A SURVEY ON SPEAKING ANXIETY LEVEL OF SECONDARY STUDENTS IN AN ISLAMIC PRIVATE SCHOOL

A Thesis
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SPEAKING ANXIETY LEVEL ON FOREIGN LANGUAGE OF ISLAMIC PRIVATE SENIOR HIGH SCHOOL' STUDENTS: A SURVEY STUDENTS

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STATEMENT OF WORKS ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 19th of July 2020

The writer,

Ayuditha Rizki Prima Utami

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MOTTO

"Live as if you were to die tomorrow. Learn as if you were to live forever"

-Mahatma Gandi-

DEDICATION

I am very dedicated to this thesis for MY SELF who has survived with a lot of

anxiety and traumatic in life. I know and believe there will come a day when

everything will be beautiful.

-I love and respect myself fully-

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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also thank you for the best friends who are still faithful to share love, to support each other, thank you for giving extraordinary memories.

Finally, researchers realize that this thesis is still not perfect. Therefore, many things are lessons for further improvement, and researchers hope this thesis can be useful for readers.

Yogyakarta, 23rd January, 2020
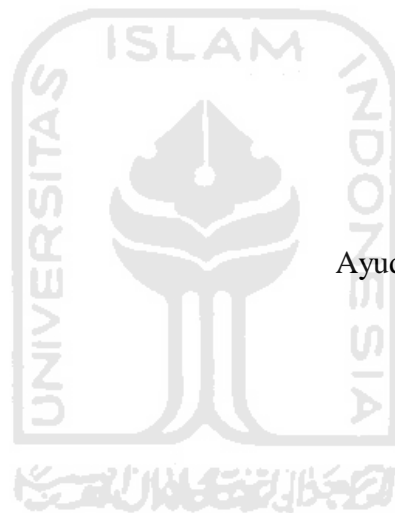
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A SURVEY ON SPEAKING ANXIETY LEVEL OF SECONDARY STUDENTS IN AN ISLAMIC PRIVATE SCHOOL

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ABSTRACT

This study aims to identify students' anxiety on Foreign Language This data was distributed to 156 students in second grade (XI) of Islamic Private Senior High School use Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire as an instrument. This study is a quantitative research and the questionnaire is adaptation from Horwitz, Horwitz, and Cope (1986) as an instruments of anxiety with reliability 0.844. The result shows that the students have a high level of speaking anxiety is Communication Apprehension with an average score of 3.48. Meanwhile, the students have a low level of speaking anxiety is Fear of Negative Evaluation with an average score of 2.87. The outcomes obtained from this study that students' panic, anxiety and tension that happens when speak with a foreign language in front of the class without a decent planning or when will do some discussion with educator and companion.

Keywords: English as a Foreign Language, Speaking Anxiety Level on Foreign Language

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the paper. It covers the background of the study, the aims of the study, and research question. The last presents about the significance of the study.

1.1. Background of the Study

Speaking is a process to convey messages or ideas from one person to others by using verbal, so that it can make things easier (Raja, 2017). Speaking is an important thing in life. Especially, for students in school, speaking must be learned more, trained, must be focused on, and mastered by the students of English as a Foreign Language (EFL) (Tridinanti, 2018). In addition, Horwitz, Horwitz, & Cope (1986) states that many advantages that we get if we could speak well and confidently, for example, can facilitate someone in doing work, facilitate someone in socializing, beneficial in the world of work, make someone more confident, and can help students learn and socialize at school. However, many students still feel anxious and not confident in doing speaking activities in the front of the class, for example, in a meeting forum. This happens a lot in language classes, where students are required to do a lot of speaking activities, and teachers usually ask to be practiced directly. Tsiplakides & Keramida (2009) states that student speaking anxiety is a problem that is common in various lessons, especially English lessons.

According to Woodrow (2006) anxiety in communication can affect to some disadvantages, for example in socializing, in a gathering, or in the world of work that impacts our lives and careers. According to Lucas, Miraflores, & Go (2011) in this era, English becomes a second language in all corners of the world and all environments for future careers. Thus, students must be taught basic English at school for capital in continuing their careers. After conducting research, apparently there are still many students who feel weak in English lessons. Students who learn English feel more anxious when they will speak English than faced with other lessons because they realize they have no more ability in English lessons and are not often trained in class (Tridinanti, 2018).

Öztürk & Gürbüz (2014) stated that students should not only rely on time to study at school, but also must provide additional time to study at home specifically for English lessons because students only have limited hours a week on each lesson in the school, and this is less effective in achieving focus. Marwan (2007) states the lack of preparation especially mental preparation became a problem that affected students in speaking English. The effect is they always feel worried when going to speak or learn English. Tüm & Kunt (2013) examined from several studies that anxiety about foreign languages will have a prolonged sense of insecure when learning in all skills not only speaking skills, but also in reading, writing and listening skills.

According to Yahya (2013) one of the things that triggers why students feel anxious in speaking, and become unenthusiastic in speaking English in class because they have a reason if they make a mistake in the beginning for speaking, and they will be targeted by the teacher. Gregersen (2003) said students made mistakes in the learning process is the natural thing but students felt increasingly losing their anxiety, so that, they did not realize that the mistakes they made were a good start in language learning. Mohtasham & Farnia (2017) provides suggestions and opinions in further researchs to conduct new methods of teaching among teachers to their students, and environmental influences are also be a proponent thing, so students can be able to carry out the process of learning foreign languages.

This research focused on students' speaking anxiety in an Islamic school. The reasons researchers choose students in an Islamic school as respondents because this school uses Arabic as a second language. So, the impact for students to learn other languages is reduced, for example, English. Many problems can be revealed from this, students difficult to understand the material taught by the teacher, it is difficult to feel confident when students are instructed by the teacher to deliver lessons taught by the teacher in front of the class using English. Consequently, many students feel anxious when faced with an English class. Therefore, some of them are not fluent in English because they are not accustomed to daily. Conversely, some of them are also very fluent in English because they have been faced with English early on in various ways.

Foreign Language Anxiety developed by Horwitz, Horwitz, and Cope (1986) various researchers have shown several studies on Foreign Language Anxiety, which is the most common case study experienced by students in language class. The first research conducted by Muhlis (2017) in this study aims to determine anxiety Reading Foreign Languages, and refers to High School students in Indonesian schools, especialy in the Bandung area. The target participants 32 students in second grade at a High School in Bandung. This study used a survey study with two types of questionnaires to be used as data collection. This study is adaptation and translation from a Foreign Language Class Anxiety Scale questionnaire designed by Horwitz, Horwitz, and Cope (1986).

Second study from Ningsih & Fatimah (2020) aims to determine the factors and levels of speaking anxiety experienced by students of SMKN 6 Padang Tourism and Hospitality. This research intrument uses two types, there are distributing questionnaire and interviews. Respondents of this study were 59 students from third grade of SMK majoring in tourism and hospiltality. This study used the FLCAS questionnaire by Horwitz, Horwitz, and Cope (1986) and consisted of 33 statements in each question. Based on the results of the data from the analysis that has been carried out, there is a dominant factor for students' speaking anxiety is the fear of speaking test.

The conclusion of this study is that students feel anxious because of several causes such as mispronounciation, fear of making mistakes, lack of vocabulary knowledge.

1.2. Identification of the Problem

Researchers analyzed the students speaking anxiety in the Islamic private school. Based on the school background that uses Arabic as a second language after Indonesian. As an impact, some students have problems with speaking anxiety, and this can affect the decline in students' performance in learning English if they do not practice it every day. Students' speaking anxiety can be seen from how capable they are when speaking in public. Therefore, practice is very important to see the quality of self. If they are able to speak in public it means they have been training very hard from an early age.

1.3. Aims and Goals

Related to the issues investigated, the aim of this study is to identify students' speaking level anxiety, and contributing to students in dealing with their speaking anxiety with high self-confidence.

1.4. Research Question

What is the level of anxiety of speaking at Islamic Private Senior High School' Students in a Foreign Language?

1.5. Significance of the Study

(1) Provide data to teacher related to students speaking anxiety, so that teachers can find the right solution to deal with the problem.

(2) Researchers hope this research will help students to find out and know what their characteristics are when their learning English and speaking English in class.

CHAPTER II

LITERATURE REVIEW

This chapter explains about the theories of this study. It covers theories of speaking anxiety, theories of speaking anxiety, theories of speaking class.

2.1. English as a Foreign Language

Based from Hosni (2014) as cited in Al-Sibai (2004), Learn to communicate with English language has become an obligation. Therefore the importance of learning to communicate using English language as an foreign language becomes essential towards students nowadays to help them broaden their knowledge and able to connect with the world. Moreover to explain the importance of the English language itself as a Foreign Language, Harmer (2007) stated in his book that, there are a few factors that guaranteed the influence of English language.

Colonial History

English colonialism not only resulted their dominance to the world but also planted their language as a lingua franca to preserved their supremacy over several countries and become well known to the world

Economics

English language has proved its involvement in international business as a facility to connect partnership towards other countries

Information Exchange

English has become the main language to transfer information around the world, as the internet and education all used English to deliver information.

Travel

English language is favoured as guidance regarding tourism in mostly every countries, which commonly displayed not only the main language of those countries but also in English language

Popular culture

Most trend comes from western, and English has become the most influential language because of generalization in film or music largely comes with English language.

These shown that the influence of the English language is globally widespread, therefore the importance of the language itself could bring many benefits for EFL learners.

According to Si (2019) EFL in terms of definition is different from ESL in its function domain. While ESL represent its purpose similar to mother tongue in countries that mainly used English as a tool for communication, EFL is more into its usage to correspond with native speaker which English is not generally used in these countries. To summarise, ESL focus on immigrant who come to English speaking countries or those countries which has been colonized.

In the other hand, EFL emphasis on those countries which not used English as regular communication. Si (2019) also stated that in the perspective of teaching, EFL learners class tend to focus on psychological, political or historical views, and resulted on student low proficiency in gaining the four major skill in English, especially in speaking. In learners perspective, environment takes a great role in increasing students proficiency besides from cognition, emotion, psychology and students interest.

2.2. Speaking Anxiety Level on Foreign Language

Horwitz, Horwitz, & Cope (1986) states anxiety is a feeling of tension or the emergence some feelings of worry when doing something, and it happens because of a natural thing. Anxiety is one of the most common problems when someone interact with each other or in a public audience, especially conversations in using English (Raja, 2017). Speaking anxiety in a foreign language is the main thing that influences the quality of students in class or school, especially in the way of speaking English (Dyiar, 2014).

A study from Luo (2014) identified if anxiety occurs mostly in students who are learning in all subjects, especially in foreign language lessons. So, researchers have recognized that anxiety is the greatest trigger in speaking compared to other skills. Speaking anxiety for students is a disruption in the learning process, the effect is students feel not developing during the learning process, especially about grammar and communicating in English. So that, students fear this anxiety continues in the future (Suleimenova, 2013).

Most students who feel less confident assume they have high anxiety because they believe that they have a low ability to learn English (Bensalem, 2018). Similar to Young (1990) activities of speaking that students do in the front of the class get more anxiety because they are not feel confident. A study from Suleimenova (2013) explains that the main factors why students are anxious in speaking are coming from themselves, such as lack of self-confidence or support from the surrounding environment such as teachers, friends or family. To overcome the problem, Suleimenova (2013) suggests that students do more practice to reduce anxiety. Rafieyan (2016) approves that teachers' role or environment do not always support students to reduce anxiety because students should have the effort to overcome their anxiety.

Yahya (2013) states that there are something that makes students give up is when they feel like a failure because they think about the opinions of others. Students who feel anxious for a long time can damage their mentality because they think about the judgment of others or peers who are considered better than their quality. Students who look wrong once will still be considered

fail and underestimated, this is what makes students give up easily. Tseng (2012) argues that anxiety that occurs in students is also from the attention of parents, for example, parents always demand the performance and effort of their children at school to always get best results but when they get poor results, parents tend to blame their children's efforts without look and respect the process. After Kayaoğlu and Sağlamel (2013) concluded that there are several causes of speaking anxiety such as students trapped in difficulty speaking English in class because of lack of vocabulary, prolonged fear like students being unable to communicate properly, always anxious when they are learning, and the impact of anxiety occurs in every subject not only in English subject because of excessive trauma, worry about disappoint others because of failure.

A study entitled "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang" by Tridinanti (2018) examines anxiety, and confidence levels. The difference from my research is that her research uses correlation calculations while my study only measures anxiety levels. Besides, the respondent from my study was a high school student while her research respondent was a college student. The equation of my study was that both examined anxiety levels.

2.3. Theoretical Framework

This study discusses foreign language anxiety and foreign language anxiety in the classroom. According to Horwitz, Horwitz, & Cope (1986), the theory of foreign language anxiety has three correlated components. First, Communication Apprehension is a feeling of insecurity which is characterized by excessive anxiety or fear of communicating with other people, for example; students feel they do not have a sense of confidence to speak, discuss with groups, do question and answer in speaking class. Second, test anxiety, which is a feeling of anxiety which refers to student performance so that, it affects students' assessment which comes from fear of failure, students feel they do not enjoy during the test and are worried about the results. Third, fear of negative evaluations which is described as a student having a feeling of worry about other people's evaluations, avoiding situations when being judged by others, feeling this is a burden that other people will evaluate themselves negatively, and the effect of students feeling afraid and worried about assessments or criticism from others of student performance.

The theoretical framework of this research can be illustrated in the following diagram:

Speaking anxiety level on EFL
- Horwitz, Horwitz, and Cope (1986)
- Suleimenova (2013)

Instrument (Questionnaire) adapt by FLCAS (Horwitz, Horwitz & Cope 1986)

The instrument contains 13 items, which developed 3 domains:
- Communication Apprehension
- Test Anxiety
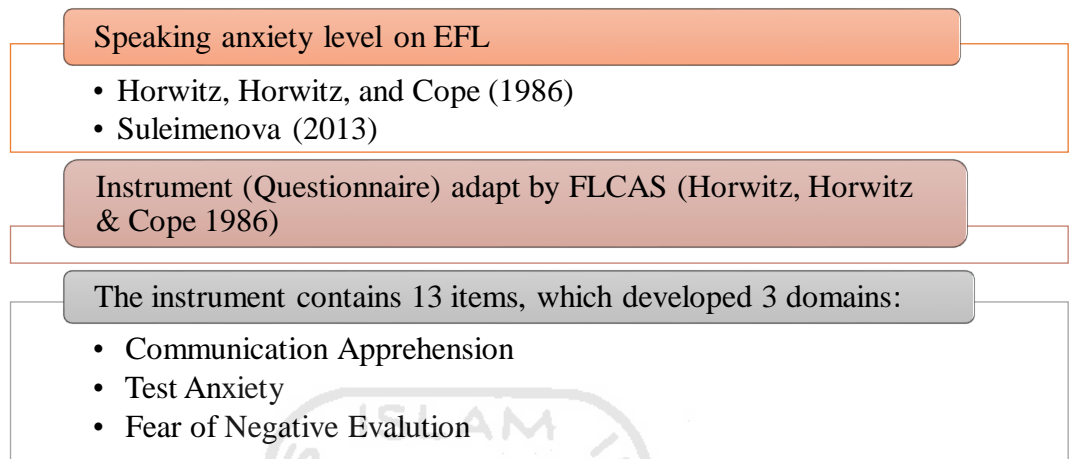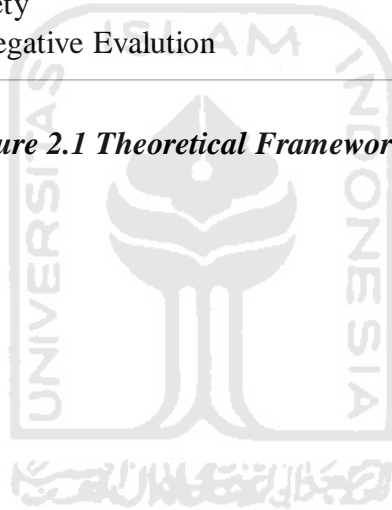- Fear of Negative Evalution

Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explains about the methodology of the study. It covers the research design, participants and data collection techniques.

3.1. Research Design

This study was designed to find about Speaking Anxiety Level on Foreign Language. This study is a survey studies that using quantitative research. Patton & Cochran (2007) said quantitative is a methodology that uses numbers as the final result. The data is collected by using questionnaires to get the data from participants. The number of data can be analyzed using statistics. This research specifically used survey research a quantitative.

3.2. Population and Sample

3.2.1 Population

The participants of this study was second grade of Islamic Private Senior High School at Cirebon. The population of the second grade consists of 173 students from second grade (XI class). The researcher choose the students in an Islamic Private High School because the second language in this school is Arabic. The impact for students to learn other languages is decreasing, for example English. Many problems can be revealed from this, students are difficult to understand the material that is taught by the teacher, it is difficult to feel confident when students are instructed by the teacher to deliver lessons taught by the teacher in front

of the class. Consequently, many feel anxious and nervous when English classes will begin.

3.2.2 Sampling

According to Etikan & Bala (2017) "The sampling design is based on the judgment of the researcher as to who will provide the best information to succeed for the objectives study". The population of the second grade (XI) are 173 students. The researcher only chose second grade (XI) students as respondents, which are 173 students. Based on Arikunto's statement (2006), if the subject is less than 100 students and this is taken all for research, but if the subject is more than 100 students then it can be taken 10% - 15% or 20% - 25% for research sampling. Researchers took 10% of respondents from the total population as a study sample. So, the sample of this research are 156 students from a total of population are 173 students.

3.3. Data Collecting Techniques

This sub chapter explains data collecting techniques which are an instrument, validity and reliability

3.3.1 Instrument

In this section, the researcher explains that the instrument is used to collect data and find the right results. According to Arikunto (2006), instrument is a tool that used by the researchers to find and collect the data. The instrument that used by the researcher is questionnaire.

3.3.1.1 Questionnaire

This research Zohrabi (2013) said, get relevant information and results according to the data then the only one to use is a questionnaire. There is FLCAS (Foreign Language Classroom Anxiety Scale) that is popular use for Classroom Anxiety questionnaire. The questionnaire for students is original version Horwitz, Horwitz & Cope (1986) contains of 33 items. FLCAS (Foreign Language Classroom Anxiety Scale) have 33 items, range 1 to 5 as 1 means 'Strongly Agree', 2 means 'Agree', 3 means 'Neither Agree nor disagree', 4 means 'Disagree', and 5 means 'Strongly Disagree'. The researcher uses 19 items from 33 items for this research because the researcher adaptation from Horwitz's. This survey for EFL students (English Foreign Language). The researcher also translated the questionnaire by Horwitz, Horwitz & Cope (1986) from English into Indonesian to help the students to do it.

3.3.2 Validity and Reliability of the Instrument

3.3.2.1 Validity

Validity is always used for quantitative research. Validity is always used for quantitative research. Validity is a way to help researchers to find out how accurate it is as a measurement. According to Puspitasari (2016) with validation researchers can know whether the research is accurate or not. Validation is an

important part of a study in determining the instruments to be used. Validation can be calculated and usually calculated using SPSS. The original FLCAS (Foreign Language Classroom Anxiety Scale) from Horwitz, Horwitz & Cope (1986) consisted of 33 items. Researcher was adaptation this questionnaire from Horwitz, Horwitz & Cope (1986) and chosen 19 items because researcher only chosen the question that related about case of speaking. Then, after this questionnaire was translated into Indonesian the value of validity was changed into 13 items because there are 6 items was not valid. This result was calculated using SPSS and check the validity test.

Item Question	r count	r table	Judgement
FLCAS 1	0.699	0.433	Valid
FLCAS 3	0.839	0.433	Valid
FLCAS 7	0.616	0.433	Valid
FLCAS 8	0.499	0.433	Valid
FLCAS 9	0.485	0.433	Valid
FLCAS 12	0.590	0.433	Valid
FLCAS 13	0.499	0.433	Valid
FLCAS 20	0.532	0.433	Valid
FLCAS 23	0.748	0.433	Valid
FLCAS 24	0.859	0.433	Valid
FLCAS 26	0.639	0.433	Valid
FLCAS 31	0.675	0.433	Valid
FLCAS 32	0.580	0.433	Valid

Table 3.2 Validity of the Questionnaire

3.3.2.2. Reliability

According to Widoyoko (2012) reliability is ensuring that this measurement tool has a consistent ability to measure various things even if repeated many times on the same object. This reliability value: 0.83. After this questionnaire was translated into Indonesian the value was changed to 0.844. This result was calculated using SPSS and check the reliability test.

3.4. Data Analysis Techniques

3.4.1 Data Indicator

Based on the interpretation from Best (1981), the average score for each item shows the level of anxiety of speaking students in a foreign language. This level provides standards that can be used to interpret the average score obtained by respondents. The higher score shows that students have high anxiety, while the lower score shows low anxiety on foreign language.

Table 3.3

The Interpretation of the percent

Scale	Meaning Range	Anxiety Level	Score Range
1	Strongly Agree	Very High	4.50 – 5.00
2	Agree	High	3.50 – 4.49
3	Neither agree nor Disagree	Average	2.50 – 3.49
4	Disagree	Low	1.50 – 2.49
5	Strongly Disagree	Very Low	1.00 – 1.49

Table 3.3. The interpretation of the percent

3.4.2. The Steps of Data Analysis Techniques

The researcher chooses Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz, Horwitz & Cope's (1986) as an instrument.

a. Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire is adaptation as an instrument by translating the English question FLCAS content in Bahasa Indonesia.

b. Check items one by one gradually and carefully then make sure the questionnaire is understandable

c. Using the Google form web for the data collection. Then, change to simply links use bit.ly

d. Distribute the link to 156 second grade of students Senior High Al-Azhar private school by social media's group.

e. After the data received from Google form, the researcher using SPSS and Microsoft Excel to analyze and calculated the data.

f. After the data collected, the researcher determines the Standard Deviation (SD) and Mean.

CHAPTER IV

RESEARCH AND DISCUSSION

This chapter describes the findings of data collection and its analysis and interpretation. It covers research findings and discussion.

4.1. Research Findings

The results consisted of 156 student responses with 13 statements about the Level of Student Speaking Anxiety on Foreign Languages based on the Horwitz, Horwitz, and Cope (1986) questionnaire which were categorized into three parts of domains; Communication Apprehension, Test Anxiety, Fear of Negative Evaluation.
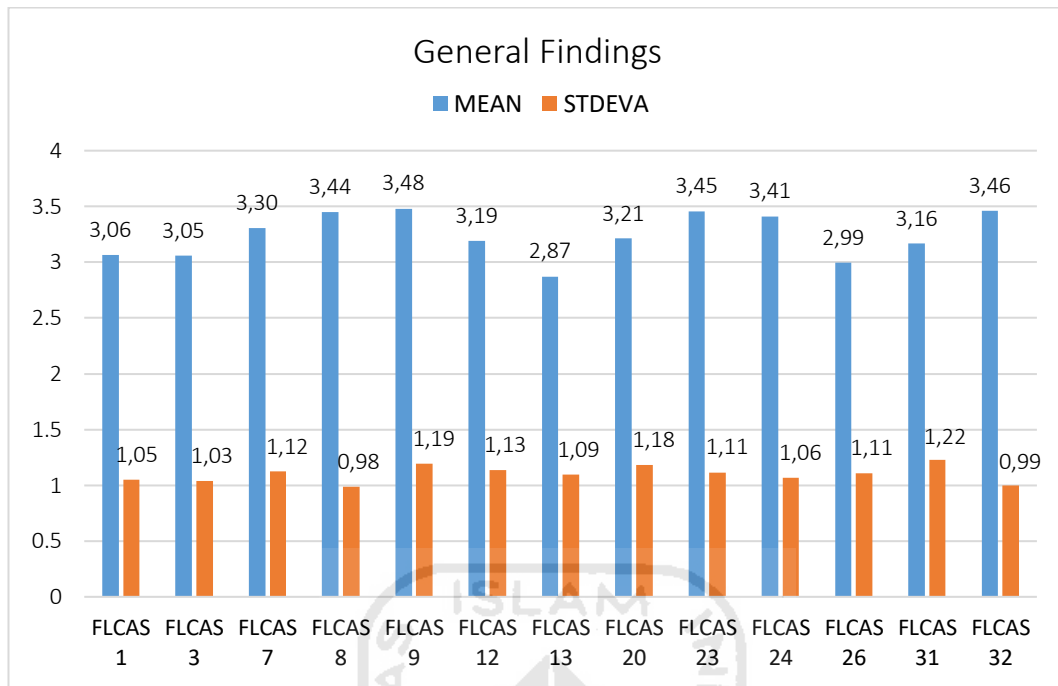
4.1.1 General Findings
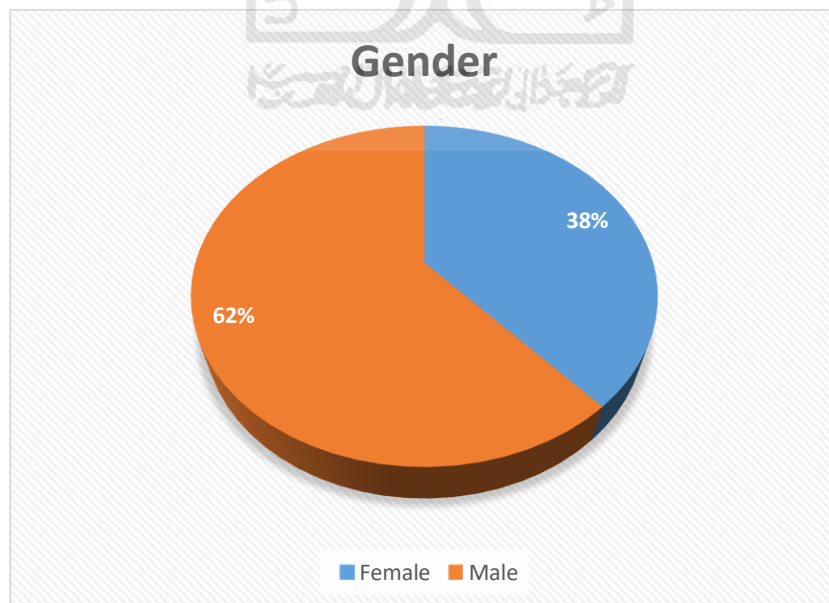
Figure 4.1 General Findings

The general findings explained the calculated results from Horwitz, Horwitz, and Cope (1986) questionnaire that had been filled by the respondent. From these data calculations, there were 13 items and the results of the mean and standard deviation. The highest score of the mean is 3.48 on the FLCAS 9 and the lowest score of the mean of 2.87 on the FLCAS 13. The result of standard deviation, the highest score is 1.22 on the FLCAS 31 and the lowest score is 0.98 on the FLCAS 8.

4.1.2 Findings of Each Category of the Questionnaire
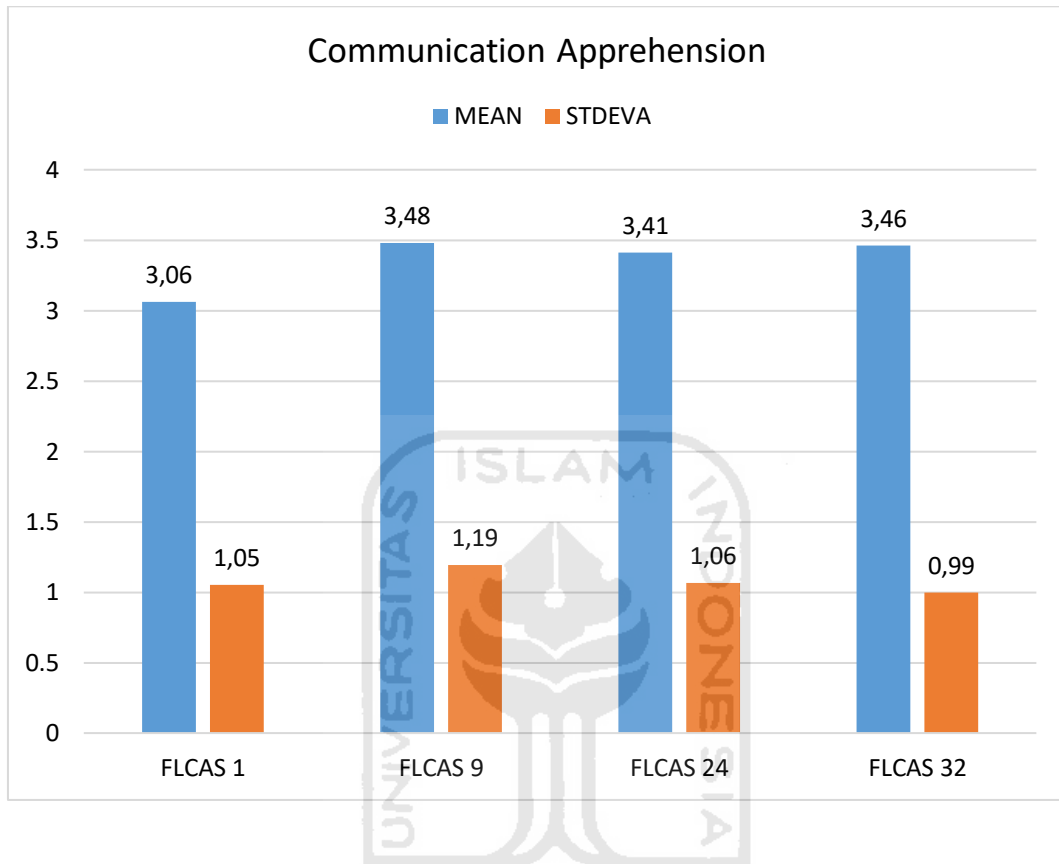
4.1.2.1 Communication Apprehension

Figure 4.2 Communication Apprehension

Communication Apprehension	Mean	SD
FLCAS 1		
• I never feel quite sure of when I am speaking in my foreign language class. (saya tidak pernah merasa yakin pada diri sendiri ketika saya berbicara dikelas bahasa asing)	3,06	1,05

FLCAS 9

- I start to panic when I have to speak   3,48   1,19
  without preparation in language class
  (saya mulai panik ketika harus berbicara tanpa

  persiapan di kelas bahasa)

FLCAS 24

- I feel very self-conscious about speaking   3,41   1,06
  the foreign language in front of other students.
  (saya merasa sangat canggung saat berbicara

  bahasa asing di depan siswa lain)

FLCAS 32

- I would probably feel comfortable around   3,46   0,99
  native speakers of the foreign language
  (saya mungkin akan merasa nyaman di sekitar

  penutur asli bahasa asing

Based on the chart above, the result for the most Communication Apprehension were found on the FLCAS 9 with mean (M=3,48) and standard deviation (SD=1,19). This statement is about feel panic and anxiety that occurs when having to speak a foreign language in front of the class without preparation and never feel confident with themselves with their effort. Meanwhile, the result for the least Communication Apprehension were found on the FLCAS 1 with mean (M=3,06) and standard deviation (SD=1,05) and

the statement about a feeling of confidence when speaking a foreign language

in the front of the class.
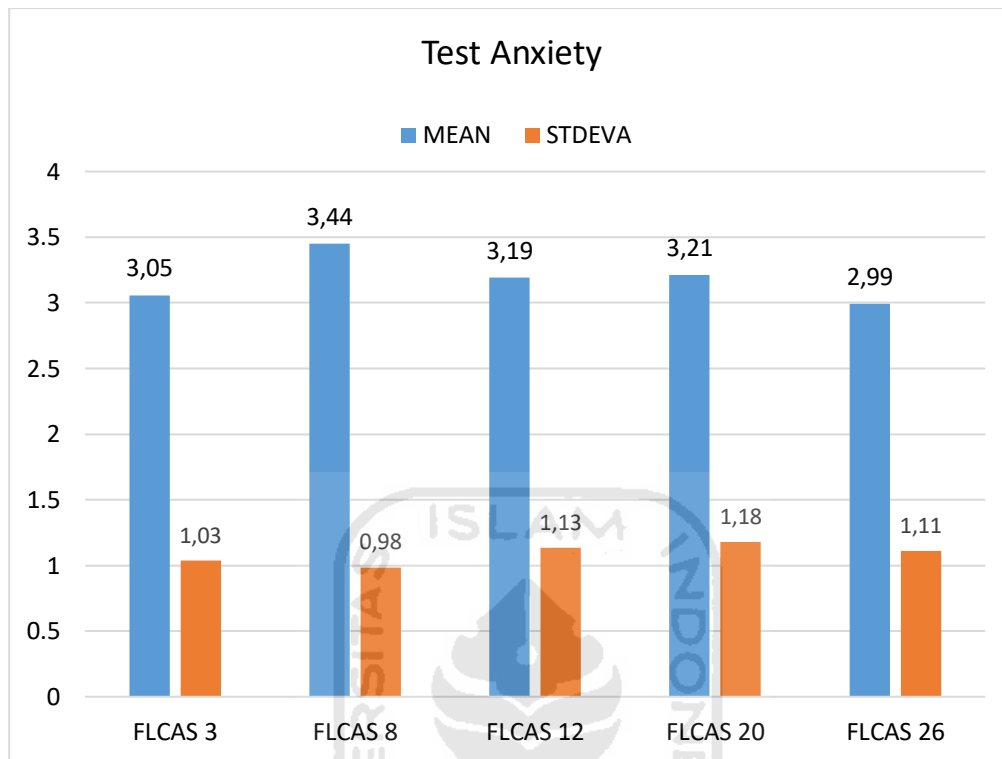
4.1.2.2 Test Anxiety

Figure 4.3 Test Anxiety

Test Anxiety	Mean	SD
FLCAS 3		
• I tremble when I know that I'm going to be called on in language class (saya gemetar ketika tahu bahwa saya akan dipanggil di kelas bahasa)	3,05	1,03

Test Anxiety	Mean	SD
FLCAS 8		
• I am usually at ease during tests in my language class (Saya biasanya merasa nyaman selama ujian di kelas bahasa saya)	3,44	0,98
FLCAS 12		
• In language class, I can get so nervous I forget things I know (Di kelas bahasa, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu)	3,19	1,13
FLCAS 20		
• I can feel my heart pounding when I'm going to be called on in language class (Saya bisa merasakan jantungku berdebar ketika aku akan dipanggil di kelas bahasa)	3,21	1,18
FLCAS 26		
• I feel more tense and nervous in my language class than in my other classes (Saya merasa lebih tegang dan gugup di kelas bahasa daripada di kelas yang lain)	2,99	1,11

Based on the chart above, the result for the most Test Anxiety were found on the FLCAS 8 about feeling comfortable during the exam in a language class, with mean (M=3,44) and standard deviation (SD=0,98). Meanwhile, the result for the least Test Anxiety were found on the FLCAS 26 about feeling

more tense and nervous in a language class than in other classes, with mean

(M=2,99) and standard deviation (SD=1,11).
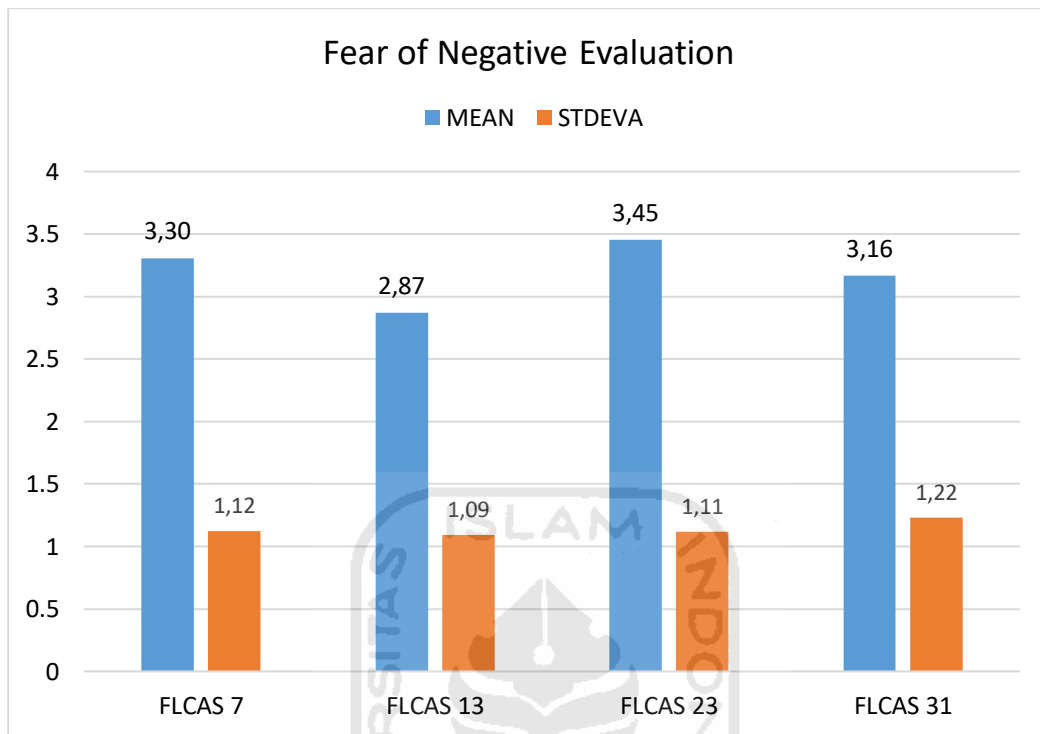
4.1.2.3 Fear of Negative Evaluation

Figure 4.4 Fear of Negative Evaluation

Fear of Negative Evaluation	Mean	SD
FLACS 7		
• I keep thinking that the other students are better at languages than I am (saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya)	3,30	1,12
FLCAS 13		
• It embarrasses me to volunteer answers in my language class (Memalukan bagi saya untuk mengajukan jawaban di kelas bahasa saya)	2,87	1,09

Fear of Negative Evaluation	Mean	SD
FLCAS 23		
• I always feel that the other students speak the foreign language better than I do (Saya selalu merasa bahwa siswa lain berbicara bahasa asing lebih baik daripada saya)	3,45	1,11
FLCAS 31		
• I am afraid that the other students will Laugh at me when I speak the Foreign Language (Saya takut bahwa siswa lain akan menertawakan saya ketika saya berbicara bahasa asing)	3,16	1,22

Based on the chart above, the result for the most Fear of Negative Evaluation were found on the FLCAS 23 about the feeling that the other students speak the foreign language better than I do, with mean (M=3,45) and standard deviation (SD=1,11). Meanwhile, the result for the least Fear of Negative Evaluation were found on the FLCAS 13 about feeling embarrasses to volunteer answers in a language class, with mean (M=2,87) and standard deviation (SD=1,09).

4.2. Discussion

The results of this study indicate the level of FLCAS (Foreign Language Classroom Anxiety Scale) in three domains, which are Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation for grade XI High School students. This result answers the questions in this research because it can identify the level of students Foreign Language Speaking Anxiety.

The results of the calculations in each domain:

1. **Communication Apprehension**

Based on the chart above, the high average is 3.48 (Mean) or 4.50 – 5.00 based on the indicator table from Best (1981) including very high anxiety. Score 3.48 is in the statement FLCAS 9 about I start to panic when I have to speak without preparation in language class. The lowest average is 3.06 (Mean) with statement FLCAS 1 about I never feel quite sure of when I am speaking in my foreign language class.

For the Standard Deviation (SD) the high average is 1,19 with statement FLCAS 9 about I start to panic when I have to speak without preparation in language class. The lowest (SD) is 0.99 with statement 32 about I would probably feel comfortable around native speakers of the foreign language

2. Test Anxiety

Based on the chart above, the high average is 3.44 (Mean) or 4.50 – 5.00 based on the indicator table from Best (1981) including very high anxiety. Score 3.44 is in the statement FLCAS 8 about I am usually at ease during tests in my language class. The lowest average is 2.99 (Mean) with statement FLCAS 26 about I feel more tense and nervous in my language class than in my other classes.

For the Standard Deviation (SD) the high average is 1,18 with statement FLCAS 20 about I can feel my heart pounding when I am going to be called on in language class. The lowest (SD) is 0.98 with statement 8 about I am usually at ease during tests in my language class.

3. Fear of Negative Evaluation

Based on the chart above, the high average is 3.45 (Mean) or 4.50 – 5.00 based on the indicator table from Best (1981) including very high anxiety. Score 3.45 is in the statement FLCAS 23 about I always feel that the other students speak the foreign language better than I do. The lowest average is 2.87 (Mean) with statement FLCAS 13 about it embarrasses me to volunteer answers in my language class.

For the Standard Deviation (SD) the high average is 1,22 with statement FLCAS 31 about I am afraid that the other students will laugh at me when I speak the foreign language. The lowest (SD) is 1.09 with statement 13 about it embarrasses me to volunteer answers in my language class.

Based on the data above shows that the highest average is Communication Apprehension that shows statement 9 about the student feel panic and anxiety when they have to talk in class without a good preparation, with a chart number of 3.48 or 4.50 – 5.00 based on the indicator table from Best (1981) including very high anxiety. Meanwhile, the lowest average is Fear of Negative Evaluation that shows statement 13 about feeling embarrasses to volunteer answers in language class, with a chart number of 2.87 or 1.00 – 1.49 based on the indicator table from Best (1981) including very low anxiety.

In this data, it states that these students have a high level of anxiety when they panic and anxiety that occurs when having to speak a foreign language in front of the class without a good preparation or when will do conversation with teacher and friend. Other than that, they are never feel quite sure with themselves with their effort. These results are related to Horwitz, Horwitz, & Cope (1986) theories that discuss variables about foreign language anxiety that cause anxiety in students and one of them is Communication Apprehension. Meanwhile, this study have a lowest level of anxiety is Fear of Negative Evaluation same with Sadiq (2017) that he found Fear of Negative Evaluation as a lowest score and Test Anxiety as a highest score.

CHAPTER V

CONCLUSION AND RECOMMENDATION

The aims of this study is to identify speaking anxiety level of students in Islamic Private School. There were 156 students are the respondents of the questionnaire. This study shows that in general, grade XI students are anxious with the highest score of 3.48 concerning about Communication Apprehension. It means, when they are feel panic and anxiety that occurs when having to speak a foreign language in front of the class without a good preparation or when will do conversation with teacher and friend. The lowest average score of 2.87 is Fear of Negative Evaluation about feeling embarrasses to volunteer answers in language class.

There are several recommendations given to students, lecturers and further researchers. The first recommendation, students should learn and do more exercises, especially in speaking activities, and do not give up. The second recommendation, the lecturer must provide suggestions, facilities, and different ways of learning, so that, speaking activities are not boring by asking students to make a small group discussion such as a partner to make it easier to have a conversation. Third recommendation, the researcher hopes that the next researcher can develop the same research topic in different alternatives.

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APPENDIX

APPENDIX 1

Questionnaire of Foreign Language Classroom Anxiety Scale

(SA= Strongly Agree, A = Agree, NA/ND= Neither

Agree nor Neither Disagree, D= Disagree, SD= Strongly

Disagree)

Foreign Language Classroom Anxiety Scale						
Item	**Statement**	**SA**	**A**	**NA/ND**	**D**	**SD**
1.	Saya tidak pernah merasa yakin pada diri sendiri ketika saya berbicara dikelas bahasa asing. (I never feel quite sure of myself when I am speaking in my foreign language class)					
2.	Saya gemetar ketika tahu bahwa saya akan dipanggil di kelas bahasa. (I tremble when I know that I'm going to be called on in language class)					
3.	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya. (I keep thinking that the other students are better at languages than I am)					
4.	Saya biasanya merasa nyaman selama ujian di kelas bahasa saya. (I am usually at ease during tests in my language class)					
5.	Saya mulai panik ketika harus berbicara tanpa persiapan di kelas bahasa. (I start to panic when I have to speak without preparation in language class)					
6.	Di kelas bahasa, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya tahu. (In language class, I can get so nervous I forget things I know)					

7.	Memalukan bagi saya untuk mengajukan jawaban di kelas bahasa saya. (It embarrasses me to voulunteer answers in my language class)					
8.	Saya bisa merasakan jantungku berdebar ketika aku akan dipanggil di kelas bahasa. (I can feel my heart pounding when I'm going to be called on in language class)					
9.	Saya selalu merasa bahwa siswa lain berbicara bahasa asing lebih baik daripada saya. (I always feel that the other students speak the foreign language better that I do)					
10.	Saya merasa sangat canggung saat berbicara bahasa asing di depan siswa lain. (I feel very self-conscious about speaking the foregin language in front of other the students)					
11.	Saya merasa lebih tegang dan gugup di kelas bahasa daripada di kelas yang lain (I feel more tense and nervous in my language class than in my other classes)					
12.	Saya takut bahwa siswa lain akan menertawakan saya ketika saya berbicara bahasa asing. (I am afraid that the other students will laugh at me when I speak the foreign language)					
13.	Saya mungkin akan merasa nyaman di sekitar penutur asli bahasa asing. (I would probably feel comfortable around native speakers of the foreign language)					

APPENDIX 2

SURAT KETERANGAN PERIZINAN AMBIL DATA

Tanggal : 6 Maret 2020

Nomor : 140 / Dek / 70/Div.Um.RT / III / 2020

Hal : Permohonan Ijin Pengambilan Data untuk Skripsi

Kepada Yth.

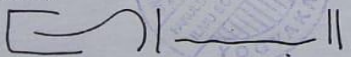Kepala Sekolah SMA Islam Al-Azhar 5 Cirebon
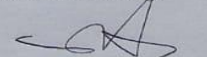
Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.
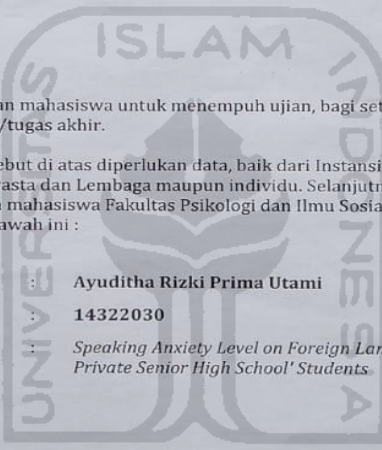
Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :
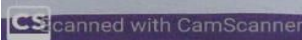
Nama : **Ayuditha Rizki Prima Utami**

Nomor Mahasiswa : **14322030**

Judul Skripsi : *Speaking Anxiety Level on Foreign Language of Islamic Private Senior High School' Students*

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.
Wassalamualaikum Wr. Wb

Dekan,

Dr. H. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Dosen Pembimbing,

Irma Windi Astuti, S.S., M.Hum

APPENDIX 3

SURAT KETERANGAN TELAH SELESAI AMBIL DATA

YAYASAN PENDIDIKAN ISLAM PUTERA BANGSA

SEKOLAH MENENGAH ATAS ISLAM AL AZHAR 5

(SK TERAKREDITASI "A" Nomor : 763/BAN-SM/SK/2019)

(NDS : B.2401006 NSS : 304026301031 NIS : 300150 NPSN : 20222382)

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SURAT KETERANGAN
NOMOR : 003/SMA.IA.5/LL/VII/2020

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas Islam Al-Azhar 5 di Kota Cirebon, menerangkan bahwa :

Nama	:	**AYUDITHA RIZKI PRIMA UTAMI**
NPM	:	14322030
Tingkat/Semester	:	XII
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Psikologi Ilmu Sosial Budata
Waktu Peneltian	:	13 s.d. 30 April

Adalah benar Mahasiswa Universitas Islam Indonesia dan telah selesai melaksanakan Penelitian di SMA Islam Al-Azhar 5 Cirebon dengan judul penelitian *"Speaking Anxiety Level on Foreign Language of Islamic Private Senior High School Students"*

Demikian Surat Keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Cirebon, 16 Juli 2020

Kepala,

Nurwahyudin, S.Si

NBA.000107040