CAUSAL FACTORS OF SPEAKING ANXIETY OUTSIDE THE CLASSROOM: A CASE STUDY OF ENGLISH DEPARTMENT STUDENTS OF THE ACADEMIC YEAR 2012 THE FACULTY OF LETTERS JEMBER UNIVERSITY

THESIS

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THESIS

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the Award of Sarjana Sastra Degree
in English Studies

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DEDICATION

This thesis is dedicated to:

1. My dearest mother, Isnanik Sudiati, who always supports me by reminding me to finish this thesis soon. I do thank you for your support and endless prayer.
2. My beloved father, Suprijantoro, I do thank you for your support, advices and ways that teach me to never give up in every situations.
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7. My Alma Mater

MOTTO

"*The only way to do great work is to love what you do*"

Steve Jobs (1955-2011)

DECLARATION

I hereby reveal that the thesis entitled *Causal Factors of Speaking Anxiety Outside The Classroom: A Case Study of English Department Students of The Academic Year 2012 The Faculty of Letters Jember University* is an original piece of writing. I guarantee that the analysis and the research described in this thesis have not already been conducted for any other degree or any publications.

I guarantee to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, December, 11th 2015
The Candidate,

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SUMMARY

Causal Factors of Speaking Anxiety Outside The Classroom: A Case Study of English Department Students of The Academic Year 2012 The Faculty of Letters Jember University; Icha Yudhanantoro; 080110101005; 2015; 46 pages; English Department Faculty of Letters Jember University.

This thesis is focused on the use of English outside the classroom, the sources of speaking anxiety outside the classroom and the reason why they appear in students of English Department of the academic year 2012 Faculty of Letters Jember University. The aims of this thesis are to find out the use of English outside the classroom, to find out the sources of speaking anxiety and to find out the reason why they appear.

The type of this research is qualitative research. To gather the data, this research uses observation, questionnaire and interview. This research also uses survey research as the research strategy. The method that is used to analyze the questionnaire is content analysis which is used to know the use of English outside the classroom and to find out the speaking anxiety source of students outside the classroom.

The results of this research show that outside the classroom, the students are sometimes to speak English. They are also rarely speak English. Even, they do not speak English outside the classroom. Furthermore, there are 4 sources of speaking anxiety that appear in students. The sources are: 1) fear of making mistakes; 2) social status; 3) negative self perception or self-esteem and 4) social environment and limited experience to the target language. From these appearing sources, fear of making mistakes becomes the dominant source of speaking anxiety outside the classroom in students of English Department academic year 2012 Faculty of Letters Jember University.

The result of the interview shows that negative self perception or self esteem appears because the students lack of confidence at their English skill, lack of vocabulary and lack of knowledge about the use of grammar. While the source of fear of making mistakes appears because they do not master English skill and fear of getting correction from others. Furthermore, the result of interview also shows that social status appears because the students lack of confidence at their English and the relationship between the teachers and the students are not close and good. In addition, the source of social environment and limited experience to the target language appears because they lack of partner to speak English, getting the negative response from others and there is no obligation from the department or teacher to use English outside the classroom.
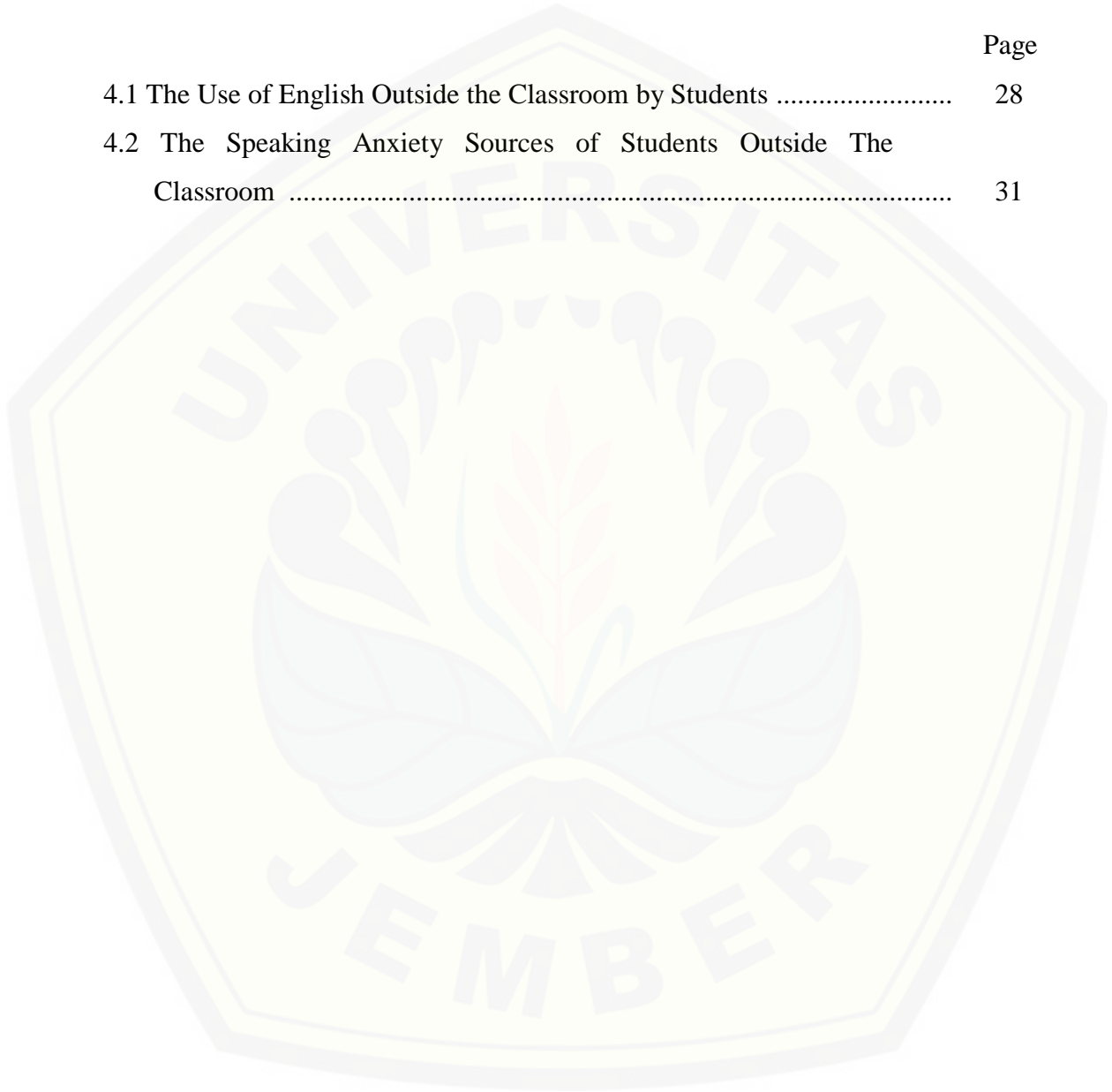
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CHAPTER 1. INTRODUCTION

This chapter contains the information of the content of this thesis. It consists of the background of the study, the problems to discuss, the scope of the study, the goals the study, the significance of the study, and the last is the organization of the thesis.

1.1 The Background of the Study

Speaking skill is one of the basic skills that must be mastered by English Department students in the Faculty of Letters Jember University. To be able to master speaking skill, the students have to take speaking classes. Speaking class that have to be mastered by students consists of 4 levels, Speaking 01 and Speaking 02 for the first year students, while Speaking 03 and Speaking 04 for the second year students. Based on the highest level, Speaking 04 is determined as a final speaking class in which students who passed the class is expected to be fluent and active speakers of English. In addition, students are not only required to complete the task by being active in the class but also outside the classroom.

In fact, although many students in English Department of Faculty of Letters Jember University have passed Speaking 04 class, they feel difficult to speak English. Supposedly, students who have passed the class of Speaking 04 have the ability to speak. It is due to the fact that they have had 2 years of experience of speaking class. However, many students are unwilling and feel difficult to speak English inside the classroom. In addition, the students tend to be more difficult to speak outside the classroom. Outside the classroom, many students feel embarrassed, awkward, and fear to make mistakes when speaking English, even they would feel more comfortable and safe when using Indonesian or Javanese as their communication tool.

They feel embarrassed, awkward, and fear to make mistakes when speaking English because they have anxiety when they speak English outside the classroom. Horwitz *et al* (1986:125) explain "when anxiety is limited to the language learning situations, it falls into the category of specific anxiety reactions". Whereas Azizifar *et al* (2014:1747) states "In order to be a good speaker, one need to have enough knowledge about subject matter, the purpose subject he wants to speak and communicate, information about the context in which he speak".

Lacking of knowledge, not knowing the aim of the students' speaking and the information about the context tend to make them to be passive speakers or to use the regional language outside the class. The basic assumption may lead to some suppositions such as feeling of insecurity, scared and embarrassment to make mistakes in speaking especially to students. These feelings could be summed up in to language anxiety because speaking in the foreign language is an anxiety-producing experience for most of the students (Young, 1990:539).

Language anxiety is often associated with the output and processing stages of the language learning process. Furthermore, there might be possibilities for students to attribut the anxieties caused by their teachers and classmates. Anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz, 2001:113). The fear of speaking in a foreign language may be related to a variety of complex psychological constructs such as communication apprehension, self-esteem, and social anxiety. Speech communication research has indicated that anxiety may affect an individual's communication or willingness to communicate and produce what McCroskey has labeled "communication apprehension" (CA). It is defined as "an individual's level of fear or anxiety associated with either real or anticipated oral communication with another person and persons" (McCroskey, 1977:78). Many scholars argue that low self-esteem and competitiveness can be two major factors causing language anxiety.

Conversely, students with high self-esteem can perform better than those with low self-esteem.

> "Anxiety manifests itself in speech in a greater degree of pausing, in a lack of coherence, in the insertion of fillers such as *you know* and in an increased number of false starts. This suggests that the planning function is affected. In the case of a foreign-language learner, anxiety may sometimes lead to greater **accuracy** as heightened attention is paid to form; but **fluency** may suffer as a consequence" (Field, 2004: 15-16).

Students who have been able to speak in English usually have excellent motivation and ability in writing, listening or reading. This assumption is given due to the quick process of conveying their ideas during speaking but this assumption is not happening on the students who have anxiety. The problem occurs as most English Department students of 2012 Jember University experience the anxiety when speaking outside the classroom. Although campus is a supposedly supportive environment to speak English, they rarely use English as their communication medium. This is a great question to answer because there might possibly be several sources which make them anxious. Thus, this research tries to know the use of English outside the classroom, the sources of speaking anxiety outside classroom and the reasons why the source of speaking anxiety appear in students English department academic year of 2012 Faculty of Letters Jember University.

1.2 The Problems to Discuss

The researcher formulates some questions to discuss in this thesis. They are:

1. Do the students of English Department academic year 2012 Faculty of Letters Jember University speak English outside the classroom?

2. What are the sources of speaking anxiety of English Department Students academic year 2012 Faculty of Letters Jember University outside the classroom?

3. Why do the speaking anxiety sources outside the classroom appear?

1.3 The Scope of the Study

This thesis deals with Second Language Acquisition (SLA) "L2 acquisition, then, can be defined as the way in which people learn a language other than their mother language, inside or outside the classroom, and SLA as the study of this" (Ellis, 1997:3). It is researched in outside the classroom as the context of the study to know the behaviour of the students. More specifically, this thesis concerns with knowing the use of English outside the classroom, to find out the sources of speaking anxiety outside the classroom and the reasons why the speaking anxiety sources outside the classroom appear in English Department students of 2012 Faculty of Letters Jember University.

1.4 The Goals of the Study

The goals of this research are to know the use of English outside the classroom by English Department students of academic year 2012 Faculty of Letters Jember University, to find out the sources of speaking anxiety outside the classroom and the reasons why the speaking anxiety source outside the classroom appear in students of English Department of academic year 2012 Faculty of Letters Jember University

1.5 The Significance of the Study

This thesis gives several significances. First it will be very useful for the students, to tell them about the sources of the speaking anxiety that are appeared by English department students of academic 2012 Faculty of Letters, Jember University outside the classroom. Second, after the students know the sources of speaking anxiety, they can reduce and minimize their anxiety so they can practice their English outside the classroom without feel anxious. Third, to the teachers, after the teachers know the sources of speaking anxiety, the teachers will help and give the students the ways to reduce and minimize the anxiety. Last, to the reader and the next researcher, this thesis will give some opinions about the anxiety outside the classroom that was done and be used to an additional references for the next research who are interested in conducting a further research.

1.6 The Organization of the Thesis

There are 5 chapters in this thesis. The first chapter includes the background of the study, the problems to discuss, the scope of the study, the goals of study, the significance of the study, and the organization of the thesis. The second chapter includes literature review and theoretical framework. This chapter provides the summary of previous studies that are related to this study and the theory that is used to support the analysis. The third chapter includes the type of research, the research strategy, the data collection, data processing and the data analysis. The result and discussion will be explained in chapter four. The last chapter, chapter five provides the conclusion of this whole thesis.

CHAPTER 2. LITERATURE REVIEW

This chapter provides the previous researches and the theoretical review of this research. The previous researches are needed in this research in order to find the gaps of the similar research topics. Meanwhile the theories are used to support the analysis of the data in this research.

2.1 Previous Researches

2.1.1 *Anxiety in English Public Speaking Classes among Thai EFL Undergraduate Students.*

"Anxiety in English Public Speaking Classes among Thai EFL Undergraduate Students" is a research written by Benjawan Plangkham and Ketvalee Porkaew from Thammasat University (2012:110-119). This research is about the public speaking anxiety faced by Thai EFL undergraduate students. It tries to investigate the level of anxiety at different stages of public speaking among Thai undergraduate students. The participants of this research were 208 undergraduate students from both private and government universities who were registered in English public speaking classes. The minority of the participants were male, most students were third year students, most of them were English major and had taken less than two English speaking subjects each semester.

The questionnaires measuring level of anxiety at different stages of public speaking were used to collect the data. The data obtained from the questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS). Descriptive statistics of mean and standard deviation were used. The mean values of the data

derived from each statement in questionnaire that were interpreted as having the following levels of anxiety:

Very high	= 4,21 – 5,00 points
High	= 3,41 – 4,20 points
Moderately high	= 2,61 – 3,40 points
Low	= 1,81 – 2,60 points
Very low	= 1,00 – 1,80 points

The levels of anxiety above show that the interpretation of the level of anxiety in English public speaking classes based on the mean value. The mean value is obtained from each statements in the questionnaires. While the questionnaires was adapted from Personal Report of Public Speaking Anxiety developed by McCroskey (1970). It is devided into 4 stages. They are level of pre-preparation, level of preparation, level of pre-performance and level of performance. In each stages, there are statements designed by using a five-point Likert scale. It is used to find out the anxiety level in public speaking.

The result of this research is divided into two parts which are information of the participants and the level of anxiety at different stages of English public speaking classes. In the first part, the number of participants from both private and government universities who were registered in English public speaking classes is identified. While for second part 5 tables are used to show different level of anxiety. First table shows the level of anxiety at the pre-preparation of English public speaking that indicates a high level of anxiety. Second table shows the level of preparation of English public speaking that showed their anxiety at a moderately high level. Third table presents the level of pre-performance anxiety of English public speaking classes that indicates that students are at a moderate level of anxiety. Fourth table describes the level of performance anxiety of English public speaking classes that indicates

their anxiety at a high level. The last table explains the comparative levels of anxiety at different stages in English public speaking classes.

2.1.2 *The Effect of Anxiety on Iranian EFL Learners Speaking Skill*

"The Effect of Anxiety On Iranian EFL Learners Speaking Skill" is a study written by Akbar Azizifar, Ebrahim Faryadian and Habib Gowhary from Islamic Azad University Iran (2014:1747-1754). This study is focused on anxiety effecting speaking skill on Iranian EFL learners. The aim of this study is to investigate the relationship between anxiety and English speaking skill among Iranian EFL learners. The participants of this study were 80 EFL learners from private Ilam English teaching institutes. 39 participants were male students and 41 participants were female students. They were selected randomly from learners in some institutes. Their ages ranged from14 to 35 years old.

The instruments used in gathering the data were 1) an English final achievement exam, 2) Foreign Language Classroom Anxiety Scale (FLCAS), 3) a background questionnaire test. The researcher gathered the participants' demographic information. Then, an English final exam was administered at the end of the semester by institution with the intention of gathering the students' grades of speaking which are collected by interviewing the students. After the researcher distributed the FLCAS questionnaire, the questionnaire and the final English speaking grades were collected for data analysis by using SPSS. It was used to find the differences between the anxiety levels and to find the relationship between speaking score and anxiety level.

The result of this research is divided into three levels. They are: low anxiety, moderate anxiety, and high anxiety. Although, there is not high anxiety among the participants but more than half of the participants felt moderate stress and other participants felt low anxiety while learning English. It means that the participants who have moderate stress will not be good language learners and they will not be very successful in speaking skill. In addition, the participants with lower anxiety of learning English language achieve higher scores on the final English exam.

Therefore, there is no relationship between foreign language learning and learners anxiety in the context of the research.

2.1.3 *Types and Main Sources of Foreign Language Anxiety Possessed by Second and Sixth Semester Students of English Department in Faculty of Letters Jember University*

"Types and Main Sources of Foreign Language Anxiety Possessed by Second and Sixth Semester Students of English Department in Faculty of Letters Jember University" is a study written by Marisa Aini Firdausi (2014:1-5). This study is focused on the main types of foreign language anxiety and the main sources of second semester students and sixth semester students. The aim of this study is to know whether the sixth semester students who have been accustomed to English environment also feel anxious when learning English inside classroom and to know the types of foreign language anxiety and the main sources that make the second semester students and sixth semester students feel anxious. The researcher uses homogeneous sampling to select the participants. The second semester students and the sixth semester students of English Department Faculty of Letters Jember University of the academic year 2011 and 2013 were chosen as her participants.

To gather the data, the researcher uses questionnaire. In the questionnaire, the researcher uses developed FLCAS by Horwitz (1986) as the basic questions. Then the questionnaire was distributed to the students to be answered. After the researcher got the answers, the data are classified according to the academic year, and then the data are totalled and tabulated. To analyze the questionnaire, the researcher uses descriptive statistical analysis and content analysis. After analyzing the questionnaire, the researcher classified, totalled and tabulated the data into Microsoft Excel. These were used to identify the type and the main sources of anxiety of the second semester students and sixth semester students.

The result of this study shows that both of second semester students and sixth semester students feel anxious when learning English inside classroom. The second

semester students and the sixth semester students have 4 types of foreign language anxiety and the most dominant type of foreign language anxiety of them is communication apprehension. Then, the second semester students have 7 main sources of their foreign language anxiety, Whereas, sixth semester students only have 3 main sources of foreign language anxiety.

Those three previous studies are very significant. They have several correlated theories and research methods that are needed for finishing the research, for instance the sources of anxiety and speaking skill on EFL learners in public. However, this research is different from others studies. Other studies examine the speaking anxiety of the students inside the classroom while this research tries to examine speaking anxiety outside the classroom. Thus, this case becomes the basic difference with the previous.

2.2 Theoretical Framework

2.2.1 Second Language Acquisition (SLA)

In terms of language pedagogy, especially in SLA scope, it is important to differ the terms learning and acquisition. Klein (1986:15-16) explains that acquisition refers to spontaneous learning and learning refers to guided learning that uses a tutor. Krashen (1982:10) adds:

> "Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication".

Whereas, Krashen (1982:10) also explain that:

> "We will use the term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules".

Therefore based on the definitions above, language acquisition is a process of picking up a language naturally without a tutor or rules of the language used for communication whereas language learning is a process of picking up a language awareness with a tutor and some rules of the language. Both learning and acquisition of a language can be differentiated based on the presence of a tutor or guide.

Moreover, in SLA scope there are several terms that are focused on this research. The terms are not only second language, acquisition and learning but also foreign language. Saville and Troike (2006:4) state "A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application". Based on Saville and Troikes' (2006) statement, foreign language is a language which is uncommonly used in a social context but it might be used for travelling or other cross-cultural communication situations, or as an extracurricular subject in school without immediate practice. The topic of this research will be focused on students foreign language anxiety. Therefore, foreign language anxiety is still in SLA scope.

a. Competence

Language is a tool of communication or speaking as human being must be able to speak orally. Language has also an important role of students intellectual and social development. It is used as a key to successful studying of the subject. In studying the language, there are some factors that speaker and listener must put attenttion as the following quote. According to Chomsky (2006:103):

> "To study a language, then, we must attempt to disassociate a variety of factors that interact with underlying competence to determine actual performance; the technical term "competence" refers to the ability of the idealized speaker–hearer to associate sounds and meanings strictly in accordance with the rules of his language".

He (1965:4) also adds that competence is knowledge of speaker and listener of a language. Weinert (1999:3) also explains that

> "Competence is a term that is used both scientifically and in everyday language. Underlying a large variety of meanings, it is possible to discern a small semantic core that is captured by the terms "ability", "aptitude", "capability", "competence", "effectiveness" and "skill". Competence can be attributed to individuals, social groups or institutions, when they possess or acquire the conditions for achieving specific developmental goals and meeting important demands presented by the external environment".

From the definitions above the term of competence in this statement is a knowledge or ability of a speaker and listener to connect sounds and meanings strictly in accordance with the rules of the language when acquiring the language. It is used to achieve the purposes of development in social group.

In the case of communication between speaker and listener, it is needed to have the communicative competence that involves the knowledge of language code, what to say to whom and how to say it in any situations. Zhan (2010:10) says that:

> "Communicative competence extends to both knowledge and expectation of who may or may not speak in certain settings, when to speak and when to remain silent, whom one may speak to, how one may talk to persons of different statuses and roles, how to ask for and give information, how to request, how to give commands, etc. in short, everything involving the use of language and other communicative dimensions in particular social settings. It needs to be pointed out that cross-cultural differences can and do produce conflicts or inhibit communication".

It shows that communicative competence covers both knowledge and expectation where both speakers and hearers share ground understanding to whom they speak, and comprehend cross-cultural ideas to avoid misinterpretation. Thus, the speakers have to know ground understanding and different cross-cultural understanding to avoid misunderstanding in speaking. To know these understandings and to be able to communicate well, the speakers or students are expected to have the speaking competence. Akhyak and Indramawan (2013:19) also state that:

> "The Indonesian students learning English are expected to be able to communicate fluently and accurately based on the social context. In spoken

English, students are hoped to be able to convey meanings and various spoken texts that have certain communicative purpose, text structure and linguistics".

It means that the main competence is speaking that have to be developed by students that is used to communicate to others.

a. Speaking Competence

In the curriculum, one of the basic competences that should be mastered by students is speaking. Underwood (as cited by Akhyak and Indramawan, 2013:19) says that "speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary)". This case shows that speaking is a creative process of active interaction between speaker and hearer that involves thought and emotion. It also involves pronunciations, grammar and vocabulary that are rules of a language. It is an ability to use the right word with correct pronunciations that make understanding between speaker, so that listener and the message can be transferred well.

According to Azizifar *et al* (2014:1747) "Speaking is, moreover, one of the most complex cognitive, linguistic and motor skills". Shabani (2013:25) says that speaking is different from other skills. The difference is the learners need short time to access all relevant knowledge needed to produce the appropriate language. While, in other skills the learners have enough time to match the input with the existing knowledge or look for the appropriate forms to produce the language. Thus, it is needed the speaking competence to be able to communicate English with others.

While, Akhyak and Indramawan (2013:19) state that speaking competence as:

"Speaking competence means conversation ability or conversation skill. It performs mutual interdependent, interactive nature of conversation. It is an awareness activity as well as feedback activity so that a series of tasks is developed to sharpen the students' awareness on the activity and assess their own progress performance"

Akhyak and Indramawan (2013:19) also add that "To acquire speaking competence students must have many aspects of speaking such as pronunciation, structure, vocabulary, content and fluency". This case shows that speaking competence means the ability or skill to speak and the basic of speaking brings up the interdependence. In addition, speaking competence is an active activity that serves a feedback activity. Therefore there is a series of task which is developed to sharpen the consciousness of students and appreciate their performance. If the conscious and feedback activities happen gradually, the speaking will be accustomed and the speaking competence will be fluent. Thus, speaking competence can help students communicate more effectively in the process of acquiring a language.

2.2.2 Anxiety

a. Foreign Language Anxiety

According to Spielberger (as cited Horwitz *et al* 1986:125) "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Horwitz *et al* (1986:125) suggest that "When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions. Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations". Spielberger and Ellis (as mentioned in Shabani, 2012:1) say:

> "Anxiety can be divided into three types. First, trait anxiety is viewed as an aspect of personality. Second, state anxiety is an apprehension experienced at a particular moment in times as a response to a definite situation and the last of the three types, situation-specific anxiety is related to apprehension unique to specific situations and events".

Therefore, Cubukcu (2007:133) explains that anxiety effects language learning. Many foreign language learners feel anxious in learning to speak another language in a specific situation and it becomes a principal obstacle in learning language. Thus,

students tend to avoid difficult message in target language and tend to avoid speaking by using foreign language or second language. Cubukcu (2007:133-134) believes that anxiety consists of two components, they are cognitive anxiety that is the aspect of mental of anxiety experience, such as perception of other and negative expectations, and somatic anxiety that is perceptions of the physiological effects of anxiety experience, such as nervousness, sweating and tension.

Based on Horwitz *et al* (1986, 127-128) foreign language anxiety divide into 3 types. They are:

1) Communication Apprehension (CA)

This type is defined as a shyness type that is identified by fear or anxiety about communicating with people. Moreover, students who have this type of anxiety are nervous when they speak foreign language with people. They tend to be difficult to speaking in a group, or in public speaking or all phenomenon of communication apprehension. Communication apprehension plays a large role in foreign language anxiety. People who typically have problem in speaking in groups are likely experiencing even greater difficulty speaking in a foreign language when they have a little control of the communicative situations and their performance is monitored (Horwitz *et al,* 1986:127-128). Furthermore, Tunaboylu (as cited in Yahya, 2013:235) mentions that the students have many reasons why they tend to be silent listener than active speaker in a group. He also mentions that the most important reason is the psychological pressure of making mistakes in the presence of their peer and the second reason is their poor vocabulary. Communication apprehension shows that the students fear of getting into real communication with others because they have lack preparation of communication although they have mature idea and thoughts.

2) Test Anxiety

Horwitz *et al* (1986:127) state that "Test-anxiety refers to a type of performance anxiety stemming from a fear of failure". Furthermore, Yahya (2013:234) concludes that:

> "Inappropriate test technique is also one of the factors that provoke test anxiety as Young (1991) reported that students felt anxious when they had studied hours for a test and then they found that question types with which they had no experience. For him, they experienced anxiety with a particular test format. In addition to learners' capacity, task difficulty, the fear of getting bad grades and lack of preparation for a test are the other factors that make learners worried".

This type concerns with apprehension towards academic evaluation continuously. The existence of evaluation performance continuously makes students tend to feel less perfect in test and fail in their test or evaluation. No matter how many hours they prepare it well, the anxiety will make them forget about what they have learned. They feel afraid that they will fail so they never feel relaxed when they take the test.

3) Fear of Negative Evaluation (FNE)

According to (Horwitz *et al* 1986:127-128) "Fear of negative evaluation is defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively". Students who have this type have perception that other students have better language and more vocabularies than them. These situations make their anxiety higher. They are unsure of their ability and what they are saying. They are afraid that their peer will correct their speech and laugh at them when they speak. Although fear of negative evaluation similar to test anxiety, the scope of fear of negative evaluation is not only limited in test-taking situation but it might occurs in any social situation, such as speaking in foreign language or interviewing for a job.

b. Speaking Anxiety

Basic (2011:4) interprets that speaking anxiety is a fear to express oneself verbally which can be characterized by physiological signs, such as tension, sweating, irregular heartbeat. These physiological signs block people's ability to speak. People who have anxiety will not be able to focus on their speech and the process of speaking. Basic, (2011:4) describes:

> "Speech therapist Margaretha Lanerfeldt 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. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block ones capacity to act and speak".

Their speaking inability will result a failure experience. This failure experience often becomes a reminder when the next opportunity arises. If students have had a failure experience in speaking, they tend not to take the risk to fail again so they choose to keep silent and are unwilling to communicate even they have thought to express themselves. Students must be able to distinguish temporary anxiety or tension that disturbs their learning process. This case will influence their speaking activities that do not occur in a certain situation.

c. The Sources of Speaking Anxiety

There are several sources of speaking anxiety in foreign language class. Tseng (2012) mentions the sources of speaking anxiety are gender, negative self perception or self esteem, competitiveness, fear of making mistakes, social status, cultural differences, social environment and limited experience to the target language.

1) Gender

The subject of gender in earlier studies regarding gender related anxiety while comunicating in a foreign language (e.g., Carrier, 1999:70; Kitano, 2001: cited in Gobel and Matsuda, 2003;23). "The subject appeared to have different experiences of feeling anxious or comfortable while talking to the opposite sex" (Tseng, 2012:81).

But it was not the environmnent that the researcher wants to study about. The environment of the researcher was male or female only school. In this thesis the researcher want to study gender related anxiety in environment where both male and female student study together. According to Tseng (2012:81):

> "Gender related anxiety could suggests that only in those cultures where males and females students study in segregation, people are more likely to feel communication anxiety when talking to the opposite sex. Conversely, some participants from the same cultures (e.g/ Pakistani, Omani, Libyan, etc.) stated that they do not feel any such anxiety".

From the explanation of Tseng above, the source of speaking anxiety of gender is based on a personal view.

2) Negative Self Perception or Self Esteem

Experiences of speaking anxiety and foreign language anxiety have been considered in terms of cognitive interference in which students, who have continually negative thoughts about their learning difficulties, will be anxious. This anxiety is associated with their speaking in a foreign language so they cannot manage their concentration on the language task (MacIntyre & Gardner as cited in Occhipinti, 2009:26). Young and Daly (as cited in Occhipinti, 2009:26) also add that anxiety associated with their thought tend to have more negative self perception of failure and underestimate the capacity of the students' ability in speaking. In addition, people with low self-esteem worry about what their peers think; they concern with pleasing others (Tseng, 2012:78).

3) Fear of Making Mistakes

Young (1991:428-429) says "A harsh manner of correcting student errors is often cited as provoking anxiety". It means that error correction harshly will be one of the source of students' anxiety because the harsh manner of correction given to the students who are less fluent will be missed of their peers. Students who have

experience of making mistakes in front of their peers tend to be more unwilling to participate and avoid making mistake in order not to be laughed at by their peers. However, the error correction is needed in order to make the students know their mistakes. The issue for the students is not the error correction but the manner of error correction, how often the error corrections happen and how the errors are corrected.

4) Social Status

Status social has an important role in speaking foreign language anxiety. The difference status between students and teachers can be a source of students' anxiety. It has been provided by Pica in his research (as cited in Tseng, 2012:80) the students assume that the foreign language of the teachers are perfect while the foreign language of the students are poor. It is caused the teachers are in high social status while students are in low social status. This suggests that lacking of confidence in speaking competence will make the students have low self-esteem and feel afraid to communicate with others who have higher social status.

5) Cultural Differences

Cultural differences among the students and the target language become important factor contribution to anxiety. According to Tseng (2012:79), the more unfamiliar the students to the culture of target language will produce anxiety in speaking of target language. Other students will interpret what the speaker says in reference to the cultural background of the speaker. Moreover, the cultural background of the speaker and the cultural background of language target can be very different. It will cause anxiety for the speaker. However, it is not only about language anxiety but also the differences in cultural practises, such as an understanding of vocabulary and grammar of target language. Speakers will become anxious if other students cannot understand what is being said. It will happen if the speaker speaks using his cultural background, not the cultural background of the target language. Thus, it will lead to misunderstanding.

6) Social Environment and Limited Experience to the Target Language

Environment is as a factor in the success or failure of a student in learning a foreign language. Lightbown and Spada (as cited in Tseng, 2012:78) explain that students who are only learning inside the classroom but not practicing outside the classroom, will lack of or have difficulty to find a chance in speaking of foreign language. It could explain why EFL students feel anxious when speaking English even they learn language in English environment. It shows that the students will speak English if they are inside the classroom. But when the class is over, they do not use their foreign language. They tend to use their first language. The use of a foreign language can be maximized by forming a group of foreign language discussion for the students in order to make the English as foreign language.

The students speaking are experienced only when the teachers ask them to speak. Tseng (2012: 78-79) states that this limited experiences will cause anxiety of students in speaking a foreign language and become a serious obstacle in the development of their communicative competency. Thus, it can interfere their foreign language when they are asked to speak. The more experiences they have, the lesser anxiety they have. Their previous foreign language learning experiences can be used as the experiences of learning a foreign language further. However, it does not happen to the students who have limited experiences. The students who have limited experiences tend to have anxiety when the teachers ask them to answer spontaneously. Tseng (2012) suggests that language teachers should consider the norms, practices and previous language experiences of the students as an effort to reduce their anxiety.

The sources of speaking anxiety above appear when students speak foreign language inside the classroom. Although, these sources appear inside the classroom, it also does not rule out the possibility that these sources also appear when the students speak foreign language outside the classroom.

CHAPTER 3. RESEARCH METHOD

This chapter presents the tools to conduct this thesis. This chapter consists of some subchapter such as the type of research, research strategy, data collection, data processing and data analysis.

3.1 Type of Research

The type of this research is qualitative research. Denscombe (2007:248) says "Qualitative research is research that tends to be associated with words or images as the unit or analysis". He also adds "On the other hand, qualitative research relies on transforming information from observations, reports and recordings into data in the form of written word, not numbers". However, Mackey and Gass (2005:162) explain "Although some qualitative researchers eschew the practice of quantification, others are interested in patterns of occurrence and do not exclude the use of the sorts of numbers and statistics that are usually found in quantitative research". It shows that in a qualitative research there are still qualitative researchers who allow the use of numbers in their research.

Qualitative research is used in this research because this research focused on the students' answers in the questionnaire. "For example, the use of open-ended questions is a part of survey questionnaire can produce answers in the form of text-written words that can be treated as qualitative data" (Denscombe, 2007:286).

3.2 Research Strategy

In this research, survey research is used as the strategy for social research. According to Denscombe (2007:7) "In one sense, the word 'survey' means to view comprehensively and in detail'. In another sense it refers specifically to the act of 'obtaining data for mapping". It shows that survey as a way to collect the data by mapping. By doing survey, the researcher will get the empirical data from the participants. It means that the data obtained will be structural and purposeful that is to seek the information out there needed by researcher. Furthermore, survey research is chosen in this research as a research strategy because this research investigates and is focused on a problem that occurs in students. The problems are about the use of English outside the classroom, the speaking anxiety sources that appear and the reason why the speaking anxiety sources appear in students of English department academic year 2012 Faculty of Letters Jember University in speaking English outside classroom.

3.3 The Population of Research

The population of this research is the students of academic years 2012 in English Department Faculty of Letters Jember University. The numbers of participants of this research are 50 students that consist of 35 female and 15 male students. These students are chosen because they have passed class of Speaking 04. The students who have taken and passed Speaking 04 are considered to have had the ability in speaking English inside and outside the classroom. Based on the advanced level of class, the class of Speaking 04 is determined as a final speaking class in which students who passed the class is expected to be fluent and active speakers of English. However, they find difficulty, even unwilling to speak English inside the classroom. So, it is also possible for them to feel anxious when speaking English outside the classroom.

The criteria of participants in this research are the students who are in the same semester and have passed class of Speaking 04, but they feel difficult to speak English outside the classroom. Following the criteria of students who participated in this research, the researcher uses purposive sampling as a sampling technique. Denscombe (2007:17) explains "With *purposive sampling* the sample is 'hand picked' for the research. It means that in a decision of participants, the researcher already knows about the specific participants because they are considered as a sample and already fulfil the criteria in accordance with this research. Thus, the data obtained from the participants are in accordance with the one required by the researcher.

3.3 The Data Collection

In collecting the data, the social researchers can use four main methods. They are questionnaires, interviews, observation, and documents (Denscombe, 2007:133). These tools are used to help the researcher to get a detailed picture, an accurate measurement of thing, fact and evidence about the participants outside the classroom. Meanwhile, this research uses observation, questionnaire and interview as the tools to collect the data.

3.3.1 Observation

The first step used by researcher is observation. Denscombe (2007:206) says that:

> "Observation offers the social researcher a distinct way of collecting data. It does not rely on what people *say* they do, or what they *say* they think. It is more direct than that. Instead, it draws on the direct evidence of the eye to witness events first hand. It is based on the premise that, for certain purposes, it is best to observe what actually happens".

Based on this explanation, observation is one of the methods of data collection that does not depend on what people say about what they think and do but this method refers to the direct evidence seen by researcher. Thus, this technique aims to observe

what actually happens. Denscombe (2007:206) also states that there are two kinds of observation research, namely systematic and participant observation. This research uses participant observation because this research is associated with sociology and anthropology and the researcher infiltrates to the situation and understands the culture of participants being investigated. This method is used because the researcher wants to know what actually happens to English Department students of the academic year 2012 so they feel difficult to communicate by using English outside the classroom. While observing, the researcher will make a note about the condition and situation of the students.

3.3.2 Questionnaires

The second step of collecting the data in this research is questionnaires. Denscombe (2007:153) explains that a questionnaire is the way to collect the data by using a list of several questions designed to gain the information. These questions are asked to people directly so that the information gained in accordance with the research and can be used as the data to be analyzed.

Denscombe (2007:165-166) divides questions in questionnaires into two types, they are open and closed questions. Open questions means that the questions are short and the answers are long. The researcher does not provide the answer then the participants are allowed to answer in accordance to their thought so the researcher gets the full richness and complexity of the information. While, closed questions means that the answer in this question has been provided and defined by the researcher so the participants only choose one answer. The options of the answer typically consist of an answer 'Yes' or 'No', 'Male' or 'Female'. This research uses open and closed questions.

After finding the students who fulfil the criteria as participants in this research, the researcher will give them some questions. The aims of giving the questions to the participants are to know the use of English outside the classroom and to find out the speaking anxiety sources outside the classroom. The researcher presents some

multiple-choice that is made based on the sources of speaking anxiety. The sources of speaking anxiety are adopted from Tseng's theory (2012). The researcher also presents a blank space. This blank space is used to add other sources of speaking anxiety from the participants if they have other sources which are not provided by researcher. Thus, the researcher will get the various data from the participants.

3.3.3 Interview

The last step in collecting the data is interview. There are three types of research interview, namely structured interviews, semi-structured interviews and unstructured interviews (Denscombe, 2007:175-176). In this research, the semi-structured interviews type is applied. Denscombe (2007:176) says "With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered". In this case, the interview is done to get more detailed descriptions of the participants' answer about the reason speaking anxiety sources appear outside the classroom. The researcher lets the interviewees to develop their ideas and speak more widely about the issues that are investigated by researcher. Moreover, the interviewee will provide the open-ended answers so the researcher will obtain detailed information about the interviewee answers. It means that it does not only need 'yes' or 'no' answers, but it needs longer answers. In this research, the researcher is the interviewer and the primary subjects are the interviewees.

3.4 The Data Processing

After the data are collected, there are several steps to be done by researcher in processing the data. First, the data that have been obtained will be classified according to the sources of speaking anxiety based on Tseng's theory (2012). In this classification, the researcher will find out the amount of sources of speaking anxiety that occur in the students. Second, the data which have been classified will be counted in accordance by the category of the sources of speaking anxiety. Then, after