal characteristic of the lecturer.

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CHAPTER I. INTRODUCTION

This chapter contains information of the content of this thesis draft. The first discussion is to review the background of the study, the questions, the goal of the study, and the last is the research method.

1.1 Background of the Study

When we talk about communication, we talk about something very important; that is language. Language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture to communicate or to interact. Speaking becomes one of the most important things that people should have, because by speaking other people will understand what we mean and what we want. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Learning to speak also demands a lot of practice and attention; we learn to speak our mother tongue by listening and repeating. The teacher can adopt the same natural way, asking short questions and use of short dialogues in the classroom to develop this skill, (B. Bloch and G.L. Trager: 1942).

Speaking English is a skill to communicate with other people in native language. In speaking English, there is a target language. A target language is one that is being learned and of which the learner hopes to become a proficient speaker. A foreign language is one not spoken in the country in which the learner lives. A second language is one that is spoken in the country in which the learner lives.

Speaking contributes to the learners not only that they know how to produce the specific point of language such as grammar, pronunciation, or vocabulary but also

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they should understand when, why and in what ways to produce language. It means speak has contribution to the learners as follows: (a) helps the learners to use the element of language like grammar, pronunciation, or vocabulary correctly, (b) understands about situation, ways, and time to send a language acceptably.

Teachers give motivation and spirit to the learners with a purpose to make them able to use the language as correctly as possible. Then, when learning a language, affective factors play significant roles. Affective factors are "those referring to personal-social-emotional behaviors of teachers and learners to the feeling tone of the learning environment generated by their interaction" (Richard E. Ripple; 1964:476-477). They can have a negative or positive effect. Negative affective factors is called affective filter. It is an important idea in theories of second language acquisition and learning. Anxiety is one of affective factors, for example: two students are in the same subject of English. The first student likes this material and also prepare before he/ she learns. Another student does not like it very much. When they come to the class, the first student is more interactive and active in the class but another one is passive in the class. He is only silent and becomes a good listener. From this, it seems that the first student wants to learn English and wants to master it. When they finish the learning, the first student becomes fluent and he can practice it, different with the other one, he does not understand what the teacher teaches because he does not like the material. It is called affective filters.

According to Horwitz et.al (1986: 78-83), in language learning there are factors affecting the speaking skill: first is from the language leaner itself, such as: self-esteem, social status and self-identity, gender, fear of making mistakes, and slip of the tongue. Second is the teacher or lecturer. We can distribute factors, such as: formal classroom, presentation in the classroom, pressure by teacher to get good grade. The last factor is from the environment. The factors are: cultural differences, large class size, social environment, partner of study or friends, etc.

Price (1991) concluded from his case studies that the difficulty level of foreign language classes, personal perception of language aptitude, certain personality

variables (example: perfectionism and fear of public speaking), and stressful classroom experiences are all possible causes of anxiety. Therefore, the cause of anxiety is not because of our brain but it is caused by factors that creates anxiety, such as: lack of knowledge, low of preparation, fear of making mistakes and difficulty to understand the teacher instruction. Most of people who are in that condition will often feel anxious when they are speaking. Language speaking anxiety further appears of site often than other language learning like reading comprehension, listening comprehension, and writing comprehension. In addition, Young (1991) identified six potential sources of language anxiety from three aspects: the learner, the teacher, and the instructional practice. He claimed that language anxiety is caused by personal and interpersonal anxiety, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing.

This thesis investigates Foreign Language Anxiety (FLA) of the first year students of English Department Faculty of Letters in Jember University, to seek what factors contributing the anxiety. Generally, they feel anxious in speaking English because they are unconfident, afraid of making mistakes, afraid to speak English with other person. First year students were choose in this research that present by speaking students in English Department Faculty of Letters, because the first year students almost reflects the adaptation of students, and little has been known about it. Moreover, although it is not considered a new issue, there has been little information on how foreign language anxiety has been experienced in the context of first year students in English Department Faculty of Letters Jember University.

1.2 The Research Question

Based on the background of the study above, the problem can be elaborated into questions as follows:

(1) What are the factors that make anxiety happen to the first year

students in speaking class?

(2) Why does anxiety happen in speaking class of the first year students in Jember University Faculty of Letters?

1.3 The Scope of the Study

The study and theories limit in order to prevent a broad analysis and discussion. This study only concerns in examining the factors and the reason of foreign language speaking anxiety which is experienced by the first year students of English Department of Faculty of Letters, Jember University. This study covers the analysis of factors of EFL speaking anxiety among the students based on the theories from Tseng (2012).

1.4 The Goals of the Study

1. To find out the factors which make the students feel anxious in speaking class.
2. To figure out several main factors that cause EFL speaking anxiety based on the ability of the students.
3. To describe and explain why anxiety happens on first year students in speaking class.

1.5 Significance of the Study

This study is suppose to give both theoretical and practical contributions in second or foreign language acquisition and learning, especially in describing the factors of anxiety in the speaking class of the first year students of English department faculty of letters.

Theoretically, the results of this study is expected to give benefits for the reader to be reference about the research specially in speaking anxiety, they need to know as

much detail as possible about what was done. For the next researcher they can elaborate my research with the theories which are related with language speaking anxiety. Besides, it is also to provide the empirical data of the language learner in the area of speaking anxiety research.

Practically, the finding of this research is expect to give benefit for the language learners in English Department Faculty Letters in the first year students. When they know what make them feel anxious they will make themselves more comfortable, reassuring that mistakes is part of their learning, they will practice it outside of classroom, and they have positive feedback about anxiety. It also wants to get what factors to the anxiety in speaking class of the first year students of English Department Faculty of Letters, and what are the dominant factors of it. To the lecturer, it aims to minimize the anxiety when the students are learning the target language. Speaking anxiety is also to describe the factors anxiety in speaking class of the first year students of the English Department Faculty of Letters.

1.6 The Organization of the Thesis

This thesis is organized into five chapters. They are introduction, literature review, research methodology, result and discussion, and conclusion. The first chapter deals with the introductory knowledge for the readers to understand the main points which is related to the factors that make anxiety happen, and also the dominant factors of speaking anxiety in the freshmen students. This chapter expounds the background of the study, main problems to discus, research questions, goals of the study, significance of the study and organization of the study. The second chapter is literature review. The literature review consists of two major framework – previous research and theoretical framework. The previous research included in this thesis is to enlarge readings and to differentiate the gaps between this research and the former researches related to second language acquisition. Furthermore, the theoretical framework contains meaning of anxiety, meaning of speaking anxiety, and the last is

the causal factors of speaking anxiety. The third chapter provides the research design and methodology of a qualitative research that this thesis used. The fourth chapter elaborates the result and discussion of the factors of speaking anxiety and the dominant factors of it. The last is the fifth chapter. This chapter gives conclusion of the discussion.
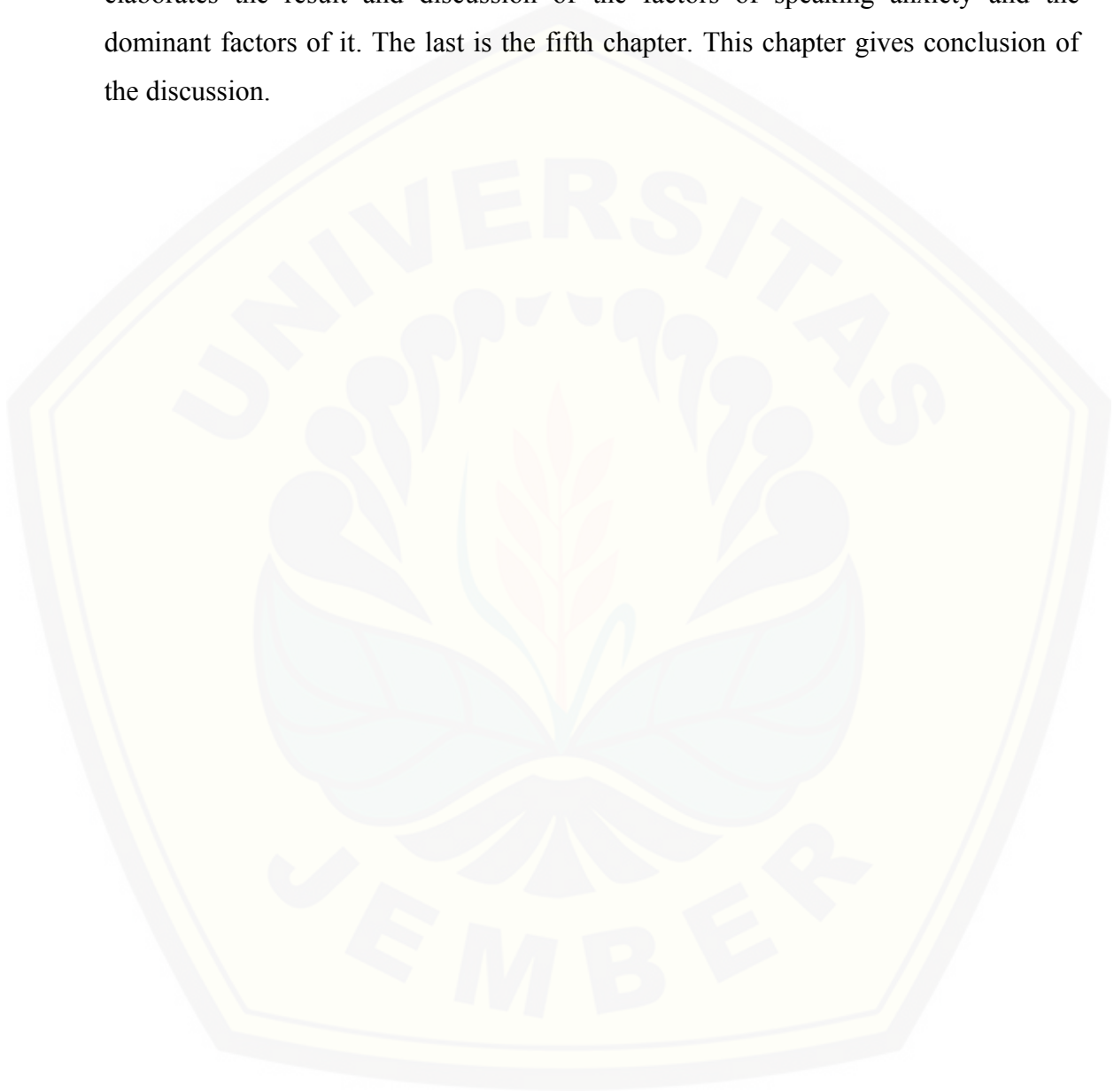
CHAPTER 2. LITERATURE REVIEW

In this chapter, some theories are discussed shape to the study. It is to give more understanding on theories used during the process of the research about the chosen topic. The first discussion is to review the previous studies, literature review (the meaning of anxiety, speaking anxiety in L2, the causal factors of speaking anxiety).

2.1 The Previous Studies

There are three previous researches which contribute to the composing of this thesis. The first research is conducted by Ardi Marwan (2008) with his thesis entitled "The Exploration of Factors Triggering Foreign Language Anxiety: Learners Voice." The second research is conducted by Shu-Feng Tseng (2012) with his thesis entitled "The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking." The last research is conducted by Zhang Xiuqin (2006) with his thesis entitled "Speaking Skill and Anxiety."

The first is an article from Ardi Marwan (2008) Politeknik Negeri Pontianak; The Exploration of Factors Triggering Foreign Language Anxiety: Learners Voice. He presents the findings of a study looking at the factors which learners believe to have contributed to their anxiety in their foreign language learning. A questionnaire with a three-point Likert scale was developed and used as the means for data collection. Descriptive analysis of the data, focusing on mean scores, was carried out using SPSS software. The results indicate that most learners experience foreign language anxiety in their learning. Factors such as lack of preparation, lack of confidence and fear of failing the class have been the major contributors to learner's foreign language anxiety.

The second study is from Shu-Feng Tseng (2012) from Cheng Shiu University. The title of the research is "The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking". The purpose of this study is to provide a review of related literature on studies of foreign language anxiety, Asian studies on anxiety, factors associated with learner's own sense of 'self' and language classroom environment, etc.

The third research is from Zhang Xiuqin (2006) Yanshan University; which is entitled "Speaking Skill and Anxiety". This paper discusses the causes of student's general perceptions of the lack of progress in speaking after two years of oral English classes. The cause is mainly anxiety which generally results from face keeping and prevents the students from taking opportunities to practice the language in the classroom. The effect of anxiety on speaking skills is also discussed.

The contribution of previous research to this research is the previous research can be references for this research because the scope of the research, kind of research and also the same of study in speaking anxiety. This research needs more references from previous research.

Thus, this thesis tries to get the factors that contribute to anxiety in speaking class. However, it is aim to get the further knowledge of the factors that contribute to the first year student of English department faculty of letters. The similarities between those previously stated researchers with my research that these studies also describe about speaking anxiety in general both in theoretical and practical contribution in second or foreign language acquisition and learning. The difference is from the objects of the research that tries to describe speaking anxiety of the first year students of speaking class. Moreover, this thesis focuses on the first year students because there has been little information about research in speaking anxiety.

2.2 Theoretical Framework

2.2.1 Anxiety

Anxiety is quite possibly the affective factors that pervasively obstruct the learning process. Anxiety is subjective feeling of tension, apprehension, nervousness, and worry to the target language or second language acquisition. Horwitz, Horwitz and Cope (1986: 128) conceptualized foreign language anxiety as a "distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". It is also states by Spielberger, (1983, cited in Awan et al. 2010, p. 33) as "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system". In addition, Sillamy (1996 cited in Idri, 2012) described anxiety as an affective state characterized by a feeling of insecurity, a diffused trouble. An anxiety in relation to foreign or second language learning, on the other hand, defined as a specific negative reaction experienced in particular foreign or second language learning context when learners expected to perform in second or foreign language.

Anxiety can cause many reactions to our body, it happens when the learners feel anxious and the body reaction is active. Several reactions that can happen when the learners feel anxious, such as: rapid heartbeat/ rapid breathing, sweating, stomach upset, feeling dizzy, painful chest, heavy leg, choking sensation, and hot and cold flashes, based on Anxiety BC. Anxiety is not only affect to our body but also it affect to our thought and behavior.

Anxiety not only gives the negative effect to the learners but also it has the positive effect to the learner. There are some positive effect of anxiety to the learners; motivation humans to action and physiological arousal. For example: when you walk down a dark alley at night, anxiety will tell a person to become ready to either fight or flee. Fighting and fleeing can be done in both an emotional and physical sense. The purpose of this effect is to simply motivate a human to one action in order to ensure that person safety and ultimately, survival. Then, the last positive effect of anxiety is

physiological arousal, which means that a person body and accompanying chemical are preparing the person to either fight or flee. When a person physiological becomes aroused, typically this means that the anxious person is shaking in his or her arms or legs, sweating, breathing heavily, and perhaps experiencing a rapid heartbeat, among many other anxiety effects. The source of these symptoms is a surge of adrenaline, and in anxiety suffers, the surge is so great that it runs out of control. This make the person physically and emotionally much stronger and more intimidating to the perceived threat so that the threat hopefully becomes intimidated and leaves that person to be.

2.2.2 Foreign Language Anxiety(FLA)

One of learning fields that receives a lot of influences from anxiety is foreign language learning. The first originators who proposed that anxiety played a significant role in influencing foreign language learning are Chastain (1975) and Scovel (1978). Horwitz *et al.* (1986) claim that anxiety in learning foreign language or second language is different from other anxieties, because language anxiety is a special complex system of beliefs, feelings, self-perceptions and behaviors that usually happens in language classroom which emerges because the complex system of language learning process. They also argue that foreign language anxiety is included to a situation-specific anxiety because language anxiety usually takes place in a specific situation, for example when a person who is not fully proficient must speak in a public speech.

MacIntyre and Gardner (1994) clearly define FLA as the feeling of tension and apprehension specifically associated with language skills, including speaking, listening, writing and learning. Although foreign language anxiety or second language anxiety is commonly expressed by foreign/ second language learners and considered as a normal issue, yet FLA/ SLA has been widely known as one of main obstacles for the learners when they are in a process of learning second language

because anxiety is very consistent in contributing negative impact on language achievement.

Based on the belief that foreign language anxiety is considered as situation-specific anxiety, Horwitz *et al.* (1986) assert that foreign language or second language anxiety may vary into three related performance anxieties. Firstly, communication apprehension, the term of "communication apprehension" originally was coined by McCroskey (1970). It refers to "a type of shyness characterized by fear or anxiety about communicating with people" (Horwitz *et al.*, 1986: 128). The learners will feel uncomfortable, shy and fear when they must express what is in their mind to others or when they must enter real communication, even in fact the learners actually have matured enough in ideas and thought. The inability to communicate correctly or to understand what another person says can easily result in frustration and apprehension (Williams &Andrade, 2008). The learners who indeed often experience anxiety will increasingly get more difficulties when they have to communicate with others in a language that is not their first language, because "they may feel that their attempts at oral work are constantly being monitored" (Horwitz, *et al.*, 1986: 127). Therefore, communication apprehension possesses influential role in disturbing the process of learning FLA/ SLA because the learner will face more anxiety when they communicate in foreign language.

The second is test anxiety. If communication apprehension is a feeling of fear in participating to communicate with others, then test anxiety is a fear toward academic evaluation. As proposed by Horwitz *et al.* (1986), test anxiety refers to "a type of performance anxiety stemming from a fear of failure". Fear of failure occurs because the learners have thoughts in their mind that the only acceptable performance refers to a test that they can answer perfectly. If they cannot do the test perfectly, it means they fail the test. Test anxiety deeply has an important role in influencing student learning outcomes, because even for good students, they consciously or unconsciously will have difficulties when dealing with test anxiety. Several feelings such as fear of failure or unpleasant experience are forms of test anxiety that usually

occur in students.

The third is fear of negative evaluation. As proposed by MacIntyre & Gardner (1991, cited in Zhang, 2011), fear of negative evaluation is usually in the form of excessive anxiety experienced by the students because they worry about their "academic and personal evaluation" that are depicted in their "performance and competence in the target language". According to Horwitz *et al.* (1986: 127) fear of negative evaluation is "apprehension about others' evaluation, avoidance of evaluation situations and the expectation that others would evaluate oneself negatively". Fear of negative evaluation is actually an elaboration feeling from test anxiety. Horwitz *et al.* (1986: 127) proposed that fear of negative evaluation is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class.

2.2.3 Speaking Anxiety

According to speech therapist Lanerfield (1992, p.55) describes speaking anxiety as "something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows". Means that, speaking anxiety is a factor that makes the L2 speaks out and unconfident when they speak. Lightbown and Spada (2003, p.60-61) also discuss speaking anxiety and how it can affect language learning. They argue that "speaking anxiety is something that is more likely to depend on special situations and circumstances that can make one feels uncomfortable", for example, an oral presentation in front of a larger group of people. The importance of situation specific anxiety explained by the finding by Richards & Ranandya (2002) who claim that:

> Speaking a foreign language in public, especially in front of the native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learner becomes tong-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. (…) "Losing face" has been the explanation

for their inability to speak English without hesitation.

Horwitz et al. (1986: p: 128) claim that students suffering from foreign language speaking anxiety report feelings of apprehension and worry, and also feel uncomfortable about speaking in class. They believe that only correct English must be spoken and comparing their skills with native speakers of the target language, which makes them fear that their pronunciation is not good enough. Kitano (2001:85) argues that "speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers". Speaking anxiety is a feeling of apprehension and worry and also a feeling of being uncomfortable about speaking. They believe that only correct English that must be spoken with native speaker in the target language.

2.2.4 The Causal Factors of Speaking Anxiety

There are several factors that contribute speaking anxiety in language learning by Shu-Feng Tseng (2012) in Horwitz et.al (1986) theory. They define into: Gender, Self-perception or self-esteem, social environment, cultural differences, social status and self-identity, formal classroom environment, presentation in the classroom, and fear of making mistakes.

1. Gender

Gender as a factor of anxiety will be analyzed referring to the certain speaking activity. A detail analysis of gender as one of the source of anxiety in the foreign language has been carried by Campbell (1999). She notices that "no significant differences between men and women in relation to speaking anxiety at the language course". Gender is related to the anxiety while communicating in foreign language. The subject appeared to have different experiences of feeling anxious while talking the opposite sex; people are more likely to feel communication anxiety when they are

talking to the opposite sex. Comparable result is also obtained by Campbell and Shaw (1994), Aida (1994), Horwitz (1988), cited in Gobel and Matsuda. Campbell and Shaw (1994) state "gender itself is not related to anxiety at the beginning of an L2 course; gender differences are found only in correlation to the time of survey administration". That means that the level of anxiety in males and females is considerably different after 60 hours of instruction, when the survey was administered. In that study men turned out to be more anxious than women. Aida (1994) state "gender has an important effect on course grades, where women scored higher than men". There is no significant gender-anxiety interaction effect on course grades. On the whole, among both males and females, those students who were highly anxious received a lower grade than the more relaxed students. The statement states by (Horwitz, 1988: 287) "Women are better than men at learning foreign languages".

2. Self-perception or Self-esteem

Experiences of speaking anxiety and foreign language anxiety in general have been considered in term of cognitive interference. Horwitz et.al.1986 state "individuals who have levels of self-esteem are less likely to be anxious than are those with low self-esteem". Daly (1997a) states that anxious learners tend to have a more negative self-perception and tend to underestimate their quality of speaking ability. Laine (1987) state "self-perception is the totality of an individual thoughts, perceptions, beliefs, attitudes and values having reference to himself as object". Self-perception is a person's judgment of their own assessment or value, based on a feeling of "efficacy", a sense of interacting effectively with one's own environment. People with low self-esteem worry about what their peers think; they are concerned with pleasing others.

3. Social Environment

Environment is a factor to know how successful or not the learners in foreign language are. It also affects to the learner in foreign language after parents, because when they are learning the most effect is environment. Lightbown and Spada, 2006:30) in his research argue that "we could practice English only in the class, out of the class, there is no practice". From that statement we know that the learners will practice English if they are in the classroom but if the class finished, they will not practice the English again, they will speak their own language. This could explain why ESL/EFL learners feel anxious while speaking English even when learning the language in an English-speaking environment. The learners shall practice their English with a group of English; it is to minimize to use their own language.

4. Cultural Differences

The difference of culture appeared to be an important anxiety factor. The cultural dimension of language learning is an important dimension of second language studies. Education is seen as a process of socialization with the dominant culture. In foreign language teaching the culture of the language may be taught as an integral part of the curriculum. John (2004) in his research claims that in two cultures Pakistani and Omani, Pakistani said that "you do not know how others are going to interpret what you say" and the Omani said that "it is cultural aspect that you were losing face when you are talking in wrong things". That means one culture may be different from other culture when they are talking. From that argument we know that anxiety also will happen in the different culture.

5. Social Status

Social status is a factor of anxiety in foreign language learning. When the lowers status talks to the higher status they will feel anxious because they think the higher status has good knowledge. The example is when the student talks to teacher in English, they feel down because they do not have enough knowledge and they

think the teacher have perfect English. From that example we can conclude that social status in learning really contributes to the learners in foreign language learning. Pica (1987: Applied Linguistics, Vo.8 (1), and pp. 3-21) in his research founds that unequal status between students and teachers can also be a source of anxiety for the students. Speaking in a foreign language was found to be disturbing because of the fear that it might lead to the loss of one's positive self-image or self-identity. The findings of this study in this regard suggest obvious similarity with the previous research on 'social anxiety (Ohata, 2005). This research assumes "social anxiety as a feeling of losing one's self-identity which is deeply rooted in the first language".

6. Formal Classroom Environment

Formal classroom environment is a significant cause of language anxiety. The learners feel more anxious in highly evaluative situations, particularly in the L2/FL classroom where their performance is constantly monitored by both their teacher and peers (Daly, 1991: cited in Onwuegbuzie et al., 1999:218). The learners view the classroom a place where their mistakes are noticed and their deficiencies are point out. In the class if you say "I do not know" about language you will be blamed, because you do not study hard. You are feeling more anxious when you are in the classroom because it is more formal and you will feel stress when you are in the classroom. It is different condition when you are out of the class and talk to your friends, you feel relax and happy and not afraid to make mistakes.

7. Presentation in the Classroom

It has been mention previously; the classroom situation is possibly stressing and awful. A presentation is also as a factor that makes anxiety happen because when the learners talk in front of class they will lose confidence and lose knowledge. Most of the learners agree that speaking in front of class grow the anxiety. Koch and Terrell (1991), Young (1990, cited in Young, 1991:429), and Price (1991), found that a large number of their subjects consider oral presentation as the most anxiety

provoking activity in the class. Presentation in the class is to be highly anxiety inducing, one which makes the classroom environment more formal and stressful for the learners.

8. Fear of Making Mistakes

Learners even feel more stressful and anxious when they are making mistakes in front of others who have good knowledge. "The participants frequently expressed that learners feel afraid, and even panic because of the fear of making mistakes in front others" (Jones, 2004:31). Learning in foreign language in front of others in the classroom has always been a problem, because they think if they make mistakes they feel that they still do not have knowledge. A student is afraid of making mistakes, because other students will correct and laugh at that student. The best way for that student is just keep silent, keep quiet, so nobody will correct him. But, those students do not get anything because they do not do anything else. Horwitz et al. (1986; 127) believe that "frustration experienced when a learner is unable to communicate a message can lead to anxiety about future attempts to communicate".

CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research method used to design the research. This chapter provides the following methods such as type of research, research strategy, method of collecting data, data processing, and data analysis. The following discussion explains the research method in detail.

3.1 The Type of Research

This research applies qualitative researches. Qualitative research is a research in which the analysis is interpretative (descriptive). In addition, Denscombe (2007:248) states that "qualitative research is tends to be associated with small-scale studies, description and holistic perspective by using words or images as the unit of data analysis". The qualitative method is used in analyzing and describing the data in the form of the speaking anxiety. Types of research are useful to get the validation in analyzing the data. Besides, those methods are helpful to interpret the results of the data analyzed.

This research uses qualitative approach. It is to get what factors make anxiety happen to the first year students in speaking class and also to get the results of the the dominant factors of speaking anxiety in the first year student in speaking class.

3.2 Research Strategy

This research applies survey to gain the data. Denscombe (2007:9) state that "survey is one of the research strategy to view what comprehensively and in details". Moreover, surveys are the act of obtaining data for mapping. By doing survey, the

researcher will get empirical data, means that the data of the research will be purposeful and structural. In survey strategy there are variety ways to get the data, like questionnaire and interview. The researcher will do questionnaire and face to face interview. "Questionnaire is designed to collect information which can be used subsequently as data for analysis" (Denscombe, 2007:153). Face to face interview is direct contact between researcher and respondents to get more result of the research problem.

From this description, the survey strategy is to get the further analysis of what the research questions should be answered.

3.3 Method of Collecting Data

The data in this research are collected from closed-ended questionnaire to the first year students of English Department Faculty of Letters in speaking class. The data are going to be obtained by using questionnaire and interview. Questionnaire is "designed to collect information which can be used subsequently as data for analysis" (Denscombe, 2007:153). As a research tool, questionnaires do not set out to change people's attitudes or provide them with information. Furthermore, interviews involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation (Denscombe, 1983; Silverman, 1985).

The questionnaire that use is adapted from the Horwitz, Horwitz and Cope theory of sources of speaking anxiety. The questionnaire is multiple choice in which the choice is the source of the causal factor in anxiety. The aims are to get description what factors that make anxiety happen to the first year student in speaking class and get result of the dominant factors of speaking anxiety in the first year students of English Depatment Faculty of Letters.

The sources of speaking anxiety based on Horwitz, Horwitz and Cope theory

in Tseng (2012) are:

1. Gender: The learner feel anxious when they are talking to the opposite sex.

2. Self-perception and self-esteem: An individual perception with low self-esteem of himself that make them anxious.

3. Social environment: An individual feeling anxious because of the environment doesn't use English as daily language.

4. Cultural differences: Feel anxious because friends of other culture may not understand what I am saying.

5. Social status and self identiy: The student feel anxious because they think that the higher class is understand more about English language, for example: student talk to the teacher.

6. Formal classroom envionment: They feel anxious when the learner are in the classroom that formal, because they think that a place where their mistakes are noticed.

7. Presentation in the classroom: They feel anxious in front of the classroom because they will lose confidence.

8. Fear of making mistakes: The learners feel afraid and panic because fear of making mistakes in front of others.

3.3.1 Participants

For the purpose of two questionnaires there is a criterion of participants for this study; it is language level of the students. The participants are from the first year students of English Department Faculty of Letters, Jember University. Since the population will be too big and investigating the whole population will be time consuming, costly, sampling is appropriate. Sampling "allows the researcher to get a representative picture about the population, without studying the entire population" (Molenberghs; 2015).

3.3.2 Sampling

In this study simple random sampling is employed. Simple random sampling is a technique of sampling by "selecting the members of the population to be included in the sample on a completely random basis" (Dőrnyei, 2007). Simple random sampling is used because it gives the possibility and equal chance for the population of being selected. In addition, the population of SLA are homogeneous and SLA research does not need a large number of participants, hence the samples of this study are the first year students of English Department Faculty of Letters.

While for the interview which is categorized as qualitative method, sampling is needed.

3.4 Data Processing

To process data in this research, some ways are required to achieve the analysis. There are several steps to process the data based on Denscombe (2007:288) such as: prepare the data, familiarity with the data, interpreting the data, verifying the data, and representing the data.

- Prepare the data

Qualitative data can come in variety of format: fieldwork notes, interview, transcripts, texts, photographs. Whatever the format, the data need to be prepared before it is analyzed. It is important because qualitative data is likely difficult to interpret. The first step in prepare the data is make the copies of the data. It is because when the researcher loses the one data, they still have the data. A second step is the data must be collated and organized. Third step is making the questionnaire interest and easy to understand. The last is mastering the material. It is important because whenever the participants asking question, the researcher really understand to give description.

- Familiarity with the data

Preparing and organizing the data in doing research is important. The next task is familiarity with the data. Familiarity with the data mean "getting a feel for the data and becoming immersed in the minute details of what was said, what was done, what was observed and what is portrayed through the data" (Denscombe: 2007; 290). It causes no set number of reading to master and understand the data. Read the data can help the researcher may any relevant in doing interview, so the researcher will get influence and no difficult.

- Interpreting the data

Having prepared and familiar with the data is finish for formal start to do a research. The next step is interpreting the data. Interpreting the data is how the researcher can be analyzed and processes the data. It is important because interpreting the data can be measure and well known how far the researcher masters the material.

- Verifying the data

The verification of qualitative research is important. The researcher must have way to demonstrating that their research is true and good for anyone. In the verification, the research should have credibility. It is needed to demonstrate because it makes the reader believe that the data is true and good for anyone to be references in the next researcher. The quality of research can be measure by triangulation. "Triangulation is the practice of viewing things from more than one perspective. This can mean the use of different methods, different sources of data or even different researchers within the study" (Denscombe: 2007; 135). In the data processing, triangulation help the researcher more confidence in research data and findings validity of the data in his research.