

STUDENTS' ANXIETY IN SPEAKING ENGLISH (A CASE STUDY IN ONE HOTEL AND TOURISM COLLEGE IN BANDUNG)

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ABSTRACT

This study investigated students' anxiety in speaking English in one Hotel and Tourism College in Bandung. This study examined types of anxiety, and source anxiety. This study was implementing characteristic of a case study. The data were obtained through observation of class interaction and interview. The data were analyzed descriptively and interpreted to answer the research question. The study revealed two findings related to research questions. First, two types of anxiety were evidenced, i.e. trait anxiety and state/situational anxiety. Second, the students' anxiety in English speaking class was derived from three main sources of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Moreover, as the interview data revealed, lack of vocabularies and lack of preparation have also contributed to students' anxiety in speaking. These findings suggest that the teacher should be more aware of students' anxiety in order to arouse students' motivation to speak up confidently and fluently in an English speaking class. As such, teachers are urged to be fairly creative in devising better technique that could encourage the students to speak more.

Keywords: anxiety, speaking English, factor of anxiety

A. Introduction

Since the late 19th century English has been referred as a global lingua franca. Moreover, English is the most widely used foreign language on the internet (80%) and for book publication with over 60 countries publish titles in English. Books, magazines, and newspapers written in English are available in many countries around the world (Graddol, 2000: 4 - 9). In addition, as stated by Crystal (2000: 86) the importance of English is without doubt very prominent to professional industry as the language continues to grow. It is, by international treaty, the official language for aerial and maritime communications. English is an official language of the United Nations and many other international organizations, including the International Olympic Committee. In fact, English is by far the most widely spoken language in the hospitality industry. That is why English is currently the language most often taught as a foreign language.

Today, speaking can be a challenging task for many students because it needs interactions. The other four skills can be practiced alone, but for speaking, the students cannot really speak alone, that is why students should make every effort possible to find somebody to speak with. In line with this point, Nunan (2000:39) states that speaking is one of a key aspect of learning a second or foreign language. Moreover, he further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. It can be said that being able to speak fluently is essential in students' language learning to communicate both in inside or outside the classroom.

In the context of speaking English, being able to speak to friends and even speak with foreigners, in their language which both of them understand is surely the goal of many learners of English. However, the biggest problem students of English face are to speak in it. Consequently, many reasons to take into consideration might be lack of confidence in terms of anxiety about making errors as stated by Boonkit (2010). It can be stressful when they are expected to speak in the second/foreign language before the fluency is achieved. In line with the issue of anxiety, Thornburry (2005: 28) states that lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. Moreover, the problem of language anxiety not only happens to beginner but also the university students who usually deal with English. In addition, Cebreros (1998) added that they have to cope with the demands of being able to sustain communication by means of an instrument they are not completely familiar with.

This study would like both to aim at investigating the students' types of anxiety in English speaking class and to find out the factors that cause the students' anxiety in a Hospitality College. Additionally, investigating the students' anxiety might contribute to enticing and motivating the students to have more chances to use the target language in daily life and for academic purposes. Obtaining the data of students' anxiety would give valuable input for teachers so that they are able to give the appropriate solution to overcome the anxiety and they could improve their teaching and encourage the students to be able to speak without having feeling anxious in speaking English inside or outside the classroom.

This study intends to investigate the students' anxiety in English speaking class. Particularly, the study tries to find answers to the following two questions:

1. What kinds of anxiety do the students experience in speaking English?
2. What are the sources of students' anxiety in speaking English?

B. Literature Review

Naturally, to speak means to produce some words representing one's idea. Subconsciously we have produced thousand words a day or even more than that. No wonder speaking represents a real challenge to most language learner to have the ability to speak in the target language. Thornburry (2006: iv) argues that the nature of speaking process means that grammar of spoken language differs in a number of significant ways from the grammar of written language. In the teaching of foreign language context, the definition of speaking above indicates that speaking is a skill and as such, it needs to be developed and practiced independently. Regarding speak in a foreign language, most of the students experienced a feeling of anxiety in the process of learning a foreign language. As argued by many theorists about the phenomena of anxiety. MacIntyre and Garden (1989) view that anxiety as feeling of worry and emotional reaction that arises while learning and using a second language.

However, the anxiety experienced is related to language anxiety. Language anxiety is viewed as one of the hindrances for language learners from their successful achievement in a high level of proficiency in a foreign language. (Horwitz, (2010) cited in Kondo, 2007:130). Furthermore, he also stated that language anxiety is restricted only to speaking and listening in the situation where learners communicate spontaneously in their second language.

According to Worde (2003), more than half a foreign language learners experienced some degree of anxiety. It is also argued that language learning anxiety may pose potential problems for language learners, Kondo (2009). In other words, learners who feel anxious in their foreign language may find their study less enjoyable. Moreover, he also added that the learners who feel

anxious may have problems such as reduced words production and difficulty in understanding spoken instruction. In addition, Tanver (2007: 5) says that learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English and claim to have a 'mental block' against learning English..

The fact that anxiety plays an important in learners' learning a foreign language, yet, paying attention to the factors of learning should be taken into consideration. Horwitz (1991, cited in Juhana 2010: 46), believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and makes individual appear less fluent than they really are. This explanation suggests that teacher may consciously create a communal and friendly atmosphere, and may also suggest the students take a proactive role in creating such an environment.

1. Categories of Anxiety

Broadly speaking, anxiety can be divided into three types, Elis (1994: 479-480) namely: *trait anxiety*, *state anxiety* and *situation-specific anxiety*. Drawing on work in general psychology defines;

- a. **Trait anxiety** is as 'a more permanent predisposition to be anxious'. It is best viewed as an aspect of personality. In addition, Pappamihel (2002, cited in Riasati, 2011: 908) states that trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed to. Indeed, such anxiety is a part of a person's character and hence is permanent and difficult, if not impossible, to get rid of. A person who is trait anxious is likely to feel anxious in a variety of situation. Once the anxiety becomes a trait one, it will hinder language learning. Furthermore, this idea is likely to be relevant with what (Spielberger, 1983 cited in Kondo, 2009: 130) states that trait anxiety is defined as an individual tendency to be anxious in any situation.
- b. **State anxiety** is as apprehension that is experience at the particular moment in time as a response to a definite situation (Spielberger, 1983). It is a combination of trait and situation-specific anxiety. To follow Horwitz (1986) state anxiety is referred to a situational anxiety. As the name implies, this type of anxiety arises in a particular situation and hence is not permanent. It is nervousness or tension at the particular moment in response to some outside stimulus. It occurs because learners are exposed to a particular situation or event that is stressful to them.
- c. **Specific-situation anxiety**, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a: cited in 2001: 113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480). On the other hand, (Spielberger, 1983) says that situation specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety can be included in situation specific anxiety.

2. Factors of Anxiety

Learning anxiety can be attributed into several factors. (Horwitz, 1986) argues that in the context of foreign language learning, learner may feel anxious due to problem related to three dimension of anxiety. Firstly, communication apprehension Secondly, fear of negative evaluation Thirdly, a general feeling of anxiety The description of these components will lay the foundation for the

concept of foreign language anxiety, providing an insight to comprehend the source of anxiety. As the focus in this study is on speaking skill, those components will be explained below:

a. Communication apprehension

Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals, and is a behavioral trait related to the psychological constructs of shyness and reticence (McCroskey, 1984). On the other hand, Horwitz et al (1986:128, cited in Tanver, 2007: 11) define communication apprehension as “a type of shyness characterized by fear or anxiety about communication with other people”. Relevant to the statement mention above, Tanver (2007:13) argues that communication apprehension may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life and learners' personality traits such as shyness, quietness, and reticence are considered to frequently precipitate communication apprehension.

b. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component of foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in foreign language class (Horwitz et al., 1986: 127). It is also broader in the sense that it pertains not only to the teachers' evaluation of the students but also to the perceived reaction of other students as well (Tanveer, 2007: 14).

c. Test anxiety

An understanding test anxiety is also related to the discussion of foreign language anxiety. Test anxiety, as explain by Horwitz at al. (cited in Tanveer, 2007: 12) refers to a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classroom because of its continuous performance evaluative nature. As test anxiety is treated differently when dealing with oral communication, the other two components can be focused on in examining the attitudes in English oral communication classroom.

Furthermore, other researchers, Huyen (2003), Boonkit (2010), Liu (2011), and others mention other common factors causing students' anxiety includes lack of vocabulary, lack of confidence, fear of making mistakes and being laughed at, lack of preparation and shyness. Lack of vocabulary knowledge could lead to the students' difficulties in language reception and productions and becomes an obstacle that hinders them to express themselves in English, (Smith 2001, cited in Juhana, 2010: 35). It can be said that lack of vocabulary was identified as a main cause for students' anxiety in oral English classroom. “I always nervous when I have to speak English spontaneously because I don't know the words to say” statement like this clearly shows that the students often become nervous in oral class. This occurred because they only have limited words

Inability to express the idea because of lack of confidence is one of another cause of anxiety in oral English classroom. Students' lack of confidence usually occurs when they realize that his/her partner do not understand while they are having a conversation. In this case, they tend to keep silence rather than keep speaking English. Regarding to this, Han (2010) argues that the students' lack of confidence in speaking English will influence their speaking ability and aural comprehension.

Students' fear of making mistakes in speaking English has been a common issue, especially in EFL context like in Indonesia. The students feared making mistakes and being laugh at , which made them (very) anxious when speaking English to other in class, like previous study

(Kurihara, 2006; Liu, 2007; Risati, 2011). In line with this, (Tsui in Nunan, 1999) argues that fear of making mistakes become becomes of one of the main factor for the students' reluctance to speak English in the classroom.

Moreover, Aftat (2008, in Junaha 2010) adds that this fear is linked to the issue of correction and negative evaluation. This influenced by the students' fear of being laughed at by other students. In addition, He and Chen (2010, as cited in Juhana, 2010) states that the students feel frightened at the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluation from their peers if they make mistakes in speaking. As result, they worry about how they will sound, and they stop participating in the speaking activity.

Likewise, lack of preparation also caused many students to become anxious when speaking English in class, Liu (2007: 130). In his research found that more students attributed their anxiety to lack of preparation and expressed that they would feel less anxious and more confident to speak English with preparation. Thus, it is clear that preparation could enhance students' confidence in speaking English though it might not be able to get rid of anxiety.

Shyness is another source of anxiety experienced by the students. This is supported by Gebhard, (2000) states that shyness is one of difficulties that every student faces while learning a new language and a factor that cause students reluctant to speak in English class. This indicates that shyness could be a source of problem in students' activities especially in speaking class.

Further explanation, Baldwin (2011, as cited in Juhana, 2010: 20) argues that speaking in front of people is one of the more common phobias that the students encounter and feeling of shyness makes their mind go "blank" forget what to say. In addition, Ericson (2009; 36) says that shyness may be caused by the low self esteem and an accompanying fear of rejection. From the source above, paying attention to this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom, Juhana (2010: 40).

C. Research Methodology

In this study, the researcher only coped with investigating types of students' anxiety in English speaking class, and the sources of anxiety. Therefore, this study was done in a small scale and would not try to make any generalization as general condition of the whole students in Indonesia.

1. Research Setting and Participant

This study was undertaken at the undergraduate Hospitality program in one college in Bandung province, Indonesia. This research site has been chosen for the reason of the accessibility of the researcher to carry out the research. The researcher is one of the teaching staff members in the department of hospitality in teaching English. Thus, it helps the researcher to get easy access to the research site. The participants of the study are the first-year students who took conversation class which the students met twice in a week for the lesson, which lasted 90 minutes per week. There are 33 students involved in this study. Twenty are male students while another are eleven female. From 33 students, only 6 (six) students were chosen as respondents for interview in term of level of achievement, i.e. high-middle and low achievement.

2. Data Analysis

To answer the question of the research, data analysis in this study was conducted over the course of the study. On going data analysis and interpretation will be done based on the data from classroom observations and interviews. Data from the observation were analyzed descriptively. The analysis process is begun by making a transcription of classroom interactions. Then, the

transcriptions were read repeatedly. During the reading process, the researcher employed coding activity by matching the data with the research questions. This coding process is aimed at fracturing the data and rearranging them into categories that facilitate the comparison of data within and between these categories. (Maxwell, 1996:78). Data from observation were analyzed to validate the data from the interviews with the students. The analysis based on anxiety encountered by the students in speaking English which are the focus of this study.

Data from the interview were transcribed, categorized and interpreted to answer the research questions. In the following step, to follow Cohen and Manion, (1994) and Kvale (1996) the transcripts were given back to the participants to make sure that it was exactly what the students said and meant. Finally, the data were coded and categorized by using thematic data analysis. In this sense, the researcher categorized students' comments into themes that had become the focus of the study that is students' anxiety to speak English in the classroom.

D. Findings and Discussion.

1. Types of Foreign Language Anxiety

From the observations and interviews, it is found that there are two types of foreign language anxiety i.e. trait anxiety and state/situational anxiety. Both types of anxieties occurred on the students when they had to perform speaking tasks.

a. Trait Anxiety

Trait anxiety is regarded as a fixed stage of anxiety. This kind of anxiety is a part of a person's character and hence is permanent, and it may hinder the language learning. Based on the observation, there is only one out of 33 students who experienced this type of anxiety. The student was unable to perform the presentation in English and tended to be very nervous in the interview. He also didn't participate actively in other school subjects, as acknowledge in the following excerpt of the interview.

“Every time I have to speak in front of many people I'm always nervous. Not only for English subject but also other subjects like Management or accounting, because I feel that I cannot because I am incapable”.
(Respondent#6)

The observation shows that when the student was asked to present his speaking task he could not produce a word at all. Then, he was allowed to see his notes/outlines, but he spoke with poor articulations, perform many "uh", "euu", "um" delays in speaking and could not maintain eye contact with either the teacher or the other students. It can be seen from the excerpt of the transcription from the observation.

“And start from me eeu..we want euueuu.. we want to have hotel, hotel with international standard and euu..euu..(post 4sec) much interest by the tourism..especially tourism lokal. And for to make the hotel we want there are some element, the element of structure of organigram, eemm..structure organigram greatly effect the quality of the hitel because the structure organigram will fasilitai mean euu..eeeuuhh,,.... (post 10 sec)”.

Moreover, the student's facial expressions and gestures show that he was worried and nervous. Finally, where there were the questions from the other students and teacher, he did not attend to answer then he decided to go back to his seat. From the observation, it is indicated that this anxiety only occur to a student. In line with this, Lucas (2009: 9) explained that person with this type of anxiety is suffering a mental block known as gloss phobia. It can be caused by a number

of experiences in life, such as a traumatic event in early life, the 'under-socialization' of a child, whereby the child doesn't build up confidence in his or her own ability, a low self-esteem, and the expectation of failure, sometimes due to being overly criticized in early life. He seemed to have a bad or traumatic experience in English subject or speaking in front of people like a presentation. The above evidence, is further confirmed by the student himself in the following statement

" I don't know ma'am , I just can't and I don't want to speak in front of everyone, no confidence." (Respondent #2)

The statement indicated that the student has a very negative attitude towards speaking in front of others, regardless of what he was assigned to present. Moreover, it is also supported by McCroskey (1986) asserted that individuals who are greeted with negative reaction from others in response to their attempt to communicate develop a sense that staying quiet.

Thus, student with trait anxiety needs to be treated correctly in order to avoid worse effects. If trait anxiety remains untreated, the student may start to develop panic attacks and trying to avoid the subject. Yet, paying attention to the factors of learning should be taken into consideration. It is supported by Horwitz (1991) believes that anxiety about speaking a certain language could affect students' performance. Thus, it suggests that teacher may consciously create a communal and friendly atmosphere.

b. State/Situational Anxiety

State anxiety is associated with a temporary change in a person's emotional state due to an outside factor. State anxiety is a normal physiological response; the feeling of anxiety eventually subsides, and the person will then feel "normal" again (see Spielberger, 1983). Observations and interviews were conducted to the students, and it is shown that the students tend to have this type of anxiety when they had to speak English. This type of anxiety is evidenced in the observation and attested in the interview. The observations show that the students experienced anxiety especially in certain situations.

The first is anxiety in performing a presentation. Students felt that giving presentation in English was not an easy task. The observations indicated that the students tend to do unimportant things such as always holding his hands, holding the pen, read the power points or their handouts, and "smiling". Most students preferred not to look at their classmates and stood very close to their chair. This evidence can be demonstrated in the observation.

Student A : eeuuhh...(post 6sec) the hotel is a.. (post 5sec)
Non-verbal : (while smiling and finally he read the note).

The second is anxiety in performing role plays. The role play was conducted in groups. However, the observations show that when they were asked to do the role play, each group kept pointing other groups to perform first. Three out of five groups that performed on that day had similar problems. They performed the play without decent volume on their voices, stiff gesture, and tend to pause a lot or even suddenly laughed for no reason.

The third is anxiety in performing impromptu speeches or answering questions. From 33 students in one class, only four students willingly responded to the teacher's question. Most of them just stayed silent, and waited for the teacher to choose another student or answer it by himself. Then, when it comes to impromptu speech, no one wanted to go voluntarily in front of the class until the teacher enforced the students to speak up. It was indicated based on some characteristics. For example, their voice was suddenly getting softer, their hands were trembling,

and they felt unsteady. It can be seen by their appearance when they have to speak English in front of the class.

Teacher : delis, what is freezer?
Student : eemm.....(post 10') bisapakebahasa Indonesia ga pa?
Teacher : please try to say in English
Student : Emmhh.. Freezer is...refrigerator bukansihya? Heheh
Non verbal : (while scratching her head)
Teacher : okey, maybe somebody can help?
Students : silence

The evidence for observations above is further confirmed by the students revealed through the interview. The respondents delivered the following statements:

" I am very uncomfortable if I have to answer a question or to deliver my idea. Sometimes I know the answer, but if I have to share it in English, my lips are closed. I don't want my friends to laugh at me because of my English pronunciation. So I just smile, and wait until someone answer it or until the teacher give a clue" (Respondent 5#)

The statements above reflects that when students' opinions are asked, they indicate some concern about their ability to express their thoughts and others are anxious about being the center of the attention , most are engaged in self deprecation, reflecting one of the values of traditional culture, modesty or lack of confidence.

Then, Learners feel more comfortable in pair work and personalized activities, but this is a relative concept; some activities judged as comfortable by some are also regarded as stressful by others (Cubukcu, 7: 2007). Moreover, fear of losing face and making mistakes are very common among students who think that the others might laugh at them and scorn them regarding their language proficiency.

2. Source of Foreign language Anxiety

There are three main sources of foreign language anxiety that the researcher detected from the study; communication apprehension, test anxiety, and fear of negative evaluation.

a. Communication Apprehension

Communication apprehension is a type of shyness characterized by fear of and anxiety about communicating with other people (Horwitz et al, 1986). Meanwhile, Cubukcu (2007) states that communication apprehension in foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood; that is why many talkative people are silent in the class. In short, it can be said that communication apprehension is channeled through acts of avoiding and fear effect in both mental and physical. This source of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

"To speak in English is definitely tough, especially if I have to speak in front of the teacher. That is why it is better for me to sit down and remain quiet in the class so that the teacher will not appoint me to speak". (respondent3#)

The statement above indicates that being passive and avoiding any conversation in different languages may result anxiety experienced by the students. Looking more closely to

communication apprehension in learning foreign language, a form of physical effect also occurs in foreign language learners. It is indicated by another student with the following response:

“I am jittery whenever I have to speak in English. my feet always tremor, my heart is pounding hard and "aaeeu, aaeeu" are the only sounds out from my mouth. in the end I forget everything and just sweating a lot. It is totally uncomfortable”. (respondent3#)

Another similar symptom is identified in the other interview with a different student on a different time. He (respondent6#) admitted that he had sweaty palms and headache every time he has to speak English even for one sentence.

Reflecting into the findings above, the students' communication apprehension has created uncontrollable anxiety to the body and the inability of speaking clearly which then turned to do everything possible to avoid speaking in English. It is supported by (Scott & Rockwell, 1997, cited in Campbell, 2006) stated that communication apprehensive individuals usually adopt avoidance and withdrawal behavior and are therefore less likely to engage in oral communication. (In a rather simpler way, the figure below describes how the apprehension occurs in the students

Reflecting into the findings above, the students' communication apprehension, or in other words the pressure of speaking in public has created uncontrollable anxiety to the body and the inability of speaking clearly which then turned to have an impact on the students. Some of the students keep on trying in speaking English in spite of their limited skill and occasional errors, but the others do everything possible to avoid speaking in English.

b. Test Anxiety

Test anxiety refers to a type of performance anxiety resulted from a fear of failure. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as “unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations” (Dusek 1980, cited in Cubukcu, 2007). A little nervousness can actually help students perform their best. This can be seen in one of the respondent's statement below.

“When it comes to any English test, I'm just too anxious because of the pressure that my English results will determine my career. I really want to work abroad, but I always afraid that my English is not good enough to support me (5# respondent)

The statement above indicates that the anxiousness is highly associated with the fear of doing badly or as Horwitz (2007) explain that fear of failure can severely hampered one's performance. Test anxiety is found to have a detrimental effect on students' ability and confidence (Tanveer, 2007).

The figure above shows how students' acceptance is influenced by two major concerns when they have to face test situations. The case above is in a row with what Tanveer (2007) described this test anxiety is found to have a detrimental effect on students' ability and confidence. Although the effect is temporal but still it gives the students constant fear when it comes to test situations in every school subject whatsoever.

c. Fear of Negative Evaluation

Fear of negative evaluation, apprehension about others' evaluations, avoidance of evaluative situations and the expectation that others will evaluate them negatively is the third type of anxiety. It may occur in any situation. Learners may be sensitive to the evaluations-real or imagined- of their peers. In case of foreign language learner, the fear occurs in a situation where students have to speak in front of familiar audience or examiner. Students concern about opinion from important people such as teachers, friends, or parents. This can be clearly seen in a statement below

“at first, I was confident enough. However when I saw my friends, I was discouraged cause I felt that they are better than me. I was worried about what they are going to think about me, and often when I made mispronunciations they were laughing because of the way I said it”. (respondent3#)

“I am nervous and I am not confident with my thick accent. My classmates always laugh every time I say word in English, they think that I am creating a new language. I am sweating a lot because of that. so it is better for me to stay silent and play safe”. (respondent2#)

Liu (2007) explains that Fear of negative evaluation is the anxiety associated with the learner's perception of how other onlookers; instructors, classmates or others; may negatively view their language ability. However students in this particular class are more concern about their social relationship. The classmates' opinion has sharp negative effects on students self esteem and participation.

The findings above seem to support research done by Tanveer (2007:39) that anxiety is intrinsic to language learning and it is to be related significantly higher than other class anxieties (e.g. mathematics, research methodology, etc). The general finding concerning sources of anxiety students experience revealed that most of the students tend to be nervous in speaking English. As the data from the observation revealed, students speaking English in the class looked anxious and there were three types of anxiety. The three types of anxiety have similar effect on the students. However they have differences in terms of initial or stimulating factor. In short those language anxieties happened on learning one of the productive skills of English and it caused self-defeating effects on students' learning motivation and level of participation.

E. Conclusions and Suggestions

a. Conclusions

This study has been accomplished. This study investigates the students' anxiety in English speaking class. In addition, the study is also focused on finding out the types of anxiety, and the source of anxiety. The major findings of the study is that the first, results of type of anxiety were found that there occurred two types of anxiety, namely trait anxiety and state/situational anxiety. Trait anxiety is regarded as a fixed stage of anxiety. This kind of anxiety is a part of a person's character and hence is permanent, and it may hinder the language learning. State anxiety is a normal physiological response; the feeling of anxiety eventually subsides, and the person will then feel "normal" again.

The second, the students' anxiety in English speaking class was caused by three main sources of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Of communication apprehension, The students' communication apprehension, or in other words the pressure of speaking in public has created uncontrollable anxiety to the body and the inability of

speaking clearly which then turned to do everything possible to avoid speaking in English. In the context of test anxiety, test anxiety is found to have a detrimental effect on students' ability and confidence. In line with fear of negative evaluation, in case of foreign language learner, the fear occur in a situation where students have to speak in front of familiar audience or examiner. Moreover, as the interview data revealed lack of vocabularies and lack of preparation also have been the other sources of students' anxiety in speaking. Based on the findings, it can be concluded that the students experienced anxiety in speaking class because of lack of vocabularies, lack of preparation, being afraid of making mistakes, being afraid of being laughed at by his/her friends.

b. Suggestion

It is suggested that teachers keep encouraging and motivating students to speak English in the class. In addition, teachers should also be more aware of their anxiety and reluctance to speak in English class. As mentioned above, the students' anxiety in English speaking class was caused by communication apprehension, test anxiety and fear of negative evaluation. Therefore, paying attention to the factors in order to help students to speak is urgent to be done by the teachers. Moreover, the teacher should be more aware of students' anxiety in order to arouse students' motivation to speak up confidently and fluently in English speaking class. This indicates that it is important for teacher to be more creative to find a better way of situations in teaching that could encourage to the students to be able to speak up. So, the students have a better performance of speaking English in the future.

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