

A Tourism Academy Student's Speaking Anxiety

A Thesis

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English Language Education**



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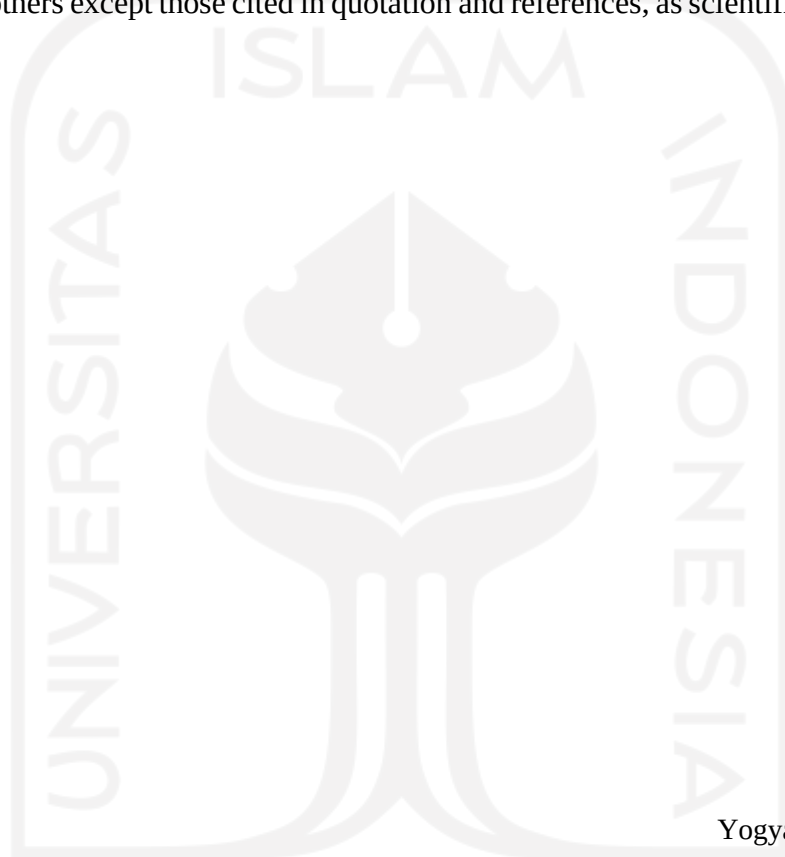


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STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis in original written by me. This thesis does not contain any work of others except those cited in quotation and references, as scientific paper should.



Yogyakarta, July 2021

The writer,

This block contains the handwritten signature of the author, Kartir Priadiji, in black ink. To the left of the signature is a yellow rectangular revenue stamp from the Indonesian government. The stamp features the Garuda Pancasila emblem at the top, the text 'METERAI TEMPEL' (Revenue Stamp), and a unique alphanumeric code '3FEAJX333068343' at the bottom.

Kartir Priadiji
17322087

MOTTO

...اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“... Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.”

Al- Mujadilah : 11

DEDICATION

This thesis I dedicated gratefully and thankfully to Allah SWT the Most Gracious Most Merciful also myself for always be positive, strong, and consistent in compile this thesis. In addition, I also dedicated this thesis to my beloved parents Mr. Pudjiono and Mrs. Suprihatin, for the family and all the people who I can rely on for their endless love, effort, support, pray that make me able to finish this *Sarjana Pendidikan* degree.



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Furthermore, this research is still far from perfect and requires improvement.

Suggestion and recommendation are highly appreciated. However, I hope this research could be beneficial for the readers

Yogyakarta, July 2021

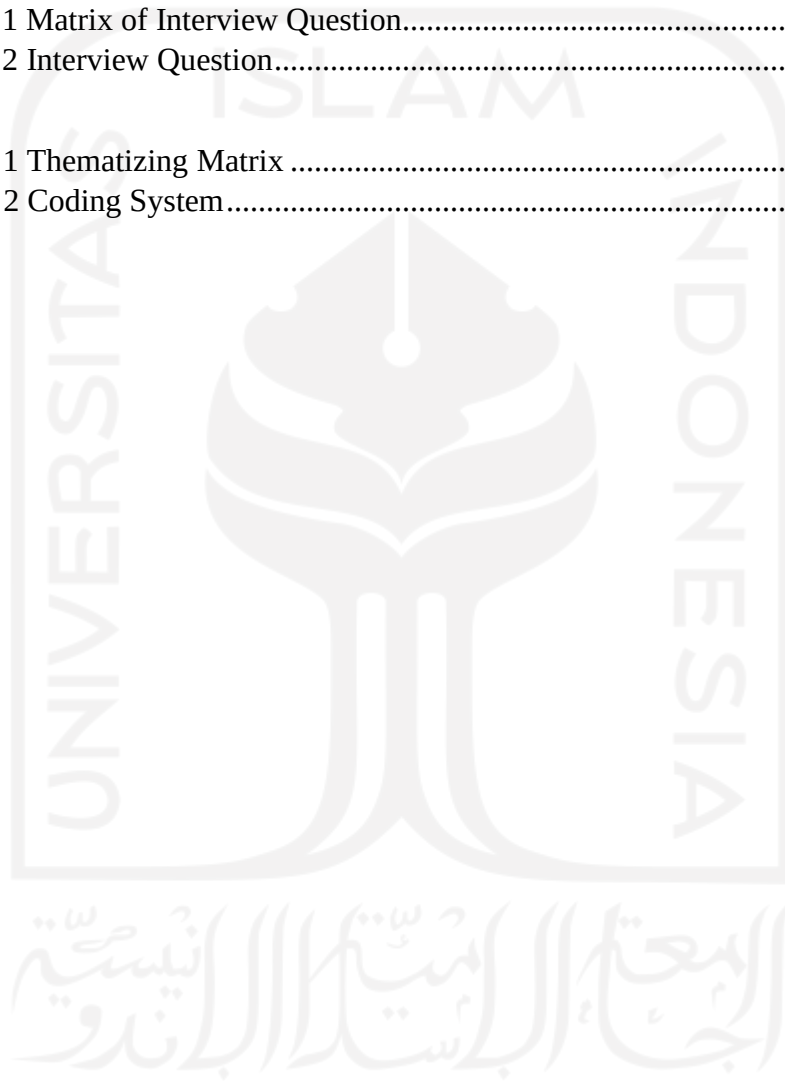
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A TOURISM ACADEMY STUDENT'S SPEAKING ANXIETY

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ABSTRACT

English as a foreign language (EFL) context requires English as the essential language to communicate with people from different countries. It is an obligation for students from the tourism academy to master English, especially in oral performance. However, some of them experienced speaking anxiety that appears as an obstacle in performing English. This research aims to describe the experience of a tourism academy student's speaking anxiety. The participant of this research was enrolling in Tourism Management at a private Tourism academy. The type of this research is descriptive qualitative. The data were collected by online interview and analyzed using thematic analysis. This research revealed prominent components of speaking anxiety as experienced by the participant which are fear of receiving negative evaluation, apprehension in understanding and build communication with others, also fear of facing the test. Form of speaking anxiety is also discussed in the result based on the participant's perspective. Stutter and nervousness, lack of communication and exposure to English appear as the emergent findings in this study.

Keywords: English as a Foreign Language (EFL), speaking anxiety, tourism academy

CHAPTER I

INTRODUCTION

This chapter provides a background of the study, formulation of the problem, objective of the study, and significance of the study.

1.1 Background of the study

Speaking anxiety is one of the crucial issues in acquiring language. Out of the four skills in acquiring language, speaking is considered to be more influenced by anxiety which may be an obstacle for learners to develop their speaking skills (Melouah, 2013). Moreover, speaking anxiety may provoke negative effects in acquiring the target language (Liu, 2007). Speaking anxiety may lead to an assumption of doing tasks in certain methods (TÜM, 2015). In addition, learners may experience a feeling of burden while speaking due to the assumption. Therefore, speaking anxiety tends to be a challenge in learners' performance in the language (MacIntyre & Gardner, 1994). It means that speaking anxiety indeed influences learners' acquiring language process which is crucial for their language development.

Speaking anxiety may become a learners' obstacle, especially in the EFL context. Most learners in the EFL context are less exposed to English as the target language which affect their willingness to communicate using English (Albarai, 2014). Another source is speaking considered to be hard to learn because learners are afraid to perform

due to their environment is not supporting enough which may cause anxiety (Melouah, 2013). Learners also tend to be afraid of making mistakes that leading them to anxiety while speaking (Liu, 2007). Learners in the EFL context have to find other sources of learning to acquire more exposure in the target language with less anxiety (TÜM, 2015). In addition, to perform the target language learners have to cope with speaking anxiety.

There are ways to endure speaking anxiety depending on the learners' characteristics. An educator may be a facilitator for students to reduce speaking anxiety by giving them positive enforcement during the learning process (Han, Tanriöver, & Şahan, 2016). That means that learners may cope with their speaking anxiety if the educator frequently assists them in every stage of development. Speaking anxiety also can be coped with by practice. High exposure to the target language will enhance the process of acquiring language (Daud , Ras, Novitri, & Aulia , 2019). In line with the statement, it is essential to find out ways to decrease speaking anxiety to enhance learners' comprehension of the target language.

In Indonesia, speaking anxiety still a reason why English is considered a hard-to-learn subject. Learners tend to feel anxious when speaking the target language because they are afraid of making mistakes (Anandari , 2015). This may influence learners' performance in using the target language because there is a correlation between speaking anxiety and learners' performance in acquiring the target language

(Kusumawati & Fauzia, 2019). Therefore, as an educator, we should consider things to enhance students' interest to learn the target language.

Research in tourism academies mainly revealed gender issues in which the academic institution often has implicit gender bias (Munar A. M., Khoo-Lattimore, Chambers, & Biran, 2017). Achieving gender equality is important in the tourism academy (Dashper , Turner , & Wengel, 2020). Moreover, research in tourism academies also investigates how tourism students use English to communicate with tourists from different countries. Excellent communication with international tourists is an obligation to enhance the workforce. In line with the above statement, the tourism sector forces students of tourism to gradually enhance their language skills since over one billion people travel internationally each year (Ruhanen & Bowles , 2019). Hence, the tourism industry has developed globally and grown steadily despite the global economic crisis (Rynne , Kwek, & Bui, 2013). It means, the tourism industry as the development sector that grows significantly requires tourism students to acquire language skills especially speaking skills. However, none of the previous studies conducted has revealed speaking anxiety on tourism academy students in the EFL context. Therefore, this research conducts to fill those gaps in which method and participant.

Based on the preliminary interview done with the participant, tourism students also experienced speaking anxiety. Speaking anxiety is considered to be an obstacle in

performing the target language. The participant has a negative feeling towards the speaking anxiety and it has also a negative impact on the learning process. The learning process in the class while acquiring the target language also influences the student's speaking skills. Moreover, this study aims to describe speaking anxiety as experienced by tourism academy students.

1.2 Formulation of the problem.

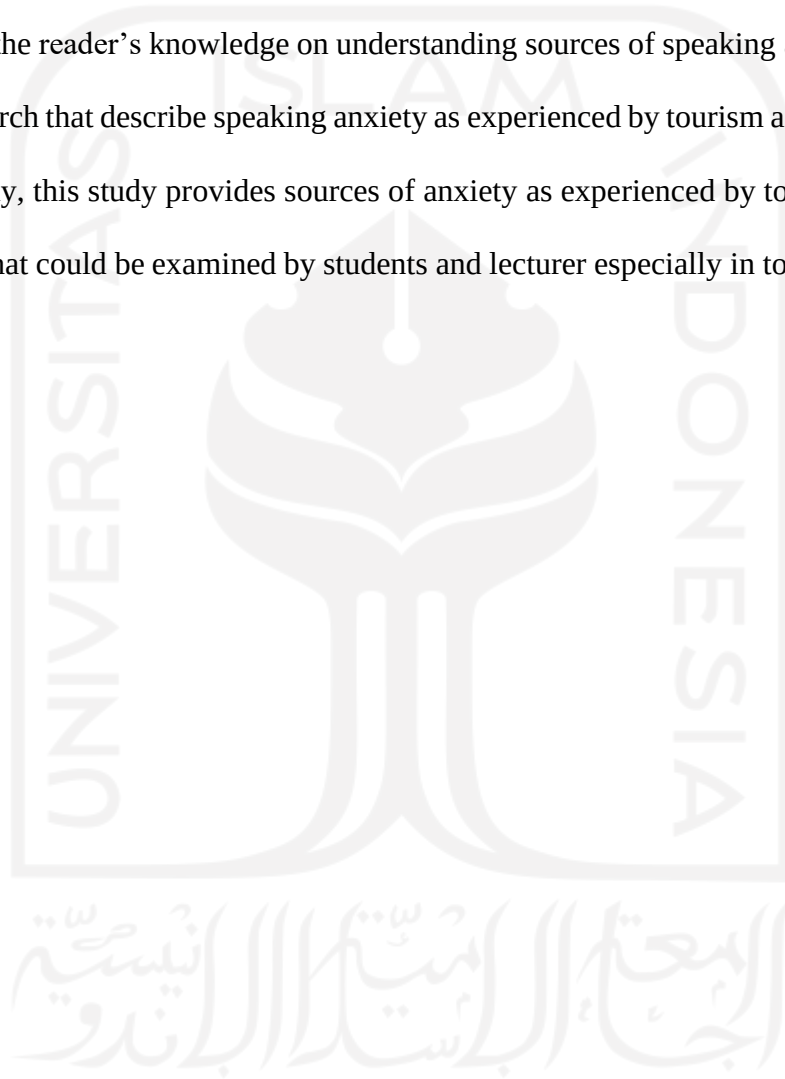
According to the background of the study, the identification of the problem may be formulated in the following question: What were the sources of a speaking anxiety as experienced by a tourism academy student?

1.3 Objective of the study

This research aims to describe the sources of a tourism academy student speaking anxiety.

1.4 Significance of the study

The result of the study aims to give implications empirically and practically in language performance especially in the speaking field. Empirically, this study may enhance the reader's knowledge on understanding sources of speaking anxiety through this research that describe speaking anxiety as experienced by tourism academy student. Practically, this study provides sources of anxiety as experienced by tourism academy student that could be examined by students and lecturer especially in tourism sector.



CHAPTER II

LITERATURE REVIEW

This chapter provides the theory of this study. It involves EFL speaking anxiety

2.1 Speaking anxiety among EFL learners

Speaking anxiety may influence EFL learners while performing the target language (Horwitz, Horwitz, & Cope, 1986) In line with the statement, speaking anxiety is often determined as a negative influence among EFL learners (Phongsa , Ismail , & Low, 2017). Speaking anxiety is a condition when people who attempt to communicate using English or the target language suddenly feel a high tension of nerves. In addition, speaking anxiety is known as a sudden reaction while speaking which is difficult to control. Learners who experience speaking anxiety tend to remain silent due to a lack of self-control while speaking (Melouah, 2013). Moreover, learners also tend to experience forms of anxiety such as freezing, blank mind, etc (Horwitz, Horwitz, & Cope, 1986) Hence, EFL learners find speaking anxiety as an obstacle in acquiring the target language.

There are certain kinds of sources related to speaking performance such as communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz, & Cope, 1986). Communication apprehension may appear when learners perform public speaking while they typically speak in person or a small group (Liu &

Jackson, 2008). Communication apprehension also occurs when learners have difficulty in delivering a speech to others making themselves understood in exchanging communication (Horwitz, Horwitz, & Cope, 1986). In line with the statement, consider that EFL learners who rarely speak English out of sudden should speak using English in front of many people will make learners may experience communication apprehension which leads to anxiety.

Learners may also experience fear of negative evaluation which is being afraid of others' evaluation on performing the target language (Horwitz, Horwitz, & Cope, 1986). Learners tend to have a negative perception of speaking the target language in front of people that comes from the same environment as the learners (Anandari , 2015). Fear of negative evaluation may occur in any social interaction (Horwitz, Horwitz, & Cope, 1986). It is due to fear of being wrong in pronouncing the words or lack of grammatical points and misjudge by society because of the environment that considers English as a foreign language. In line with that statement, the lack of self-confidence that is caused by the feeling of being afraid of being wrong also becomes learners' obstacle in speaking the target language (Melouah, 2013). Therefore, the EFL context may increase the fear of negative evaluation due to the low implication of English in learners' surroundings.

Tourism academy students require English as the main language to communicate with international tourists and understand the standard operating procedures in hospitality. Due to the rapid growth of the tourism industry, the demand

for a more skilled workforce has also increased (Ernawati & Pearce, 2008). Tourism students have their difficulties in mastering English due to the certain condition whether the process of learning and the factors related to it (Bury & Oka , 2017). In addition, speaking skill is essential because tourism students have to build good communication with international tourists due to facilitate an excellent service in the workplace (Bury & Oka , 2017). That means that tourism students still find some dilemma in acquiring the language. On the other side tourism students are likely stressed which may lead to anxiety due to the serious risk, and the other more, they have to learn English and have a conversation with their interlocutors to achieve an excellent performance.

2.2 Theoretical Framework

In general, this study considers speaking anxiety in the EFL context as the main topic. Simultaneously, speaking anxiety not only just a part of language anxiety it also has different kinds and factors contributing based on the context and the needs of the learners. Speaking anxiety that appears among tourist academy students is considered as the issue of this research.

Speaking anxiety is considered to be the most frequently alleged matter out of foreign language learners (Horwitz, Horwitz, & Cope, 1986). Although, it has been known as a common condition that may be experienced by any kind of learners while

speaking the target language. Moreover, speaking anxiety may interfere with learners in performing the target language (Horwitz, Horwitz, & Cope, 1986) many s influence speaking anxiety depending on the learners' characteristics and also the environment.

The theory below is chosen by the researcher as a reference regarding the field of speaking anxiety in the EFL context. This theory provides explanations about speaking anxiety which may be an important reference for the speaking anxiety that occurs in the EFL context. The factors contributing also applied in the theory.

Hence, in this case, this study aims to figure out tourism academy students' speaking anxiety in EFL context.

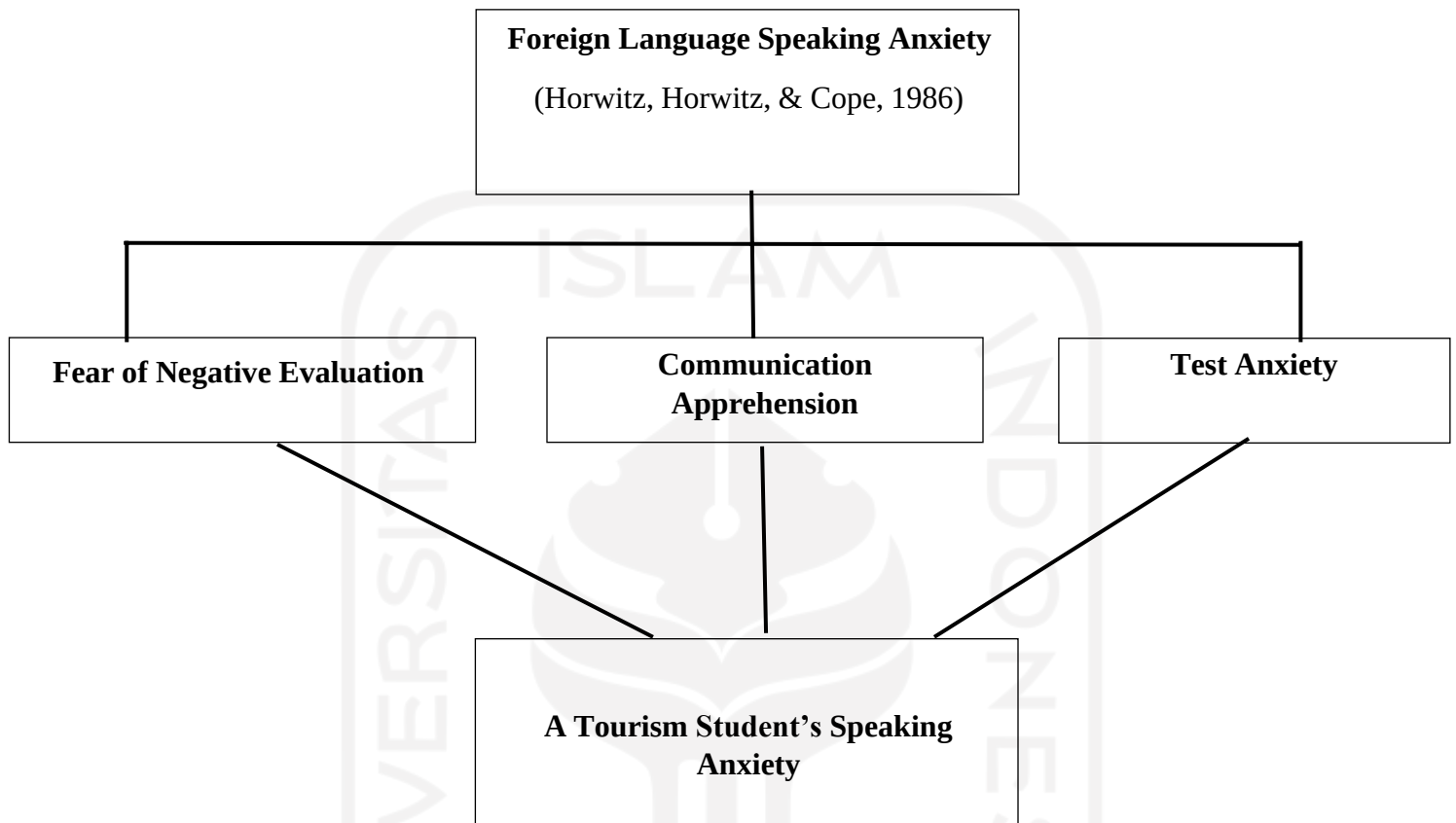


Figure 2 - 1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter provides the methodology of the study. It covered the research design, data preparation, data collecting technique, data analysis, and trustworthiness.

3.1 Research Design

This research used a qualitative method to gather the data. The qualitative method aims to examine the phenomena relating to social or human problems to be studied (Creswell , 2012). The use of qualitative research in this study is to figure out the sources of speaking anxiety as experienced by tourism academy student. Online interview of a tourism academy student conducted as the procedure of this research.

The design of this research was descriptive qualitative research that focused on speaking anxiety among tourism academy students. Qualitative descriptive designs are containing reasonable sampling, data collection, analysis, and representational techniques (Sandelowski, 2000). In addition, this type of research requires a certain consideration in all aspects of collecting, processing, and presenting the data. Hence, this research focused on aspects of speaking anxiety among tourism academy students in the EFL context.

3.2 Data Preparation

There were certain points in this data preparation. These were setting and participants of research, types of data, sources of data, research instruments, and informed consent.

3.2.1 Setting and Participants of the Research

Due to the Covid-19 outbreak, this research was conducted online. The interview was conducted via two online platforms, google meet and WhatsApp considering the signal difficulties also the convenience of the participant.

In this research, the researcher chooses one tourism academy student. As for the participants of the study the researcher considers tourism academy students who have English as an important subject due to an obligation to master English as a language to communicate with tourists from a different country. This to find out how learners may cope with anxiety and also how anxiety may influence learners' performance in speaking. This one participant is taking a private tourism academy in Surabaya, majoring in tourism management. Although, this participant majoring tourism management he considers a high exposure of English as a requirement in the tourism sector due to the high number of credits in English Profession course that he should take. The tourism crew requires to have more interaction with international tourists. The participant of the research considers to have the feel of nervousness and trembling when attending the English class which requires the participant to speak. The

participant also considers that performing speaking in front of the class was a big effort due to the feeling of anxiety. Therefore, researchers consider appointing the participant in line with the criteria of this research.

3.2.2 Types of Data

Real-time google meet utilization to facilitate both researcher and participant to conduct open-ended questions, generate real-evidence data. Data were collected by the researcher using qualitative research completed with interviews as the form of instrument.

3.2.3 Sources of Data

The data of this research were acquired from interviews. In the beginning, the researcher observed the learning environment in the tourism academy mostly online. Furthermore, the researcher interviewed the participant properly with the guide of the interview question.

3.2.4 Informed Consent

Asking for permission from any part of this research was an important thing to do before collecting the data. This to maintain politeness also protecting the confidentiality, privacy, and rights of the participant. In order to gain enhancement of chemistry between researcher and participant, researchers are allowed to inform the purpose of the study, the required time, the benefits, and any other aspects.

3.3 Data Collection Technique

The data collection of this study were conducted by interview.

3.3.2 Interview

In this interview the researcher gave open-ended questions for the participant in order to obtain in-depth information related to the research topic. The in-depth information here aims to get a clear perspective of the participant. A qualitative interview provides answers that generally explored also unveils any perspectives of the participant (Creswell , 2012). Even if the interview was conducted online, researchers may directly interact and examine the participant's answers towards the interview question. The answers were recorded as an authenticity evidence of the data.

In this research, researchers expected to gain a clear insight from the participant regarding the concern of the research itself. Interview data will be collected using google meet recordings, voice notes, notes, and transcripts. Furthermore, the data will be analyzed to answer the research question.

Construct	Conceptual Definition	Components	Interview Question
Speaking anxiety	Speaking anxiety influence performance evaluation on both academic and social situation within communication apprehension, test anxiety, and fear of negative evaluation as the anxiety performance (Horwitz, Horwitz, & Cope, 1986)	1. Communication Apprehension 2. Test Anxiety 3. Fear of Negative Evaluation	1. How do you overcome your Speaking problem? 2. How do you feel when facing English test? 3. How do you feel when speaking English in your class?

Table 3 - 1 Matrix of Interview Question

Interview Question

1. How do you overcome your speaking problem?
 2. How do you feel when facing English test?
 3. How do you feel when speaking English in your class?
-

Table 3 - 2 Interview Question

3.4 Data Analysis Technique

In analyzing this qualitative study, the researcher uses the thematic analysis technique. Thematic analysis is a technique to organize, identify and report patterns within data in a sequence to form a detailed data set (Braun & Clarke , 2006). This means, to analyze the data of the study, researchers consider many aspects and steps to obtain accurate findings. In analyzing, it includes preparing and organizing data, data reduction, data display, and drawing conclusions. Hence, the data continuously analyzed to form a reliable result.

3.4.1 Conclusion Drawing and Verification

In analyzing qualitative data, the final step is to conclude and verify the data. Strong evidence and a complete data display after reducing the data are also included to support the data verification. In this research, conclusions are based on research findings and discussion.

3.5 Trustworthiness of Data

Research data in qualitative methods should include trustworthiness in all aspects from the very beginning of collecting data (Graneheim & Lundman , 2004). This means that this research should provide the validity, credibility, dependability, and transferability of the data. To achieve the trustworthiness of the data, researchers should conduct data that consider all aspects in maintaining the component to form trustworthiness.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

4.1 Findings

In this part, different types of data collection sources are presented for the data findings. Certain themes and codes were categorized in order to support the findings and discussion of this study.

4.1.1. Interview

In this research, one-on-one interviews were used for data collection. The one-on-one interview allows the interviewer to record answers from the participant while participants may share their ideas comfortably without feeling burdened is a means of one-on-one interview (Creswell , 2012). Therefore, this approach is suitable for interviewing a participant who is a tourism student from a private Tourism Academy in Surabaya.

The interview was held on January, 12th 2021 through Google Meet (online platform). The interview focused on speaking anxiety in. The information was able to

be collected by the researcher based on the participant's perspective toward the interview questions. Interview questions were assembled from the construct theories related to this study field. The researcher analyzed and concluded the data as the result of the interview section.

The table below shows the example passage of the interview transcript from the participant

R		Bisa diceritakan kenapa bisa nervous atau mungkin penyebabnya apa
S	4	Dari penyebabnya dulu ya ka. Jadi mungkin penyebabnya tu takut orang yang saya ajak ngomong ini ga paham dengan apa yang saya katakan dengan Bahasa Inggris, biasanya sih ka kaya ... gagu gagap gitu
		From the cause first ya. So maybe the reason is that I am afraid that the person I am talking to didn't understand what I am saying in English. Usually, I will be like ... stutter

4.1.2. Thematizing

In this section, the researcher categorized research data into certain category that indicate speaking anxiety, it has the main theme and divided into specific sub-themes to know the data. Thematizing is demonstrated in the table below.

Construct	Theme	Code	Sub-Theme
Speaking Anxiety	Speaking Anxiety	SA	
		SA/FNE	Fear of Negative Evaluation
		SA/CA	Communication Apprehension
		SA/TA	Test Anxiety

Table 4 - 1 Thematizing Matrix

4.1.3 Coding

The evidence of the data should be safely kept by giving coding based on the theme. A coding system used to mark the evidence from data sources.

Data Source	Coding Sample	Meaning
Interview	I/1/FNE/3	‘I’(for Interview) means the source of data is from the interview. ‘1’ for the participant 1. ‘FNE’ is an abbreviation from Fear of Negative Evaluation. ‘3’ means it is from the interview transcript line 3.

Table 4 - 2 Coding System

4.2 Discussion

In this discussion, the researcher demonstrates the interpretation of the research findings. The interpretation was gathered from the data sources that have been analyzed based on the theme in a theoretical construct of this study. Furthermore, the researcher interprets the learning process in the classroom to identify the speaking anxiety.

In this part, the researcher demonstrates the discussion of the research findings. These discussions are divided into three chapters. Each represented the research

question of this study. There are components of speaking anxiety as experienced by the participant. Emergent findings also appear in this discussion.

4.2. Speaking anxiety experienced by a student in tourism academy

Speaking anxiety is considered one of the obstacles in learning English. Speaking anxiety may experience by anyone without exception is a common thing among the students. This study revealed that speaking anxiety occurs due to certain sources depending on the situation. The learning process, also the study environment has a role in reducing speaking anxiety among students.

Certain sources are contributing to speaking anxiety in this one participant. There is fear of negative evaluation, communication apprehension, and test anxiety.

4.2.1 Fear of negative evaluation

The fear of negative evaluation appears to be the first source that affects the speaking anxiety of this one participant (I/1/FNE/4). He thinks that people are hard to understand when he is speaking. Hence, he is still afraid to talk even when he wants to have a conversation with his relative from England, thinks his relative would not understand anything when he is trying to speak English.

“I am afraid that people will not understand anything that I say in English”
(I/1/FNE/4)

“I seldom call my relative who lives in England. Because I am afraid that he couldn’t understand what I am talking about” (I/1/FNE/66)

It shows that the student often has a negative feeling about the people they are talking to. Anxious students tend to fear being evaluated negatively and less competent (Liu, 2007). Fear of negative evaluation commonly occurred among EFL learners including here is tourism academy students. Fear of negative evaluation may occur in any social evaluative situation (Horwitz, Horwitz, & Cope, 1986). Fear of negative evaluation may occur in any social fettle and for the participant's experience is with his relative. The participant seems afraid of receiving negative evaluations even with his relatives.

“Yea, I want to speak but then I am afraid people would not understand what I am talking about” (I/1/FNE/8)

The statement from the interview above shows that fear of negative evaluation influences the student's performance in acquiring the target language. He wants to perform the target language, but the fear of negative evaluation becomes an obstacle. Fear of negative evaluation influence people to have less interaction with others and rarely begin a conversation (Gregersen & Horwitz, 2002). Due to less interaction, the student may experience less practice as well. Less exercise may lead to an obstacle in acquiring the target language that affects student's performance. Students with speaking anxiety tend to remain silent and passively involved in the learning process (Melouah, 2013). Moreover, learners who experience fear of negative evaluation tend to eliminate themselves from social interaction (He, 2013). It shows that speaking anxiety affects student's performance.

“Yes... yes sometimes I am afraid” (I/1/FNE/64)

The following passage is where the participant asked whether he afraid of speaking the target language or not. The participant confirm that he is afraid of speaking. In line with the statement, fear of negative evaluation may cause overconcern in performing the target language (MacIntyre & Gardner , 1994). Perceived evaluation by others may emerge uneasiness feeling also the possibility of looking silly would lead FL learners to an area of great concern (Gregersen & Horwitz, 2002). Concerned being negatively evaluated might produce peer pressure in the learning process (Phongsa , Ismail , & Low, 2017). Moreover, overconcern may provoke debilitating self-confidence.

“[answering the question whether he experienced less self-confidence or not] Yes, ka” (I/1/LSC/10)

Below is based on the interview where the participant agrees that self-confidence influences his performance in acquiring the target language. Learners with less self-confidence tend to think that their speaking abilities lower than others (Melouah, 2013). This tendency of thinking may negatively affect learners’ performance. In line with it, self-confidence influence how learners interact with native speaker the positive effect reported on increased self-confidence (Phongsa , Ismail , & Low, 2017). Therefore, self-confidence learners and becomes a supporting factor in the learner’s fear of negative evaluation.

4.2.2 Communication Apprehension

Another source faced by the participant is the communication apprehension. Communication apprehension means a feeling of uneasiness when speaking the target language to interlocuter (Horwitz, Horwitz, & Cope, 1986). Moreover, it can be a difficulty in interact using the target language. He thinks that he has some problem in speaking with the target language.

“I often long-winded when it comes to speak, already use ‘to be’ but then I re-speak again so it would be like... unclear” (I/1/CA/5)

Learners who experience difficulty speaking the target language would probably have less control in the communicative situation (Liu & Jackson, 2008). Based on the interview above, it confirms that he was often long-winded while speaking the target language. Moreover, he is slightly overwhelmed in controlling statements that he would say in the target language. Hence, this may affect student’s performance in the target language. Due to apprehensive speech, many anxious students inactively participated in the class when performing the target language (Liu & Jackson, 2008). In addition, communication apprehension may engender negatively in speaking the target language.

“That’s it... I am confused (chuckle) yea... the way he talks like in the Harry Potter movie. If I am not hearing clearly, I barely understand” (I/1/CA/65)

The above statement is the following reaction to his experience of speaking with his relative from England. He is confused about receiving the language input of his

interlocutor. Communication apprehension obtains from the personal knowledge is an individual has an impediment to understanding others and making oneself conceived (Horwitz, Horwitz, & Cope, 1986). Moreover, the incapability to assert oneself entirely or understand others' words may lead to apprehension it considered a communication apprehension (Gregersen & Horwitz, 2002). Hence, communication apprehension and understanding top correlated with anxiety in interaction with others (Park, 2014). Anxious students afraid that they would not conceive the language input is the communication apprehension (Liu, 2007). The participant experience difficulty in understanding target language delivered by his relative may lead to anxiety when he wants to communicate using the target language.

“Yes... I haven't fluent yet and also unconfident if I speak directly” (I/1/CA/65)

Based on the above statement, he thinks that he lacks fluency it makes him unconfident while speaking. According to FL teachers and students, 'failing to speak fluently' is considered a necessary factor in speaking anxiety (He, 2013). Fluency in the target language promoted their skills in performing the target language. FL students would possibly concern about how fluent they are in speaking the target language (He, 2013). Hence, this may emerge speaking anxiety towards FL students. Moreover, the participant confirm that he is unconfident due to his lack of fluency. FL students who experience a lack of self-confidence tend to have debilitated security of express thoughts in the target language (Thompson & Lee, 2012). In addition, FL students perceive their performance as an obligation to speak fluency and their conviction that

languages are hard to understand, definitely increasing their anxiety (Melouah, 2013). Therefore, those aspects may lead to speaking anxiety as experienced by the participant.

4.2.3 Test Anxiety

One of the sources that indicate speaking anxiety is test anxiety. Test anxiety refers to discomfort when facing the test other words, fear of failure (Horwitz, Horwitz, & Cope, 1986). It is common anxiety experienced by learners while acquiring the target language. Learners who experience test anxiety tend to appeal more than their capability (Liu & Jackson, 2008)

“I must get a good score in tests so that I have to study grammar even harder”
(I/1/TA/26)

The above passage is the participant’s reaction to the question on the difficulties while acquiring the target language. The participant confirm that he must get a good score, which may indicate pressure. Mainly, anxious learners reported higher standards for their target language performance, a predisposition towards procrastination, fear of others’ opinions, and great concern over their errors (Gegersen & Horwitz, 2002). Test anxiety may negatively influence performing the target language, precludes students from studying efficiently, and alleviates their interest in an FL (He, 2013). Otherwise, he asserts that he must learn grammar even harder is less efficient because grammar needs deeper understanding also a long study time.

4.2.4 Emergent findings

Certain emergent findings in the interview are found. Most FL learners may experience such. Speaking anxiety also occurs in certain situations depends on the learners' perceptions (Hewitt & Stephenson, 2012). In line with the participant's experience of speaking anxiety while performing the target language, especially in his class.

“That’s it, I feel nervous and scared” (I/1/SA/3)

Based on the passage above, he assures that he feels nervous and scared while speaking the target language, whether in class and in social life. He experienced nervousness and fear as the aftermath of speak the target language. FL class commonly has the situation in which renounces students with a feeling of anxiety, discomfort, and fear (Horwitz, Horwitz, & Cope, 1986). FL learners that experience anxiety exhibit nervousness, dizziness, or the feeling of tension when called to perform the target language (Thompson & Lee, 2013). Hence, most of the FL learners informed to feel nervous more or less while speaking due to sundry excuses (Liu, 2007). Therefore, nervousness and scared are indicating learners experience speaking anxiety.

“[answering the thing when he experienced speaking anxiety] ...usually, I will be like... stutter” (I/1/SA/4)

The passage above shows the participant’s further explanation of the reason why

he experienced nervousness. Stutter is a common reaction that happened among FL learners may influence their language performance (Garcia-Pastor & Miller, 2018). It is the spontaneous effect of anxiety, especially in speaking skills. Out of four language skills, speaking skills appear to be the highest anxiety level for learners who experience stutter (Garcia-Pastor & Miller, 2018). Hence, the higher the learners' anxiety level, the worse their speaking performance is disposed of (Hewitt & Stephenson, 2012). Therefore, stutter may influence speaking performance due to its correlation with speaking anxiety.

“[answering the thing when he experienced speaking anxiety] ... trembling”
(I/1/SA/6)

The participant reacts to the question of what he does when the nervousness appears. According to (Trang, JR., & Moni, 2013), many FL learners are even so trembling when selected to perform the target language. Moreover, the statement that asserts tremble when called to performs the target language shows a large approve among FL learners who experience anxiety (Thompson & Lee, 2013). It may provoke higher anxiety among FL learners experienced by the participant. Therefore, it also influences speaking performance and leads to distress in language acquisition.

“Sometimes I pause for a while but, I went blank in silence more often like confused somehow...” (I/1/SA/7)

The above passage is the participant's answer to the question on his improvisation when experience speaking anxiety. Silence may be a predisposition for learners who experience anxiety (Trang, JR., & Moni, 2013). Most FL learners get

nervous and confused while performing their speaking skills (Melouah, 2013). FL learners who experience going blank, freezing, or less courage in acquiring the target language may lead to anxiety (Horwitz, Horwitz, & Cope, 1986). It may indicate whether silence, confusion, and going blank influence learners' anxiety as experienced by the participant.

Moreover, another source is a lack of communication practice. The participant belief that lacks of communication practice using the target language affects acquiring the target language.

“When I was in a high school, I had a teacher who I considered not clear enough while teaching also speaking English. We seldom got time for practice speaking. Like... less practice” (I/1/LCP/9)

The above statement shows an answer to a question on the experiences that he has while speaking the target language. He reveals that he seldom practices English which influences the way he performs it until now. In line with the statement that most FL learners who have less opportunity to speak English would likely experience fear of using the language to communicate in public (Shao, Yu, & Ji, 2013). Practice the target language is an important thing to do due to its benefit in increasing learners' self-confidence. FL learners require practice English both in and outside the classroom to escalate their confidence in performing the target language (Liu & Jackson, 2008) Therefore, less exercise may inhibit FL learners from performing the target language also may lead to speaking anxiety.

“When in class, I seldom found myself in a speaking English situation, it is just like basic English... like making essays, and more” (I/1/LE/9)

The participant also experienced a lack of exposure to English which is considered as emerging findings in this study. He assures that he often found a speaking situation that provokes a strange feeling. He is not getting used to the target language. FL learners who lack exposure to the target language may emerge anxiety (Phongsa , Ismail , & Low, 2017). Hence, less exposure influence negatively in performing the target language as experienced by the participant. To reduce speaking anxiety, FL learners should gain more exposure to the language and practice more (Liu & Jackson, 2008). This statement shows that language exposure also has a necessary role in speaking anxiety. Therefore, the less target language exposure that he gets, the higher anxiety would be.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and the recommendation of the study. The conclusion could be confirmed as a summary and may highlight the findings of the study. Some points for further research also provided in this chapter.

5.1 Conclusion

Speaking anxiety is considered as an obstacle in acquiring a foreign language also influence negatively to the participant. Based on the interview result, the participant experience speaking anxiety. Despite his major in university requires English to enhance his future job, he confirms that he is afraid of performing the target language also certain statements that lead to speaking anxiety. The participant's experience gave some insight into sources that may lead to foreign language speaking anxiety. Fear of negative evaluation appears to be the most anxiety-provoking factor followed by speaking anxiety itself also communication apprehension, and test anxiety. This is in line with findings from previous studies and some theories about speaking anxiety. Three main sources contributing to foreign language speaking anxiety fear of negative evaluation, communication apprehension, and test anxiety. Those three sources occur in his experience in foreign language speaking anxiety. Fear of negative evaluation appears both in an academic environment also in a social

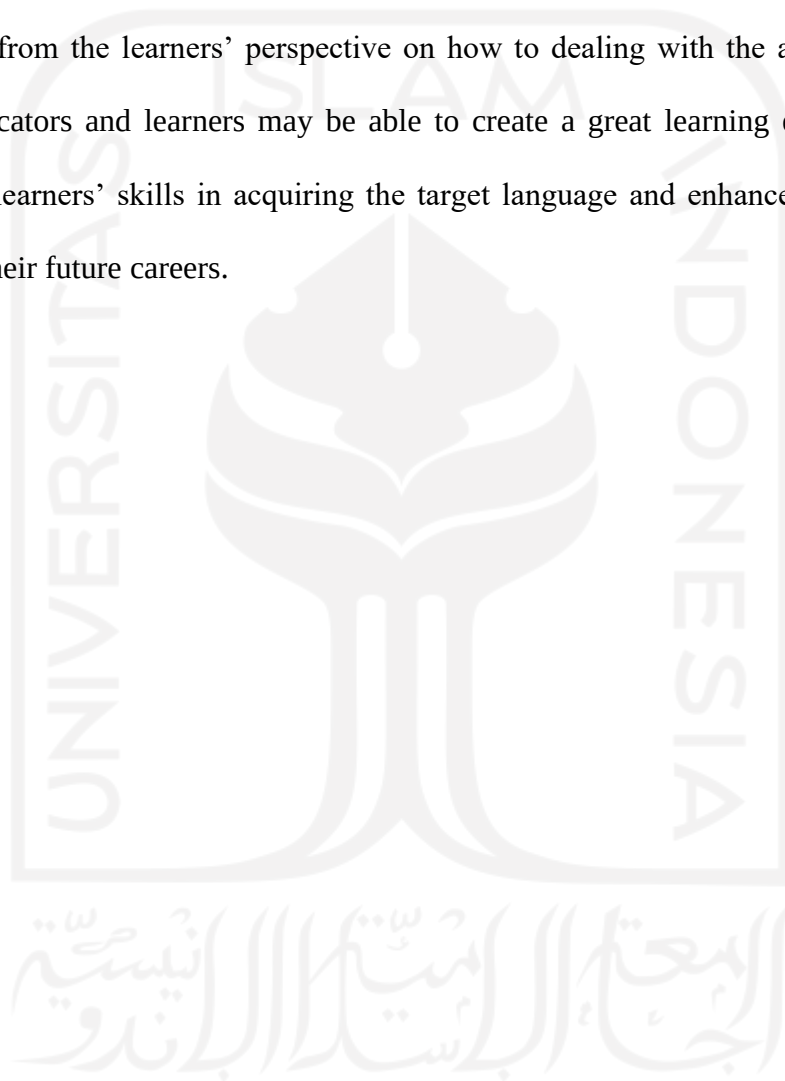
situation where the participant is allowed to speak a foreign language to the interlocuter which is his relative and he still experiences that fear of negative evaluation. Speaking anxiety like stutter, going blank, also confuse are considered as form or gestures that may influence negatively to the participant when performing the target language both inside and outside the classroom. Communication apprehension experienced by the participant is when the participant feels uneasiness when it comes to communicating using the target language. He has difficulties in arranging the sentence so that people understand what he is talking. Test anxiety occurs when he forces himself to get good grades. Force himself beyond his capabilities may generate speaking anxiety and influence his performance. Furthermore, based on the interview, emergent findings provoke speaking anxiety aside from those mentioned before.

Stutter, going blank, also confuse are considered as form or gestures of speaking anxiety that may influence negatively to the participant when performing the target language both inside and outside the classroom. Lack of practice, exposure, and self-confidence may lead to speaking anxiety as experienced by the participant. Indirectly, the lack of those three may reduce his capability in performing the target language.

Moreover, with the emergent findings, it is found that seven sources may lead the participant to the speaking anxiety. Furthermore, it can be concluded that a student of tourism academy experienced a speaking anxiety within three main sources which are fear of negative evaluation, communication apprehension, and test anxiety. Stutter and nervousness, lack of communication practice, also lack of exposure appear as the emergent findings of this research.

5.2 Recommendation

Owing to the limitations of this research, future research is essential to be conducted to investigate strategies to cope with foreign language speaking anxiety to find out from the learners' perspective on how to dealing with the anxiety. Hence, both educators and learners may be able to create a great learning environment to develop learners' skills in acquiring the target language and enhance the chance to elevate their future careers.



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APPENDICES



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Tanggal : 9 Januari 2021
Nomor : 26/Dek/70/DURT/1/2021
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :

Yth. Direktur Sekolah Tinggi Ilmu Pariwisata Satya Widya Surabaya

Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Kartini Priadji
Nomor Induk Mahasiswa : 17322087
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Ista Maharsi, S.S., M. Hum
Judul Skripsi :
"Speaking Anxiety as Experienced by Tourism Academy Students during a Content-Based Course."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia


Dr. Fuad Nashori, S.Psi, M.Si, M.Ag, Psikolog



Appendix 1 - 1 Letter of Permission

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini

Nama : Christopher Benediktus Erwan

Umur : 21

Jenis kelamin : Laki Laki

Pekerjaan : Mahasiswa

Alamat : Jl. Dinoyo Sekolahan III, 8-b, Surabaya, Jawa Timur

Sehubungan dengan surat pengajuan izin penelitian yang telah disetujui oleh Program Studi Pendidikan Bahasa Inggris UII tertanggal 9 Januari 2021 untuk dapat mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswa Kartin Priadji dengan judul ... maka untuk itu saya dengan ini menyatakan bahwa :

1. Saya membuat surat persetujuan atas kemauan sendiri, agar saya bisa menjadi partisipan dalam penelitian
2. Saya mengetahui, mengerti, dan bersedia meluangkan waktu untuk secara kooperatif mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
3. Saya bersedia meluangkan waktu saya untuk diwawancarai minimal satu kali dalam rentang waktu minggu keempat di bulan Januari 2021 dan minggu kedua di bulan Februari 2021
4. Saya bersedia untuk diwawancarai, menjawab dengan jujur seluruh pertanyaan yang diajukan secara virtual menggunakan google meet dan semua percakapannya di rekam oleh peneliti.
5. Saya sangat mengizinkan peneliti untuk merahasiakan nama saya
6. Saya mengetahui dan menyetujui semua data yang telah disampaikan dan diberikan kepada peneliti akan menjadi data acuan peneliti di dalam skripsinya yang nanti akan di publikasikan

Demikian surat pernyataan ini dibuat, ditandatangani dan diberikan dalam keadaan sadar tanpa ada tekanan atau paksaan dari pihak manapun dan dalam bentuk apapun terhadap saya dimana surat pernyataan ini dapat dianggap sebagai suatu kesepakatan yang mengikat untuk digunakan sebagaimana perlu dan segala pernyataan yang dibuat dalam surat pernyataan ini tidak akan dicabut, kecuali jika terdapat persetujuan sebelumnya.

Surabaya, 12 Januari 2021



(Christopher B. E)

Appendix 1 - 2 Consent Form

Participant : Donny (pseudonym)
 Sex : M
 Date : 12 January 2021
 Time : 19.00-19.30
 Platform : G-Meet

R/S	Line	Interview Content	Themes
R		Pertama-tama boleh perkenalkan diri terlebih dahulu?	
S	1	Ini nama atau gimana? Maksudnya nama atau apalagi?	
R		Ya nama semester gitu gitu	
S	2	Ya perkenalkan saya Dony saya mahasiswa smt 5 prodi d4 jurusan manajemen kepariwisataan dari Sekolah Tinggi Ilmu pariwisata Satya Widya Surabaya	
R		Okay terimakasih eee.. mas erwan disini saya akan menanyakan beberapa pertanyaan yang pertama yaitu ttg speaking anxiety Apa yang mas rasakan saat sedang berbicara bahasa Inggris di kelas atau saat lagi praktek berbicara bahasa inggris di depan kelas?	
S	3	Itu saya merasa nervous dan takut	Speaking anxiety
R		Bisa diceritakan kenapa bisa nervous atau mungkin penyebabnya apa	
S	4	Dari penyebabnya dulu ya ka. Jadi mungkin penyebabnya tu takut orang yang saya ajak ngomong ini ga paham dengan apa yang saya katakan dengan bahasa inggris. Biasanya sih ka kaya... gagu gagap gitu	Fear of negative evaluation Speaking anxiety

		From the cause first ya. So maybe the reason is that I am afraid that the person I am talking to didn't understand what I am saying in English. Usually, I will be like... stutter	
R		Kaya itu yaa kalau mau ngerangkai kalimat tu kaya susah gitu ya?	
S	5	Iya ka.. saya suka bertele-tele gitu udah pake to be ini diulang lagi jadi kan kaya ga jelas gitu lo ka	Communication Apprehension
R		Iyasi memang kadang seperti itu. Terus nervousnya itu seperti apa? Apa yang mas erwan lakukan saat nervous?	
S	6	Apa yah.. Gemeteran	Speaking anxiety
R		Ohh terus kalau udah gemeteran apa hal yang selanjutnya dilakukan?	
S	7	Kadang jeda sebentar tapi lebih sering diem sambil kaya bingung gitu.	Speaking anxiety
R		Ohh iya bingung yaa berarti memang deg2an nervous gitu yaa. Dengan nervous yang dialami mas erwan apakah membuat anda tidak ingin berbicara bahasa inggris atau bagaimana?	
S	8	Ya saya sih ingin berbicara tapi ya itu takut orang-orang gatau apa yang saya bicarain	Fear of negative evaluation
R		Memang ada pengalaman tidak enak yang dialami mas erwan saat berbicara bahasa inggris?	

S	9	Bukan pengalaman sih karena waktu sekolah dulu kaya jarang speaking gitu loh ka mungkin kaya cuman bahasa inggris dasar seperti membuat essay dll. Terus waktu SMA itu guru ku ini kalau ngajar gak jelas terus waktu speaking juga ga jelas gitu. Kita jarang dikasih waktu buat speaking. Kaya apa ya.. Kurang latihan gitu loh ka	Less exposure of English Lack of communication practice
R		hmm .. heeh.. Kurang latihan membuat kita menjadi kurang percaya diri gitu ya kalau mau ngomong bahasa inggris karena belum terbiasa gitu kann	
S	10	iya ka (tertawa kecil)	Less self confidence
R		Okay kalau boleh tau selama ini mas ada usaha untuk membuat diri mas menjadi tidak anxiety lagi?	
S	11	Iya kalau usaha buat belajar bahasa Inggris gitu kan ka? Ya itu ada sih. Ee..Ya liat di youtube atau ga liat di tik tok yang bapak dari kediri dan juga melihat video orang-orang bule terus liat variety show gitu.	
R		Okay jadi banyak melihat video yang berkaitan dengan bahasa inggris yaa	
		Iya ka.	
R		Nah mau tanya juga ni mas erwan ada keniatan untuk speaking bahasa inggris itu saat dalam situasi yang seperti apa ya mas?	

Appendix 1 - 3 Interview Transcript

THEMES	SUB-THEMES	CODING
Speaking Anxiety	Form of anxiety (stutter, nervousness)	SA/FA
Fear of Negative Evaluation	-	FNE
Communication Apprehension	-	CA
Test Anxiety	-	TA
Lack of Communication Practice	-	LCP

Appendix 1 - 4 Thematizing

CODING	MEANING
I/1/FNE/3	‘I’(for Interview) means the source of data is from the interview. ‘1’ for the participant 1. ‘FNE’ is an abbreviation from Fear of Negative Evaluation. ‘3’ means it is from the interview transcript line 3.
I/1/LSC/10	‘I’ (for Interview) means the source of data is from the interview ‘1’ for the participant 1. LSC is an abbreviation from Lack of Self Confidence. ‘10’ means it is from the interview transcript line 10
I/1/SA/3	‘I’ (for Interview) means the source of data is from the Interview ‘1’ for the participant 1. SA is an abbreviation from Speaking Anxiety. ‘3’ means it is from the interview transcript line 3
I/1/CA/5	‘I’ (for Interview) means the source of data is from the Interview. ‘1’ for the participant 1. CA is an abbreviation from Communication Apprehension. ‘5’ means it is from the interview transcript line 5.
I/1/TA/26	‘I’ (for Interview) means the source of data is from the Interview. ‘1’ for the participant 1. TA is an abbreviation from Test Anxiety. ‘26’ means it is from Interview transcript line 26.
I/1/LCP/9	‘I’ (for Interview) means the source of data is from the Interview. ‘1’ for the participant. LCP is an abbreviation from Lack of Communication Practice. ‘9’ means it is from the Interview transcript line 9.
I/1/LE/9	‘I’ (for Interview) means the source of data is from the Interview. ‘1’ for the participant. LE is an abbreviation from the Lack of Exposure. ‘9’ means it is from the Interview transcript line 9.

Appendix 1 - 5 Coding