



# **LANGUAGE ANXIETY OF ADULT LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE IN SPEAKING CLASS**

**(The Case of Their Debate Performance)**

A final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan  
in English

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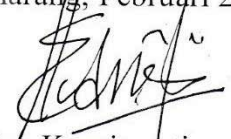
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**2016**

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I, Edna Kurniawati, hereby declare that this final project entitled *Anxiety of Adult Learners of English as a Foreign Language in Speaking Class (The Case of Their Debate Performance)* is my own work and has not been submitted in any form for another degree of diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, Februari 2016



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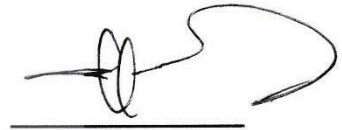
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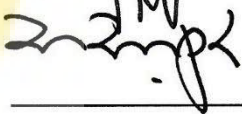
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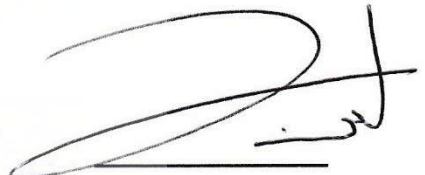
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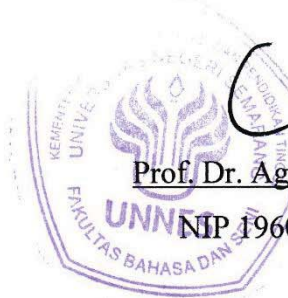


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## MOTTO

Do your best and let God do the rest  
(Ben Carson)

God does not burden a soul beyond what it can bear  
(Al Baqarah: 286)



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## ABSTRACT

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Key Words: EFL speaking, language anxiety, speaking performance.

The phenomenon of language anxiety frequently happens in EFL speaking classes. The issue of foreign language anxiety is obviously one of the critical components that influences the learning effects, especially speaking proficiency of EFL learners in speaking language classroom. This study was aimed at investigating the phenomenon of foreign language anxiety (FLA) on students' debate performance in their speaking class.

Observation was conducted in a debate class at Semarang State University to reach the aim of this study. The observation was done to see how students experienced anxiety when they had to perform the target language in front of the audiences. Then, questionnaires had been delivered to the 20 students of the debate class. The questionnaires was aimed at finding the possible sources of language anxiety happened to the students adapted by the theory of Rita and Dalila (2008). A quantitative descriptive method was used in analyzing and presenting the data on the findings section, since the data deal with number and are explained descriptively which are supported by the excerpts of the observation.

The results of this study reveals that the 20 students often experience different source of language anxiety during their performance in the debate class. The sources are less of preparation, tight deadline, worry of being overly critical, fear about not entertaining people, imitate other speaker, fear potential negative outcomes and difficulty in finding words, spend time over preparing instead of developing confidence, dislike in being the center of attention, and low self-confidence.

In conclusion, the students show different actions during their speaking performance which indicate their anxiety. The causes of each action are both coming from inside the students themselves (self-confidence; less preparation; fear of negative outcomes; pessimists of their own ability; difficulty in finding words) and outside the students (critics from the audience; too many points to be covered; and time limit). At last, the writer hopes that this study can be useful for the readers to enrich their knowledge about FLA.

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# CHAPTER I

## INTRODUCTION

In this part I present the focus of this study. It is then divided into several subtopics. They are background of the study, reasons for choosing the topic, research questions of the study, objectives of the study, significances of the study, and outline of the study.

### 1.1 Background of the Study

In Indonesia, English is a foreign language. Students mostly use English at schools. Since English is not used in daily conversation, some people might find difficulties to produce the target language. One thing that might impair the production of the target language is because of language anxiety. Huang (2012) stated that from psychological point of view, anxiety is defined by Psychologists like Higerd and Atkinson as “a state of apprehension, a vague fear that is only indirectly associated with an object”. Meanwhile, from the behavior science’s perspective anxiety is defined as a feeling of someone’s own weakness and inability to cope with real or imaginary threats. Thus, it can be concluded that anxiety deals with someone’s negative feeling of his or her own ability.

The phenomenon of language anxiety frequently happens in EFL speaking classes. The issue of foreign language anxiety is obviously one of the critical components that influence the learning effects, especially speaking proficiency of EFL learners in speaking language classroom. According to Horwitz & Horwitz

(1986) in Cheng (2009), since speaking in the target language seems to be the most threatening aspect of foreign language learning, it might give great difficulties to anxious students for the development of their communicative competence. It indicates that foreign language itself has its difficulties in the learning process, then, the difficulties might improve when the students get trap in anxiousness. Particularly, students are afraid of being judged as good or bad in front of the audiences, for example in a debate class.

Katz (2000) stated that the estimates of people who experience more or less anxiety when they have to speak in public are as many as 20-85%. Many people who speak for a living such as politicians, actors, or business people experience public speaking anxiety. In fact, people frequently experience the feeling of a little nervousness before a performance. The anxiety for some people might give encouragement to perform at their best. However, for some other people the feeling of anxiety might become so intense that it interferes the ability to perform at all.

In the case of students, anxiety of speaking in public might lead them to avoid class or major where oral presentations are required. Students frequently experience a great anxiousness to speak in front people who are more expert than them, like giving a presentation in front of their lecturer. Such situation is the same with my own experience as one of English Department students. As an English Department student, I found that speaking or giving presentation in front of the class, using the target language is very stressful. Since English is not the mother tongue, errors cannot be voided.



It is found in the study of Sakamoto et al. (2001) that public speaking played a minor role and was one the most feared context-based apprehensions in Japan. The result of the study indicated that anxiety happened frequently in a public speaking class of a non-English speaking country like Japan. In this case, EFL students might experience speaking anxiety because they have too many things to cope for their speaking performance. For instance, the students have to check the grammar first, choose word choices, and do pronunciations practice before giving their speech in front of many people who might judge them bad or good. Thus, such situation might stress the students.

Many students who experience anxiousness in foreign language speaking have a low self-esteem. Mostly, students are not confident enough with their own ability of their foreign language acquisition. They worry about making mistakes, looking stupid to others, to be laughed at or judged unattractive. All of them are the things that students concern if they speak in foreign language. It is supported by Young in Ozturk & Gurbuz (2014) who stated that speaking in front of the class and on spot performance cause the most anxiety for the students rather than the other language skills. Since, speaking is unlike the other skills, the students might have no chance for error correction once the words are spoken. Thus, speaking seems to be a nightmare for the most EFL students.

In addition to the emotional aspects of public speaking anxiety, Katz (2000) stated that there are physical symptoms as well. The symptoms are associated with anxiety. It includes trembling or shaking, cold clammy hands, shaky voice, rapid heartbeat, sweating, blushing, dizziness, shortness of breath, and digestive

discomfort. These things then might destruct the students' performance. At worst, it might make the students forget the points they should have said when they speak.

The emotional aspects and physical symptoms of public speaking usually come together. It cannot be denied that when people feel too nervous, it can affect their gestures and concentration, too. In the context of foreign language speaking class, where the outcomes of students are graded, such emotional aspects and physical symptoms might bring negative influence. Even worse, the negative influence might affect their grade.

Relating to the phenomenon of language anxiety among EFL learners, I decide to conduct a study of English Department speaking students at Semarang State University. The study is conducted to find out what the causes of language anxiety in the speaking class and how anxiety influences the students' performance in their speaking class. Since, I see that the debate class students of English Department are still not performing well in speaking, so I aim to figure out what problems are the students experience in speaking.

## **1.2 Reasons for Choosing the Topic**

First, I choose the topic "language anxiety in EFL speaking class" because anxiety is an essential factor that influences the learners' speaking performance. As examined by Philips (1992) in Cheng (2009), students with higher language anxiety tend to speak less than lower anxious students in EFL classroom context. Hence, anxiety would affect the target language proficiency and its production of the student.

Second, most of the students of the debate class at Semarang State University are still not fluent enough and prone to make a long pause during their performance in front of the class. Such situation might occur because the students are anxious to speak in the target language. Thus, I am interested in finding the causes relating to the phenomenon.

### **1.3 Research Questions**

The research questions are as follows:

- 1) What are the causes of speaking students' language anxiety?
- 2) How does anxiety influence the students' debate performance in their speaking class?

### **1.4 Objectives of the Study**

The purposes of this study are:

- 1) to describe the causes of language anxiety among the speaking class students, and
- 2) to explain out the influence of anxiety in the students' performance in their speaking class.

### **1.5 Significances of the Study**

There are three significances of the study. They are theoretical significance, practical significance, and pedagogical significance. The three of them are explained as follows:

### ***1.5.1 Theoretical Significance***

First, theoretically, the result of this study will give a consideration for those who are involved in the area of English language speaking about what makes language learning environments. Second, it informs about how anxiety provoking has been well-established in language anxiety literature. Third, the learners' perception of language anxiety deserves a special mention as they are one of the parties directly involved in learning process, particularly English language learning situations.

### ***1.5.2 Practical Significance***

#### **1) For teachers**

This study hopefully can be used by foreign language speaking teachers to know what causes that may affect students' level of anxiety. Thus, teacher could help and find a way for students to reduce their anxiety.

#### **2) For students**

The students hopefully could inform themselves that anxiety might give them some influences in their foreign language speaking performance.

#### **3) For the writer**

This study answers the writer's research questions, which are concerned on the causes of foreign language speaking anxiety and students' views toward

the effect of the causes on their achievement and speaking performance in class.

4) For the other researchers

This study is expected to give an inspiration for other researchers to do a further similar investigation for this study.

### ***1.5.3 Pedagogical Significance***

1) For teachers

The result of this study is expected to be used by the teacher to look closer into the students in teaching foreign language, in which related to some factors like speaking anxiety that may affect students' speaking performances in foreign language speaking class.

2) For students

The students will be aware to the possible negative effects caused by anxiety to their own foreign language speaking ability.

## **1.6 Outline of the Study**

The final project consists of five chapters. With the purpose of facilitating the readers to understand the study, this writing is organized as follows:

Chapter one presents the introduction of the study. It deals with the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the report.

Chapter two provides the review of the related literature of the study which consists of three parts. They are review of previous studies, review of the theoretical study, and theoretical framework.

Chapter three explains methods of investigation which covers object of the study, role of the researchers, procedures of collecting data, procedures of analyzing data, and procedures of reporting results.

Chapter four deals with findings and discussions. It includes the research findings and research discussions.

Chapter five contains the conclusions and suggestions.



## **CHAPTER II**

### **REVIEW OF RELATED STUDY**

This chapter presents some theories that support this study. It consists of three sub chapters. They are review of previous studies, review of theoretical study, and theoretical framework.

#### **2.1 Review of the Previous Studies**

There are a great number of studies that investigated the issue of language anxiety in ESL and EFL learning. The study of Cheng (2009) in Ming Chuan University found that language anxiety gives a negative influence on the English speaking proficiency of the freshmen students. It also shows that the level of language anxiety significantly affects students' English speaking proficiency. The study indicates that language anxiety will affect the success of target language production of language learners.

The study of Djigunovic (2006), who investigated the effects of language anxiety on language processing of Croatian EFL learners, reveals that students with high levels of language anxiety show a lower production of speech and make long pauses during the speaking compared with those who have a low level of language anxiety. It indicates that students' fear of their own ability to speak using the target language might bring a negative effect to their performance. Speaking in the target language might become the most threatening condition for adult EFL learners since they are fear of making mistakes.

Furthermore, the study of Abdullah and Lina (2010) in one of Universities in Malaysia showed that students experienced nervousness when they have to speak without any preparation and felt conscious about speaking in English in front of other students. It indicates that anxious students feel a deep self-consciousness when they ask to risk revealing themselves by speaking the target language in presence of other people.

The results showed by the previous studies more likely indicate only one or two causes of anxiety in students' speaking performance. Meanwhile, the present study conducted by me focuses on several causes of language anxiety in speaking. In this study, I present causes of language anxiety and how the anxiety influences the students performance.

## **2.2 Review of the Theoretical Study**

In this part, theories from the experts that support the ideas of this study were discussed. It is divided into six subtitles as follows:

### **2.2.1 *English as Foreign Language***

The term 'English as a Foreign Language' and 'English as a Second Language' are not used to indicate differences in level or performance. English as a foreign language means precisely that "English is a foreign language, not used for any national purpose, but used for international purposes" (Harrison, 1974:17). The meaning of English as a foreign language which is not being used for any national purpose is that English not used for daily communication in daily life. It can be easily seen in Indonesia that is one of non-English-speaking countries. In Indonesia,



people learn English is simply to reach international purpose, such as to be able to communicate with foreigners, get ready to live in a globalization era, or fulfil the needs in a work field and education. Indonesian do not use English to communicate with a waitress of a restaurant to order food or use it in a traditional market to buy things. Thus, English as a foreign language is not used to reach national purpose in a non-English-speaking country like Indonesia.

On the other hand, the term English as a second language indicated that “English occupies a place, greater or less, increasing or decreasing, in the national environment” (Harrison, 1974:17). It means that English is used in daily communication in daily life, both spoken or written. It might be the language of newspapers, radio programmes, street signs, or used for any institutional purposes. It is of course perfectly possible and uncommon for someone who learnt English as a foreign language to have a better command of it than someone who learnt English as a second language.

### ***2.2.2 Adult Language Learners***

Adults are mature, competent, experienced, and a multitalented individual. Different with young language learners, adult language learners are more goal oriented who aimed their learning to fulfill their particular needs or demands. For instance, to advance their studies or simply to be a successful users of the target language. Williams & Burden (1991) in Shumin (1997:46) viewed adult language learners as unique, complex individuals coincides with constructivist theory. They can usually communicate confidently and effectively in their first language (L1).

Even, sometimes they may code switch into several other languages when they speak.

Harmer (2001:40) mentioned a number of special characteristic of adult language learners as in the following:

- 1) They can engage with abstract thought. Adult language learners who succeed at language learning in later life, according to Steven Pinker “often depend on the conscious exercise of their considerable intellects, unlike children to whom language acquisition naturally happens” (Pinker 1994:29). This statement suggests that we do not have to rely exclusively on activities such as games and songs, although it may be appropriate for some students.
- 2) They have a whole range of life experiences to draw on.
- 3) They have expectations about the learning process, and may already have their own set patterns of learning.
- 4) They tend to be more disciplined than some teenagers, and crucially, they are often prepared to struggle on despite boredom.
- 5) They come into classroom with a rich range of experiences which allow teacher to use a wide range of activities with them.
- 6) Unlike children and teenagers, they often have a clear understanding of why they are learning, and what they want to get out of it.

However, adult’s language learners also have a number of characteristics that can sometimes make teaching and learning problematic as mentioned by Hammer (2001:40) below:

- 1) They can be critical of teaching methods. Their previous learning experiences may have predisposed them to one particular methodological style that makes them uncomfortable with unfamiliar teaching pattern.
- 2) They may have experienced failure or criticism at school which makes them anxious and under-confident about learning a language.
- 3) Many older adults worry that their intellectual power may be diminishing with age. They are concerned to keep their creative powers alive, to maintain a 'sense of generativity' (Williams and Burden 1997:32 in Harrison, 2001). This generativity is directly related to how much learning has been going on in adult life before they come to a new learning experience.

Good teachers of adults take all of these factors into account. They are aware that their students will often be prepared to stick with an activity for longer than younger learners. Norton and Toohey (2001:311) stated that adult language learners have multiple identities, wide-ranging potential, and a vision of future options that include the possibility of belonging to and participating in an imagined future community context. The learning context, both inside or outside the classroom brought significant influence. It means that, an adult language learner who is getting involved in a local social context, he/she could get the opportunities of using the language in real context and situations.

Both in a community of a language classroom, adult language learners need acceptance and a support from the environment in engaging their learning. Thus, in the context of adult language learners, a teacher must be able to deal with the specific needs of the learners. Teachers need to consider their objectives of learning.

Furthermore, adult language learners are individuals who are aware of the feeling of shame during the process of their language learning. They are frequently avoiding of making mistake in their learning, since it might lead them to feel ashamed of their own weakness to speak the target language. Hence, teachers have to be able to create a secure atmosphere to help adult learners reducing too much anxiety in language learning.

### ***2.2.3 Speaking Class***

In a speaking class, the lesson could follow the usual pattern of preparation, presentation, practice, evaluation, and extension (Burns & Joyce, 1997:102). In order to establish the context of the speaking task (when, where, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words), the teacher could use the preparation step. In the presentation step, the teacher could provide students in class with a preproduction model that furthers student's comprehension and assists them become more attentive observers of language use. The practice step involves students in reproducing the targeted structure, usually in highly supported manners. Evaluation involves directing attention to the skill being examined and asking students to monitor and assess their own progress. The last, extension in a speaking class consists of activities that ask students to use the skill or strategy in a different context or authentic communicative situation, or to integrate use of the new strategy or skill with what the students have acquired before.

Even though dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, Brown (1994) in El Sayed Dadour (2011:159) listed six possible task categories that can be selected by a teacher to be used in the speaking classes:

- 1) Imitative: drills in which the students simply repeats a phrase or structure for clarity and accuracy.
- 2) Intensive: drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences.
- 3) Responsive: short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions.
- 4) Transactional: dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates.
- 5) Interpersonal: dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays.
- 6) Extensive: extended monologues, such as short speeches, oral reports, or oral summaries.

Each task can be used independently or integrated with one another in the speaking class activities, depending on the students' need. For instance, if students are not using appropriate sentence intonations when participating in a transactional speaking activity that focuses on the skill of politely interrupting to make a point, the teacher might decide to follow up with a brief imitative lesson targeting this feature.

When presenting tasks, teacher should provide opportunities for interactive practice and build upon previous instruction as necessary (Burns & Joyce, 1997:102). In order to carry out the successful speaking, a teacher has to fulfill some characteristics of successful speaking class activity like giving much time or opportunity to the students to speak as often as possible. Ur (1996:120) stated some characteristics of successful speaking class activities as follows:

1) Learners talk a lot

As much as possible of the period of time was allocated to the activity in which occupied by learners talk.

2) Participant is even

Classroom discussion is not dominated by a minority of talk active students or participants. In other words, all of the students get equal chance to speak and contributions are fairly evenly distributed.

3) Motivation is high

Students are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4) Language is of an acceptable level

Students express themselves in utterances that are relevant, easy comprehensible to teach others and of acceptable level of language accuracy. It means that to communicate or have a meaningful interaction of English conversation, students have to acknowledge the language in which

students need to practice a lot, particularly in class, to achieve the learning objective.

#### **2.2.4 Debate**

According to Alasmari and Ahmed (2013:149) debate is a formal method of interactive and representational argument which is aimed at persuading judges and audience. It is a rhetoric practice in which the students have to deliver their ideas based on their point of views of a controversial issue. In EFL context, debate can be used as a tool for the students to practice skills of the target language in real-life situations.

Quoting by Alasmari and Ahmed (2013), Nisbett (2003:210) stated that “Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one’s ideas.” Here, debate can be a media which enables students to have obvious progress in their ability to express and defend their opinions and to quickly recognize the flaws in each other’s arguments.

In EFL setting, debate opens up opportunities for students to utilize the language in the form of expressing their opinions with logic, particularly for those who have inadequate opportunities for practicing English in real-life situations. Debaters have to enrich their knowledge with updated information about current issues and concepts of different fields. This is because debaters are required standard delivery skills to convince judges and audiences while presenting their logic and argument.

### ***2.2.5 Foreign Language Speaking Anxiety***

Speaking is a productive skill that is avoided by EFL learners. It is because learners might have no time to correct their errors once the words are spoken. Unlike in writing that is also a productive skill, speaking does not give much time for the learners to arrange the sentences before it produces. Speaking in front of the public tends to be the most threatening for EFL learners.

Public speaking anxiety is very common among the university students and also general people. According to Krannich (2004) in Rita & Dalila (2008), students and adults from different social background are mostly fear of delivering a speech or on spot presentation. The speaker might worry about how the audiences will response to their speech performance, fear of making mistake, or have lack of self-confident to perform their speech in front of the audience.

Foreign language anxiety and speaking performance are correlated. As Ay (2010) stated that foreign language speaking anxiety relates to performance evaluation in academic and social environment, and it may also be related to communication apprehension and fear of negative evaluation. Communication apprehension is the feeling of shyness along with fear of communicating with others. When someone is worrying about negatively evaluated when communicating with the audience, it will affect his performance. The person will mostly think about how to avoid of making mistake or being laughed at rather than give his best effort. Oral communication anxiety in native language commonly happens, but the anxiety is much worse in foreign language context.



MacIntyre (1999) in Saglamel & Kayaoglu (2013) divides the effects of foreign language anxiety into four categories; those are academic effects, cognitive effects, social effects, and personal effects. Academic effects deal with the anxiety in academic use in which it can give a negative effect or facilitating in academic achievement. As for the cognitive effects, there are three phases in processing input. The process is input processing and output respectively. At the input process stage some information is filtered through a kind of mechanism. In this model, the input that is hindered at one stage cannot move into another. Thus, in a stage where an information is too fast to be received by a learner because he gets anxious, he might not be able to process the information at an expected speed.

The third category is social effect that could be noted when a social context triggers language anxiety. The example is in a very stiff competitive class where some students are looking forward to finding others' mistakes to laugh at that is vulnerable to anxiety arousal. In the condition when some learners constantly compare themselves with those who are superior to them, they are losing their enthusiasm or sometimes they are giving up or avoiding the task.

As for the fourth category related to the foreign language anxiety, personal effects can be considered as the reactions of individuals who experience these effects. The reactions are vary, such as dropping the course, getting too frightened during the class, feeling desperate, or cancelling to do every task given. Thus, seeing the fourth possible effects of foreign language anxiety, it is the teacher's duty to create a fun atmosphere in the learning process to cope with the anxiety itself.

Methods, techniques, activities, or tricks with reference to the speaking skills will be chosen for the sake of relevance.

Tanveer (2007) in Kayaoglu & Saglamel (2013) suggested friendly classroom environments, drama-like activities, and avoidance of idealized forms of pronunciation of homogenous classes as less anxiety provoking. Teaching methodologies that offered reducing speaking anxiety like Community Language Learning, Suggestopedia, and Natural Approach took a responsibility of creating a comfortable situation by ameliorating the performance of the learners (Wilson 2006 in Kayaoglu & Saglamel, 2013).

#### ***2.2.6 Causes of Foreign Language Anxiety***

There are various sources of foreign language anxiety. According to Rita & Dalila (2008), there are ten top sources of anxiety in public speaking. The first source of anxiety is less of preparation. The second one is the feeling that the students have too many points to cover in a tight deadline. The third is worrying that the audience will be overly critical. The fourth source is fear about not entertaining people. The students' aimed to overly imitate other speaker rather than being themselves; it is the fifth source of public speaking anxiety. Other causes of anxiety can be the fear potential negative outcomes and difficulty to finding words. Then, where students spend the time over preparing instead of developing confidence and trust in their own natural ability to succeed. The last two sources are dislike in being the center of attention and also low self- confidence.

Another expert, Huang (2012), distinguished the sources of foreign language anxiety into three types. The first one is personal factors, like self-esteem

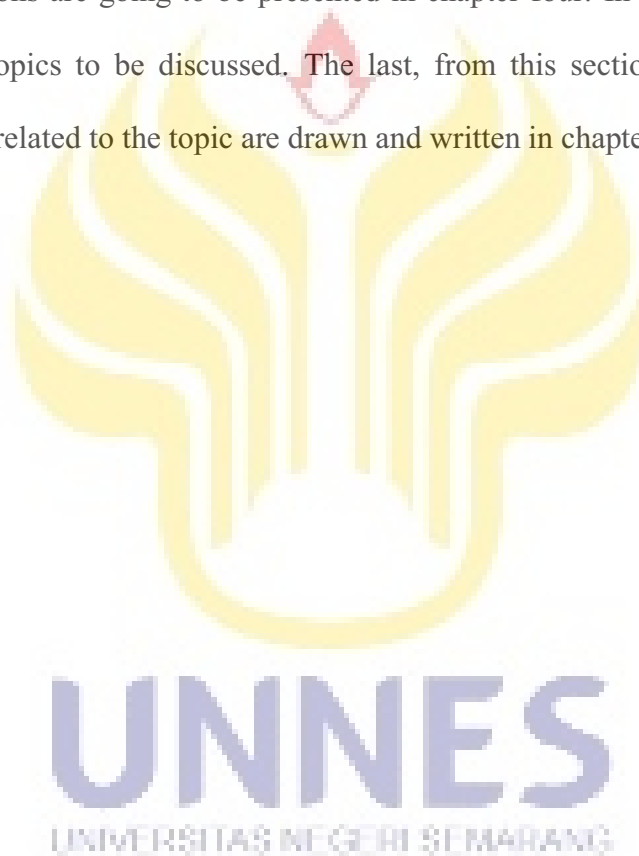
or self-confident, competitiveness (comparing with other's ability or idealized self-image), and beliefs (expectation of learning between teacher and student). It is logical that learners are frequently getting anxious because they lack of self-confident of their own capability, comparing themselves with others' or self-image in order to be a person they dream of. Sometimes, a different expectation of learning between teacher and student also can lead into anxiety. Commonly, it happens when the teacher set a higher expectation of learning achievement than the students did.

The second source of FLA is procedural factors, such as classrooms procedures, instructor-learner interactions, and test anxiety. The last source of FLA is culture background. From a socio-cultural perspective, language acquisition will not perform successfully without the introduction of the cultural of the target language. In FL learning context, it is natural for some FL learner to encounter a culture shock that might lead them into anxiety; for example, the using of different idiomatic sentences in speaking that the students have never heard before in the target language.

### 2.3 Theoretical Framework

Based on the reviews and theories presented, I want to investigate further about the issue of FLA (Foreign Language Anxiety). The investigation is focused on the issue of anxiety of adult learners of English as a foreign language in speaking class. The analysis is conducted to answer the questions mentioned in the research question section.

In the analysis, firstly I observe the students in the speaking class to get the data. In this stage, I take note and record the activity during the class. Next, the record is organized into transcription. Then, the result of data collection, including the transcriptions of the observation records, is going to be analysed using the theories presented by Rita and Dalila (2008) to determine. The third, the findings and discussions are going to be presented in chapter four. In this stage, I present several subtopics to be discussed. The last, from this section, conclusions and suggestions related to the topic are drawn and written in chapter five.



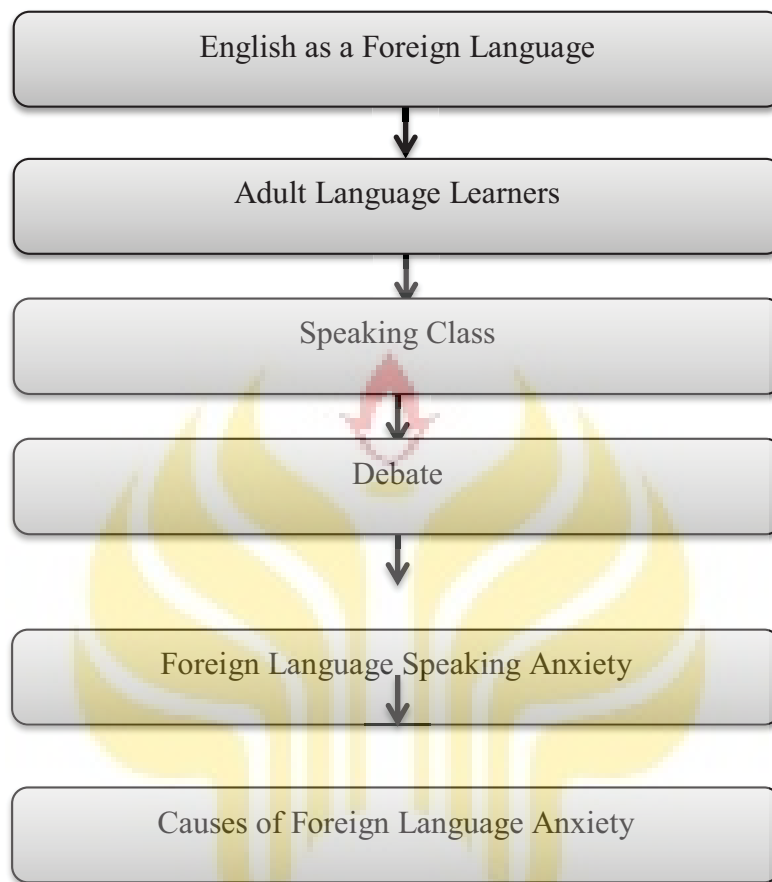


Table 2.1 Theoretical Framework

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions based on the findings and discussions in the previous chapter. Furthermore, some suggestions are also provided. Hopefully they will be useful for the readers.

#### 5.1 Conclusions

For Q1, 10 out of the total 20 students' answers were often on "less preparation". For Q2, that is "students have too many points to cover in a tight deadline", there were 8 out of the total 20 students answered on Always. There were 9 out of the total 20 students who often worrying that the audience will be overly critical (Q3). For (Q4) "fear about not entertaining people" and (Q5) "the students' aimed to overly imitate other speaker rather than being themselves", the highest number of students' answers was rarely with 10 students on each. Then, 8 out of the total 20 students were often pessimist on their own ability (Q6). Next, 8 of the 20 students' answers were always on the question of "students spend the time over preparing instead of developing confidence" (Q7). Meanwhile, 7 out of the 20 students' answers were Often for "dislike of being in a center of attention" (Q8). For the last two questions, 10 out of the 20 students chose Rarely on "low self-confidence" (Q9) and 12 out of the 20 students chose Often on "difficulty to finding words" (Q10).

On the other hand, for the second research question, the findings revealed that students showed different actions during their speaking performance which indicated their anxiousness. They often making long pauses and asking their friends for translation during their performance, in which based on the theory of Rita & Dalila (2008) could be identified as the difficulty in finding words. Besides that, reading note most of the time during the performance also done by the students which could be included as less of preparation as noted by Rita & Dalila (2008). The last was students had too many missing points and run of time when delivering the ideas during the performance which could be indicated as having too many points to cover in a tight deadline as proposed by Rita & Dalila (2008). Here, the writer concluded that the students of Debate class experienced FLA in their speaking performance. The causes were both coming from inside the students itself (self-confidence; less preparation; fear of negative outcomes; pessimists of their own ability; difficulty in finding words) and outside the students (critics from the audience; too many points to be covered; and time limit).

## 5.2 Suggestions

Nonetheless, the findings of this study cannot be generalized in all contexts. This is due to the subjects, time limitation, and setting of this study. Therefore, other similar studies might result differently. Then, the writer would like to suggest for the other researchers who want to conduct a similar research on the issue of FLA in speaking to widening the scope of the research.

It is strongly recommended to conduct other similar study with different subjects with more number and time limit. For instance, take those who are still beginner learners of English since in this study the writer chose the Debate Class students who considered as the advance English learners. At last, the writer hopes that this study can be useful for the readers to enrich their knowledge about FLA.





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