

**REDUCING OF THE SECOND SEMESTER STUDENTS ANXIETY IN  
ENGLISH SPEAKING CLASS OF FKIP UNIVERSITY OF  
MUHAMMADIYAH PALEMBANG**

**THESIS**

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**MUHAMMADIYAH UNIVERSITY OF PALEMBANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION STUDY PROGRAM  
AUGUST 2015**

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**THESIS**

**Presented to  
Muhammadiyah University Palembang  
In partial fulfillment of the requirement  
For the degree of Sarjana in English Language Education**

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**This thesis written by Kornel has been certified to be examined**

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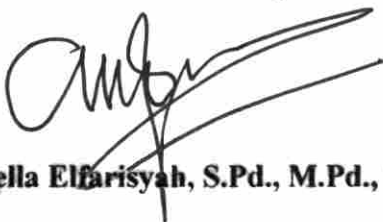
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**Drs. Syaifudin, M.Pd.**

## MOTTO

- *My family is the key to make me happy and happy is the key to make me spirit.*
- *Try, pray and patience is the key for success.*
- *Only yourself that can help you.*
- *See your blind side, we are the fighters.*

## DEDICATION

Thanks to:

- *Allah SWT, who always behind me. Thanks God for your guiding, blessing, and everything than you have given to me so that I can finish my thesis.*
- *Prophet Muhammad SAW, who has let all Muslim into the Brightness*
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## ABSTRACT

Kornel. 2014. *Reducing of the Second Semester Students Anxiety in English Speaking Class of FKIP University of Muhammadiyah Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher and Training and Education, Muhammadiyah University of Palembang. Advisors: (I) Prof. Dr. Indawan, M.Pd., (II) Vita Nirmala, S.Pd.,M.Pd.

**Keywords** : Reducing and Speaking Anxiety.

This thesis is entitled “Reducing of the Second Semester Students Anxiety in English Speaking Class of FKIP University of Muhammadiyah Palembang.” This study was designed to know the causes of the second semester student anxiety in English speaking class and how the students anticipate in reducing their anxiety to speak in English speaking class. The population of this study was all of the second semester students at FKIP University of Muhammadiyah Palembang. The sample of this study was 43 students in class B. The data was collected with questioner and interview test. The data was obtained from 20 closed items and 3 interview test. From twenty data in questioner, the writer found some hesitant happened in English speaking class. From interview test, the writer found some factors that the students hesitant to speak English, it related with grammar, vocabulary and lost of their confident when they talked in English. When anxiety happened, they anticipated with taking a breath deeper and practicing before speaking. Mostly some of them choose to be quite to speak English.

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The writer realizes that the thesis is far from being perfect. There are still many mistakes and weakness. Therefore, the writer hopes for suggestions and expects that this thesis will e useful in developing the language skills of the English Department Students.

**Palembang, 7<sup>th</sup> August 2015**

**The writer,**

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## CHAPTER I

### INTRODUCTION

This chapter presents the direction of the following points, (1) background of study, (2) problem, (3) limitation of the problem, (4) formulation of the study, (5) objective of the study, and (6) significance of the study.

#### 1.1 Background of Study

Over a billion people who lived in a country where English as an official language. "English is now taught as the main foreign language in virtually every country, and it used for business, education and access to information by a substantial proportion of the world population (Cook, 2003: 13).

Nowadays, the international language was English. As an Indonesian were so difficult to communicate in other languages. We need to learn English as a way to communicated in learning class. Learning class was consisted with learning activities, especially language learning activities. There were four languages (listening, speaking, reading, and writing) in language learning. To mastery those skills we have to develop other components in English, i.e. speaking.

Speaking skill is not an easy task for the student, especially in university. Some of the people thought, as a student of university that majoring in English, it so difficult to master all about the skills, materials and etc. It means that they can communicate fluently. In fact, many students have problem in speaking class, it consist with students anxiety.

Horwitz and Cope (1986) first identify foreign language anxiety and developed an instrument, the Foreign Language Classroom Anxiety Scale (FLCAS) to measure it (Horwitz, 2001). According to Horwitz (2001), foreign language anxiety is independent of other causes of anxiety, such as innate personality, test taking, or public speaking. Findings using the FLCAS are consistent, showing a negative correlation between anxiety and achievement in foreign language skills.

“Anxiety can be described as a perceived notion of psychological distress which occurs due to expectation of disconcerting and potentially threatening event. Although extensive research has focused on the concept of anxiety, it cannot be defined by purely objective or concrete means “(Rachman, 2004, in Larson, 2007:2)”. “We define anxiety as an emotion characterized by feelings of anticipated danger, tension, and distress and by sympathetic nervous system arousal”. (Davidoff, 1981: 356).

There were many causes of students anxiety to speak English, it's important for students' to reduce their anxiety to speak English. Bailey cited by Zhang (2001:52) says: “A contributing factor to learners' success or failure to master second/foreign language is the manner that learners for their worries, apprehension, and even dread when faced with a certain language”.

According to learning theory of Thorndike as explained by Surya (1996:29) cited in Wahyu (2010:3), the learning theory of Thorndike represents the original S-R framework of behavioral psychology: Learning is the result of associations forming between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R

theory was trial and error learning in which certain responses come to dominate others due to rewards. The hallmark of connectionism (like all behavioral theory) was that learning could be adequately explained without referring to any unobservable internal states. Thorndike's theory consists of three primary laws: (1) law of effect - responses to a situation which are followed by a rewarding state of affairs will be strengthened and become habitual responses to that situation, (2) law of readiness - a series of responses can be chained together to satisfy some goal which will result in annoyance if blocked, and (3) law of exercise - connections become strengthened with practice and weakened when practice is discontinued. A corollary of the law of effect was that responses that reduce the likelihood of achieving a rewarding state (i.e. punishments, failures) will decrease in strength.

Anxiety is called nightmare. It means anxiety is a dangerous factor that lived in speaking foreign language. As students we always have experiences in speaking anxiety, focus on speaker anxiety such as sweaty palms, dry mouth, shortage of breath, anxiety and fair. These sign were begin before our presentation, hours or day before it. It's totally happened when we were talking in other language and it can be influences their speaking ability. Beside that, speaking English must be practiced to be success in pronunciation and vocabulary, especially to improving their speaking ability. So anxiety to speak in either language especially for speaking English is very important to be solved. The successful of speaking English is speaking without anxious feeling. Based on the explanation above the writer intends to find out the problem, through her paper entitle : **“Reducing of the Second Semester Students**



## **Anxiety in English Speaking Class of FKIP University of Muhammadiyah Palembang”.**

### **1.2 Problem**

In this case, the students got problem with themselves. As the students assume that to speak English is difficult. Anxiety to speak English in speaking class is the problem to be solved. So in this times, the writer tries to finds what and how the anxiety happen and give contributed in speaking class specially to second semester students of English Study Program of FKIP University of Muhammadiyah Palembang.

### **1.3 Limitation of the Problem**

In this cases, it focused on the anxiety happen and reducing in students speaking class of English Study Program of FKIP University of Muhammadiyah Palembang, focusing on their speaker anxiety.

### **1.4 Formulation of the Study**

The problems in this study are formulated in following questions.

1. “What are the causes of the second semester students’ anxiety in English speaking class of English Study Program of FKIP University of Muhammadiyah Palembang?”
2. “How do the students anticipate in reducing their anxiety to speak in English speaking class to the second semester students of English Study Program of FKIP University of Muhammadiyah Palembang?”

### 1.5 Objective of the Study

In general, the writer wants to find out the causes of the second semester students' anxiety in English speaking class and how the students anticipate in reducing their anxiety to speak in English speaking class.

### 1.6 Significance of Study

Hopefully, the result of the study is useful to the writer, other writers, students and teachers.

#### 1) For writers

The writer will be able to improve her knowledge in writing good paper and to improve her knowledge in students' anxiety to speak English.

#### 2) For teachers

It will make the teacher to share about students' problem, especially students anxiety in speaking English, try to find out the best solution of students' anxiety in speaking English, and to increase the teacher in teaching speaking.

#### 3) For students

It will be useful for them to know about anxiety that happen on their speaking class.

#### 4) For other writers

I will become one of the references to the researcher when they do the research.

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