

**FOREIGN LANGUAGE ANXIETY AND ITS
IMPACTS ON STUDENTS' SPEAKING
COMPETENCE**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
MARCH 2016**

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Presented to Widya Mandala Catholic University
in partial fulfillment of the requirement for the Degree
of Master in Teaching English as a Foreign Language

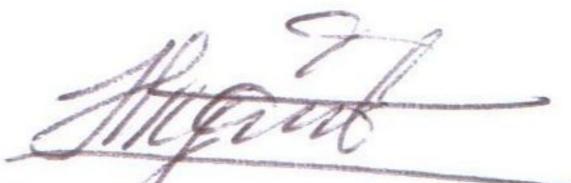


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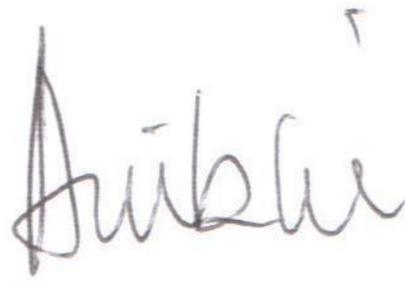
Approval Sheet
(I)

This thesis entitled “**Foreign Language Anxiety and Its Impacts on Students’ Speaking Competence**”, prepared and submitted by **Kathreen B. Aguila (8212713030)**, has been approved and examined by the Thesis Board of Examiners.


Dr. Ignatius Harjanto
Thesis Advisor

**Approval Sheet
(II)**

This thesis entitled “**Foreign Language Anxiety and Its Impacts on Students’ Speaking Competence**”, prepared and submitted by **Kathreen B. Aguila (8212713030)**, has been approved and examined by the Thesis Board of Examiners on **March 21, 2016**.



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Kathreen B. Aguila

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. I declare that all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled "Foreign Language Anxiety and Its Impacts on Students' Speaking Competence" to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, 11.12.2016



Kathreen B. Agula
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Abstract

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Keywords: Language Anxiety, Factors causing Foreign Language Anxiety, Speaking Competence, Language learning, Foreign Language Class Anxiety Scale (FLCAS).

Emotions, including the feeling of anxiety, are one of the factors that influence learning. The experience of anxiety may either have negative or positive effects on the learning process, though often times it disrupts it. This qualitative study is intended to investigate the factors causing students' foreign language anxiety and its impacts on their speaking competence. This study utilizes typical case sampling of students taking English Conversation Class Level II in a university in Surabaya. During the classroom observations, students' speaking performances were evaluated with the guidance of an adopted speaking assessment rubrics, and the individual average scores were computed. Based on the performance, the class was categorized into three groups: high level, middle level and low level performers. Afterwards, Foreign Language Class Anxiety Scale (FLCAS) questionnaires were administered to the whole class to determine the anxiety levels, and interviews were done on selected participants. The results showed that the major factors that contribute to language anxiety include situations such as lack of preparation for the class, when the teacher asks questions which have not been prepared, the feeling or thinking that others are better at English, worrying about the consequences of failing the subject and other internal factors such as lack of self-confidence, lack of knowledge in grammar, and limited vocabulary size. It was

also found out that the class is considered to have a slightly high anxiety level, and there is an invert relationship between the FLCAS score and the speaking performance. As to the speaking competence, anxiety has its most negative impacts on students' communication skills and interactive ability. With the different internal and external factors of anxiety that interrupt language learning, it is believed that this concern can be overcome by constant practice and exposure to the target language. In support to this, teachers play a part in assisting the students throughout the language learning process.

