ความวิตกกังวลในการพูดภาษาอังกฤษและการลดความวิตกกังวลของ
นักศึกษาสาขาวิชาภาษาอังกฤษและสาขาวิชาภาษาอังกฤษธุรกิจ
มหาวิทยาลัยราชภัฏบุรีรัมย์

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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
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ENGLISH SPEAKING ANXIETY AND ANXIETY REDUCTION

OF ENGLISH AND BUSINESS ENGLISH MAJOR STUDENTS

AT BURIRAM RAJABHAT UNIVERSITY

Tatiya Tanuanram

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts Program in English

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ชื่อเรื่อง	ความวิตกกังวลในการพูดภาษาอังกฤษและการลดความวิตกกังวล
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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาความวิตกกังวลของการพูดภาษาอังกฤษ
ของนักศึกษาสาขาวิชาภาษาอังกฤษและสาขาวิชาภาษาอังกฤษธุรกิจ มหาวิทยาลัยราชภัฏบุรีรัมย์
2) เพื่อเปรียบเทียบความวิตกกังวลในการพูดภาษาอังกฤษระหว่างนักศึกษาสาขาวิชาภาษาอังกฤษ
และนักศึกษาสาขาวิชาภาษาอังกฤษธุรกิจ และ 3) สำรวจวิธีการลดความวิตกกังวลในการพูด
ภาษาอังกฤษ กลุ่มตัวอย่างที่ใช้สำหรับข้อมูลเชิงปริมาณ ได้แก่ นักศึกษาสาขาวิชาภาษาอังกฤษ
และสาขาวิชาภาษาอังกฤษธุรกิจ จำนวน 128 คน ที่เรียนในรายวิชาการฟัง-พูดภาษาอังกฤษเบื้องต้น
โดยใช้ตารางของเครซีและมอร์แกนและวิธีการสุ่มตัวอย่างอย่างง่าย การวิเคราะห์ข้อมูลโดยใช้สถิติ
ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานและที่ใช้เปรียบเทียบค่าเฉลี่ยระหว่างกลุ่ม
ตัวอย่างสองกลุ่มที่เป็นอิสระจากกัน กลุ่มตัวอย่างที่ใช้สำหรับข้อมูลเชิงคุณภาพ โดยการสัมภาษณ์
แบบกึ่งโครงสร้าง ได้แก่ นักศึกษา จำนวน 10 คน แบ่งเป็นนักศึกษาสาขาวิชาเอกภาษาอังกฤษ
จำนวน 5 คน และนักศึกษาสาขาวิชาภาษาอังกฤษธุรกิจ จำนวน 5 คน ที่ได้เกรดน้อยที่สุดในรายวิชา
การฟัง-พูดภาษาอังกฤษเบื้องต้น โดยใช้เทคนิคการสุ่มตัวอย่างแบบเฉพาะเจาะจง ข้อมูลที่ได้จาก
การสัมภาษณ์ถูกวิเคราะห์โดยใช้เทคนิคการกำหนดรหัสเพื่อจำแนกข้อมูล (Open Coding) และ
การจำแนกข้อมูลออกเป็นกลุ่ม ๆ หรือเป็นหัวข้อย่อย (Axial Coding)ของพันช์ ผลการวิจัยพบว่า
1) ระดับความวิตกกังวลในการพูดภาษาอังกฤษของนักศึกษาสาขาวิชาภาษาอังกฤษและสาขาวิชา

ภาษาอังกฤษธุรกิจ อยู่ในระดับปานกลาง สาเหตุที่พบมากที่สุดคือ ความวิตกกังวลด้านความกลัว
การถูกประเมินทางลบ ตามด้วยความวิตกกังวลในการสื่อสาร และความวิตกกังวลในการทำ
แบบทดสอบ ตามลำดับ 2) ไม่มีความวิตกกังวลในการพูดภาษาอังกฤษแตกต่างกันอย่างมีนัยสำคัญ
ทางสถิติ เกี่ยวกับความกลัวเชิงลบประเมินความวิตกกังวลและความวิตกกังวลในการสื่อสาร
อย่างไรก็ตาม มีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 พบในความวิตกกังวลในการทำ
แบบทดสอบ และ 3) ผลการวิเคราะห์ข้อมูลเชิงคุณภาพ โดยการสัมภาษณ์กึ่งโครงสร้าง พบว่า
วิธีการลดความวิตกกังวลของการพูดภาษาอังกฤษของนักศึกษาพบมากที่สุด คือ การเตรียมความ
พร้อม การคิดเชิงบวกและการผ่อนคลายตามลำดับ

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ABSTRACT

The purposes of this study were 1) to find out the English speaking anxiety of English and Business English major students, 2) to compare English speaking anxiety between English major students and Business English major students; and 3) to explore the ways which English and Business English major students used to reduce their English speaking anxiety. The quantitative data were collected from a questionnaire responded by 128 first year English and Business English major students who were studying in Introduction to English Listening Speaking Course. The sample were selected by using Krejcie and Morgan's sample size determination table by using the simple random sampling. The statistics used for data analysis were frequency, percentage, mean, standard deviation, and t-test. For qualitative data, semi-structure interview was implemented with 10 students which were selected by using purposive sampling technique. The samples were divided into 5 students from English majors and 5 students from Business English majors who got the least grade point in the Introduction to English Listening Speaking Course. The data from the

interview were analyzed by using open and axial coding techniques proposed by Punch (2005). The results of the study were as follows: 1) English speaking anxiety of English and Business English major students was at a moderate level. The highest English speaking anxiety of English and Business English major students was Fears of Negative Evaluate Anxiety, followed by Communication Anxiety and Test Anxiety, respectively. 2) There was no statistically significant difference in English speaking anxiety regarding Fears of Negative Evaluate Anxiety and Communication Anxiety. However, the statistically significant difference at .05 level was found in Test Anxiety, and 3) the result of semi-structured interview concerning the ways of reducing English speaking anxiety used by the samples were Preparation which received the highest frequency, followed by Positive Thinking, and Relaxation, respectively.

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LIST OF ABBREVIATIONS

BFITS   Bright Future International Training and Services

CEP   Conversational English Program

CHCs   Confucian Heritage Cultures

EAP   English for Academic Purposes

EFL   English as a Foreign Language

ELCAQ   English Language Classroom Anxiety Questionnaire

ESL   English as a Second Language

FL   Foreign Language

FLA   Foreign Language Anxiety

FLCAQ   Foreign Language Classroom Anxiety Questionnaire

FLCAS   Foreign Language Classroom Anxiety Scale

GPA   Grade Point Average

ICEP   Intensive Communication English Program

IOC   Index of Item Objective Congruence

L1   First Language

S.D.   Standard Deviation

SLSAS   Second Language Speaking Anxiety Scale

SPSS   Statistical Package for Social Sciences

CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

English is the most essential and most commonly used language in the world today. It is a major language of international business, diplomacy, science and professions. English is also an official language or the official language of many international and professional organizations. It is used to communicate with native and non-native speakers. Therefore, using English fluently is necessary for careers, especially when applying for jobs from multinational companies. This is because multinational companies hire people from different countries and cultures and they use English (Thomas. 2015). In Thailand, English plays a crucial role as a foreign language especially in education, tourism and business. As Thais main language or mother tongue is Thai –while English is used as a foreign language, Thai is Thailand's official language (Kitjaroonchai&Kitjaroonchai. 2017). Most Thais, especially students who are pursuing higher degrees at universities, find it difficult to utilize English fluently because of various reasons. Studies found that students are deficient in vocabulary, low English proficiency and memory disassociation contributed to student anxiety in class (Liu. 2007). Students who are majored in English and Business English are required to master all of the four language skills (reading, writing, listening and speaking) in order to communicate effectively. Speaking is the most frequently used language skill. According to Bygate (1987), speaking is a skill which deserves cautious attention as much as literary skills in both first and second

languages. Speaking skill is described as a topic which excellence is at the same par with social solidarity, social ranking, professional advancement and business and also a medium through which many languages are learnt, and conductive for learning. Speaking skill is essentially vital in EFL/ESL programs (Nunan. 1999). However, speaking is a difficult task for ESL/EFL students. Radhia (2016) says that speaking a second language or conversing a conversation in a second language is considered as a difficult task for most learners. This difficulty in speaking is a result of various factors especially the psychological ones, such as: shyness, fear of making mistakes, anxiety etc. that hinder them from speaking freely.

There is one common issue that almost everyone seems to be having. Most English learners have perfect or are very good at listening, reading and writing in English. They can easily read English articles and they can comprehend very well when they are listening. But when it comes to speaking - when they are about to converse to someone in English, nervousness gets the better of them. They become unsure and they can't say a word or they are speaking slowly with many pauses; obviously, they are uncomfortable. It is a common fear to students who are practicing or trying to master a second language. According to Horwitz, Horwitz and Cope (1986), the first to conceptualize FLA as a unique type of anxiety specific to foreign language learning. The researchers such as Fogiel (1980) and Horwitz, Horwitz and Cope (1986) have defined anxiety as a crucial concept in the study of varying neurotic disorder, a distinct complex of self-perceptions, belief, feelings and behaviors related to the classroom language learning arising from the uniqueness of the language learning process. In this study, the researcher focuses on the Three - part Model of language anxiety proposed by Horwitz, Horwitz and Cope (1986); Communication

apprehension, Test Anxiety and Fear of Negative Evaluation,

As for the context of Thai undergraduate students, it is a necessity to study about their language learning behavior, which then includes the impacts or the process of their language learning procedure in order to indicate and perceive the students' successes and failures, especially finding solutions to improve students' speaking skills. This research is investigating the level of English speaking anxiety with the purpose to find out the causes of anxiety that affect the students' speaking skills and to find solutions to the issues of Buriram Rajabhat University's freshmen that are majored in English and Business English. First of all, the researcher has to measure the English majored students' level of speaking anxiety and gather information regarding levels of the students' anxiety. Furthermore, we can proceed by investigating the causes to the students' anxiety. Then finally, find solution to the issue in order to reduce anxiety and increase speaking skill productivity. The students are also expected to improve their English skills to be proficient and competent in the future. The objectives of this study are to identify the factors that may contribute to speaking anxiety, and those factors may reduce anxiety in an attempt to thoroughly comprehend the procedure when learning a foreign language.

Common issues regarding speaking skills that are commonly found among English and Business English majored students are as follows; 1) Shyness is considered to be one of the most common issue found among students when speaking English, especially as a foreign language. Causes of students' shyness came from their fear of making mistakes or being laughed at, 2) Inability to comprehend what the other speaker is saying, 3) Worrying too much about fluency, 4) Other people's judgments or negative feedbacks and 5) Lack of encouragements.

Pushing and influencing students to speak English language fluently is not a simple task. As the researcher's attempt to find out how can staffs of English and Business English major help students decrease the level of English speaking anxiety in general situations and within the classroom. Most importantly the freshmen, the students' behaviors are clearly proven that they lack the experience and ability to communicate in English. Moreover, local students are not accustomed to see a foreigner frequently and students constantly complain that they have very few opportunities to communicate with foreigners outside the campus. Most students remain silent because they do not want to look foolish and "lose face" or lose dignity and pride in front of their classmates (Lindy. 2006). Furthermore, the researcher would like to figure out the causes that involved English speaking anxiety and find out the students' anxiety reduction guideline to help both students and teachers as Khusnia (2017) said students are required to have strong attitudes and use strategies that may lower anxiety, increasing motivation, and boosting confidence in their ability in order to convey what they want to express verbally. One of the challenges for teachers is to provide the kind of classroom atmosphere that promotes low-anxiety. Thus, decreasing anxiety will make teachers' teaching smoother and easier to comprehend the student better. As a result, students can learn and speak English in any situation or in class without shyness and nervousness, on the other hand students will feel even more confident and cut loose of their anxiety when speaking in English.

1.2 Research Objectives

1.2.1 To find out the English and Business English major students' English speaking anxiety

1.2.2 To compare English speaking anxiety between the students majoring in English and Business English

1.2.3 To explore ways of reducing the English and Business English major students' English speaking anxiety

1.3 Research Questions

1.3.1 What are English speaking anxiety of the English and Business English major students?

1.3.2 Are there any differences between the English and Business English major students in English speaking anxiety?

1.3.3 How do the English and Business English major students reduce their English speaking anxiety?

1.4 Significance of the Study

This study will provide the useful information and guideline in order to connect with the English and Business English majored students' English speaking anxiety in Introduction to Listening and Speaking Course. In addition, students are able to speak English well and being able to build their self-confidence if their English speaking anxiety decrease. The results from this study would have effective procedures to reduce speaking anxiety as follows:

1.4.1 The students can express their ideas in English class and help them increase their English speaking ability.

1.4.2 The students have confidence when giving a presentation in front of the peers. As their communication skills improve, they will feel less self-conscious when

speaking or presenting.

  1.4.3 Teachers can help the students manage the classroom's atmosphere in order to create a low-anxiety classroom and teach English speaking course effectively.

  1.4.4 This research can encourage both students and teachers to accomplish their goals of learning and teaching.

1.5 Scope and Limitations of the Study

  1.5.1 The population of this study were 176 students majoring in English and Business English who enrolled to study in Introduction to English Listening Speaking Course in semester 1 of academic year 2019 at Buriram Rajabhat University. The samples of this study were 128 the students majoring in English and Business English. They were selected by using the Krejcie and Morgan's sample size determination table, simple random sampling and purposive sampling techniques, respectively.

  1.5.2 The data was collected by using Foreign Language Classroom Anxiety Questionnaire (FLCAQ) and semi-structured interviews. The questionnaire was based on the theories of Howitz et al. (1986). There were 30 items from three factors; communication apprehension, fear of negative evaluation, and test anxiety. The researchers adapted semi-structured interview which was generated by (Tasee. 2009).

  1.5.3 The interview was transcribed by the researcher. In order to increase the reliability and validity of the interview transcripts, the researcher applied two strategies: 1) repeatedly listening and transcribing the recordings of the interviews and 2) equating the literal meanings of transcripts through back-translations by asking for assistance from foreign friends.

1.5.4 Since the interview required an in-depth understanding, using Thai to interview is mandatory.

1.6 Definitions of Key Terms

1.6.1 "Anxiety reduction" refers to apprehension or uneasiness of English speaking anxiety of the students.

1.6.2 "English speaking" refers to a productive skill using by the English and Business English major students perform orally in classrooms.

1.6.3 "Anxiety" refers to the feeling of uncomfortable, anxious, nervousness in different kinds of situation in classrooms of English and Business English major students at Buriram Rajabhat University, Thailand.

1.6.4 "English speaking anxiety" refers to the English speaking anxiety of English and Business English major students at Buriram Rajabhat University according to Horwitz, Horwitz et al. (1986); Fears of negative Evaluation Anxiety , Communication anxiety, and Test anxiety.

1.6.5 "English and Business English major students" refers to the students who are majoring in English and Business English at Buriram Rajabhat University.

1.6.6 "Buriram Rajabhat University" refers to a university located in Muang Buriram District, Buriram Province, Thailand.

1.7 Summary of the Chapter

In conclusion, this chapter showed the statement of the problem, research objectives, research questions, significance of the study, scope and limitations of the

study, and definitions of key terms. The literature review is presented in the next

chapter.

CHAPTER 2

LITERATURE REVIEW

This chapter includes contents from the related literatures and other knowledge sheets which the researcher had reviewed in order to continue the research on English speaking anxiety. Since anxiety has caused negative impacts on the first year English major students in classes and caused many more problems to the students who are learning English as a second language. Therefore, in the present study has reviewed a lot of topics such as second language acquisition, theories of speaking, anxiety theories, language anxiety theories, characteristics of anxious learners', anxiety and foreign language learning, the effects of language anxiety, and reduction theories of English speaking anxiety.

2.1 Second Language Acquisition

Krashen (1981), an expert in the field of linguistics specializing in theories of language acquisition and development, give a brief description of widely known and well accepted theory of second language acquisition, which has had a large impact in all areas of second language research and teaching since the 1980s. Krashen's theory of second language acquisition consists of five main hypotheses: the acquisition learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis as follows:

2.1.1 The Acquisition Learning Hypothesis

The acquisition learning distinction is the most fundamental of all the

hypotheses in Krashen's theory and the most widely known among linguists and language practitioners. According to Krashen (1981), there are two independent systems of second language performance: the acquired system and the learned system. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication in which speakers are concentrated not in the form of their utterances, but in the communicative act. The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. He also states that 'learning' is less important than 'acquisition'.

2.1.2 The Monitor Hypothesis

The monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen (1981), the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met that is the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. It appears that the role of conscious learning is somewhat limited in second language performance. The role of the monitor is - or should be - minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance. He also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes

those learners that use the 'monitor' all the time (over-users); those learners who have

not learned or who prefer not to use their conscious knowledge (under-users); and

those learners that use the 'monitor' appropriately (optimal users). An evaluation of

the person's psychological profile can help to determine to what group they belong.

Usually extroverts are under-users, while introverts and perfectionists are over-users.

Lack of self-confidence is frequently related to the over-use of the 'monitor'.

2.1.3 The Natural Order Hypothesis

The natural order hypothesis is based on research findings of Krashen (1981)

which suggest that the acquisition of grammatical structures follows a 'natural order'

which i predictable. For a given language, some grammatical structures tend to be

acquired early while others late. This order seems to be independent of the learners'

age, L1 background, conditions of exposure, and although the agreement between

individual acquirers is not always 100% in the studies, there are statistically

significant similarities that reinforce the existence of a natural order of language

acquisition. Krashen, however, points out that the implication of the natural order

hypothesis is not that a language program syllabus should be based on the order found

in the studies. In fact, he rejects grammatical sequencing when the goal is language

acquisition.

2.1.4 The Input Hypothesis

The input hypothesis is Krashen's attempt to explain how the learner

acquires a second language. In other words, this hypothesis is Krashen's explanation

of how second language acquisition takes place. So, the Input hypothesis is only

concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner

improves and progresses along the 'natural order' when he/she receives second

language 'input' that is one step beyond his/ her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/ her current stage of linguistic competence.

2.1.5 The Affective Filter Hypothesis

The affective filter hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include motivation, self-confidence and anxiety.

Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up', it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

2.2 Theories of Speaking

Despite the fact that speaking skill is a crucial part in learning or teaching second language. Speaking is tremendously important than listening, reading, and writing skills because speaking is the ideal way to express one's feelings and desires.

2.2.1 The Definition of Speaking

EFL learners need to develop their speaking in a confident and comfortable way. Since speaking is generally accomplished via interaction with other speakers.

Nunan (2003:48) argues that, "speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning".

As noted by Burns and Joyce (1997), speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information".

Gumperz (1999) states that "speaking is comparatively constructed which is based on contributions, assumptions, and interpretations of the sample utterances".

Hedge (2000:261) views that speaking is "a skill by which people are judged while first impressions are being formed".

Bygate (1987:3) investigates the distinction between knowledge and skill in speaking lesson, which he considered crucial in the teaching of speaking.

The definition of speaking is the productive oral skill interaction between people in society by using utterances**.**

2.2.2 Types of Speaking

Since speaking is considered as one of the language productive skills. Brown (2004) has stated five various types of speaking according to the speakers' intentions; imitative, intensive, responsive, interactive, or extensive.

2.2.2.1 Imitative

Imitative speaking focuses on the ability to repeat words, phrases and sentences. In English classroom, this type of speaking is related to drills in which

students imitate some language structures produced by the teacher. Brown (2004:141) also states that imitative speaking implies "the ability to simply parrot back a word or phrase or possibly sentences".

2.2.2.2 Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as, Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited pictured cue tasks include simple sequences; and translation up to the simple sentence level. Brown (2001:273) states that, "Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect language".

Intensive speaking focuses on particular grammatical or phonological aspects, which helped the learner to enrich their level of achievement performance.

Imitative tasks focus on the ability of the test-taker to simply imitate (or parrot) a word, phrase, or sentences. This assessment focuses on the phonetic level of oral production (i.e. pronunciation) not meaning and requires listening just for the prompt. This type of assessment helps teachers assess students' pronunciation skills. A common imitative assessment (with scoring criteria) can be created or adapted from a resource to cater any varying proficiency level. Word and sentence repetition tasks are most commonly used for assessing imitative speaking.

2.2.2.3 Responsive

In particular, responsive speaking requires providing certain responses, such as comments, remarks, or feedback; the teacher may respond to his/her learners'

questions. Brown (2001:273) claims that "a good deal of student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues".

In this type of speaking, the teacher acts as a prompter by giving some signals that encourage learners to respond. As an illustration, open-ended questions can be used to generate responsive speaking in EFL classes to achieve better results.

2.2.2.4 Interactive

This type of speaking is similar to responsive, but the difference between them is the length and complexity of the interaction, which sometimes includes multiple exchanges and /or multiple samples, the interaction can take the form of transactional language, which has the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and sue colloquial language, ellipsis, slang and other sociolinguistic conventions (Brown. 2004)**.**

2.2.2.5 Extensive

This type of speaking can also be called a monologue. The latter includes speeches, reports, conversations, and other spoken forms and demand a prolonged expression of ideas and thoughts. Extensive oral production tasks include speeches, oral presentation, and storytelling, during which the opportunity for all interaction from listeners is either highly limited (Perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues casually such as delivered speech (Brown. 2004:142)**.**

2.2.3 The Importance of Speaking Skill

Despite the fact that speaking skill is a crucial part in learning and teaching

second language, it also reflects people's ways of thinking and personalities. Supporting this, Ur (1996) states that "among the four skills (listening, speaking, reading and writing), speaking seems to be intuitively important: people who know the language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not, most foreign language learners are primarily interested in learning to speak" (Chi. 2011 : 213).

This extremely shows how speaking is very important than listening, reading, and writing. For many EFL learners, it is the most favorable one because speaking is the ideal way to express their feelings and desires. Radhia (2016) argue that, "only perfect practice makes perfect".This implies that students should practice well in order to create great results. Therefore, teachers should play a major role in helping their students to practice and develop their ability to interact with others successfully.

2.3 Anxiety Theories

2.3.1 Definitions of Anxiety

In consideration of psychological aspects, anxiety refers to the uncomfortable feeling of language learners resulting in their learning outcome or achievement; therefore, it is important to comprehend what 'anxiety' is and how it is related to language learning. Some scholars have defined anxiety as follows:

Atkinson et al. (1971) defines anxiety, commonly described by psychologists, as "a state of apprehension, a vague fear that is indirectly associated with only an object".

Fogiel (1980: 522) defines anxiety as "a crucial concept in the study of abnormal psychology because it is considered to be both a symptom and a cause of varying neurotic disorders".

Horwitz, Horwitz and Cope (1986:125) mentions that anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".

Wolman (1989) offers a definition of anxiety as "a feeling of one's own weakness and inability to cope with real or imaginary threats".

Bootzin and Richard (1991:541) pointed out that anxiety is "a feeling of dread, apprehension, or fear that is often accompanied by increased heart rate, perspiration, muscle tension, and rapid breathing".

Sdorow (2002) states that "anxiety is a feeling of apprehension accompanied by sympathetic nervous system arousal, which produces increases in sweating, heart rate, and breathing rate".

Based on the definitions of 'anxiety' proposed by the scholars and their differing definitions, it is obvious that they share a common characteristic of being a feeling of apprehension which involved and affected both the physical condition and nervous system. In this study, anxiety can be defined as one's feeling of tension, apprehension, nervousness, and worry associated with an object.

2.3.2 Three Broad Types on Nature of Anxiety

To broaden the context research on anxiety and adding language anxiety to its context as well, it is useful for a clearer understanding of what language anxiety means in order to distinguish among three broad perspectives on the nature of anxiety.

What follow are the perspectives which can be classified as trait, situation-specific, and state anxiety in more details.

2.3.2.1 Trait Anxiety

Trait anxiety is often viewed as personality which leads to anxiety across various situations or a probability of becoming anxious in any situation. Spielberger (1983) points out that trait anxiety is "a feature of an individual's personality and therefore is both stable over time and applicable to a wide range of situations". MacIntyre (1999: 28) notes that a person with high levels of trait anxiety is generally nervous; he/she lacks emotional stability while a person with low trait anxiety is emotionally stable, usually calm and relaxed. Since the trait anxiety is a permanent apprehension personality, the trait anxiety can be manifested in language learning students who are perfectionists. It seems that they have to thoroughly understand every single detail that they have encountered and studied and do not perform their language skills until they are certain about their knowledge. This can lead them to have an unstable and nervous personality.

2.3.2.2 Situation-Specific Anxiety

Like the trait anxiety, the situation-specific anxiety is a feature of an individual's personality experienced in a specific situation over time. However, how situation-specific anxiety differs from trait is that the former is applied to a single context or situation only while the latter tends to manifest under any situations. Moreover, the situation-specific anxiety is stable over time but not necessarily consistent across situations. If one adopts Speilberger's (1983) conceptualization, the situation-specific anxiety represents the probability of becoming anxious in a particular type of situation. Examples of the situation-specific anxiety are: stage fright,

test anxiety, math anxiety and language anxiety.

2.3.2.3 State Anxiety

State anxiety is somewhat different from trait and situation-specific anxieties. State anxiety refers to the moment-to-moment experience of anxiety; it is the temporary emotional state of feeling nervous that can fluctuate over time and vary in terms of intensity. In other words, it is the apprehension which takes place at a particular moment. MacIntyre (1999) suggests the usefulness of discussing trait and situation-specific anxieties. It is used to predict a person's personality who will most likely experience the state anxiety. This allows the prediction of the negative consequences of anxiety arousal such as unpleasant emotions, worry, and physical symptoms. Applied to language learning, we can see that learners with a high level of language anxiety will experience state anxiety frequently whereas those with a low level of language anxiety will not experience state anxiety very often in the second language context (MacIntyre & Gardner. 1991). As the state anxiety has an effect on emotions, cognition and behavior, those with high levels of state anxiety could have a more sensitive automatic nervous system; are more sensitive to what other people are thinking about them; or try to avoid or escape from an unpleasant situation. In this study, the situation-specific anxiety was investigated since previous research has shown that language anxiety is the specific type of anxiety most closely associated with second language performance (MacIntyre & Gardner. 1991).

2.4 Language Anxiety Theories

Horwitz, Horwitz and Cope (1986) points that foreign language anxiety is an uncommon type of specific anxiety to foreign language learning. A great deal of this

research has focused on anxiety in classroom activities such as speaking and listening courses, suggesting that oral classroom activities are most problematic and anxious – provoking for foreign language learners (MacIntyre & Gardner. 1991).

The following section presented the three language anxiety theories briefly. The first theory is Horwitz, Horwitz and Cope's(1986) Original Three-Part Model of Language Anxiety. Second theory is Tobias' (1979) Model of the Effects of Anxiety on Learning from Instruction. The last theory is Eysenck's (1979) Reconceptualization of Anxiety.

2.4.1 Horwitz, Horwitz and Cope's (1986) Original Three-Part Model of Language Anxiety

This model is connected with performance evaluation within the academic and social context. Horwitz, Horwitz and Cope(1986) suggests that a specific syndrome can be obtained into three related performance anxieties, e.g. communication apprehension, test anxiety, and fear of negative evaluation is presented below

2.4.1.1 Communication Apprehension

The first component is 'a type of shyness characterized by fear of oral face-to-face communication with people'. Manifestations of communication apprehension are difficult when speaking in dyads or groups (oral communication anxiety) or in public (stage fright), or in listening to a spoken message (receiver anxiety). Horwitz, Horwitz and Cope(1986) proposes that language learning students have mature thoughts and ideas but an immature second language vocabulary to express them. Those who typically have trouble speaking in groups are likely to experience even greater difficulty when speaking in a foreign language class where they have little

control of the communicative situation and the performance is constantly monitored. The inability either to express oneself or to comprehend another person leads to frustration and apprehension.

2.4.1.2 Test Anxiety

This type refers to 'a type of performance anxiety stemming from a fear of failure' (Sarason. 1975). It is relevant to foreign language anxiety because performance evaluation is an ongoing feature of most foreign language classes. Students who are anxious about tests in their foreign language classes probably experience considerable difficulties since they have to take tests and quizzes frequently as a requirement of continual evaluation.

2.4.1.3 Fear of Negative Evaluation

It is defined as 'apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively' (Watson & Friend. 1969). Besides, fear of negative evaluation often stems from competitiveness, i.e. from students' evaluating themselves relative to other students rather than from evaluations by teachers (Abernathy. 1998). This type of anxiety is similar to the test anxiety but it is not restricted to the test-taking situation. Rather, it may occur in non-academic situations in general such as interviewing for a job, speaking in a foreign language class, and so on. In addition, fear of negative evaluations is broader in scope than test anxiety, in that it pertains both to the teacher's evaluations of the students and to the perceived reaction of other students (Shamas. 2006). In reality, the fear of negative evaluation involves much more than the fear of being unaccepted, or even ridiculed; many foreign language learners

experience a threat to their fundamental self-concept. They may place too much emphasis on trying to be better than they actually are (MacIntyre & Gardner. 1991).

With regard to how the theory is classified, the theory of Horwitz, Horwitz and Cope's Original Three-Part Model of Language Anxiety is classified on the attempt of combining the two perspectives. The first perspective views language anxiety as manifestation of other forms of anxiety. The second perspective views language anxiety as the worry and negative emotional reaction aroused when learning or using a second language. However, there are some scholars argue that language anxiety stems from the three primary sources which are communication apprehension, test anxiety, and fear of negative evaluation. These sources are completely clear-cut among them.

2.4.2 Tobias's (1986) Model of the Effects of Anxiety on Learning from Instruction

Tobias (1986) proposes a model of the effects of anxiety on learning from instruction. According to the model, interference may occur at three stages: input, processing and output.

2.4.2.1 TheInput Stage

The first stage of language learning is meant to show, explain or give ideas about new experience to language learners with a stimulus at a given time in order to keep them in memory which will be operated in the stage of processing. At the input stage, the language learners are expected to store as much input as they can. Anxiety at this stage refers to the anxiety experienced by learners when they encounter a new word or phrase in the target language. If small inputs can be obtained, anxiety-arousal at this stage may have impacts on the subsequent stages, i.e. the processing and the

output. For example, in second language learning, language learners may encounter difficulties when receiving information from auditory and visual clues. That is to say, the learners will be apprehensive when the language they learned is spoken too quickly or in the form of a complex sentence. They might ask for repetitions in order to understand the incomprehensible input. The anxiety at this stage is more likely to cause miscomprehension which may lead to a loss of successful communication and eventually an increased degree of anxiety. At the input stage or taking in information process, anxiety acts as a filter preventing some information from getting into the cognitive processing system. For example, learners with high anxiety may not be able to understand well about what they have listened to because anxiety interferes with their ability to process information (MacIntyre.1999).

2.4.2.2 The Processing Stage

This stage involves the cognitive operations performed on the subject matter, i.e. organization, storage and assimilation of the material. At this stage, language learners are expected to be able to process the inputs they take in from the input stage. Cognitive psychologists working in an information processing model of human learning and performance tend to see second language acquisition as the building up of knowledge systems. They believe that first learners have to pay attention to the aspect of the language which they are trying to understand or produce. It is assumed that there is a limit to the amount of information a learner can absorb at once. Speaking in the target language requires more than one mental activity at oncesuch as choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers, etc. (Lightbown & Spada. 2006). If the inputs or tasks are more difficult, more heavily reliant on memory and more poorly organized,

anxiety impairs the learners' cognitive processing. This may obstruct their new learning experience taken in from the input stage or diminish cognitive performance. At this stage, the operation of input information places anxiety as a distraction. Anxious learners may not be able to learn new things when they are worried, especially when they encounter difficult tasks. (Tasee. 2009)

2.4.2.3 The Output Stage

Lastly, the output stage involves the production of previously learned information. At this stage, language learners are required to express their ability to use the second language. Performance at this stage is highly dependent on the previous stages. If the two previous stages are not complete, it is unlikely that they can perform well at the output stage. At this stage, it is more likely that communication anxiety will appear. Anxiety at the output stage refers to learners' nervousness or fear experienced when they are required to demonstrate their ability to use the previously learned material. In complete information intake or input anxiety has an impact on the information operation in the processing stage and can result in reduced ability to perform foreign or second language at the output stage. MacIntyre and Gardner (1994) asserts that a high level of anxiety at this stage might hinder students' ability to speak in the target language. For instance, some language learners reported "freezing up" on an important test even though they knew the correct answer; however, they could not recall it. In other words, anxiety can influence the quality of the performance by disrupting information retrieval.

It is also noted that these stages have been found to be somewhat interdependent. The point at which each stage stops and the next one starts cannot be specified. In other words, the input, processing, and output stages are in the same

process as language learning that learners are involved with the three processes continually.

Each stage depends on the successful completion of the previous one.Therefore, it is difficult to identify where exactly to separate the three stages from one another. This is because during the input stage, anxiety may cause attention deficits and poor initial processing of information. For example, students with higher anxiety levels seem easily distracted from the task because they waste some time for their concerns. From a linguistic perspective, student anxiety about second/foreign learning is likely to be a consequence of their language learning difficulties (Sparks et al. 2000). Appropriate use of linguistic knowledge is required to create an oral message that will be meaningful for the intended audience Chastain (1988; cited in Arnold. 2000). If students have insufficient command of linguistic knowledge, it is likely to lead them to a negative evaluation and then anxiety. The description of the three stages of language learning in relation to anxiety will point out why second/ foreign learners make mistakes and the reasons for linguistic difficulties they face in learning and using the target language. This can provide a clearer understanding of the anxiety experienced when one is communicating in the target language.

2.4.3 Eysenck's (1979) Reconceptualization of Anxiety

Eysenck (1979) offers a reconceptualization of anxiety in terms of cognitive interference. According to Eysenck's Reconceptualization, anxiety deals with learner attention and a level of task difficulty that learners perform. He believes that anxious learners' attention is divided between task-related cognition and self-related cognition or task-irrelevant cognition in (Huang. 2001). With a different perspective from the two theories proposed by Horwitz, Horwitz and Cope(1986) and Tobia's (1979),

Eysenck's Reconceptualization of Anxiety dealt with learners' attention and a level of task difficulty that learners perform or it involves self-related cognition. The self-related cognition, such as excessive self-evaluation, worry over failure or concern over the opinions of others, may distract learners' attention from their tasks which could influence performance quality. Also, Eysenck states that anxiety has differential effects on both cognitive processing effectiveness and the quality of performance. He suggests that worry and task-irrelevant cognitive activities always make cognitive performance less efficient. Even though anxiety reduces processing effectiveness, it does not necessarily impair the quality of performance because anxious individuals increase their effort to compensate for the negative effects of anxiety.

The present investigation is mainly based on the Three-Part Model of Language Anxiety theory proposed by Horwitz, Horwitz and Cope (1986) because it is suitable for the classroom process. In a language classroom, the three aspects, that is, communication apprehension, test anxiety, and fear of negative evaluation are always involved. They all may occur at the same time or only two could also be possible. Communication anxiety is an unpleasant emotion that the speakers feel before or during a presentation. Test anxiety is the most experienced distress and anxiety in testing orexamination. It can impair learning and test performance. Fear of negative evaluation is a statement about the feeling of nervousness and discomfort in social situations.

2.5 Characteristics of Anxious Learners'

2.5.1 Personal Factors (Learner Characteristics)

According to Horwitz et al.(1991), personal and interpersonal issues were possibly the most commonly cited and discussed sources of language anxiety. Several studies have discovered the link between anxiety and proficiency (Aida. 1994). There are significant differences between high proficiency and low proficiency students in language anxiety level with the low proficiency students being much more anxious (Young. 1991). In a similar vein, Horwitz et al. (1986) attributes anxiety to learners' immature communicative ability in the foreign language. On the other hand, several other researchers argued that low self-esteem and competitiveness are the two significant sources of learner anxiety.

Learner beliefs about language learning, if erroneous and unrealistic, are also a major factor contributing to language anxiety (Young. 1991:428). According to Tallon (2008:4), when students' unrealistic expectations about language learning were not met it could lead to negative feelings about one's intelligence and abilities. For example, the language learners in Horvitz's study : 1) expressed great concern over the correctness of their utterances 2) placed a great deal of stress on speaking with "an excellent accent" 3) supported the notion that language learning is primarily translating from English and memorizing vocabulary words and grammatical rules; as well as 4) believed that two years is enough time to become fluent in another language; and believed some people were more able to learn a foreign language than others. Such erroneous beliefs may later disappoint and frustrates the students. 5) a link between several language learning beliefs and levels of foreign language anxiety in a university with a group of Spanish students: the more anxious learners judged language learning to be relatively difficult and themselves to possess relatively low levels of foreign language aptitude. also found that the following beliefs are

associated with learner anxiety: the feeling that mastering a language is an overwhelming task; the feeling that one needs to go through a translation process in order to communicate in the target language; the difficulty of keeping everything in one's head; and the belief that learning a language is easier at an earlier age. Tallon (2008:5) concludes that all of those faulty beliefs may cause the students to have unrealistic expectations about the language learning process, and thus lead to anxiety.

2.5.2 Instructional Factors

2.5.2.1 Teacher Characteristics

Instructor beliefs about language teaching, which determines instructor-learner interactions, are a further source of language anxiety because the teacher's assumption on the role of language teachers may not always correspond to the student's needs or expectations toward the him or her (Ohata. 2005:7). As Young (1991: 428) lists the following teachers' beliefs which have been shown to evoke feelings of anxiety in students: it is necessary for teachers to be intimidating at times; the instructors are supposed to correct every single mistake made by the students; group or partner work is not appropriate because it can get out of control; teachers should do most of the talking; and the instructor's role is that of a drill sergeant. According to Tallon (2008:5), a judgmental teaching attitude anda harsh manner of teaching are closely linked to student fear in the classroom. Besides, Tallon (2008:5) find the following characteristics of the teacher to be associated with anxiety: "absence of teacher support, unsympathetic personalities, lack of time for personal attention, favoritism, absence that the class does not provide students with the tools necessary to match up with the teacher's expectations, and the sense of being judged by the teacher or wanting to impress the teacher". Moreover, Tallon (2008:6) stated

that using speaking activities that put the learner "on the spot" in front of their classmates without allowing adequate preparation are also sources of anxiety for many students. Additionally, Tallon (2008: 6) argues that having a native speaker for a teacher can cause anxiety because the teacher may lack the sensitivity of the learning process or the teacher's English may be hard for the students to understand.

2.5.2.2 Classroom Characteristics

Classroom procedures and other classroom's characteristics are the third major source of foreign language learning anxiety. Tallon (2008:6) proposes a list of classroom activities which are perceived as anxiety-provoking as follows 1) spontaneous role play in front of the class 2) speaking in front of the class 3) oral presentations or skits in front of the class 4) presenting a prepared dialogue in front of the classand 5) writing work on the board. Similarly, Tallon (2008:6) find "demands of oral production, feelings of being put on the spot, the pace of the class, and the element of being evaluated (i.e., fear of negative evaluation)" to be anxiety-producing to students. Notably, Tallon (2008:7) emphasizes learning and teaching styles as a potential source of language anxiety. If the instructor's teaching style and a student's learning style are not compatible, "style wars" can trigger or heighten anxiety levels. In addition, it is understandable that language testing may lead to foreign language anxiety (Young.1991:428). For example, difficult tests, especially tests that do not match the teachings in class, as well as unclear or unfamiliar test tasks and formats can all create learner anxiety.

2.5.2.3 Effects of Foreign Language Learning Anxiety

Foreign Language Learning Anxiety and its Associations with the three stages of the Language Acquisition process (Input, Processing, and Output).

The effects of language anxiety can be explained with reference to the cognitive

consequences of anxiety arousal (MacIntyre & Gardner. 1991:2). When an individual

becomes anxious, negative self-related cognition begins: thoughts of failure

(e.g. "I will never be able to finish this"), self-deprecation ("I am just not good at

this"), and avoidance ("I wish this was over") begin to emerge. They consume

cognitive resources that might otherwise be applied to the learning task. This then

creates even more difficulties in cognitive processing because fewer available

resources may lead to failure, which results in more negative cognitions that further

consume cognitive resources, and so on. According to MacIntyre and Gardner (1991

:26), anxiety could be problematic for the language learner because language learning

itself was a fairly intense cognitive activity that relied on "encoding, storage, and

retrieval" processes and anxiety interfered with each of these cognitive processes by

creating a "divided attention scenario" for anxious students as they focused on both

the task and their negative reactions to it (Horwitz et al. 1986)

　　　　In addition, MacIntyre and Gardner (1991 : 2-3) presents a model of the

cognitive effects of anxiety. In this model, learning is divided into three stages: input,

processing, and output. The input stage consists of the individual's first exposure to a

stimulus. According to Wang (2001:26), if anxiety was aroused during this stage,

it might cause attention deficits and poor initial processing of information because

anxiety could create an "affective filter" or a "mental block"that might distract the

individual's attention and made the learner unreceptive to language input. Fewer

stimuli may be encoded, and repeated exposure to the task may be necessary to

overcome the effects of anxiety (MacIntyre & Gardner.1994:3). At the processing

stage, incoming messages are understood and learning occurs as new words are given

meaning (MacIntyre & Gardner.1994:3). If anxiety is aroused at this stage, it can interfere with the organization and assimilation of information, hindering a student's ability to understand messages or learn new vocabulary items in the foreign language (Wang. 2001 : 26). Finally, during the output stage, second language material is produced in the form of either spoken or written messages. This may cause ineffective retrieval of vocabulary and inappropriate use of grammar rules, or even result in an inability to respond at all (MacIntyre & Gardner. 1994:3).

2.6 Anxiety and Foreign Language Learning

Having discerned the definitions of anxiety in general from the previous section, we now will relate anxiety to foreign language and its roles in foreign language learning.

Language anxiety has been an important area of research in the instructional profession (Young. 1990). It is conceptualized as a situation-specific personality trait having two psychological components: emotional arousal and negative self-related cognition (MacIntyre. 1999). These components are more intense in people with high language anxiety (Kondo & Ying-Ling. 2004). Since anxiety can have a debilitating or weakening effect on the acquisition of a foreign language, it is important for language teachers to be able to identify students with high levels of foreign language anxiety (Hortwiz, Hortwiz & Cope. 1986).

Since foreign language anxiety has been recognized as a phenomenon distinct from general anxiety, a plethora of research has been conducted to examine the existence of the phenomenon. Accordingly, most of the foreign language anxiety studies focused on speaking skill because it is considered as the most provoking skill

among the four major skills. However, the other three major skills have not been investigated thoroughly until the last decade.

Horwitzand Young (1991) have discovered that language anxiety was only one of several types of anxiety that have been identified by psychologists. They classify language anxiety as situational in nature. Consistent with their classification, Oxford (1999) views that of all the factors influencing language learning, language anxiety is widely accepted as one of the most influential factors that affect language learning irrespective of the setting whether it is formal or informal. It can hinder learning, particularly in the classroom, and make learners reluctant to express themselves through the second language (Littlewood. 1997). The effects of language anxiety are consistent with Wörde (2003) conclusion that anxiety is a central factor that influences the abilities of foreign-language learners in all language skills, i.e. listening, speaking, reading, and writing.

As mentioned above, we can see that anxiety is one of the important factors that can cause problems in language learning. Sometimes it happens in response to a particular situation but it can also become an important character trait (Oxford. 1999). Spielberger (1966) is the first who distinguished situational from characteristic anxiety. He refers the former to as an apprehension at a particular moment as a response to a certain situation while the latter as a general anxiety with no connection with certain situations. According to Hilleson (1996: 260), "the foreign language anxiety is rather amorphous or having no fixed form or shape since it could embrace much of the anxiety experienced by anxious learners".

Alpert and Haber (1960) classify anxiety into two types: one is the 'helpful anxiety' or 'facilitating anxiety' which can be supportive in keeping students busy

with something attentively while the other is 'harmful anxiety' or 'debilitating anxiety' which can harm learners' performance in many ways, both indirectly through worry and directly by reducing participation and creating overt avoidance of the language (Oxford. 1999). Apart from debilitating and facilitating, Spielmann and Raddnofsky (2001) have included 'Neutral anxiety' which is the one that may be present but has no impact on language learning process or the one that is purely indifferent. They also look at relevant issues concerning two main areas of anxiety which are: 1) the relevance of duration and context to anxiety; and 2) usefulness of anxiety. The former is seen through trait, state, and situation-specific anxiety; whereas, the latter is done through debilitating, facilitating, and neutral anxiety.

2.7 The Effects of Language Anxiety

In general, the effects of language anxiety have been explained with reference to the cognitive consequences of anxiety arousal (ibid.). When an individual becomes anxious in any setting, negative self-related cognition begins. Once present, it consumes cognitive resources that might otherwise be applied to the task at hand. This can create additional difficulties in cognitive processing because there are fewer resources available, possibly leading to failure, more negative cognitions that consume more resources, and so on.

The question of what students are actually doing to cope with their anxiety in language classrooms has received hardly any attention, nor has the possibility been considered that such coping behaviors may play a role in the customary decrease in the performance of highly language anxious students. For many students, language courses are the most anxiety-provoking courses they take (MacIntyre. 1999:90).

Campbell and Ortiz (1991: 159) estimates that up to one half of all language students experience debilitating levels of language anxiety. When people are confronted with a situation that they think will make them anxious, the most expected response is to avoid the situation and thus avoid the discomfort. However, in most language classrooms, avoidance is not a viable option; they are expected to find some way to cope with the anxiety.

2.8 Reduction Theories of English Speaking Anxiety

Despite the absence of direct empirical work that deals with strategies that students use to deal with their language anxiety, extensive research has been done on how to help students cope with their anxiety in academic settings. In general, the remediation of such anxiety has focused on cognitive, affective, and behavioral approaches (Hembree.1988: 67). Those who take a cognitive approach assume that thinking disturbances that occur in the classroom are the primary sources of anxiety. Interventions from this perspective include rational-emotive therapy and cognitive restructuring. The affective approach attempts to change the negative involuntary association between the classroom and anxiety.

Therapies from this perspective include systematic desensitization, relaxation training, and biofeedback training. The behavioral approach presumes that anxiety occurs because of poor academic skills. Accordingly, training people with study skills is assumed to end the anxiety. These three intervention approaches provide the basis for considering the types of strategies that students use to cope with their language anxiety. If they think that their cognition (worry, preoccupations, and concerns) creates the anxiety, they may attempt to suppress or alter the thought

processes related to language learning. Those who believe that emotional arousal (physiological responsiveness) is the primary concern may take steps to alleviate bodily reactions and tension. If students presume that anxiety occurs because they lack the requisite skills, they may study harder. There may also be a degree of resignation; if students perceive that their anxiety is too much to cope with, they may not invest enough effort to reduce the anxiety. A recent study by Kondo and Ying - Ling (2004) indirectly supports this analysis. They developed a typology of strategies that students reported using to cope with their anxiety in exam situations, and found that coping strategies were subsumed into the four basic methods just described: cognitive, affective, and behavioral methods, as well as resignation. The discussion thus far can be summarized in the following research hypothesis: the use of cognitive, affective, and behavioral strategies as well as resignation characterizes students' anxiety coping behaviors in language classrooms.

2.8.1 Strategies Cope with Language Anxiety

Kondo and Ying-Ling (2004) find the 70 basic tactics for coping with language anxiety that consorted into five strategy categories: preparation, relaxation, positive thinking, peer seeking, and resignation. This can be shown below:

2.8.1.1 Preparation

The preparation refers to attempts at controlling the impending threat by improving learning and study strategies. Use of these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class for examples;

I try to get used to using English.

I study hard.

I prepare myself better.

I peruse the material before I am called on by the teacher.

I ask for help from friends.

I check my dictionary.

I ask the teacher some questions.

I practice English in my mind.

I think carefully about where I am having trouble.

I concentrate in class.

I listen carefully to what my classmates say in class.

I try my best to perform.

I try to read carefully.

I ask the teacher to speak more slowly.

I try to guess the meaning of a difficult passage.

I try to make a habit of studying English every day.

I try to obtain good summaries of lecture notes.

2.8.1.2. Relaxation

The relaxation involves tactics that aim to reduce somatic anxiety

symptoms. Typical items are;

I take a deep breath.

I try to relax.

I try to calm down.

I close my eyes.

I pretend to be calm.

I shake my body.

I touch my hair.

I play with my hands.

I look at my watch.

I write "people" on my palm and swallow it.

2.8.1.3. Positive Thinking

Positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student. Typical items are:

I try to be confident.

I tell myself that English is not so important.

I try to think positively.

I tell myself that I'm OK.

I try not to think of people around me.

I believe in myself.

I try to enjoy the tension.

I think of my favorite song.

I cheer myself up.

I imagine myself giving a great performance.

I tell myself that I can do it.

I tell myself that I am better than the others.

I try to take it easy.

I try not to take it seriously.

I use the anxiety to motivate myself.

I just try to be myself.

I tell myself that I'm not anxious.

I say a prayer.

I try not to think of the consequences.

I tell myself that my answer is correct.

I tell myself that it's OK to make mistakes.

I tell myself that mistakes are good because I can learn from them.

I tell myself that even if I am poor at English, I am good at other subjects.

I try to enjoy English.

I think of something pleasant.

I think of a joke.

I think of something else.

I tell myself to study harder for the next class.

2.8.1.4. Peer seeking

Peer seeking is distinguished by students' willingness to look for other students' who seem to have trouble understanding the class and/or controlling their anxiety. For the anxious students, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison, e.g.

I tell myself that difficult problems for me are also difficult for others.

I tell myself that others must also be anxious.

I look for others who are having difficulty understanding the class.

I look for others who are having difficulty controlling their anxiety.

I ask students around me if they understand the class.

I talk with friends around me.

I look around.

I deliberately perform poorly.

2.8.1.5. Resignation

Resignation is characterized by students' reluctance to do anything to alleviate their language anxiety. Students reporting examples of Resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. For example:

I give up.

I don't make useless resistance.

I accept the situation.

I just try to put up with the situation.

I sleep in class.

I stop paying attention.

2.8.2 Factors that Help Reduce Foreign Language Speaking Anxiety

The Theorists state about the factors that can help students reduce their foreign language speaking anxiety as the teacher's role, classroom activities' role as the following.

2.8.2.1 The Teacher's Role

EFL teachers can play a vital role in reducing their students' speaking anxiety. Raising teachers' awareness to avoid some inappropriate manners inside the classroom is viewed as the first step for reducing students' speaking anxiety (Burden. 2004).

Burden (2004) notes that educators should help anxious students cope

with existing anxiety-provoking situations and endeavor to make the learning context less stressful. Creating a low-anxiety classroom atmosphere is clearly an important prerequisite to language learning success.

Ansari (2015) indicates that teachers should avoid comparing students to each other, forcing them to talk, and humiliating and not respecting them. Furthermore, teachers should be creative at finding indirect ways for correcting their students' errors. An effective way to learn any foreign language is to use it actively by speaking. Unfortunately, speaking in the EFL seems to provoke a great level of anxiety.

According to Horwitz, Horwitz and Cope (1986), the role of the EFL teacher, then, is to support his/her students in order to master their target language by providing them with a variety of interesting EFL activities and practices that encouraged them to speak up the language. However, students quite often do not consider articulating the language as a valuable chance for them to learn, they simply feel that such practices may increase their level of anxiety (Phillips. 1991). In other words, some students view language practicing, especially speaking, as an unfavorable situation that tests their abilities and associates with unnecessary emotions. An example of these activities is making presentations in front of the class. In fact, teachers should understand that language learning is a stressful situation for some students, and that they sometimes have a fear of negative evaluation from their teachers or peers.

Kitano (2001) mentions that those students who had the sense of fear of negative evaluation were really in a great need of some positive reinforcement, such as positive comments.

Ansari (2015) also suggests that teachers should make interventions in the classroom environment and create a supportive learning classroom atmosphere. This supportive atmosphere will help anxious students perceive it as uncompetitive. So, it would be a great help for them if teachers would use such technology and integrate it into their teaching as a kind of coping mechanism with modernism as well as supporting EFL learners to get rid of their anxiety.

2.8.2.2 Classroom Activities' Role

Rafada and Madini (2017) notes that research in the field of language anxiety seeks to prove that by providing interesting activities and utilizing new strategies, EFL students will be encouraged to communicate using the target language and therefore improve their speaking abilities. For instance, Alrabai (2015) proves that classroom activities could play an important role in increasing the learners' motivation and progress. Moreover, activities that help reducing students' anxiety such as role-plays are also considered important within this context. Therefore, the fear of negative evaluation is reduced by creating new and interesting activities in the language class, which in turn improves the learner's speaking abilities and language proficiency as well.

2.9 Previous Studies Related to the Present Investigation

2.9.1 Research in Language Anxiety in Thailand

Tasee (2009) the factors affecting English major student's anxiety about speaking English. The investigation aims to 1) investigate the existence and degree of speaking anxiety experienced by English major students at Rajabhat Universities, 2) to examine the relationship and patterns of variations of speaking anxiety in relation to

gender, perceived speaking ability, perceived self-personality, and type of academic program, 3) explore how the students with a high degree of speaking anxiety and those with low speaking anxiety cope with the anxiety and 4) explore how language teachers assist their students to reduce speaking anxiety. The samples were 963 students from Rajabhat University who are majoring in English in the three program, the questionnaire and semi-structured interview were employed to collect the data. The results found that the students with a high degree of speaking anxiety, and those with a low degree of anxiety utilize both mental and physical tactics to reduce their speaking anxiety.

Petchan (2012) investigated the English language speaking anxiety of Thai visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women, the case study was conducted with 20 samples who were visually impaired female students at the Rehabilitation and Vocational Training Center for Blind Women. Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) and semi-structured interviews were employed as main research instruments. The results from FLCAS suggested that the overview picture of the samples' English language classroom anxiety levels was relatively high. Although the levels of English speaking anxiety fluctuated; the general tendency was language approximately high due to English grammar rules, lack of self-confidence, fear of making mistakes, and fear of public speaking. Based on the interview transcripts, it is evident that the sources of their speaking anxiety not only stem from the samples' fear of making mistakes in terms of English grammar and pronunciation, which can cause misunderstandings among their classmates, but it also deals with the roles of teachers and peers that have a significant impact on students' anxiety.

Chinpakdee (2015) examined Thai EFL University students' perspectives on foreign language anxiety. The purposes of the study are to find out the level of foreign language anxiety perceived by Thai EFL learners through identifying their possible causes of foreign language anxiety and determining the potential solutions for minimizing their English language learning anxiety. The Foreign Language Classroom Anxiety Scale (FLCAS) and focus group interviews were used as research instruments. The findings exposed that Thai EFL learners experienced a high level of anxiety both inside and outside language classroom contexts. The four factors including academic evaluations, negative evaluations, comprehension problems, and teachers' related factors were found to be contributing factors to Thai EFL learners' foreign language anxiety.

O'Connor (2016) studied English speaking anxiety of 9th grade English program students at Burirampittayakhom School by investigating the common causes of English speaking anxiety of English programs students, and to compare English speaking anxiety of English programs students. The sample was 119 students. They were selected by using purposive sampling and simple random sampling. The research instrument was the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). The results revealed that 1) the most common causes of English speaking anxiety for the three different groups of the students were that they panic when they have to speak without preparation in language class; for example, I tremble when I know that I'm going to be called in language class and I can feel my heart pounding when I'm going to be called in language class, and 2) the three different program types of students had different English speaking anxiety with statistical significant at 0.5 levels. The CEP students suffered in speaking anxiety

most, followed by ICEP students and EP students.

Akkakoson (2016) investigated reflections from teachers and students on speaking anxiety in an EFL classroom. A total of 88 students from the intact classes also responded to an interview form for an analysis of anxiety-coping strategies they utilized when speaking English in class. The qualitative data from both instruments was analyzed using the content analysis. The findings of the teacher interview data put forward that students of this study have experienced speaking-in-class anxiety. This anxiety may influence their grades, to some extent. Three factors that may hinder students' development of oral skills emerge, including their lack of self-confidence, having poor English background and having neither intrinsic nor extrinsic motivation to use English. Using the target language as the medium of communication in class is viewed by the teachers as a must in theory, but flexibility is allowed in practice. Moreover, the results of the student interview data show a wide range of strategies employed to deal with anxiety (i.e. social, affective, meta-cognitive, compensatory, cognitive and memory-related strategies). Social strategies are the most frequently-used techniques.

2.9.2 Research on Speaking Anxiety in Foreign Countries

Kondo and Ying-Ling (2004) studied strategies for coping with language anxiety: the case of English-learning students in Japan. The study aimed to develop a typology of strategies that students use to cope with the anxiety they experience in English language classrooms. The findings suggested 70 basic tactics for coping with language anxiety in five strategy categories: Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation. The results found that no significant relationship was found between language anxiety and frequencies of strategy use.

Woodrow (2006) investigated the anxiety and speaking English as a second language has a debilitating effect on the oral performance of speakers of English as a second language. The samples in this study were advanced English for Academic Purposes (EAP) students studying on intensive EAP courses immediately prior to entering Australian universities. The Second Language Speaking Anxiety Scale (SLSAS) was developed for the study. This instrument provided evidence for a dual conceptualization of anxiety reflecting both oral communications within and outside the language learning classroom. The scale was validated using confirmatory factor analysis. The analysis indicated second language speaking anxiety to be a significant predictor of oral achievement. Reported causes of anxiety were investigated through interviews. The results indicated that the most frequent source of anxiety was interacting with native speakers. Evidence for two types of anxious language learner emerged; retrieval interference and skills deficit. There was an indication from the study that English language learners from Confucian Heritage Cultures (CHCs), China, Korea and Japan were more anxious language learners than other ethnic groups.

Tanveer (2007) investigated the causing factors of language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language. The purposes of this study are 1) to find out why ESL/EFL learners feel anxious or embarrassed while learning to speak English language, and what influence it can have on their communication in the target language, 2) to find out and suggest some strategies for language teachers in order to alleviate language anxiety in the learners. The instruments were used qualitative semi-structured interview, and focus group interviews. The results found that the existence

of high level of language anxiety in most of the learners use modern communicative language teaching techniques from high experienced language teachers.

Timina (2015) studied about the causes of English speaking anxiety among Taiwanese University students. 80 First-year students were employed. All of them are EFL majors. Respondents are asked to answer two questions about the frequency of their fear of speaking in an English class and the causes of that fear. The findings show that over half of the respondents feel speaking anxiety in English classes either all the time or almost all the time. The major causes of students' English speaking anxiety belong to three interrelated and intersect groups: psychological, educational, and socio-cultural. With regard to the main psychological causes, the overwhelming majority of first-year students noted that they feel reluctant to speak English aloud for fear of not understanding or misunderstanding the teacher's question or task. The second group of speaking anxiety causes is related to the students' current of fluency, making errors, poor knowledge of vocabulary, and insufficient oral practice in class. Hence, lack of confidence leads to a fear of public failure and/or ridicule. In respect of the third group, including socio-cultural factors, the main cause turns out to be the traditional shyness of the Chinese people and their dislike of speaking in public.

Radhia (2016) examined the impact of language anxiety on EFL student's speaking skill- the case of first year students at the English branch in the University of Mohamed Kheide Biskra. This research has followed a descriptive method. Moreover, they have designed two main questionnaires as the best instrument to collect a considerable amount of data. The first questionnaire was designed for a sample of 80 students of first year at the branch of English at Biskra University. The second questionnaire was delivered to five oral expression teachers at the same division. The

findings of this study have shown that most of EFL learners feel anxious when they come to speak English, mainly because of anxiety and other different factors such as lack of vocabulary, lack of self-confidence, and fear of making mistakes etc. The outcomes also show plenty and diverse strategies that learners and teachers can depend on to minimize FL anxiety, and lead to students' better speaking performance. The finding proved the hypothesis, which states that if first year English students of Biskra University are aware of their difficulties in the mastery of speaking strategies, they will overcome their anxiety and achieve better results. Thus, if we look for affective procedures to reduce it, we may help learners to enhance and promote their speaking performance.

2.10 Summary of the Chapter

In conclusion, Chapter two reviewed the related literatures such as the second language acquisition, theories of speaking, anxiety theories, language anxiety theories, characteristics of anxious learners', anxiety and foreign language learning, the effects of language anxiety, reduction theories of English speaking anxiety. Next, Chapter Three illustrates the research methodology in this research.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides the research methodology. First, population and how to select the samples are discussed. Second, research instruments are presented. Third, the method of data collection is described. The last section is dedicated to data analysis with the statistical techniques according to the data needed.

3.1 Population and Samples

3.1.1 Population

The population of this study included 176 first year students majoring in first year English and Business English who enrolled for the Introduction to English Listening Speaking Course in the 1st semester of academic year 2019 at the Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand.

3.1.2 Samples

The samples of this study were 128 first year students majoring in English and Business English who enrolled for the Introduction to English Listening Speaking Course in the 1st semester of academic year 2019 at the Faculty of Humanities and Social Sciences, Buriram Rajabhat University. They studied with native English lecturers' in 3 periods per week, with a total of 45 periods per semester. The samples were selected by using the table of Krejcie and Morgan's and simple random

sampling to complete the questionnaire. Furthermore, the purposive sampling

technique is used to select a group of 10 students who got the least grade point in the

Introduction to English Listening Speaking Course for interview section.

3.2 Research Instruments

The research instruments used in this study were English Language Classroom

Anxiety Questionnaire (ELCAQ) and semi-structured interview. The research

instruments were developed as follows:

3.2.1 English Language Classroom Anxiety Questionnaire

(ELCAQ)

The contents of the English Language Classroom Anxiety Questionnaire

(ELCAQ) in this study were based on Foreign Language Classroom Anxiety Scale

(FLCAS) developed by Horwitz et al. (1986).

The questionnaire was designed to examine English speaking anxiety of the

first year English and Business English major students in English classes. The

samples were asked to rate their anxiety through the five point Likert scale in order

from 1 to 5 as follows:

5	=	Strong agreement
4	=	Agree
3	=	Neither agree nor disagree
2	=	Disagree
1	=	Strongly disagree

The three-part questionnaire is developed as the following:

Part 1 Personal Information of the Samples, the samples were required to

answer questions about gender, program, level of English speaking ability, and latest grade point average (GPA).

Part 2 English Language Classroom Anxiety Scale, this part contained 30statements regarding English language classroom anxiety which were grouped into 3 categories as communication anxiety, test anxiety, and fear of negative evaluate anxiety as shown below:

3.2.1.1 Communication Anxiety

The followings were the statements of Communication Anxiety strategy.

(1) I never have self-confidence when speaking English in class.

(2) I feel more anxious speaking English in pairs than in groups.

(3) I do not get nervous when speaking English with foreigners.

(4) I do not like English speaking class.

(5) I feel confident when speaking English in class.

(6) I feel bad about my speaking ability when speaking English in the English class because my English is not good.

(7) I feel nervous when performing a speaking task no matter how difficult or easy the task is.

(8) I always feel that other students speak English better than I do.

(9) I tend to get nervous when asked to answer questions without prior preparation.

(10) I feel comfortable interacting with foreigners.

(11) I get nervous when I do not understand every word the language teacher says.

(12) I feel more tense and nervous in my English speaking class than in

my other classes.

(13) I tend to feel anxious speaking without prior preparation in language class.

(14) I dislike using English in group discussions.

(15) I feel anxious speaking English in front of the classmates.

(16) I have no fear of using English to express my opinion informally.

(17) I feel nervous when speaking English with someone I'm familiar with.

3.2.1.2 Test Anxiety

The followings were the statements of Test Anxiety Strategy.

(18) I usually feel relaxed while having an English speaking test.

(19) The more I study for the English test, the more confused I get.

(20) I panic before and during a test.

(21) I make mistakes on easy questions or put answer in the wrong places.

(22) My mind goes blank during a test.

(23) I have trouble sleeping the night before a test.

3.2.1.3 Fears of Negative Evaluate Anxiety

The followings were the statements of Fears of Negative Evaluate Anxiety Strategy.

(24) I worry about making mistakes in class.

(25) I am willing to take extra classes.

(26) I worry about reaction of colloquist after making a conversation.

(27) I feel embarrassed when volunteering to answer questions in my English class.

(28) I do not understand why some students get sick of English speaking classes.

(29) I am afraid that other students will laugh at me when I speak English.

(30) Even if I am well prepared for the English class, I still feel anxious about it.

Part 3 Additional Comments, this part was the additional opinions for the questionnaire. The question was in the open-ended form in which the samples group can write their suggestions or comments down.

3.2.2 Semi-Structured Interview

The questions in the semi-structured interview were adapted from Tasee (2009) in order to gain more in-depth information on students' English speaking anxiety reductions. The interview questions included:

1. Could you please introduce yourself?

2. How do you feel when you have to perform a speaking task in class?

3. Why do you have such a feeling?

4. If you are very worried about performing an English speaking task, what do you do in order to reduce those worry?

5. What would you like your teachers to do in order to help reduce your speaking anxiety?

The original questionnaire and semi-structured interview questions were written in Thai. They were then translated into English by the researcher. After that, they were checked and corrected by the thesis advisors and the 3 expert's. Based on the experts' comments, the statements in the questionnaire and semi-structured interview were corrected several times before the final. Therefore, it was

confident that the instruments used in this research presented accepted validity.

The names of three experts were as follows:

1. Assistant Professor Dr. Akkarapon Nuemaihom, the Dean of Faculty of Humanities and Social Sciences at Buriram Rajabhat University.

2. Assistant Professor Sittisak Pongpuehee, the English lecturer of Faculty of Humanities and Social Sciences at Buriram Rajabhat University.

3. Mrs. Metinee O'Connor, the BFITS Manager, BFITS Thailand.

3.3 Data Collection

In order to obtain the data, the questionnaire adapted from Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) was used to collect information about students' English speaking anxiety while the semi-structured interview questions adapted from Tasee (2009) was employed to gain more in-depth information on students' anxiety reductions.

In data collection procedure, first, a letter requesting for questionnaire distribution was sent to the head of the English major and the head of the Business English major. After receiving approval, the researcher distributed the questionnaires to 128 first year English and Business English major students. The samples were informed about the purposes of the study and asked to complete their English speaking anxiety through the five-point Likert-scale in order from 1 to 5 as follows: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. In part 1 of the questionnaire, the samples were required to answer questions about gender, programs, level of English speaking ability, and latest GPA. Part 2 was English Language Classroom Anxiety Scale which was divided into 30 statements under

three-part model of language anxiety as communication anxiety, test anxiety, and fear of negative evaluate anxiety. Part 3 of the questionnaire was the open-ended form for any comments and suggestions. The researcher collected the data herself and the data were kept in confidentially. The entire procedure of administering was about 10 minutes each.

In order to gain more in-depth data on how students reduce their English speaking anxiety, a semi-structured interview was provided. The 10 samples who got their latest GPA were interviewed and recorded while the conversation was occurred. The students were purposively selected into 10 students categorized by 5 students from English majors and 5 students from Business English majors. The data were collected at Buriram Rajabhat University during the period of July – October in 2019.

3.4 Data Analysis

3.4.1 Analysis of the Quantitative Data

The SPSS program was used to analyze the data which the analysis included frequency, percentage, mean, standard deviation. The frequency and percentage were used to analyze the samples' personal information in part 1. Another descriptive statistic such as mean and standard deviation were used to analyze the statements on English speaking anxiety in part 2. Part 3 of the questionnaire on additional comments was grouped and analyzed by using content analysis. The interpretation of FLCAQ was proposed by O'Connor (2016) which were divided into three groups to understand the average scores of the questionnaire. The applied measure of low, moderate, and high speaking anxiety degrees proposed by Tasee (2009) are presented in Table 3.2 below.

Table 3.2 The Applied Measure of Low, Moderate, and High Speaking Anxiety

Degrees Proposed by Tasee (2009)

The Applied Measure of Low, Moderate, and High Speaking Anxiety Degrees		
High anxiety degree	Strongly agree	3.40 to 5.00
Moderate anxiety degree	Neither agree nor disagree	2.60 to 3.39
Low anxiety degree	Strongly disagree	1.00 to 2.59

3.4.2 Analysis of the Qualitative data

The semi-structured interview was provided for collecting data on students English speaking anxiety reduction. The interview data were recorded and transcribed. In order to increase the reliability and validity of the interview transcripts, the researcher used two strategies: 1) repeatedly listening and transcribing the recording of the interviews and 2) equating the literal meanings of transcripts through back-translations by asking for assistance from foreign friends.

The transcribed interview data, non-standard format, were analyzed with 'open and axial coding' techniques proposed by Punch (2005). Strauss and Corbin (1998) defined open coding as "the analytic process through which concepts were identified and their properties (the general or specific characteristics or attributes of a category) and dimensions (the location of a property along a continuum or range) are discovered in data". Also, the axial coding is defined as "the process of relating categories to their subcategories, termed "axial" because coding occurs around the axis of a category, linking categories at the degree of properties and dimension." For the present investigation, open coding was used to take the data obtained apart

and examine the discrete parts for differences and similarities and the axial coding

was used in order to reassemble the data fractured during open coding Tasee (2009).

3.5 Summary of the Chapter

In summary, this present study has offered population and how to select

the samples, research instruments, method of data collection, and data analysis.

The results of the data analysis will be displayed in the next chapter.

CHAPTER 4

RESULTS

This chapter reports all results gathered from the two research instruments mentioned in Chapter Three. This study is to find out English speaking anxiety of English and Business English major students, to compare English speaking anxiety between English and Business English major students, and to explore the ways of English and Business English major students reduce their English speaking anxiety. The results of this study are offered followings.

4.1 Demographic Information of the Samples

This part is presented the demographics information of the samples. The following table reveals the frequency and percentage of their gender, and programs.

Table 4.1 Frequency and Percentage of Demographic Information of the Samples

Information of the Samples	Frequency	Percentage
1. Gender		
1.1 Male	21	16.40
1.2 Female	107	83.60
Total	**128**	**100.00**
2. Majors		
1.1 English Major	74	57.81
1.2 Business English Major	54	42.19
Total	**128**	**100.00**

Table 4.1 presents the details of gender and programs of the samples.

It revealed that there were 107 females (83.60%) and 21 males (16.40%).The samples were

74 English major students (57.81%) and 54 Business English major students

(42.19%).

4.2 English Speaking Anxiety of English and Business English Major Students

This part presents the English speaking anxiety of English and Business

English major students. The results from questionnaire were employed to answer the

research question number one as follows:

4.2.1 Level of English Speaking Anxiety of English and Business English Major Students

This section shows the level of English speaking anxiety of English and

Business English major students. The results from questionnaire were employed in

Table 4.2 below.

Table 4.2 Level of English Speaking Anxiety of English and Business English

Major Students

Anxiety Variables	$\bar{X}$	S.D.	Meaning
1) Fears of Negative Evaluate Anxiety	3.39	1.01	Moderate
2) Communication Anxiety	3.28	0.98	Moderate
3) Test Anxiety	3.2	1.11	Moderate
Total	3.29	1.03	Moderate

The table 4.2 demonstrates the results on level of English speaking anxiety of English and Business English major students. It suggests that the overview picture of the samples' anxiety level is at moderate ($\overline{X}$ = 3.29, S.D. =1.03) when considering in each category, it reveals that the most cause of anxiety opined by the students are Fears of Negative Evaluate Anxiety ($\overline{X}$=3.39, S.D.=1.01), followed by Communication Anxiety ($\overline{X}$=3.28, S.D.=0.98), and Test Anxiety ($\overline{X}$=3.20, S.D.=1.11), respectively.

4.2.2 English Speaking Anxiety of English and Business English Major Students on Fears of Negative Evaluate Anxiety

This section explains the students' English speaking anxiety on the Fears of Negative Evaluate Anxiety according to Horwitz, Horwitz et al. (1986). The finding is shown in Table 4.3.

Table 4.3 English Speaking Anxiety of English and Business English Major Students on Fears of Negative Evaluate Anxiety

Items	Statements	$\overline{X}$	S.D.	Meaning	Rank
1	I never have self-confidence when speaking English in class.	3.66	.90	High	5
2	I feel more anxious speaking English in pairs than in groups.	3.20	.91	Moderate	10
3	I do not get nervous when speaking English with foreigners.	3.19	1.09	Moderate	11
4	I do not like English speaking class.	2.15	1.19	Low	17
5	I feel confident when speaking English in class.	3.12	.87	Moderate	13
6	I feel bad about my speaking ability when speaking English in the English class because my English is not good.	3.70	.92	High	3

Table 4.3 (Continued)

Items	Statements	$\overline{X}$	S.D.	Meaning	Rank
7	I feel nervous to perform a speaking task no matter how difficult or easy the task is.	3.52	1.01	High	6
8	I always feel that the other students speak English better than I do.	3.87	.94	High	1
9	I tend to get nervous when asked to answer the questions without prior preparation	3.84	.95	High	2
10	I feel comfortable interacting with foreigners.	3.32	.91	Moderate	8
11	I get nervous when I do not understand every word the language teacher says.	3.68	.90	High	4
12	I feel more tense and nervous in my English Speaking class than in my other classes.	3.05	1.14	Moderate	14
13	I tend to feel anxious to speak without prior preparation in language class	3.17	.957	Moderate	12
14	I dislike using English in group discussions.	2.91	1.00	Moderate	15
15	I feel anxious to speak English in front of the classmates	2.82	1.11	Moderate	16
16	I have no fear of using English to express my opinion informally.	3.40	.96	Moderate	7
17	I feel nervous when speaking English with someone I'm familiar with.	3.23	.98	Moderate	9
	Total	**3.28**	**0.98**	**Moderate**	

Table 4.3 shows the finding provides the English speaking anxiety of English

and Business English major students on Fears of Negative Evaluate Anxiety. It was

shown that Fears of Negative Evaluate Anxiety was at the moderate level

($\overline{X}$ = 3.28, S.D. = .98). The cause found the most was No. 8 "I always feel that the

other students speak English better than I do." ($\overline{X}$ = 3.87, S.D. = .94), followed by

No. 9 "I tend to get nervous when asked to answer the questions without prior

preparation." ($\overline{X}$ = 3.84, S.D. = .95), and No. 86 "I feel bad about my speaking ability

when speaking English in the English class because my English is not good."

($\overline{X}$ = 3.70, S.D. = .92), respectively. On the other hand, the cause found the least was

No.4 "I do not like English speaking class." ($\overline{X}$ = 2.15, S.D. = 1.19), followed by

No.15 "I feel anxious to speak English in front of the classmates." ($\overline{X}$= 2.82,

S.D. = 1.11), and No. 14 "I dislike using English in group discussions.", ($\overline{X}$= 2.91,

S.D. = 1.00), respectively.

4.2.3 English Speaking Anxiety of English and Business English Major Students on Communication Anxiety

This section explains the students' English speaking anxiety on the

Communication Anxiety according to Horwitz et al. (1986). The finding is shown in

Table 4.4.

Table 4.4 English Speaking Anxiety of English and Business English Major Students on Communication Anxiety

Items	Statements	$\overline{X}$	S.D.	Meaning	Rank
18	During tests, I find myself thinking of the consequences of failing.	3.13	1.05	Moderate	3
19	The more I study for the English test, the more confused I get.	3.12	1.18	Moderate	4
20	I panic before and during a test.	3.48	.98	High	2
21	I make mistakes on easy questions or put answer in the wrong places.	3.58	1.00	High	1

Table 4.4 (Continued)

Items	Statements	$\overline{\text{X}}$	S.D.	Meaning	Rank
22	My mind goes blank during a test.	2.99	1.16	Moderate	5
23	I have trouble sleeping the night before a test.	2.92	1.27	Moderate	6
Total		**3.2**	**1.11**	**Moderate**	

Table 4.4, the finding provides the English speaking anxiety of English and

Business English major students on Communication Anxiety. It was shown that

Communication Anxiety was at the moderate level ($\overline{\text{X}}$ = 3.20, S.D. = 1.11). The cause

found the most was No. 21 "I make mistakes on easy questions or put answer in the

wrong places." ($\overline{\text{X}}$ = 3.58, S.D. = 1.00), followed by No. 20 "I panic before and during

a test." ($\overline{\text{X}}$ = 3.48, S.D. = .98), and No. 18 "I usually feel relaxed while having an

English-speaking test."($\overline{\text{X}}$ = 3.13, S.D. = 1.05), respectively.

However, the cause found the least was No. 23 "I have trouble sleeping the

night before a test." ($\overline{\text{X}}$ = 2.92, S.D. = 1.12), followed by No. 22 "My mind goes blank

during a test." ($\overline{\text{X}}$ = 2.99, S.D. = 1.27), and No. 19 "The more I study for the English

test, the more confused I get." ($\overline{\text{X}}$ = 3.12, S.D. = 1.18), respectively.

4.2.4 English Speaking Anxiety of English and Business English
Major Students on Test Anxiety

This section explains the students' English speaking anxiety based on Test

Anxiety according to Horwitz, Horwitz et al. (1986). The finding was shown in Table

4.5.

Table 4.5 English Speaking Anxiety of English and Business English Major

Students on Test Anxiety

Items	Statements	$\overline{X}$	S.D.	Meaning	Rank
24	I worry about making mistakes in class.	3.23	.96	Moderate	5
25	I am afraid that my English teacher is ready to correct every mistake I make	4.07	1.00	High	1
26	I worry about reaction of colloquist after make a conversation.	3.41	.94	High	3
27	I feel embarrassed to volunteer answers in my English class.	3.14	.96	Moderate	6
28	I do not understand why some students get sick of English-speaking classes.	3.30	1.06	Moderate	4
29	I am afraid that the other students will laugh at me when I speak English.	3.02	1.17	Moderate	7
30	Even if I am well prepared for English class, I feel anxious about it.	3.58	.96	High	2
	Total	**3.39**	**1.01**	**Moderate**	

Table 4.5 shows English speaking anxiety of English and Business English major students on Test Anxiety. It shows that Communication Anxiety was at the moderate level ($\overline{X}$= 3.39, S.D. = 1.01). The cause found the most was No. 25 "I am afraid that my English teacher is ready to correct every mistake I make." ($\overline{X}$ = 4.07, S.D. = 1.00), followed by No. 30 "Even if I am well prepared for English class, I feel anxious about it." ($\overline{X}$ = 3.58, S.D. = .96) and No. 26 "I worry about reaction of colloquist after make a conversation." ($\overline{X}$ = 3.41, S.D. = .94), respectively. On the other hand, the cause found the least was No. 29 "I am afraid that the other students will laugh at me when I speak English." ($\overline{X}$ = 3.02, S.D. = 1.17), followed by No. 27

"I feel embarrassed to volunteer answers in my English class."($\overline{X}$ = 3.14, S.D. = .96),

and No.24 "I worry about making mistakes in class." ($\overline{X}$ = 3.23, S.D. = .96),

respectively.

4.3 Comparison on English Speaking Anxiety between English and Business English Major Students

This part presents the comparison on English speaking anxiety of English and Business English major students. The results from questionnaire were employed to answer the research question number two as follows:

4.3.1 Comparison on English Speaking Anxiety between English and Business English Major Students Classified by Fears of Negative Evaluate Anxiety

This section explains the comparison on English speaking anxiety between English and Business English major students classified by Fears of Negative Evaluate Anxiety as shown in Table 4.6.

Table4.6 Comparison on English Speaking Anxiety between English and Business English Major Students Classified by Fears of Negative Evaluate Anxiety.

Item	Statements	English		Business English		t	*p-value*
		$\overline{X}$	S.D.	$\overline{X}$	S.D.		
1	I never self-confidence when speaking English in class	3.58	.97	3.75	.90	.15	.879
2	I feel more anxious speaking	3.23	.95	3.22	.91	.38	.701

	English in pairs than in groups.						
3	I do not get nervous when speaking English with foreigners.	3.31	1.13	3.11	1.14	.97	.333
4	I do not like English speaking class.	2.06	1.19	2.17	1.16	.42	.672
5	I feel confident when speaking English in class.	3.19	.90	3.09	.90	.88	.378
6	I feel bad about my speaking ability when speaking English in the English class because my English is not good.	3.69	.97	3.75	.90	.20	.835
6	I feel bad about my speaking ability when speaking English in the English class because my English is not good.	3.69	.97	3.75	.90	.20	.835
7	I feel nervous to perform a speaking task no matter how difficult or easy the task is.	3.45	.99	3.55	.99	.27	.787
8	I always feel that the other students speak English better than I do.	3.86	.99	3.92	.88	.33	.740
9	I tend to get nervous when asked to answer the questions without prior preparation	3.70	.92	3.89	.96	1.29	.199
10	I feel comfortable interacting with foreigners.	3.45	.92	3.25	.89	1.31	.192
11	I get nervous when I do not understand every word the language teacher says.	3.69	.85	3.69	.95	.28	.776
12	I feel more tense and nervous in my English Speaking class than in my other classes.	3.05	1.21	3.00	1.12	.19	.849
13	I tend to feel anxious to speak without prior preparation in language class	3.22	.96	3.09	.90	.43	.663
14	I dislike using English in group discussions.	3.05	.98	2.70	1.00	1.50	.135

Table 4.6 (Continued)

Item	Statements	English		Business English		t	*p-value*
		$\overline{\text{X}}$	S.D.	$\overline{\text{X}}$	S.D.		
15	I feel anxious to speak English in front of the classmates	2.89	1.17	2.70	1.13	.97	.334
16	I have no fear of using English to express my opinion informally.	3.59	.88	3.31	.99	1.52	.129
17	I feel nervous when speaking English with someone I'm familiar with.	3.25	1.02	3.19	1.02	.289*	.773

Note; Significant difference level:* $p < .05$

Table 4.6 reveals that there was no statistically significant difference between English and Business English major students on English speaking anxiety classified by Fears of Negative Evaluate Anxiety. This means that both of them produced Fears of Negative Evaluate Anxiety in the same way.

4.3.2 Comparison on English Speaking Anxiety between English and Business English Major Students Classified by Communication Anxiety

This section explains the comparison on English speaking anxiety between English and Business English major students classified by Communication Anxiety as shown in Table 4.7

Table 4.7 Comparison on English Speaking Anxiety between English and Business English Major Students Classified by Communication Anxiety

Item	Statement	English		Business English		t	*p-value*
		$\overline{X}$	S.D	$\overline{X}$	S.D		
18	During tests I find myself thinking of the consequences of failing.	3.08	1.08	3.06	1.08	.04	.964
19	The more I study for the English test, the more confused I get.	3.06	1.19	3.17	1.18	.42	.675
20	I panic before and during a test.	3.50	1.06	3.50	.94	.42	.675
21	I make mistakes on easy questions or put answer in the wrong places.	3.63	.96	3.48	1.02	.97	.332
22	My mind goes blank during a test.	3.02	1.10	2.92	1.22	.10	.920
23	I have trouble sleeping the night before a test.	2.77	1.16	3.03	1.32	.62	.531

Note; Significant difference level:* p<.05

Table 4.7 presents the comparison on English speaking anxiety between English and Business English major students classified by Communication Anxiety. The result was revealed that there was no statistically significant difference between English and Business English major students on English speaking anxiety classified by Communication Anxiety. This means that both of them produced Communication Anxiety in the same way.

4.3.3 Comparison on English Speaking Anxiety between English and Business English Major Students Classified by Test Anxiety

This section explains the comparison on English speaking anxiety between English and Business English major students classified by Test Anxiety as shown in Table 4.8.

Table 4.8 Comparison on English Speaking Anxiety between English and Business English Major Students Classified by Test Anxiety

Item	Statement	English		Business English		t	*p*
		$\overline{X}$	S.D	$\overline{X}$	S.D		
24	I worry about making mistakes in class.	3.30	.98	3.14	.97	.47	.637
25	I am afraid that my English teacher is ready to correct every mistake I make	4.19	1.03	4.08	.93	.91	.360
26	I worry about reaction of colloquist after make a conversation.	3.22	1.00	3.52	.94	2.14	.034
27	I feel embarrassed to volunteer answers in my English class.	3.11	.87	3.13	1.00	.53	.595
28	I do not understand why some students get sick of English-speaking classes.	3.17	1.04	3.28	1.04	1.03	.305
29	I am afraid that the other students will laugh at me when I speak English.	2.94	1.30	2.95	1.13	.90*	.370
30	Even if I am well prepared for English class, I feel anxious about it.	3.51	1.04	3.58	.97	.75	.454

Note; Significant difference level:* p<.05

Table 4.8 discloses the comparison on English speaking anxiety between English and Business English major students classified by Test Anxiety. The finding indicated that there was statistically significant difference at 05 level between English and Business English major students on No. 29 "I am afraid that the other students will laugh at me when I speak English."

4.4 Students English Speaking Anxiety Reduction

Kondo and Ying-Ling (2004) studied strategies for coping with language anxiety and found 70 basic tactics for coping with language anxiety in five strategy categories: Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation. In order to answer the research question number three, this part shows English speaking anxiety reduction of English and Business English major students.

The results from semi-structured interview were analyzed with 'open and axial

coding' to 5 categories as follows:

Table 4.9 Students English Speaking Anxiety Reduction

Anxiety Reduction	Frequency	Percentage	Meaning	Rank
Preparation	4	37.17	High frequency	1
Positive thinking	3	29.08	High frequency	2
Relaxation	2	25.8	High frequency	3
Resignation	1	7.95	Low frequency	4
Peer seeking	0	0.00	-	5
Total	10	100.00		

Table 4.9 exposes the English-speaking anxiety reduction of English and

Business English major students. The findings were discovered that the highest way

of speaking anxiety reduction used by the samples was Preparation (37.17 %),

followed by Positive thinking (29.8%), Relaxation (25.8%), and Resignation (7.95%).

However, Peer seeking was not used by the sample.

Considering in each category, it can be presented the examples by the

following:

In term of Preparation, the students were employed the following examples:

BE1   "I always make a meditation for self-confident and spending time with

myself before presenting."

BA2   "I always well prepared and practice a lot. The more experiences make

me less anxiety."

BE2   "If it is a presentation assignment, I will prepare my best to reduce

anxiety."

BA1   "I will prepare myself and practice 100% before I present or have an

oral activity because I believe that the more prepared, the anxiety will definitely be reduced"

In terms of Positive thinking, the students were employed the following examples:

BA3 "I pray for it and think that I have to do my best because "The show must go on".

BA4 "I always take a deep breath, then close my eyes and say something to encourage myself; like that "it's gonna be okay" or "I can do it."

BE3 "I always encourage myself by smiling, laughing, and take a deep breath.

BE4 "I try to encourage myself that "I can do it", "It has to be better", and "the more I have an experience." the more familiar with, get more confident and don't be shy."

In terms of Relaxation, the students were employed the following examples:

BE5 "I just speak it out; do what I have to do, focusing on what you are saying."

In terms of Resignation, the students were employed the following examples:

BA5 "I don't have any idea because I always excited and worry about showing in front of class or any activities included my oral presentation. So I accept the situation."

4.5 Summary of the Chapter

To summarize, this chapter presents the findings from the data analyses. It examines English speaking anxiety of English and Business English major students, comparison on English speaking anxiety between English and Business English major students, and students' English speaking anxiety reduction. In the next chapter, the findings presented in Chapter Four will be concluded and discussed.

CHAPTER 5

CONCLUSION AND DISCUSSION

The findings of the study from Chapter Four will be discussed in detail in this chapter. The first section reports the summary of the main study. Next, the discussion of the findings will be presented. Then, the pedagogical implications will be discussed. The last section provides suggestions for the research.

5.1 Summary of the Main Findings

This study focuses on three main points: 1) to find out English and Business English major students' English speaking anxiety, 2) to compare English speaking anxiety levels between English major students and Business English major students; and 3) to explore the English and Business English major students' ways to reduce their English speaking anxiety. The data were collected from 128 students. They were selected by using the table of Krejcie and Morgan, simple random sampling and purposive sampling technique. The questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) and semi-structured interview were used as research instruments. The statistics used for data analysis were frequency, percentage, mean, standard deviation, and t-test. The interview data were recorded while the conversations occurred and then transcribed and coded. After coding was completed, the researcher quantified and compared the component among

them. Frequency and percentage were chosen as the primary endpoint of this study.

The results of the study were divided into three points as follows: the English speaking anxiety of the English and Business English major students, the comparison of English speaking anxiety between the English major students and Business English major students, and the English and business English major students' ways to reduce their English speaking anxiety.

5.1.1 English Speaking Anxiety of English and Business English Major Students

The results of the study suggested the overview picture of the students' anxiety. The most anxiety opined by the students was Fears of Negative Evaluate Anxiety ($\bar{x}$=3.39, S.D. =1.01), followed by Communication Anxiety ($\bar{x}$=3.28, S.D.=0.98), and Test Anxiety ($\bar{x}$=3.20, S.D.=1.11), respectively.Considering in each aspect, it was shown the followings:

5.1.1.1 In terms of Fears of Negative Evaluate Anxiety, it was found at a moderate level ($\bar{x}$= 3.28, S.D. = .98). The highest cause found was "I always feel that the other students speak English better than I do." ($\bar{x}$ = 3.87, S.D. = .94), followed by "I tend to get nervous when asked to answer questions without prior preparation." ($\bar{x}$= 3.84, S.D. = .95), and "I feel bad about my speaking ability when speaking English in the English class because my English is not good." ($\bar{x}$ = 3.70, S.D. = .92), respectively. On the other hand, the lowest cause found was "I do not like English speaking class." ($\bar{x}$ = 2.15, S.D. = 1.19), followed by "I feel anxious to speak Englishin front of the classmates." ($\bar{x}$= 2.82, S.D. = 1.11), and No. 14 "I dislike using English in group discussions." ($\bar{x}$= 2.91, S.D. = 1.00), respectively.

5.1.1.2 In terms of Communication Anxiety, it was found at a moderate level ($\bar{x}$= 3.20, S.D. = 1.11). The highest cause found was "I make mistakes on easy questions or put answers in the wrong places." ($\bar{x}$= 3.58, S.D. = 1.00), followed by "I panic before and during a test." ($\bar{x}$= 3.48, S.D. = .98), and "I usually feel relaxed while having an English-speaking test."($\bar{x}$ = 3.13, S.D. = 1.05), respectively. However, the lowest cause found was "I have trouble sleeping the night before a test." ($\bar{x}$= 2.92, S.D. = 1.12), followed by "My mind goes blank during a test." ($\bar{x}$= 2.99, S.D. = 1.27), and "The more I study for the English test, the more confused I get." ($\bar{x}$= 3.12, S.D. = 1.18), respectively.

5.1.1.3 In terms of Test Anxiety, it was found at a moderate level ($\bar{x}$ = 3.39, S.D. = 1.01). The highest cause found was "I am afraid that my English teacher is ready to correct every mistake I make." ($\bar{x}$= 4.07, S.D. = 1.00), followed by "Even if I am well prepared for English class, I still feel anxious about it." ($\bar{x}$= 3.58, S.D. = .96) and "I worry about reaction of colloquist after making a conversation." ($\bar{x}$= 3.41, S.D. = .94), respectively. On the other hand, the lowest cause found was "I am afraid that other students will laugh at me when I speak English." ($\bar{x}$ = 3.02, S.D. = 1.17), followed by "I feel embarrassed when volunteer to answer questions in my English class." ($\bar{x}$ = 3.14, S.D. = .96), and "I worry about making mistakes in class." ($\bar{x}$= 3.23, S.D. = .96), respectively.

5.1.2 Comparison on English Speaking Anxiety between English and Business English Major Students

The findings revealed that there were no statistically significant differences

between English major students and Business English major students on English speaking anxiety classified by Fears of Negative Evaluate Anxiety and Communication Anxiety. This means that both of them produced Fears of Negative Evaluate Anxietyand Communication Anxiety in the same way. However, the finding also indicated that there was statistically significant difference at .05 level between English and Business English major students on "I am afraid that the other students will laugh at me when I speak English."

5.1.3 Students English Speaking Anxiety Reduction

The finding exposed the English speaking anxiety reduction of the English and Business English major students. The results discovered that the highest English speaking anxiety reduction used by the students was Preparation (37.17 %), followed by Positive thinking (29.8%), Relaxation (25.8%), and Resignation (7.95%). However, Peer seeking was not used by the sample. Considering each category, the examples can be presented through the following:

In terms of Preparation, the students were employed with the following examples:

BE1 "I always meditate for self-confidence and spending time with myself

before presenting."

BA2 "I try to be well-prepared and practice a lot. The more experience I gain, the less anxious I will be."

BE2 "If it is a presentation assignment, I will prepare my best to reduce anxiety."

BA1 "I will prepare myself and practice 100% before I present or have an oral activity because I believe that the more I prepare, the more anxiety will be reduced"

In terms of Positive thinking, the students were employed with the following examples:

BA3 "I pray and positively think that I have to do my best because "The show must go on".

BA4 "I always take a deep breath, then close my eyes and say something to encourage myself; like "it's gonna be okay" or "I can do it."

BE3 "I always encourage myself by smiling, laughing, and take a deep breath.

BE4 "I try to encourage myself that "I can do it", "It has to be better", and "I will gain more experience" then I will become more familiar, more confident and less shy."

In terms of Relaxation, the students were employed with the following examples:

BE5 "I just speak out; do what I have to do, and focus on what I am saying."

In terms of Resignation, the students were employed with the following examples:

BA5 "I don't have any idea because I am always excited and worried about being in front of the class or presenting any activities included my oral presentation. So I accept the situation."

5.2 Discussion of the Findings

The researcher discusses the findings of the study as presented in chapter four. A detailed account and interpretation of the findings are discussed in relation to the previous research and in the context of; 1) to find out English speaking anxiety of the English and Business English major students, 2) to compare English speaking anxiety between English major students and Business English major students; and 3) to explore the English and Business English major students' ways to reduce their English speaking anxiety. The findings give response to the research questions for the present investigation. To illustrate, the findings are discussed as follows:

5.2.1 English Speaking Anxiety of English and Business English Major Students

The results from the study suggested the overview picture of the samples' anxiety levels was moderate, and the causes of anxiety reported by the samples included fears of negative evaluation anxiety, followed by communication apprehension, and test anxiety, respectively. Fears of negative evaluation anxiety was found at the highest level among the three aspects. This may be because the students fear to make mistakes and fear that someone else such as their teachers or peers would evaluate them negatively. This is in line with Watson and Friend (1969) that 'apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively'. Being evaluated by teachers in front of other students in the negative ways can cause fear since it pertains both to the teacher's evaluation of the students and to the perceived reaction of other students (Shamas. 2006). The stage is in the output stage of Tobias's (1986) the

effects of anxiety on learning from instruction model that the students in this stage show their nervousness or fear experienced when they are required to demonstrate their ability to use the previously learned material. And these students are afraid to get negative evaluation.

The cause of fears of negative evaluation anxiety was found at the highest level was "The students are afraid that their English teacher is ready to correct every mistake they make.", followed by "Even if the students are well prepared for the English class, the students feel anxious about it.", and "The students worry about reactions of colloquist after making a conversation". From the results, it can be seen that the students' lack of self-confidence in their ability to demonstrate previously learned material to their teachers or their peers. This is conforming to Akkakoson (2016) that there are three factors that may hinder students' development of oral skills such as their lack of self-confidence, having poor English background and having neither intrinsic nor extrinsic motivation to use English. This is in line with Ohata (2005:7) in terms of anxiety can arise according to one's degree of self-esteem as those students tend to worry about what their peers' or friends' thoughts, in fear of their negative responses or evaluation. This also echoed the results from the study of Petchan (2012) that although the levels of English language speaking anxiety fluctuated, the general tendency was approximately high due to English grammar rules, lack of self-confidence, fear of making mistakes, and fear of public speaking. Based on the interview transcripts, it is evident that the sources of their speaking anxiety not only stem from the samples' fear of making mistakes in terms of English grammar and pronunciation, which can cause misunderstandings among their classmates, but it also deals with the roles of teachers and peers that have a significant

impact on students' anxiety. Appropriate use of linguistic knowledge is required to create an oral message that will be meaningful for the intended audience (Arnold. 2000). Furthermore, Timina (2015) stated in the study that lack of confidence leads to the fear of public failure and/or ridicule. So, teachers and peers can help students by giving constructive comments or evaluation.

Anxious students also feared being less competent than other students or being negatively evaluated. They reported "I keep thinking that other students are better at English than I am (item 7)" (33.4%); "I always feel that other students speak English better than I do (item 23)" (33.4%);

The cause of communication anxiety that was found at the highest level was "The students always feel that the other students speak English better than they do.", followed by "The students tend to get nervous when asked to answer questions without prior preparation." and "The students feel bad about their speaking ability when speaking English in the English class because their English is not good". Communication anxiety is in the output stage of Tobias' (1986) where language learners are required to express their ability to use the second language. It can be seen from the above results that they compare themselves with others, they fear of impromptu topics or quick quizzes, and they fear of showing their poor English background. This is in line with Bailey and Nunan (2002:218) that competitiveness can lead to anxiety when language learners compare themselves to others or to an idealized self-image and it is also conforming to Price (1991) that most of the samples believed their language skills to be weaker than those of the others in class; that they "weren't doing a good job and that everyone else looked down on them." In terms of the lack of time preparation, the results of the study is in accordance with Young

(1999) that using speaking activities which put the learner "on the spot" in front of their classmates without allowing adequate preparation are also sources of anxiety for many students and the study of O'Connor (2016) that the most common causes of English speaking anxiety for the three different groups of the students were they panic when they have to speak without preparation in language class. Hence, the teachers should give sufficient time in class and provide a lot of opportunities to practice their oral skills.

The cause of test anxiety that was found at the highest level was "The students make mistakes on easy questions or put answer in the wrong places.", followed by "The students panic before and during a test.", and "During tests, students find themselves thinking of the consequences of failing.". From the results, it can be interpreted that time limitation and a fear of failure affected on the students' anxiety. Spielberger (1983) defined this type of time limitation fear as state anxiety. State anxiety refers to the moment-to-moment experience of anxiety; it is the temporary emotional state of feeling nervous that can fluctuate over time and vary in terms of intensity or it is the apprehension which takes place at a particular moment. So, the students should train or learn about time management when taking tests to avoid being panic. This is in line with Timina (2015) who studied about the causes of English speaking anxiety among Taiwanese University students that the major causes of students English speaking anxiety belong to three interrelated and intersect groups: psychological, educational, and socio-cultural. With regard to the main psychological causes, the overwhelming majority of the first-year students noted they feel reluctant to speak English aloud for fear of not understanding or misunderstanding the teacher's question or task. The second group of speaking anxiety causes is related to the

students' current of fluency, making errors, poor knowledge of vocabulary, and insufficient oral practice in class. Therefore, lack of confidence leads to the fear of public failure and/or ridicule.The fear of failure is suggested by Eysenck (1979) that reconceptualization of anxiety deals with learner attention and a level of task difficulty that learners perform or it involves self-related cognition. The self-related cognition, such as excessive self-evaluation and worry over failure or concern over the opinions of others, may distract learners' attention from their tasks which could influence performance quality. As Khusnia (2017) recommended that students need to have attitudes and use strategies that encourage lowered anxiety, higher motivation, and confidence in their ability to convey what they want to say. One of the challenges for teachers is to provide the kind of classroom atmosphere that promotes low - anxiety. Thus, decreasing anxiety help the teacher's teaching process smoother and understand the students more. The students can also learn and speak English in any situation or class without shyness, nervousness but gain more confidence when speaking English.

5.2.2 Comparison of English Speaking Anxiety between English and Business English Major Students

The findings revealed that there were no statistically significant differences between English major students and Business English major students on English speaking anxiety classified by Fears of Negative Evaluate Anxiety and Communication Anxiety. This means that students from both majors produced Fears of Negative Evaluate Anxiety and Communication Anxiety in the same way. However, the finding also indicated that there was statistically significant difference

at 05 level between English and Business English major students on Test Anxiety of "I am afraid that the other students will laugh at me when I speak English". This is consistent with the study ofon the role of anxiety in learning and performing English in the Cadet College Classes: Bangladesh Perspective.

The fear of receiving negative evaluation 31% respondents strongly agreed and 57% respondents agreed with the statement that "I am afraid that other students will laugh at me when I speak English incorrectly."Also, the study of Khamprated (2012) on the problems with students' English listening and speaking studies at a private vocational school in Bangkok, Thailand pointed out that the second main cause of anxiety is the fear of making mistakes and being subject to the derision of their peers if they lack confidence in their ability to speak English. In the classroom, students may be frightened when they speak English in front of the class. They may be afraid of making mistakes or receiving negative evaluations from their peers and teachers. Thefear of making mistakes and being laughed at by their peers prevents students from allowing themselves to practice speaking in the classroom.In addition, the study of Price (1991) found that most of the students in the classroom believed that their English abilities were lower than those of their friends. Hence, they were afraid that their friends would laugh at them if they made mistakes.

5.2.3 Students English Speaking Anxiety Reduction

The results of the interview suggested that the highest way of speaking anxiety reduction used by the sample was Preparation (54.17 %), followed by Positive thinking (45.8%) and Relaxation (37.5%). However, Peer seeking was not used by the sample. It can be seen that preparation was used the most because being well-prepared seems to be a good solution for the sample. This is in line with the study of Zeidner

(1998:66) that preparation was the most frequently-used strategy by many second language learners because many of them find themselves nervous when they had not prepared before class and Zeidner (1998:66) suggested that there are many ways to prepare such as reading the materials before class, taking second language courses provided in or out of school, asking help from friends and teachers, focusing on specific areas which cause anxiety since good preparation will lead to good performance. Preparation was claimed to have affected the reduction guidelines as clearly explained in the following interview excerpts

BA2 "I try to be well-prepared and practice a lot. The more experience I gain, the less anxiety there will be."

BE2 "If it is a presentation assignment, I will prepare my best to reduce anxiety."

BA1 "I will prepare myself and practice 100% before I present or have an oral activity because I believe that the more I prepare, the more anxiety will be reduced"

Apart from preparation, the sample also used positive thinking as their way to reduce their anxiety. They shifted from their fear of speaking into positive thinking to bring relief to them. This is in accordance with Mahmud and Suryana (2015) that positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety such as imagining oneself giving a great performance, trying to enjoy the tension and positive thinking can divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious students.

BA3 "I pray and think that I have to do my best because "The show must go

on".

BE5 "I just speak out; do what I have to do, and focus on what I am saying."

BE4 "I try to encourage myself that "I can do it", "It has to be better", and "the more I have an experience" in order to become more familiar, gain more confidence and not to be shy."

The sample also used relaxation to reduce their anxiety. They said that they take a deep breath or they try to calm down which means they are using relaxation methods in order to reduce their anxiety symptoms. This is in line with Kondo and Ying- Ling (2004) that relaxation involves tactics that aim at reducing somatic anxiety symptoms. Typical items are 'I take a deep breath' and 'Itry to calm down'. Grasha (1987) also suggested that breathing deeply in and out for three to five minutes is an effective way to reduce tension.

BE1"I always meditate for self-confidence and spending time with myself before presenting."

BA4 "I always take a deep breath, then close my eyes and say something to encourage myself; like "it's gonna be okay" or "I can do it."

BE3 "I always encourage myself by smiling, laughing, and takingdeep breaths."

However, from the interview, the sample did not mention about using peer seeking for reducing their speaking anxiety. This is contrary to what Zeidner (1998:66) suggested that there are many ways to reduce anxiety in preparation such as asking help from friends and teachers. Therefore, peer seeking for anxiety reduction should be introduced to the students. Buchler (2013) stated that some anxious students

cope with their language anxiety by comparing themselves with others who have the same problems. These students may find a suitable learning partner to talk to or build a small-scale support group with others who experience the same thing. This strategy is a good solution, especially if the students can share their experiences and strategies with their learning partner.

5.3 Pedagogical Implications

It was revealed in the research findings that the students of the English and Business English major experienced English speaking anxiety when learning English class. It should be noted that the main sources of their anxiety is fear of negative evaluation in English class. This might be a reflection of the students' barrier of learning English as foreign language. Since the students learn English because they want to get good grades instead of acquiring full command of the essential language skills and being able to use English effectively in the real communicative situation**.**

5.3.1) The guidelines' interviewees from the students

The guidelines from the interviewee to their teacher in the following interview excerpts.

"I want the teacher to give students speaking task more often."

"In the Introduction of Listening – Speaking Course, I would like the teacher to use the listening test in the lab or take oral skill exam instead of multiple choice exams. Also, the students should be assigned to speak English in class more often such as speak something in real-life situations without script, share opinions about interesting issues, host debates and speeches, etc."

"I want the teacher to talk to students more often and thoroughly in order for them to be familiar with the accent; and it is also a way of reducing anxiety when students have to talk with the foreigners in real situations." It seems like the teacher's awareness on student's anxiety and provide supportive feedback are likely to be perceived as less anxiety-provoking by giving sufficient time in class and providing a chance to perform their oral task.

In addition, Subaşı (2010) conducted a study that investigated two possible sources of the anxiety of Turkish students of English in oral practice at Anadolu University. The sample of the study consisted of 55 learners. The findings showed a positive association between an individual's anxiety level and his/her fear of negative evaluation. In addition, the analysis revealed the some sources of the students' anxiety in oral practice like: teachers' manners, teaching procedures, personal reasons, and previous experience. Furthermore, as suggested by the students, English teachers should try to establish a friendly, supportive and non-threatening classroomlearning environment. It is important for teachers to be friendly rather than strict and critical in class, which helps to make students feel less intimidated to speak English, especially when responding to teachers. It is also useful for English teachers to design and organize various classroom activities to help students get to know one another during the first few lessons.

5.3.2) The reduction of English speaking anxiety.

In order to help reduce student anxiety, first and foremost, English teachers themselves should be aware of the existence of anxiety among EFL learners and show empathy to them in class. Besides, teachers can also encourage students to

share their feelings with one another. In addition, English teachers should teach and

train students to be supportive with one another in class. According to Bailey (1983)

competition often caused students to become (more) anxious to speak the target

language, while a supportive relationship among students usually made them feel free

to do so in class. In summary, it is necessary for both EFL teachers and learners to

beware that anxiety are a serious issue for EFL learners and that a multitude of

variables contributes to it in language classrooms. More importantly, they should

realize the urgent need to search for strategies to help students reduce or even

eliminate anxiety when speaking English in class. Consideration of learners' anxiety

reactions in learning to speak another language by having a language teacher assist

them, is deemed highly important in order to assist them to achieve the intended

performance goals in the target language (Tanveer. 2007). The participants appeared

to be blaming a strict and formal classroom environment as a significant cause of their

language anxiety. Thus, these perceptions, can be considered a clear indication that

the teachers should recognize that the language classroom could become a highly

anxiety-provoking environment for students (Ohata. 2005: 148). On the other hand,

language learners reported to be less anxious and stressful in environments that

emphasize collaborative activities among the teachers and the students. Giving a short

talk, lecture or presentation in front of the class has also been reported to be highly

anxiety inducing, one which makes the classroom environment more formal and

stressful for the learners.

        5.3.2.1) In terms of Preparation, the students were employed the

following examples:

            BE1 "I always meditate for self-confidence and spending time with

myself before presenting."

BA2 "I try to be well-prepared and practice a lot. The more experience I gain, the less anxiety there will be."

BE2 "If it is a presentation assignment, I will prepare my best to reduce anxiety."

BA1 "I will prepare myself and practice 100% before I present or have an oral activity because I believe that the more I prepare, themore anxiety will be reduced"

5.3.2.2) In terms of Positive thinking, the students were employed with the following examples:

BA3 "I pray and think that I have to do my best because "The Show Must Go On".

BA4 "I always take a deep breath, then close my eyes and say something to encourage myself; like "it's gonna be okay" or "I can do it."

BE3 "I always encourage myself by smiling, laughing, and taking deep breaths.

BE4 "I try to encourage myself that "I can do it", "It has to be better", and "the more I have an experience" in order to be familiar, gain more confident and to not be shy."

5.3.2.3) In terms of Relaxation, the students were employed with the following examples:

BE5 "I just speak out; do what I have to do, and focus on what I am saying."

5.3.2.4) In terms of Resignation, the students were employed with the following examples:

BA5 "I don't have any idea because I am always excited and worried about being in front of the class or presenting any activities included my oral presentation. So I accept the situation."

5.4 Suggestion for Future Research

Foreign language learning anxiety has captured researchers' interests of the study of this phenomenon as it impacts language learners. As a result of the present study, the suggestions for further research are offered as follows.

5.4.1 The samples suggested for further studies or studies in other programs; and it should be studied more various in term of other programs, year levels, genders.

5.4.2 In terms of instruments, more data collection approaches can be used in the further studies to gain more in- depth data such as conducting a focus group discussion, observation or study group.

5.4.3 The present study will be effective if the future studies could be used to conduct and employ various psychological strategies in classroom or studies more in other skills such as listening, reading, writing to achieve their goals in learning foreign language.

5.4.4 The future research should be studied in language learning anxiety as a problem in pedagogy and how it hinders learners' achievements.

In conclusion, the researcher believes that when knowing the main causes of the students' anxiety, teachers can apply the results of the study to solve the problems

of student's anxiety such as giving sufficient time in class and providing a lot of

opportunities to the students to practice their oral skills, giving constructive comments

or evaluation because decreasing anxiety help the teacher teach smoothly and

understand the student more, so the students will feel more confident when speaking

English.

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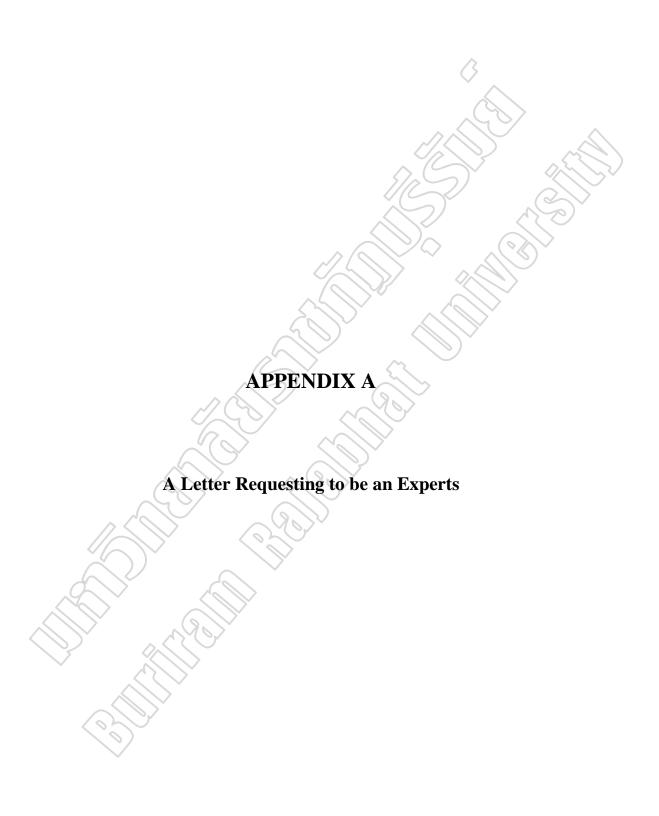
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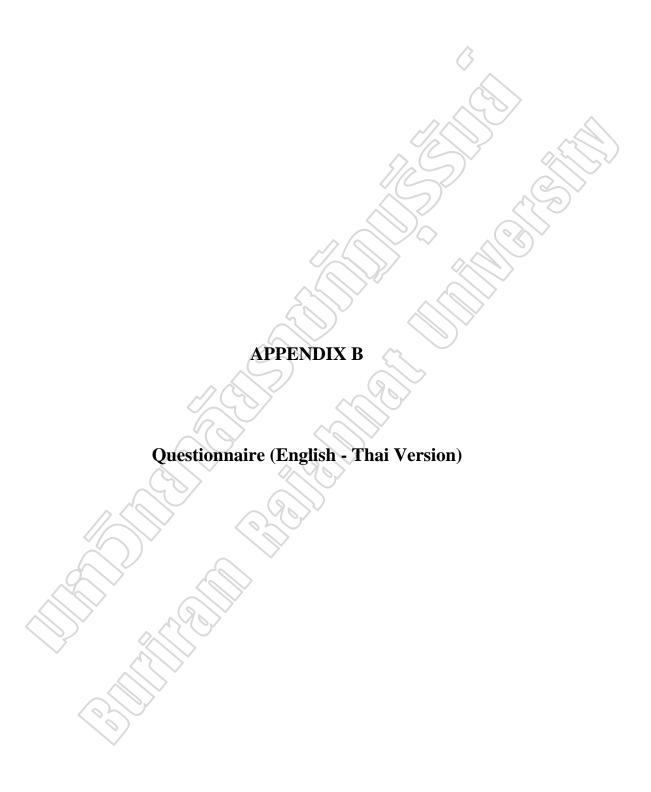
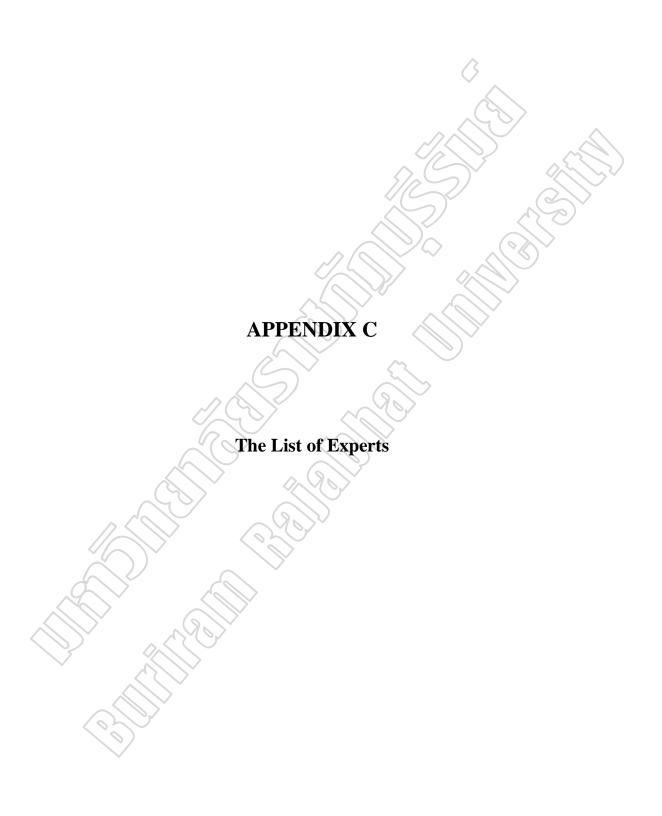**Tricia Hedge (2000)**
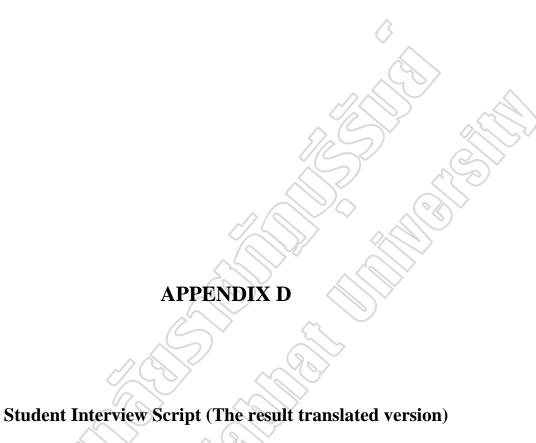
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APPENDICES

APPENDIX A

A Letter Requesting to be an Experts

APPENDIX B

Questionnaire (English - Thai Version)

APPENDIX C

The List of Experts

APPENDIX D

Student Interview Script (The result translated version)

APPENDIX E

Index of Item Objective Congruence
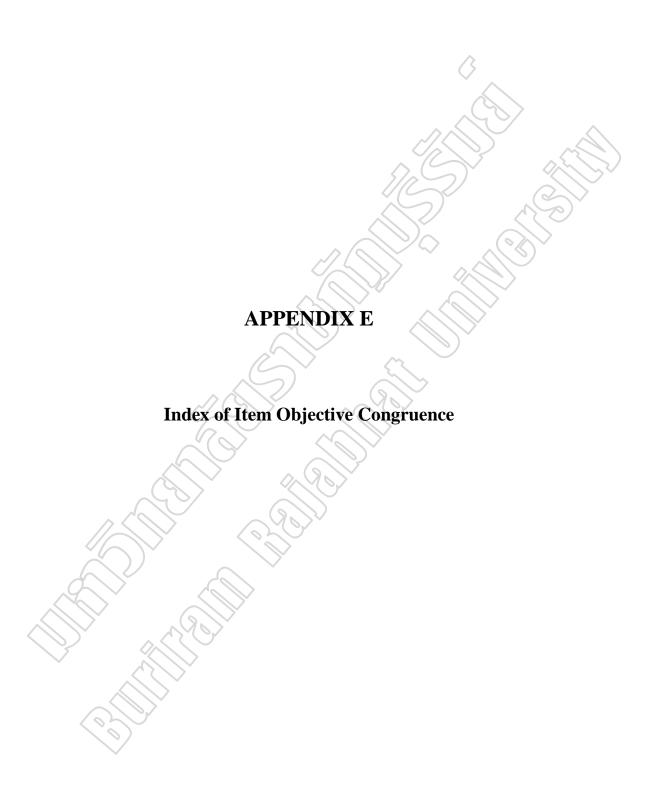
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