

**FOREIGN LANGUAGE ANXIETY IN EFL SPEAKING CLASSROOMS  
AT THE UNIVERSITY OF MUHAMMADIYAH MALANG**

**THESIS**

**Presented as a Partial Fulfillment of the Requirement for Master's Degree of  
English Language Education**



**DIRECTORATE OF POSTGRADUATE PROGRAM UNIVERSITY OF  
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**FOREIGN LANGUAGE ANXIETY IN EFL SPEAKING CLASSROOMS  
AT THE UNIVERSITY OF MUHAMMADIYAH MALANG**

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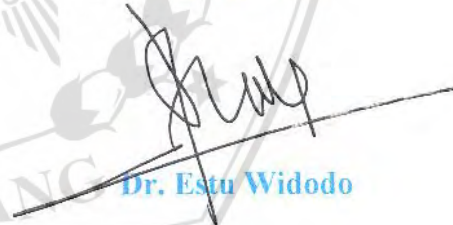
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## LETTER OF STATEMENT

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Hereby, declare that:

1. The thesis entitled : **FOREIGN LANGUAGE ANXIETY IN EFL SPEAKING CLASSROOMS AT THE UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If the thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATING OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
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Thus, this statement is made truthfully to be used as appropriate.

Malang, 16 January 2019

The Writer,



**RIANJANI NOVIKASARI**

## MOTTO AND DEDICATION

---

**“Dream it.**

*Wish it.*

**Do it.”**

---

*Dedication:*

This thesis is dedicated to :

- ☞ The almighty Allah SWT who always gives me blessing and benevolence.
- ☞ My deepest beloved parents who always give me the best love, educate me, give support and pray everytime.
- ☞ My beloved sister who give me support.
- ☞ My beloved friends of Regular class thank for our togetherness.

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Malang, 16 January 2019

Researcher

Rianjani Novikasari

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**FOREIGN LANGUAGE ANXIETY IN EFL SPEAKING CLASSROOMS  
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**ABSTRACT**

This study was intended to investigate the language anxiety level of EFL learners in the English for Specific Purposes program and to find out the language anxiety level of EFL learners in the ESP program at University of Muhammadiyah Malang differs according to the gender could provide an insight for the teachers in applying appropriate strategies to cope EFL students' anxiety. This research employed quantitative approach with survey research design. The survey research was conducted at University of Muhammadiyah Malang specifically at English for Specific Purposes program (law (Class A-G) and mathematics (Class A-C) department). The total population of this research was 345 students which consist of ten classes, four classes were chosen during the research as the sample. The instruments used in this study contain FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire. This study also aimed at determining the statistical significant difference if any across gender. Based on the result, the t-test revealed no statistical significant difference across gender. Independent sample t-test score, it was observed that  $t$  value (.740) was lower than  $t$  table (1.66055). Moreover, seeing from sig.(2 tails) of the data shown .100 was higher than .05. In other words, the data showed that there was no significant difference between male and female participants in the level of foreign language classroom anxiety.

Keywords: Foreign Language Anxiety, EFL Speaking Classroom, Gender



**KECEMASAN BAHASA ASING DALAM KELAS BERBICARA EFL DI  
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**ABSTRAK**

Penelitian ini dimaksudkan untuk mengetahui tingkat kecemasan bahasa peserta didik EFL dalam program English for Specific Purposes dan untuk mengetahui tingkat kecemasan bahasa peserta didik EFL dalam program ESP di Universitas Muhammadiyah Malang yang berbeda menurut jenis kelaminnya dapat memberikan wawasan untuk para guru dalam menerapkan strategi yang tepat untuk mengatasi kecemasan siswa EFL. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian survei. Penelitian survei dilakukan di Universitas Muhammadiyah Malang khusus di program Bahasa Inggris untuk Keperluan Khusus (hukum (Kelas A-G) dan matematika (Kelas A-C)). Total populasi penelitian ini adalah 345 siswa yang terdiri dari sepuluh kelas, empat kelas dipilih selama penelitian sebagai sampel. Instrumen yang digunakan dalam penelitian ini berisi kuesioner FLCAS (Foreign Language Classroom Anxiety Scale). Penelitian ini juga bertujuan untuk menentukan perbedaan signifikan secara statistik jika ada perbedaan jenis kelamin. Berdasarkan hasil, uji-t mengungkapkan tidak ada perbedaan signifikan secara statistik lintas gender. Sampel t-test skor independen, diamati bahwa nilai  $t(0,740)$  lebih rendah dari  $t$  tabel (1,66055). Selain itu, melihat dari sig. (2 tails) dari data yang ditampilkan 0,100 lebih tinggi dari 0,05. Dengan kata lain, data menunjukkan bahwa tidak ada perbedaan yang signifikan antara peserta laki-laki dan perempuan dalam tingkat kecemasan kelas bahasa asing.

Kata kunci: Kecemasan Bahasa Asing, Kelas Berbicara EFL, Jenis Kelamin

## INTRODUCTION

For EFL learners, speaking is one of core components in English that must be acquired by students in order to express their ideas. Communication occurs, where there is speech. Without speech, students cannot communicate with each other. As stated by Khomarudin (2012), in EFL classroom, most of the learners expect themselves to be able to produce the English language orally to acquire the goal of learning English. Both the fluency and accuracy are essential to build good communication in the process of teaching and learning. Rickheit and Strohner (2008: 207) pointed out that speaking is speech with the aim of having a purpose to be acknowledged by the speaker and the receiver processes the statements in order to acknowledge their intentions. Alongside, Hughes (2006:144) claimed that speaking is the initial tool by which children gain language, it is the prime motor of language change, and it is part of what most people involve daily in activities of language uses. Moreover, from these two statements, it can be assumed that the basic function of speaking in communication is to express ideas and opinions among people as members of a society, to share experience, information and also become for persuasion or entertains.

Studying English has been a challenging subject for Indonesians, especially it is a foreign language in a non-English speaking country like Indonesia. It has been an essential need for students who take education in many countries in the world where English is the medium of instructions in the education setting. Learners usually become anxious when they are not the native speaker of a particular language but are required to learn or use the language. In reality, many students cannot speak English either with their classmates or with their teachers. Maher and Al (2016) found that there are some problems with students' speaking such as fear of mistake, shyness, anxiety, and lack of confidence. This case causes difficulties to communicate in English among the students.

In terms of definition, several researchers have proposed definitions of foreign language anxiety. Anxiety is a natural psychological aspect which contains the feeling of being frightened which sometimes cannot be controlled (Javed, Eng, Mohamed, & Sam, 2013). Some research support the view that foreign language

anxiety deals with learners' psychology as a complex construct in terms of their feelings, self-esteem, and self-confidence (Trang,2012:69). This is an example of feeling troubled in the mind as the learners are worried about being judged or saying the wrong thing. Young (1992) defined anxiety as psychological phenomenon that is complicated by language learning. Along with the definition, in general anxiety can be linked to the disturbance on the self-efficacy. Classroom atmosphere which requires interaction, participation, and communication in a foreign language makes the learners anxious as they might make a mistake during the observation, and even scarier if they have to receive the comments and critics from the teacher and friends.

Among some affective factors which impact foreign language learning generally and speaking in particular, anxiety shows up as a significant factor that regularly influences learners' oral communication in using the foreign language. Worde (2003) uncovered that anxious foreign language learners identify speaking as the most unnerving ability in learning the target language. It usually shows that they feel pushed when they need to alternate in the classroom to talk. Talking turns into a restless activating action that makes understudies feel apprehensive effortlessly when they are in the classroom. Numerous understudies are in profoundly on edge on account for taking an interest in speaking exercises (Keramida, 2009). This finding has a few likenesses with Horwitz, et al. (1986) studies demonstrating that EFL learners are apprehensive talking in English and committing errors. They do not have the courage to speak before others in light of their high hesitance (Krashen, 1982). Based on the previous studies above, it was concluded that anxiety is incredibly common and is a normal part of life. Learners might feel anxious when they have to take turns in speaking activities in the classroom. Almost everyone experiences nervousness when they have to give a speech or a presentation, not to mention the experienced speakers. Speaking anxiety experienced in EFL classrooms has often a pervasive detrimental impact and influences learners' adaptation to their learning environment. In order to explore the other possible factors that may affect language learners' anxiety, some studies have explored a certain variable as the factor which is gender different. Gender is a critical factor and has a significant character in foreign language learning.

According to Shield (2002) gender is allude to psychological and cultural ideas, what could be viewed of as free interpretation of sex into social terms. It is identified with the attitude, activity, and expression normally connected with either males or females. An overview of previous studies demonstrated that gender impacts the level of anxiety in learning a foreign language among learners. Catagay (2015) conducted study in Turkish context, the results showed that the female participants highly anxious while speaking than males. The level of anxiety on females they cannot express themselves with confidence in the social context compared to males or males might have more facilitating anxiety. In line with Hwa and peck (2017) argue that female learners' anxiety level tended to be substantially higher than that of males.

In Indonesian context, English is seen as the main skill that needs to be acquired by all learners. Wienanda & Widiati (2017) conducted study in Indonesian, the results showed that the male group, indicating the debilitating impact of foreign language anxiety to speaking performance, foreign language anxiety also contributed quite significantly to the speaking performance of the male group than the female one. Additionally, this study was expected to discover the language anxiety level among EFL learners based on their different gender in the ESP program.

### **Research Questions**

The research questions of this study are formulated as follows:

1. What is the language anxiety level of EFL learners in the ESP program at University of Muhammadiyah Malang?
2. Does the language anxiety level of EFL learners differ according to the gender in the ESP program at University of Muhammadiyah Malang?

## **LITERATURE REVIEW**

## **The Nature of Anxiety**

Anxiety is commonly experienced by all humans. It can happen because many different reasons and people will experience various problems. Speaking anxiety is by all accounts a snag for language learning. Anxiety that meddles with the learning processes influences most speaking practices and is not only linked to particular circumstances, for example, oral presentations in front of the entire class". (Lightbown and Spada, 2006: 60-61). It is commonly proposed that youngsters who have not been motivated to speak from a beginning period additionally make a weaker communicative behaviour pattern Having been less talkative in the early period additionally adds to constrained chances to rehearse oral abilities.

Anxiety can be clarified for somebody who possesses low confidence and can not augment their life or take advantages of whatever they do. Mayer (2008) characterized anxiety as a condition of exceptional disturbance, premonition, pressure, and fear, happening from a real or perceived threat of approaching peril. It implies that the role of anxiety is linked to learners' low accomplishment on mastering the target language which in many cases, causes anxiety among numerous learners. At that point, Brown (2000:151) states that anxiety is related to sentiments of uneasiness, disappointment, self-uncertainty, misgiving, and stress. It can be said that anxiety can be credited to dangers to self- efficacy and examinations of circumstances as threatening. In this way, Foreign Language Anxiety (FLA) is by all accounts happened all the time during the time spent on learning a language. The learners cannot disregard the presence of being perplexed and have an incredible strain when they think about a foreign language (Ortega, 2009). Moreover, there is likewise a probability of losing face and tolerating obliviousness from individuals who speak the second/foreign language if their talk cannot be comprehended or not adequate.

## **Foreign Language Anxiety in Speaking Skill**

Foreign language anxiety is a good research phenomena that effects a large number of language students. They experience stress, doubt, fear, apprehension, decreased confidence, bewilderment, negative emotions when encountering studying a foreign language. It has become a tradition for students to experience anxiety when dealing with English lessons as a foreign language at school. Learners commonly feel anxious if they may make mistakes when they have to speak in English. Kurtus (2001) stated that the main factor of having fear in making mistake is the fact that learners feel afraid of looking less intelligent among other people. Besides, they think about how other will judge them. As a result, fear of making mistake becomes a major disadvantagous factor that causes learners' reluctance to speak in English during the classroom activities. Moreover, Thornbury (2005) discovered that the feelings of anxiety that the learners face when they have to speak English also comes from the lack of oppourtunities given by the teacher tto them to practice speaking English. Whereas, the learners' speaking ability will automatically increase if they practice speaking the English language intensively in their environment. Nonetheless, it is unfortunate that many authoritative teachers do not share many oppourtunities for the learners to practice their speaking skills. Thus, the classroom interaction needs to promote the equal oppourtunities for each learner in order that they obtain a chance to express their ideas in oral communication and enhance their speaking skills.

### **Level of Foreign Language Anxiety**

The researcher determined to take Krinis's, (2007) classification because this division is found very clear and basically similar with others. The following table is the score foe each anxiety level percieved by the students. Adapted from Krinis's (2007) the FLCAS scores were divided into five levels of anxiety;

**Table 2.1 FLACS Anxiety Scale**

<b>Level</b>	<b>Scores</b>	<b>Level of FLA</b>
1	33–82	Very low anxiety
2	83–89	Moderately low anxiety
3	90–98	Moderate anxiety
4	99–108	Moderately high anxiety
5	109–165	High anxiety

### **Sources of Language Anxiety**

Anxiety may contribute profound influences to many aspects of foreign language learning. Therefore, it is essential to identify those learners who feel most likely anxious in the foreign language classes. The FLCAS adapted from Horwitz et al. 1986 consists of three different types of language anxiety in its questions, they include:

**Table 2.2 Types of Language Anxiety**

<b>TYPES OF ANXIETY</b>	<b>QUESTION NUMBER</b>
Communication Apprehension	1,4,9,14,15,18,24,27,29, 30,32
Fear of Negative Evaluation	2,7,13,19,23,31,33
Test Anxiety	3,5,6,8,10,11,12,16,17,20,21,22,25,26,28

It regards to second or foreign language learning, learners' communication apprehension is exacerbated by their companions and educators' authority over their production (Horwitz et al., 1991). Communication apprehension alludes to stress over oral communication. Worried speakers have a tendency to focus more on what the audiences may think about them when they are giving presentation. One basic technique that is utilized to lessen communication anxiety is to see a discourse as an opportunity to communicate and to share thoughts and information to other people. Daly (1991) portrays the reasons for communication apprehension in a more thorough manner. People hereditary foundation may be critical in indicating communication apprehension. It implies that communication apprehension is a natural reaction. The fundamental reasons for it are some identity qualities, for example, shyness, quietness or hesitance.

The anxiety of negative judgement refers to a person's worries about what other people may think about them and feeling that these worries are commonly negation (Horwitz et al. 1991). The anxiety of negative judgement defines social anxiety as the fear of speaking in front of groups and uncomfortable in almost all social situations. Ohata (2005) conducted a study the primary factors of anxiety for Japanese learners of English. The results indicated that all the subjects experienced anxiety of negative judgment in the class activity as their comments primarily

concerned about the negative aspects of the classroom situation. The others reported extreme stress during class presentations.

Test anxiety alludes to learners' negative assumptions regarding their execution in an upcoming test (Horwitz et al.1991). It is additionally essential to take note of that oral testing can possibly incite both test and oral communication nervousness at the same time in helpless learners (Horwitz et al., 1986: 127). It may be said that nearly everybody feels apprehensive or encounters some uneasiness when faced with a test or an exam. Numerous learners encounter some anxiety or dread prior to, amid, or even aftermath an exam, particularly in the English speaking class.

From the explanation above, it can be summed up that three components of foreign language anxiety give big impact for students' teaching learning process especially in speaking. In this case, communication apprehension, anxiety test and fear of negative judgement are used to measure their anxiety through questionnaires. On those questionnaires, there are 11 items related to the communication apprehension, 7 items related to the test anxiety and 15 items related to the fear of negative judgment. Thus, total questions in the questionnaire are 33 items.

## **RESEARCH METHOD**

The research approach that is used in this study is quantitative. According to Creswell (2012), quantitative research as a kind of research that is describing phenomena by collecting numerical data that are analyzed using mathematically based methods. Survey Research Design was used to carry out the study. According to Creswell (2002), "Survey Research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population," (p. 376). Based on the statement above this study can be classified into survey design cause it uses samples as the group measured. This participants of this research were the the second semester in the academic year of 2017/208 of ESP Program Study at University of Muhammadiyah Malang.



Especially, in law (Class A-G) and mathematics (Class A-C) department. The total population of this research was 345 students which consist of ten classes. In collecting the information from the participants, the research utilized FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire proposed by Horwitz et al. (1986). The obtained data were analyzed using SPSS 21.0 Package for Windows.

## **FINDINGS AND DISCUSSION**

The data were accumulated through foreign language classroom scale questionnaire with the participants were 100 volunteer male and female EFL learners. The findings of this research are presented based on research problems. They are: (1) the language anxiety level of EFL students in the ESP program and (2) the language anxiety level of EFL students differ according to the gender in the ESP program.

### **Analysis of the language anxiety level of EFL students in the ESP program**

To evaluate the level of foreign language anxiety, a questionnaire having 33 items was used. Since the questionnaire is a 4-graded Likert scale, the total score ranged from 33 to 165. First, the total scores for each student's FLCAS were calculated. The scores of language anxiety were divided into five levels of anxiety: very low anxiety (X=33-82), moderately low anxiety (X=83-89), moderate anxiety (X=90-98), moderately high anxiety (X=99-108) and high anxiety (X=109-165). According to Un (2012) a total score of less than 99 indicated a low level of foreign language speaking anxiety, whereas a total score ranging from 99 to 132 demonstrated a moderate level of speaking anxiety, and a total score of more than 132 was interpreted to demonstrate a high level of speaking anxiety. To decide the level of foreign language speaking anxiety of the participants, the mean scores for all participants' total anxiety scores were calculated. Participating students were the University of Muhammadiyah Malang and spoke Indonesian as their first language. Selection of participants (including their gender) was totally random. Based on this

scale, the subjects in this current research were divided into the five anxiety levels represented in Table 4.1.

**Table 4.1. Anxiety levels for learners recruited in the current study (N=100)**

Level	Scores	Level of FLA	Gender				% of Total N
			Female		Male		
			Total	%	Total	%	
1	33–82	Very low anxiety	32	64%	26	52%	58%
2	83–89	Moderately low anxiety	8	16%	7	14%	15%
3	90–98	Moderate anxiety	7	14%	12	24%	19%
4	99–108	Moderately high anxiety	3	6%	3	6%	6%
5	109–165	High anxiety	0	0%	2	4%	2%

Table 4.1, shows the distribution of the participants according to their gender. the total sample completed the survey (N = 100). There were 50 male students and 50 female students. The description of the table above demonstrated the level of anxiety. The results of this analysis demonstrated that 58% of the students experience very low anxiety level of FLCA as the top percentage. It is also seen that 15% of the participants demonstrate a moderately low anxiety and 19% were moderate anxiety anxious students, 6% of the students experience moderate high anxiety, while only 2 % of students having high anxiety level.

The level of foreign language anxiety was also analyzed in terms of gender and the department of study. The following table represents the descriptive statistics for the foreign language classroom anxiety scores according to gender.

Descriptive statistics for the FLACS of the male and female participants represented in Table 4.2

**Table 4.2. Descriptive statistics for the FLACS of the participants**

Gender	Number	Minimum	Maximum	Mean	Std. deviation
Male	50	61,00	110,00	83,2600	12,21877
Female	50	58,00	104,00	79,3400	11,35622

Table 4.1. shows, the scores of the male participants' foreign language anxiety ranged from 61 to 110 and the standard deviation was 12.21 respectively. Meanwhile, the female participants' foreign language anxiety scores ranged from 58 to 104 and the standard deviation was 11.35 respectively. All the testing was conducted by using SPSS 21.0.

**Analysis of the language anxiety level of EFL students differ according to the gender in the ESP program**

In order to investigate whether there is a different level between male and female, an independent samples t-test was conducted. Before the Independent Sample T-test was organized, normality and homogeneity of the data had to be checked.

**The normality data**

The result of normality by Kolmogorov Smirnov can be seen in Table 4.3 and 4.4

**Table 4.3. The normality of female data questionnaire**

One-Sample Kolmogorov-Smirnov Test		
		Female
N		50
Normal Parameters <sup>a,b</sup>	Mean	79.34
	Std. Deviation	11.356
Most Extreme Differences	Absolute	.107
	Positive	.107
	Negative	-.068
Kolmogorov-Smirnov Z		.756
Asymp. Sig. (2-tailed)		.616

Reflecting from the data above, the Sig. (2 tailed) of the female data, the questionnaire was .616 which was more than .05. Hence, it can be claimed that the data from the data female questionnaire had fulfilled the normality assumption.

**Table 4.4. The normality of the male data questionnaire**

One-Sample Kolmogorov-Smirnov Test		Male
N		50
Normal Parameters <sup>a,b</sup>	Mean	83.26
	Std. Deviation	12.26
Most Extreme Differences	Absolute	.167
	Positive	.167
	Negative	-.087
Kolmogorov-Smirnov Z		1.178
Asymp. Sig. (2-tailed)		.125

Reflecting from the data above, the Sig. (2 tailed) of the female data, the questionnaire was .125 which was more than .05. Hence, it can be claimed that the data from the female questionnaire had fulfilled the normality assumption.

#### **Homogeneity of the Data**

To find out the information about the homogeneity of the data, the homogeneity test was conducted by using the Lavene test in SPSS 21.0. The significant level of the test was .05. In this case, if the result of the analysis is more than .05 then the data are homogeneous, or there is no significance difference between the male and female. However, if the result of the analysis is less than .05, then the data are not homogeneous or there is any significant difference between the male and female. The result of the of the homogeneity test score from the questionnaire can be seen in Table 4.5.

**Table 4.5 Test of Homogeneity using Levene statistic**

Test of Homogeneity of Variances			
result			
Levene Statistic	df1	df2	Sig.
.740	1	98	.392

The level of significance of the homogeneity test of the survey was .329. It showed that the level of significance of the homogeneity test was higher than that of .05. It indicated that the variances of the data were homogeneous. So, there is no significance difference between the male and female in the language anxiety level.

All things considered, the independent sample t-test because all the assumption had been fulfilled. The data were distributed normally and homogeneous.

**Table 4.6 The result of data male and female questionnaire using independent sample t-test**

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Gender	Equal variances assumed	.740	.392	-1.662	98	.100	-3.920	2.359	-8.602	.762	
	Equal variances not assumed			-1.662	97.479	.100	-3.920	2.359	-8.602	.762	

Reflecting from the table above, the sig. (2-tailed) of the data shown .100 was higher than .05. Therefore, the data showed that there was no significant difference between male and female participants in the level of foreign language classroom anxiety.

### Discussion

This section focuses on discussing the research findings with the established theory and previous research which cover: (1) the language anxiety level of EFL learners in the ESP program, (2) the language anxiety level of EFL learners differ according to the gender in the ESP program.

In connection with the first research question, the finding showed that the level of language anxiety among EFL students in the ESP program demonstrated that 73% of the students experience low level anxiety of FLCA as the top percentage. It is also seen that 25% of the participants demonstrate a moderate level anxiety. While only 2% of students having high anxiety level anxiety. The finding implies that students at university Muhammadiyah Malang seem to have low-level anxiety in terms of foreign language classroom anxiety. In the context of types of

anxiety adapted from Horwitz et al. (1986) found that test anxiety was a significant source for this phenomenon. Test anxiety was the most prominent one among the factors that made students anxious. Test anxiety alludes to learners' negative assumptions regarding their execution in an upcoming test (Horwitz et al. 1991). Based on the finding, more than half of the students seemed to have a low level of speaking anxiety. The motive for this result can be indicated to the consciousness of the way that speaking in a foreign language is the key to securing their future in the faculty and also for finding a better job with a good salary in their country. In a study conducted in the Turkish EFL context by Debreli and Demirkan (2016), it was showed a similar result was acquired from Turkish and Turkish Cypriot students. The findings of this study were better than the results of previous studies (e.g Cheng et al. 1999; Sellers, 2000). These studies all informed that high levels of anxiety could have affected students' foreign language performance and also for specific language skill.

Regarding the second question related to the gender differences in foreign language anxiety showed that there was no significant difference level of anxiety. Based on the data, the sig. (2-tailed) value of the data shown .100 was higher than .05. Therefore, the data showed that there was no significant difference between male and female participants in the level of foreign language classroom anxiety. The similar finding was found by (Erden & Batumlu, 2007; Chiang, 2012; Dewaele, 2007). Since both males and females were facing similar difficulties in terms of English speaking anxiety. Contrary to the findings by (Ozturk and Gurbuz,2014; Balemir, 2009; Huang, 2004) which revealed that female students encountered a higher level of speaking classroom anxiety than male students.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the research finding, some conclusions regarding foreign language anxiety in EFL classrooms that confirmed the above view that the ESP program students at University of Muhammadiyah Malang can be taken as follows:

Firstly, the finding implies that students at University Muhammadiyah Malang seem to have low level anxiety in terms of foreign language classroom anxiety. The result from questionnaire data, In the context of types of anxiety. Test anxiety was the most prominent one among the factors that made students most anxious. Test anxiety relates to learners' negative thoughts about their achievement in an upcoming test. It is valuable to note for oral testing that the potential to arouse both test and oral communication anxiety simultaneously in affected students.

Secondly, based on the result of independent sample t-test score, the sig. (2-tailed) value of the data shown .100 was higher than .05 It can be concluded that there was no significant different level of anxiety between male and female participants.

### **Suggestions**

Based on the research done by the researcher at the University of Muhammadiyah Malang especially in ESP speaking classes, in this opportunity the researcher tries to give some suggestions. The results of this study are expected to give practical contributions to the English teachers, the learners, and the further researchers. The suggestions are presented below.

#### **Suggestions for the teachers**

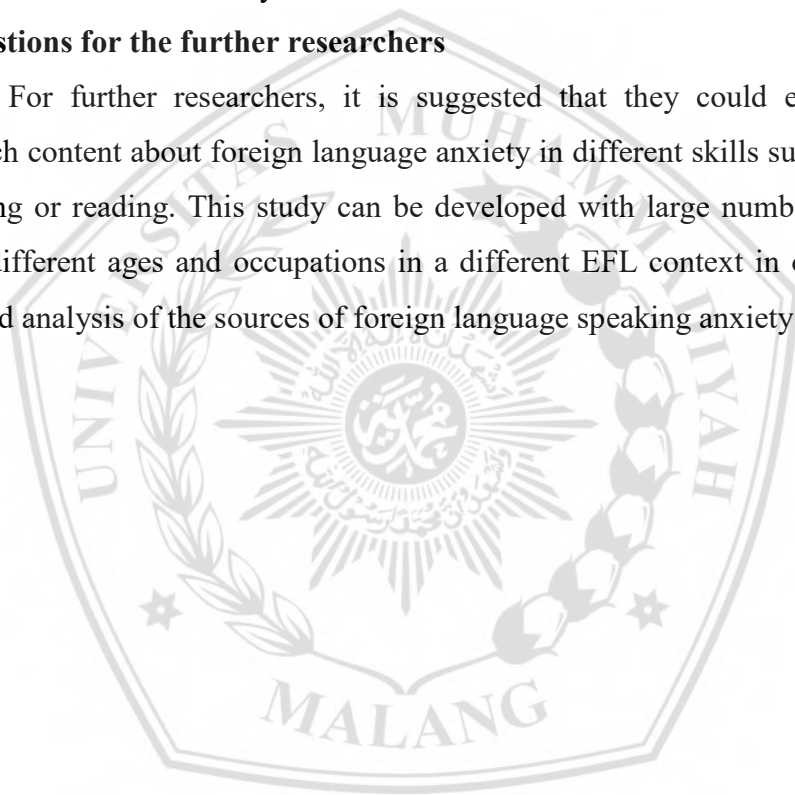
Based on the findings, it is suggested that the teachers should acknowledge that anxiety happens. The teachers should be aware that anxiety is one of the reasons why the students having difficulties in learning process especially in speaking. Moreover, teacher need to deal with anxiety-provoking situations carefully. The teacher creates the learning environment more relaxed. A less stressful classroom environment could help to reduce students' anxiety. The individual anxious could be helped by familiarising them with the language learning strategies. To find solutions to help their students, the teachers should consider this as an important issue in their classes.

#### **Suggestions for the learners**

It is also suggested that the learners should be able to analyze their own lack in speaking performance. They can ask for feedback from their teachers and friends about their speaking performance. The feedback is an important part of effective learning to help students to analyze their own performance in speaking classes. Feedback is to first give the other person the chance to explain the situation and what they think went wrong. In speaking classes, feedback is required by the students to make them know their speaking ability and to motivate them to learn better. So, feedback can reduce anxiety level of students.

### **Suggestions for the further researchers**

For further researchers, it is suggested that they could explore wider research content about foreign language anxiety in different skills such as writing, listening or reading. This study can be developed with large number of learners from different ages and occupations in a different EFL context in order to get a detailed analysis of the sources of foreign language speaking anxiety.





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## APPENDIX (1) SURVEYS ON FL CLASSROOM ANXIETY

**Nama** :

**Gender** : Male  Female

---

The following statements are about foreign language speaking anxiety. There is no wrong or right answer. Please read the statements carefully and select (✓) the choice corresponding to the degree of your agreement or disagreement.

### Foreign Language Classroom Anxiety Scale (FLCAS)

(Adapted from Horwitz et al. 1986)

No.	STATEMENT	SCORING			
		SA	A	D	SD
1.	I never feel quite sure of myself when I am speaking in my English class.				
2.	I don't worry about making mistakes in English class.				
3.	I tremble when I know that I'm going to be called on in English class.				
4.	It frightens me when I don't understand what the teacher is saying in the English class.				
5.	It won't bother me at all to take more English classes.				
6.	During English classes, I find myself thinking about things that have nothing to do with the course.				
7.	I keep thinking that the other students are better at English than me.				
8.	I am usually at ease during tests in my English class.				
9.	I start to panic when I have to speak without preparation in English class.				
10.	I worry about the consequences of failing my English class.				
11.	I don't understand why some people get so upset over English class.				
12.	In English class, I can get so nervous that I forget things I know.				
13.	It embarrasses me to volunteer answers in my English class.				
14.	I would not be nervous speaking English with native speakers.				

- 
15. I get upset when I don't understand what the teacher is correcting.
  16. Even if I am well prepared for English class, I feel anxious about it.
  17. I often feel like not going to my English class.
  
  18. I feel confident when I speak in English class.
  19. I am afraid that my English teacher is ready to correct every mistake I make.
  20. I can feel my heart pounding when I'm going to be called on in English class.
  21. The more I study for an English test, the more confused I get.
  22. I don't feel pressure to prepare very well for English class.
  23. I always feel that the other students speak English better than I do.
  24. I feel very self-conscious about speaking English in front of other students.
  25. English class moves so quickly that I worry about getting left behind.
  26. I feel more tense and nervous in my English class than in my other classes.
  27. I get nervous and confused when I am speaking in my English class.
  28. When I'm on my way to English class, I feel very sure and relaxed.
  29. I get nervous when I don't understand every word the English teacher says.
  30. I feel overwhelmed by the number of rules I have to learn to speak English.
  31. I am afraid that the other students will laugh at me when I speak English.
  32. I would probably feel comfortable around native speakers of English.
  33. I get nervous when the English teacher asks questions which I haven't prepared in advance.
- 

**Information :**

- |                       |                          |
|-----------------------|--------------------------|
| 1. SA= Strongly Agree | 3. D= Disagree           |
| 2. A= Agree           | 4. SD= Strongly Disagree |



## APPENDIX 2 : STATISTICAL ANALYSIS

### Appendix : Reliability

**Case Processing Summary**

		N	%
	Valid	50	100,0
Cases	Excluded <sup>a</sup>	0	,0
	Total	50	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,670	33

**Item Statistics**

	Mean	Std. Deviation	N
item1	2,08	,634	50
item2	2,52	,814	50
item3	2,34	,688	50
item4	2,38	,697	50
item5	2,98	,742	50

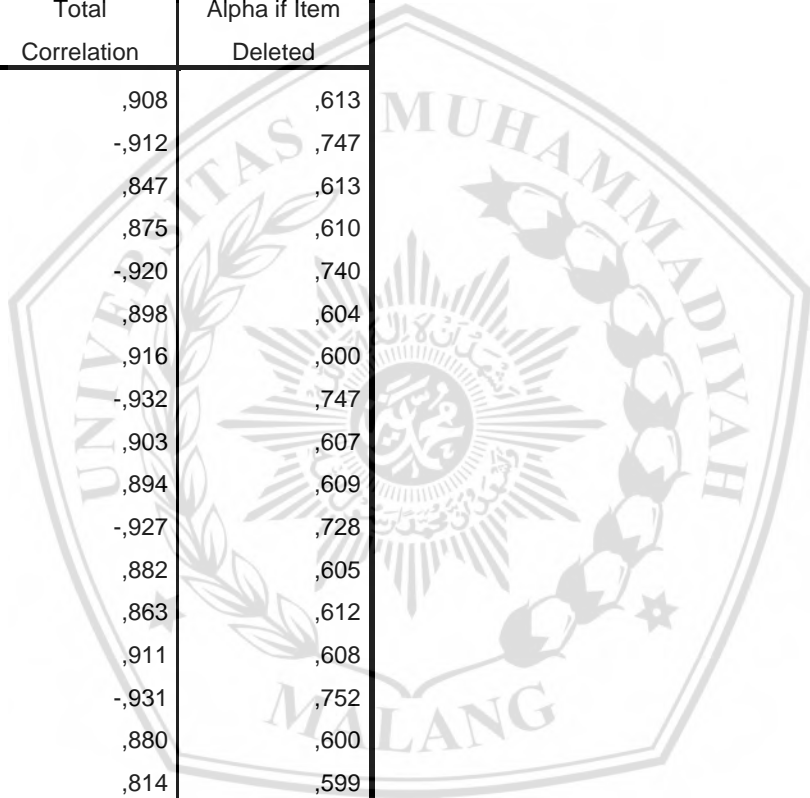


item6	2,98	,742	50
item7	1,94	,767	50
item8	2,66	,798	50
item9	1,90	,707	50
item10	1,88	,689	50
item11	1,96	,605	50
item12	2,36	,749	50
item13	2,30	,678	50
item14	1,98	,685	50
item15	2,26	,853	50
item16	2,62	,805	50
item17	2,88	,918	50
item18	2,42	,673	50
item19	2,68	,653	50
item20	2,58	,758	50
item21	3,00	,728	50
item22	3,02	,769	50
item23	2,00	,639	50
item24	2,38	,753	50
item25	2,60	,756	50
item26	2,04	,727	50
item27	2,40	,728	50
item28	2,80	,700	50
item29	2,68	,768	50
item30	2,00	,571	50
item31	2,48	,762	50
item32	2,16	,618	50
item33	2,16	,710	50

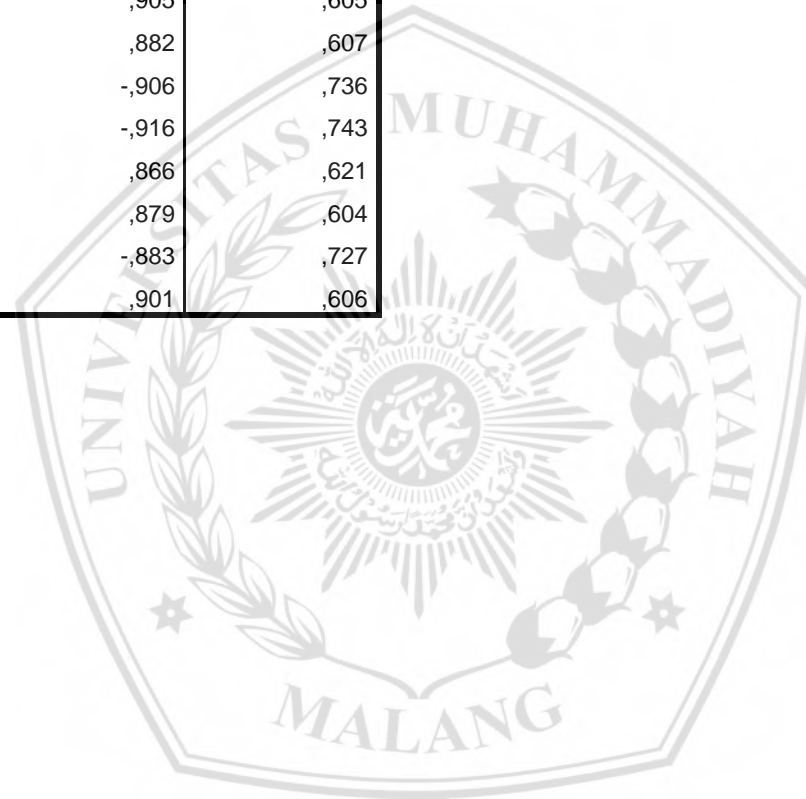


**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
item1	77,34	41,943	,908	,613
item2	76,90	60,704	-,912	,747
item3	77,08	41,789	,847	,613
item4	77,04	41,468	,875	,610
item5	76,44	59,802	-,920	,740
item6	76,44	40,741	,898	,604
item7	77,48	40,296	,916	,600
item8	76,76	60,758	-,932	,747
item9	77,52	41,112	,903	,607
item10	77,54	41,396	,894	,609
item11	77,46	57,968	-,927	,728
item12	77,06	40,792	,882	,605
item13	77,12	41,781	,863	,612
item14	77,44	41,313	,911	,608
item15	77,16	61,525	-,931	,752
item16	76,80	40,163	,880	,600
item17	76,54	39,560	,814	,599
item18	77,00	57,878	-,833	,729
item19	76,74	42,482	,810	,618
item20	76,84	40,913	,857	,606
item21	76,42	40,902	,898	,605



item22	76,40	60,367	-,934	,744
item23	77,42	41,881	,908	,612
item24	77,04	40,774	,880	,605
item25	76,82	59,416	-,874	,739
item26	77,38	40,853	,905	,605
item27	77,02	41,040	,882	,607
item28	76,62	59,057	-,906	,736
item29	76,74	60,115	-,916	,743
item30	77,42	42,983	,866	,621
item31	76,94	40,670	,879	,604
item32	77,26	57,707	-,883	,727
item33	77,26	41,094	,901	,606



### APPENDIX 3 : STATISTICAL ANALYSIS

Appendix 3a : Statistical Analysis in the Level of Anxiety Among EFL Students Differ According to the Gender.

#### Descriptive Statistic

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Gender * anxiety	100	100,0%	0	0,0%	100	100,0%

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Female	50	58,00	104,00	79,3400	11,35622
Male	50	61,00	110,00	83,2600	12,21877
Valid N (listwise)	50				

### Report

Gender

anxiety	Mean	N	Std. Deviation	% of Total Sum	% of Total N
Male	85,5200	50	20,98808	49,7%	50,0%
Female	86,7000	50	21,72392	50,3%	50,0%
Total	86,1100	100	21,25929	100,0%	100,0%

### Normality

#### Female

##### One-Sample Kolmogorov-Smirnov Test

		Female
N		50
Normal Parameters <sup>a,b</sup>	Mean	79,34
	Std. Deviation	11,356
	Absolute	,107
Most Extreme Differences	Positive	,107
	Negative	-,068
Kolmogorov-Smirnov Z		,756
Asymp. Sig. (2-tailed)		,616

a. Test distribution is Normal.

b. Calculated from data.

**Male**

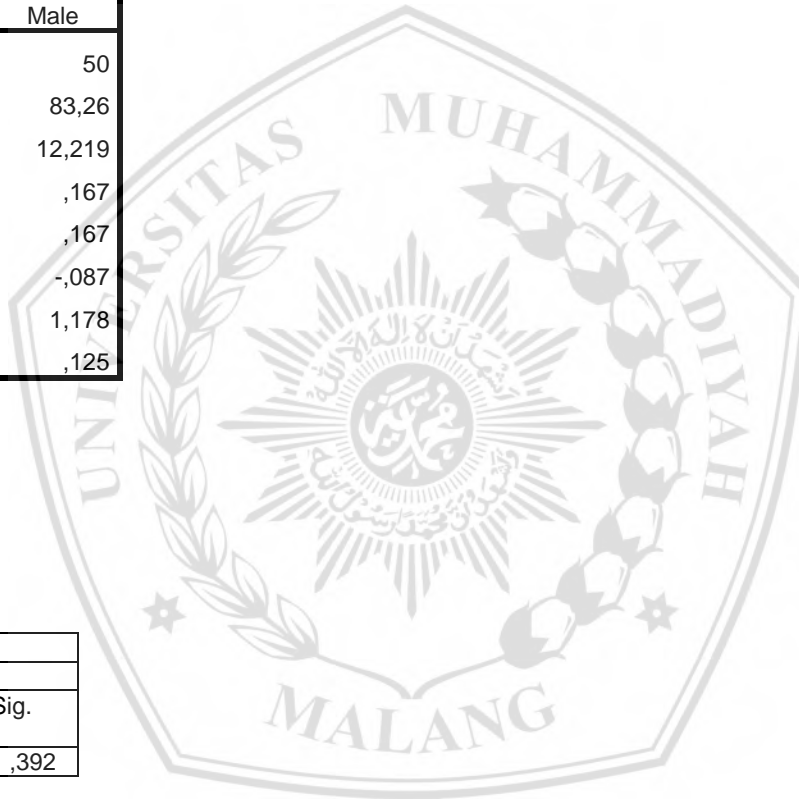
**One-Sample Kolmogorov-Smirnov Test**

		Male
N		50
Normal Parameters <sup>a,b</sup>	Mean	83,26
	Std. Deviation	12,219
Most Extreme Differences	Absolute	,167
	Positive	,167
	Negative	-,087
Kolmogorov-Smirnov Z		1,178
Asymp. Sig. (2-tailed)		,125

a. Test distribution is Normal.

b. Calculated from data.

<b>Test of Homogeneity of Variances</b>			
result			
Levene Statistic	df1	df2	Sig.
,740	1	98	,392



## T-Test

**Group Statistics**

	anxiety	N	Mean	Std. Deviation	Std. Error Mean
Gender	Female	50	79,34	11,356	1,606
	Male	50	83,26	12,219	1,728

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gender	Equal variances assumed	,740	,392	-1,662	98	,100	-3,920	2,359	-8,602	,762
	Equal variances not assumed			-1,662	97,479	,100	-3,920	2,359	-8,602	,762



APPENDIX 4 : T- TABLE

Titik Persentase Distribusi t (df = 81 –120)

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

## APPENDIX 5 : ORIGINALITY REPORT

Tesis (Rianjani) 2

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ORIGINALITY REPORT

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