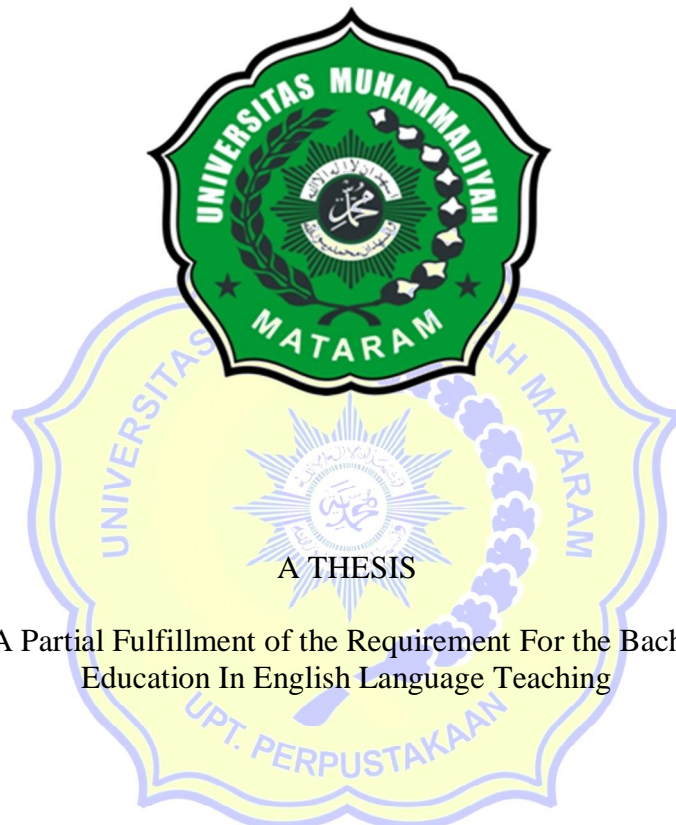


**AN ANALYSIS OF FACTORS OF STUDENTS ANXIETY TO SPEAK
ENGLISH AT SECOND SEMESTER OF ENGLISH DEPARTMENT
IN MUHAMMADIYAH UNIVERSITY OF MATARAM
IN ACADEMIC YEAR 2018/2019**



A THESIS

Presented as A Partial Fulfillment of the Requirement For the Bachelor Degree of
Education In English Language Teaching

By

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**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
MATARAM
2019**

APPROVAL SHEET

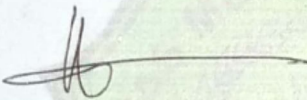
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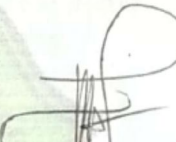
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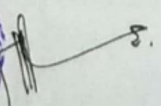


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ACCEPTANCE

**AN ANALYSIS OF FACTORS OF STRUDENTS ANXIETY TO SPEAK
ENGLISH AT SECOND SEMESTER OF ENGLISH DEPARTMENT IN
MUHAMMADIYAH UNIVERSITY OF MATARAM
IN ACADEMIC YEAR 2018/2019**

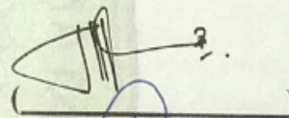
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of Education English Language Teaching

By
The Board of Examiners Committee

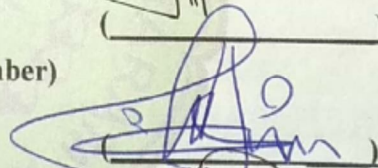
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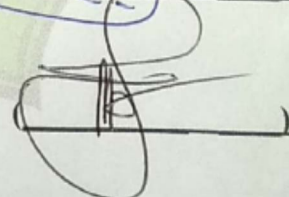
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DECLARATION

I declare the thesis entitled as “An Analysis of Factors of Students Anxiety to Speak English at Second Semester of English Department in Muhammadiyah University of Mataram in Academic Year 2018/2019” does not contain exact and practice that has already been accepted by other undergraduate theses by other people, except for certain section which I have taken as a reference by following the usual procedures and ethics of writing scientific papers. Findings are quoted, paraphrased, and already mentioned on references. I am absolutely responsible of this thesis.

Mataram, August 2019



RISKI RIDHA SAPUTRA
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MOTTO

“So Which of the Favors of Your Lord Would You Deny”

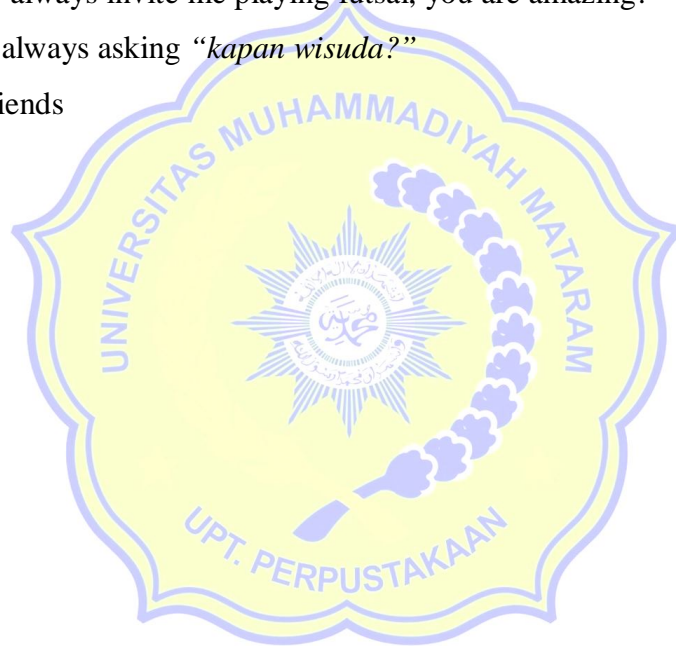
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DEDICATION

This thesis is dedicated to:

1. My Beloved Parent, Sudirman dan Rahmawati. The Miracle in my life.
2. My Family who always give motivations and supports
3. All Lecturer, thanks for educate me during study in this college
4. English students class, thanks for give best story
5. Mia Ramadani, A, Md. Farm
6. Friends who always invite me playing futsal, you are amazing!
7. People who always asking “*kapan wisuda?*”
8. All of my friends



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Alhamdulillah, in the name of Allah, the most Gracious and Merciful. The writer wishes to express his deepest gratitude to Allah SWT, the almighty. *Salam* and *Sholawat* are delivered to our Prophet Muhammad SAW who has guided us from the darkness into lightness

The researcher would like to express his deepest gratitude and appreciate to:

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3. Mrs. Hidayati, M. Hum., the Head of English Education Program who has given permission to write this thesis
4. Mr. Asbah, M. Hum as the first consultant and Mr. Moh. Fauzi Bafadal, M.Pd. as the second consultant for their correction, guidance and assistance during the writing process of this Thesis.
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6. All friends for sharing their knowledge, time, help, and support.
7. My parent and my family who always prayed for me

The researcher realizes that there are still some mistakes in this thesis and it is still far from perfect. Therefore, the researcher appreciates all constructive criticism to accomplish this Thesis. The researcher also expects that this thesis can be beneficial for him and for others.

Mataram, July 2019

The researcher,



Riski Ridha Saputra
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ABSTRACT

Saputra, Riski Ridha.2019. A Thesis: **An Analysis of Factors of Students Anxiety To Speak English at Second Semester of English Department In Muhammadiyah University of Mataram In Academic Year 2018/2019.** English Education Program,Faculty of Teacher Training and Education. Muhammadiyah University of Mataram. Mataram

Anxiety is the worry of a person as to speak is very hard. Regarding that definition, the researcher tries to analyze the factors of students anxiety to speak English at second semester of English Department in Muhammadiyah University of Mataram. The purpose of this research, First, to investigate the possible factors which causes anxiety to speak English. Second, to investigate the dominant factors of students anxiety to speak English. Third, to apply the strategies of English Department students to reduce anxiety of speak. The research used descriptive method. In this research, the population was students at second semester of English Department in Muhammadiyah University of Mataram. The sample of this research was 22 students. Data were collected by using questionnaire and interview. Results of the research are First, the possible factors which causes anxiety to speak English are communication apprehension, test anxiety, fear of negative evaluation, self-perception, and classroom environment. Second, The dominant factors causes students anxiety to speak English was communication apprehension because they have low intellectual skills, speech skillsdeficiencies, and communication anxiety. Third, Preparation and positive thinking were the strategies most needed for students to reduce anxiety in speaking English.

Key words: Anxiety, Speaking

ABSTRACT

Saputra, Riski Ridha. 2019. **skripsi: An Analysis of Factors of Students Anxiety to Speak English at Second Semester of English Department in Muhammadiyah University of Mataram in Academic Year 2018/2019.** Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mataram.

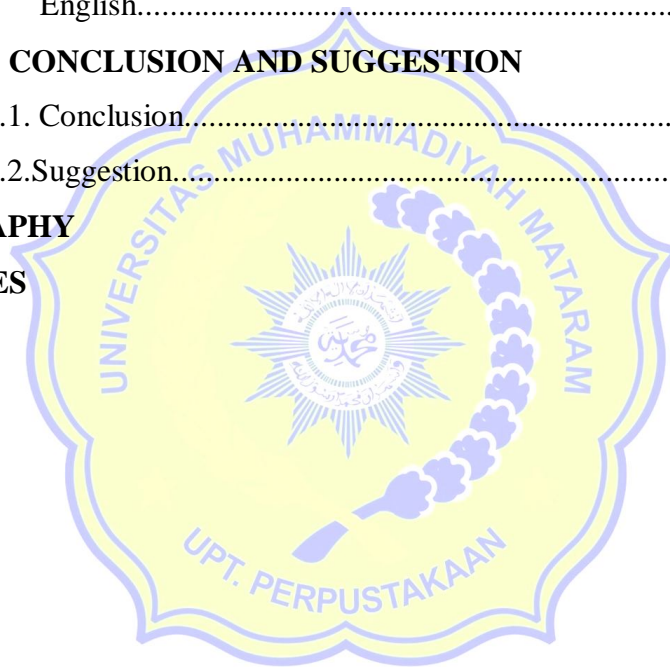
Kecemasan adalah kekhawatiran seseorang dalam berbicara. Berdasarkan definisi tersebut, peneliti mencoba untuk menganalisis faktor-faktor yang menyebabkan mahasiswa cemas dalam berbicara bahasa inggris pada mahasiswa semester dua, fakultas keguruan ilmu pengetahuan, universitas muhammadiyah mataram. Tujuan dari penelitian ini adalah, Satu, menginvestigasi faktor yang menyebabkan mahasiswa cemas dalam berbicara bahasa inggris. Dua, menginvestigasi dominan faktor penyebab kecemasan dalam berbicara bahasa inggris. Tiga, menerapkan strategi terhadap mahasiswa bahasa inggris untuk mengurangi kecemasan dalam berbicara bahasa inggris. Sample penelitian adalah 22 mahasiswa dari semester dua Program Studi Bahasa Inggris, Universitas Muhammadiyah Mataram. Pengumpulan data menggunakan kuesioner dan wawancara. Hasil dari penelitian ini, Satu, faktor yang menyebabkan mahasiswa cemas dalam berbicara bahasa inggris adalah communication apprehension, test anxiety, fear of negative evaluation, self-perception, and classroom environment. Dua, faktor dominan penyebab mahasiswa berbicara bahasa inggris adalah communication apprehension. Tiga, persiapan dan berpikir positif adalah strategi yang paling banyak diterapkan untuk mengurangi kecemasan mahasiswa berbicara bahasa inggris.

Kata kunci: kecemasan, berbicara

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is the way of people interacting with each other. Therefore, speaking occupies an essential role in communication between people. According to Brown (2001:267) conveys that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. However, most people are not able to speak well.

The researcher observed on March, 2019 the Students at the English department at the Muhammadiyah University of Mataram. The result is that there were many students still difficult to speak English, nervous when speaking English even afraid to speak English. In other words, the students feel the anxiety speak English.

Anxiety can be defined as “a general feeling of apprehension, including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating” (Davu and Palladino cited in Kelly, 2002: 54). Moreover, anxiety terminated as such set of emotional feelings which exist in any situations related to our activity in social relationships. So, anxiety is the worry of a person as to speak is very hard.

There have been several studies conducted previously related to students anxiety to speak English. The first research conducted by Yahya, M. (2003). The title "measuring speaking of anxiety among speaking communication courses is

the American University of Jensen student at the Arabic (AAUJ). "The classroom to foreign learners. The second Oktaviani, et all.(2013). Entitled, an analysis of students' English language anxiety at SMAN 7 Padang. The results prove that the component, which is influenced by the students' anxiety in learning. Through interviews found that sources of concern because of their own, their self-confidence who feels that English is difficult, immediate correction of teachers, classroom activities, speaking and English exams. The third research was conducted by Prihatini, D (2014/2015), the title "an analysis of students' anxiety to speak English." Based on data collecting, the students feel fear of the possibility of failure in English, and the fear of negative evaluation from class in particular.

From the problem above, the researcher interested in examining what are the factors of cause student anxiety to speak English in the second semester of the English department at the Muhammadiyah University of Mataram. So, the researcher will conduct research entitled "an analysis of factors of students anxiety to speak English in the second semester of English department at Muhammadiyah University of Mataram."

1.2 Research Questions

The aims of the research is to answer the following research questions:

1. What are the possible factors which cause anxiety when speak English in the second semester of English department students at the Muhammadiyah University of Mataram?
2. What are the dominant factors of students anxiety when speak English?

3. What are the strategies to reduce anxiety in speaking English used by the second semester of English department students at the Muhammadiyah University of Mataram?

1.3 The Purpose of The Study

Based on the research questions above, the researcher notes that the purpose of the study can be formulated as follows :

1. To investigate the possible factors which cause anxiety when speak English in the second semester of English department students of FKIP Muhammadiyah University of Mataram
2. To investigate the dominant factors of students anxiety when speak English.
3. To apply the strategies of English Department students to reduce the anxiety of speak English.

1.4 The Scope of The Study

The research is focused on :

1. The researcher used Kondo and Ling strategy to reduce anxiety in speaking English especially state anxiety
2. The method used in this research is descriptivemethod

1.5 The Significance of The Study

The significances are expected from this study are not only theoretically but also practically.

1. Theoretically.
 - a. This study gave some useful information about factors of students anxiety in speaking English.
 - b. This study would reveal the strategies to reduce anxiety faced by English Language Education students.
2. Practically
 - a. The awareness of students anxiety problem could be solved in teaching and learning English, especially in speaking

1.6 Definition of Key Terms

To avoid misinterpretation, the researcher describes the terms used in this study, as follows :

1. Analysis

Analysis is The process of breaking up a concept, preposition, linguistic complex, or fact into its simple or ultimate constituents (Robert audi, 1999).

2. Factor in anxiety

Factors is a circumstance, facts, or influence that contributes to a result or outcome. (Sykes, 1976)

Anxiety is a complex psychological term covering many variables. anxiety can be defined as a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating (Davu and Palladino cited in Kelly, 2002: 54).

3. Speaking

Speaking is described as an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 2001: 267). Speaking depends on the context or the situation; the context includes the physical environment.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Speaking

English as an international language has four common skills to learn; they are listening, speaking, reading, and writing. For the student in the language class, speaking is an essential skill for English language learning. From oral speaking, the teacher can measure the level of their understanding. However, it is not easy for students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teachers or friends) to communicate. Interaction skill involves the ability to use language to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.

Speaking means to say words or to talk something about something, to have a conversation with somebody; to address somebody in word, etc. Furthermore, Speaking is an activity to the ideas directly. According to Brown (2001:267), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is one of the important skills to assess. The students need to have speaking skill in their daily life to communicate with each other. Based on the explanations above, speaking is a skill which is essential in our life to communicate with each other and convey our ideas in daily life.

2.1.1 Element of Speaking

There are two-elements of speaking. Harmer (2001: 269) states that the ability to speak needs the element necessary for the spoken production like the following:

1. Language feature

The elements necessary for spoken production, like the following:

- a. Connected speech, in connected speech sounds, are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning).
- b. Expressive devises, native speakers of English change the pitch and stresses of a particular part of an utterance, volume and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction)
- c. Lexis and grammar, the teacher should, therefore, supply a variety of phrases for different function such as agreeing and disagreeing, expressing surprise, shock, or approval.
- d. Negotiation language, useful speaking benefit from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk, and it is very crucial for the student.

2. Mental/social processing

The success of the speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

- a. Language processing that involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b. Interacting with others, effective speaking also involves a good deal of listening, an understanding of how the other mainly to take a turn of allowing others to do so.
- c. (on the spot) information processing, quite apart from response to other's feeling we also need to be able to process the information they tell us the moment we get it.

2.2 Definition of Anxiety

Anxiety, according to Pappamihel (2002: 331), associates with "threats to self-efficacy and appraisals of situations as threatening." Simply anxiety can also be defined as "a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating" (Davu and Palladino in Kelly, (2002: 54)).

Moreover, anxiety terminated as such set of emotional feelings which exist in any situations related to our activity in social relationships. In a more specific area in the language classroom context, Horwitz et al. (1986: 128) maintain that language anxiety is "a distinctive complex of self-perceptions,

belief, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process itself.”

Based on the definition above, anxiety is the worry of a person as to speak is very hard. They always negative thinking about themselves. In this case, the students can inhibit themselves to the ability to speak because someone who has some anxiety does not focus on the process of speaking primary.

2.3 Types of Anxiety

Anxiety is one of the most common attitudes in most people who did not master in anything. Based on Horwitz (1986), he said that as many people in English study, researchers are examining one of the variables on psychology and education that hurts students. There are two types of anxiety:

1. State anxiety

A type of anxiety which occurs because language learners are exposed to several conditions or situations. On this hand, which acquired learners to perform oral comprehension in particular, but it is temporarily and alternates over time. For example, learners felt anxious when they are requested to speak in front of the class or if they do not understand many of the teachers' words during the class and asked to explain it.

2. Trait anxiety

A person who feels anxious regardless of the situations they are exposed to. Trait anxiety is a part of the person's character and is a

permanent disability. They have no emotional stability and generally nervous in every situation (Goldberg, 1993: 48).

2.4 The Factors of Anxiety

Horwitz et al. (1986: 127), considering language anxiety with relation to performance evaluation within academic and social contexts, describe a correlation between it and three related performance anxieties: (1) communication apprehension (CA); (2) test anxiety; (3) fear of negative evaluation. Also, self-perception and classroom environment related to performance anxieties. These are the descriptions of the components.

a. Communication Apprehension (CA)

One of the most study topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally (Daly 1991: 3). Horwitz et al. (1986: 128) define communication apprehension (CA) as “a type of shyness characterized by fear or anxiety about communicating with people.” The condition appeared in speaking performance when the students were asked to speak in front of their friends. They were shy and cannot do their best. The feelings of shyness vary significantly from individual to individual, and from situation to situation.

Tanveer (2007: 12) found seven factors that could result in a quiet child (this can equally offer explanation of adult CA); (1) low intellectual skills, (2) speech skill deficiencies, (3) social introvert, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7)

ethnic/cultural divergence in communication norms. Those factors can lead to communication apprehension.

b. Test Anxiety

An understanding of test anxiety is also related to the discussion of foreign language anxiety. Horwitz et al. (1986) explain test anxiety as a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature.

Unfortunately, highly anxious students foreign language require continual evaluation by the instructor – the only fluent speaker in the class (Horwitz et al., 1986: 129). It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students (Horwitz et al., 1986: 127).

c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (*test anxiety*) of foreign language anxiety because it is not limited to test-taking situations; instead, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in the foreign language class (Horwitz et al., 1986: 127). It can be broader since the factors that cause anxiety not only teacher's evaluation but also the reaction of other students in the class.

Also, individual differences in the English classroom can be a catalyst for the existence of anxiety. Individual differences are psychological traits or

chronic tendencies that convey a sense of consistency, internal causality, and personal distinctiveness. In other words, individual differences are related to classroom competitiveness. The students tend to compare their ability to their classmates with their perception. It may cause stress when they have low estimation towards themselves comparing to the others.

d. Self Perceptions

One of the factors that provoke students' anxiety in speaking performance is their self-concept. Laine (1987: 15) states that self-concept is the totality of an individual's thoughts, perceptions, beliefs, attitudes, and values, having reference to himself as an object. It is also known as self-esteem. Lee (2004: 198), "self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior."

Krashen (1980: 15) believes that people with low self-esteem worry about what their peers think. They are concerned with pleasing others. The condition would be different from students who have high self-esteem. Individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem (Horwitz et al., 1986: 129). Here, the role of high self-esteem will motivate students to maintain their confidence.

Brown (2000: 145) mentions three levels of self-esteem, which are global, situational, and task self-esteem. Global self-esteem is an individual's evaluation of his overall worth as a person and across different situations. In other words, it is an overall self-appraisal. Situational self-esteem includes learners' self-appraisal in specific characteristics such as intelligence and athletic ability, or certain situations such as education, work, and home. The last, task self-esteem refers to learners' own evaluation in specific tasks of particular situations.

The three levels of self-esteem can lead learners into the low self-confidence condition. It is such a big deal because learners need to reach high self-confidence to do a less anxious performance on speaking.

e. Classroom environment

One of the activities in classroom speaking performance is asking students to speak in front of the whole class. The activity could be the most anxiety-provoking. Horwitz (2001:118) found that students get more anxious when called upon to respond individually, rather than if they are given a choice to respond voluntarily. They are also more relaxed speaking the target language when paired with a classmate or put into small groups of three to six than into larger groups of seven to fifteen students.

Also, the students feel the anxiety to speak English because the situation of the class is too formal, and the teacher monitors them. Onwuegbuizie et al., (1999: 218). States that such expressions of the fear of

being negatively evaluated under formal classroom environment lend support to the previous research that learners feel more anxious in highly evaluative situations, particularly in the foreign language classroom where their performance is continuously monitored by both their teacher and peers.

2.5 The Strategies to Reduce Students' Anxiety

Most of studies on the language anxiety focuses on understanding the mechanism of anxiety of the language learning process in the foreign language settings. MacIntyre and Gardner (1994) and many more also focus on looking at the approaches used to help the students reduce their language anxiety. However, there are points of view that are directed at identifying the strategies used by the students to anticipate their language anxiety in foreign language classes.

A finding of the strategies used by foreign language learners in anticipating their language anxiety proposed by Kondo and Ling (2004: 262) in which they have collected information from 209 (93 female and 116 male) learners studying English at two universities in central Japan. Using open-ended questionnaire, the respondents were asked to write down the specific strategies they used to deal with their foreign language anxiety. The specific strategies mentioned by the students were grouped under five categories of general strategies, namely, preparation, relaxation, positive thinking, peer seeking, and resignation.

The first category, preparation, is students' efforts to overcome their feeling of anxiety or threat by improving their learning and study strategies before the performance of the language. The second, relaxation, deals with ways to

minimize the symptoms of anxiety by reducing tension in mind and feeling. The third, positive thinking, refers to the efforts to “divert attention from a stressful situation to positive and pleasant cues and bring relief to the anxious students.” The fourth, peer seeking, is the attempt to find other students who also feel anxious in their language class, which put the idea that he is not alone would fell that way. The fifth, resignation, refers to the unwillingness of students to alleviate their language anxiety. They decide to prevent themselves in performing the language even in the classroom context.

Pappamihel (2002), in his study, also reported that avoidance is the most common strategy used by the students to make them less severe language anxiety. The act of avoidance here means that the students tend to be passive in the class. In other words, they even did not speak during the class. making close friendships with other students whose English is better and who are less anxious than they are. This helps the ease their language anxiety because they can ask their partners whenever they have problems related to foreign language learning in the class. Further, if requested to speak in the foreign language class, some students mentioned that they pretend that they are the only person in the class they believe that this is useful for them to reduce their anxiety while they remain active in the class.

On the other hand, there are slightly other strategies given by teachers of foreign language associated with the ways of reducing students’ anxiety. Tanveer (2007: 55) poses a thought that a way forward to create less stressful classroom

environment is that the instructors should create situations where students can feel successful in using English and avoid setting up the activities that increase the chances for the students to fail”.

This way, students’ confidence and self-esteem in their foreign language ability are build-ups via encouragement, reassurance, positive reinforcement, and empathy”, Tanveer (2007:58). Furthermore, the teachers should decrease the perfectionism in the learners’ mind and should work to explore their earlier belief system to help them not avoid the next step on their language learner but instead needs it passionately.

Despite the variety of techniques and strategies found in several studies mention, language anxiety seems to exist in the language classrooms actively. Language anxiety is a compelling psychological factor, one which requires special attention to be dealt with. However, it can be assumed that implication remark these strategies can not reduce language anxiety ultimately but on its considerable extent.

2.6 Previous Study

The first research conducted by Yahya, M. (2003). The title “measuring speaking anxiety among speaking communication course student at the Arab American University of Jenin (AAUJ).” *European Social Sciences Research Journal*, 229-248. The primary purpose of this paper is to investigate the factors. Which lead to speaking anxiety among speech communication course students’ in the English classroom. The three domains that usually affect students’

performance (test anxiety factors, communication anxiety factors, and fear of negative feedback anxiety) have been investigated using well-known scale (FLCAS) in addition to more items were added to the scale by the researcher. The sample of the study consist of (104) students at the Arab American University in Palestine. The data is analyzed using descriptive statistics (means and standard deviation). The finding of the study revealed that the fear of negative feedback received the highest mean (2.93), followed by communication anxiety (2.80) and test anxiety received the lowest mean (2.68). There are some recommendations to reduce the speaking anxiety.

In the first research said that his research had three domains that usually affect students' performance (test anxiety factors, communication anxiety factors, and fear of negative feedback anxiety) and for collecting the data using descriptive statistics (means and standard deviation) While the researcher research five factors that causes students anxiety in speaking English (communication apprehension, test anxiety, fear of negative evaluation, self-perception, classroom environment) and for collecting the data used questionnaire and interviews.

The second Oktaviani, et all. (2013). Entitled, an analysis of students' English language anxiety at SMAN 7 Padang. This study aims to look at the components that the most influence on student anxiety in learning English and also sources of anxiety students at SMAN 7 Padang. Data from the study is a questionnaire and interviews. The data sources of this research two classes X: X9 and X10, two classes XI: XI IPS 1 and XI IPA 4, and two classes XII: XII IPS 1

and XII IPA 1. An analysis of students' English language anxiety at SMAN 7 Padang. The result shows that the component which is more influenced to the students' anxiety in learning English is anxious to the others negative estimation in communication the exam and where will stay in the classroom. Through interviews found that student's feel they are sources of concern because of their own, their self-confidence who feel that English is difficult, immediate correction of the teachers, classroom activities, namely speaking and English exams.

In the second research, the object of her research was in SMAN 7 Padang, and the data source of her research was six classes while the researcher takes the object of research in the Muhammadiyah University of Mataram and the data sources only one class.

The third research conducted by Prihatini, D (2014/2015). The title "an analysis of students' anxiety to speak English." This study aims to analyze students English speaking anxiety, particularly of the eleventh-grade science program of SMAN 2 Mataram in academic year 2014/2015. The purposes of this research were (1) to find out the causes of the students' anxiety to speak English, (2) to find out the strategies that the students apply to reduce their anxiety to speak English. The population of this research was 150 students' from 5 classes of eleventh grade, and the subject was 26 students from XI IPA. The data were collected by using an observation sheet and questionnaire. The results states that the student's causes of anxiety were varying in the form of the way they show it. The causes were the exposure to the specific situation inside the class, the fear of

the possibility of failure in English class, and also the fear of negative evaluation from a classmate in particular.

In the third research, for collecting the data, she used an observation sheet and questionnaire while the researcher used a questionnaire and interview.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher chooses a suitable method that used to support this research. The method used is descriptive method. Descriptive method is a type of research that is primarily concerned with describing the nature or conditions and degree in detail of the present situations.

Nazir (2011:64) state that descriptive method is a method in researching the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the future. The writer used a descriptive method that described the factor of student anxiety to speak English and the strategies to reduce anxiety in speaking English in the second semester of the English Department at the Muhammadiyah University of Mataram.

3.2 Research Participant

A participant is a person who takes part or becomes involved in a particular activity or event (Arikunto, 2010). The researcher took the participant from the second semester of English department students. The population of students at second semester is 28 students. The researcher would observe the students in the class and then took some students who considered suitable as a sample.

3.3 Data Collecting Techniques

To get the data from respondents, the researcher uses more than one instrument that is questionnaire and interview. The questionnaire is used to

discover the causes of students speaking anxiety. Meanwhile, the interview used to find the students strategies in reducing their anxiety in speaking.

1. Questionnaire

Definition of questionnaire based on Kothari (1990: 124), “consists of the number of questions printed or typed in a definite order on a form or a set of forms. The questionnaire is addressed to respondents who are expected to read and understand the questions and write down reply in the space meant for the questionnaire itself.

The respondents have to answer the questionnaires on their own. The questionnaire in this study is the open-closed questionnaire, which is both closed-ended, and open-ended questions are used to complement each other.

2. Interview

An interview is one of the data collection techniques that are carried out through question and answer questions to informants related to the observed problem (Kriyantono, 2009: 97). An interview is a process of obtaining information for research purposes by way of question and answer face to face between interviewers and informants, with or without using interview guidelines, where interviewers and informants are involved in long relatively social life. Conversations are conducted by two parties, namely the interviewer who asks the question and the informant answers.

The interview in this study was open-ended. Informants are free to respond to the questions given by the interviewer.

3.4 Data Analysis Technique

According to Afrizal (2013:56), in analyzing the data, there are some steps in doing data analysis as follows:

1. After the data have been collected, the writer tried to review the collected data.
2. Classifying the data into several groups to simplify the processing data.
3. Analyzing the factors of causes students anxiety in speaking English and the strategies to reduce anxiety in speaking English
4. Giving the conclusion after the data has been analyzed

