



**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN SPEAKING ENGLISH AT  
TENTH GRADE STUDENTS OF MAS RADHATUL AKMAL**

**A THESIS**

**Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic University of  
North Sumatera Medan as Partial Fulfillment of the Requirements for the Degree of**

**Sarjana Pendidikan**

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**FACULTY OF TARBIYAH AND TEACHERS TRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**2021**



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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam sidang  
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Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

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Yang Membuat Pernyataan

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## **ABSTRACT**

### ***An Analysis Students' Speaking Anxiety in Speaking English***

#### ***at Tenth Grade MAS Raudhatul Akmal***

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This research aimed to describe students' anxiety in speaking English at tenth grade of MAS Raudhatul Akmal Batang Kuis. This study is intended to know the level of students' anxiety and figure out what factors that may contribute to students' anxiety in speaking English. This research used qualitative method with case study approach. The data collected from the observation, questionnaire, and interview. The questionnaire was developed by Horwitz and consists of 33 items with 5 point Likert-Scale. The result of this research showed that one student (5%) who experience anxious level, 11 students (61%) are in mildly anxious level, and 6 students (34%) students have relaxed level. And there are some factors in anxiety, students feel anxious when they are speaking in front of the class, they felt uneasy because all the students pay attention to them, being laughed at by others, fear of making mistake, unclear explanation and lack of preparation.

*Keywords:* Speaking Anxiety, Anxiety Level.

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This thesis titled “*“An Analysis Students’ Speaking Anxiety in Speaking English at Tenth Grade MAS Raudhatul Akmal”*”. It presented to English Education Department, Faculty of Tarbiyah and Teachers’ Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan.

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Finally, the writer realizes that this this thesis is still far from perfection. Therefore, constructive suggestion is needed for the progress of the next study. Thus, comments, critics and suggestions will be openly appreciated for better future studies. The researcher hopes that this research will give an important contribution to the Department of English Education.

Medan, Januari 2021

**Putri Indriyanti**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought<sup>1</sup>. In Indonesia, English is the first foreign language which has played important roles in the development of Indonesia it is use as a means of communication when Indonesia wants to cooperate with other countries. Accordingly, Indonesian government has definite that English is one of subject curriculums in Indonesian school. It becomes a local subject in Elementary School, includes subject in Junior High School, Senior High School and subject of the higher education institution. It is hoped that Indonesian students can master English through at their education.

English as a foreign language is extensively used in education system in Indonesia from the primary up to higher level. The main goal of learning English is to enable students to communicate in English. Therefore, they must be able to use English to convey the message accurately and smoothly, so that the message can be received correctly. In short, the students should be able to use English in communication in daily life.

In learning English, there are four skills that are needs to be mastered by students. They are listening, speaking, reading and writing. According to Richards & Rodgers in Leong and Ahmadi, one of them is speaking, speaking as productive skill<sup>2</sup>. Speaking is the productive skill that the students can produce the text and it should be meaningful. The most often the first impression f a person is base on the students' ability to speak fluently and that is an important part of everyday interaction. Moreover, Richard states that speaking is one of the central

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<sup>1</sup> D HamidahSholihatul, (2019),*Language and Society*, Medan: LPPI, p.9

<sup>2</sup> Leong Lai-Mei & Ahmadi Seyedeh Masoumeh, *An Analysis of Factors Influencing Learners' English Speaking Skill*, International Journal of Research in English Education, 4(3), (March, 2017) : 34 - 41

elements of communication in EFL (English as a Foreign Language) teaching; it is an aspect that needs special attention and instruction<sup>3</sup>.

Realizing that the purpose of learning English is to reach the communicative ability, students should master speaking skill. Speaking is found to be the most fundamental element in English communication speaking skill. However, speaking in the class is one of the way to reach of learning goal for mastering speaking sill. Also, having the ability in speaking is important for being a professional and personal success person due to it plays all important roles in the life which will affects the ability for arguing in general<sup>4</sup>.

However, from students teaching process there are many problems in mastering speaking. One problem of the students is related to emotion. If students were experiencing emotional strain it can inhibit or disturb the concentration of study and can also appear nervous and stuttering in the liver<sup>5</sup>. Emotions are important in the classroom since it has impact on speaking. They influence learners' ability to process information and to accurately understand what they encounter<sup>6</sup>. Brown states that emotions affect learning in the most fundamental way because they are the foundations of the learning strategy and technique<sup>7</sup>. It means that every situation in the students is accompanied by affective both on the weak level and board level.

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<sup>3</sup> Richards Jack C. And Willy A. *Methodology in Language Teaching Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p.210

<sup>4</sup> Aidil Syah Putra, *The Correlation between Motivation and Speaking Ability*, Channing : Journal of English Language Education and Literature, 2(1), (2017): 36-57

<sup>5</sup> Syamsu Yusuf, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: Remaja Rosdakarya, 2009), p.115

<sup>6</sup> Serge Gabarre., et al, *Addressing Foreign Language Learning Anxiety with Facebook*, Creative Education, 7(1), (January 2016): 58-67.

<sup>7</sup> Douglas, H Brown., *Breaking the Language Barrier*, (Yarmouth: intercultural Press, Inc., 2000), p.73

According to Rozakis, there square measure ten excuses utilized by folks to avoid speaking before of the audience<sup>8</sup>. They avoid speaking before of the audiences due to mastering the subject, brooding about mocking by friends, having a nasty temporal arrangement, feeling embarrassed, feeling nervousness, feeling concern of the accent, having a physical distressful, having unhealthy memorizing, and thinking an excessive amount of regarding the audience attention. Even publicly speaking, most of scholars do speaking within the category even have nearly same reasons.

Most of the obstacle reasons mentioned above is included in affective factor. Tuan sates having low motivation, lack of self-confidence and feeling anxiety are included in affective factors<sup>9</sup>. One of the affective factors which often happen while speaking performance is speaking anxiety. It may be a big role in speaking while the students do their speech in front of many people. Even though the speaking anxiety in speaking is a common fear among students, many teachers do not pay attention about it. They only focus on the accuracy and fluency of students' speaking ability without considering the affective factors. If the teachers do not pay attention to students' speaking anxiety, it will affect students' prestige and achievement.

Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen, debilitating anxiety can raise the effective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition<sup>10</sup>. Anxious students will have difficulties in following lessons and their speaking.

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<sup>8</sup> Weni Delfia Mitha , Zul Amri &Don Narius, *An Analysis Of Students' Speaking Anxiety Faced By The Fourth Semester Students Of English Education Study Program Of English Department Of Universitas Negeri Padang*, Journal of English Language Teaching, 7(3), (2018): 466-479

<sup>9</sup> Nguyen Hoang Tuan and Mai Tran Ngoc, Factor Affecting Students' Speaking Performance at Le Than High School. *Asian Journal of Education*, 2 (3), (2015): 34-51

<sup>10</sup> Stephen Krashen, *Second Language Acquisition and Second Language Learning*, (New Jersey: Prentice Hall International, 2001), P.85

They may learn less and also may not be able to demonstrate what they have learned to practice. Even worse, they may experience more failure, which in turn escalate their anxiety.

Various institutions of formal and non-formal have organized English language program do the same to provide the capacity (skills) to speak English to their students. In this research, the researcher focuses on speaking skill and critical thinking in English community.

Allah said in Al- Qur'an related to debate in Surah An-Nahl 16: 125.

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدْ لَهُمِ الْبَاطِلَ  
هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ  
بِالْمُهْتَدِينَ ﴿١٢٥﴾

Call to the way of your Lord with wisdom and beautiful preaching and argue with them in a way that is better. (Surah An-Nahl 16:125)

Ibn Kathir comments on this verse, saying: If anyone wants to argue and debate with them, then let him do so in the best manner with kindness, gentleness, and good preaching.<sup>11</sup>

Students feel anxious regardless of their preparation of learning that language; like wondering about what other might think of them when they perform their English, the familiarity of the topic used in English learning, how low their achievement could be, etc. Whatever the cause, whatever the level of anxiety, we can be sure of one thing: anxiety will affect students' performance<sup>12</sup>. This is why learning other language could be hard for them. One is regarded succeed in learning a language if he could perform that language well enough to be understood

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<sup>11</sup> Tafseer Ibn Kathir 16:125

<sup>12</sup> Yoshiko Saito & Keiko K. Samimy, Foreign Language Anxiety and Language Performance: A Study of Learner Anxiety in Beginning, Intermediate, and Advance Level College Students of Japan, Foreign Language Annals, 29(2), (2015): 239-249

by other people. It means that skills like speaking and listening become more important than the other skills.

However, learners' language anxiety might not be eliminated or avoided. It is almost impossible for language learner not to have the feeling of anxious. Feeling anxious is an indication that he or she has courage to be successful language learner. In this sense, anxiety can be considered as positive language learning variable. Foreign language students' positive expectations for their own performance are important predictors of their future success<sup>13</sup>.

Meanwhile, during the researcher examined in MAS Raudhatul Akmal's tenth grade students, many students look nervous when they get the task of speaking English in front of the other individuals during the learning process. When they speak up in front of the class, it may look; they illustrate the indication of student anxiety in speaking English. The signs are: more sweat because they are anxious, they are nervous.

The researcher found signs of anxiety among the students. Several of them got high-strung, created rejection and reduced participation in the classroom. The students had issue to talk up within the classroom, as a result of the lack of assured and plenty of students had less motivation and passive in learning speaking. They were forced associate anxious to speak. They were fearful and back to speak up in English. As a result of they were disturbed concerning manufacturing mistake.

Based on those considerations, this research aimed to find the significant influence of students' speaking anxiety on speaking performance. This research is also intended to investigate

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<sup>13</sup> Daley, S.E., Hammen, C., Burge, D., Davila, J., Paley, B., Lindberg, N., & Herzberg, D. S., Depression and axis II symptomatology is an adolescent community sample: Concurrent and longitudinal association. *Journal of Personality Disorders*. 1(3), (2009): 47-49



the type and the level of speaking anxiety by tenth grade students of MAS Raudhatul Akmal. Investigating the dominant aspect language anxiety is another aim of the research.

The researcher chooses tenth grade because when they are in English, students look nervous, especially when they have the task of speaking in front of the classroom during the learning process class. There are several reasons why they get nervous when speaking English. In view of that, the researcher is interested in conducting research on the anxiety of students in talking skills. The researcher needs to know the trigger factor. From the background above, the researcher decides to conduct a research entitled “An Analysis of Students’ Speaking Anxiety in Speaking English at Tenth Grade Students of MAS Raudhatul Akmal”. The researcher hopes that this research will be useful for the researcher, reader, teacher, and for the School.

## **B. Formulation of the Problem**

Based on the background of the problem explanation above, the researcher tries to find students anxiety in speech at tenth grade of MAS Raudhatul Akmal. The researcher wants to know:

1. How do the level of students’ anxiety in speaking English in the classrooms?
2. What are the factors cause the students’ anxiety in speaking English at the tenth grade of MAS Raudhatul Akmal?

## **C. Objective of the Problem**

Based on the background of the problem and formulation of problem above, the objectives of this study are as follows:

1. To finding out the level of students' speaking anxiety for the students at tenth grade of MAS Raudhatul Akmal.
2. To describe the factors or sources of student's anxiety in speaking English at the tenth grade of MAS Raudhatul Akmal.

#### **D. Significant of the Study**

1. Scientific Significance
  - a. The result of the study can be used as input in English teaching process especially about the teacher's role in English teaching.
  - b. The result of the study can be used as the reference for those who want to conduct a research in English teaching learning process
2. Practically
  - a. For the students, to motivate their speaking ability in order that they are better in speaking especially in English speeches.
  - b. For the teachers, to be able to understand what students' anxiety in speaking and the teacher be able to solve the students' problem in anxiety.
  - c. For the researchers, to obtain more specific information on speaking anxiety and this research be able to develop by the other researcher.

#### **E. Limitation of Study**

This study focused on identifying factors that causes of students' anxiety in speaking English in English classrooms as perceived by students, at tenth grade of MAS Raudhatul

Akmal. Moreover, the observation and interview analysis attempts to find out the levels of students' anxiety, the source or factors of students' anxiety.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### A.1. Speaking

Speaking may be a type of communication, thus it's necessary that what you say in sent within the only method. However you say one thing may be as necessary as what you say in obtaining that means across. Supported that opinion, speaking is complete as communication, therefore, speakers square measure needed to be able to specific what they require to mention as effectively as potential so as to convey the message.

There is holy Quran to strengthen this:

مَسْئُولًا عَنْهُ كَانَ أُولَٰئِكَ كُلُّ ۖ وَالْفُؤَادَ وَالْبَصَرَ السَّمْعَ إِنَّ ۚ عِلْمٌ بِهِ لَكَ لَيْسَ مَا تَقْفُ وَلَا

“And don't follow something that you don't know. Indeed hearing, vision and heart, all of which will be held accountable” [Al-Israa : 36]

According to Burton state that the most feature of speaking is that the manner during which the talkers enable each other to possess their say by the series of signal, given by tone of voice, and hand gesture or a face expression. The speaker World Health Organization has taken the active position to require the role makes a corresponding series of verbal responses<sup>14</sup>. Furthermore, speaking is shown that it became evident not only through speech but facial expression to make speakers more correspond and make conversation.

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<sup>14</sup> S.H. Burton & J.A. Humpharies, *Mastering English Language*, (Hampshire: Macmillan, 2012), p.16

Meanwhile, Donough and Shaw state, "There are some reasons for expressing ideas and opinions involved in speaking: expressing a desire or desire to do something, negotiating or solving a particular problem, or creating and maintaining social relations and friendships." In addition to fluency, accuracy and confidentiality, speaking is an important goal"<sup>15</sup>. Therefore, students can get the message by speaking and find the data they need to cause speaking because the primary instrument of verbal communication and it is that the opinions directly what we have in our minds are thanks to categorical ideas.

Speaking is one among the four language skills in English language. it's a productive skill within the sense that a speaker produces sounds of the language. Basically, speaking is meant for two-way communication. The speaker and hearer discuss the which means of what they assert. Brown states speaking is one of the communication skills in English which has closely relationship with listening in pragmatic view of language performance<sup>16</sup>.

Based on the expert's statement speaking is quite different from other language skills, because speaking requires the ability to perform in public. Speaking has been regarded as one of the language skills to be mastered in the learning of English. Students must be able to speak in a structural or functional language format. In addition, by considering the cultural and social context, students also need to understand when, how and why they can interact with others.

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<sup>15</sup> JO McDonough & Christopher Shaw, *Materials and Methods in ELT*, (Melbourne: Blackwell Publishing, 2003), p.134

<sup>16</sup> H.Douglas Brown, *Language Assessment Principle and Classroom Practice*, (Longman: San Fransisco, California, 2003), p.21

Allah SWT explained in the Qur'an Surah Al-Baqarah: 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ  
إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ  
حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا  
قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ ﴿٨٣﴾

”And (recall) when we took the covenant from the Children of Israel, (enjoining upon them), "Do not worship except Allah ; and to parents do good and to relatives, orphans, and the needy. And speak to people good (words) and establish prayer and give zakah." Then you turned away, except a few of you, and you were refusing.”

From Abu Huraira that the Prophet of Muhammad SAW said:

مَنْ هَكَذَا إِنْ يَهْمُ بِاللَّهِ وَمَوَالِ الْأَخْرِفَ لِي لِقَاحِ زِيٍّ أَوَّلِ تُمْصِي

Its mean: “Those who believe with Allah and the last day good or let him be silent”. (Al-Bukhari and Moslem).

It can be explained from the above statement that speaking is the way to make the speaker and listener communicate. Good speech is an instrument for creating a good relationship between individuals and other.

Speaking is not simple to precise one thing orally. However, the students ought to acquire some speaking aspects to possess a decent speaking ability. Brown explicit that there are some parts should be recognized by learner in learning<sup>17</sup>:

### 1. Pronunciation

Thornburg stated that pronunciation refers to the ability of the students to produce understandable utterances to satisfy the requirements of the assignment. It relates to the production of individual sounds, the proper connection of words and the use of stress and intonation to convey the intended meaning.<sup>18</sup>.

### 2. Grammar

Harmer said that a language's grammar is a description of the ways in which words in that language can change their forms and merge into phrases. It allows the students to combine the phrases, to generate sentences correctly. In speaking, grammar can help students differentiate between formal and informal expressions or polite and impolite expressions.<sup>19</sup>.

### 3. Vocabulary

One of the important elements of speaking is vocabulary. Learners can not say something without vocabulary. The learners are able to make a sentence or communicate what they want to say effectively. If they do not have sufficient vocabulary, one can not effectively communicate or express their oral and written

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<sup>17</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 2001), p.168

<sup>18</sup> David Thornburg, *The New Basics: Education and the Future of Work in the Telematic Age*, (Alexandria: Association for Supervision and Curriculum Development, 2005),p.127

<sup>19</sup> J.Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), p.12

form of idea. Vocabulary, therefore, means the correct diction that is used in communication.

#### 4. Fluency

Fluency is used to measure capable or incapable someone in using the language. Fluency is the extent to which speakers quickly and confidently use the language, with few hesitations, or natural pauses, false starts, word searches, etc.<sup>20</sup>

#### 5. Comprehension

Comprehension is a capacity to perceive and process stretches of discourse in learning English, to formulate representations of meaning phrases. It requires someone to automatically understand what other speakers say in oral communication.<sup>21</sup>

The types of knowledge that speakers bring to the talent of speaking comprise additional linguistic knowledge, like background knowledge of topic and culture, and linguistic knowledge, together with discourse knowledge, and speech acknowledge, and information of grammar, vocabulary, and phonology. Thus, mastering the speaking English suggests that understanding a great deal of elements of English. Thornbury states that are some factors of speech condition whether make speaking easy or difficult which is divided into three types as well as cognitive factor, affective factor, and performance factor. The explanation follows then<sup>22</sup>.

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<sup>20</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill. Companies, 2003), p.55

<sup>21</sup> H. Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition*, (San Francisco, California : Longman, 2007), p.226

<sup>22</sup> Scott Thornbury , *How to teach Speaking* (Malaysia: Longman, 2006), p.17



## 1. Cognitive Factors

- a) *Familiarity with the topic* : the greater the familiarity, the easier the speaking task; this is why it is generally easier to talk about your job, or your family, than it is to talk about something very removed from your day-to-day life.
- b) *Familiarity with the genre*: giving a lecturer or a speech will be harder if you are unfamiliar with those particular genres.
- c) *Familiarity with interlocutors*; generally speaking, the better you know the people you are talking to and the more shared knowledge you can assume, the easier it will be.
- d) *Processing demand*; if the speech event involves complex mental processing, such as that involved in describing a complicated procedure without recourse to illustrations, it will be more difficult than if not.

## 2. Affective Factors.

- a) *Feeling towards the topic and/or the participants*; generally, if you are well disposed to the topic you are talking about, and/or the other participants, the easier it is likely to be.
- b) *Self-Consciousness*: being 'put on the spot' can cause anxiety which will have a negative effect on performance; likewise, knowing (or believing) that you are being evaluated can be prejudicial.

## 3. Performance Factors

- a) *Mode*: speaking face-to-face, where you can closely monitor your interlocutor's responses and where you can use gesture and eye-contact, is generally easier than speaking over the telephone, for example.
- b) *Degree of collaboration*: giving a presentation on your own is generally harder than doing it with colleagues because in the former case you can't count on peer support.
- c) *Discourse control*: on the other hand, it is often easier if you can control the direction events, rather than being subject to someone else's control.
- d) *Planning and rehearsal time*: generally, the more time to prepare, the easier the task will be: telling a joke is usually easier the second time round.
- e) *Time pressure*: if there is a degree of urgency, it is likely to increase the difficulty for the speaker.
- f) *Environmental conditions*: trying to speak against a background of loud music or in poor acoustic conditions difficult as well as in the classroom.

Based on the theories above, it can be put forward that speaking is the activity in uttering words or in using a language by making a speech in ordinary voice to express the thought, the ideas, the feeling and the willingness. There are five parts of speaking skill particularly, pronunciation, grammar, vocabulary, fluency, and comprehension. In speaking, the speaker uses speech sound as the signal to convey the message. Some factors of speech condition whether create speaking easy or difficult that is divided into three types as well as knowledge, affective factor, and performance factor.

## **A.2. Anxiety**

### **A.2.1 The Nature of Anxiety**

Anxiety is one of the psychological phenomena that is best documented. In general, anxiety emerges from the human body as a reaction to a specific situation. Anxiety can usually be recognized as a feeling of being threatened, anxiety, anxiety, or worry.

Anxiety and panic are a series of reactions in the mind and body that every individual around the world has experienced, especially when they speak in front of many people. Anxiety is a state of tension and disaster anticipation. Anxiety-ridden individuals are continuously unhappy, worrisome and pessimistic, irrespective of existing or nonexisting dangers<sup>23</sup>.

There are several definitions of anxiety which are found by the researcher. According to Carlson, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach”. Furthermore, anxiety arises as a response to a particular situation. Paser defines anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally feel anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome<sup>24</sup>.

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<sup>23</sup> Wolman Benjamin and George Stricker, *Anxiety and Related Disorders*, (United States of America : John Wiley & Sons, 2004), p.187

<sup>24</sup> Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), p.401

The Oxford Advanced Learner's Dictionary identifies anxiety as "the state of feeling nervous or worried that something bad will happen," while Horwitz states that "anxiety is a subjective feeling of tension, anxiety, nervousness and anxiety associated with the automatic nervous system's arousal<sup>25</sup>. Spielberger notes that anxiety is the subjective sensation of anxiety, anxiety, nervousness, and concern associated with an automatic machine arousal<sup>26</sup>.

Although, it sounds similar to anxiety and fear, all of which are actually distinct. The distinction between fear and anxiety is explained by Halgin, fear is a natural warning reaction to a dangerous situation, while anxiety is more future-oriented, a sense of anticipation and uneasiness about the likelihood of something awful will happen. In addition, as cited in Passer and Smith, according to Barlow, anxiety responses consist of emotional component, feeling of tension; cognitive component, concern, physiological responses, elevated heart rate and blood pressure; and behavioral responses, avoidance of certain circumstances<sup>27</sup>.

From the definition above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

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<sup>25</sup> Horwitz, Michael B., Elaine K. & Cope, Joan, p.125-132

<sup>26</sup> Spielberger, et., al, STAI Manual. California: (Consulting Psychologists Press, inc 2010), p.23

<sup>27</sup> Michael W. Passer and Ronald E., Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p.184

### A.2.2 Type of Anxiety

Anxiety is a normal part of life, and its an emotion that is familiar to all of us. Anxiety can be catagorized as state anxiety, trait anxiety, and situation specific anxiety. Saputra and Safaria states there many definitions mentioned by experts. Definitions of anxiety mentioned by psychoanalyst, Freud, express anxiety is a reaction to threat of pain and other part outside as the self-warning which cannot be controlled at that time. Priest states anxiety is a condition whenever thinking about something unpleasant happens. In addition, Davis and Polladino state anxiety is a common feeling that has characteristics of cognitive behavior or psychological symptoms. 19% of men and 31% of women have anxiety experienced<sup>28</sup>.

Several kinds of anxiety have been described. Two of the most wellknown is state anxiety and trait anxiety. Anxiety that happen when faced with specific situations is called state anxiety. Most people experienced state anxiety which also known as a normal anxiety.

#### 1. Trait Anxiety

According to Ormrod, “trait anxiety is pattern of responding with anxiety even in nonthreatening situations.”<sup>29</sup> Such anxiety is a part of a person’s character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he/she is exposed to.

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<sup>28</sup>Nofrans Eka Saputra & Safaria, Triantoro, *Manajemen Emosi*. (PT. Bumi Aksara: Jakarta, 2012), p.57

<sup>29</sup> Passer and Smith, 2009. p.546

Trait anxiety refers to being anxiety-prone, which is a stable personality function, based on Zeidner & Matthews quoted in Anshori. Some people get anxious more quickly than others and are said to be high in trait anxiety<sup>30</sup>. Another description provided by Spielberger is that trait anxiety refers to "relatively stable individual anxiety-proneness differences"<sup>31</sup>.

The researcher concludes from the above description that trait anxiety is a kind of anxiety that comes from the individual's body and that it is nature in their body. People with trait anxiety, particularly a problem related to their emotional protection, often feel anxious when they have a problem. People with trait anxiety have a disorder in which anxiety is an innate feature of the personality that is expressed even though it is not hazardous in a variety of circumstances.

## **2. State Anxiety**

According to Ormrod, "state anxiety is temporary feeling of anxiety elicited by a threatening situation."<sup>32</sup> It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

Spielberger notes that state anxiety is a transient emotional state or condition of the human body characterized by a subjective, consciously perceived sensation of stress and apprehension and increased activity of the automatic nervous system. It is

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<sup>30</sup>Amirudin Aga Anshori, *A Study of Students Anxiety in Speaking Performance at the Third Semester of English Education Department in IAIN Surakarta Academic Year 2015/2016*. (Surakarta : IAIN Surakarta, 2016), p.24

<sup>31</sup> Spielberger, 2010, p.3

<sup>32</sup> Ormond 2011. p.158

more likely that a person who has encountered a state anxiety may feel tension and nervousness or unable to confront any case. The person can feel anxious at such moments and can easily respond to external stimuli.<sup>33</sup>.

The researchers infer from the above description that state anxiety has the significance of an unpleasant or uncomfortable feeling that can interrupt the ability of the person to respond positively to any situation and in a certain environment. It is nature in all, people will feel nervous, frightened and educated instinctively or unconscious when they are in bad condition. If the object or circumstance that makes someone anxious goes away, the person is no longer anxious. For instance, if the individual learns negative details about his parents, he becomes so anxious that emotional balance is called into question. Another clear instance of state anxiety is when someone in a presentation takes a work interview, performs an important job, and some other situation that makes someone feel stressed.

### **A.2.3 Level of Anxiety**

There are three levels of speaking anxiety. They are high anxiety, moderate anxiety, and low anxiety. High anxiety is indicated if the scores are above 131 points. Moderate anxiety is indicated if the scores between 98-131. The last, low anxiety is indicated if the scores below 98. The other measurement test of anxiety is Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz, Horwitz and Cope. It consists of thirty three items. Those thirty three items ask the participants to respond some situations reflecting three components. They are

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<sup>33</sup> Spielberger, 2010, p.3

communication apprehension, test anxiety, and fear of negative evaluation. FLCAS is now widely used by researchers in order to explore learners' foreign language anxiety.

From psychological aspect, anxiety is differentiated into three levels, they are mild anxiety, moderate anxiety, and severe anxiety.

#### 1. Mild Anxiety

Mild anxiety is a feeling that something is different and people with mild anxiety require special attention. Mild anxiety is associated with the tension of everyday life events. The characteristics of people with mild anxiety are unable to sit still, a little impatient, tend to be alone, wrinkled face, lips tremble, pulse and blood pressure increased, etc

#### 2. Moderate Anxiety

Moderate anxiety is disturbing feeling caused by something different which makes people with moderate anxiety become nervous or agitated. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sensitive, unconsciousness, sound changes, sweating, headaches, back pain, etc.

#### 3. Severe Anxiety

This is the highest level of anxiety. Severe anxiety is the feeling caused by the believes that something is different which makes them feel that they are being threaten by their surroundings. This usually comes from the response of fear and distress. The characteristics of people with severe anxiety can be seen from their behavior or feeling that always wants to be free, very anxious, agitated, confused, poor eye contact, withdrawal, denial, the need for increased space, shaking, etc.



#### A.2.4 Speaking Anxiety

Speaking is a part of communication that has many variables. An affective factor is one of the psychological factors included. Tuan, low-motivated states, loss of self-confidence and anxiety are included in affective variables.<sup>34</sup> Abramson in Witt states that Owing to past negative experiences and/or perceived lack of influence over external circumstances, speech anxiety holds; some depressed people fear that anything they try to do in the future will be futile<sup>35</sup>. Student speakers with depressive thoughts, for example, might perceive an upcoming speech performance as doomed to failure, given past experience in similar contexts and/or low internal expectancies for success there are several factors affect student have speaking anxiety. Depressed individuals are likely to make negative internal attributions and blame anticipated or perceived failure on their own inability to succeed or in this case, to make an effective public speech.

Lightbown also discuss speaking anxiety and how it can affect language learning<sup>36</sup>. They claim that anxiety is something that relies more on unique situations and factors that can make you feel awkward, such as an oral presentation in front of a larger group of people, for example. Nonetheless, researchers tend to use the word stress in these cases. However, Lightbow argues that one can separate acute anxiety or stress from anxiety that interferes with the learning process of a student. Anxiety that interferes with the learning process affects most speaking tasks and is not simply attributed to particular circumstances, such as oral presentations in front of the entire class.

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<sup>34</sup> Nguyen Huang Tuan, 2015, p.37

<sup>35</sup> Witt, Paul L., Roberts, Mendy L., and Behnke, Ralph R, *Comparative Patterns of Anxiety and Depression in a Public Speaking Context*. Human Communication. A Publication of the Pacific and Asian Communication Association: University of North Texas, 2000,11 (1)

<sup>36</sup> P. Lightbown & Spada, N, *How Languages are learned*. (Oxford University Press, 2003), p.51

There is a certain word for anxiety that is related to success in language. Anxiety and Foreign Language Anxiety are often used interchangeably while speaking. Anxiety in foreign languages is a particular anxiety connected to language learning and use. According to Brown, Foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning a foreign language.”<sup>37</sup> In addition, according to Gardner and MacIntyre, as cited in Oxford, “it is fear or apprehension occurring when a learner is expected to perform in the target language.”<sup>38</sup> In addition, Horwitz and Cope suggested the philosophical foundations of fear in international languages. Foreign language anxiety occurs in the form of anxiety dependent on them, such as: contact apprehension, test anxiety, and fear of adverse assessment.<sup>39</sup>

Fear of unfavorable assessment is another fear linked to foreign language learning. As cited in Horwitz, Watson and Friend identified fear of negative evaluation as "apprehension of others," assessments, avoidance of evaluative circumstances, and expectations that others will evaluate themselves negatively.”<sup>40</sup> Students are likely to have a fear of negative assessment from both teachers as the only fluent speaker in the class and their peers in the foreign language learning context.

Horwitz, and Cope, however, also believe that foreign language anxiety is not merely the synthesis of certain performance anxiety linked to the sense of studying foreign languages. They also indicated that "foreign language anxiety arises from the

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<sup>37</sup> H. Douglas Brown, 2000, p.80

<sup>38</sup> Serge Gabarre., et al, P.58-67

<sup>39</sup> Elaine K. Horwitz, et. Al., 2006, p.127

<sup>40</sup> Elaine K. Horwitz, et. Al, 2006, p.128

uniqueness of the language learning process as a separate complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning”<sup>41</sup>.

It could be said that foreign language anxiety is a feeling or uneasiness, nervousness, anxiety and apprehension encountered while studying or using the target language, based on the above definition.

#### **A.2.5 Factors Contributing to Anxiety in Speaking Anxiety**

Commonly, anxiety can rise from various sources. The anxiety can be caused by individual and social factor. Individual factor involves students’ self- confident. However, social factor involve teachers’ instruction in teaching and the used of material by the teacher.

Worde argued that the fear of students of misunderstanding what is said in the classroom can lead to anxiety of communication. In addition, the method of teaching can also cause students to feel nervous about the learning process. For this purpose, without threatening to practice speaking English, the instructor should make the class relaxed.<sup>42</sup>.

The factor from teacher involves classroom speaking activity and inappropriate ways of teaching. The classroom speaking activity can evoke the fear of negative evaluation by teacher or peers. However, the inappropriate ways in teaching is risky to threatening acts and incomprehensible input.

Moreover, in some cases students often laughed at their peers who make a mistake. It absolutely makes students fear of making mistake. Price found that fear of

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<sup>41</sup> Michael W. Passer and Ronald E. Smith, 2009, p.54

<sup>42</sup> R. V. Worde, Students’ Perspectives on Foreign Language Anxiety, Inquiry, (8(3) ,2003), P: 1-9

being laughed at by other is one of the greatest sources of anxiety<sup>43</sup>. They fear of making fool of themselves in public so they prefer to be quiet rather than speak to practice their English.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly.

The students' anxiety is also determined by material used in learning process. The excessive and the difficulty level of learning material strongly affect students' worries in speaking activity in class. Students might also feel anxious because of the excessive material demand. They find that speaking class stressful when they do not have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover the level of difficulty of speaking class and the poor of result of students may get anxiety when compared to other classes. So, they may find that the speaking class is more demanding and more difficult than other class.

According to Marwan, the lack of preparation is a big deal toward students' worries in speaking English. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well. In this case, they are scare not perform well in their speaking performance<sup>44</sup>. Horwitz, and Cope also clarified the factors that contribute the students feel anxious in speaking English. They categorize the factors into three major factors, such as from teacher, material, and from students.

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<sup>43</sup> Mary Lou Price, *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students*, in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 2011), 105

<sup>44</sup> Marwan, Ardi., p:41-45

The factor from students includes belief about language learning. In this case, the students believe that language is difficult. So, they feel unable to face the difficulties. The students also think that they should always show the perfect performing in speaking. Moreover, low self esteem, stressful learning experience, and the lack of preparation also often become factors toward students' anxiety in speaking performance

## B. Related Study

Many people have investigated the issue of foreign language anxiety from different perspective. In his investigation into the cause of language learning anxiety, Worde found that the key causes of learning anxiety are speaking habits, inability to understand, negative classroom interactions, fear of negative assessment, native speakers, methodology, pedagogical methods and the teachers themselves<sup>45</sup>.

Marwan investigated Indonesian students' foreign language anxiety. He sought to discover the kinds of anxiety faced by learners of foreign languages and the methods they used to deal with their anxiety. Factors such as lack of trust, lack of training and fear of class failure were the key causes of their anxiety<sup>46</sup>.

Chan and Wu conducted a study of foreign language anxiety of EFL elementary school students in Taipei. They discovered five causes of language anxiety through questionnaires, interviews, findings from schools, and document collection. They were low proficiency, fear of negative assessment, game rivalry, nervous personality, and pressure from students themselves and their parents<sup>47</sup>.

William and Andrade examined anxiety in Japanese EFL classes in order to find out the type of situation that provoked the anxiety and the ability to cope with the anxiety. Their results showed that the performance and processing phases of the learning process were most commonly correlated with anxiety. In addition, they found the fear of getting unfavorable assessment,

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<sup>45</sup> R. V Worde, *Students' Perspectives on Foreign Language Anxiety, Inquiry*, (Vol.8 No. 3, 2003), p.4

<sup>46</sup> Ardi Marwan, *Investigating Students' Foreign Language Anxiety*, (Malaysian Journal of ELT Research. Vol. 3, 2007), p.43

<sup>47</sup> D. Y. Chan & G. Wu, *A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei Country*, (Journal of National Taipei Teachers College, Vol. 17, No. 2, 2004), p.287

speaking in front of the class, and random selection; the process used by the instructor to call the students was cited as a source of anxiety<sup>48</sup>.

Finally, the result show that students experienced anxiety in some context as follows: participating in class without enough preparation, speaking in front of class, difficulty in following teachers, fear of making mistake in presentation, and students feeling about his/her own English proficiency. This study indicates that teachers' awareness of students' anxiety is insufficient. As for the students, they need to get involved to reduce anxiety in the classrooms. Students should respect each other in order to create a friendly environment. So, investigations about certain approaches or methods that can help to reduce anxiety in speaking English are needed.

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<sup>48</sup> Kenneth E. Williams and Melvin R. Andrade, *Foreign Language Learning Anxiety in Japanese EFL University Classes: Causes, Coping and Locus of Control*, (Electronic Journal of Foreign Language Teaching, Vol. 5, No. 2, 2008), p.186.

## CHAPTER III

### RESEACH METHODOLOGY

#### A. Research Design

The researcher uses descriptive qualitative approaches in this work. It is because the researcher collects the information in doing this report, makes an interpretation, and finally makes a conclusion. Brumfit and Rosamond said that descriptive qualitative research seeks to provide as accurate an account as possible of what current practice is, how learners study, what the classroom looks like, in a classroom.<sup>49</sup>.

This analysis is a qualitative descriptive survey. This is because the researcher explains the anxiety of the students when speaking English, the factors that cause the anxiety of the students and their strategies to resolve the anxiety when speaking Englishat tenth grade of MAS Raudhatul Akmal.

#### B. Research Subject

Rangkuty in Maulidiyah stated that population is the whole of object or subject in a given area and have qualification that related with research problem that will be studied<sup>50</sup>. Population is a group of people which is used as the respondents of a study. In this research, the populations are the all students of MAS Raudhatul Akmal.

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<sup>49</sup> Christoper Brumfit, and Rosamond, M, *Research in the Language Classroom*, (London: Macmillan Publishers Ltd., 2005), p.11

<sup>50</sup> Yuliana Mauludiyah, *The Correlation Between Students' Anxiety and Their Ability in Speaking Class*, (Thesis, IAIN Tulungagung, 2014), p. 34



Besides, sample is a part of population which wants to be analyzed. Emzir has argued that sample is representative of the population about which we will make generalization<sup>51</sup>. Shortly, sample may be a a part of population that being ascertained. The sample of this research is one class of the students of X IPA 1 in MAS Raudhatul Akmal.

### **C. Research Setting**

This research will be conduct in MAS Raudhatul Akmal by focusing on Speaking anxiety of ten grade of senior high school. The research data are taken from class X-1 which has 18 students. The researcher chose the ten grade senior high school students, due to the fact that they are still in the early phase of learning so they will be more enthusiastic to learn English and be more open to correction and pay attention to the factor speech condition.

### **D. Technique of Collecting Data**

#### **1. Observation**

According to Sugiyono observation is complex process, a process that composed of variety of biological processes and psychological processes<sup>52</sup>. Sarwono notes the observation to document the activities, actions, objects in view and other things in the study that need help. Observations are process monitoring based on the theories above, see the phenomenon in the subject place<sup>53</sup>.

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<sup>51</sup> Emizir Khodadady, *Exploring the Role of Anxiety and Motivation in Foreign Language Achievement: A Structural Equation Modeling Approach*, (Porta Linguarum Vol 20., 2013), p.269-286

<sup>52</sup> Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kualitatif, dan R&D* (Bandung: Alfabeta: 2012), p.5

<sup>53</sup> Sarwono Jonathan, *Metode Penelitian Kuantitatif & kualitatif* (Yogyakarta: Graha Ilmu:2006), p.16

The researcher is a passive participant in this study to get the results. The researcher enters the class and follows the method of teaching. The researcher observes passively without being active in the teaching and learning process in the classroom.. The observation conducts to get the data about students' anxiety in teaching learning process of speaking. The researcher uses both documenting and the teaching learning process to get the information. The recording was carried out by a recording unit, a video recorder or voice recorder. Before the class starts, the researcher prepares the recorder.

To get a clear voice, the researcher placed the recorder near the instructor. During the observation, the researcher herself took this note. Before going to observe, the researcher prepares the noted checklist. Finally, the researcher compares both the field note and the recording to ensure the obtained data. The recording is a transcript and the completion of the note taken will be additional evidence. The researcher examines what happens, especially in learning voice, during the teaching learning process. The researcher observes the distress that students experience while speaking English.

## **2. Questionnaire**

Ary stated that questionnaire and interview can be applied to collect information from groups of subjects in a research<sup>54</sup>. A survey or questionnaire is that the main tool or instrument accustomed collect data in descriptive survey research study<sup>55</sup>. Creswell states an

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<sup>54</sup> Ary, D., *Introduction to Research in Education*, (Belmont: Wadworth, 2010), p.132

<sup>55</sup> Marguerite Lodico, *Methods in Educational Research*, (USA: Wiley Imprint, 2010), p.122

Open-Ended queries on Questionnaires, suggests that on questionnaires, you'll raise some queries that are closed finished some that are open finished<sup>56</sup>.

The researcher would use close questionnaires to verify the results of the observation and interview and to obtain students' specific knowledge on speaking anxiety in English. The instruction for the questionnaire applies to the interview guide. The questionnaire was adapted from the Classroom Anxiety Scale in Foreign Language. The score of questionnaire used Likert scale that was categorized into strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The questionnaire consisted of thirty statements that the students replied. Some statements from the FLCAS questionnaire by Horwitz and Cope are given in the following table.

FLCAS has two forms of statements which are positive and negative. Positive statements in the questionnaire are in number 2, 5, 8, 11, 14, 18, 22, 28, 32. While, negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.

### **3. Interview**

Interview is a form of verbal communication aimed at collecting data. Interview is a data collection technique by asking orally a variety of questions to be answered orally as well. In addition, it is a direct face-to-face attempt in the form of verbal responses from one or more respondents to obtain accurate and valid steps. According to Bungin, an in-depth interview is a method of gathering information through face-to-face interrogation between

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<sup>56</sup> Jhon W. Creswell, Educational Research (Fourth Edition), Jersey: Prentice Hall. 2005), p.205

the interviewer and the informant or interview, with or without the use of an interview guide for research purposes<sup>57</sup>.

Most qualitative research works from the point of view that information is situated and contextual, and therefore the aim of the interview is to ensure that the appropriate context is focused in order to build situated knowledge during the interview through dialogic and other interactions. Most would accept that in interviewing situations, information is at the very least reconstructed, rather than evidence simply being recorded. In this sense, interpretation and comprehension are produced in an interaction that is essentially a co-production that includes researchers and interviewees. Therefore, qualitative interviews appear to require the creation or reconstruction of information rather than the excavation of it<sup>58</sup>.

The researcher is planning questions about their anxiety and success in speaking. The investigator conducted some procedures to gather the interview data. These are (1) planning the idea of questions to be answered and (2) transcribing the outcome of the interview to the researcher..

In this analysis, at the end of the teaching learning process, the investigator interviews 4 students. The students' interview is used to collect data about their factor that triggers anxiety in speaking English and methods to resolve the anxiety of students in speaking English. The researcher also uses notice technique to obtain information that has been clarified before.

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<sup>57</sup> Bungin Burhan, *Penelitian Kualitatif*: Edisi Kedua (Jakarta: KencanaPrenada Media Group, 2007), p.23

<sup>58</sup> Jennifer Mason, *Qualitative Researching*, (London : SAGE Publications, 2002), p.44

## **E. Technique of Analyzing Data**

The data of this research will be analyzed by applying data analysis model proposed by Mathew and Miller. The analysis consists of three current flows of activities, which are<sup>59</sup>:

### **1. Data Reducing**

It is the process of selecting, focusing, simplifying, abstracting, and the data appear in full corpus, the data chunks to code and which category labels best summarize a number of chunks which evolving all analytic choices in to low and high degree in anxiety. Data reduction is the style analysis that sharpened, categorized, directed, deleted the data and organized the data to draw the conclusion <sup>60</sup>.

In this researcher, the researcher chose which aspects of the knowledge that appeared in transcripts and field notes of the interview. In addition, the students' anxiety started from the symptom, the feeling while performing, the factor causing anxiety and the solution used to overcome the anxiety are selected to decrease the data.

### **2. Data Display**

After the most relevant data is minimized, the data is then shown. The display of data means the process of simply presenting the data in the form of a sentence, narrative, or table. The display of data refers to the display of data reduced in the form of patterns.

The researcher showed the reduced data, indicating that the data is drawn and clarified in the form of sentences, phrases, paragraphs, and tables. The researcher first shows the details and explains the data. The researcher analyzes the details after explaining the data.

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<sup>59</sup> Matthew Milles, *Qualitative Data Analysis*, (London: A Methods Sourcebook, 2014), p.89

<sup>60</sup> Matthew B. Miles and A. Michael Huberman *Qualitative Data Analysis: An Expanded Sourcebook*, Second Edition, (Thousand Oaks: SAGE Publications, 1994), p.10

Data pertaining to the teacher's way of overcoming the fear of students in the course of teaching English.

### **3. Conclusion**

Verify the form of methodology used in the anxiety-speaking process of teaching English and conclude the process. Conclusion includes standing back to understand the importance of examined data analysis and to examine its consequences for the research topic. The researcher drew sense from the data in a show in this process. In this report, the investigator draws conclusions from the display of data.

### **F. Trustworthiness**

Data can be classified as good data in qualitative analysis if the data is real. The investigator uses the method of triangulation to achieve data validity. Triangulation can be defined as the use of two or more data collection techniques to research some aspect of human behavior. Thus, the triangulation method suggests that the researcher used two or more data collection methods to achieve validity. The aim of triangulation is to boost the credibility and validity of the data<sup>61</sup>.

The investigator can use methodological triangulation to extract data validity from certain forms of triangulation. In addition, by using the interview guide, the researcher gathers the data and the researcher often uses observations that can provide evidence whether the participants are appropriate for use as a research subject.

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<sup>61</sup> Lexy J, Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2014), p.330

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Finding

The researcher describes the result of research finding and discussion to answer the research questions, which have been collected from the observation, FLCAS questionnaires that have been distributed to all respondents, and interview. The important part of this section is to describe the factor of students' anxiety in speaking English. Afterwards, the researcher will get the description of the final result.

##### 1. The Result of Observation

The observation was conducted on Friday, 13 November 2020 at 09.00 until 09.30. The researcher found that half of the students feel anxious when they have to speak in front of the class. When the students come forward to talk in front of the class, they look still scared and worried to talk. Some of them forgot what they would say and they look nervous.

The researcher makes a table what the factors contributing the students' anxiety in speaking English.

**Table 4.1**

**Factors contributed to Anxiety**

Factors contributed to Anxiety	Sign
Speaking in front of the class being called on by teacher and worried about	The students lack of eye contact and refuse teachers instruction to practice. Lowering

grammatical mistake and worried about pronunciation. And also lack of preparation.	the voice, sweating and speak too much fast.
When the teacher delivered the material with speak too much fast and fear of getting left behind.	The students feel fidgeting, worried, and confusing. They also showing carelessness and some of them lack of eye contact.
Ridiculed by others	The students become lose focus, fidgeting, lowering the voice, squirming, stammering, stuttering, jittering, and sweating or smiling, laughing to cover anxiousness

Based on the table above, showed that the students feel anxious at some situation. They worried about grammatical and pronunciation mistake. Some of students were mostly anxious in speaking activities such as speaking in front of the class, being called on by the teacher. The students felt difficult to show their ability, they felt nervous, self-doubt, worry.

The investigator discovered that the element of the student's anxiety concerned some matter. Unprepared content was the variable that made the students feel nervous. The teachers would study the content before the students came in front of the class and they had to think about it. Then the researcher noticed that the students were reluctant to learn to communicate in a foreign language and had difficulty communicating what they should speak.



It also seemed like when the instructor gave a lecture, students could feel nervous. When they did not understand the lecture, they started to feel uneasy. In addition, it also showed that students frequently laughed at students who made an error. When their peers mocked them, several students seemed anxious.

## 2. The Result of Questionnaire

The researcher used a close questionnaire called Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire adopted from Horwitz, Horwitz, & Cope which assessed the degree of learner's anxiety during English class. The FLCAS consists of 33 questionnaires on how anxious foreign language learners feel in the classroom. The table below shows the result of students' response toward FLCAS questionnaire.

**Table 4.2**

**The Result of Students Questionnaire's Answer**

No	Name																	
	YL	SF	SN	UP	MF	IH	RD	NK	RS	SS	ZM	NR	MA	MR	SP	NA	ML	IFA
1	SA	SA	SA	A	D	A	A	A	A	A	D	D	A	A	A	A	A	A
2	D	A	A	D	D	A	D	A	D	A	SD	A	D	A	A	A	A	SA
3	D	SA	SA	SA	A	A	D	D	A	SD	A	D	A	A	SA	SA	SA	A
4	A	SA	SA	A	A	SD	SD	A	SD	SA	A	A	SA	D	A	A	A	A
5	SD	A	D	SD	A	SA	A	A	A	D	D	D	A	A	D	D	D	SA
6	D	D	D	A	D	SD	D	D	D	SA	SD	A	A	A	D	D	D	D
7	A	SA	A	A	SD	SD	D	A	A	SD	D	A	SA	A	D	D	D	D
8	SA	SA	A	SA	D	D	A	D	A	A	SD	A	A	D	A	A	D	A
9	SA	SA	A	SA	A	A	A	A	A	A	A	SD	SA	A	SA	A	A	A
10	SA	SA	A	A	A	D	D	A	A	D	D	D	A	D	A	A	A	A
11	A	A	A	SA	D	D	D	A	SA	A	D	A	D	A	A	SA	D	D
12	SA	SA	A	SA	A	D	D	D	A	A	D	SA	SA	A	D	A	A	A
13	SA	A	A	SA	SA	SA	A	A	A	A	A	D	SA	D	A	A	A	SA
14	SA	D	SA	SD	A	A	A	D	D	A	D	D	D	D	SA	A	SA	D
15	A	A	D	D	A	D	D	D	A	A	D	A	D	A	D	D	D	D
16	SA	SA	SA	A	D	D	D	D	A	D	D	A	SA	A	A	A	D	A
17	SD	D	D	A	D	D	D	D	D	D	SD	D	A	D	D	D	D	D
18	D	SD	SD	D	A	D	D	A	D	SD	D	SA	D	A	D	A	A	D

19	D	D	D	A	A	A	A	D	D	A	D	SA	A	D	SA	A	D	A
20	SA	SA	SA	D	A	D	D	A	A	SA	A	SA	SA	A	A	A	A	SA
21	SD	D	SA	A	SD	D	D	D	SD	D	D	D	SA	A	A	A	A	D
22	A	D	D	D	D	A	A	A	A	D	A	D	SA	A	A	A	D	A
23	D	SA	A	D	D	D	D	D	D	A	D	SA	SA	SA	A	D	A	A
24	SA	SA	A	A	A	D	D	A	A	A	D	D	SA	SA	SA	A	D	A
25	A	A	A	A	A	A	A	A	SA	SA	D	SA	SA	D	A	A	A	SA
26	A	A	A	A	A	A	A	A	A	D	D	SD	SA	A	SA	D	A	A
27	A	SA	A	A	A	D	D	A	SA	A	A	A	A	D	A	A	A	A
28	D	D	D	D	SA	A	A	A	A	A	D	D	D	A	D	A	D	D
29	SA	SA	A	A	A	SD	A	A	SA	A	D	A	SA	D	SA	A	A	A
30	A	A	A	A	A	A	A	D	A	A	D	D	A	A	D	A	D	A
31	SA	SA	A	A	D	A	A	A	A	D	A	D	SA	D	A	D	A	SA
32	SD	SD	SD	D	D	A	D	D	D	D	D	D	SD	SA	D	D	D	A
33	SA	SA	A	A	SD	A	A	A	SA	D	A	D	A	A	A	A	A	A

SA: Strongly Agree

D: Disagree

A: Agree

SD: Strongly Disagree

To make the readers easy to understanding students' responses, the researcher summarize the result and divided into positive and negative responses. The positive statements are in number 2, 5, 8, 11, 14, 18, 22, 28, and 32. Meanwhile, negative statements are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33. The positive and negative responses as followed in the table below:

**Table 4.3**

**Summarizing of Students' Response**

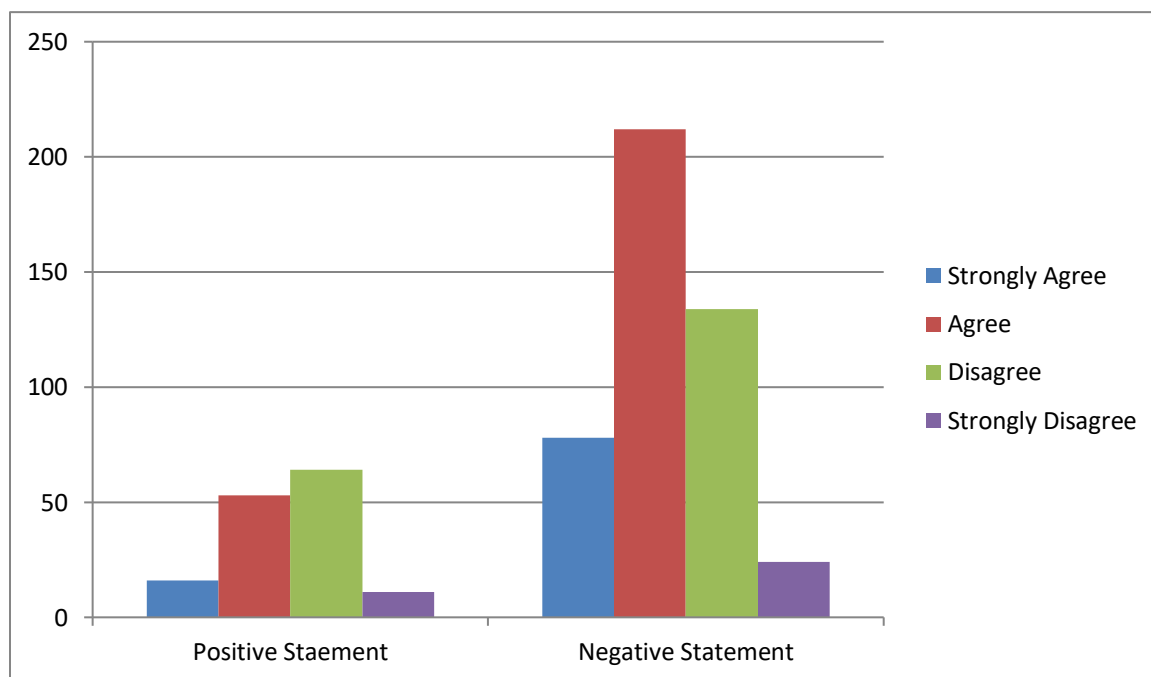
No	Name	Positive Statement					Negative Statement				
		SA	A	D	SD		SA	A	D	SD	
1	YL	1	2	3	2		12	5	5	3	
2	SF	1	3	2	2		16	5	4	0	
3	SN	1	2	2	3		5	15	5	0	
4	UP	1	0	5	2		5	17	3	0	
5	MF	1	3	4	0		1	12	9	3	
6	IH	2	4	2	0		1	10	10	4	
7	RD	0	4	4	0		0	10	13	2	

8	NK	0	6	2	0		0	13	10	1	
9	RS	1	3	4	0		1	17	5	2	
10	SS	0	4	4	0		4	9	9	3	
11	ZM	0	1	6	1		0	7	15	3	
12	NR	1	3	4	0		6	7	9	3	
13	MA	1	1	5	1		14	10	1	0	
14	MR	1	5	2	0		2	13	10	0	
15	SP	1	3	4	0		5	15	5	0	
16	NA	1	5	2	0		1	18	7	0	
17	ML	1	2	5	0		1	15	9	0	
18	IFA	2	2	4	0	133	4	14	5	0	448
TOTAL		16	53	64	11		78	212	134	24	

The researcher make easy to understand students' responses, the researcher summarize the result and divided into positive and negative responses as followed in the chart below:

**Chart 4.4**

**The summary of students' response in FLCAS in positive and negative statement**



Positive statements are in number: 2, 5, 8, 11, 14, 18, 22, 28, and 32

Negative statements are in number: 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33

Based on the table and the chart above, the researcher found out that: the positive statement has the highest score in “Disagree” (64 responses) and the lowest score in “Strongly Disagree” (11 response). The negative statement has the highest score in “Agree” (212 responses) and the lowest score in “Strongly Disagree” (24 responses).

**Table 4.5**

**The Percentage of Students’ Preference**

<b>FLCAS Questionnaire</b>	<b>The Percentage of Students’ Preference</b>			
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	16%	66%	16%	-
2	5%	55%	33%	5%
3	33% %	38%	33%	5%
4	22%	55%	5%	16%
5	11%	38%	3%	11%
6	5%	22%	61%	2%
7	11%	38%	33%	16%
8	16%	50%	27% %	5%
9	27%	66%	5%	-
10	11%	55%	33%	-
11	16%	44%	38%	-
12	27%	44%	27%	-
13	33%	55%	11%	-
14	22%	27%	44%	5%
15	-	38%	61%	-
16	22%	38%	38%	-
17	-	11%	61%	11%
18	5%	27%	50%	16%
19	11%	44%	44%	-
20	38%	44%	16%	-
21	11%	27%	44%	16%
22	5%	55%	38%	-
23	22%	27%	50%	-
24	22%	27%	50%	-
25	27%	61%	11%	-
26	11%	66%	16%	5%
27	11%	72%	16%	-
28	5%	38%	55%	-
29	27%	55%	11%	5%

30		73%	27%	-
31	22%	50%	27%	-
32	5%	11%	61%	22%
33	16%	66%	11%	5%

In the previous table and chart shows the result of the highest and the lowest percentage of students' preference in FLCAS questionnaire. The researcher found that 73% respondents give the highest response "Agree" to the statement number 27 (I get nervous and confused when I am speaking in my language class) and 33(I get nervous when the language teacher asks questions which I haven't prepared in advance).

To found out the level of students' anxiety while in speaking performance, the researcher done the scoring and categorize each student based on their responses in FLCAS questionnaire.

**Table 4.6**

**The result of scoring and categorizing in students' anxiety level**

Res pon dent s	Questionnaire Number																	Total Score	Level of Anxiety
YL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	94	Mildly Anxious
	4	2	2	3	1	2	3	4	4	4	3	4	4	4	3	4	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	4	1	3	2	4	3	3	3	1	4	3	1	4	4			
SF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	103	Mildly Anxious
	4	3	4	4	3	2	4	4	4	4	3	4	3	2	3	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	2	4	1	2	4	4	3	3	4	2	4	3	4	1	4			
SN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	Mildly Anxious
	4	3	4	4	2	2	3	3	3	3	3	3	3	4	2	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	2	4	4	2	3	3	3	3	3	2	3	3	3	1	3			
UP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	89	Mildly Anxious
	3	2	3	4	1	3	3	4	4	3	4	4	4	1	2	3	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	2	3	2	2	3	3	3	3	2	3	3	3	2	3			

MF	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	82	Relaxed
	2	2	3	3	3	2	1	2	3	3	2	3	4	3	3	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	3	1	2	2	3	3	3	3	4	3	3	2	2	1			
IH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	77	Relaxed
	3	3	3	1	4	1	1	2	3	2	2	1	4	3	2	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	2	2	3	2	2	3	3	2	3	3	3	3	2	3			
RD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	79	Relaxed
	3	2	2	1	3	2	2	3	3	1	2	2	3	3	2	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	2	2	3	2	2	3	3	2	3	3	3	3	2	3			
NK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	86	Relaxed
	3	3	2	3	3	2	3	2	3	3	3	2	3	2	2	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	2	3	2	3	3	3	3	3	3	2	3	2	3			
RS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	Mildly Anxious
	3	2	3	1	3	2	3	3	3	3	4	3	3	2	3	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	3	4	3	2	3	4	3	4	3	4	3	3	2	4			
SS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	87	Mildly Anxious
	3	3	1	4	2	4	1	3	3	2	3	3	3	3	3	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	3	4	2	2	3	3	4	2	3	3	3	3	2	2	2			
ZM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	68	Relaxed
	2	1	3	3	2	1	2	1	3	2	2	2	3	2	2	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	3	2	3	2	2	2	2	3	2	2	2	3	2	3			
NR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	86	Relaxed
	2	3	2	3	2	3	3	3	1	2	3	4	2	2	3	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	4	4	2	2	4	2	4	1	3	2	3	2	2	2	2			
MA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
	3	2	3	4	3	3	4	3	4	3	2	4	4	2	2	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	4	4	4	4	4	4	4	3	2	4	3	4	1	3			
MR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	93	Mildly Anxious
	3	3	3	2	3	3	3	2	3	2	3	3	2	2	3	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	3	3	4	4	2	3	2	3	2	3	2	4	3			
SP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Mildly Anxious
	3	3	4	3	2	2	2	3	4	3	3	2	3	4	2	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	4	3	3	3	3	4	3	4	3	2	4	2	3	2	3			
NA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	91	Mildly
	3	3	4	3	2	2	2	3	3	3	4	3	3	3	2	3	2		

ML	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		91	Anxious
	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	3			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
	3	3	4	3	2	2	2	2	3	3	2	3	3	4	2	2	2		
IFA	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		96	Mildly Anxious
	3	2	3	3	2	3	2	3	3	3	2	3	2	3	2	2			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
	3	4	3	3	4	2	2	3	3	3	2	4	3	2	2	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	4	2	3	3	3	4	3	3	2	3	3	4	3	3			

In the table 4.6 below shows the result of scoring and categorizing in students' anxiety level:

**Table 4.7**

**The result of scoring and categorizing in students' anxiety level**

Range	Level	Result
108-123	Anxious	1 Respondent
87-107	Mildly Anxious	11 Respondents
66-86	Relaxed	6 Respondents

### 3. The Result of Interview

The researcher aimed to know the students' factor in speaking anxiety based on student's opinion. There were 10 questions the researcher that asks to students. The data were gathered through structured interview with the students who considered to be anxious in English class. The table below is a data display compiled from the interview. It shows what factors that might contribute to the students' anxiety.

**Table 4.8**

**Factors contributing to Anxiety**

Respondents	Factors Contribute to Anxiety/ Participants Answers
1 <sup>st</sup> Respondent	Unclear explanation, the teacher mostly using English, threatening attitude, ridiculed by peers, threatening attitude, feel other students are better, asked to speak in front of the class, studying less, English is difficult.
2 <sup>nd</sup> Respondent	Explain too fast, do not understand what teacher said, studying less, ridiculed by peers, feel other students are better, threatening attitude, being called by teacher,
3 <sup>rd</sup> Respondent	Unclear explanation, English is difficult, threatening attitude, getting left behind, ridiculed by peers, studying less, unclear explanation, do not understand what teacher said.
4 <sup>th</sup> Respondent	Being called by the teacher, asked by the teacher to speak in front of the class, having turn to speak, unclear explanation,

Based on the table 4.3.1, the researcher found that aspect the bothered the participants most about English classroom were speaking activities and unclear explanation. They also spoke of their concern that peers will make mistakes and be mocked. The participants replied when asked why they feel so nervous that they feel anxious when they do not study the material enough and do not understand what the instructor said. They also talked of the fear of peers being mocked, so they became nervous. They felt nervous, however, because they had minimal grammar and vocabulary. They figured other students were better than them, too.



While asked how people react if their friend or classmate make a mistake, some of responded that their peers will laughed. The researcher also examined the participants' beliefs about English language. They thought that they need to know about English every word to understand.

Furthermore, the students also asked how teacher influenced their feelings. They responded that the teacher can generate anxiety by the way they act and behave such as forced them to practice, harsh and threatening method, and spoke too much fast. Then, the respondents indicated that by using English moderately, the instructor could teach more slowly and understandably. They also wanted them to be supported by the instructor and not pressured to work. In addition, a group learning and an additional time to digest the lesson would be very beneficial, they argued.

## **B. Discussion**

In this section, the researcher will discuss the finding of the research. The discussion is about the factors of anxiety in speaking for tenth grade MAS Raudhatul Akmal. Then, the researcher was discussed the result of questionnaire. It also indicated that those factors were not only come from teacher but also the students. Based on the findings, the factors that contribute to anxiety could be explained below:

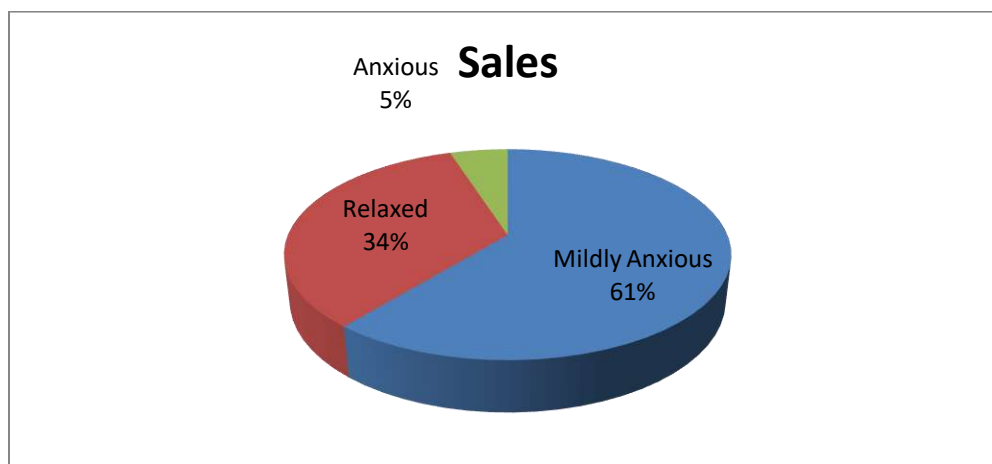
### **1. The Level of Students' Anxiety in Speaking English**

Based on 33 FLCAS questionnaire's statements, there were varieties of responses from the all respondents. The researcher found that 18 students who had different levels of anxiety in speaking English. There were 11 students (61%) who experience mildly anxious level, and the range score for mildly anxious level start from 87 until 107. There were 6 students (34%) who experience relaxed level, and

range score for relaxed start from 66 until 86. There was only one student (5%) who experience anxious level and the range score for anxious level start from 108 until 123. And there were no responses for very relaxed and very anxious level in this research.

**Table 4.9**

**Percentage students' anxiety level**



From chart above, it can conclude that most of students had level of anxiety in high and middle level (mildly anxious and relaxed). It means that many students have problem in reducing anxiety. Only 6 students are in relaxed level.

From the total of 18 students, only one student (5%) experience the anxious level and the most of the students are in the normal level of anxiety. Severe anxiety is the feeling caused by believes that something is different which makes them feel that they are being threatened by their surroundings. The characteristics of people with severe anxiety can be seen from their behavior or feeling that always wants to be free, agitated, very anxious, , poor eye contact, confused, denial, withdrawal, the need for increased space, and shaking.

Eventually, most of the students (61%) experience the mildly anxious level. It could say that normal condition when many people are also feeling nervous when they have to perform something in front of the audience. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sound changes, sweating, sensitive, unconsciousness, back pain, and headaches.

Meanwhile, only 6 students (34%) in the level relaxed. It means that, they have no problem with their anxiety level. The characteristics of people with mild anxiety are unable to sit still, tend to be alone, lips tremble, pulse and blood pressure increased, wrinkled face, and a little impatient.

## **2. Factor Contribute to Anxiety**

Based on the research finding, the researcher found that most of tenth IPA 1 grade Students MAS Raudhatul Akmal felt anxious when speaking English. There were some factors causes speaking anxiety faced by students when practice speaking in class. Most of the participants responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. One student reported that just simply being called on can produce anxiety. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

1<sup>st</sup> Respondent: *“Saya merasa gugup dan berkeringat pas guru saya melihat saya”*.

2<sup>nd</sup> Respondent: *“Ya saya gugup dan kadang merasa cemas”*.

3<sup>rd</sup> Respondent: “*Pernah. Saya merasa gugup, gemetar dan tangan saya basah. Saya takut ngomong didepan kelas*”.

4<sup>th</sup> Respondent: “Saya merasa gugup”.

In addition, some of the participants acknowledged that they felt awkward because all the students were paying attention to them. They fear that both teachers and peers will negatively judge them, which could show their inadequacies. In addition, because of their limited vocabulary, worries about incorrect pronunciation and grammar, they felt it could happen.

The second factor was fear of making mistakes. The students afraid of making mistake because the other students will laugh or ridiculed by peers when they do something wrong and it make the students anxiety to speak in front of the class. They all felt that if they made a mistake, people in their classroom would laugh at them. The feeling of friends laughing as they make mistakes. This is essentially a psychological condition because they feel that all persons are better and that doing the wrong thing is a major issue. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

3<sup>rd</sup> Respondent: “*Kalau buat kesalahan pasti diketawain dan ada juga yang membantu seperti memberitahu jawaban yang benar*”.

The third factor was unclear explanation may also contribute to their anxiety in speaking English. The interview indicated that most of the participant gets so bothered when they do not understand a lesson. They told that they started to feel uneasy when they do not understand what teacher said. Some of them added that they

fear they would not understand all the language input which simply increased the probability of their failure.

1<sup>st</sup> Respondent: “Menurut saya tidak, saya menerima semua yang diberikan oleh guru. Tetapi terkadang saya tidak paham ketika guru saya menjelaskan dengan menggunakan bahasa Inggris”.

Moreover, the result of the observation revealed that some students looked confused when the teacher gave a lesson. A few even showed carelessness by chatting with their friends next to them or drawing something maybe to reduce their anxiousness.

2<sup>nd</sup> Respondent: “Mata pelajaran bahasa Inggris susah dimengerti dan terkadang suasana kelas yang sangat berisik membuat saya tidak focus.”

Certain beliefs were also found as factor that may contribute to students’ anxiety. The students revealed that English has gained reputation as notorious lesson. They felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson.

3<sup>rd</sup> Respondent: “Pelajaran yang susah dipahami.”

4<sup>th</sup> Respondent: “Ada, seperti pelajarannya yang susah karena bahasa asing.”

The last factors that contribute to the students’ anxiety were lack of preparation. Few admitted that they usually get very anxious when they did not prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less.

1<sup>st</sup> Respondent: “Terkadang ada terkadang tidak ada persiapan. Kalau persiapannya seperti saya membaca dulu sebelum maju kedepan”.

3<sup>rd</sup> Respondent: “Tidak ada kak. Karena saya tidak paham apa yang harus saya persiapkan.”

Similar result was found by Marwan that lack of preparation was the major contributor of students’ anxiety<sup>62</sup>. In addition, Iizuka (2010) also found that participating in class without enough preparation often lead to anxiety<sup>63</sup>.

In the observation, the researcher noticed that half of the students were panicking and focusing in order to organize the material to be provided in front of the class. When the performance was running in speaking class, this situation occurred. In the first class observation, the researcher discovered several issues related to the student anxiety factor. Unprepared content was the primary factor that made the students feel nervous. The students had to study the content before the students came in front of the class and they had to hear about it. The researcher argued on the basis of the observation that the students were panicked by the effect of unprepared material and lost the material. The specifics of the results of the observation is included in the appendices.

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<sup>62</sup> Marwan, Ardi,, Page 41-45

<sup>63</sup> Iizuka, Keiko, Learner Coping Strategies for Foreign Language Anxiety, JALT2009 Conference Proceedings (Vol.2, 2010), Page 133

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

This chapter presents the conclusions and suggestions of the research. This chapter deals with what is discussed in the previous chapter.

#### **A. Conclusion**

Based on the result of the research, it could be conclude that students' speaking anxiety in speaking English found in several categories. Especially for students at Grade X IPA 1 class of MAS Raudhatul Akmal. So the conclusion as follow:

1. The research was conducted by giving questionnaires for students to collect data. The questionnaire was consisted of statement of students' anxiety in speaking English. The questionnaire was adapted from Horwitz, Horwitz, and Cope. After analyzing the data, the result showed that most of the students admitted that they were getting mildly anxious in speaking English. There are 11 students (61%) who experience mildly anxious level. Then, 6 students (34%) have relaxed level and only one student (5%) from 17 students in anxious level. Many students experienced anxiety in the EFL classroom and it affects them negatively. Therefore, it is important for the English teacher to be aware of anxiety among their students.
2. From the result of the research, the researcher can conclude that so many various factors that may contribute to students' anxiety. There are students feel anxious when they are speaking in front of the class, they felt uneasy because all the students pay attention to them, being laughed at by others, fear of making mistake, unclear explanation and lack of preparation. The sources of these factors are not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our

understanding of foreign language anxiety.

## **B. Suggestion**

There are some recommendations recommended for follow-up research based on the conclusion. The students, the teacher and other researchers are provided with the suggestions.

### **1. For the Teacher**

The teacher should be aware of speaking anxiety. This study indicated that teachers' awareness of students' anxiety is insufficient, because anxiety has become important factor which affects student's language learning process. Therefore, consciousness of teachers needs to be increased because anxiety is an important factor influencing the speech of students. The teacher should then understand that there is distress. Teacher encouragement is required to make students more involved and to speak English bravely and confident. In a class, the teacher should create a friendly situation and create a comfortable atmosphere for the students to communicate well with all members of the class.

### **2. For the Students**

When learning to speak, students in the classroom are supposed not to feel uncomfortable when speaking English. To build a friendly atmosphere, students should value one another. When they have a problem, they should assist a lower level student rather than mock them. The students with low anxiety level should not ridicule other students with high anxiety; they should to help them when they get difficulties. They should realize that making mistakes in learning foreign language is common and it is naturalness. This would make them more at ease with one another. Furthermore, nervous



learners should understand that errors are a common part of learning languages. It should therefore not deter them from speaking English.

### 3. For the Future Researcher

The researcher hopes that the future researchers will conduct a better research about language anxiety in different skills area such as writing, reading, and listening. Anxiety is not only felt in the ability to speak, but also in other skills, such as reading, listening, and writing. g. The researcher hopes that in other talents, the next researcher will analyze the anxiety of the students. Last, the next researcher also suggested evaluating the impact of anxiety on the performance of the students.

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## APPENDIX I

### Research Instrument

#### Questionnaire guideline for students

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.				
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.				
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.				
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.				
5	Sama sekali tidak mengganggu saya untuk				

	mengambil lebih banyak kelas bahasa asing.				
6	Saya menemukan diri saya berpikir tentang hal-hal yang tidak ada hubungannya dengan mata pelajaran.				
7	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa Inggris daripada saya.				
8	Saya biasanya berada dalam masalah selama tes di kelas bahasa Inggris.				
9	Saya mulai panik ketika saya berbicara tanpa persiapan di depan kelas ketika pelajaran bahasa Inggris.				
10	Saya khawatir tentang konsekuensi gagal pada mata pelajaran bahasa Inggris.				
11	Saya tidak mengerti mengapa beberapa orang sangat kesal dengan kelas bahasa Inggris.				
12	Pada pelajaran bahasa Inggris, saya bisa sangat gugup sampai lupa hal-hal yang ingin saya sampaikan.				
13	Saya malu untuk memberikan jawaban asal-asalan pada mata pelajaran bahasa Inggris.				
14	Saya tidak akan gugup berbicara bahasa asing dengan orang asing.				
15	Saya marah ketika saya tidak mengerti apa yang				



	dikoreksi guru.				
16	Meskipun saya telah mempersiapkan diri untuk berbicara di depan kelas dengan baik, saya tetap merasa cemas.				
17	Saya sering merasa tidak ingin mengikuti pelajaran bahasa Inggris.				
18	Saya merasa percaya diri saat berbicara di depan kelas saat mata pelajaran bahasa Inggris.				
19	Saya takut guru bahasa saya Inggris saya memperbaiki setiap kesalahan yang saya buat.				
20	Saya bisa merasakan jantung saya berdebar-debar ketika saya akan dipanggil ke depan kelas.				
21	Semakin banyak saya belajar untuk tes bahasa Inggris, semakin saya bingung.				
22	Saya tidak merasakan tekanan untuk mempersiapkan diri dengan baik untuk mata pelajaran bahasa Inggris.				
23	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.				
24	Saya merasa canggung saat berbicara bahasa asing di depan siswa lain.				
25	Pelajaran bahasa Inggris bergerak begitu cepat sehingga saya khawatir ketinggalan.				

26	Saya merasa lebih tegang dan gugup pada mata pelajaran bahasa Inggris saya daripada mata pelajaran yang lain.				
27	Saya menjadi gugup dan bingung ketika saya berbicara di depan kelas saat mata pelajaran bahasa Inggris.				
28	Pada mata pelajaran bahasa Inggris, saya merasa sangat yakin dan santai.				
29	Saya menjadi gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh guru bahasa Inggris.				
30	Saya merasa kewalahan dengan banyaknya aturan yang harus saya pelajari untuk berbicara bahasa Inggris.				
31	Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.				
32	Saya merasa nyaman disekitar orang asing yang sedang berbahasa Inggris.				
33	Saya merasa gugup ketika guru bahasa Inggris mengajukan pertanyaan yang belum saya persiapkan sebelumnya				

### **List of Interview for students**

The interview guide is adapted from price focusing on foreign language anxiety. The following main questions are:

1. Please tell me something about how you have felt during English classes?
2. What bothers you the most about English classes? Why? Tell me more!
3. During English lessons, have you ever got an assignment to speak English in front of a class or have you ever got an assignment for a presentation in front of friends?
4. Do you have any idea why you feel so anxious in your English classes? Tell me why? What makes you anxious? How often?
5. Does the teacher's eye contact or friend's views make you nervous when speaking in front of the class? Please describe your issue!
6. How do you think people in your classroom will react if you make a mistake?
7. Are there any preparations before speaking in front of the class? If so, what are the preparations?
8. Do you think English is a difficult language to learn? Why? Tell me more!
9. Have your teacher played a role in your feelings, either good or bad, about your English classes? Please give me an example!
10. Do you have any ideas of how English might be less stressful? What did you do to reduce anxiety? Please give me an example!

## APPENDIX II

### Field Note Observation 1

Date : 13 November 2020

Time : 09.00 – 09.30 (30 Minute)

Place : Class IPA 1 MAS Raudhatul Akmal

Role : Observing Subject of the Research (Students of Class X IPA 1 MAS Raudhatul Akmal)

Observer : Putri Indriyanti

09.00 – 09.03:	The teacher enters and opens the class and then greets the students. After opened the class, the teacher started the lesson.
09.03 – 09.08:	The teacher asks the students to prepare their textbooks on the table.
09.08 – 09.15:	The teacher gives material to the students; the material was “Descriptive text” and explains about the material. The teacher gives an example of the material and gives stimulation to the students in order to understand the material being taught by the teacher.
09.15 – 09.20:	The teacher explained it slowly and then asks students to make a description about thing in the class. After the students create it, teacher asks them to make preparations before moving forward to the class for 5 minutes to memorize it.
09.20 – 09.28:	Then, 5 students come forward to do speak in front of class. Teachers call them randomly without looking at the absences. When the students come forward to talk in front of the class, they look still scared and worried to talk. Some of them forgot what they would say and they look nervous.
09.28 – 09.30:	The teacher closes the learning activities and asks the students to study the

	material at home to prepare for the upcoming meeting.
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### Field Note Observation 2

Date : 14 November 2020

Time : 08.00 – 08.30 (30 Minute)

Place : Class IPA 1 MAS Raudhatul Akmal

Role : Observing Subject of the Research (Students of Class X IPA 1 MAS Raudhatul Akmal)

Observer : Putri Indriyanti

08.00 – 08.05:	The teacher enters and opens the class and then greets the students. After opened the class, the teacher started the lesson.
08.05 – 08.10:	The teacher asks the students to prepare their self to continue the material about descriptive text yesterday.
08.10 – 08.25:	The teacher asks students to make preparations before moving forward to the class without any textbook. Then, the students come forward to do speak in front of class. When the students come forward to talk in front of the class, some of them still scared and worried to talk. And the other students look more relaxed because they have prepared themselves beforehand.
08.25 – 09.00:	The teacher closes the learning activities and asks the students to study the material at home to prepare for the upcoming meeting.

## **APPENDIX III**

### **Interview Transcript**

#### **Interview Transcript 1**

Observer: Apa yang kamu rasakan selama kelas bahasa Inggris berlangsung?

Respondent 1: Saya senang selama kelas bahasa Inggris berlangsung hanya saja terkadang ada materi yang tidak saya pahami.

Respondent 1: Apa yang mengganggu kamu ketika kelas bahasa Inggris sedang berlangsung, apakah pelajarannya susah diterima atau tidak?

Respondent 1: Menurut saya tidak, saya menerima semua yang diberikan oleh guru. Tetapi terkadang saya tidak paham ketika guru saya menjelaskan dengan menggunakan bahasa Inggris.

Observer: Selama pelajaran bahasa Inggris, apakah kamu pernah mendapat tugas untuk berbicara bahasa Inggris di depan kelas dan apa yang kamu rasakan ketika berada di depan kelas?

Respondent 1: Pernah dan saya merasa sangat gugup karena saya berbicara di depan orang banyak

Observer: Apakah kamu tau apa yang membuat kamu gugup atau cemas ketika berbicara di depan kelas?

Respondent 1: Saya takut ketika di depan kelas melakukan kesalahan seperti saya salah mengucapkan kalimat dalam bahasa Inggris. Saya juga merasa takut jika teman-teman melihat saya sedang berbicara bahasa Inggris.

Observer: ketika guru melakukan kontak mata dengan kamu atau teman kamu melakukan kontak mata dengan kamu apakah kamu merasa gugup?

Respondent 1: Saya benar-benar sangat gugup banget pas Mam melihat saya ngomong bahasa Inggris.

Observer: Bagaimana reaksi teman-teman kamu ketika kamu membuat kesalahan ketika berbicara bahasa Inggris di depan kelas?

Respondent 1: Pertama mereka terdiam dan setelah itu mereka menyadarkan saya melakukan kesalahan dan mereka mengoreksi pengucapan saya agar benar.

Observer: Apakah ada yang menertawai kamu?

Respondent 1: Tidak ada.

Observer: Ketika kamu ingin maju kedepan kelas atau presentasi didepan apakah kamu ada persiapan sebelumnya?

Respondent 1: Terkadang ada terkadang tidak ada persiapan. Kalau persiapannya seperti saya membaca dulu sebelum maju kedepan.

Observer: Apakah kamu berpikir bahwa bahasa Inggris adalah mata pelajaran yang sulit?

Respondent 1: Bahasa Inggris sulit karena saya harus mempelajari bahasa asing.

Observer: Apakah guru kamu meninggalkan kesan yang baik ketika proses belajar berlangsung?

Respondent 1: Ya ada.

Observer : Apakah kamu ada ide agar belajar bahasa Inggris lebih menyenangkan?

Respondent 1: Buat seperti kuis atau game jadi kami tidak terlalu berfokus pada pelajaran yang membuat stress.

## **Interview Transcript 2**

Observer: Apa yang kamu rasakan selama kelas bahasa Inggris berlangsung?

Respondent 2: Saya merasa senang dan sedih karena tergantung materi apa yang diajarkan oleh guru.

Observer: Apa yang mengganggu kamu ketika kelas bahasa inggris sedang berlangsung, apakah pelajarannya susah diterima atau tidak?

Respondent 2: Mata pelajaran bahasa Inggris susah dimengerti dan terkadang suasana kelas yang sangat berisik membuat saya tidak focus.

Observer: Selama pelajaran bahasa Inggris, apakah kamu pernah mendapat tugas untuk berbicara bahasa Inggris didepan kelas dan apa yang kamu rasakan ketika berada didepan kelas?

Respondent 2: Pernah. Saya merasa gugup karena saya kurang menguasai materi.

Observer: ketika guru melakukan kontak mata dengan kamu atau teman kamu melakukan kontak mata dengan kamu apakah kamu merasa gugup?

Respondent 2: Ya saya gugup dan kadang merasa cemas.

Observer: Bagaimana reaksi teman-teman kamu ketika kamu membuat kesalahan ketika berbicara bahasa inggris di depan kelas?

Respondent 2: Mereka memperbaiki atau mengoreksi dan memberitahu saya apa yang salah dan bagaimana cara membacanya.

Observer: Ketika kamu ingin maju kedepan kelas atau presentasi didepan apakah kamu ada persiapan sebelumnya?

Respondent 2: Ada. Dibaca pelan-pelan materinya dan buat catatan-catatan kecil .

Observer: Apakah kamu berpikir bahwa bahasa inggris adalah mata pelajaran yang sulit?

Respondent 2: Tergantung materi apa yang diajarkan. Kalau materinya sulit ya sudah pasti sulit, kalau materinya mudah ya sudah pasti mudah.

Observer: Apakah guru kamu meninggalkan kesan yang baik ketika proses belajar berlangsung?

Respondent 2: Ya sangat baik.

Observer : Apakah kamu ada ide agar belajar bahasa Inggris lebih menyenangkan?



Respondent 2 Buat game bahasa Inggris seperti terbak-tebakan.

### **Interview Transcript 3**

Observer: Apa yang kamu rasakan selama kelas bahasa Inggris berlangsung?

Respondent 3: Biasa saja. Terkadang merasa sedih karena tidak paham.

Observer: Apa yang mengganggu kamu ketika kelas bahasa Inggris sedang berlangsung, apakah pelajarannya susah diterima atau tidak?

Respondent 3: Pelajaran yang susah dipahami.

Observer: Selama pelajaran bahasa Inggris, apakah kamu pernah mendapat tugas untuk berbicara bahasa Inggris didepan kelas dan apa yang kamu rasakan ketika berada didepan kelas?

Respondent 3: Pernah. Saya merasa gugup, gemetar dan tangan saya basah. Saya takut ngomong didepan kelas.

Observer: ketika guru melakukan kontak mata dengan kamu atau teman kamu melakukan kontak mata dengan kamu apakah kamu merasa gugup?

Respondent 3: Saya merasa gugup dan berkeringat pas guru saya melihat saya.

Observer: Bagaimana reaksi teman-teman kamu ketika kamu membuat kesalahan ketika berbicara bahasa Inggris di depan kelas?

Respondent 3: Kalau buat kesalahan pasti diketawain dan ada juga yang membantu seperti memberitahu jawaban yang benar.

Observer: Ketika kamu ingin maju kedepan kelas atau presentasi didepan apakah kamu ada persiapan sebelumnya?

Respondent 3: Tidak ada kak. Karena saya tidak paham apa yang harus saya persiapkan.

Observer: Apakah kamu berpikir bahwa bahasa Inggris adalah mata pelajaran yang sulit?

Respondent 3: Sebenarnya bahasa Inggris itu tidak sulit. Hanya saja saya tidak pernah belajar.

Observer: Apakah guru kamu meninggalkan kesan yang baik ketika proses belajar berlangsung?

Respondent 3: Ya sangat baik.

Observer : Apakah kamu ada ide agar belajar bahasa Inggris lebih menyenangkan?

Respondent 3: Buat game dan belajar kelompok.

#### **Interview Transcript 4**

Observer: Apa yang kamu rasakan selama kelas bahasa Inggris berlangsung?

Respondent 4: Terkadang mudah dan terkadang sulit. Terkadang juga santai.

Observer: Apa yang mengganggu kamu ketika kelas bahasa Inggris sedang berlangsung, apakah pelajarannya susah diterima atau tidak?

Respondent 4: Ada, seperti pelajarannya yang susah karena bahasa asing.

Observer: Selama pelajaran bahasa Inggris, apakah kamu pernah mendapat tugas untuk berbicara bahasa Inggris di depan kelas dan apa yang kamu rasakan ketika berada di depan kelas?

Respondent 4: Pernah dan tangan saya gemetar.

Observer: ketika guru melakukan kontak mata dengan kamu atau teman kamu melakukan kontak mata dengan kamu apakah kamu merasa gugup?

Respondent 4: Saya merasa gugup.

Observer: Bagaimana reaksi teman-teman kamu ketika kamu membuat kesalahan ketika berbicara bahasa Inggris di depan kelas?

Respondent 4: Ada teman yang mengkritik dan ada yang memberitahu jawaban yang benar.

Observer: Ketika kamu ingin maju kedepan kelas atau presentasi di depan apakah kamu ada persiapan sebelumnya?

Respondent 4: Ada persiapan seperti catatan kecil dan menghafal sedikit.

Observer: Apakah kamu berpikir bahwa bahasa Inggris adalah mata pelajaran yang sulit?

Respondent 4: Terkadang sulit terkadang tidak. Tergantung materi sulit atau tidak.

Observer: Apakah guru kamu meninggalkan kesan yang baik ketika proses belajar berlangsung?

Respondent 4: Ya sangat baik.

Observer: Apakah kamu ada ide agar belajar bahasa Inggris lebih menyenangkan?

Respondent 4: Buat game atau kuis. Buat karya sendiri seperti buat mading dalam bahasa Inggris

## APPENDIX IV

### Students Questionnaire Sheets

Nama : YULIANA LESTARI

Kelas : X-IPA I

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.	✓			
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.			✓	
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.			✓	
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.				✓
6	Saya menemukan diri saya berpikir tentang hal-hal				

Nama : Salsabtia Nst

Kelas : X IPA

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.	✓			
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.	✓			
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.	✓			
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.			✓	✓
6	Saya menemukan diri saya berpikir tentang hal-hal				

Nama : Uchy Permata Sari

Kelas : X IPA

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.			✓	
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.	✓			
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.				✓
6	Saya menemukan diri saya berpikir tentang hal-hal				



Nama : M. Fadilla

Kelas : X IPA

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.			✓	
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.			✓	
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.		✓		
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.		✓		
6	Saya menemukan diri saya berpikir tentang hal-hal				

Nama : IMAM HAKIM

Kelas : X IPA'

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.		✓		
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.				✓
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.	✓			
6	Saya menemukan diri saya berpikir tentang hal-hal				✓



Nama : RAHMAT DAKU UST

Kelas : ~~II~~ X IPA<sup>2</sup> B

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.			✓	
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.			✓	
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.				✓
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.		✓		
6	Saya menemukan diri saya berpikir tentang hal-hal			✓	

Nama : Nur kholihan Hasibuan

Kelas : X - IPA 1

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.			✓	
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.		✓		
6	Saya menemukan diri saya berpikir tentang hal-hal		✓	✓	

Nama : *Rendi Setiawan*

Kelas : *X IPA'*

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.			✓	
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.		✓		
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.				✓
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.		✓		
6	Saya menemukan diri saya berpikir tentang hal-hal				

Nama : Zahwa Maulidya

Kelas : X IPA<sup>-1</sup> (B)

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.			✓	
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.				✓
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.		✓		
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.			✓	
6	Saya menemukan diri saya berpikir tentang hal-hal				



Nama : SOFYAN SARI

Kelas : ~~TEKNIK~~ XI IPA

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.				✓
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.			✓	
6	Saya menemukan diri saya berpikir tentang hal-hal	✓			

Nama : NURLIANA

Kelas : X IPA 1

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.			✓	
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.			✓	
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.			✓	
6	Saya menemukan diri saya berpikir tentang hal-hal		✓		

Nama : Mega Aprilia

Kelas : X Ipa<sup>1</sup> B

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.			✓	
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.		✓		
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.	✓			
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.		✓		
6	Saya menemukan diri saya berpikir tentang hal-hal				

Nama : M. RIDUAN

Kelas :

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.		✓		
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.			✓	
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.				
6	Saya menemukan diri saya berpikir tentang hal-hal		✓		



Nama : SONIA PITRI AYU

Kelas : X-IPA<sup>2</sup>

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.	✓			
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.			✓	
6	Saya menemukan diri saya berpikir tentang hal-hal			✓	

Nama : Nurul Aulia

Kelas : XIpa<sup>2</sup>

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.	✓			
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.			✓	
6	Saya menemukan diri saya berpikir tentang hal-hal			✓	

Nama : Sapitri

Kelas : X

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.	✓			✓
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.	✓			
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.	✓			
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.		✓		
6	Saya menemukan diri saya berpikir tentang hal-hal				



Nama : Icha Fadillah Ibs

Kelas : X IPA<sup>2</sup>

Bacalah pertanyaan-pertanyaan di bawah ini dan berikan jawaban atas pertanyaan-pertanyaan di bawah ini secara jujur dan benar dengan memberikan tanda checklist (✓) baik di SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), dan STS (Sangat Tidak Setuju)!

No	Pernyataan	Tanggapan			
		SS (Sangat Setuju)	S (Setuju)	TS (Tidak Setuju)	STS (Sangat Tidak Setuju)
1	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara bahasa Inggris di kelas.		✓		
2	Saya tidak khawatir membuat kesalahan saat berbicara bahasa Inggris pada pelajaran Bahasa Inggris.		✓		
3	Saya gemetar ketika saya tahu saya dipanggil untuk maju kedepan kelas pada pelajaran Bahasa Inggris.	✓			
4	Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris.		✓		
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas bahasa asing.		✓		
6	Saya menemukan diri saya berpikir tentang hal-hal	✓			

## APPENDIX V

### Name of Respondents

No	Name of Respondents	Initial
1	Yuliana Lestari	YL
2	Safitri	SF
3	Salsabila Nasution	SN
4	Uchy Permatasari	UP
5	M. Fadillah	MF
6	Imam Hakim	IH
7	Rahmat Dani Nasution	RD
8	Nur Kholilah Hasibuan	NK
9	Rendy Setiawan	RS
10	Sofyan Safii	SS
11	Zahwa Maulidya	ZM
12	Nurliana	NR
13	Mega Aprilia	MA
14	M. Riduan	MR
15	Sonia Pitri Ayu	SP
16	Nurul Alipa	NA
17	Muliani	ML
18	Icha Fadillah Lubis	IF

## APPENDIX VI

### RESEARCH PERMIT LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-13841/ITK/ITK.V.3/PP.00.9/10/2020  
Lampiran : -  
Hal : Izin Riset

03 November 2020

**Yth. Bapak/Ibu Kepala MAS Raudhatul Akmal**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Putri Indriyanti  
NIM : 0304163164  
Tempat/Tanggal Lahir : Batang Kuis, 06 Juni 1998  
Program Studi : Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : DESA BARU KECAMATAN BATANG KUIS Kelurahan DESA BARU Kecamatan BATANG KUIS

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS Raudhatul Akmal, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***An Analysis Students' Speaking Anxiety in Speaking English at Tenth Grade of MAS raudhatul Akmal***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 03 November 2020  
a.n. DEKAN  
Ketua Program Studi Pendidikan  
Bahasa Inggris



*Digitally Signed*

**Dr. Sholihatul Hamidah Daulay, S.Ag,**  
**M.Hum**  
NIP. 197506222003122002



**MADRASAH ALIYAH SWASTA YP. RAUDHATUL AKMAL  
( MAS YPRA )**

**KECAMATAN BATANG KUIS**

No. Izin Operasional Sekolah Swasta : 401 Tanggal 15 Juli 2010  
Akreditasi : B NSS : 131212070013 NDS : 310550 NPSN : 10264713

Jln. Nusa Indah Gg. Melati Desa Tanjung Sari Kec. Batang Kuis Kab. Deli Serdang Telp. 7389090 Email : raudhatul\_akmal5@yahoo.com

Batang Kuis, 21 November 2020

No : 195 /MAS/RA/BK/TJ/ XI/ 2020  
Lamp : 1 Lembar  
Hal : Surat Keterangan

Kepada Yth :  
Dekan Ketua Program Studi Pendidikan  
Bahasa Inggris  
Universitas Islam Negeri Sumatera Utara  
di  
Tempat

Assalamu'alaikum Wr.Wb.

Dengan hormat,

Sesuai dengan surat No : B-13841/ITK/ITK.V.3/PP.00.9/10/2020, tanggal 03 November 2020 perihal Izin Riset. Dengan ini, kepala MAS Raudhatul Akmal Kecamatan Batang Kuis memberikan Izin Riset kepada :

Nama : PUTRI INDRIYANTI  
NIM : 0304163164  
Tempat/Tanggal Lahir : Batang Kuis, 06 Juni 1998  
Program Studi : Pendidikan Bahasa Inggris  
Semester : IX ( Sembilan )

Bahwa yang nama tersebut diatas adalah benar - benar mengadakan Riset di MAS Raudhatul Akmal Kecamatan Batang Kuis tanggal 03 – 21 November 2020. Untuk Penyusunan Skripsi yang berjudul :

***"An Analysis Students' Speaking Anxiety in Speaking English at Tenth Grade of MAS Raudhatul Akmal"***

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya .

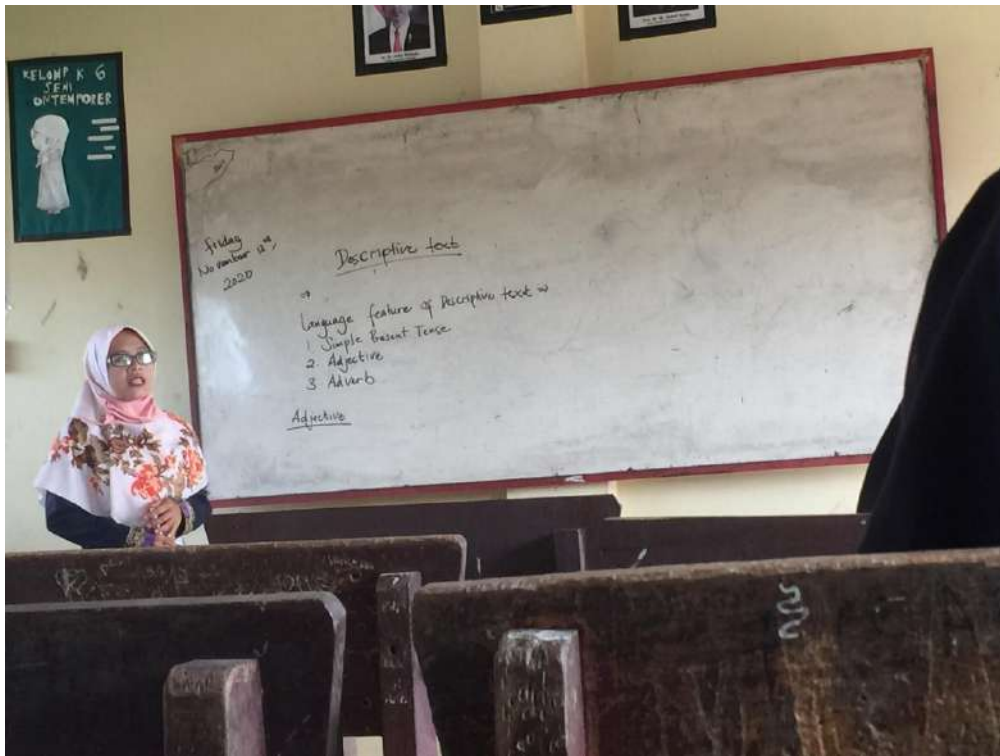
Diketahui oleh

  
Putri Handayani, MA  
NIP. 19730407 199703 2 001



## APPENDIX VII

### DOCUMENTATION

























## **PERSONAL DETAILS**

Full Name : Putri Indriyanti  
Gender : Female  
Place, Date of Birth : Batang Kuis, 06 June 1998  
Nationality : Indonesia  
Marital Status : Single  
Health : Perfect  
Religion : Moslem  
Address : Jalan Kenanga Desa Baru Kecamatan Batang Kuis  
Mobile : 085283218145  
E-Mail : putriindriyanti66@gmail.com