

**Factors That Influence Students' Anxiety in Speaking English at
Fifth Semester Students of English department in STAIN
Zawiyah Cot Kala Langsa**

THESIS

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The Writer

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ABSTRACT

The study focused to know the most factor that influence students' anxiety in learning English especially in speaking. As we know, speaking is the skill that the students will be judged upon most in real life situation. It is an important part of everyday interaction and most often, the first impression of a person is based on his or her ability to speak fluently and comprehensively. The purpose of this study are to find out Factors That Influence Students' Anxiety in Speaking English Of Fifth Semester Students of English Department in STAIN Zawiyah Cot Kala Langsa. This research used qualitative method and the writer administrate questionnaire and interview as the instrument of the research. The instrument was carried out to describe Factors That Influence Students' Anxiety in Speaking English. It was started from 23rd September to 13th October 2014 on the Fifth Semester Students of English Department in STAIN Zawiyah Cot Kala Langsa. In conducting the research, the writer took all of student in unit 1 as the samples by using clustering sampling technique. Afterwards, the result of this research was analyzed by using Sudjana analysis to find the result of the data. The data that was obtained will be presented in the descriptive form of text and tables. The writer spread the closed questionnaire and the last step interviewed all students in unit 1. The number of questionnaire are 33 questions was given to sample, the sample consists of 35 students. So, the question of interview are five questions were given to the 35 students as a sample. Based on the result of the research. This study showed that strongly agree around 19,65%, agree 35,06%, neither agree 21,38% , disagree 15,05%, and strongly agree 8,65%. The result of questionnaire and interview showed that there are many factors that influence students' anxiety in speaking English. The most is fear of negative evaluation. The writer suggest students must study and study to improve their English especially in speaking. Then the writer expects the students to improve their speaking ability in speaking as often as possible. With this study, the writer hopes it will give good advantage to the reader.

CHAPTER I

INTRODUCTION

A. The Background of Study

English is regarded as a foreign language in many countries and also in Indonesia. This language is used as a tool of communication from a country to another and may keep their relationship in all aspects of life. By using language as a means of communication either in spoken or written form, it allows people to talk the one another and write their thoughts and ideas.

Using English language as a tool of communication involves the use of four language skills; listening, speaking, reading and writing that should be mastered by people in their ways of telling or expressing the thoughts and ideas. But in communication process speaking skills is the main skill among them. Speaking English is one of the most important skills for students and it will help them find a job in the future. If they cannot speak the language, then they only will keep the language in their brain or thinking and all materials of English that they have learned will have no function. To improve speaking skills in English, certainly to increase student achievement, the students always have been commanded to practice their speaking skill by many ways, such as make a conversation with friends, telling story etc.

There has any factor to support speaking skills. One of the most important factors to espouse speaking skill is anxiety of them. Students would take to speak but they felt anxious in speaking. Anxiety reactions suffered by many students when speaking or when being asked to speak by the teacher in the foreign

language classroom include, distortion of sounds, inability to reproduce the intonation and rhythm of the language, freezing up when called on to perform, and forgetting words or phrases just learned or simply refusing to speak and remaining silent.¹ Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. Anxiety in communicating a second language, especially when that language is English can have a debilitating effect and can influence students' adaptation to the target environment and ultimately their educational goals. Anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to oral performance.

Many students find difficulty in speaking English, because they feel anxious when they are speaking English. As the real anxiety is the feeling when students want to say something when talking to other people, but they hold it because they are not sure that they says it correctly. As I experienced in my speaking class, my hardest time was when I should speak English. English is not my daily language, thus sometimes it makes me unconvinced to speak in English. Having presentation in foreign language, it might be effortless for me. When I was senior high school, I felt nervous when presented in front of the class, even it was a simple presentation. I always thought about my diction, grammar and pronunciation. I was afraid of making mistakes and being commented by the teacher. What made it more complicated was my lecturers and speaking materials

¹ Jean T. Stephenson Wilson, *Anxiety in Learning English as a Foreign Language: Its Associations with Student Variables, with Overall Proficiency, and with Performance on an Oral Test*, P. 102

did not provide the strategies to deal with anxiety in delivering presentations. As a result, I had to struggle by myself to decrease my anxiety while I was presenting.

Based on my experience above, I am interested in conducting a research entitled **“Factors That Influence Students’ Anxiety in Speaking English at Fifth Semester Students of English department in STAIN Zawiyah Cot Kala Langsa”**.

B. Statement of The Research (Specific)

STAIN Zawiyah Cot Kala is one of colleges that has a wide range of education majors, including English language education. In learning process, students have to master skills such as listening, speaking, reading and writing. As the above statement speaking is one of the causes of anxiety in students. Based on this phenomenon, the researchers are interested to know in depth about the anxiety students fifth semester English department at STAIN Zawiyah Cot Kala in speaking English and to examine factors that influence the anxiety that occurs when speaking English

C. Problem of The Research

The research questions of this research are:

1. Do the English department students at STAIN Zawiyah Cot Kala Langsa have any anxieties in speak English?
2. What are factors influencing students’ anxiety in speak English of the fifth semester students of English Department in STAIN Zawiyah Cot Kala?

D. Objectives of The Research

1. To find out students' anxiety in speaking English
2. To find out the factor influencing of students' anxiety to speak English

E. The Significance of study

In this study, the writer wants to offer the benefit of the result of the research for all the reader. The writer hopes the result of the research can give many functions for reader, the students and the teacher. The significances of the study are as follow:

1. For Teachers

Through this research, the teacher will be able to increase teaching speaking better to know factors influencing of students' anxiety to speak English. This study is expected to be a valuable material for English teachers in developing their knowledge in speaking English. Moreover, this research to help teachers in understanding psychological factors, such as anxiety that influences learners when learning to speak English.

2. For Students

To get information about factors influencing students' anxiety in speaking English. Moreover, to help students to be aware about their anxiety and personality and to maintain their anxiety in order to get a good achievement. The writer hope they can improve their self and are able to avoid it in the future.

Therefore the students can motivate themselves to overcoming their anxiety in speaking.

3. For Reader

This research is useful for giving into to educational practitioners who are interested in English, especially speaking English. Moreover, this research is expected to enrich knowledge for the reader in order to understand students' anxiety in speaking English. This result also will be a reference to the next research involved in the same issue.

F. Terminology

1. Anxiety

Anxiety is perhaps the most public of emotions in that it deals with people's fears about how others view them. It is particularly associated with the worry about making mistake.² Anxiety is also associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry.³

2. Speaking

Speaking is "the verb mean express though, opinion or emotionally orally or by uttering words".⁴ In other word, speaking is an ability of someone to speak, to communicate, to express idea and feeling in English as foreign language.

² Mick Randall with Barbara Thornton, *Advising and Supporting Teachers*, Cambridge University Press, 2001, p. 98.

³ H. Douglas Brown. *Principles of Language Learning and Teaching*, Pearson Education, New York, 2007. P.161

⁴ Oxford , *Advance Learner's Dictionary. Fifth Edition.* (Great Britain: Oxford University Press, 1995), p. 1140

3. Anxiety in Speaking

Anxiety in speaking can describes 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.

G. Limitation of Study

Several limitations to this study must be noted in order to focus. The writer just focuses to obtain factors influencing students' anxiety in speaking English. Factors that influencing students' anxiety in speaking English namely, communication apprehension, test anxiety, and fear of negative evaluation. In this research, the writer takes the English department students' activities during speaking English lesson in the fifth semester of English department student at STAIN Zawiyah Cot Kala Langsa in 2014/2015. From some components students' anxiety, the writer enables to find out the main factor influence students in speaking English.