

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the research about students speaking anxiety encountered by students of third semester of English department of IAIN Parepare.

A. Findings

The research findings were the the answers of problems statements that formulated in the first chapter. This part is also present data analysis of students speaking anxiety encountered by students of third semester of English department of IAIN Parepare.

1. The level of students speaking anxiety

The data below is the result of the questionnaire. There were 30 participats responding to the questions which consisted of 33 items (9 positive statements and 24 negative statements), and each item represented the 3 aspects of anxiety.

Table 4.1 Responses from the questions.

| NO | PARTICIPANT | QUESTION ITEMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|-------------|----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | | | | |
| 1 | H | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 2 | 4 | 2 | 4 | 5 | 5 | 5 | 3 | 4 | 3 | 5 | 4 | 4 | 2 | 4 | 2 | 4 | 2 | 4 | 4 | 3 | 2 | 4 | 3 | 2 | 4 | | |
| 2 | IR | 2 | 2 | 5 | 1 | 1 | 2 | 2 | 2 | 5 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | |
| 3 | MRO | 3 | 2 | 3 | 2 | 4 | 4 | 2 | 2 | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 4 | 2 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | |
| 4 | R | 4 | 3 | 4 | 2 | 3 | 5 | 3 | 5 | 3 | 5 | 3 | 4 | 3 | 5 | 2 | 3 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | | |
| 5 | N | 3 | 5 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 5 | 3 | 3 | 5 | 3 | 3 | 5 | 5 | 5 | 3 | 4 | 3 | 5 | 5 | 5 | 3 | 5 | | |
| 6 | FS | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | |
| 7 | MRI | 4 | 4 | 5 | 3 | 2 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 5 | 3 | 2 | 5 | 2 | 4 | 4 | 5 | 2 | 2 | 4 | 4 | 2 | 2 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 1 | 5 | |
| 8 | SRS | 2 | 4 | 2 | 4 | 1 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 2 | 4 | 2 | 3 | 2 | 4 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | | |
| 9 | M | 2 | 3 | 3 | 4 | 2 | 4 | 5 | 3 | 5 | 4 | 4 | 5 | 3 | 4 | 2 | 4 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 4 | 5 | 3 | 4 | 3 | 4 | 2 | 2 | 5 | | |
| 10 | TW | 4 | 3 | 3 | 3 | 4 | 3 | 5 | 3 | 6 | 4 | 1 | 4 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | |
| 11 | EDA | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 5 | 4 | 3 | 4 | 2 | 3 | 4 | 5 | 3 | 3 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 | 4 | | |
| 12 | MGT | 5 | 4 | 5 | 5 | 1 | 3 | 2 | 1 | 5 | 5 | 2 | 5 | 4 | 3 | 5 | 2 | 3 | 5 | 5 | 4 | 1 | 3 | 3 | 4 | 2 | 5 | 3 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 1 | 5 | |
| 13 | M | 4 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| 14 | SAB | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 15 | YAK | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 16 | R | 3 | 2 | 3 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 2 | 4 | 2 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 17 | MAD | 2 | 2 | 3 | 4 | 1 | 3 | 5 | 3 | 5 | 3 | 5 | 2 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 18 | MC | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 1 | 4 | 2 | 2 | 4 | 2 | 2 | 4 | 2 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 19 | LEB | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| 20 | R | 3 | 2 | 2 | 3 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| 21 | AS | 2 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 4 | 2 | 5 | 2 | 4 | 3 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| 22 | AS | 4 | 4 | 3 | 3 | 2 | 3 | 4 | 4 | 4 | 4 | 2 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 23 | TUN | 3 | 4 | 4 | 5 | 3 | 3 | 5 | 2 | 5 | 4 | 2 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 2 | 3 | 2 | 4 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| 24 | MA | 3 | 2 | 3 | 3 | 3 | 4 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 25 | K | 4 | 5 | 1 | 3 | 4 | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | |
| 26 | HKR | 3 | 4 | 2 | 4 | 2 | 3 | 4 | 3 | 5 | 4 | 4 | 3 | 5 | 3 | 4 | 5 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | |
| 27 | S | 4 | 4 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 28 | RE | 4 | 4 | 4 | 3 | 1 | 2 | 4 | 2 | 3 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 29 | K | 3 | 3 | 2 | 3 | 1 | 1 | 4 | 3 | 2 | 4 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | |
| 30 | MRO | 3 | 3 | 2 | 3 | 2 | 4 | 4 | 2 | 2 | 4 | 3 | 2 | 5 | 3 | 3 | 4 | 5 | 4 | 2 | 2 | 2 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | |

*Orange Collumn : Positive statements *White Collumn: Negative statements

Below is the distribution of positive and negative statements

Table 4.2 Positive and Negative statements

| NO | PARTICIPANT | POSITIVE STATEMENTS | | | | | NEGATIVE STATEMENTS | | | | |
|----|--------------|---------------------|-----------|------------|-----------|----------|---------------------|------------|------------|------------|-----------|
| | | SA | A | N | D | SD | SA | A | N | D | SD |
| 1 | H | 0 | 3 | 2 | 4 | 0 | 5 | 11 | 2 | 6 | 0 |
| 2 | IR | 2 | 4 | 1 | 1 | 1 | 2 | 4 | 10 | 8 | 0 |
| 3 | MRD | 0 | 3 | 5 | 1 | 0 | 0 | 5 | 11 | 8 | 0 |
| 4 | R | 0 | 2 | 6 | 1 | 0 | 8 | 7 | 7 | 2 | 0 |
| 5 | N | 0 | 0 | 7 | 1 | 1 | 11 | 5 | 8 | 0 | 0 |
| 6 | FS | 0 | 0 | 5 | 4 | 0 | 2 | 17 | 4 | 1 | 0 |
| 7 | MRH | 1 | 2 | 2 | 4 | 0 | 6 | 10 | 1 | 7 | 0 |
| 8 | SNS | 0 | 2 | 6 | 1 | 0 | 0 | 11 | 8 | 5 | 0 |
| 9 | M | 0 | 3 | 4 | 2 | 0 | 6 | 6 | 5 | 7 | 0 |
| 10 | TW | 2 | 2 | 4 | 1 | 0 | 3 | 8 | 12 | 1 | 0 |
| 11 | EDA | 0 | 0 | 8 | 1 | 0 | 2 | 13 | 5 | 4 | 0 |
| 12 | MGT | 4 | 1 | 3 | 1 | 0 | 13 | 4 | 3 | 4 | 0 |
| 13 | M | 0 | 2 | 2 | 5 | 0 | 1 | 15 | 7 | 1 | 0 |
| 14 | SAB | 0 | 1 | 8 | 0 | 0 | 0 | 0 | 23 | 1 | 0 |
| 15 | YAK | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 24 | 0 | 0 |
| 16 | R | 0 | 3 | 6 | 0 | 0 | 0 | 9 | 13 | 2 | 0 |
| 17 | NAD | 2 | 2 | 3 | 2 | 0 | 8 | 6 | 6 | 3 | 1 |
| 18 | NC | 0 | 8 | 0 | 0 | 1 | 0 | 8 | 2 | 12 | 2 |
| 19 | UFR | 0 | 3 | 2 | 4 | 0 | 0 | 15 | 3 | 6 | 0 |
| 20 | R | 3 | 5 | 1 | 0 | 0 | 1 | 0 | 5 | 14 | 4 |
| 21 | AS | 0 | 5 | 0 | 4 | 0 | 1 | 12 | 6 | 5 | 0 |
| 22 | AS | 0 | 3 | 5 | 1 | 0 | 0 | 10 | 12 | 2 | 0 |
| 23 | TUR | 0 | 3 | 4 | 2 | 0 | 5 | 9 | 9 | 1 | 0 |
| 24 | MA | 1 | 2 | 6 | 0 | 0 | 2 | 6 | 12 | 3 | 1 |
| 25 | K | 0 | 0 | 0 | 5 | 4 | 14 | 4 | 0 | 3 | 3 |
| 26 | NKR | 0 | 1 | 7 | 1 | 0 | 2 | 11 | 8 | 3 | 0 |
| 27 | S | 0 | 5 | 3 | 1 | 0 | 0 | 10 | 11 | 3 | 0 |
| 28 | RE | 1 | 6 | 1 | 1 | 0 | 0 | 7 | 14 | 3 | 0 |
| 29 | K | 2 | 1 | 5 | 0 | 1 | 0 | 1 | 8 | 13 | 2 |
| 30 | MRD | 0 | 3 | 5 | 1 | 0 | 0 | 5 | 11 | 8 | 0 |
| | TOTAL | 18 | 75 | 120 | 49 | 8 | 92 | 229 | 250 | 136 | 13 |
| | | | | 270 | | | | | 720 | | |

Where:

SA: Strongly Agree

A : Agree

N : Neither Agree nor Agree

D : Disagree

SD : Strongly Disagree

The table above showed that the negative statements gained more a lot responses than the positive items, where positive is 270 and negative is 720.

To see the calculation, we can refer to the anxiety scale below

Table 4.3 Anxiety scale adopted from Outing's Scale.

| NO | Level | Range |
|----|----------------|-----------|
| 1 | Very Anxious | 124-165 |
| 2 | Anxious | 108 – 123 |
| 3 | Mildly Anxious | 87 – 107 |
| 4 | Relaxed | 66 – 86 |
| 5 | Very Relaxed | 33 - 65 |

Answering the first research question about the level of students anxiety, it can be seen from the table below

Figure 4.4 Response from Questionnaire

| NO | PARTICIPANT | QUESTION ITEMS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | TOTAL | LEVEL OF ANXIETY | |
|----|-------------|----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----------------|------------------|---------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | | | |
| 1 | H | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 3 | 5 | 2 | 4 | 2 | 4 | 5 | 5 | 5 | 3 | 4 | 2 | 5 | 4 | 4 | 2 | 4 | 2 | 4 | 2 | 4 | 2 | 4 | 4 | 3 | 3 | 4 | 115 | ANXIOUS |
| 2 | IR | 2 | 2 | 2 | 5 | 1 | 3 | 2 | 2 | 2 | 5 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 5 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 94 | MILDLY ANXIOUS | |
| 3 | MRD | 3 | 2 | 3 | 2 | 4 | 4 | 2 | 2 | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 4 | 2 | 2 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 94 | MILDLY ANXIOUS | | |
| 4 | RL | 4 | 3 | 3 | 4 | 2 | 3 | 5 | 3 | 5 | 5 | 3 | 5 | 3 | 4 | 3 | 5 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 5 | 5 | 2 | 5 | 119 | ANXIOUS | | |
| 5 | N | 3 | 5 | 4 | 5 | 4 | 3 | 5 | 3 | 5 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 5 | 3 | 3 | 5 | 5 | 5 | 5 | 3 | 4 | 3 | 5 | 5 | 5 | 3 | 5 | 129 | VERY ANXIOUS | |
| 6 | FS | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 5 | 3 | 4 | 5 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 123 | ANXIOUS | | |
| 7 | MRH | 4 | 4 | 5 | 3 | 2 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 5 | 3 | 2 | 5 | 2 | 4 | 4 | 5 | 2 | 2 | 4 | 4 | 2 | 2 | 2 | 4 | 2 | 4 | 4 | 1 | 5 | 114 | ANXIOUS | |
| 8 | SMS | 2 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 2 | 4 | 2 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 2 | 4 | 104 | MILDLY ANXIOUS | |
| 9 | M | 2 | 3 | 3 | 4 | 2 | 4 | 5 | 3 | 5 | 4 | 4 | 5 | 3 | 4 | 2 | 4 | 3 | 3 | 2 | 3 | 2 | 2 | 5 | 2 | 4 | 5 | 3 | 3 | 4 | 2 | 2 | 2 | 5 | 109 | ANXIOUS | |
| 10 | TW | 4 | 3 | 3 | 4 | 3 | 5 | 3 | 5 | 4 | 1 | 4 | 2 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 5 | 1 | 4 | 107 | MILDLY ANXIOUS | | |
| 11 | EDA | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 5 | 4 | 3 | 4 | 2 | 3 | 4 | 5 | 3 | 3 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 113 | ANXIOUS | | |
| 12 | MGT | 5 | 4 | 5 | 5 | 1 | 3 | 2 | 1 | 5 | 5 | 2 | 5 | 4 | 3 | 3 | 5 | 2 | 3 | 5 | 5 | 4 | 1 | 2 | 3 | 4 | 2 | 5 | 3 | 5 | 4 | 5 | 1 | 5 | 117 | ANXIOUS | |
| 13 | M | 4 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 2 | 4 | 3 | 3 | 2 | 4 | 118 | ANXIOUS | |
| 14 | SAB | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 97 | MILDLY ANXIOUS | |
| 15 | YAK | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 99 | MILDLY ANXIOUS | |
| 16 | RL | 3 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 4 | 4 | 2 | 4 | 2 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 103 | MILDLY ANXIOUS | |
| 17 | NAD | 2 | 2 | 3 | 4 | 1 | 3 | 5 | 3 | 5 | 5 | 3 | 5 | 2 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 5 | 1 | 2 | 3 | 3 | 4 | 5 | 4 | 5 | 1 | 5 | 112 | ANXIOUS | | |
| 18 | NC | 2 | 5 | 3 | 2 | 2 | 3 | 2 | 4 | 2 | 4 | 2 | 2 | 3 | 4 | 2 | 1 | 4 | 2 | 2 | 4 | 2 | 2 | 4 | 2 | 4 | 2 | 2 | 2 | 4 | 1 | 2 | 2 | 4 | 85 | RELAXED | |
| 19 | LFR | 2 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 2 | 4 | 2 | 4 | 4 | 4 | 2 | 4 | 3 | 4 | 2 | 4 | 2 | 2 | 4 | 4 | 4 | 2 | 3 | 2 | 3 | 4 | 3 | 4 | 109 | ANXIOUS | | |
| 20 | RL | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 5 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 68 | RELAXED | | |
| 21 | AS | 2 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 2 | 5 | 2 | 4 | 3 | 4 | 2 | 2 | 4 | 2 | 2 | 4 | 2 | 2 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 2 | 4 | 107 | MILDLY ANXIOUS | |
| 22 | AS | 4 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 4 | 2 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 105 | MILDLY ANXIOUS | |
| 23 | TUR | 3 | 4 | 4 | 5 | 3 | 3 | 5 | 2 | 5 | 4 | 2 | 4 | 4 | 4 | 3 | 4 | 3 | 2 | 3 | 4 | 2 | 5 | 4 | 5 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 116 | ANXIOUS | | |
| 24 | MA | 3 | 2 | 3 | 3 | 4 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 2 | 4 | 4 | 4 | 5 | 1 | 4 | 100 | MILDLY ANXIOUS | | |
| 25 | K | 4 | 5 | 1 | 5 | 4 | 1 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 2 | 5 | 5 | 2 | 2 | 5 | 4 | 1 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 135 | VERY ANXIOUS | | |
| 26 | NKR | 3 | 4 | 2 | 4 | 2 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 5 | 3 | 4 | 5 | 3 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 111 | ANXIOUS | |
| 27 | S | 4 | 4 | 2 | 4 | 2 | 3 | 4 | 3 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 4 | 3 | 2 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 102 | MILDLY ANXIOUS | | |
| 28 | RE | 2 | 3 | 4 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 4 | 2 | 2 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 4 | 96 | MILDLY ANXIOUS | |
| 29 | K | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 3 | 2 | 4 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 1 | 2 | 1 | 5 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 80 | RELAXED | |
| 30 | MRD | 3 | 2 | 2 | 3 | 2 | 4 | 4 | 2 | 2 | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 4 | 2 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 94 | MILDLY ANXIOUS | | |

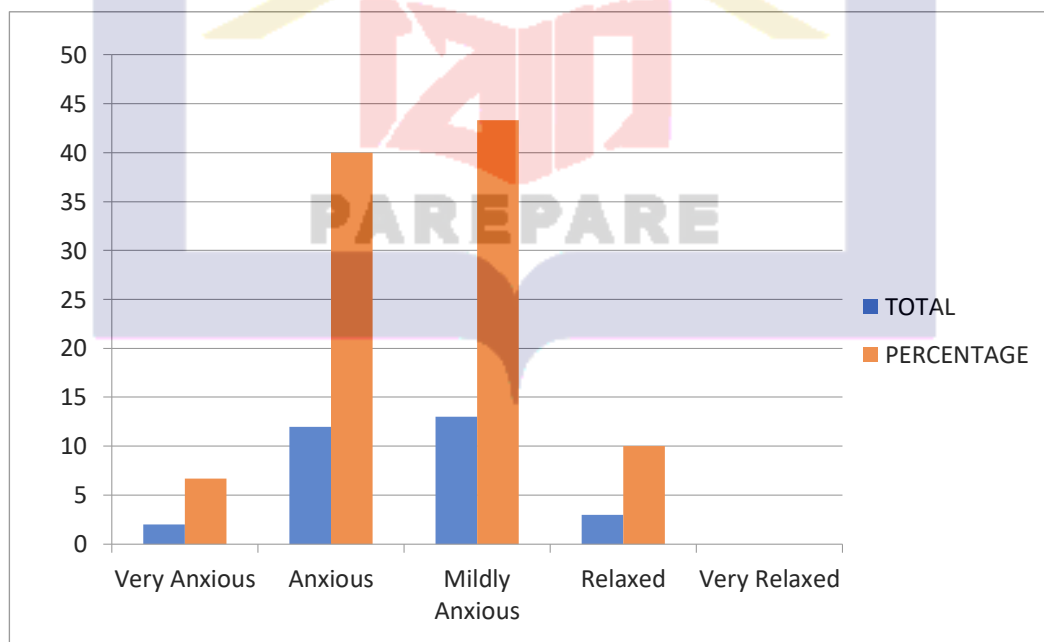
The detail of the above table can be presented as be following:

Table 4.4 Anxiety Scale Adopted from Outing's Scale.

| Category | Frequency | Percentage |
|----------------|-----------|------------|
| VERY ANXIOUS | 2 | 7% |
| ANXIOUS | 12 | 40% |
| MILDLY ANXIOUS | 13 | 43% |
| RELAXED | 3 | 10% |
| VERY RELAXED | 0 | 0% |

The table above showed the categorization of each participants total score of response. As presented in table 4.3, each of the total score of participants were transformed to non-numerical data (anxiety level) such as Very anxious, anxious, Mildly anxious, relaxed, and very relaxed. The percentage of participants rating to their anxiety level is presented on below chart.

Figure 4.1. Level of Students Anxiety



The above chart showed high percentage on mildly anxious of the students anxiety level which reached around more than 40%. It was then followed by anxious level which reached around 40%. The last two categories were under the 2 previous categories, such as relaxed (that reached 10%) and very anxious (around 7%). Very relaxed got 0% of percentage which meant no students acquire this type of anxiety.

2. The Dominant anxiety aspect encountered by students

Questionnaire referred to the aspect of anxiety which explained as communication Apprehension, test anxiety, and fear evaluation. The following is the overall data from the response. To see the distribution, it can refer to the following anxiety indicator:

Table 4.5 Anxiety Indicator

| No | Indicator of Anxiety | Question Item |
|----|----------------------------|--|
| 1 | Communicative Apprehension | 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32. |
| 2 | Test Anxiety | 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28 |
| 3 | Fear/Negative Evaluation | 2, 7, 13, 19, 23, 31, 33. |

The above categories, will be elaborated as follow:

a. Communication Apprehension

Table 4.6. CA Responses items

| Item | Statement | | | | |
|-------------------|--------------|---------------|---------------|---------------|---------------|
| | SA | A | N | D | SD |
| 1 | 1 | 8 | 12 | 9 | 0 |
| 4 | 5 | 12 | 12 | 1 | 0 |
| 9 | 10 | 8 | 6 | 6 | 0 |
| 14 | 0 | 3 | 16 | 10 | 1 |
| 15 | 1 | 5 | 15 | 7 | 2 |
| 18 | 2 | 5 | 17 | 5 | 1 |
| 24 | 1 | 7 | 12 | 8 | 2 |
| 27 | 2 | 11 | 13 | 4 | 0 |
| 29 | 3 | 14 | 9 | 4 | 0 |
| 30 | 3 | 7 | 15 | 4 | 1 |
| 32 | 6 | 8 | 15 | 1 | 0 |
| Total | 34 | 88 | 142 | 59 | 7 |
| Percentage | 10.3% | 26.67% | 43.03% | 17.88% | 2.121% |

**Total point response : 330*

The data above shows about the accumulation items of communication apprehension which shows that the total of strongly agree response is 34 from 330

total responses of communication apprehension items (gained around 10.3% rate). The total of agree response is 88 from 330 total responses of communication apprehension items (gained around 26.67% rate). The total of neither agree or disagree (neutral) response is 142 from 330 total responses of communication apprehension items (gained around 43.03% rate). The total of disagree response is 59 from 330 total responses of communication apprehension items (gained around 17.88% rate). And the total of strongly disagree response is 7 from 330 total responses of communication apprehension items (gained around 2.121% rate). The highest rate in CA category is the neither agree or disagree (neutral) statement which gained 43% rate.

b. Test Anxiety

Table 4.7. TA Responses items

| Item | Statement | | | | |
|------|-----------|----|----|---|----|
| | SA | A | M | D | SD |
| 3 | 2 | 8 | 10 | 9 | 1 |
| 5 | 5 | 11 | 8 | 6 | 0 |
| 6 | 0 | 8 | 18 | 3 | 1 |
| 8 | 1 | 8 | 16 | 4 | 1 |
| 10 | 7 | 18 | 4 | 1 | 0 |
| 11 | 2 | 12 | 14 | 2 | 0 |
| 12 | 6 | 13 | 6 | 5 | 0 |

| | | | | | |
|-------------------|--------|--------|--------|--------|--------|
| 16 | 7 | 14 | 8 | 1 | 0 |
| 17 | 3 | 3 | 13 | 11 | 0 |
| 20 | 3 | 11 | 10 | 5 | 1 |
| 21 | 2 | 5 | 10 | 11 | 2 |
| 22 | 2 | 12 | 11 | 4 | 1 |
| 25 | 3 | 13 | 10 | 4 | 0 |
| 26 | 3 | 5 | 10 | 12 | 0 |
| 28 | 0 | 7 | 17 | 5 | 1 |
| Total | 46 | 148 | 165 | 83 | 8 |
| Percentage | 10.22% | 32.89% | 36.67% | 18.44% | 1.778% |

**Total point response : 450*

The data above shows about the accumulation items of test anxiety (TA) which shows that the total of strongly agree response is 46 from 450 total responses of test anxiety (TA) items (gained around 10.22% rate). The total of agree response is 148 from 450 total responses of test anxiety (TA) items (gained around 32.89% rate). The total of neither agree or disagree (neutral) response is 165 from 450 total responses of test anxiety (TA) items (gained around 36.67% rate). The total of disagree response is 83 from 450 total responses of test anxiety (TA) items (gained around 18.44% rate). And the total of strongly disagree response is 8 from 450 total

responses of test anxiety (TA) items (gained around 1.778% rate). The highest rate in TA category is the neither agree or disagree (neutral) statement which gained 36.67% rate.

2. Fear/Negative Evaluation

Table 4.8. FE Responses items

| Item | Statement | | | | |
|-------------------|-----------|--------|-----|--------|--------|
| | SA | A | M | D | SD |
| 2 | 0 | 9 | 6 | 12 | 3 |
| 7 | 8 | 12 | 7 | 3 | 0 |
| 13 | 3 | 7 | 10 | 10 | 0 |
| 19 | 1 | 6 | 11 | 11 | 1 |
| 23 | 4 | 14 | 9 | 2 | 1 |
| 31 | 7 | 6 | 12 | 4 | 1 |
| 33 | 7 | 14 | 8 | 1 | 0 |
| Total | 30 | 68 | 63 | 43 | 6 |
| Percentage | 14.29% | 32.38% | 30% | 20.48% | 2.857% |

The above data shows about the accumulation items of fear evaluation (FE) which shows that the total of strongly agree response is 30 from 210 total responses of fear evaluation (FE) items (gained around 14.29% rate). The total of agree

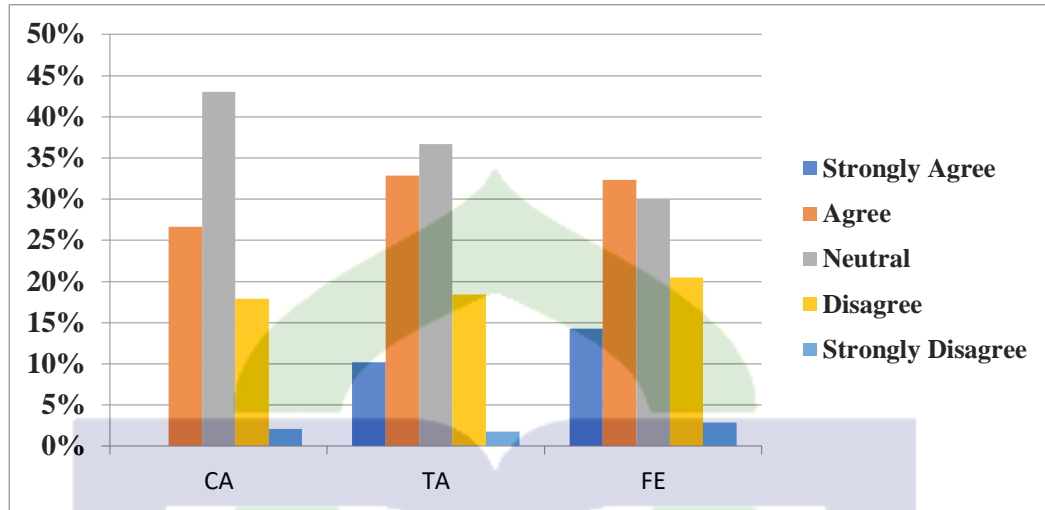
response is 68 from 210 total responses of fear evaluation (FE) items (gained around 32.38% rate). The total of neither agree or disagree (neutral) response is 63 from 210 total responses of fear evaluation (FE) items (gained around 30% rate). The total of disagree response is 43 from 210 total responses of fear evaluation (FE) items (gained around 20.48% rate). And the total of strongly disagree response is 6 from 210 total responses of fear evaluation (FE) items (gained around 2.857% rate). The highest rate in fear evaluation (FE) category is agree statement which gained 32.38% rate.

To see the dominant aspect in students anxiety, the three previous data is presented in the accumulation table below and visualize with the following chart.

Table 4.9. Level of Students Anxiety Accumulation Table

| Category | Strongly agree | Agree | Neither Agree / Disagree | Disagree | Strongly Disagree |
|----------|----------------|--------|--------------------------|----------|-------------------|
| CA | 10.3% | 26.67% | 43.03% | 17.88% | 2.121% |
| TA | 10.22% | 32.89% | 36.67% | 18.44% | 1.778% |
| FE | 14.29% | 32.38% | 30% | 20.48% | 2.857% |

Figure 4.3. Level of Students Anxiety Accumulation Chart



The above data showed that in communication apprehension category, it reached high percentage in neither agree or disagree rate which meant most participant did not really experience high level of anxiety in this kind of category. In the second category, test Anxiety, it also reached high percentage in neither agree or disagree rate which meant most participant did not really experience high level of anxiety in this kind of category. Meanwhile, in the last category, fear evaluation got high percentage in the level of anxiety which meant that most students experienced high level of anxiety in this category.

Therefore, the researcher had taken out this category and elaborate them as follow:

Table 4.10. Fear Evaluation Category Description

| NO | PARTICIPANT | FE CATEGORY | | | | | | |
|----|-------------|-------------|---|----|----|----|----|----|
| | | 2 | 7 | 13 | 19 | 23 | 31 | 33 |
| 1 | H | 2 | 4 | 2 | 4 | 4 | 3 | 4 |

| | | | | | | | | |
|----|-----|---|---|---|---|---|---|---|
| 2 | IR | 2 | 2 | 2 | 3 | 4 | 4 | 3 |
| 3 | MRD | 2 | 4 | 3 | 2 | 3 | 2 | 3 |
| 4 | R | 3 | 5 | 3 | 3 | 4 | 5 | 5 |
| 5 | N | 5 | 5 | 3 | 3 | 5 | 5 | 5 |
| 6 | FS | 4 | 4 | 5 | 3 | 4 | 3 | 4 |
| 7 | MRH | 4 | 4 | 5 | 4 | 4 | 4 | 5 |
| 8 | SNS | 4 | 3 | 3 | 2 | 3 | 3 | 4 |
| 9 | M | 3 | 5 | 3 | 2 | 5 | 2 | 5 |
| 10 | TW | 3 | 5 | 2 | 4 | 4 | 5 | 4 |
| 11 | EDA | 4 | 4 | 2 | 3 | 4 | 3 | 4 |
| 12 | MGT | 4 | 2 | 4 | 5 | 2 | 5 | 5 |
| 13 | M | 4 | 4 | 4 | 3 | 4 | 3 | 4 |
| 14 | SAB | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 15 | YAK | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 16 | R | 2 | 4 | 2 | 3 | 4 | 3 | 3 |
| 17 | NAD | 2 | 5 | 2 | 3 | 5 | 5 | 5 |
| 18 | NC | 5 | 3 | 2 | 2 | 4 | 2 | 4 |
| 19 | UFR | 4 | 4 | 4 | 2 | 4 | 4 | 4 |
| 20 | R | 2 | 2 | 2 | 3 | 2 | 1 | 2 |
| 21 | AS | 4 | 3 | 2 | 2 | 3 | 4 | 4 |
| 22 | AS | 4 | 4 | 4 | 2 | 4 | 4 | 4 |
| 23 | TUR | 4 | 5 | 4 | 2 | 5 | 3 | 3 |
| 24 | MA | 2 | 5 | 3 | 2 | 3 | 5 | 4 |
| 25 | K | 5 | 5 | 4 | 2 | 1 | 5 | 5 |

| | | | | | | | | |
|----|-----|---|---|---|---|---|---|---|
| 26 | NKR | 4 | 4 | 5 | 4 | 4 | 4 | 4 |
| 27 | S | 4 | 4 | 3 | 4 | 4 | 3 | 4 |
| 28 | RE | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| 29 | K | 2 | 3 | 2 | 1 | 3 | 3 | 3 |
| 30 | MRD | 2 | 4 | 3 | 2 | 3 | 2 | 3 |

*Yellow Collumn = Positive statement

*Green Collumn = Negative statement

| | | | | | | | |
|--------------|---|---|---|---|---|---|---|
| MODUS | 4 | 4 | 2 | 3 | 4 | 3 | 4 |
|--------------|---|---|---|---|---|---|---|

In above table, the most frequent response number appeared in the table is number 4.

B. Discussion

The research findings were the answer of problem statements formulated in the first chapter. This part also presents the data analysis students speaking anxiety and the dominant factor encountered by the students. In order to collect the data, the researchers analyzed the questioner answered from the respondents.

1. The students speaking anxiety.

Corresponding to visualized data in figure 4.1 above, it can be seen that the students level of anxiety is varied.

The vertical line numbers in above chart are the frequency of each anxiety level. And this was absorbed from the above table (*see figure 4.1*)

From these data in figure 4.1, it can be interpreted that the level of students anxiety is mostly in *Mildly Anxious*. This means, there were 13 students or around 43% respondents experiencing *mildly anxious* when it comes

to their speaking anxiety during online learning. **2 from 30 (7%)** of them even feel **very anxious** in their speaking during online learning. **12 from 30 (40%)** experienced **anxious**, and the rest **3 from 30 (10%)** students feel **relaxed** in their speaking during online learning.

Furthermore, reflecting to the previous research which studied speaking anxiety in offline setting, for example a research by Dewi Mariam, she also found that students anxiety in offline learning is mostly in *mildly anxious* (41%).

Another dominant level of anxiety experienced by the students is anxious. According to speech anxiety theory, it is a normal reaction when people experiencing nerves or anxiety in their speaking¹.

2. The dominant factor encountered by students

To analyze the dominant factor of anxiety encountered by the students, this can be referred to three aspects of anxiety presented before such as communication apprehension (CA), test anxiety (TA), and fear or negative evaluation (FE). As it is seen in table 4.6 and figure 4.3, they presented the accumulation of students anxiety based on the likert scale.

On the above scale, the percentage of students voted “neither agree/disagree” is mostly dominant either in CA, TA, or FE. It means that the students more voted neutral to the three aspects of anxiety that discussed in the findings above. Sometimes, The students do not fear or anxiety about test, and

¹ Dewi Mariam, *An Analysis of Speaking Anxiety in English Classroom*, (An Undergraduate Thesis)P.40

their expectations about the result of their evaluations. On the other hand there is also the students have anxiety about that aspects.

a. Communication Apprehension

In this category students dominantly voted on neither agree or disagree. According to Horwitz, CA is a type of shyness characterized by fear or anxiety about communication with people. Someone who has high CA may find it difficult to speaks in group or public². In foreign language classes, this can be caused by inability of self-express to be understood by the other.

As it is seen from the percentage, students CA are dominantly in the middle category, where this can be interpreted that they do not really have problem in their communication apprehension anxiety. It means that the students have more confident when in apprehension communication, they less fear or anxiety when they communication with the people.

b. Test Anxiety

For this category, the dominant aspect is also from neither agree/disagree statement. According to Horwitz, TA refers to a type of performance anxiety stemming from a fear of failure. As its name, test, this type of anxiety is a common measurement of students progress in most foreign language class. It has been a fact that most students experience anxiety when it comes to testing³.

² Horwitz, E.K., Cope, J. *Foreign Language Classroom Anxiety*. The Modern Language Journal, 1986) P.125

³Horwitz, E.K., Cope, J. *Foreign Language Classroom Anxiety*. The Modern Language Journal, 1986) P.125

In above table, it can be seen that neither agree/disagree statement is also dominant. And this may means that their speaking anxiety on test is also not a problematic case.

c. Fear or Negative Evaluation

In this category students dominantly voted for agree statement. According to Horwitz, FE is an apprehension about others' evaluation, avoidance of evaluative evaluations, and the expectation that others would evaluate someone negatively⁴.

As it is seen from the percentage, FE gained most vote in agree statement. Where this can be interpreted that students speaking anxiety is frequently happen in this category. Based on the data above students experienced fear/negative evaluation anxiety where this can be meant as they are afraid of making mistakes in their speaking (specially in their pronouciation and oral communication). They regard their communication situation as the cause of stress and tension. And this dominantly happen to the 3rd semester students of English department IAIN Parepare.

Table 4.10 consisted of FE items where the most frequent data appear is **the 4 scale**. In item number 2, it was stated "*i dont worry about making mistakes in English class*". This item is positive statement where the rating scale of positive statement is from 1-5 (starting from strongly agree to strongly disagree). The most frequent response in item 2 is the 4 scale which

⁴Horwitz, E.K., Cope, J. *Foreign Language Classroom Anxiety*. The Modern Language Journal, 1986) P.125

means that *most of students are worried to make mistake* in their speaking english class.

Item number 7, 13, 19, 23,31, as well as 33 are negative statements. Negative statements rate from 5-1 (starting from strongly agree to strongly disagree). And the most frequent number appeared is 4. Item number 7 stated “*I keep thinking that the others are better at English than I am*”, item 23 stated “*I always feel that the other students speak English better than I do*”, and item 33 stated “*I get nerveous when the English teacher asks questions which I haven’t prepared in advance*”. These items got response on scale 4 which means they are agree to those statements. This can be interpreted that those students are often feel inferiority in their speaking when they keep thinking too much about their friends’ opinion in their speaking.

This type of anxiety, appeared to be the most frequent anxiety encountered by the students of the 3rd semester English Department IAIN Parepare.