

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings from the questionnaires to answer the formulation of the problem “How is the profile of students’ speaking anxiety in conversation classes in a Foreign Language (EFL) Course?”

#### 4.1 Research Findings

FLSAQ (Foreign Language Speaking Anxiety Questionnaire) is a questionnaire that adopted by Öztürk & Gürbüz (2014) from Saltan (2003) consisting of basic information of the participants and this questionnaire already converted into Indonesian version. The data findings are presented on each factors: communication apprehension, test anxiety and fear of negative evaluation. For the detailed explanation were presented in tables and figures.

The participants of this research

**Gender of Participants**

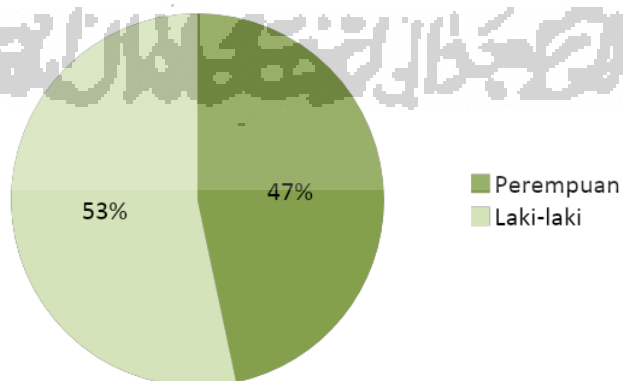


Figure 1 (Chart of Gender)

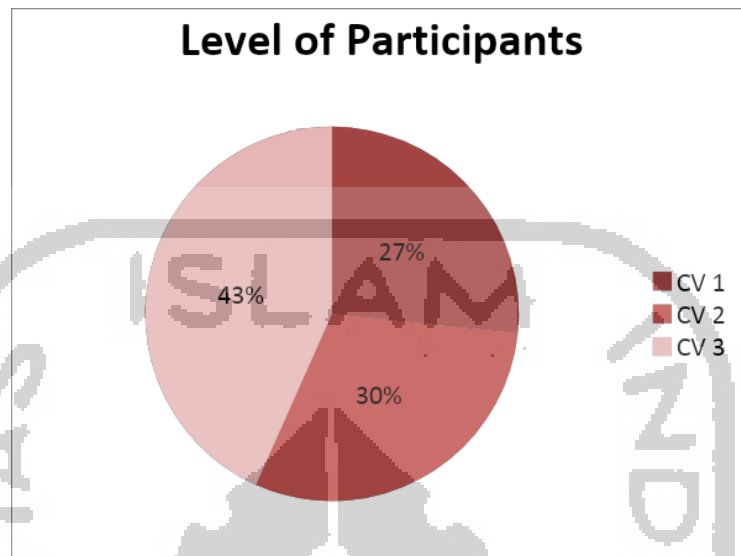
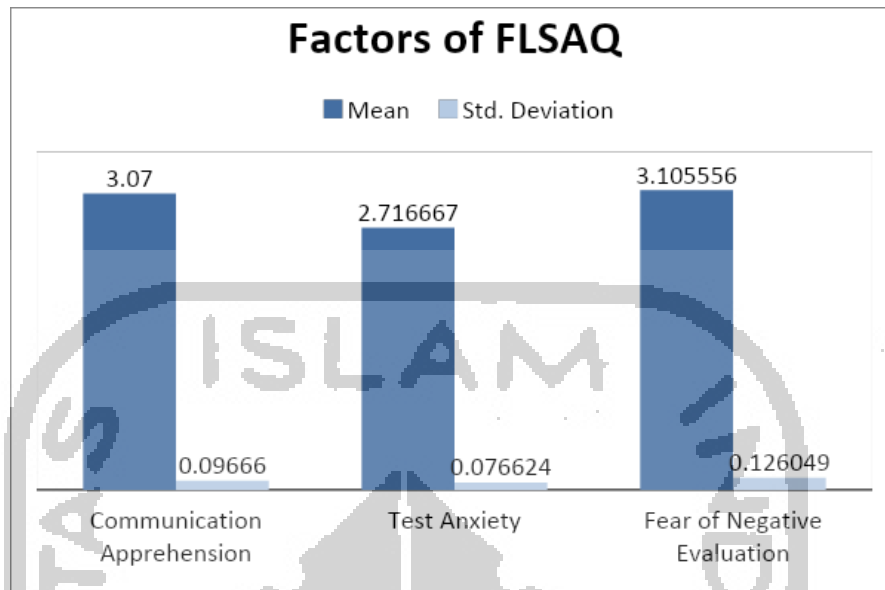


Figure 2 (Chart of Participants Class)

The total of participant were 30 students. From figure 1, the participant were dominated by male students with 16 students or 53% from the total participants and for female students is 47% or 14 students from the total participants. The participants was divided by 3 levels, there were CV 1 with 27% or 8 students, followed by CV 2 were 9 students or 30% from the total of participants and then CV 3 were 43% or 13 students.

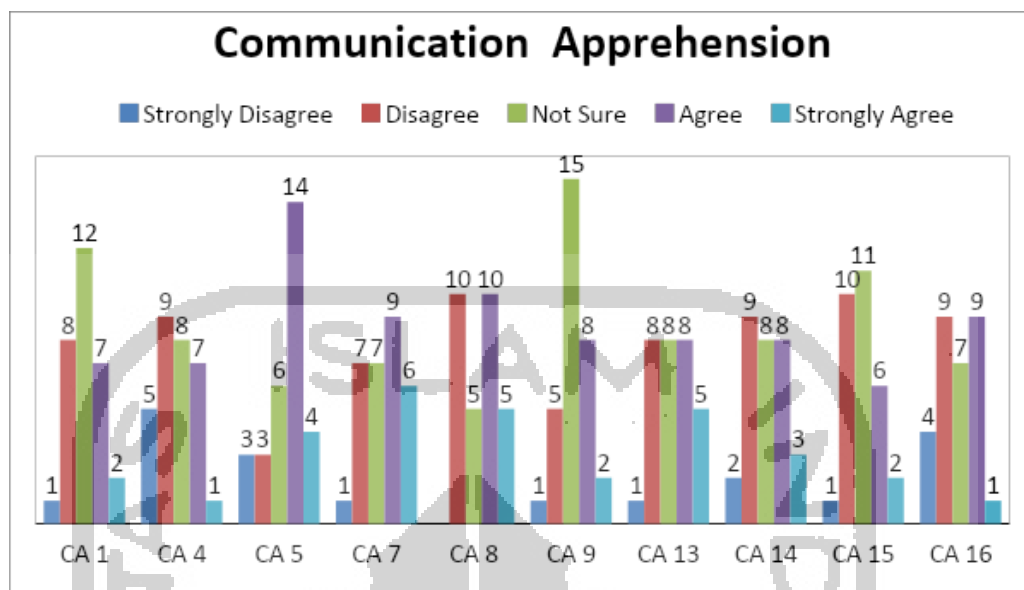
Factors of EFL speaking anxiety in students' foreign language classroom in conversation classes were described in the figures below.



*Figure 3 (Factors of FLSAQ)*

The data in figure 3 shows three factors of Foreign Language Speaking Questionnaire according to Öztürk & Gürbüz (2014): communication apprehension (CA), test anxiety (TA) and fear of negative evaluation (FNE). Based on the data above, the highest score for speaking anxiety factors is fear negative of evaluation (Mean = 3,11 Std. Deviation= 0,13) then communication apprehension (Mean= 3,07, Std. Deviation= 0,09) and followed by test anxiety (Mean= 2,71, Std. Deviation= 0,07).

Figure 4 is describing items of communication apprehension factor in foreign language speaking anxiety.



*Figure 4 (Communication Apprehension)*

*Table 1 Communication Apprehension per Items*

Item	Statements	Mean	Std. Deviation
CA 1	I am never quite sure of myself when I am speakin in English	2,9	0,96
CA 4	I get frightened when I don't understand what the teacher is saying in English	2,666667	1,124441
CA 5	I start to panic when I have to speak without preparation in English classes	3,4	1,13
CA 7	I feel nervous while speaking English with native speakers	3,4	1,16
CA 8	I don't feel confident when I speak English in classes	3,27	1,08
CA 9	I feel very self-conscious about speaking English in front of other students	3,1	0,84
CA 13	I get nervous and confused when I am speaking in English classes	3,2	1,09
CA 14	I get nervous when I don't understand	3,03	1,13

	every word my English teacher says		
CA 15	I feel overwhelmed by the number of rules I have to learn to speak English	2,93	0,98
CA 16	I am never quite sure of myself when I am speaking in English	2,8	1,13

The communication apprehension factor has 10 statements. The highest score of this factor is CA 7 “I feel nervous while speaking English with native speakers.” (Mean= 3,4, Std. Deviation= 1,16). Based on Öztürk & Gürbüz (2014), students are trying to produce correct grammatical and perfect pronunciation that makes them have a perfectionist attitude and afraid to speak English freely even with native speakers.

Meanwhile, the lowest score is CA 16 “I feel overwhelmed by the number of rules I have to learn to speak English.” (Mean= 2,8, Std. Deviation= 1,13). The finding of this factor shows the lack of student understanding of structure and grammar that build speaking anxiety in English language.

The next factor of FLSAQ is test anxiety that describe in figure 5 below

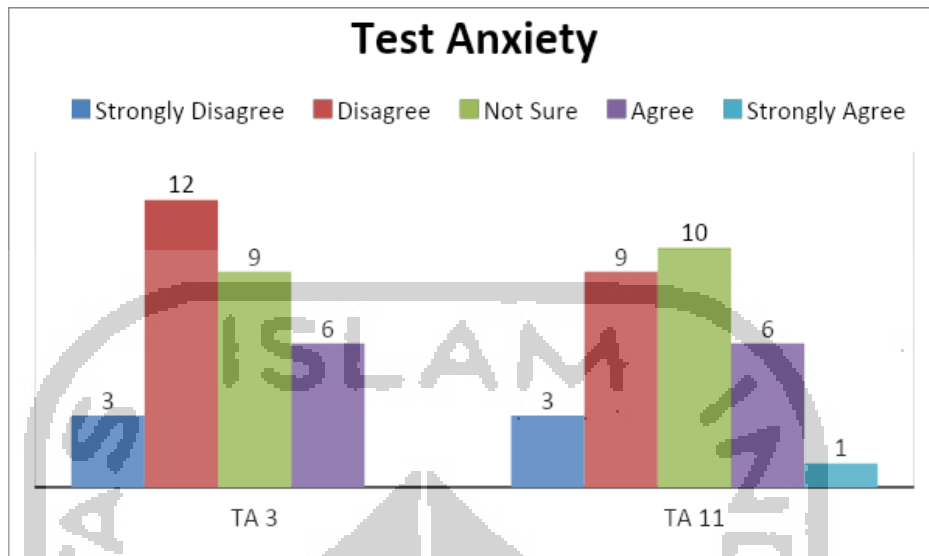


Figure 5 (Test Anxiety)

Table 2 Test Anxiety Items

Item	Statements	Mean	Std. Deviation
TA 3	I tremble when I know that I am going to be called on in English classes	2,6	0,93
TA 11	I can feel my heart pounding when I am going to be called on in English classes	2,83	1,08

This factor has two statements. The high factor in test anxiety is TA 11 “I can feel my heart pounding when I am going to be called on in English classes.” (Mean= 2,83, Std. Deviation= 1,08). On the other hand, the lowest score is TA 3 “I tremble when I know that I am going to be called on in English classes.” (Mean= 2,6, Std. Deviation= 0,93). The result of this factor are related to Öztürk & Gürbüz (2014 that the atmosphere of the classroom makes students more anxious to start their speaking English. This result also shows that students do not enjoy the activities while in classroom.

The last factors is Fear of Negative Evaluation that would describe in figure 6 below

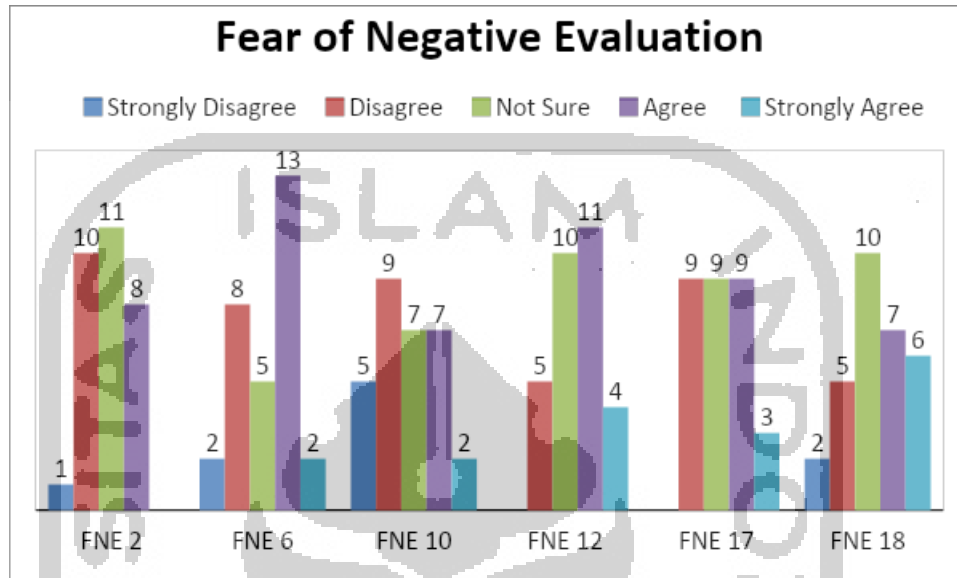


Figure 6 (Fear of Negative Evaluation)

Table 3 Fear of Negative Evaluation per Items

Item	Statements	Mean	Std.Deviation
FNE 2	I am afraid of making mistakes in English classes	2,86	0,86
FNE 6	I get embarrassed to volunteer answers in English classes	3,16	1,12
FNE 10	I get upset when I don't understand what the teacher is correcting	2,73	1,20
FNE 12	I am afraid that my English teacher is ready to correct every mistake I make	3,46	0,94
FNE 17	I always feel that the other students speak English better than I do	3,06	1,02
FNE 18	I am afraid that the other students will laugh at me when I speak English	3,33	1,18

Fear of negative evaluation factor has six statements. The highest score of the factors is FNE 12 “I always feel that the other students speak English better than I do.” (Mean= 3,46, Std. Deviation= 0,93). Based on Öztürk & Gürbüz (2014), the students are afraid in peer correction in their speaking performance.

On the other hand, the lowest score of this factor is FNE 10 “I am afraid that my English teacher is ready to correct every mistake I make.” (Mean= 2,73, Std. Deviation= 1,02). The result shows that students still gain confidence while speaking English even though they are experience in speaking anxiety.

#### **4.2 Discussion**

The result of this research shows how participant have experience of speaking anxiety in the classroom. The highest in TA items: student heart are pounding when teacher called them to speak English in front of the class. Having speaking anxiety is not good for developing speaking ability. Öztürk & Gürbüz (2014) describe that students is uncomfortable with speaking English activities while their process learning. In this research findings, most of the students are experiencing speaking anxiety while speaking performance. They are afraid to be laughed of their peer correction when they got called to speak, they heart beat so fast and it was a factor of their low confidence to finish well.

Moreover, this findings show parallelism to Akkason (2016), he found that the students feel stupid when speaking English in front of the peers or others, which allows for negative perception from the one they are talk to. This finding of this research in CA items: I feel nervous while speaking English with native speakers. Also, he explained about how the participants feel uncomfortable to



speaking with native speakers and it has been a stress factor for them. The participants who experience this because of their environment is native speakers, it makes them to avoid communication or speaking with native speakers. While in FNE items findings are similar too because in this research, the highest statement is: I always feel that the other students speak English better than I do. They have a low confidence of their speaking ability. In Akkason (2016), his participants are afraid of being appraised by the instructor, which might lead to failing the course. At the moment, the participants judge themselves about their speaking ability and it causes their confidence to become low. They think too much about the others and forget to give their best while speaking in English.

In the other hand, the findings of this research contradict with the research by Anandari (2015). In this research findings, the participants are not thinking about how the performance goes but they are worried about the reaction after all. The proof is in every factor: CA, TA and FNE. It is related to pre-performance of the participants. Their heart beats are so fast when the teacher goes to call their name, then they compare their speaking ability with the others. While Anandari (2005) reported that her participants are not confident while they are speaking even they already practice it. They feel that their speech does not cover the elements of the audience. They are afraid to get negative evaluation from the peer correction or audience. They are worried about the audience understanding of their speech. These conditions heightened the students' foreign anxiety level. She also found that her participants are too concerned about their grammar and pronunciation. Although they write the speech themselves,

they are still worry about their pronunciation while performance it. These students feared that their speech would not be satisfying; furthermore, they felt that they would eventually forget the content of the speech in the middle of the performance. The fear of making the audience bored with their speech was also a source of foreign language anxiety. She collected the data among Indonesia undergraduate students in public speaking class.

