

**FACTORS OF STUDENTS' SPEAKING ANXIETY IN TRANSACTIONAL
LISTENING & SPEAKING ON SECOND SEMESTER OF ENGLISH
EDUCATION IN UNIVERSITY OF MUHAMMADIYAH PROF. DR.**

HAMKA

A PAPER

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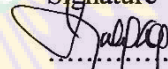
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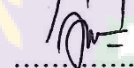
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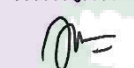
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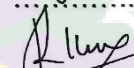
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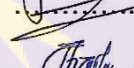
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ABSTRACT

Mohammad Fajar Yudhistira F. NIM: 1601055069. Factors of Students' Speaking Anxiety in Transactional Listening & Speaking on Second Semester of English Education. A paper, Jakarta: The University of Muhammadiyah Prof. Dr. Hamka, 2020. This qualitative research was designed to investigate anxiety factors speaking to students in the EFL classroom. Data collection carried out by giving a questionnaire to a modified and modified (FLCA) class from Horwitz (1986). Thirty-four students in the second semester at The University of Muhammadiyah Prof. Dr. HAMKA asked to fill out a questionnaire to determine the dominant factor that caused student anxiety in speaking English. In addition, the researcher also conducted semi-structured interviews with nine students with low, middle, and high levels of anxiety in the classroom. Data was analyzed using analysis (encoding, percentage, data reduction, data view, and data verification). The finding indicated that fear was made by a lack of preparation in English by 59 percent, followed by memory loss of 47 percent, lack of confidence 41 percent, and 38 percent fear of making mistakes. Then, to overcome this problem, teachers should be more aware of the students' anxiety to motivate them to speak confidently and fluently in English class.

Keywords: *Speaking, anxiety factors, English speaking anxiety*

TABLE OF CONTENT

VALIDATION SHEET	i
APPROVAL SHEET	ii
ABSTRACT	iii
ORIGINALITY STATEMENT	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENT	vii
CHAPTER I	1
A. The Background of The Study	1
B. Identification of Problem	2
C. The Scope or Limitation of The Research	3
D. The Question of The Research	3
E. The Objectives of The Research	3
F. The Significance of The Research	3
CHAPTER II	5
A. Speaking	5
B. Anxiety	13
C. Relevant Studies	15
CHAPTER III	18
A. Research Flow	18
B. Setting of Research	18
C. Participants of The Research	19
D. Research Method	19
E. The Technique of Data Collection	19
F. The Technique of Data Analysis	20
BIBLIOGRAPHY	24
APPENDICES	26
Appendice 1. Blue Print of Research Instrument	26
Appendice 2. Foreign Language Classroom Anxiety Scale (FLCAS)	32

Appendice 3. Foreign Language Classroom Anxiety Scale (FLCAS)..... 37
Appendice 4. Interview Guidelines for Students 42
Appendice 5: Interview Guidelines for Students 43
Appendice 6: Original Interview from Interview 44
CURRICULUM VITAE 75



CHAPTER I

INTRODUCTION

A. The Background of The Study

English is an international language that is used by many people around the world for communication (Oxford, 2010). It is a second language learned by people in the world. That is because it was stated as an international language. As an international language, English has an important place as a school subject. Almost all schools, especially in Indonesia, use English as the subject in the final examination of their school.

One of the language skills which is very important in learning English as a foreign language is speaking. As stated by Nunan (2003) cited in Indrianty (2016) speaking is one of the key aspects of learning a second or foreign language. It is one way to express ideas or share information orally by using extensive knowledge of basic vocabulary and confidence. They will feel anxious when knowing their limited vocabulary. They will significantly affect their learning development if students cannot manage their anxiety. Based on Richard (2008), speaking activities should focus on the function to use English well so that they can communicate in English.

Speaking skill is one of the productive skills in foreign languages (H. Douglas Brown, 2000). Speaking skill for language learners is a skill that they must develop. Jeremy Harmer (1998) said speaking skill that include productive skills need to be produced by themselves. Now speaking

English becomes an interesting thing. In speaking English, Speakers need to have confidence in their opinions but some of them still feel anxious.

Anxiety is a factor affecting students of a foreign language learning to speak. Ahmed (2010) said that arousal of the autonomic system can be affected by negative feelings of anxiety and self-consciousness for example when a person thinks of failure and getting away under any different circumstance. Teachers and students believe that learning a language challenge is to cope with anxiety (Horwitz, & cope, 1986).

Additionally, based on the experience of researcher in the Transactional Listening and Speaking class at The University of Muhammadiyah Prof. Dr. HAMKA, most of the students were afraid to speak English in front of the class because of anxiety. Many students made mistakes in English pronunciation and vocabulary. Students in expressing their thoughts look difficult. Therefore, this case may be identified to find some factors to encourage student confidence and competence in learning English especially for speaking.

B. Identification of Problem

Based on the background, the problems of the study can be identified as follows:

1. Do the students feel anxiety in speaking?
2. Do the students have difficult in speaking?

3. Do the anxious students tend to be passive and potentially influence others in speaking English at University of Muhammadiyah Prof. Dr. HAMKA?

C. The Scope or Limitation of The Research

This study focuses on students' speaking anxiety on the second semester at English Education of The Study Programme of Teacher Training and Education the University of The University of Muhammadiyah Prof. Dr. HAMKA.

D. The Question of The Research

The problem of this study is formulated in the following question, The research questions is:

What dominant factors might arise from the fear of speaking at the University of Muhammadiyah Prof. Dr. HAMKA?

E. The Objectives of The Research

The objective of the study is to find empirical evidence about the factors that affect anxiety in the second semester of English Education Students of The Study Programme of Teacher Training and Education at The University of Muhammadiyah Prof. Dr. HAMKA.

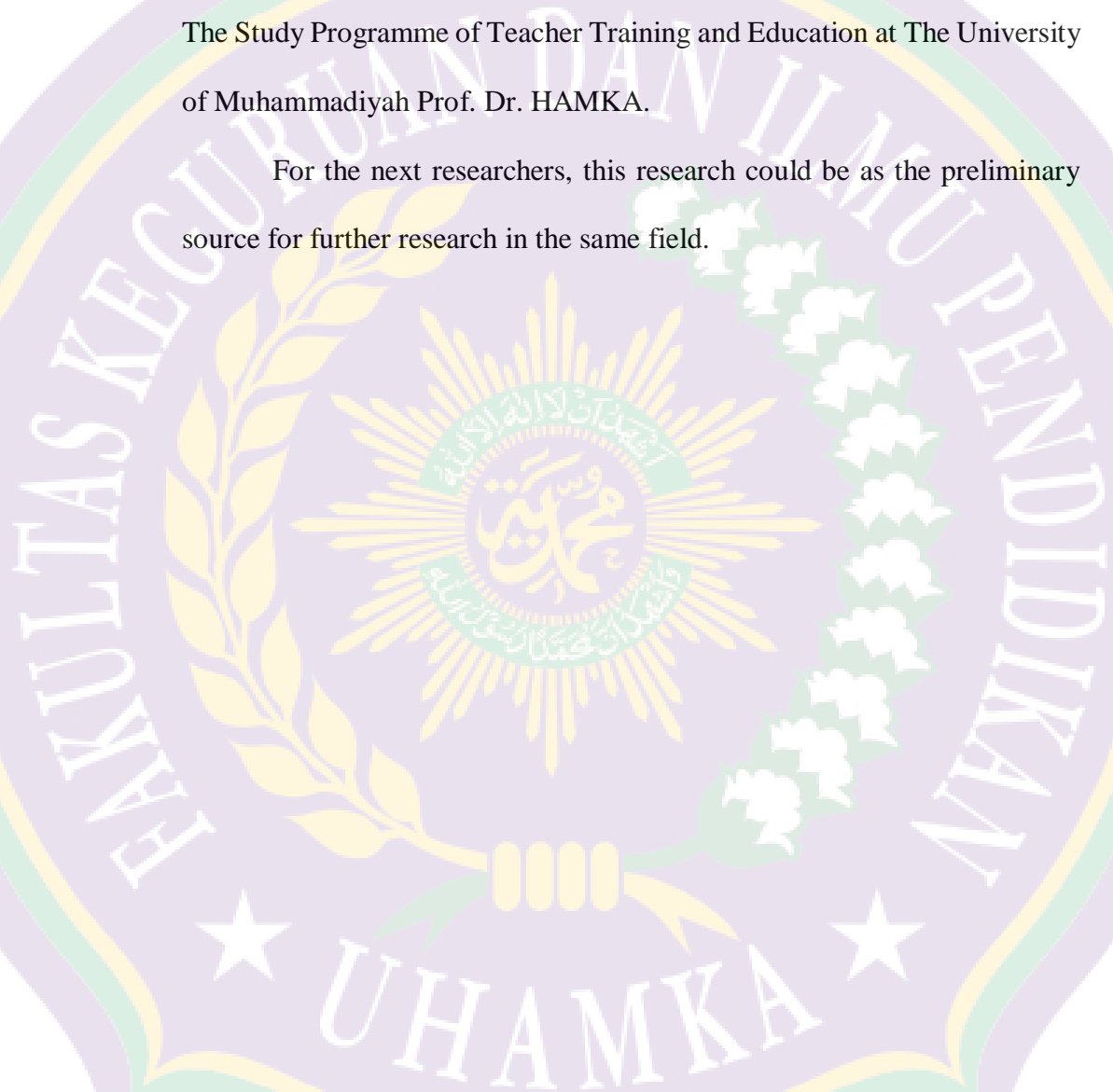
F. The Significance of The Research

The result of this study for the students of English Education of The Study Programme of Teacher Training and Education at The University of

Muhammadiyah Prof. Dr. HAMKA, they are expected to be confident during the speaking performance.

For the University, the lecturer is able to help to understand why their students are anxious in the Transactional Listening and Speaking class of The Study Programme of Teacher Training and Education at The University of Muhammadiyah Prof. Dr. HAMKA.

For the next researchers, this research could be as the preliminary source for further research in the same field.



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