

A DESCRIPTIVE ANALYSIS OF STUDENTS' ANXIETY

IN SPEAKING CLASS

*(A Study of the Second Semester Students in English Department of
Muhammadiyah University of Makassar in Academic Year 2016/2017).*



A THESIS

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Yang membuat perjanjian

Nurhadi Irman P

MOTTO

*It's nice to be
important
But it's more
important to be
nice*

ABSTRACT

Nurhadi Irman. 2016. *Descriptive analysis of students' anxiety in speaking class (A Study of The Second Semester Students of English Department of Muhammadiyah University of Makassar in the Academic Year of 2016/2017)*. It was supervised by Bahrudin Amin and Awalia Azis

Anxiety is a mental and physical reaction that is experienced by every person. It is the state of feeling nervous or worried that something bad is going to happen. In the teaching and learning process, students usually present a paper in front of the class and most of them said that speaking in front of others makes them anxious.

Therefore, the purposes of this research were to explain the level of students' anxiety and factors of students' anxiety. The type of research is descriptive quantitative, this research is made to analyze the students' anxiety in speaking class. The sample was taken from the second semester of G Class in the English education department which the total number of students was 32. The technique of collecting data that is applied by the writer is documentation questionnaire (Open and close questionnaire)

The data which have been collected are analyzed by using the theory from Horwitz (Level of Anxiety) and Kottwitz (factor of anxiety). The research found that there are 3 % students felt very anxious, 13 % Felt Anxious, 56% Felt Middy Anxious, 28% felt relaxed, and 0% felt very relaxed in speaking class mostly the factor of students anxiety comes 9% students had problem in self-perception, 56% students had making mistakes, 1% students had problem in social environment, 0% students had problem in gender, 3 % students had problem in cultural differences, and 6% students had problem in formal classroom environment in speaking class.

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Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. And the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis.

Makassar, 20 March 7th 2017

The writer

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CHAPTER I

INTRODUCTION

A. Background

In teaching and learning process, especially in speaking performance, the important skill that should be prepared is self-confidence and students' speaking competence. Every student has different psychological condition, some student can speak confidently in front of the class and there are also students who can't speak because they are shy and nervous.

Emotion and physic stress can cause the students feel of anxiety. Students may have anxiety reaction which interfere their ability to perform successfully in a class. Many people say that speaking is an anxious activity especially when students should speak in front of class and speaking is the most anxiety-provoking language skill in foreign language in learning situation, and also students do not have bravery to speak in front of others because of their high self-consciousness, Mayangta (2013). It means that students are anxious to perform in front of class

Everyone sometimes experiences anxiety in various levels. It relates a pattern of physiological and psychological reactions like feeling of stress and emotions. It is considered as an uncomfortable state creating avoided behaviors. It can also be defined as a specific emotion necessary for an individual to prepare himself for potential danger and threatening situations.

In many cases, students' feeling stress, anxiety or nervousness may inhibit their language learning and performance abilities when the speaking will be started. We recently find the utterance "I feel my heart beating very fast to face this speaking", the condition certainly will be influencing their performance in front of class. Abderrezag (2010) concluded that, "Anxiety is not a pathological condition itself but a necessary and normal physiological and mental preparation for danger. Anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results".

Many factors can cause anxiety situation in students' psychology. This situation happens because of many factors, one of the reason is the students unconfident to speak in front of others. So, anxiety can seriously inhibit the ability of concentrating and deals with things in positively and anxiety is one of the most influencing factors as an obstacle in their speaking performance, the anxious students may have difficulty in transferring knowledge information in speaking performance.

This research proposed to describe of students' anxiety in speaking performance and analyze levels of each anxious students' then the factors which can cause their anxiety then what they have done in decreasing their anxiety. The writer chose 1st semester of English Department in Muhammadiyah University of Makassar as object of research with reason that they have experiences from First Semester in present their assignment. However, as writer's question are their experiences can be able to helps them to reduce their feeling of anxiety in

speaking performance when they are in Second Semester. Therefore, the writer conducts a research with a title A Descriptive Analysis of Students' Anxiety in Speaking Class (A Study of the Second Semester Students in English Department of Muhammadiyah University of Makassar in Academic Year 2016/2017).

B. Problem Statement

In order to get better order on discussing of the study, the writer would like to compose research problem as follows:

1. What are the levels of students' anxiety on speaking performance in speaking class?
2. What are the factors of anxiety which appear in their performance?

C. Objective of the Study

In order to get better order on discussing of the study, the writer would like to find out:

1. The levels of students' anxiety on speaking performance in speaking class.
2. The factors of anxiety which appear in their Performance.

D. The Significances of Study

The result of this research are expected to be useful information and a reference for the English students and for the teacher to add information of teaching and learning in the class especially for Speaking Class.

E. The Scope of Study

In order to avoid misunderstanding in interpreting of the problem, the writer would like to limit the scope of the study to the levels of students' anxiety and the factors of anxiety to reduce their anxiety in learning English as a foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There are some researches related to this research. The first research is *Speaking Anxiety: Factors Contributing To the Anxiety in Speaking Class of the First Year Students of the English Department Faculty of Letters, Jember University*, did by Imam Wahyudi Antoro et. All (2015). The research aim to investigate what factors contributing to speaking anxiety and why speaking anxiety happens on the first year students of English Department Faculty of Letters in Jember University. The participants of this research are 50 students. To obtain the data, questionnaire and interview are conducted. The results show that self-perception or self-esteem, presentation in the classroom, fear of making mistakes, social environment, gender, culture differences, formal classroom environment are determined as the source of the participants' speaking anxiety. Meanwhile the reason which evoke the occurrence of speaking anxiety are: first is self-perception, that is because of language difficulties (lack of vocabulary, worry about structure and speaking English correctly), concern about others perception, low self-confidence, lack of motivation and lack of communication and afraid of making mistakes. Second is presentation in the classroom, that is because they are become the center of attention, afraid of question from others learners and they do not prepare the material. Third is fear of making mistakes that is because they do not master the material, lack of vocabulary and pronunciations. Fourth is social

environment, they have limited exposure to target language and judgment from other people. Fifth is gender. That is because each gender has different topic to discuss and different perception about the opposite gender. Sixth is a cultural difference. That is because different topic and different accent between Javanese, Madurese and Chinese. Seventh is formal classroom environment. That is because they are monitored by the lecturer and formal characteristic of the lecturer.

The second research is a Study of Foreign Language Anxiety of Male and Female Elementary School Students in Learning English by Channa Soim. The objective of the research is to find out whether or not there is a significant difference in foreign language anxiety between male and female Elementary School students in learning English. This study involved 38 students of 4th grade students of SDN Samirono in the academic year of 2013/ 2014 as the subjects of the study. The data is collected by using one instrument i.e. a questionnaire. The result of the data analysis show that foreign language anxiety of SDN Samirono students has mean score 60.58 and average mean of each item 1.86. The results show that being afraid to speak in English, test anxiety, and fear of being less competent and making mistakes are three main constructs of the students' anxiety. Furthermore, the result of the t-test show that t observed of the foreign language anxiety scale of the students of SDN Samirono is 0.643 and $DF = 36$. To see whether the hypothesis is accepted or rejected, the t observed is consulted to the t table at the 0.05 significance level. The result show that the t table is 2.028. It means that t observed (0.643) is lower than the table (2.028). Thus, the hypothesis

that there is a significant difference in foreign language anxiety between male and female students of SDN Samirano in learning English is rejected.

The third research do by Emre Debreli with the title Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with regard to Language Proficiency and Gender. The research investigate the phenomenon in an EFL context and analyzes the levels of EFL students' speaking anxiety and the sources that make them anxious. It also explores whether there is any relationship between anxiety and students' language proficiency level and gender. Data are gathered from 196 Turkish and Turkish Cypriot students through questionnaires (Foreign Language Classroom Anxiety Scale), as well as through semi-structured interviews with 10 students who participated in the questionnaires. The findings indicate that the students generally has low level of speaking anxiety, although students with a higher level of language proficiency has a higher level of anxiety compared with that for students with a lower level of language proficiency.

B. Speaking

Review previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approach. Explaining the bottom up view, Bygate (1987) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining

sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds-and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001).

Actually, the problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only to its psychomotor sense. Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real life use of the skill.

Alternatively, Bygate (1998) advocates adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top- down view of speaking.

Adopting this view, Eckard & Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interact ants in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then - putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 1989).

Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004) define speaking as an interactive

process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified.

It is this latter approach that is adopted in the current study, and speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context.

C. Anxiety

There are some assumptions of anxiety. As we know the anxiety is a negative feeling that someone having in certain time. Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-self-confidence, so that they can't get maximal of their life. For the people who learn about a foreign language, anxiety may impact in their acquisition of the language. Someone with high anxiety can create a negative effect especially in foreign language class. It is because, as we know, to learn a foreign language we have to practice or perform the language in order to show the ability that we have. If the anxiety is had by students, it may be they will get low understand.

To know the anxiety, the researcher will show the viewpoint about anxiety from the experts. In psychology dictionary, the meaning of anxiety is

“suatu dorongan sekunder mencakup suatu reaksi penghindaran yang dipelajari” (Chaplin, 2004). It means the anxiety made someone control her/his self to do more in their life.

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system. Not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of anxiety.

There is an overall basic distinction between fear and anxiety. Anxiety is a vague unpleasant emotional state with qualities of apprehension, dread, distress, and uneasiness. Fear is similar to anxiety except that fear has a specific object. When some optimal level of stimulation or arousal is exceeded, one experiences anxiety. Anxiety is manifested in three ways: in a person's thoughts (cognitively), in a person's actions (behaviorally), and in physiological reactions.

There are three reasons for the motivation of fear and anxiety from the cognitive perspective; loss of control, inability to make a coping response, and state anxiety versus trait anxiety. Loss of control refers to a situation when there are unpredictable or uncontrollable events in one's life which lead to anxiety and/or depression. Unpredictability which may be associated with a task may cause anxiety (Seligman, 1975).

If this anxiety was raised in language class, it can influence students' motivation to learn the foreign language. Language anxiety is a type of anxiety

specifically associated with second/foreign language learning contexts (Young, 1991).

With regard to state anxiety, MacIntyre (1999) noted that state anxiety had an effect on emotions, cognition, and behavior. In terms of the effect on emotions, persons with state anxiety have higher levels of arousal and more sensitive autonomic nervous system. They tend to perceive an unpleasant feeling even above a minimal level of anxiety.

According to Horwitz et al. (1986), there are three components of language anxiety are identified: communication apprehension, test anxiety, and fear of negative evaluation. People with communication apprehension are shy about communicating with others and have difficulty speaking in public and listening to spoken messages. In language classes, students are required to communicate with each other and sometimes asked to speak in dyads, in groups, or in public. Students with communication apprehension tend to develop language anxiety. Test anxiety associates with language anxiety because students hold unrealistic expectations on language achievement. Every grade less than excellent, although viewed as a good grade for others, will be regarded as a failure for anxious students. Since tests and quizzes are frequently used in language classes, students with test anxiety may also develop language anxiety. Students' fear of negative evaluation is similar to test anxiety but more extensive. In language classes, evaluation is not limited to a test taking situation. It may occur in any evaluative situation, such as group discussions or speaking in front of the

classroom. Students who fear negative evaluations from others may also develop language anxiety.

As a foreign language, we can't deny that English is not easy to learn by student in Indonesia. When the student study about it, they must be hard in learning process because they learn from the beginner. They have to learn how they can understand the language and communicate to express their feeling. The student who feels unbelievable in their self will make them worried to do more. If the students worry and don't want to speak when they are in speaking or foreign language class, they are may be do not chance to practice the oral skill (speaking) and feedback from the teacher whether they pass or not in learning language.

In another hand, the writer found student with high interesting in English but they can't develop their ability because they are shy, worried or anxiety. This problem will make their self-get failure or poor score in this subject. This fact become teacher's job to decrease or refuses this believes and student anxiety to speak a foreign language in order to make student can communicate as well as possible.

D. The Level of Anxiety

Stuart and Sundeen (1998:175-176) Say There are four levels of anxiety: “Weight Anxiety”, “Anxiety”, Mildly Anxiety”, and “Panic”.

a. Weight Anxiety

Weight Anxiety is greatly reduces the perception of one’s land. One tends to focus on something that is detailed and specific and can’t think about anything else. All behaviors aimed at reducing tensions. That person can take a lot of direction to focus on one other area.

b. Anxiety

Anxiety is a normal feeling of human that comes out because worrying about something. According to Stevenson (2008), anxiety is feeling of uneasiness and fear which usually along with feeling of something terrible experience will occur.

c. Mildly Anxiety

Mildly anxious associated with stress in daily life and causes people to be vigilant and increase the perception of land. Anxiety to motivate learning and produce growth and creativity.

d. Panic

Panic is a sudden sensation of fear, which is so strong as to dominate or prevent reason and logical thinking, replacing it with overwhelming feelings of anxiety and frantic agitation consistent with an animalistic fight-or-flight reaction.

E. Factors of Anxiety

There are some factors that cause the anxiety, they are:

a. Self-perception or Self-esteem

According to Horwitz et al. (1986), perhaps no other field of study poses as much of a threat to self-concept as language study does. They believe that any performance in L2 is likely to challenge an individual's self-concept as a competent communicator, which may lead to embarrassment. Self-concept is "the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as object" (Laine, 1987). This self-concept forms the basis of the distinction, made by Horwitz et al. (1986), between language anxiety and other forms of academic anxieties. They posited, "the importance of the disparity between the 'true' or 'actual' self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science"

The term 'self-esteem' has been used in much the same meaning as 'self-concept' and has been found to be strongly linked with language anxiety. (Young, 1991) suggests, "The more I think about self-esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety". 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). According to Terror Management Theory (TMT), “People are motivated to maintain a positive self-image because self-esteem protects them from anxiety” (Onwuegbuzie et al., 1999).

b. Presentation in the Classroom

The results claim that another source of speaking anxiety in the classroom. It shows that 9 students have chosen this source as factor of speaking anxiety. They feel anxious to speak English because when they speak English in front of the class they will lose confidence and forget the materials. Price (1991) states ‘frustration of not being able to communicate effectively’. Doing presentation in front of the class using foreign language has been reported as one of causal factors that could emerge the existence of anxiety in students and it is regarded as the most anxiety-provoking activity in the class.

The learners feel anxious to present in speaking class. This is because when the student is presenting, they become the center of attention. Different learners give different reasons. They feel anxious to do presentation in the classroom because they are afraid of the questions from other learners and lecturer. In addition, the presenters do not prepare the materials. The presenter should master the material because if there is a mistake the audience will laugh and it makes the learners unconfident and lose the materials he/she prepared.

c. Fear of Making Mistakes

The results support the finding another source of speaking anxiety in classroom is fear of making mistakes. Seven students chose this. They feel anxious to speak English because when they make mistakes, other students will correct it. Furthermore, the students just keep silent and keep quiet in the classroom. Jones states (2004) “Classroom is always a problem... you find many people watching you and try to correct you, laugh at you, you will be blamed for any mistakes, and you have to be correct because it is a class. $1+1=2$, you have to say 2, if not say 2, of course, it will be wrong”. There are some reasons why fear of making mistakes becomes source of speaking anxiety.

The learner feels anxious to speak English in fear of making mistakes because they do not really master the material. Another student gives different reason. They are afraid of making mistakes because they are lacked of vocabulary and do not know how to pronounce the word.

d. Social Environment

The results review social environment is one factor of speaking anxiety on the students. It shows that 6 students chosen this source, they feel anxious because the environment of the learner does not use English as daily language. In Lightbown and Spada, (2006), a Saudi male learner said in this regard “we could practice English only in the class, out of the class, no practice lack of chances or practice trouble when you find a chance to speak”.

There are some reasons why social environment becomes the factor of speaking anxiety. The learners feel unconfident to speak English because it is hard to find partner of speak. Other reason is negative judgment by other people. Many students speak English only when they are in the classroom. But when they are at home; they do not use English to communicate.

e. Gender

The results shows one source of speaking anxiety is gender. Gobel and Matsuda (2003) asserted that gender-related anxiety research has yielded conflicting results. Spielberger (1983), in her study on state anxiety found, “females are more emotionally stable than males in their reactions to highly stressful and relaxing circumstances”. Similarly, in (Gobel and Matsuda, 2003) of Japanese college students, male students have been found to feel more anxiety when they perceived their spoken Japanese less competent than that of others; however, such a relationship was not observed among female students. On the contrary, (Gobel and Matsuda 2003) examined FL Japanese language class anxiety based on gender and found that female learners are more anxious than male counterparts.

f. Cultural Differences

Based on the result of the questionnaire, there are 4 students who chose this source as factor of speaking anxiety in the classroom. They feel anxious to speak English because they think that other students may not understand what other students say. They feel anxious to speak English because they think that other students from different culture may not

understand what other student says. Jones (2004) in his research claims that in two cultures Pakistani and Omani, Pakistani said that “you do not know how others are going to interpret what you say” and the Omani said that “it is cultural aspect that you were losing face when you are talking in wrong things”. One source of speaking anxiety is cultural differences. They feel anxious to speak English because they belong to different ethnic or group. Meanwhile, another reason why cultural different becomes a factor of speaking anxiety is different accent.

g. Formal Classroom Environment

Based on the result of the questionnaire, there are 3 students who choose this source as factor of speaking anxiety. They feel anxious to speak English because the situation of the class is too formal, and they are monitored by the teacher. (Onwuegbuzie et al., 1999) states: 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 L2/FL classroom where their performance is constantly monitored by both their teacher and peers.

Based on the previous study, learners will feel highly anxious to speak the foreign language /L2 when they are in evaluative situation or when monitored by the teacher and friends. There are some reasons why formal classroom environment becomes a factor of speaking anxiety. The learners feel anxious to speak English in the classroom because they are monitored by

the lecturer. In addition, the character of the lecturer is also a factor of speaking anxiety.

F. Speaking Language Anxiety

Language is the way to communication between people to other. By language people can express their feeling. In foreign language, students asked to show it with oral language. They are not only focus on understanding the language but also answer or show their apprehension about the language. Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Department Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Horwitz et al., (1986) pointed out that, since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student.

Research related to language anxiety stated that anxiety posed potential problems for language learners “because it can interfere with the acquisition, retention and production of the new language” (Gardener & Mac Intyre, 1991). In another explanation, Gardener and Mac Intyre (1993) viewed foreign language anxiety as “the apprehension experienced when a situation requires the use of a foreign language with which the individual is not fully proficient”

In a research, many learners are reluctant speakers. This reluctant is partly due to their prior learning experience. Many of them were educated in large classes in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged. Psychological and affective factors include culture shock, previous negative social or political experiences, lack of motivation, anxiety or shyness in class, especially if their previous learning were negative.

G. Speaking According to Curriculum

There is no generally agreed upon definition of curriculum. Some influential definitions combine various elements to describe curriculum. Kelly (2004) defines curriculum as, "All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school." Alternatively Braslavsky (2002) states that curriculum is an agreement among communities, educational professionals, and the State on what learners should take on during specific periods of their lives. Furthermore, the curriculum defines "why, what, when, where, how, and with whom to learn."

Adopting this view in Rencana Pembelajaran Semester (RPS) Speaking II English Department in Makassar Muhammadiyah University, the achievement of the Speaking II Class is the student suppose to know transactional and interactional functions for pre-intermediate and low intermediate grade in many contexts and demonstrate it orally and personally in the short and simple conversations and able to give attentive respond for the opinion.

In the RPS, consists of lecture materials such as Asking and telling the time, Describing objects, Describing people, Describing Personality, Describing/Expressing Feelings, Making request and offer , Talking on the phone, Apologizing and accepting apologies, Asking for and giving instructions, Agreeing and Disagreeing, Asking for and Giving Opinions, Asking for and giving advice.

From the explanation above, we can conclude that in Speaking II Curriculum, we hope that the students able to give their opinion and improve their speaking ability in expressing and giving opinion.

H. Conceptual Framework

The conceptual framework is designed as the following diagram

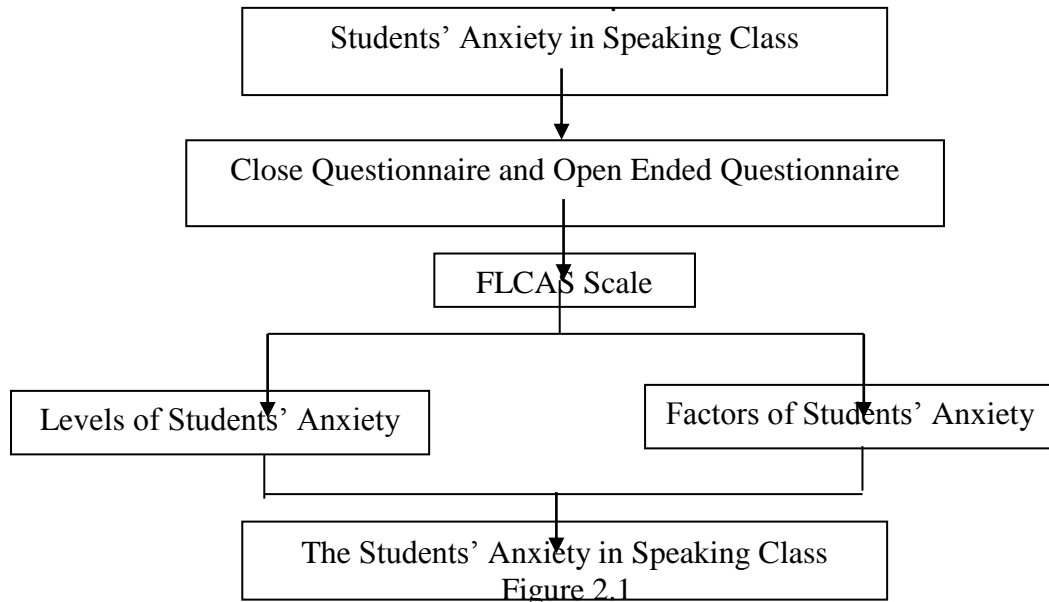


Figure 2.1
Conceptual Framework

From the conceptual framework above it describes the theory in doing this research. At the first, the researcher prepared students' in speaking II Class .in this case the researcher using FLACS (Foreign Language Classroom Anxiety Scale) and applied Close Questionnaire and Open Ended Questionnaire. From explanation above researcher want to know level and factors of students' anx to conclude the students' anxiety in speaking class.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

The type of research in this study was descriptive research. The writer used descriptive method in which this method was to describe what actually happens to procedures about method which is useful in research. It used as guidance to conduct the research from the beginning to the end of the work. The description of students' anxiety in speaking class is exploring using this method.

The focus of this study was on students' anxiety (levels of anxiety and anxiety factor) in speaking class. As the data, this research took from two kinds of questionnaire (open ended and closed questionnaire). For this reason, the researcher applied descriptive quantitative study as the research design.

B. Population and Sample

1. Population

The population of the research were the students of English Education Department of Muhammadiyah University of Makassar. The sample consisted of the second semester students in Speaking II class in the academic year of 2016/2017.

2. Sample

In this research, the writer only took 1 class as respondents. The class was H class.

3. Sampling Technique

In this research the writer used cluster random sampling because the classes had the same quality and gave the same opportunity to students to be a member of sample without making stratification.

C. Research Instruments

The writer used the questionnaire as the main instrument to collect data. By used this method, the writer can device the data from two kinds of questionnaire.

a. Close Questionnaire

FLCAS (Foreign Language Classroom Anxiety Scale) was kind of close questionnaire that given to the respondents, they had same opportunities to select and choose the possible answer that describes how generally respondents are feeling. This questionnaire aimed to find out the students' anxiety level in speaking class.

b. Open Ended Questionnaire

The second questionnaire was open ended questionnaire to seek the potential factors of anxiety and anxiety coping strategies. Open ended questionnaire used to get the students' response about the factor behind their anxiety and their strategies to cope the feeling of anxious in speaking class.

c. Observation

In collecting the data, the writer observed the students directly in speaking class. The writer can see the students' anxiety when they should speak in front of the class. The writer also recorded their performance and analyzed it by the video that has taken.

D. Method Data Collection

The questionnaires distributed to the students in class while they in the speaking class. Of course, the writer had a deal with the lecturer before. So that it was not disturb the teaching and learning progress.

E. Data Analysis

In collecting data, the writer analyzed students' anxiety level use FLCAS proposed by Horwitz. FLCAS consists of 33 question statements, it used answers response range options from Strongly Agree, Agree, Neither Agree or Nor Disagree, Disagree and Strongly Disagree. The FLCAS divided into two kinds of statement that was negative and positive statement. The scoring of positive statement ranged from 1 - 5, while the negative statement ranged from 5 -

1. This is number of positive and negative FLCAS questionnaire:

- The negative statements in numbers : 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 and
- The positive statement in numbers: 25, 26, 27, 28, 29, 30, 31, 32, 33.

The data calculated manually with the range of score start from 33 to 165. After the each score from students' result of FLCAS, it categorized into some levels of anxiety was "Very Anxious", "Anxious", "Mildly Anxious", "Relaxed" and "Very Relaxed" based on Oetting's scale.

Table 3.1
 FLCAS Anxiety Scale adapted Oetting's Scale

Range	Level
124 – 165	Very Anxious
108 - 123	Anxious
87 - 107	Mildly Anxious
66 - 86	Relaxed
33 – 65	Very Relaxed

(Mayangta, 2013)

Confirming students' answer in the questionnaire, an open ended question employed as the second instrument. The second question used open ended question, it was question about the factors of language anxiety in speaking and students' strategies to coping anxiety.

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings

In this chapter, the writer presented the finding data. It purposed to answer the research questions in Chapter 1.

1. Level of Students' Anxiety

FLCAS (Foreign Language Classroom Anxiety Scale) proposed by Horwitz (1986) is kind of closed questionnaire, it is used to gain the first research question that is the level of students' anxiety in speaking class. It consists of 33 questions statements that were answered by 23 second semester students in English department in Muhamadiyah University of Makassar who join with Speaking II class. The table below summarizes the result of students' response on FLCAS

Table 4.1
Level of students' anxiety

Level	Total	Presentage
Very Anxious	1	3%
Anxious	2	6%
Mildly Anxious	19	59%
Relaxed	10	31%
Very Relaxed	0	0%

For From the data, writer found the result of the students' level of anxiety and it presented in graph as followed:

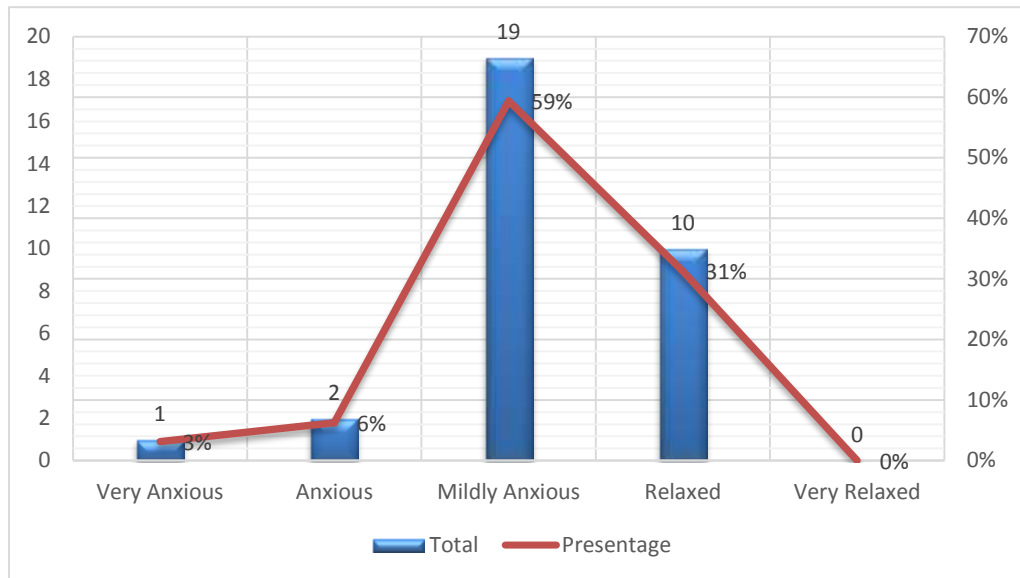


Chart 1 levels of students' anxiety on speaking performance in speaking class

Based on the Chart above, it showed that the students' have the different level of anxiety. There were 3% students felt very anxious, 13% felt anxious, 56 % felt middly anxious, 28 % felt relaxed, and 0 % felt very relaxed in speaking class. From the result of the research, the writer concluded that the level of anxiety of the second semester students in H class of English Education Department at Makassar Muhammadiyah University were on the middly anxious level in generally.

2. Factor of students' anxiety

The table below presents the result of students response about question "Do you feel anxious (nervous, panic, jittery, etc) when you

have perform to present a paper in front of class? Why you feel like that (the factors that make you feel anxious)? (Give reason based on your own experiences)”. There were many responses from students. The table below summarizes the result of students’ response about question

Table 4.2
Factor of students Anxiety

Factor of Anxiety	Total	Presentage
Self-perception or Self-esteem	3	9%
Presentation in Classroom	17	53%
Feer of making Mistakes	7	22%
Social Environment	1	3%
Gander	0	0%
Cultral Diferences	1	3%
Formal Classroom Environment	2	6%

from the data that the writer collected, he found the result of the factor of students’ anxiety. The result were presented in graph as followed:

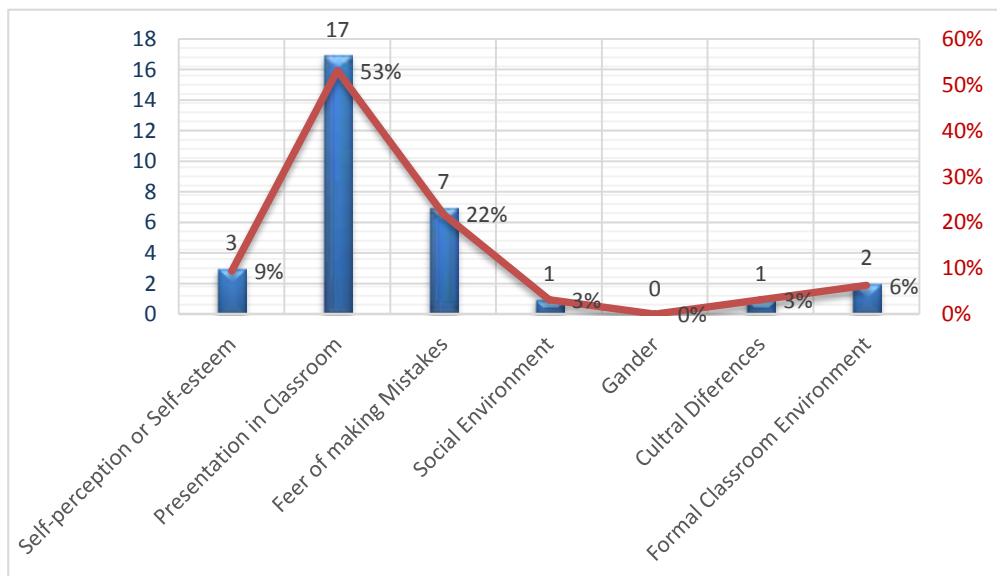


Chart 2 Factor of students’ anxiety on speaking performance in speaking class

Based on the Chart above, it showed that the students' have the different factors of students' anxiety. There were 9% students had problem in self perception, 53% students had problem in presentation in the classroom, 22% students had problem in fear of making mistakes , 3% students had problem in social environment, 0 % students had problem in gender, 3 % students had problem in cultural differences, and 6% students' had problem in formal classroom environment in speaking class. From the result of the research, the writer concluded that the factor of students anxiety of the second semester students in H class of English Education Department at Makassar Muhammadiyah University had different factors, but the problem in presentation in classroom held the most urgent role in students' anxiety in speaking class.

B. Discussions

The first discussion was about the level of students' anxiety. Based on close questionnaire conducted by the writer, students had many kinds of response to answer FLCAS. There were 32 respondents who had different levels of anxiety. The writer found that there were 18 students (56%) or more than a half of respondents had mildly anxious level of anxiety based on the calculation, the range score who had mildly anxious level of anxiety started 87-107, the low score of mildly anxious level of anxiety in 87 (ACB) and the high score of mildly anxious in 107 (NA). It means that most of respondents had

level of anxiety in middle level among another that had been found in this research.

Meanwhile, there were 9 students (28%) who had relaxed level of anxiety, the range score of relaxed level of anxiety started from 66-86. The high score of anxious level that calculated in 84 (SRA) (NM) and the low score of relaxed level of anxiety in 67 (AFD). It means that from others students, they had higher level of anxiety than others.

Then, there were 4 students who had anxious level of anxiety or 13% from all of respondents, they are: NF (113), HT (108), AF (108) and SH (110). And only one student had very anxious level or 3% from all of respondents.

From the explanation above, the writer concluded that the level of students' anxiety of the second semester students in G class of English Education Department at Makassar Muhammadiyah University were on the mildly anxious level in generally.

The second discussion was about the factors of students' anxiety. Based on the result of open ended questionnaire, the writer found that there were many factors behind their anxious when presentation done, as followed:

1. Self-perception or Self-esteem

The research shows that 3 students chose this source as a factor of speaking anxiety. They feel anxious to speak English due to several reasons. The factor that makes them feel anxious in speaking is because they have low proficiency in vocabulary, structure and skill of speaking. In addition, low confidence is a factor of speaking anxiety. Somehow their English is

wrong. Sometimes, they prefer to keep silent rather than making mistake. Partner of speaking is important to improve their English. Lack of motivation and lack of communication with lecturer is also a factor that makes them nervous to speak English. Lacks of communication with the lecturer also as a factor that make him feel nervous to speak English with others. Another reason that makes self-perception or self-esteem becomes factors of speaking anxiety is afraid of making mistakes

2. Presentation in the Classroom

The results claim that another source of speaking anxiety in the classroom is presentation in the classroom. It shows that 17 students have chosen this source as factor of speaking anxiety. They feel anxious to speak English because when they speak English in front of the class they will lose confident and forget the materials.

The learners feel anxious to present in speaking class. This is because when the student is presenting, they become the center of attention. Different learners give different reason. They feel anxious to do presentation in the classroom because they are afraid of the questions from other learners and lecturer. In addition, the presenters do not prepare the materials. The presenter should master the material because if there is mistake the audience will laugh and it makes the learners unconfident and lose the materials he/she prepared.

3. Fear of Making Mistakes

The results support the finding another source of speaking anxiety in classroom is fear of making mistakes. Seven students chose this. They feel anxious to speak English because when they make mistakes, other students will correct it. Furthermore, the students just keep silent and keep quiet in the classroom.

The learner feels anxious to speak English in fear of making mistakes because they do not really master the material. Another student gives different reason. They are afraid of making mistakes because they are lacked of vocabulary and do not know how to pronounce the word.

4. Social Environment

The results review social environment is one factor of speaking anxiety on the students. It shows that 1 students chosen this source, they feel anxious because he think dislike speak English. And He was unskilled in speaking english

5. Gender

The previous research result showed that gender is one of source of speaking anxiety was gender. But in this research the writer found that the students had no problem with their gender when they were in speaking class. They did not felt anxious by this factors. Eventhough male and female had different topic in speaking, it did not influence their performance in speaking.

6. Cultural Differences

Based on the result of the questionnaire, only 1 student who chose this source as a factor of speaking anxiety in the classroom. They feel anxious to speak English because they think that other students may not understand what other students say. They feel anxious to speak English because they think that other students from different cultures may not understand what other students say.

7. Formal Classroom Environment

Based on the result of the questionnaire, there are 2 students who choose this source as a factor of speaking anxiety. They feel anxious to speak English because the situation of the class is too formal.

From the explanation above, the writer found that the most factor behind their anxiety in speaking class was presentation in classroom. There were many reasons why it became the most factor, such as when the student is presenting, they become the center of attention, afraid of the questions from other learners and lecturer, or did not prepare the materials. And the factor which is not influence their anxiety in speaking class was gender. As the previous explanation above, gender did not make the students felt anxious in speaking class. Even though male and female have different topics in speaking, it did not really influence their performance in speaking.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer would like to present the conclusions and suggestions which may help to understand about the two objectives that have been stated: to find out the levels of students' anxiety on speaking performance in speaking class and the factors of anxiety which appear in their performance in the second semester students of English Education Department of Muhamadiyah University of Makassar in the academic year of 2016/2017.

A. Conclusions

Based on the data analysis on the previous chapter, the writer concluded the result of those analyses. The two items of conclusions will be presented based on the two problems of research. The first concerned with the levels of students' anxiety on speaking performance in speaking class. The second concerned with the factors of anxiety which appear in their performance. Based on the result of the research, the writer concluded that

1. The level of students' anxiety on speaking performance in speaking class in the second semester students of English Education Department in Class H was on the middly anxious level in generally. It was proved by the result from close questionnaire which 56 % of the students felt middly anxious on speaking performance in speaking class.

2. The factors of anxiety which appear in their performance got from the open ended questionnaire. Based on it, the factor of students anxiety of the second semester students in H class of English Education Department at Makassar Muhammadiyah University was different. There were many factors, such as self perception, presentation in the classroom, fear of making mistakes, social environment, and in formal classroom environment in speaking class, but the problem in presentation in classroom held the most urgent role in students' anxiety in speaking class.

B. Suggestions

At the end of this chapter, the writer would like to propose some suggestions that hopefully would be useful for the English teachers and the students especially the English Department students of Muhammadiyah University of Makassar.

1. The Teacher

The teacher should recognize that anxiety is one of the reasons of why the students having difficulties in teaching and learning process especially when they should speak in presentation performance. Then teacher should acknowledge that the anxiety occurs. The teacher could build a friendly situation in a class and create a relax atmosphere to the students to make a good interaction among all of member of the class. Motivations from teacher are needed to make students more active and have bravely and confident to face presentation performance.

2. The Other Researchers

Anxiety is not only felt in speaking skill but also in other skills like reading, listening, or writing. The writer hopes that the next researcher can investigate the students' anxiety in other skills.

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APPENDICES

No	Name	Negative Statement					Positive Statement				
		SS	S	KS	TS	STS	SS	S	KS	TS	STS
1	DHL	6	2	8	5	3		1	6	1	1
2	SW	2	5	11	6			5	4		
3	RM	3	9	6	4	2	1	2	5	1	
4	SA	4	8	8		4		5	3		1
5	NI	6	2	7	8	1		5	3		1
6	SRA	1	7	6	4	6		6	3		
7	NN	1	4	7	5	7	2	4	2	1	
8	SH	4	13	5	1	1	2	1	6		
9	NH	3	6	6	6	3		4	3	2	
10	MAS		11	5	6	2		2	1	5	1
11	CH		6	12	6			2	6	1	
12	RL	3	2	4	13	2	2	5	1	1	
13	SND	2	3	3	11	5	4	4			
14	IL	1	8	10	3	2		3	2	4	
15	NAJ			10	9	5	4	3	2		
16	NHM	6	14	4				1	8		
17	HM		4	13	5	2		6	3		
18	AW		8		12	4	4	4		1	
19	AMF	1	3	3	13	4	3	4	1	1	
20	AES	2	6	8	6	2	4	3	1	1	
21	AFD		1	4	10	9		5	4		
22	NA	1	10	7	5	2		2	1	5	
23	IR		6	10	6	2		4	3	2	
24	NFR		6	8	9	1		6	3		
25	NA	2	13	5	3	1		1	6	1	1
26	ACB		6	8	8	2		6	3		

27	JS		6	13	3	2	2	3	4		
28	SWA		12	3	7	2	2	1	5	1	
29	MT	2	6	12		4	1	3	4		1
30	HT	2	14	5	2	1	2	2	4	1	
31	IL		7	4	7	6	7		1	1	
32	AF	5	11	3	4	1	1	4	3	1	