

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language has an important role in human activities to communicate with other people. As an international language English has become the most dominant global language which should be mastered by all students in Indonesia. In the study of English, there are four language skills known as listening, speaking, reading, and writing. These skills have a different meaning but have the same purpose. Among the four skills, speaking is treated as communicative skill in our daily life. Speaking skill is very significance means to communicated by communicating people can share idea, express the opinion, and get information that happen in society. All of the skills are taught by teacher to the students. They are needed by the students as good skill in improving their knowledge in English.

In learning English as foreign language most of the students have some problems to speak English well such as lack of vocabulary, poor grammar and inaccurate pronunciation and inability to understand and answer questions. Students who do not have high self-confidence, students competence in speaking English is very low. The internal factor which influences are feeling anxiety, ashamed, and afraid to be wrong and shy when they encounter those mistakes in speaking English.

The main purpose of speaking is to send the message for other one or to be able to communicated about something in language and understood by someone who becomes a listener. Through speaking students can express their idea directly, and then the students can make exchange, share information and can give feedback to others. Speaking English should be able mastering a lot of rules to speak such as pronunciation, intonation, tone of voices, stress,

vocabulary, grammatical structure, and go on, using of body language and effectiveness of communication.

According to Horwitz and Cope (2012:125-132) speaking anxiety is caused by the apprehension of communicating with others in the second language context. Speaking Anxiety is feeling where the people uncertain or hesitant with their ability or someone having low confidence. Students in speaking class most of them feel anxious and nervous when they speak in class. Speaking Anxiety is reflected many words in English language for anticipated troubles : hassled, scared, terrified, insecure, pressured, and anxious, worried, and many more. Axelsson (2011:29) explain the speech anxiety can occur when one does a presentation : you might feel nervous days before the presentation, during the presentation itself as well as after the presentation has taken place. For some, the anxiety is gone when the presentation is done. Speech anxiety is not is not limited presentation, but also can be experienced in other situation where we need to express ourselves orally: on the telephone, in job interviews, meetings, and in school settings such as seminars and discussions. Social phobia is moreover, broader in scope compared to speech anxiety : speech anxiety is limited to the situation where one is expected to communicate orally. Social phobia, on the other hand, is extended to other social situations, going shopping to give an example.

Some students prefer to keep quiet during English lesson because they were reluctant to speak English. Anxious learners tend to think about negative evaluation from other people and the situation becomes worse if they can't control their anxiety. Speaking English is not easy for someone or student who does not have high self-confidence. Anxiety in speaking can discourage the students not speak in front of class. So they are not active in speaking, exploring the ideas or opinions and prefer to be silent. Meanwhile, speaking anxiety can influence the achievement of

students in speaking. If the level anxiety is high, automatically their achievement will be low. So speaking anxiety should be controlled not only by students but also the teachers has an important role. The teachers should help learner to cope anxiety because it helped learner to minimize their anxiety in speaking.

The setting of this study is SMK Swasta Teladan Medan because this school is well known by great achievement because many students from this school join some English competition, which need high confidence to speak aloud in public, especially English a foreign language. SMK Swasta Teladan Medan is one of SMK Swasta in Sumatera province, it is located in Jl. Pertiwi No. 95 or Jl. Bersama No. 268 A Medan. Its facilities for the students is good and this school has a lab for English class and it makes the students easy to study about English. Besides there are more than twenty teachers who are ready to accompany the students become the best study. However the teaching and learning process in SMK Swasta Teladan Medan is not different with the other senior high schools.

In this study the writer deals with speaking anxiety as the topic because when their practice is held at SMK the students were difficult to come in front of class, afraid, and almost all the students worried to make a conversation like introducing themselves to other people. And based on tape recorder in observation and interview to SMK SWASTA TELADAN MEDAN, almost all the students were worried and anxious. The writer gave students to ask them to make a conversation with their partner divided into two teams. From there the writer can know the students some of them get shy, laugh, and just quiet when they come to in front of class.

So the conclusion from the observation is almost all the students in the class worry and afraid to speak English because the first one their grammar is so low, and environmental factors, then the last one is getting bullied by their friends. Because these factors when the English teachers

ask them to come in front of class to make a conversation with their other friend. when they start to speak but they get shy, laugh, quiet, and nervous. From this observation the research get problem the students for their speaking anxiety in teaching English.

1.2 The Problem of the Study

The writer focuses on students Anxiety in speaking class at Tenth Grade SMK Swasta Teladan Medan. The writer formula the problems in to the questions :

1. How do the students speak English based on the level of anxiety?
2. How are the English teacher's ways to overcome students anxiety in speaking English?

1.3 The Scope of the Study

Speaking is of four language skills in learning English, and it is considered difficult problem for most students of English. Speaking anxiety is reflected many words in English language for anticipated troubles : hassled, scared, terrified, anxious, worried insecure, pressured. There are kinds of speaking anxiety of students they are generalized anxiety, panic attacks, phobias, posttraumatic stress, and the writer focus on worried and anxious for speaking anxiety from generalized anxiety, because almost of all the students afraid and worried. Based on the explanation, to solve the problem speaking anxiety students. The scope of this study to find was limited to investigate the extent students anxiety in speaking English. English teacher's ways to overcome students anxiety in speaking English especially conversation during the teaching and learning process were focus about speaking anxiety for Tenth Grade of SMK Swasta Teladan Medan and the ways is learn stress management and relaxation, give preparing early, addressing to the whole class rewards students for hard work, and the teacher with students have good relation in classroom, nominating individual, channel students stress in to something else, visualize students succeeding, try to understand students problem.

1.4 The Objective of the Study

In line with the problems of the study, the research is was intended :

1. To find out the students speak English based on the level of anxiety.
2. To describe how the English teacher's overcome the students anxiety in speaking English.

1.5 The Significance of the Study

The findings of the study are expected to contribute to two perspective :Theoretically and practically.

Theoretically, by the finishing this research for the teachers would be understand more easier how to teach the students and motivated them to understand speaking without feeling worried or anxiety lack of vocabulary, grammar, sounds, and pronouncation, etc. Also, it is expected to be guidance for other researcher or students, to use appropriate and suitable in speaking anxiety for English well.

Practically, the finding of the study will provide reference to be brave for students and the students will be know how to face the problem in speaking class so that students will be have high-confidence in speaking English well. And for the other researcher who want to learn the problem about speaking anxiety.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To conduct a research, the writer needs theories to explain concept or terms applied in the research concerned. In this research, there are some terms that need theoretical explanations. This framework needs to handle the theoretical on the terms used and give the clearer understanding about the terms related to the study. That theoretical presented as follows.

2.2 The General Concept of Speaking Anxiety

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. For anxiety concerning English speaking. The English classroom at the signal school was caused by the inadequate chance for students to contribute in classroom communication. Lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem. Anxiety can affect all the types of the people in many different ways. For example, a students may experience anxiety before taking a final exam.

Anxiety can come in the form of fears or phobias, ranging from the fear of spiders to the fear of long words. The truth is anxiety affects every human being at some point in their lives. A person who suffers from constant or severe fits anxiety is said to have an anxiety disorder.

Spielbenger states that there are two kinds of anxiety, as follows :

1. State Anxiety

State anxiety means emotical conditions states that will be high on the level if it is the dangerous condition. In the state anxiety, the people feel subjectivity, and they feel afraid, worry and nervous that is related on the active of otonom neuro system. It means that the anxiety of

students in speaking, especially in conveying pinions. It happened on specific condition that can be dangerous for students.

2. Trait Anxiety

It is an influence of reflection from the old eperiences in some conditions that can determine the different of individual

1) There are three components of foreign language anxiety have been identified, in order to break down the construct into reseachable issues: Communication apprehension, arising from leaner's inability to adequately express mature thoughts and ideas

2) Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others;and

3) Test anxiety or apprehension over academic evaluation Anxiety plays a small role when someone tries to learn a language. Now, learning process is supported by motivation and language apitude that have dominant role in learning process. Anxiety in speaking can discourage the student not to speak in front of class. So that, they are not active in speaking, exploring the ideas or opinions and prefer to be silent. Meanwhile, anxiety can influence the achievement of student in speaking. If the level of anxiety is high automatically their achievement will be low and vice. Anxiety should be controlled not only by students but also teacher has an important role.

2.3 The Nature of Speaking Anxiety

Speaking anxiety is a worry feeling to speak and perform the language that the learner got in foreign language class. Speaking anxiety 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. This speaking anxiety makes learners have low-confidence to perform in

front or to other people, and because of that the learner cannot understanding teacher explanation well, Horwitz, and Cope (2012:125-132)

According to MacIntyre (2014: 93), speaking anxiety often interferes with language learning. As a result, anxious students might fail to focus on the actual task since they are usually more worried about avoiding making mistakes (MacIntyre, 2014:93). this phenomenon of speaking anxiety has negative effect on the students' self-esteem : each time the students are expected to share authentic information in second language they show evidence of vulnerability. Also, students who have high level of speaking anxiety expressed fear of making mistakes and being corrected by the teacher (Horwitz, 2012:129). Speaking anxiety is a worry feeling to speak and perform the language that the learner got in foreign language class. Speaking anxiety as something that has a great impact on one's self confidents since it often makes one experience failure when not being able to speak out and show what one knows. This speaking anxiety makes learners have low confidents to perform in front or to other people, and because of that the learner cannot understanding teacher explanation well. It is indicated that anxiety damages language learner achievement "indirectly through worry and self doubt and directly by reducing partisipation and creating overt avoidance of the language".

Likewise, Arnold and Brown (2009:53) contended that anxiety has down spiraling effects when it occurs in the classrom. What they implied is a vicious circle occuring continuously between learners' negative feelings and undesirable performances. Similarly, Young (2004:425-439) argued that speaking anxiety could have a negative impact on learners' performance. Further Gregersen (2006: 388) mainted that anxious learners often find it difficult to respond effectively to their own mistakes. Horwitz (2012:129) reported anxiety learners have diffiulty

understanding oral instruction and have problems such as reduced word production when they feel anxiety.

2.4 The Effect of Foreign Language Learning Anxiety

Bailey, Daley, Onwuegbuzie, (2006:Oxford 1999) a said that foreign language learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, or social (e.g. physical symptoms can include, for example rapid heartbeat, muscle tension, dry mouth, and excessive perspiration. Psychological symptoms can include embarrassment, feelings of helplessness, fear, going blank, and poor memory recall and retention among others.

Negative social behavior may be manifested in such ways as inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. These effects can lead to poor performance and low achievement. Young (1999) suggested that for many learners, success and perseverance in foreign language learning to a large extent depends both on the teacher's ability to minimize the debilitating effects of classroom anxiety and the learners ability to cope with the anxiety that cannot be prevented or avoided.

2.5 Kinds of Anxiety

Spielbenger (2009:271) states that there are two kinds of anxiety as follows :

1. State Anxiety

State Anxiety means emotional conditions states that will be high on the level if it is on the dangerous condition in state anxiety, the people feel subjectivity, and they feel afraid, worry and nervous that is related on the active of otonom neuro system. It means that the anxiety of students in speaking , especially in conveying pinions. It happened on specific condition that can be dangerous for students.

1. Trait Anxiety

It is an influence of reflection from the old experiences in some conditions that can determine the different of individual.

There are three components of foreign language anxiety have been identified (Horwitz:2012:129) in order to break down the construct into researchable issues :

1) There are three components of foreign language anxiety have been identified, in order to break down the construct into researchable issues: Communication apprehension, arising from learner's inability to adequately express mature thoughts and ideas

2) Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others;and

3) Test anxiety or apprehension over academic evaluation. Anxiety concerns and fears about what might happen that it is not easy to master English well that makes students always feel nervous and anxious when they are learning speaking English. Anxiety is a condition that can come in a variety of different forms. A person with anxiety has uncomfortable thoughts and feelings that can create significant distress and impair performance at school, work or home.

Brooke Nicholas said that kinds of anxiety are :

1. Generalized Anxiety

Feeling worried and anxious daily is characteristic of generalized anxiety. This type of anxiety is experienced indiscriminately without clear precipitant and includes feeling irritable with difficulties sleeping and concentrating.

2. Panic Attacks

Fearing loss of control or dying with physical such as rapid heartbeat, sweating, trembling, chest pain, being choked up or lightheadedness may indicate a panic attack. Panic attacks come on suddenly without provocation and sometimes cause a person to seek medical attention.

3. Phobias

Experiencing persistent fear of certain situations or specific objects is considered a phobia. Phobias can be associated with fear of animals or insects ; environmental triggers, such as heights or water, germs ; or sight of blood

4. Social Anxiety

Fearing interactions with others such as while dating, talking with authority figures or speaking in front groups are all characteristic of social anxiety. The anxiety is associated with a fear of public embarrassment or humiliation.

5. Posttraumatic Stress

Experiencing anxiety related to a trauma, such as a war or abuse, is characteristic of posttraumatic stress. Other factors include nightmares, flashbacks, and intense fear. This anxiety includes avoidance of issues related to traumatic event.

2.6 Speaking Anxiety is a Psychology Content

Samuelsson (2011:242) cites the cognitive-behaviorist approach which views speaking anxiety as the most common form of social anxieties. They define speaking anxiety as difficulty to speak in the group or before a group of people. These difficulties vary in the cases of prepared speeches, oral presentations, answering questions or simple presentation rounds among others. Samuelsson (2011:242) also claims that speaking anxiety is a specific social phobia that 15 – 20 % of human population suffers, and it could be a hindrance in studies and life in general.

According to the Encyclopedia Britannica Online (“Anxiety” 2012), the term anxiety stands for “a feeling of dread, fear, or apprehension, often with no clear justification”. Different from fear, which is the response to an actual danger, anxiety is “the product of subjective, internal emotional conflicts the causes of which may not be apparent to the person himself”. Anxiety may also arise as a threat to a person’s self-esteem and ego. Behavioral psychologists like, according to Samuelsson (2011:242) , the most common symptoms, mentioned in the introduction are followed by thoughts directed towards a feeling of worry anticipating social disaster. So, an anxious person may think – I am going to faint! My heart is going to stop! And believe that the audience probably is going to laugh. This situation becomes embarrassing and an anxious person gets accupied by the thoughts of being strange, being a failure, etc. (Samuelsson, 2011:242).

Consequently, anxiety affects one’s behavior, continues Samuelsson (2011: 242). The common behavioral trait is to try to avoid any speaking activities in front of the group. Another trait is concentrating on less important details as what to wear, neglecting the actual tasks. The situation is then taken to level of worrying and obsessing by possible disaster senarios. Finally, if an anxious person is confronted with an actual speaking activity, he/she risks talking too fast, skipping sentence, mumbling, reading notes directly, failing to have an eye contact with the audience among many other things. Due to these factors, an anxious person often perfoms poorly in speaking activities (Samuelsson, 2011: 242).

2.7 The Causes of Social Anxiety

According to Leary (1982:641), there are four major theoretical positions have been proposed to account for the anxiety experienced in social encounters :

1. The Classical Conditioning Model

Based on the behaviorist idea that fears can be classically conditioned by pairing aversive, fear evoking stimuli with otherwise harmless object or events. To apply this to language learning, a learner may feel anxious in language classes in the past.

2. The Skills Deficit Model;

People may become anxious in social settings because they lack the skills necessary for smooth, pleasant, and successful interaction. Language learners may feel anxious about using the second language in and outside the classroom because they lack the skills a various competencies (e.g., linguistic, pragmatic linguistic, sociocultural, etc.) necessary for smooth and pleasant interaction.

3. The Cognitive Self-Evaluation Model;

According to the cognitive self-evaluation model, the primary reason why people become anxious in social encounters is not that they lack necessary skills, but rather that they believe they lack them and consider themselves inadequate. Applying this theory to language learning, another potential reason why a learner may feel anxious about using the target language is that he/she believes his ability or competence is inadequate, thus expects to perform poorly and fears potential negative consequence.

4. The Self-Presentation Model;

The implication of this theory with regard to language learning is that various diverse factors-past experience, skills and competencies, self-evaluation and other learner believes, dispositional variables, and situational factors-as well as their interaction have to be considered when examining the causes anxiety.

2.8 Types of Anxiety

MacIntyre and Gardner (2014:13) stated that, there are many types of anxiety. Not all of them are particular to foreign language learning; these anxieties can be described in different ways and grouped into several categories, which overlap to a certain degree. First of all in general terms is the distinction between trait anxiety, which is tendency of a person to be nervous or feel tension regardless of the particular circumstances, and state (situational) anxiety, which is nervousness or a tension at a particular moment in response to some outside stimulus.

Horwitz, and Scope and Daly said that one type of situational anxiety, for example is communication anxiety, which may occur when people interact verbally. Another type is fear of negative social evaluation, which may present when people worry about what others of them.

In classrooms, a number of other anxieties may be observed. Learners may feel cognitive tension when their expectations about the content and organization of course are not met and affective tension when there is unsatisfactory interaction with other learners or the instructor (Spielmann and Radnosfsky, 2001 : 68). Other classrooms anxieties are test anxieties which is fear of poor performances on test and specific subject or task anxieties such as nervousness and tension.

2.9 Level of Speaking Anxiety

In this study we will investigate student's anxiety in some level. The level divide into three groups, they are students low, moderate, and high level. To know and measure students level of anxiety level of anxiety the writer takes from Horwitz. As the writer said above, speaking anxiety can give a negative effect for students in foreign language class. Whereas to speak a foreign language students has to have high self-confidence, so the teacher can measure her/his

performance. To know how far students anxiety influences students performances, we need to give a test anxiety.

This test anxiety is a type of performance anxiety. In situations where the pressure is on and a good performance counts, people can become so anxious that they are actually unable to do their best. There are three levels of anxiety : low, moderate, and high anxiety. Kriangkrai (2012:12) three levels of students anxiety, three levels they are low (85-92), moderate (93-110), and high anxiety (111-125).

Likewise, Arnold and Brown (2009:53) contended that anxiety has down spiralling effects when it occurs in the classrooms. What they implied is a vicious circle occurring continuously between learners negative feelings and undesirable performance.

Similiary, Young (2004 : 425-439) argued that foreign language anxiety could have a negative impact on learners performance. A researcher Horwitz (2012: 129) reported anxious learners have difficullty understanding oral instructions and have problems such as reduced word production when they feel anxiety.

Speaking anxiety can create so much apprehension that the students cannot function normally. Most of us have experienced this type of anxiety. The teacher asks a question in a new language, and with heart slightly racing, all we can do is sit, mouths slightly open, staring at the book or the teacher, nothing coming to mind. Facilitative anxiety, in contrast, can be motivating, creating just the right amount of tension to bring out the best in us.

2.10 Factors of Students Anxiety

According to Horwitz and Cope (2012:125-132) foreign speaking anxietyis caused by the apprehension of communication, with others in the second language context. In a research, many

learners are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in large classes in schools situated in noisy neighborhoods where opportunities to speak severely limited. Others were taught in schools where speaking was simply not encouraged. Psychological and affective factors include culture shock, previous negative social or political experiences, lack of motivation, anxiety or shyness in class, especially if their previous learning were negative. In Chinese food, Tsui and the teacher she worked with identified factors accounting for the reluctance of students to speak up in the class :

1. Students fear of mistakes and division.
2. Teachers intolerance of silence.
3. Uneven allocation of turns.
4. Incomprehensible input. (Tsui, 2011:154)
5. Inability to pronounce strange sounds and words
6. Not knowing the meaning of words and sentences.
7. Inability to understand and answer questions.
8. Reputation of the language class as a place for failure.
9. Peer criticism. Not knowing and understanding course goals or requirements
10. Testing, especially oral testing. Previous unsuccessful language – learning attempts
11. Encountering different cultural values and behaviors.
12. Pressure by parents and teachers to get good grades at school in English.
13. Lack of confidence in their ability in speaking.
14. Conditioning in childhood to believe that English is difficult.

2.11 Sources of Speaking Anxiety in Classroom

Language teachers and researchers have been aware of speaking anxiety-provoking potential of learning a foreign language for a number of years. Researchers interested in the study of speaking anxiety distinguished six major sources of speaking anxiety present in the foreign language classroom. They are :

1. Oral-Oriental Activities

Research conducted on anxiety (Horwitz et al 2012:129) revealed that students have extremely negative experiences with oral activities in a language class. A sizeable number of nervous subjects reported extreme anxiety felt during speaking in class. Among activities judged to produced high anxiety were oral presentations, skits, role plays and saying how you would react in a given situation.

2. Competitiveness

Bailey (2008:201-209), trough analysis of diary studies, recognized that too much competitiveness among language learners can lead to increased states of anxiety. Scarcella and Oxford (quoted in Oxford, 1999) are of the same opinion that competitiveness may relate to language anxiety but they suggest that it largely depends on the learner himself, his learning stye preferences, the nature of the competition, demends and rewards of environment and culture. Those learners, especially in competitive cultures, may enjoy competition and in such as a situation it would not have any impact on their feelings of anxiety.

3. Being Judged in the Classroom

Davies and Rinvocluri (2009:47-77) focus on the problem of speaking anxiety by observasing classroom environment. They noticed that the situation of being judged in the class either by the learner or by the teacher may make them feel insecure and anxious. The

competitive classroom such behaviors are often manifested. She suggests that when the teacher minimize competition and makes learners work together, then judgements on the part of the learners should diminish.

4. Feeling Isolated in the Classroom

Another factor contributing to the feeling anxiety is isolation in the classroom. Learners may experience isolation when they are made anonymous. The feeling of isolation in the classroom is also associated with the feeling of disregard.

5. Instructors Characteristics and Behaviors

A significant number of reseachers relate language anxiety to interactions between instuctor and a learner causing anxiety are harsh error correction, ridicule and inappropriate manner of handing mistakes in front of a class. Instructors beliefs about language teaching have also a major impact.

2.12 Overcoming the Students Anxiety in Teaching Speaking

According to Horwitz and Young, Philips (2014:237), a number of sources of language anxiety originating from personal issues or classroom issues have been outlined. One can easily see that each contributing factor is intricately intertwined in the construct of language anxiety. In dealing with anxious students, two general approaches are suggested for language instructors, they can help them learn to cope with the existing anxiety-provoking situation or they can make the learning context less stressful.

1. Helping Students Cope with Their Speaking Anxiety

Several studies have suggested that the teacher can help students cope with their language anxiety in three ways, there are providing students with information about the rule of language learning, helping students recognize and talk about their fears and beliefs, and providing students with strategies for managing their anxiety. In addition, giving advice on effective language learning strategies and keeping a teaching journal are some techniques that teachers might use.

2. Making the Learning Context Less Stressful

Getting to know other students helped them to feel more relaxed because it reduced their fear of being ridiculed and took away the feeling that the others are all smarter and more confident. The subject also mentioned ways instructors can reduce anxiety by giving positive reinforcement, encouraging students to make mistakes, and helping them to learn as if friend is helping them. Tsui (2011:154) stated that offered several useful strategies that may alleviate students language anxiety, there are accepting a variety of answers, peer support and group work, focus on content, and establishing good relationships.

3. Give More Attention for Students and Their Language Learning

If students detect that their teacher has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning.

4. Create a Warm Reassuring Classroom Atmosphere

To create more relaxed and comfortable classroom atmosphere, walk around the room and make occasional contact and use humor in sufficient amounts.

5. Incorporate in to Lesson Classroom Activities

The students to think about their own anxiety, the cause of it, and possibly ways of alleviating or reduce it.

The teacher ways to overcome speaking anxiety :

- 1) Learn stress management and relaxation
- 2) Addressing to the whole class
- 3) Visualize students succeeding
- 4) Channel students stress in to something else
- 5) Give preparing early
- 6) Addressing to unspecific individual
- 7) Nominating individual
- 8) Reward students for hard work
- 9) Try to understand students problems
- 10) Teacher students relations

Students in speaking class, most of them feel anxious or nervous when they perform in front of class. Because to perform in front of other people is obviously not the same as when no one else is present. It can make them cannot perform maximal. Learners who feel anxious in their foreign language may find their study less enjoyable

Speaking anxiety as something that has a great impact on one's self confidence since it often make one experience failure when not being able to speak out and show what one knows. Students who have high levels of anxiety about being in an EFL classroom do not need criticism on their language performance. Rather than being critical, we can show understanding. To do this when a student expresses an idea we can use an "understanding response" by really listening to the student and paraphrasing back to the students what he or she said. Such a paraphrasing not only can provide a way for the students to reflect on his or her own language in a noncritical but can also improve understanding.

When we consistently and sincerely work at trying to understanding the students meaning without expressing verbal or nonverbal judgement of the language used by the student, a positive, trusting relationship between the student and teacher can develop, one that also reduces anxiety about being in a language classroom it is suggested that students analyze their own propensity for anxiety through the use of personal diaries. If the students sees value in writing about his or her feelings in a journal addressed to the teacher, the topic of the students anxiety could be pursued by the teacher or even initiated by the students.

2.13 Conceptual Framework

Speaking anxiety is something that has a great impact on ones self confidence since it often makes one experience failure when not being able to speak out and show what one knows. In this study was intending tp investigate line with the problem of the study, this research is intended.

To find out the extent of students anxiety in speaking English, how the English teachers overcome the students anxiety, and why does the teacher do the way he or she do. The teacher can be more creative to teach their students and give them motivations to learn English without feeling worried or anxiety to increase their ability in speaking English to tenth grade of SMK SWASTA TELADAN MEDAN.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study will be conducted with integrative design. The researcher will start by applying the foreign language classroom anxiety scale (FLCAS), in order to find the extent of students' anxiety in speaking English. Then qualitative descriptive design will be used to explain how the anxiety occurs.

Descriptive study is a design to obtain information concerning the current status of phenomena as what Mansur (2008) stated. One of the characteristics of descriptive research is that there is no control of treatment as in experimental one.

3.2 The Subject of the Research

The source of the data is tenth grade students SMK SWASTA TELADAN MEDAN because the researcher found that students have anxiety in the teaching of English in speaking when the writer will do an observation there. The researcher will take one class as the sample that is X-TKJ. There are 36 students who take part in this research.

3.3 The Object of the Research

The object in this research is students' speaking anxiety. The writer will analyze the questionnaire of the students at tenth grade on SMK SWASTA TELADAN MEDAN. Then, the researcher will classify the speaking anxiety that is done by students based on kinds of speaking anxiety such as: Generalized Anxiety, Panic Attacks, Phobias, Social Anxiety, Posttraumatic Stress. The researcher focuses on Generalized Anxiety and there are two types they are worried and anxious.

3.4 The Instrument of Collecting Data

In this research the data will collect by qualitative data. The researcher collect the data by giving the questionnaire to the students. The researcher give the questionnaire to students and then answer the questionnaire by circling the option. The questionnaire will use to find out the kinds of speaking anxiety. The writer will analyze the speaking anxiety in their questionnaire.

1. FLCAS Questionnaire

Questionnaire is some of written question use to get information from respond or something that has been known. For the first instrument was a list of questionnaire from Foreign language Classroom Anxiety Scale (FLCAS), developed by Horwitz (2012:129) will measure the level of students anxiety in language class. According to A.N Oppenheim. (2001:100), there are two kinds of questionnaire based on the way in answering. There are opened questionnaire and closed questionnaire. Opened questionnaire give opportunities to the respondents to answer the question using their own words, but closed questionnaire reserves the answer, that the respondents just need to choose one of the available options. The writer will get some data or information by closed questionnaire consist of 25 items and have 5 point like scale from FLCAS Questionnaire :

No	Scale	Score
1.	Strongly agree	1
2.	Agree	2
3.	Neither agree	3
4.	Disagree	4
5.	Strongly disagree	5

The data will be calculated manually with the range of score from 33 to 165. The last score will take from the total answers of questionnaire is given by the researcher. Hence, the high and low score will show the anxiety. Whereas, if the students achieve score 99 to 165, they were high anxiety.

2. Non-Participant Observation

Non-Participant is the researcher watches the situation, openly or concealed, but does not participate. Non-participant observation involves observing participants without actively participating. This option will use to understand a phenomenon by entering the community of social system involve, while staying separate from the activities were observe. In the observation, the researcher as passive participant because the researcher just come to the class and observe the activity between teacher and students and recorder the situation in teaching speaking in the class.

3.5 Technique of Data Collection

Conducting research need a process or some steps. The writer do some procedure to conduct her research as a process.

The procedure were :

1. Distributing the FLCAS questionnaire to students.
2. Checking the students work to find out the speaking anxiety.

3.6 Technique of the Data Analysis

The data of this research will be analyzed by applying data analysis model propose by Mathew and Milles (2014:111). The analysis consists of three current flows activities, which are

1. Data condensation is selecting, focusing, simplifying, abstracting, and the data appear in full corpus, the data chunks to code and which category labels best summarize a number of chunks which evolving all analytic choices in to low and high degree in anxiety.
2. Data display (the process of organizing the data : the data of this study) the transcript of teachers and students during the classroom teaching proces from the observation. The data belonging to the teacher's ways to overcome students' anxiety in the process of teaching speaking English.
3. Conclusion (verify the process of techniques applied in process of speaking anxiety in teaching English , and conclude the process).

3.7 Data Triangulation

Data triangulation is the most complexof qualitative research. There are some part of triangulation techniques. Namely, interview, transcript, recording, video data, reflection, or information from documents. All of which be examined and interpreted. Trough this techniques, the writer will collect the databy using information from documents to analyze the kinds of the speaking anxiety and to overcome the students anxiety in speaking.