

**THE FEAR OF NEGATIVE EVALUATION FACTOR ON
SPEAKING ANXIETY OF THE SIXTH- SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
OF SRIWIJAYA UNIVERSITY**

A THESIS

by

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English Education Study Program

Language and Art Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2022

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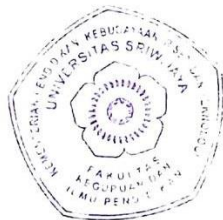
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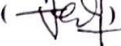
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Declared that the thesis entitled “The Fear of Negative Evaluation Factor on Speaking Anxiety of the Sixth-Semester Students of English Education Study Program of Sriwijaya University” is my own work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found plagiarized this work.

Palembang, 26th July 2022

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DEDICATION

I dedicated this thesis to my beloved family: Papa, Mama, Yuk Kiki, Kak Ucup, and Dedek Zaskia. Thank you for your endless love, support, and prayers for me.

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Palembang, July 2022

The Researcher,



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ABSTRACT

Anxiety is often mentioned as one of the most frequent factors that affect one's speaking performance, one of the factors that associated with speaking anxiety is Fear of Negative Evaluation. This research aimed to find out the speaking performance and speaking anxiety level, also measure the fear of negative evaluation factor contribution to the speaking anxiety of the sixth-semester students of English Education Study Program of Sriwijaya University. The participants of the study were 65 students of the sixth-semester students of English Education Study Program of Sriwijaya University. The data were collected using questionnaire and speaking performance test. The results showed that the participants were generally in the fair category of speaking performance (55.4%) and experienced moderate level of Foreign Language Speaking Anxiety (46.15%). Also, FNE was the least affecting factor on the speaking anxiety of the participants. Furthermore, the results from the regression analysis output showed that speaking anxiety did not significantly contribute to the participants' speaking performance (value of sig. F (0.215) > $\alpha = 0.05$) and speaking anxiety explained 0.9% of the variance to participants' speaking performance, also FNE factor significantly contribute to the speaking anxiety of the participants (value of sig. F (0.000) < $\alpha = 0.05$) and FNE explained 89.5% of the variance to participants' speaking anxiety.

Keywords: *Speaking Anxiety, Fear of Negative Evaluation*

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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the research. There are four parts in this chapter: (1) background of the study, (2) research question, (3) research objectives, and (4) significance of the study.

1.1 Background of the Study

English is one of the most commonly and widely used languages worldwide as a first, second, or foreign language. Eberhard et al. (2021) said that in 2021, around 1.35 billion people worldwide speak English as first or as a second language, where first language speakers are 369,935,930 and second language speakers are 978,209,920. Additionally, it is stated that English is spoken in 146 countries, making it the world's most widely spoken language. English is the official language of 67 nations and a number of major international organizations. These include the World Trade Organization, the International Monetary Fund, the European Union, and the United Nations. According to Dardjowidjojo (2003), English is now officially referred to as 'the first foreign language of the country' in Indonesia. The reason for adopting English as the country's first foreign language is that science and technology are the global culture, and English is the means to learn and keep up with the development of science and technology in Indonesia. Therefore, learning and mastering English is essential, as it facilitates communication with countries throughout the world.

Speaking is one of the four English language skills besides listening, reading, and writing that language learner have to master. Speaking is very important since it enables people to communicate with others, express their thoughts and feelings, give their opinions, and share information with others. Jaya et al. (2020) suggested that the public has a presumption that a person's success in learning English may be determined by his or her capability and abilities in speaking as a person who can speak fluently even though his or her pronunciation and grammar are incorrect is regarded successful in learning English. Iriantara and

Syaripuddin (2013) suggested that a person with the ability to speak would easily share ideas to others and increase the likelihood of acceptance by those who listen or are invited to talk. Many language learners, though, agreed that it is tough to speak well.

Among the four language skills, speaking has been considered as one of the most complex skills in acquiring a language. According to Shumin (2002), it is tough for most English for foreign language learners especially adults to speak the foreign language smoothly and properly since mastering a foreign language entails more than just understanding the grammatical and semantic rules. Also, learners must learn how native speakers engage with one another with language in the context setting in which many factors can interact. Luoma (2004) reasoned that speaking and its competence is hard to be mastered and takes a long time to develop by the learners, even more speaking in a foreign language. Speaking remains the hardest skill for most English learners to acquire, yet they are still incompetent of conversing verbally in English (Zhang, 2009). Putri et al. (2020) argued that the most regularly experienced difficulty in speaking English is because of the dissimilarity between the writing and pronunciation of a word or phrase. According to Mazouzi (2013), one of the significant indicators of whether or not language learning is successful is the affective side of the learner. Feeling alone is not the only factor that influences the language learners' output in the affective domain. Self-esteem, anxiety, motivation, attitude, and other factors are some of the components of the affective domain. Jaya et al. (2022) stated that the most common issues students had in speaking English were divided into affective, social, and linguistic issues, and the causes of these issues were nervousness, fear of criticism, fear of mistake, shyness, low participation, low motivation, less use of dictionaries, reading laziness, inadequacy of speaking practice, lack of general knowledge, lacking use of words and grammar practice, and unfamiliar words pronunciation. Moreover, anxiety is often mentioned as one of the most frequent factors that affect one's speaking performance as found in Jaya et al. (2022) where 67% of the participants agreed that they have anxiety when speaking, making it as

one of the most faced difficulty by students. People often feel stressed and even start to blank and freeze when they have to act out a role-play, deliver a speech, or speak in front of other people.

Anxiety, as defined by Spielberger (2004), is an emotion characterized by dysphoric thoughts, unpleasant feelings, and physical alterations that arise in reaction to a situation or stimulation that is seen as to be dangerous or threatening. Ormrod et al. (2019) defined anxiety as a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome. According to Salkind (2008), anxiety can have disturbing repercussions on individuals since it can hinder their social and emotional growth and learning. While slight anxiety can help someone perform better, too much anxiety can be draining and hamper one's ability to do so. In order to analyze anxiety in terms of social contexts and educational settings, Horwitz et al. (1986, as cited in Tran, 2012) constructed three associated performance anxieties termed as communication apprehension, test anxiety, and fear of negative evaluation. The fear of speaking in front of others, also referred to as "stage fright," and speaking in groups is defined as communication apprehension (CA). Test anxiety (TA) occurs from the worry that one will perform poorly that can be explained by the high expectations that students place on themselves to be perfect foreign language speakers. Last but not least, fear of negative evaluation (FNE) is the student's belief that they would receive a negative evaluation from others in any setting, including oral exams or in-class presentations. In addition, Mohamad and Wahid (2009) reported in their study that "most of the students were concerned about various kinds of evaluative situations in which their knowledge and performance of English will be monitored by people around them.", native speakers, fluent second language speakers, and peers, if they have a high Someone may be extremely sensitive to other people's opinions in the classroom, including teachers fear of negative evaluation (Horwitz et al., 1986, as cited in Wardhani, 2019).

In many researches, fear of negative evaluation (FNE) has been identified as one of the most significant factors influencing speaking anxiety. According to Lucas et al. (2011), foreign participants in their study experienced anxiety as a

result of Fear of Negative Evaluation (FNE) from their teachers and peers. This can be a result of the tasks or activities students have to complete in class. Fear of negative evaluation may also include avoiding evaluating situations and the anticipation that others would evaluate them negatively, as well as the student's fear inside the English classroom, where factors like teaching method, learning activities, and even peer pressure may influence beginner language learners' anxieties. Salsabila (2021) discovered that, in her research, the largest influence to speaking anxiety was the fear of negative evaluation. The participant recognized that her reluctance to speak was a result of their fear of receiving a poor evaluation from others. She also acknowledged that her teacher was hard to understand her and insisted that every answer always have to be correct in terms of vocabulary and pronunciation. The participant also feared that her peers would mock her for being pretentious when she spoke English.

At English Education Study Program, students are required to inevitably speak English in class, whether when doing presentations, asking questions to lecturers, or discussing in groups. Even though they have prepared themselves carefully, there are still problems that they face when they have to speak in class, such as feeling anxious and nervous, unintentionally using their native language, inadequate knowledge of vocabulary, staying in silence for too long, not knowing what to say about the topic, being ridiculed and corrected out loud by other, thoughts of being incompetent compared to their peers. The researcher often felt anxious when doing a presentation or answering questions in front of the class because she thought that she made a lot of mistakes when she was speaking. In some occasions, because the researcher felt anxious and nervous, she would unconsciously talked faster and be told that she talked too fast by the lecturer or other classmates. In the classroom, sometimes when someone answered a question from the lecturer and he/she made a mistake in pronouncing some sentences or in grammar, other students or the lecturer would correct him/her right away out loud in front of the class. These experiences by students could lead to the increase of their speaking anxiety caused by fear of negative evaluation.

Therefore, this study aimed at finding out the speaking performance and speaking anxiety level, also measuring the fear of negative evaluation factors of speaking anxiety of the sixth-semester students of English Education Study Program of Sriwijaya University.

1.2 Research Problems

This study attempted to answer the questions:

1. What was the speaking performance level of the sixth-semester students of English Education Study Program of Sriwijaya University?
2. What was the speaking anxiety level of the sixth-semester students of English Education Study Program of Sriwijaya University?
3. How did the fear of negative evaluation factor contribute to the speaking anxiety of the sixth-semester students of English Education Study Program of Sriwijaya University?

1.3 Research Objectives

The objectives of this research were:

1. To find out the speaking performance level of the sixth-semester students of English Education Study Program of Sriwijaya University.
2. To find out the speaking anxiety level of the sixth-semester students of English Education Study Program of Sriwijaya University.
3. To measure the fear of negative evaluation factor contribution to the speaking anxiety of the sixth-semester students of English Education Study Program of Sriwijaya University.

1.4 Significance of the Study

The findings of this study are hoped to make a positive contribution to students, lecturers or teachers, and future researchers by giving information about

what is speaking anxiety and how fear of negative evaluation contribute to it. For the students, the researcher hoped that this research gives students knowledge and understanding of how fear of negative evaluation could influence their speaking anxiety. After the researcher got the research findings, it is hoped the lecturers and the teachers are aware of the speaking anxiety, especially the fear of negative evaluation factor that occur in their classes. The researcher also hoped that the research could stimulate future researchers to explore more about speaking anxiety, especially fear of negative evaluation factor to find the best solutions and ways to lessen it.

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