

**STUDENTS' ENGLISH SPEAKING ANXIETY AT 9<sup>th</sup> GRADE OF SMP  
MUHAMMADIYAH SOKARAJA**



**THESIS**

**Presented to English Education Study Program, State Institute of Islamic  
Studies Purwokerto as a Partial Fulfillment of the Requirements for  
Belowgraduate Degree in English Education**

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**MOTTO**

*“Be a good girl”*

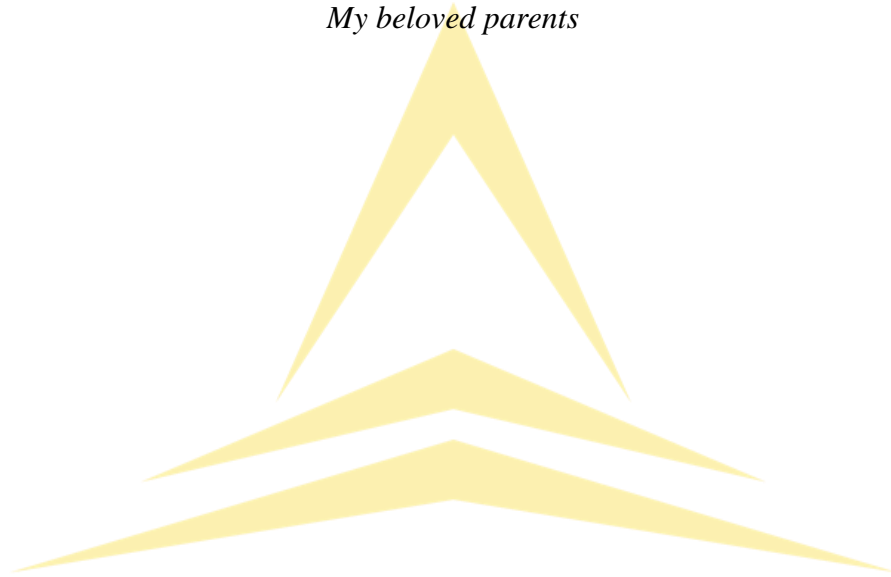


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**DEDICATION**

*I dedicate this thesis to*

*My beloved parents*



**IAIN PURWOKERTO**

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**ABSTRACT**

Learners consider speaking skills to be the most challenging aspect of foreign language learning. Many Language learners sometimes evaluate their success in language learning based on how well they have improved their spoken language ability. On another side, Anxiety could make an impact on students' learning. It means that if the students have low anxiety, they will be more successful in acquiring English.

The current research aimed at investigating the types of speaking anxiety, the factors that causing students' anxiety in speaking English, and students strategies to reduce anxiety. The subject of the research were students' of SMP Muhammadiyah Sokaraja, especially 9<sup>th</sup> grade D. The object of the research were to find out the types of speaking anxiety, to indicate the factors causing speaking anxiety, and to find out students' strategies in reduce their anxiety. A qualitative research was employed as the research design of this research. The data obtained from observation, interview, and documentation. Data analysis in this research was data reduction, data display, and conclusion or verification

The result of the research showed that there were two types of students' English speaking anxiety that appeared at 9<sup>th</sup> Grade of SMP Muhammadiyah Sokaraja. They were state anxiety and specific-situational anxiety. The researcher indicated Four factors causing students' English speaking anxiety. They were afraid of making mistakes (vocabularies, grammar, and pronunciation), self-perception (shynes and confidence), being laughed at by the others, and lack of preparation. Therefore, the researcher also found some strategies that were used by students in reducing anxiety in speaking English. Those are: preparation, positive thinking, peer of seeking, avoid eye contact to the audience, and relaxation.

***Keywords:*** *Students' anxiety, English language, Speaking skill*

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**IAIN PURWOKERTO**

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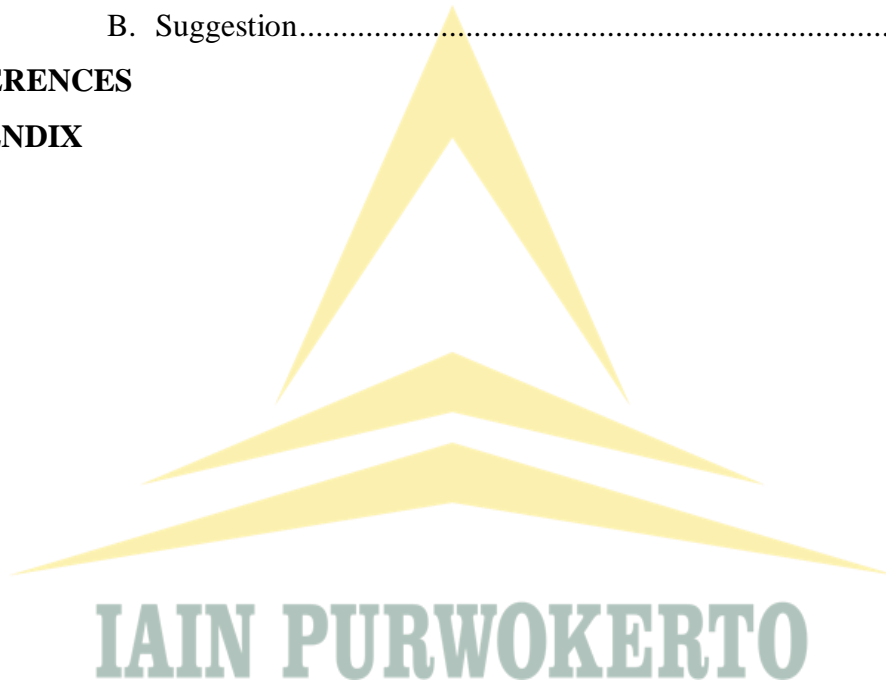
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Learners consider speaking skills to be the most challenging aspect of foreign language learning.<sup>1</sup> Some language learners find it difficult to express their ideas in spoken language. They generally get problems in showing their thoughts and expressions effectively. They stop speaking due to the psychological obstacles in finding appropriate words to express their ideas. The fear of speaking in a foreign language may be related to a variety of complex psychological constructs such as self-esteem, social anxiety, and communication apprehension.<sup>2</sup>

Anxiety as a psychological obstacle holds an important part in the process of speaking.<sup>3</sup> Many Language learners sometimes evaluate their success in language learning based on how well they have improved their spoken language ability. Anxiety reactions can be categorized as reflecting emotionality or worry.<sup>4</sup> Emotionality refers to psychological reactions, such as blushing or racing heart, and behavioral reactions, such as stammering and fidgeting.<sup>5</sup> Worry refers to cognitive reactions, such as task-irrelevant thoughts or self-deprecating thoughts.<sup>6</sup> The relationship between anxiety and speaking skill cannot be viewed without considering an assortment of variables, such as

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<sup>1</sup> Lai-Mei, L. & Seyedeh M. A. *An Analysis of Factors Influencing Learners' English Speaking Skill*. International Journal of Research in English Education, 2017, p. 34

<sup>2</sup> Young, D.J. *An investigations of students' perspectives on anxiety and speaking*. Foreign Language Journal. Vol. 23, No. 6. 1990, p 540

<sup>3</sup> Muhammad, Tanveer. *Investigate the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. Thesis for: MEd English Language Teaching (ELT) University of Glasgow UK. 2008. Doi:10.13140/RG.2.1.1995.1129

<sup>4</sup> Leibert, R. M., & Morris, L. W. *cognitive and emotional components of test anxiety: A distinction and some initial data*. Psychological Reports. Vol. 20, No. 3. 1967, p. 976

<sup>5</sup> Deffenbacher, J. L. *Relationship of worry and emotionality to performance on the Miller Analogies Test*. Journal of Educational Psychology, Vol. 69, No. 2, 1977, p. 191–195. <https://doi.org/10.1037/0022-0663.69.2.191>

<sup>6</sup> Schwarzer, Ralf. *Worry and Emotionality as Separate Components in Test Anxiety*. ERIC. 1980.

language setting, anxiety definition, anxiety measure, age of subjects, language skill, and research design. As speaking skill is one of the essential skills in language learning, anxiety in speaking is among the most significant factors in the foreign language classroom.<sup>7</sup>

There are four key skills, listening, reading, writing, and speaking in language learning.<sup>8</sup> No matter what languages a student learns, he/she should be interested in all four skills. Speaking could be a challenging aspect for some students since it needs interactions. Unlike the other three skills, which can be practiced alone, students need a partner to speak with to practice speaking. On another side, Anxiety could make an impact on students' learning.<sup>9</sup> It means that if the students have low anxiety, they will be more successful in acquiring English. Roli, states that the factors which can increase speaking incorrectly and cause an acute sense of anxiety are the lack of vocabularies, improper grammar, and fears of mistakes.<sup>10</sup> Moreover, a very limited chance to practice can cause not confidence, shyness, and silence that impede natural communication. If they expect that they will be failed in acquiring English, they will not be able to speak English well.

The success of language learning depends on the ability to conduct conversations in the target language.<sup>11</sup> It can be said that being able to speak fluently is essential in students' language learning to communicate both inside or outside the classroom. Internal and external factors can be caused the failure of the learning speaking in the EFL classroom.<sup>12</sup> These factors are: the domination of teaching structure and reading, the limited time for teaching

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<sup>7</sup> Meily, Ivane E.N, & Nurlita L.G. *Student Anxiety in Learning English as a Foreign Language (EFL)*. The 65th TEFLIN International Conference, Universitas Negeri Makassar, Indonesia. Vol.12, No.14 July 2018, p. 68.

<sup>8</sup> Palincsar, A. S., & Brown, A. L. *Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities*. Cognitive Instruction, Vol. 2,1984, p. 167–175.

<sup>9</sup> Ravika, Rayani. *Students' Anxiety in English Learning (a Study at the Eight Grade of SMP N 1 Tambusai)*". Thesis. 2012, p. 24

<sup>10</sup> Roli, Asparanita. *Students' Anxiety In Speaking English At The Eleventh Grade Of Senior High School 1 Muaro Jambi*. Thesis. UIN Sutha Jambi. 2020, p. 2

<sup>11</sup> Oktavian, Mantiri, *Key to Language Learning Success*, Journal of Arts and Humanities, Vol. 04, No. 01, 2015, p. 14-18

<sup>12</sup> Robin K. Buchler, *Anxiety-Reducing Strategies in The Classroom*. Thesis. Western Michigan University. 2013.

speaking, the large number of students in a class, and sometimes he/she does not have a strong motivation to learn English language, especially speaking because overcoming these problems and preparing students to use the English language in communication is not easy.

Among other situations, speaking anxiety is the fear faced by students when delivering or preparing a speech in front of people or the public.<sup>13</sup> It usually happened because the students are not confident with their English ability. They were afraid and shy to practice with the target language, in this case, English, also they were scared about making a mistake. Horwitz et al. Stated that the students who have a problem in speaking would have bigger difficulty in speaking in a foreign language class.<sup>14</sup> These kinds of problems could cause many disadvantages to EFL students. They will lose their opportunities to use English in the classroom context to enhance their speaking ability. That way, anxiety could be a block of students' mastery of English. Krashen, cited by Mayangta, categorized Anxiety as an effective filter that could impede students from gaining their full ability in learning a language.<sup>15</sup> They also might develop other kinds of negative behaviors such as becoming passive learners in the class, sitting in the back row and even skipping EFL classes.

One of the problems in EFL learning at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja is that English only used in classroom. Students do not get more opportunities to practice English outside the classroom. As a result, students hesitate when speaking English. Some of them stated that when communication competence becomes the central focus of an EFL language classroom, they feel intimidated, stressed, nervous, and anxious. They negatively perceive such a task.

This problem is probably because of some reasons: First, compared to writing and reading skills, speaking skill requires much more knowledge of

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<sup>13</sup> Daud Afrianto et al., *Factors Contributing to Speaking Anxiety: A Case Study of PreService English Teachers*. Journal of Educational Sciences Vol. 3 No. 3 (Sept 2019) 412–422

<sup>14</sup> Horwitz, et al. *Foreign Language Classroom Anxiety*. The Modern Language Journal, 70(2), 1986. pp.125

<sup>15</sup> Tesalonika Mayangta. *Students' speaking anxiety in an EFL Classroom*. Thesis. 2013



grammar, and it requires the students to use this knowledge in real-time. It means that a good English speaker will have to possess a complex linguistic element to produce spoken English. Second, it is probably because of a lack of exposure to spoken English here in Indonesia. So, language learners find it difficult to practice their English in a natural setting. Most students only sometimes practice English in their classroom with minimal time allocation. The majority of them never use it outside of the class as they do not have an atmosphere that requires them to speak up in English in their daily life.

Considering all the issues previously mentioned, this study is intended to investigate the Students' English Speaking Anxiety at 9<sup>th</sup> Grade of SMP Muhammadiyah Sokaraja. The study the types of anxiety, the factors of anxiety, and the students' strategies to reduce the anxiety.

## B. Conceptual Definition

### 1. Speaking

Speaking is one of a key aspect of learning a second or foreign language.<sup>16</sup> Speaking is a productive aural/oral skill.<sup>17</sup> It consisted of producing a systematic verbal utterance to convey meaning. Speaking is included as a productive skill that can be directly and empirically observed<sup>18</sup>. Someone who speaks is called a speaker which able to express their language to the listener to communicate. Through this oral communication, people can interact with others spontaneously.

### 2. Anxiety

In general, Anxiety is excessive and exaggerated worry about everyday things<sup>19</sup>. Foreign language learners anxiety can be related to the following: communication apprehension (the fear of communicating with others), test anxiety (the fear of exams, quizzes, and other activities used to

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<sup>16</sup> Septy, indrianti, *Students' Anxiety in Speaking English*, Thesis. UPI. 2012

<sup>17</sup> David, N. *practical English language teaching*. (New York: Mc Graw Hill, 2003) P. 48

<sup>18</sup> Brown, Douglas. *Language Assessment*. ( USA: Pearson Education, 2004), p. 140

<sup>19</sup> Suleimenova, Z. *Speaking Anxiety in A Foreign Language Classroom in Kazakhstan*. *Procedia Social and Behavioral Sciences*, 93, 2013, p. 1860

evaluate one's competence), and the fear of negative evaluation (the worry about how others view the speaker).<sup>20</sup>

#### C. Research Question

Based on the background above, the researcher formulated a research questions as follow:

1. What types of anxiety do the students at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja experience in speaking?
2. What are the factors causing students' English speaking anxiety at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja?
3. What are the students' strategies to minimize their English speaking anxiety at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja?

#### D. The Objectives of the Research

1. To find out the types of students' English speaking anxiety at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja.
2. To indicate the factors causing students' English speaking anxiety at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja.
3. To find out the students' strategies to minimize their English speaking anxiety at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja.

#### E. The Significances of the Research

##### 1. Theoretical significance

The research will be of considerable interest to language educators in SMP Muhammadiyah Sokaraja since will provide information related to students' anxiety to overcome the problems in speaking. hopefully broaden the insight into the issue of language anxiety and help language teachers create friendly and less stressful classroom environments to make students feel free to speak the language.

##### 2. Practical significance

###### a. For Teachers

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<sup>20</sup> Elaine K. Horwitz, et al., *Foreign Language Anxiety*, The Modern Language Journal. Vol. 70, No. 2. 1986, p. 127.

this study hopes to give a new perspective for teachers when analyzing students' speaking anxiety in the classroom. Teachers are hoped to get a deep understanding of the factors to gain more awareness and try to find out ways or strategy to help the students minimize their anxiety.

b. For the educational institution

This research might be the inspiration and consideration to find out ways or strategies to design the curriculum that can increase English speaking skills.

c. For the next researchers

This research might be helpful as guidance and reference to other researchers who want to know more about students' English speaking anxiety.

F. Review of Relevan Studies

The first study is *Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi*. A paper written by Roli Asparanita a student of English Education Program of Faculty of Education and Teacher Training of State Islamic University Sultan Thaha Saifuddin Jambi, in 2020. The aim of this study was to investigate kinds of Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi and factors that caused the Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi. The object on the second year in the academic year of 2019/2020. This a qualitative research, the research employing observations, interviews to collect the data. The result of the study showed that there were three kinds of students' anxiety in learning English, they are State Anxiety, trait and Specific-situation anxiety t anxiety. There were three factors caused the students' anxiety in learning English, they are communication apprehension, test anxiety, and fear of negative evaluation.

The second research is a thesis project written by Siti Salamah a student of English Department, the Faculty of Languages and Arts, Universitas Negeri Semarang, in 2019. The title is *An Analysis of Students' Speaking Anxiety in*

*Young Learners Classroom through Small Group Discussion (A Case of Grade VII Students of SMP Muhammadiyah 1 Semarang in the Academic Year 2018/2019)*. 2019. The aim of this study was to list the speaking anxiety factors that appear in young learners' classroom, to explain students' speaking anxiety in young learners' classroom through small group discussion, and to explain how small group discussion to eliminate the students' speaking anxiety data were analyzed qualitatively. The findings show that there were five factors of speaking anxiety of the students during English class: 1) less preparation during English class, 2) The students very feel nervous when the teacher asked questions that they have not prepared before, 3) the students were afraid not with what their English teacher said, 4) how English teacher treated the students during English class, and 5) peer-pressure in English speaking.

The last research with the title "*Investigating The Causes of EFL Students' Language Anxiety and Their Speaking Performance*" is a research paper written by Syaima Hakim a student of Universitas Pendidikan Indonesia, in 2018. The study aimed at investigating the factors that cause students' anxiety in speaking English and finding correlations between anxiety and students' speaking performance. The data were obtained from questioners, interviews, and a speaking test. The results showed that self-perception, low proficiency in speaking English, learners' beliefs about language learning, and classroom procedure were considered as the main factors of students to be anxious in speaking English. It is also found that there is a negative correlation between students' speaking anxiety and their speaking performance.

From the previous research above, there are similarities and differences between the present research and those researches. The similarity between this research and other research is in the types of speaking anxiety and factors causing students' English speaking anxiety. The gap of this research with previous research was the subject of this research which concern the students' strategies to minimize it and the setting in SMP Muhammadiyah Sokaraja.

#### G. Structure of the Research

This thesis will organize into five chapters; Chapter I gives a general description of the introduction, consisting of the research background, the scope of the research, the research questions, the objectives, and the significance of the research.

Chapter II describes the theories which support the research. Which is consists of two sub-sections; those are the theoretical framework and previous studies.

Chapter III discusses the research method. This chapter contains the research design, subject, and object of the research, collecting data, and techniques of analyzing data.

Chapter IV elaborates on the research findings and discusses the data from observation, interview, and documentation.

Chapter V illustrates the conclusion of the research and suggestions for further research.



**IAIN PURWOKERTO**

## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking

##### 1. Definition of Speaking

Speaking has been defined as the way to use or be able to use a language for vocal communication, which has variety of meanings.<sup>21</sup> Speaking is the way for people to communicate with other people by using verbal language. Speaking is a skill needed by more than one person as a speaker and then a listener. Speaking is not only making sound by speech organs, but ideas, emotions, and expression are also taking part in it. Speaking is the process of using the urge of speech to perform vocal symbols in order to communicate and share information, knowledge, idea, and opinion with the other person.<sup>22</sup>

##### 2. Speaking in English

Communicative language teaching in the EFL context is clearly a greater challenge for students and the teacher.<sup>23</sup> In English classroom, speaking deserves more attention due to its importance in students' current lives.<sup>24</sup> However, in students' context, they do not see English as a necessary but rather as a curious task they want to pursue. It has an important role in achieving the speaking class's goal, that is, to master the speaking skill appropriately since considered as output skill. Speaking is a productive skill in oral performance. Among other skills, speaking is more complicated than it seems at first and involves more than just pronouncing words or make a

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<sup>21</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching, A Description and Analysis* (New York: Cambridge University Press, 1991), p. 90

<sup>22</sup> Bygate, M. *Speaking*. Oxford: Oxford University Press. 1987.

<sup>23</sup> Namaziandost, Ehsan et al., 2019, *The impact of opinion-gap, reasoning-gap, and information-gap tasks on EFL learners' speaking fluency*, Cogent Social Sciences, Vol. 5, No. 1, p. 2

<sup>24</sup> Buitrago Tinjacá and Ayala Contreras, *Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers*, Profile 9, 2008, Bogotá, Colombia. Pages 23-46

sentence<sup>25</sup>. Therefore, many students fumbled when they are asked to perform oral communication tasks as speaking requires more complex skills than other language tasks. Classroom practice is intended to help learners develop their communicative competence.<sup>26</sup> So they should know how the language system works appropriately and effectively.

### 3. Aspects of Speaking Performance

According to Lado<sup>27</sup> as cited by Peter, Speaking is a difficult skill to judge correctly among the four skills because speaking is a complex skill to acquire and there are four aspects of speaking performance generally recognized as follows:

#### a. Fluency

Speaking fluency refers to producing the spoken/oral language without excessive pausing or hesitation and good sentence.<sup>28</sup> According to Hartmann and Stork as cited by Namaziandost, et al. the term "fluent" means a speaker can use the correct structures of a language at average speed, which means speaking naturally with a concentration on the content delivery, rather than focusing on the form or structure of a language.<sup>29</sup> Fluency is the ability to link units of speech together with facility and without strain or inappropriate slowness of hesitation.<sup>30</sup> The extent to which the language produced in performing a task manifests

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<sup>25</sup> Marriam, B, at al. *Factor Effecting Students' English Speaking Skills*. British Journal of Arts and Social Sciences. Vol. 2, No. 1, 2011, p. 36

<sup>26</sup> Kayaoglu, M. N., & Saglamel, H. (2013). *Students' perceptions of language anxiety in speaking classes*. Tarih Kültür ve Sanat Arasturmalari Dergisi, 2(2), 142-16

<sup>27</sup> Peter L. Patrick. *What is the role of expertise in Language Analysis for Determination of Origin (LADO)? A rejoinder to Cambier-Langeveld*, IJSSL Vol 23, N. 1. 2016, p 133–139, doi : 10.1558/ijssl.v23i1.27537

<sup>28</sup> Zhiqin, Wang. *Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners*. English Language Teaching; Vol. 7, No. 2. 2014, p. 110

<sup>29</sup> Namaziandost, Ehsan, et al. *The impact of opinion-gap, reasoning-gap, and information-gap tasks on EFL learners' speaking fluency*. Cogent Social Sciences Vol. 5. No. 1. 2019, p. 2

<sup>30</sup> Hedge, T. *Teaching and learning in the language classroom*. Oxford: Oxford University Press. 2000

pausing, hesitation, and reformulation.<sup>31</sup> Otherwise, many foreign language learners think of fluency as the ability to speak fast.

b. Pronunciation

According to Abbas, Pronunciation is an integral part of foreign language learning since English increasingly becomes the language used for international communication. It is vital that English speakers, whether they are native or non-native speakers, can exchange meaning effectively.<sup>32</sup> According to Burns, it is important that English speakers can achieve: *Intelligibility* (the speaker produces sound patterns that are recognizable as English). *Comprehensibility* (the listener can understand the meaning of what is said). *Interpretability* (the listener can understand the purpose of what is said).<sup>33</sup>

c. Volume

Most native English speakers; when a native English speaker speeds up, generally, their English is still clear to listeners. Because they do not change their pronunciation, such as vowels, consonants, and word stress, they stay the same and appear faster. The problem that non-native speakers face is that when they speed up, their pronunciation often changes and gets worse, making it more challenging for the listener.<sup>34</sup>

d. Confidence

One of the personal factors which are highly correlated with speaking anxiety, is confidence/self-confidence.<sup>35</sup> Self-confidence significantly contributes to the learner's willingness to communicate in

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<sup>31</sup> Ellis, R. *Tasked-based language learning and teaching*. Oxford: Oxford University Press. 2004. P. 342

<sup>32</sup> Abbas Pourhosein Gilakjani. *A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction*. International Journal of Humanities and Social Science. Vol. 2 No. 3; February 2012. P. 119

<sup>33</sup> Anne, Burns. *Clearly speaking: pronunciation in action for teachers*. National Center for English Language Teaching and Research, Macquarie University, Sydney NSW 2109. 2003. P. 4

<sup>34</sup> Dörnyei, Z. *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press. 2002, p. 87

<sup>35</sup> Hyesook, park & Adam. R, Lee. *L2 Learners' anxiety, self-confidence and oral performance*. Kunsan national university, Concordia university. 2004



foreign language.<sup>36</sup> Self-confidence involves judgments and evaluations about one's worth. Self-confidence can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language. On the other hand, self-confidence can be positively correlated with speaking performance.

#### 4. Characteristics of A Successful Speaking Activity

Speaking activities can give students enormous confidence and satisfaction, and sensitive teacher guidance can encourage them into further study.<sup>37</sup> Therefore, good speaking can and should be highly motivating. Many speaking tasks are intrinsically enjoyable in themselves. To most people, success of speaking is the single most important aspect of learning a second or foreign language. Success is measured in terms of the ability to carry out a conversation in the language.<sup>38</sup>

However, sometimes spoken language is easy to perform, but it is not easy in some cases.<sup>39</sup> When people want to speak fluently, sometimes they get difficulties doing it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity.<sup>40</sup> such as:

- a. The learner talks a lot. In fact, students are allowed to do this activity as much as possible. This may be obvious, but usually most of the time is spent on teacher talks or timeouts.
- b. The participant is even. In class discussions, active participants will not be monitored. Everyone has the opportunity to speak, and contributions are fairly evenly distributed.

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<sup>36</sup> MacIntyre, P.D. et al. *conceptualizing willingness to communicate in L2: A Situational model of L2 modern and affiliation*. Modern language journal. Vol, 82, 1998, p. 545-62.

<sup>37</sup> Jeremy, Harmer. *How to Teach English*. (England: Longman, 1988), p. 88

<sup>38</sup> David, Nunan. *Second Language Teaching & Learning*. (USA: Heinle & Heinle Publisher, 1999), p. 39

<sup>39</sup> Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy, the second edition*. (New York: Pearson Education Company, 2001), p. 270

<sup>40</sup> Hewitt, E., & Stephenson, J. *Foreign language anxiety and oral exam performance: A replication of Phillips's MLJ Study*. The Modern Language Journal, Vol. 96, 2012, p. 170–189.

- c. The motivation is high. Learners are eager to speak because they are interested in the topic and have a new perspective on it, or they want to contribute to the achievement of the task goal.
- d. Language is at an acceptable level. Learners express themselves in relevant, easy-to-understand language to each other and reach an acceptable level of language accuracy.

## B. Anxiety

### 1. Definition of Anxiety

According to Scovel, anxiety is “a state of apprehension, and a vague fear that is only indirectly associated with an object”.<sup>41</sup> Anxiety is The subjective feeling of tension, nervousness, apprehension, and worry associated with the autonomic nervous system.<sup>42</sup> The factors such as speech anxiety, shyness, stage fright, embarrassment, social-evaluative anxiety, and communication apprehension, although not exactly synonymous, encompass one psychological phenomenon, social anxiety, but in different kinds of settings.<sup>43</sup> Anxiety feeling experience in communication while speaking in English can be debilitating and can influence students’ adaptation might be affected by the target environment and ultimately the achievement of their educational goals.<sup>44</sup>

### 2. Types of Anxiety

Anxiety has been a painful experience for some learners in the process of learning foreign languages. Previously it was believed that language anxiety appears as a result of test anxiety, communication apprehension or

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<sup>41</sup> Scovel, T. *The effect of effect on foreign language learning: A review of the anxiety research*, (Englewood Cliffs, New Jersey: Prentice Hall,1991), p. 13

<sup>42</sup> Yasser, Teimori; Goetze, Julia, & Plonsky, Luke. *Second Language Anxiety and Achievement a Meta-Analysis*. Studies in Second Language Acquisition. Vol. 41, No. 2. 2019, p. 363

<sup>43</sup> Baarry, R.S, & Mark, L. *Social Snxiety and Self-Presentation: A Conceptualization Model*. Psychological Bulletin. Vol. 92, No. 3. 1982, p. 641

<sup>44</sup> Lindy, W. *Anxiety and Speaking English as a Second Language*. RELC Journal. Vol. 37, No. 3. 2006, p. 310

fear of negative evaluation.<sup>45</sup> Later researchers agreed that language anxiety is independent on other types of anxiety and it is unique and distinct.<sup>46</sup> Oh cited by Ahmad et.al, considers foreign language anxiety as situation specific anxiety and states, foreign language anxiety is situation specific anxiety which students experience in classroom. It is characterized by self-centered thoughts, feeling of inadequacy, fear of failure, and emotional reactions in the language classroom.<sup>47</sup> According to Huberty, there are three types of anxiety: state anxiety, trait anxiety and situation specific anxiety.<sup>48</sup> According to Spieberger, State anxiety is an apprehension experienced at a particular moment in time as a response to a definite situation.<sup>49</sup> Most people experienced state anxiety which also known as a normal anxiety.<sup>50</sup> It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

A pattern of responding with anxiety even in non-threatening situations is called trait anxiety.<sup>51</sup> People who have trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. Trait anxiety is a person's tendency to feel anxious about the situations they are exposed to and as a part of person's character and usually

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<sup>45</sup> Scovel, T. The effect of affect on foreign language learning: a review of the anxiety research. *Language Learning*, 28(1), 1978, p. 129-142. <https://doi.org/10.1111/j.1467-1770.1978.tb00309.x>

<sup>46</sup> Afrianto, Daud et.al, *Factors Contributing to Speaking Anxiety: A Case Study of PreService English Teachers*. *Journal of Educational Sciences*. Vol. 3, No. 3, p. 413

<sup>47</sup> Ahmad, N et.al. *Exploring the Causes of English Language Speaking Anxiety among Postgraduate Students of University of Balochistan, Pakistan*. *International Journal of English Linguistics*; Vol. 7, No. 2; 2017, p. 100

<sup>48</sup> Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009) p.31

<sup>49</sup> Spielberger, C. *Manual for the state-trait anxiety inventory*. (Palo Alto, Calif.: Consulting Psychologists Press, 1989), p. 312

<sup>50</sup> Mudassar Nazir, et.al. *A Study of Second Language Speaking-Anxiety among ESL Intermediate Pakistani Learners*, *International Journal of English and Education*. Vol. 3, No. 3, 2014, P. 216-229

<sup>51</sup> MacIntyre, P.D. *How does anxiety affect second language learning? A reply to Sparks and Ganschow*. *Modern Language Journal*, 79, 1995, p. 90-99.

is a permanent disorder to.<sup>52</sup> People with trait anxiety tend to worry more than most people and whatever the situation it will remain affected by their character.

In the literature, another type of anxiety, which is called situation specific anxiety, has been identified.<sup>53</sup> Situation specific anxiety is anxiety caused by the conditions of a particular situation.<sup>54</sup> In the case of language learning, situation specific anxiety refers to apprehension caused by learners' inadequate knowledge of language.<sup>55</sup> In language learning, situation-specific anxiety recurs every time the learner attempts to use the language. Such as Public speaking, participating in-class activities, and written exams are some cases in which situation-specific anxiety may be observed.<sup>56</sup>

### 3. Sources of Anxiety

Horwitz identified foreign language anxiety, as a specific syndrome, which stems from three other anxieties: test anxiety, communication apprehension, and fear of negative evaluation.<sup>57</sup>

#### a. Test anxiety

According to Zeidner, test anxiety refers to the 'phenomenological, physiological and behavioral responses that accompany testing.'<sup>58</sup> It is kind of anxiety that happens when a student is taking a test or being

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<sup>52</sup> Marwan, Adi. *Investigating Students' Foreign Language Anxiety*. Malaysian journal of ELT research. Vol. 3, 2007, p. 39

<sup>53</sup> Woodrow, L. *Anxiety and speaking English as a second language*. Regional Language Centre Journal, Vol. 37, No. 3, 2006, p. 308-328.

<sup>54</sup> Wang, N. *Beliefs about language learning and foreign language anxiety: A study of university students learning English as a foreign language in Mainland China*. Unpublished master's thesis, University of Victoria. 1998

<sup>55</sup> MacIntyre, P. D., & Gardner, R. C. *Methods and results in the study of anxiety and language learning: A review of the literature*. Language Learning, 1991, Vol. 41, No. 1, 85-117.

<sup>56</sup> Zhanibek, A. *The relationship between language anxiety and students' participation in foreign language classes*. Unpublished master's thesis, Bilkent University, Ankara. 2001

<sup>57</sup> Horwitz, E. K., & Gregersen, T. S. *Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their oral performance*. The Modern Language Journal, Vol. 86, No. 4, 2002, p. 562-570

<sup>58</sup> Zeidner M. *Test anxiety in educational contexts: Concepts, findings, and future directions*. In: Schutz PA, Pekrun R (Eds.), Boston: Elsevier Academic Press. Emotion Educ. 2007. pp.165

evaluated by a teacher. Also is a subjective emotional state experienced before or during a specific evaluation relating to the act of completing the evaluation itself, the threat of failing, and perceived negative consequences<sup>59</sup>. Test anxiety is apprehension over academic evaluation<sup>60</sup>. It is a fear of failing in a test situation and an unpleasant experience unconsciously or unconsciously by learners.

According to Tenenbaum, cited by fitria states that the trigger of test anxiety includes several situations such as discussion , presentation, dramas, performances, and many more<sup>61</sup>. Test anxiety seems like a benign problem to some people, but it can be potentially serious when it leads to high levels of distress and academic failure<sup>62</sup>. Students who experience test anxiety consider the foreign language process, especially oral production, as a test situation rather than an opportunity for communication and skills improvement.

b. Communication apprehension

Communication apprehension is a fear of communicating in different situations<sup>63</sup>. Communication apprehension is a type of shyness characterized by fear about communicating with people<sup>64</sup>. It derives from the personal knowledge that one will almost certainly have difficulty understanding others. Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others due to their limited knowledge of the

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<sup>59</sup> Steinmayr et al., *SWB, Test Anxiety, Academic Achievement*, *Frontiers in Psychology*, Vol. 6, 2016, p. 2

<sup>60</sup> Dilek Cakıcı, *The Correlation among EFL Learners' Test Anxiety, Foreign Language Anxiety and Language Achievement*, *English Language Teaching*; Vol. 9, No. 8; 2016, p. 190

<sup>61</sup> Nur, Ainani, Fitria, *Students' Test Anxiety and Its Correlation with Their Academic Performances*, *Bahasa dan Seni*, Vol. 41, No. 1, 2013, p. 82

<sup>62</sup> Hakan Karatas, Bulent Alci and Hasan Aydin, *Correlation Among High School Senior Students' Test Anxiety, Academic Performance and Points of University Entrance Exam*, *Educational Research and Reviews*, Vol. 8, No. 13, 2013, pp. 919-926

<sup>63</sup> Albert P'Rayan & Ramakrishna T. Shetty, *Developing Engineering Students' Communication Skills by Reducing their Communication Apprehension*, *English for Specific Purposes World* ([www.esp-world.info](http://www.esp-world.info)), Vol. 7, No. 4, 2008, p. 5

<sup>64</sup> Wan, Zumusni Et. Al, *Esl Students Communication Apprehension and Their Choice of Communicative Activities*, *AJTLHE*, Vol. 2, No. 1, 2010, p. 24

language, especially speaking skills. Communication apprehension occurs when learners have immature communication skills although they have mature ideas and thoughts. They tend to have indecisive perceptions regarding their feelings when asked to express their opinions regarding communicating in English meetings. Furthermore, they often cannot give any responses when attending meetings<sup>65</sup>.

According to Haber & Alpert, CA is “the way a person feels about communication, not how they communicate.”<sup>66</sup> The fear could be due to any of the following reasons: lack of proficiency in the target language, lack of practice, insecurity, or any pre-programmed thought pattern. Even those who have a high level of proficiency in a language can experience communication apprehension. Some people may be good at communicating through writing, but they may have problems speaking in front of an audience. Some may be good at interpersonal communication but may not feel comfortable making presentations.

c. Fear of negative evaluation

Fear of negative evaluation was found to be a strong source of language anxiety.<sup>67</sup> Students experienced fear of negative evaluation in active-learning social situations, such as when talking to their group mates or anticipating that the instructor would call on them to speak in front of the class when they did not volunteer.<sup>68</sup> Students expressed anxiety because they were uncertain about how their performance would be evaluated by others and feared that they would be judged or outwardly ridiculed by other students or the course instructor if they provided an

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<sup>65</sup> Scott, M. D., & Wheelless, L. R. *The relationship of Three Types of Communication Apprehension to Classroom Achievement*. Southern Speech Communication Journal, Vol. 42, 1977, 246-255.

<sup>66</sup> Alpert, R. & R. Haber. *Anxiety in academic achievement situations*. Journal of Abnormal and Social Psychology, 61, 1960, p. 207-215.

<sup>67</sup> Selami, Aydin. *An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners*. Asian EFL Journal. Teaching Articles, 2008, p. 421

<sup>68</sup> Virginia R. Downing, *Fear of Negative Evaluation and Student Anxiety in Community College Active-Learning Science Courses*, CBE Life Science Education, DOI:10.1187/cbe.19-09-0186

incorrect answer.<sup>69</sup> As a result, they are silent and withdrawn most of the time and do not participate in language activities.

#### 4. Speaking Anxiety

It has been observed that many people fail to learn the language, even though they are successful in other learning experiences.<sup>70</sup> It is known that some people have an anxiety reaction against learning the language. Wilson cited by Saglamel and Kayaoglu states that for many learners speaking is one of the sources of anxiety in language learning.<sup>71</sup> Many learners suffer from foreign language speaking anxiety, which can simply be defined as the fear of using the language orally.

From a psycholinguistic point of view,<sup>72</sup> the process that the brain goes through in speaking is analyzed through an information processing model, which was developed by Levelt and Peter,<sup>73</sup> it has four steps: conceptualization, formulation, articulation and self-monitoring. Conceptualization refers to a sort of pre-speaking stage in which the speaker plans what to say. This involves connecting background knowledge to the topic and the conditions in which the speech is made.<sup>74</sup> During formulation, appropriate linguistic forms (words and phrases) are found and they are matched with the correct grammatical markers (affixes, articles, auxiliaries). In the stage of articulation, the speaker articulates every word by means of articulatory organs and in the last stage, the speaker checks the speech and correct mistakes by self-monitoring. This process is completed in a very

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<sup>69</sup> Kitano, K. *Anxiety in the college Japanese language classroom*. The Modern Language Journal, 2001, Vol. 85, 549-566

<sup>70</sup> Seyyed Ali O.N. *The Effect of Shyness on English Speaking Scores of Iranian EFL learners*, Journal of Literature, Languages and Linguistics, Vol.12, 2015, p. 22-28

<sup>71</sup> Kayaoglu, M. N., & Saglamel, H. *Students' perceptions of language Anxiety in speaking class*. Journal of history culture and art research, 2013, Vol. 2, No. 2, p 142-160.

<sup>72</sup> Saito, Y., & Samimy, K. K. *Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate and advanced-level college students of Japanese*. Foreign Language Annals, 1996, Vol.29, No. 2, p. 239-251.

<sup>73</sup> Peter Hagoort, & Willem J. M. Levelt. *The Speaking Brain*. Science. 2009, Vol. 326, Issue 5951, p. 372-373. DOI: 10.1126/science.1181675

<sup>74</sup> Kent. R. D., & minifie. F. D, *Coarticulation in Recent Speech Production Models*, Journal of Phonetics, 1977, Vol. 5, p. 115-133

short time so it is impossible for the speaker to control all the stages.<sup>75</sup> Therefore, the successful completion of the stages depends on automaticity. When they see that they cannot progress, they may have an anxiety reaction against learning the language.

#### 5. Factors Causing Speaking Anxiety

Many factors could be responsible for causing anxiety. Some of the identified factors are grammar and pronunciation factor, peer factor, stage fear factor, lack of confidence and shyness.<sup>76</sup> It was also found that pronunciation, immediate questions, fears of making mistakes and negative evaluation are the major causes of EFL speaking anxiety.<sup>77</sup> Anshari on his study state that Limited vocabulary, Inaccurate grammar, Lack of fluency, Imperfect pronunciation, Lack of active listening, Fear of speaking in public, Fear of expressing certain views, Diminishing confidence, Dominance of hesitation, Lack of group skills, Fear of making mistakes, Lack of exposure and practicing platforms were the factors causing speaking anxiety.<sup>78</sup>

#### C. Students' Strategies to Reduce Anxiety

According to Kondo and Yang, students can use five strategies to reduce their anxiety to perform in front of the class. They are preparation, relaxation, positive thinking, peer seeking, and resignation.<sup>79</sup>

##### 1. Preparation

In this strategy, students try to control themselves by improving their study and study strategies (examples: studying hard and obtaining good

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<sup>75</sup> Junko Noguchi, "I am a SALCer": Influences of Identity on Fear of Making Mistakes in English Interactions, SiSAL Journal Vol. 6, No. 2, June 2015, 163-175

<sup>76</sup> Rajitha K, et al. A Study of Factors Affecting and Causing Speaking Anxiety. Procedia Computer Science. 2020, Vol. 172, p. 1053–1058

<sup>77</sup> Saengpakdeejit, Rakchanok. Strategies for Dealing with Vocabulary Learning Problems by Thai University Students. Silpakorn University Journal of Social Sciences, Humanities, and Arts Vol. 14, No. 1, 2014, p. 147-167

<sup>78</sup> M. S. Ansari, Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study, International Journal of Educational Investigations, 2015, Vol.2, No.4, p. 38-46

<sup>79</sup> David Shinji kondo and Yang Ying-Ling. Strategies for Coping with Language Anxiety: The Case Students of English in Japan. ELT Journal Volume 58. No. 3 July Oxford University Press. 2004. P. 258-265



summaries of lecture notes). Using these strategies is expected to increase students' subjective mastery of the subject matter and reduce anxiety associated with a language class.

## 2. Relaxation

The goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something. Exercise turns nervous energy into positive energy through a calming release of breath.<sup>80</sup>

## 3. Positive Thinking

It is characterized by cooling down pressure complex cognitive processes that underlie students' anxiety and think everything can be well. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues and bring relief to the anxious student.

## 4. Peer Seeking

This strategy is distinguished by students' willingness to look for other students who seem to have trouble understanding the class and controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

## 5. Resignation

Students characterize this to run from the problem, and they do not want to belong to the activity because minimizing the impact of anxiety by refusing to face the problem. Some of the actions in this strategy are giving up and sleeping in class.

## D. Relationship Between Anxiety and Speaking Performance

Anxiety has been found the alarming factor causing debilitating effects on the foreign language speaking process.<sup>81</sup> Moreover, researchers describe anxiety as one of the most prevalent phenomena which obstructs language learning outcomes as anxiety may affect the quality of an individual's

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<sup>80</sup> Shu Feng Tseng. The factors cause language anxiety for ESL/EFL Learners in learning speaking. *Journal* 63. 2012. P. 84

<sup>81</sup> Farhad Ghorban Dordinejad Et Al. *On The Relationship Between Test Anxiety and Academic Performance*, *Procedia Social and Behavioral Sciences*. Vol. 15, 2011, P. 3774

communication or willingness to communicate.<sup>82</sup> Speaking anxiety can be observed at every stage of the learning process. In language classroom interactions, it becomes particularly obvious because risk-taking is an important part of the foreign language classroom. Learners may want to avoid making mistakes, thinking that this could harm their self-image, so they may feel anxious and keep silent.

Relationship between anxiety and foreign language performances, Brown states that people react anxiously to things which involve complex tasks, thinking deep inside that they lack the necessary skills to accomplish them.<sup>83</sup> Woodrow explored<sup>84</sup> the relationship between learners' speaking performances and their anxiety that learners with higher speaking anxiety tended to be less successful in speaking a foreign language. There is no doubt that most people consider second or foreign language learning to be one of those complex tasks which are difficult to achieve.<sup>85</sup> Therefore, they may tend to show anxious behaviors while learning a language. Anxiety in communicating in a second/foreign language, especially when that language is English, can have a debilitating effect and influence students' adaptation to the target environment and, ultimately, their educational goals.<sup>86</sup> There is also a well-asserted agreement that anxiety is related to performance and that anxiety has been shown to have a counter-productive negative effect on learning and achievement.<sup>87</sup>

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<sup>82</sup> Young, D. J. *Creating A Low-Anxiety Classroom Environment: What Does the Language Anxiety Research Suggest*, Modern Language Language Journal, 1991, p. 85, 426-439

<sup>83</sup> Brown, H. D. *Principles of language learning and teaching*. (New Jersey: Prentice Hall Regents), 1994, p.

<sup>84</sup> Woodrow, L. *Anxiety and speaking English as a second language*. Regional Language Centre Journal, Vol. 37, No. 3, 2006, p. 308-328.

<sup>85</sup> Abdul-Nafi' Khidhir Hasan. *The effect of lack of vocabulary on English language learners' performance with reference to English Departments students at Salahaddin University-Erbil*. مروضایه‌تنبیه‌تک‌ان زانسته بو زانکو طوژاری. Vol.20, No.2, 2016, p. 211-227

<sup>86</sup> Saengpakdeejit, Rakchanok. *Strategies for Dealing with Vocabulary Learning Problems by Thai University Students*. Silpakorn University Journal of Social Sciences, Humanities, and Arts Vol. 14, No. 1, 2014, p. 147-167

<sup>87</sup> Buitrago Tinjacá and Ayala Contreras, *Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers*, Vol. 9, 2008, Bogotá, Colombia. Pages 23-46

## CHAPTER III

### RESEARCH METHOD

#### A. Research design

The research was conducted by using the descriptive-qualitative method. The specific design of this study employed a case study design. The purpose of descriptive qualitative research is to describe the data systematically the facts and characteristics of area of interest factually and accurately.<sup>88</sup> Creswell as cited by Satori stated that; qualitative Research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems.<sup>89</sup> According to Cresswell cited by Sugiono, In qualitative research the researchers study things in their natural settings, attempting to make sense or interpret phenomena.<sup>90</sup> A qualitative design with a case study aimed to describe a phenomenon accurately based on the characteristic of research. The case such as event, problems, process, activity, program, a single person, or several people.<sup>91</sup> Qualitative researchers are concerned with the perspective to explore the ideas and perceptions of the participants. The researcher collects the data, makes an analysis, and then finally makes a conclusion.

In conclusion, this research was a descriptive qualitative research. descriptive qualitative research aimed at providing as accurate an account as possible of what current practice was, how learners did learn, what classroom look like, at a particular moment and a particular place.<sup>92</sup> Qualitative method was chosen because this study aims at providing an insight into the case of

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<sup>88</sup> Isaac, S., & Michael, W. B. *Handbook in Research and Evaluation*. (San Diego, California: EdITS Publishers, 1981), p. 42

<sup>89</sup> Djaman, Satori and Aan, Komariah, *Metodology Penelitian Kualitatif*, (Bandung: Alfabeta: 2014), p.24

<sup>90</sup> Sugiyono, *Metode Penelitian Pendidikan, Pendekatan kualitatif, dan R&D* (Bandung: Alfabeta: 2017), p. 42

<sup>91</sup> Merriam, S. B. *Qualitative research and case study applications in education*. (San Francisco: Jossey-Bass, 1998), p. 4

<sup>92</sup> Brumfit, Christopher, and Rosamond, M. *Research in the Language Classroom*. (London: Macmillan Publishers Ltd, 1995), p. 11

Students' English Speaking Anxiety at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja. The study the types of anxiety, the factors of anxiety, and the students' strategies to reduce the anxiety

#### B. The place and Time of the research

The research was conduct in SMP Muhammadiyah sokaraja on February, 16<sup>th</sup> and 18<sup>th</sup> 2021. The reason for conducting this research at the 9<sup>th</sup> Grade of SMP Muhammadiyah Sokaraja because most of the students were afraid and shy to practice with the target language, in this case the target language is English, because they were worried about making mistake.

#### C. Subject and object of the research

##### 1. Subject of the Research

The subject of the research were the students at 9<sup>th</sup> grade D of SMP Muhammadiyah Sokaraja in the academic year of 2020/2021. The subject of the research was students who showed symptoms of anxiety when speaking in the class. The researcher got the data from 16 students.

##### 2. Object of the Research

The object of the research is anxiety when speaking English at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja.

#### D. Techniques of data collection

##### 1. Observation

Observation is a complex process, and a process is composed of a variety of biological processes and psychological processes.<sup>93</sup> Observation has the significant benefit that makes it best suited for specific studies and some limitations that preclude its use in others. Specifically, observation data collection can improve understanding of the practice, processes, knowledge, beliefs, and social interactions.<sup>94</sup>

The researcher's role in the observation was non-participant. The researcher used this technique to observe Students' English Speaking

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<sup>93</sup> Sugiyono, *Metode Penelitian Pendidikan, Pendekatan kualitatif, dan R&D* (Bandung: Alfabeta: 2017), p.203

<sup>94</sup> FRY, Margaret, et. Al, *Using Observation to Collect DataIn Emergency Research*. Australasian Emergency Nursing Journal. Vol. 20, No. 1, 2017, p. 25

Anxiety at 9<sup>th</sup> Grade of SMP Muhammadiyah Sokaraja. The researcher came and sat in the class to see the students' activities while learning English with the teacher. In doing it, the researcher also used the videos to see Students Anxiety in Speaking English and observation field used to find out students' anxiety with writing the important points on students' anxiety in speaking English. From these data the researcher could see the students' expression while learning English and their anxiety could be seen from the picture. The researcher observed the signs of speaking anxiety that appear in every single phrase of English learning that takes in the classroom.

Researcher's observation sheet adopted from Dionisia<sup>95</sup> focusing on Student's speaking anxiety;

No	Indicator of speaking anxiety	Student	student	student
1.	Breathing becomes more rapid			
2.	Going blank			
3.	Using speech fillers (such as, umm..eee..uhhh)			
4.	Making unnecessary movements (i.e. fidgeting body and hands)			
5.	Not making eye contact			
6.	Making excessive laugh			
7.	Making grammar mistakes			

There were 33 students at class 9<sup>th</sup> grade D who became the participant on this research. Since the pandemic the school only allowed half of the number of students in each class for 30 minutes. The task from teacher to perform was about students' activity during pandemic. Researcher conducted the observation twice on February 16<sup>th</sup> and 18<sup>th</sup> 2021 and choose

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<sup>95</sup> Dionisia, Stella. A. S. *students' speaking anxiety in the impromptu speech performance in speaking I class Batch*. 2017. Thesis

16 Students to be interviewed in the interview session. In deciding 16 students among 33 students to be interviewed, the researcher used purposive sampling. According to Frankael and Wallen, purposive sampling is the use of the researcher's judgements to choose the respondents who will provide the data needed based on previous information.<sup>96</sup>

## 2. Interview

The interview is also used to answer the formulation of the research, related to the objectives of the Students' English speaking anxiety at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja. An Interview is a form of consultation where the researcher seeks to know more of the topic and issue as opinionated by the individual being asked.<sup>97</sup> After getting the result from observation, the 16 students with signs of anxiety participated in the interview session. A semi-structured interview utilized in this research. This research conducted one-on-one interviews in three minutes with five question which questions and answers were recorded in Indonesian informally to create an intimate and comfortable atmosphere. Besides the historical appeal, the discussion takes the advantages a researcher experiences while using interviews to collect data. The interview requires a personal commitment of both the participant and the researcher.<sup>98</sup>

## 3. Documentation

Documentation is the study of recorded human communications, such as books, websites, paintings, and laws<sup>99</sup>. Lesson Plan from teacher's class 9<sup>th</sup> grade D Mrs. Khayatun Nisa used for the document to support this research. Documentation is the combining collection of all the data.

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<sup>96</sup> Frankael, J.R. and Wallen, N.E. *How to Design and Evaluate Research in Education*. (Boston; MCGraw-Hill Higher Education. 2008), p. 52

<sup>97</sup> Essa, Adhabi & Christina, B. Anozie. *Literature Review for The Type Of Interview in Qualitative Research*. International of Journal Education. Vol. 9, No. 3. 2017, p. 1

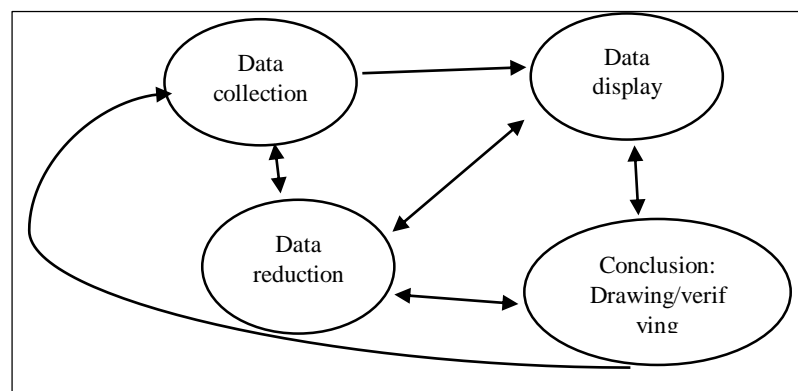
<sup>98</sup> John, W. C. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Belajar. 2012

<sup>99</sup> Babbie, E.R. *The Practice of Social Research*. (Wadsworth: Cengage Learning, 2010), p. 530

Documentation is used to collect material, and students' expression in speaking English at 9<sup>th</sup> Grade of SMP Muhammadiyah Sokaraja. The researcher collected the notes. The documentation of their notes helped the researcher get additional data. In this research, the researcher got the data from the observation and the interview, such as students' records and field notes.

#### E. Techniques of data analysis

Miles and Huberman interactive models (1994)



##### 1. Data reduction

All the data organized and somehow meaningfully reduced or reconfigured. Data reduction has defined the process of selecting, focusing, simplifying, abstracting, and transforming the data, and this is the first step technique to analyze data<sup>100</sup>. In reducing the data, the researcher got much of the data and used aspects of the data that appeared in the interview transcriptions, and field notes should emphasize, minimized, or set aside necessary completely for the research purposes.

During the field notes processes, the data gains grow much and complex. The data need to be reduced. Data reduction means to summarize, to choose the points, to focus on Students' English Anxiety at 9th Grade of SMP Muhammadiyah Sokaraja, in order to find the answer. The researcher reduces from the whole data collected and gets the more suitable data that

<sup>100</sup> Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook, Second Edition*, (Thousand Oaks: SAGE Publications, 1994), p.10.

would be analyzed. Based on the concept of data reduction, reducing the data in the researcher conducted by identifying the students' anxiety starting from the symptom, the feeling when perform, the factor contributing to the anxiety, the types of the anxiety, and the students' solution to minimize the anxiety in speaking English.

## 2. Data display

Data display refers to the process of simply the data in the form of a sentence, narrative, and table. Data display was needed to show the data that has been reducing in the form of patterns. It is necessary to help the researcher when understanding the data. In displaying data, the researcher describes data that have been reducing into sentence form, narrative, or table. In qualitative research, the most frequent form of display data is a narrative text, but the researcher also displays some of the data in a table.

## 3. Verification

Verification means to make a conclusion drawing, which entails revising the data as many times as necessary to cross-check the researchers' carefulness and to the accurate data then get a great conclusion. Specifically, Verification refers to the process which can explain the answer of research questions and research objectives. The conclusion needed to be verified for its credibility. Taking conclusion is only the part of activity in though configuration. The researcher begins to seek supporting information, then the reduction data, display data, and the last was making conclusion. After reduced and presented the data, the last step the researcher made the conclusion about Students' English Speaking Anxiety at 9<sup>th</sup> Grade of SMP Muhammadiyah Sokaraja.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Finding

In this chapter, the researcher presents the research findings to answer the research questions which have been collected through observation, interview, and documentation as well as the discussion on the findings and their relations with the theoretical reviews. The important point of this chapter is to describe the types of speaking anxiety, the factors causing students' English speaking anxiety and the strategies used by the students at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja to reduce their anxiety. The researcher presented the finding of the study below.

##### 1. Types of Anxiety Experienced by The Students in Learning English

There are three types of speaking anxiety derived from the source by Huberty, namely trait anxiety, state anxiety, and specific-situation anxiety.<sup>101</sup> Based on the analysis of observation follow up interviews, the researcher found there were only two types of anxiety that were experienced by the Students in learning English at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja. These findings answered the first question on the research question. The result of the research showed that state anxiety and specific-situation anxiety are the types of speaking anxiety that appeared at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja.

##### a. State Anxiety

As defined by Spieberger, state anxiety is an apprehension experienced at a particular moment in time as a response to a definite situation.<sup>102</sup> This type is including they started to panic when they have

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<sup>101</sup> Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009) p.31

<sup>102</sup> Spielberger, C. Manuel for the state-trait anxiety inventory. (Palo Alto, Calif.: Consulting Psychologists Press, 1989), p. 312

to speak English. The researcher found that the students felt panic when they started speaking in English.

**R : What's your opinion about the difficulties of learning English?**

Rita : Speaking in English

Dewi : When speaking class

Eka : When I have to speak in English

**R : What's the difficulty in speaking class?**

Eka : Speaking English in front of the class

Sahira : Speaking practice. I felt shy and not confidence.

Rahmat : I am not confidence and afraid. My English is weak so I am afraid of making mistakes because my English is just weak.

Rita : I felt nervous when the teacher suddenly asked me to speak English in front of the class since I did not prepare anything yet

Agung : I felt nervous when teacher suddenly asked me to me speak English.

Septi : when teacher suddenly asked me to speak in English. I felt worried because I did not prepare in advance.

Dewi : The teacher usually asked us to speak in English, but because we rarely practice speaking English, sometimes i get confused when trying to understand my English teacher's instruction. I felt confused and scared when my teacher asked us to read or answer questions.

The data above, showed that the students felt frightened and anxious when the teacher asked them to answer questions or to speak in English without preparation. The anxiety comes because of the students are seldom to practice speaking English, because they thought English is difficult language. Form this situation the students felt uncomfortable with the teacher when teaching in the class. Based on the researcher's observation by using field notes on February 16th & 18th, 2021, the

situation in the class while learning English was passive. The students were always silent and looked confused to understand the materials that the teacher explained to them. The students have problems with their English such as vocabularies, pronunciation the words and also the grammars rules. All of these make the students felt nervous in learning English.

b. Specific-situation anxiety

In the case of language learning, situation specific anxiety refers to apprehension caused by learners' inadequate knowledge of language.<sup>103</sup>This type when the students should have to do English speaking in front of the class.

**R : Have you ever experienced the moment when you felt afraid of making mistakes and it made you nervous? What makes you feel that?**

Salwa : Often, I don't like to speak in front of the class.

fatkhul : Speaking in front of the class with English. The way to speak. It is difficult to pronounce since the letters are jumbled and the way I speak is not like native English people. So it is not good.)

**R : What's the difficulty in speaking class?**

Fatkahul : When I have to speaking in front of the class. I have stage fright, felt shy and not confidence with my speaking ability.

Salwa : It was when I performed for the speaking test. I must be felt panic and forgot everything that I prepared to perform in front of others.

The students feel anxiety from the data above because they are afraid to perform in front of the class where they should practice speaking in English. Foreign language anxiety is a situation specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety;

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<sup>103</sup> MacIntyre, P. D., & Gardner, R. C. *Methods and results in the study of anxiety and language learning: A review of the literature*. Language Learning, 1991, Vol. 41, No. 1, 85-117.

it is related to the language learning context. It means that there is a relationship between foreign language anxiety and language learning.

Anxiety can give negative and positive impact to the students who desire to master foreign language especially English. It can be negative if the students cannot manage or control their anxiety. It will be difficult for them to learn English and their score will be bad. Otherwise, anxiety can give positive impact to the students. For example, when the students are feeling anxiety about not passing her or his examination, they will be serious in learning English. In short, anxiety is closely related to the student's achievement on acquiring English. Furthermore, the students will be more difficult to acquire English if the students have high anxiety because the students are too afraid of making mistake while the students learn English.

## 2. Factors Causing Students English Speaking Anxiety

### a. Fear of making mistake

All the interviewees felt the same thing about their anxious feeling when they made mistakes.

**R : Do you think speaking in English is a difficult to learn? Why?**

Septi : Yes. Sometimes I feel shy or afraid of making mistakes.

Rahmat : yes, because I do not like speaking English in front of the class.

**R : Have you ever experienced the moment when you felt afraid of making mistakes and it made you nervous? What makes you feel that?**

Salwa : Often, I don't like to speak in front of the class.

Wulan : Yes sometimes. I am afraid how to pronounce, and also grammar

Arin : Yes, I have. It's not often being asked to come in front of the class in other lessons but if later the teacher asked me to come and speak, I'm sure that my heart will beat faster and

then my hands are getting cold. It was different when I just practiced to speak with my friend on our seat, I felt more relax and I think I can speak better.

In addition to fear of making mistakes, the researcher also added finding from observation. In the first observation, the students were anxious because they were afraid of making mistakes when arranging the sentence. In observation, the researcher found that some students looked afraid and uncertain to say the word. They took a long time. According to the students, unclear explanation also contributed to their anxiety in speaking English. The interview indicated that most of the students get 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. There are some major mistakes that students made which potentially provoke anxiety. In the field, the researcher found three aspects; pronunciation, grammar, and vocabulary.

#### 1) Pronunciation

In line with the previous discussion about classroom presentation, pronunciation becomes a big problem that influences students' speaking in class. The mistakes in pronunciation were the problem for students, which cause anxiety when they had practice speaking. **R : Do you think speaking in English is a difficult to**

**learn? Why?**

Deni : Yes. The way to pronounce.

Eka : Yes. Pronunciation

Agung : Yes, Difiicult to pronounce.

Sandi : Yes. I am afraid of making mistakes. The way to pronounce.

**R : Have you ever experienced the moment when you felt afraid of making mistakes and it made you nervous? What makes you feel that?**

Saiful : Yes. The way to speak. It is difficult to pronounce since the letters are jumbled and the way I speak is not like native English people. So it is not good. Grammar

Using grammar to produce appropriate sentences in English also becomes a difficulty for students when they practiced speaking.

**R : What's your opinion about the difficulties of learning English?**

Agung : Grammar.

**R : Do you think speaking in English is a difficult to learn? Why?**

Dewi : Yeah it's difficult, I need to check the grammar and how to pronounce.

Sidik : Difficult, grammar got me a headache. When I want to speak I need to think about it is right or not.

Salwa : Yes, too much rules. For instance, I should add "s" or not and the verb should be replaced with verb 2 or not. In Indonesian we don't need to change anything.

The student was burdened by the use of the correct grammar pattern in speaking. He was not sure about grammar, whether it is appropriate or not with the sentences he wanted to express orally. Therefore, he has to think a lot more before starting to speak. It is different from his first language, Indonesian, where there is no difference in verb forms. He was confused when adding "s" or changing the verb to be adjusted with the tense. Although the students told the grammar difficulties only related to the verb, based on the observations, the researcher also found other factors related to grammar, such as prepositions, articles, and English modal verbs.

## 2) Vocabulary

To express an idea, students need to choose appropriate words. To do that, they need to have the ability to recall vocabulary

items well. **R : What's your opinion about the difficulties of learning English?**

Diki : I don't know many English words

Fatkul: Vocabulary.

Sidik : Memorizing vocabulary.

**R : Have you ever experienced the moment when you felt afraid of making mistakes and it made you nervous? What makes you feel that?**

Diki : When I was asked to come to the front, sometimes I want to finish it quickly, on the contrary, I forgot the English words for what I wanted to say. When I tried to remember I became nervous and found it more difficult.

The data above show his difficulty regarding vocabulary and its effect on speaking, where one word can only cause a big problem. When the student felt nervous while performing in front of his friends, he will try to speak faster to get it done sooner. However, that action made it more difficult for him to remember the forgotten words. In this condition, he found it harder to speak English well. Few range of vocabulary was affecting his confidence and led him to feel anxiety.

**R : Have you ever experienced the moment when you felt afraid of making mistakes and it made you nervous? What makes you feel that?**

Arin : When I performed in front of my friends, forgetting the meaning of a word can make me forget the whole things I wanted to say.

The anxiety which made she forgot the whole idea she wanted to say appeared when she tried to remember one word he wanted to use to express his idea. In this kind of situation, the students are prone to commit a further mistake and made students felt nervous in English speaking.

b. Self-perception

Self-perception here is a perception that causes negative effect on students. Students' unrealistic expectations or beliefs on language learning and achievement potentially initiate frustration or anger toward their own poor performance.

1) Lack of confidence

Negative thoughts and being under estimate towards their own ability can provoke anxiety because of the degradation of confidence.

**R : What's the difficulty in speaking class?**

Fatkhul : When I have to speaking in front of the class. I have stage fright, felt shy and not confidence with my speaking ability.

Sahira : Speaking practice. I felt shy and not confidence.

Rahmat : I am not confidence and afraid. My English is weak so I am afraid of making mistakes because my English is just weak.

Anxiety occurs when a student wanted or is forced to make an impression on the audience, but he or she lacks self-confidence in his or her capabilities. One student described himself as having stage fright because he realized that his speaking performance was not satisfactory, particularly in gestures and accent. He realized that he could not control his hand movements whenever he gave a speech in front of his friends. He described that he felt awkward standing in front of his friends because he was not accustomed to speaking in public.

2) Shyness

Shyness is also a critical anxiety-causing factor that affects the students whenever they are expected to use the target language. Many of the participants felt that speaking English was a difficult subject. They often think that they just cannot speak correctly or



understand the lesson. They also felt less competent than other students. They kept thinking that other students were better way than them. In other word they had a low self esteem.

**R : Have you ever experienced the moment when you felt afraid of making mistakes and it made you nervous? What makes you feel that?**

Sandi : Often, I don't know I just feeling shy with my friends.

Septi : I always feel nervous and panic when speaking English in front of the class, I am not confident, usually less prepare and more nervous about being seen with people who I know.

Shyness/shamefulness in this case was related to the students' discomfort when speaking in front of an audience, although the audience was their classmates. Moreover, during observation it was also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do.

c. Being laughed by the others

Another factor that played a great role in contributing the participants into anxious feelings is unsupportive manner such as ridicule by peers or teacher. They all thought that people in their classroom would laugh at them if they make a mistake. In other words, they all were very concerned about being laughed at by others or making a fool of themselves in public.

**R : Have you ever experienced the moment when you felt afraid of making mistakes and it made you nervous? What makes you feel that?**

Deni : Yes, I have. if I made a mistake they must be laughed at me.

Dewi : When I will speak English in the class, I'm shy with my friends. Because sometimes they laughed when there are the students speaking in English

sahira : My friends often ridicule me if I come forward in front of the class. Infact, I do not know they can speak English fluently or not.

The situations made students felt nervous and uncomfortable when they spoke. Most of the students were afraid that the other students would laugh if they made a mistake in front of the class. In observation, the researcher found students laughed by their friends when they made mistakes when speaking and lost the material. In addition, this finding is supported by the result of observation that indeed most students were likely to laughed at their peers when he or she made a mistake. The worst thing was the students who made a mistake just started to lose their focus. Their mind went blank and remained silent for a moment. They fidgeting, squirming, stammering, or suttering. They looked so disturbed, worried, and even sweating. While some of them just smiled or also laughed to cover their anxious feeling.

d. **Less preparation**

The findings indicated the less preparation was also the factor that contributes to the students' anxiety. Few admitted that they usually get very anxious when they did not prepare enough for tests or speaking practice. One blamed himself forget so much worried because he was studying less.

**R : Do you think speaking in English is a difficult to learn? Why?**

Saiful : Yeahh speaking in English was so difficult. Sometimes I could not translate an English when my teacher asked me to do in front of the class.

**R : What's the difficulty in speaking class?**

Septi : If pointed out suddenly. I was worried because from the start there was no preparation and i was not confident.

Agung : Pointed out suddenly. Because it might be an impromptu factor, I am usually afraid of being wrong if I come forward to speak English. But sometimes I am also fluent in speaking in front of the class.

In the observation, the researcher found the condition that half of the students looked panic and concentrate to arrange the materials to be given in front of the class. This condition happened when the performance was running in speaking class. In the first observation in class, the researcher found some matter concerned to the factor of students' anxiety. The main factor made the students felt anxious was unprepared material. Before the students came in front of the class, the students should prepare the material and they had to learn about it. The researcher argued based on the observation that the impact of unprepared material the students became panic and they lost of the materials.

It showed that speaking activities were the aspects that bothered the participants most about English classroom. They also spoke of their fear of making mistake and being ridiculed by peers. Further, when asked why felt so anxious, the participants responded that they felt anxious when did not understand what teacher said and did not prepare enough. Again, they also spoke fear of being ridicule by peers so they became anxious. Moreover, they thought that they feel anxious because only had limited vocabulary and grammar knowledge. They also thought that other students are better than them. While asked how people react if someone make a mistake, they all responded that their peers will laughed. Most of the participants admitted that English was difficult. They thought that they need to know every word to understand what being said in English.

### 3. Students' Strategies to Reduce the Anxiety

This part focused on what do the students do to reduce their anxiety in speaking. To reduce the anxiety student had strategies in order to make

their speaking ability better without anxiety. Based on the interview most of the students said that they were still afraid making mistake when speaking English in front of class, so to overcome the problem, the student would be encouraged to speak English.

a. Preparation

Less preparation or unprepared the material was the factor of students' anxiety in speaking. In interview, the researcher found that some of the interviewee doing preparation to reduce their anxiety and most of them also combined preparation with other techniques to reduce their anxiety. They probably thought that doing preparation was safer than other way and preparation is the main technique and the most useful way to reduce their anxiety.

**R : Do you have any ideas of how speaking English might be less stressful? What did you do to reduce anxiety?**

Dewi : Sometimes I forgot the material due to unprepared well. So prepare carefully before the show.

Wulan : Prepare before speaking test, more practice, deep breath and think they are same with me.

In observation, the researcher found preparation almost all of the time in speaking class. In the first and second observations, the material was a manual book. Most of the students were preparing before they came and spoke in front of the class when their friends came forward. Some of the students that did not come forward yet were sometimes seen busy with their material.

b. Positive thinking

Based on the interview, positive thinking was one of the ways to reduce anxiety in speaking. Some students were incorporate the positive thinking of anxiety coping strategies with relaxation strategy, it means that if students felt relax to face something, their thinking will be more positively.

**R : Do you have any ideas of how speaking English might be less stressful? What did you do to reduce anxiety?**

Rita : Must be calm and think positively, friends were just statues

Saiful : Took a breath, looked up and think positively.

Diki : for me I tried to rilex and think positively.

From the interview above, the students were overcome their speaking anxiety by positive thinking. in order to improve their speaking ability. They must think that making mistake is normal when studying.

c. Peer seeking

Peer seeking was also one of the ways to reduce anxiety. This strategy was distinguished by students' willingness to look for other students who seem to have trouble understanding the class to control their anxiety.

**R : Do you have any ideas of how speaking English might be less stressful? What did you do to reduce anxiety?**

Eka : I saw people who fluent and confident in English. That's pushed me to trust myself even i am not perfect yet.

She said that seeing other people could reduce speaking anxiety. In addition, for the anxious student, the realization that others have the same problem may serve as a source of emotional regulation by social comparison.

d. Avoid eye contact to audience

On the interview, six students answered that they avoid to have an eye contact to the audience. Three of them are;

**R : Do you have any ideas of how speaking English might be less stressful? What did you do to reduce anxiety?**

Sahira : for me, I tried to not looked my friends' eyes. Looked at the forehead or back wall.

Rahmat : I did not see at my classmate. Tried to calm and focused to less my nervous.

Fatkul : I did not want to see at my classmates let alone their eyes.

Based on observation, the student avoiding to make eye contact to the audience when they speak in front of the class. The student chose to look at wall or look at down to ease the anxiety.

e. Relaxation

In relaxation, the researcher found some techniques used by the students to relax their mind and body, such as took a deep breath and closed eyes.

**R : Do you have any ideas of how speaking English might be less stressful? What did you do to reduce anxiety?**

Deni : Took a deep breath and then smile

Agung : I made the atmosphere more comfortable and less tense.

Diki : for me i tried to rilex and think positively.

Most of the students combined relaxing strategies with other strategies. The students felt that the relaxing strategy reduce their anxiety to speak English. in order to improve their speaking ability.

B. Discussion

This section presents the discussion based on the findings of the research. The discussion was about types of speaking anxiety, factor caused students' English speaking anxiety and students' strategies to reduce the anxiety at 9th grade of SMP Muhammadiyah Sokaraja.

There are three types of students' English speaking anxiety; Trait anxiety, state anxiety, and specific-situation anxiety. There were only two types of students' English speaking anxiety that found at 9<sup>th</sup> grade of SMP Muhammadiyah Sokaraja. They were state anxiety and specific-situation anxiety. *State anxiety*, most of the students were had problems with their speaking skill which can be seen when they spoke in English such as nervous, stress and also not confidence, this result when the students felt panic, and they could stress when they started to speak in English. This type of anxiety is in accordance with Spieberger's theory that, State anxiety is an apprehension experienced at a particular moment in time as a response to a definite

situation.<sup>104</sup> *Specific-situation anxiety*, made students felt anxious because they were frightened to perform in front of the class where they should practice speaking in English. This type of anxiety accordance with zhanibek's theory that, in language learning, situation-specific anxiety recurs every time the learner attempts to use the language. Such as Public speaking, participating in-class activities, and written exams are some cases in which situation-specific anxiety may be observed.<sup>105</sup>

Four factors caused students' English speaking anxiety at 9th grade of SMP Muhammadiyah Sokaraja: *first* was fear of making mistakes in pronunciation, grammar, and vocabulary. Students were still afraid, threatened, and anxious to pronounce and arrange sentences when using the English language. *The second* was self-perception there were confidence and shyness. The factor was about students' thoughts and estimation towards their capability in mastering the speaking skill, which can influence their speaking performance. Anxiety occurred when a student started to make an impression on the audience, but he or she was shy and lacks self-confidence in his or her capabilities. Those factor causing speaking anxiety is accordance with Ansari's theory, that Limited vocabulary, Inaccurate grammar, Lack of fluency, Imperfect pronunciation, Lack of active listening, Fear of speaking in public, Fear of expressing certain views, Diminishing confidence, Dominance of hesitation, Lack of group skills, Fear of making mistakes, Lack of exposure and practicing platforms were the factors causing speaking anxiety.<sup>106</sup> *The third* was being laughed at by the others, students were afraid of making mistakes because the other students laughed when they did something wrong, and it made the students anxious to speak in front of the class. They thought other people more excellent and considered doing the wrong thing as big problems. *The forth* was less preparation, the impact of unprepared material students became panic, and they

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<sup>104</sup> Spielberger, C. Manuel. *The state-trait anxiety inventory*. (Palo Alto, Calif.: Consulting Psychologists Press, 1989), p. 312

<sup>105</sup> Zhanibek, A. *The relationship between language anxiety and students' participation in foreign language classes*. Unpublished master's thesis, Bilkent University, Ankara. 2001

<sup>106</sup> M. S. Ansari, *Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study*, International Journal of Educational Investigations, 2015, Vol.2, No.4, p. 38-46

lost of the materials. Those factor causing speaking anxiety is accordance with Rajhita's theory and Saengpakdeejit's theory, that Some of the identified factors are grammar and pronunciation factor, peer factor, stage fear factor, lack of confidence and shyness.<sup>107</sup> It was also found that pronunciation, immediate questions, fears of making mistakes and negative evaluation are the major causes of EFL speaking anxiety.<sup>108</sup>

To have good speaking, the students need to reduce their anxiety in speaking. Most of the students said that they were still afraid to make mistakes when speaking English in front of the class, so to overcome the problem, they would be encouraged to speak English to improve their speaking ability. Based on the interview, students' strategies to reduce their anxiety at 9th grade of SMP Muhammadiyah Sokaraja were preparation, thinking positively, peer seeking, avoid making eye contact, and relaxation.

*First* was preparation before speaking performs in front of the class, such as preparing the material, and practicing more could reduce their anxiety when performing in front of the class. *The second* was Positive thinking, which attempts to suppress or alter complex thought processes related to language learning and be subsumed into cognitive strategies. The researcher got information about positive thinking from the interview with some students. Most of the respondents were incorporate the positive thinking of anxiety coping strategies with relaxation strategy, which means that if students felt relax to face something, their thinking will be more positive. *The third* was Peer seeking; based on the interview, a student answered that he was looking for another friend who could help him prepare the material. Peer seeking also helpful in reducing anxiety. These students may find a suitable learning partner to talk to or build a small-scale support group with others who experience the same thing. This strategy was a good solution, especially if the students could

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<sup>107</sup> Rajitha K, et al. *A Study of Factors Affecting and Causing Speaking Anxiety*. Procedia Computer Science. 2020, Vol. 172, p. 1053–1058

<sup>108</sup> Saengpakdeejit, Rakchanok. *Strategies for Dealing with Vocabulary Learning Problems by Thai University Students*. Silpakorn University Journal of Social Sciences, Humanities, and Arts Vol. 14, No. 1, 2014, p. 147-167



share their experiences and strategies with their learning partners. *The fourth* solution was avoiding eye contact with the audience; based on observation, the student avoided making eye contact with the audience when they spoke in front of the class. The student chose to look at the wall or looked down to ease the anxiety. *Fifth*, the researcher also found that students used relaxation as an anxiety coping strategy. Took a deep breath was a strategy used by most respondents to relax and calm down in decreasing anxiety during the speaking performance. By using it, the students could keep control of their feeling of fright. When students in relax condition, it would help them to explore their performance. The purpose of calm and deep breathing was not to avoid anxiety at all costs but to take the edge off or help. Those strategies is accordance with Kondo's and Yang's theory that there are five strategies can used by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking, and resignation.<sup>109</sup>

IAIN PURWOKERTO

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<sup>109</sup> David Shinji kondo and Yang Ying-Ling. *Strategies for Coping with Language Anxiety: The Case Students of English in Japan*. ELT Journal Volume 58. No. 3 July Oxford University Press. 2004. P. 256-262

## CHAPTER V CONCLUSION AND SUGGESTION

This chapter was designed to draw the conclusion and suggestions based on the data presentation from the previous chapters. This chapter is divided into two parts. The first part is conclusions and the second part is suggestions

### A. Conclusion

This research investigated the types of students' anxiety, the factors causing students' anxiety in speaking English and students' strategies to reduce their anxiety. Conclusions drawn based on the data gained observation, interview, and documentation.

As discussed in chapter 4 there were two types Students' English speaking Anxiety at 9th Grade of SMP Muhammadiyah Sokaraja. Namely state anxiety and specific-situation anxiety. *State anxiety*, most of the students have problems with their speaking skill which could be seen when they performed such as nervous, stress and also not confidence, this result where the students felt panic, and they could stress when they tried to speak in English. *Specific-situation anxiety*, made students felt anxious because they were afraid to perform in front of the class where they should practice speaking in English.

From this research it can be concluded that there were Four factors caused students' English speaking anxiety at 9th grade of SMP Muhammadiyah Sokaraja. They were afraid of making mistakes, self-perception, being laughed at by the others, and lack of preparation.

The researcher also finds some strategies that were used by students in reducing anxiety in speaking English. Based on observation, interview, and documentation, those are: preparation, positive thinking, peer of seeking, avoid eye contact to the audience, and relaxation.

### B. Suggestion

Students as the ones who suffer anxiety here should be able to analyze their own lack in speaking performance. By realized the problems they have, students

can find the way to deal with it. They can ask for feedback from their teachers and friends about their speaking performance. The feedback is important to help students to analyze their own performance.

Teachers should be able to understand students' characteristics to analyze their problem related to anxiety before finding the way to reduce it. Different characteristic of students needs different treatment to deal with. Teachers should give the opportunities to the students to tell the difficulties they have as well. In addition, teachers have a responsibility to build convenient classroom environment for students to speak comfortably with less pressure to reduce the anxiety.

The description in the study is expected to be used as a consideration for other researchers to conduct further research about anxiety on students' speaking performance in the English classroom. In the next research, there should be some methods to cope with it. Various strategies need to be discovered to improve students' speaking performance. It is important to figure out how to conduct appropriate interaction between classroom participants. To support the effort of reducing anxiety, building suitable classroom environment is also essential. The next researchers should be able to identify the ideal classroom atmosphere to optimize the teaching learning activities.

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**IAIN PURWOKERTO**

## APPENDICES

### Appendix 1

#### Students' of Class 9<sup>TH</sup> D

No	Students' Name	Gender
1	Agung Laksono	M
2	Arin Nur Laili	F
3	Deni Backtiar Putra	M
4	Devina Anggia Putri	F
5	Diki Tri Mei Pradana	M
6	Dita Saputri	F
7	Eka Noviana	F
8	Eka Prasetya Wati	F
9	Fardila Pusfita Sari	F
10	Fatkhul Nur Rokhim	M
11	Fiit Wulandari	F
12	Fina Aulia	F
13	Hesti Putri Amelinda	F
14	Idia Opi Reori	F
15	Jenita Nur Soleha	F
16	Lutfi Adi Prasetyo	M
17	Meisya Dwi Azahra	F
18	Nabilah Nur Alifah	F
19	Nadia Nuramanah	F
20	Prita Safira	F
21	Putri Nazwa Agustina	F
22	Rahmat Adi Setiawan	M
23	Saeful Imron	M
24	Sahira Fitriana Arba	F
25	Salwa Fijar Kinaya Putri	F
26	Sandi Nur Aldiji	M
27	Septi Dwi Lestari	F
28	Serina Oktaviani	F
29	Sidik Purnomo	M
30	Vina Dwi Ramadayanti	F
31	Wulan Setianingsih	W
32	Yuda Tri Laksono	M
33	Ikhsanur	M

## Appendix 2

### Interview Transcript

#### Question 1

No	What's your opinion about the difficulties of learning English?	
1	Dewi	Kalo praktek speaking
2	Wulan	Kalo harus ngmong di depan
3	Eka	Kalo harus ngmong Bahasa Inggris
4	Rita	Ngomong Inggris
5	Diki	Gak hafal banyak kosa-kata
6	Saiful	Ngmong Inggris
7	rahmat	Gak suka Bahasa Inggris
8	fathul	Kosa-kata
9	Deni	Cara ngomongnya
10	Agung	Grammar
11	Arin	Gak tau kosa-kata
12	Salwa	Ngomong Inggris
13	Sahira	Maju ke depan terus ngomong Bahasa Inggris
14	Septi	Gak suka Bahasa Inggris
15	Sandi	Gak suka Bahasa Inggris
16	Sidik	Hafalan kosa-kata

#### Question 2

No	What's the difficulty in speaking class?	
1	Dewi	Di kelas saya, guru ketap kali meminta kami untuk berbicara bahasa Inggris pada saya dan teman-teman saya, tetapi karena saya jarang praktik berbicara bahasa Inggris. Terkadang saya bingung untuk memahami guru bahasa Inggris saya. Saya merasa bingung dan takut ketika guru saya meminta saya atau teman saya untuk membaca atau menjawab pertanyaan
2	Wulan	Kalo ada tugas speaking
3	Eka	Kalo harus praktek speaking
4	Rita	suka gerogi gitu sih ka kalo tiba-tiba ditunjuk suruh ngomong Bahasa Inggris terus maju ke depan padahal belum ada persiapan sama sekali

5	Diki	Ya kalau disuruh maju kadang pengen buru-buru cepat selesai tapi malah jadi lupa Bahasa Inggrisnya kata-kata yang mau diomongin. Pas berusaha nginget malah jadi grogi sendiri jadi makin susah
6	Saiful	Cara ngomongnya. Suka gak pede soalnya pengucapan saya gak bagus
7	rahmat	gak suka kalo harus praktek speaking di depan
8	fathul	kalo harus praktek speaking di depan kelas, soalnya saya demam panggung malu gak pd sama kemampuan saya)
9	Deni	Pas ada tugas maju
10	Agung	Pas ditunjuk tiba-tiba
11	Arin	Kalau pas maju terus lupa arti satu kata aja bisa langsung lupa semua yang mau diomongin
12	Salwa	Waktu perform buat tes speaking. Sering gugup dan lupa kalau didepan yang lain.
13	Sahira	Tugas speaking tpi gak pede
14	Septi	Kalo di tunjuk tiba-tiba. Ya, saya merasa khawatir karena dari awal tidak ada persiapan dan tidak percaya diri.”
15	Sandi	Disuruh maju dan ngmong Bahasa inggris
16	Sidik	Ngmong Bahasa inggris

### Question 3

No	Do you think speaking in English is a difficult to learn? Why?	
1	Dewi	Susah, soalnya harus merhatiin grammar sama cara ngomongnya
2	Wulan	Susah, kadang ngarasa malu sama takut bikin kesalahan gitu.
3	Eka	Susah, cara pengucapannya
4	Rita	Lumayan, gak banyak hafal kosa-kata
5	Diki	Susah, sering lupa kosa-katanya
6	Saiful	Yeahh English is so difficult. Sometimes i can not translate an English when my teacher asks me to do infront of the.”
7	rahmat	Susah, cara pengucapannya
8	fathul	Susah, kosa-katanya sering lupa terus
9	Deni	Susah, gak bisa ngomongnya

10	Agung	Iya susah pengucapannya
11	Arin	Susah, pengen ngomong tpi gak hafal banyak kosakata
12	Salwa	Susah soalnya ribet banyak aturann Yo misalnya kata ini harus ditambah „s“ ato nggak gitu sama kata kerjanya juga diganti verb 2 ato nggak. Kalau di Bahasa Indonesia kan sama aja.
13	Sahira	Susah, cara pengucapannya bikin gak pd.
14	Septi	Sebenarnya hal yang bikin sulit itu karena saya nggak terbiasa ngomong pake Bahasa Inggris. Kita praktek ngomong pake Bahasa Inggris ya cuma kalau di kelas speaking. Kadang pengen aktif ngomong tapi bingung sendiri nggak tau apa harus diomongin
15	Sandi	Susah, Gak bisa ngomongnya
16	Sidik	Susah, grammar bikin pusing

#### Question 4

No		Have you ever experienced the moment when you felt afraid of making mistakes and it made you nervous? What makes you feel that? How often?
1	Dewi	Pernah, biasanya diketawain si kalo salah atau ngomongnya aneh gitu
2	Wulan	Iya kadang, takut cara ngomongnya, grammar juga deg-degan gitu lah
3	Eka	Iya. Cara ngomongnya. Pengucapannya itu kan susah hurufnya kebalik-balik dan cara ngomongnya nggak bisa mirip sama orang Inggris yang asli. Jadi nggak bagus
4	Rita	Ya takut aja, Bahasa Inggrisnya kan juga agak lemah jadi agak takut salah gitu loh, soalnya kan Bahasa Inggrisnya juga agak lemah Sering soalnya aku gak pede aja.
5	Diki	Ya kalau disuruh maju kadang pengen buru-buru cepat selesai tapi malah jadi lupa Bahasa Inggrisnya kata-kata yang mau diomongin. Pas berusaha nginget malah jadi grogi sendiri jadi makin susah)
6	Saiful	Iya gerogi gitu apalagi kalo belum ada persiapan
7	rahmat	Yang buat gerogi tuh biasanya takut diketawain sama tiba-tiba lupa kalo udah di depan

8	fathul	Pernah, Diketawain temen si kalo salah
9	Deni	Pernah, kalo salah pasti diketawain
10	Agung	Pernah, gak pd gitu kak jadinya deg-degan
11	Arin	Ya pernah kan kalau dikelas lain nggak sering disuruh maju, ntar kalau tiba-tiba suruh maju, suruh ngomong gitu ntar ya mesti langsung deh-degan terus tangannya langsung dingin semua. Beda kalo cuma praktek ngomong sama temen di meja sendiri lebih nyante dan rasanya lebih bisa
12	Salwa	Sering, gak suka ngomong di depan
13	Sahira	Pernah, gak suka maju ke kedepan
14	Septi	Saya selalu merasa khawatir (gugup, panik, dll) ketika berbicara bahasa Inggris di depan kelas karena saya kurang percaya diri, biasanya kurang persiapan, dan saya lebih grogi dilihat orang-orang yang saya kenal.”
15	Sandi	Iya sering, malu aja sama temen-temen
16	Sidik	Kadang, Pas diminta buat maju. Takut diketawain temen-temen sebenarnya. Terus takut salah juga

#### Question 5

No	Do you have any ideas of how speaking English might be less stressful? What did you do to reduce anxiety? Please give me an example!	
1	Dewi	Persiapan secara matang sebelum maju, jadi maju benar-benar fix
2	Wulan	Mempersiapkan terlebih dahulu sebelum pengambilan nilai/ berbicara, banyak-banyak latihan, tarik nafas dalam-dalam, beranggapan mereka itu juga sama seperti saya, banyak-banyak latihan berbicara
3	Eka	Saya melihat orang-orang yang dengan lancar menyampaikan tujuannya dengan bahasa Inggris dengan percaya diri dan fasih dalam penyampaian. Hal itu mendorong ku untuk aku harus bisa melakukan itu walau belum sempurna apa yang di harapkan
4	Rita	Keadaan harus tenang dan berfikir positif dan menganggap yang didepannya adalah patung.

5	Diki	Kalau aku sih mencoba rilex, santai, sama positif thinking aja mbak
6	Saiful	Bernafas, liat ke atas, terus positif thinking
7	rahmat	Tidak melihat teman kelas, berusaha tidak banyak tingkah dan tetap fokus agar mengurangi rasa khawatir
8	fathul	
9	Deni	Tarik napas, buang napas, terus tersenyum.”
10	Agung	Dengan cara menghibur dan membuat suasana lebih nyaman dan tidak tegang
11	Arin	Kalau aku sih mencoba rilex, santai, sama positif thinking aja mbak.
12	Salwa	Iya kadang sih mbak, tapi ya nggak terlalu yang takut banget soalnya aku kalau lagi ngomong di stage itu sebisanya aja
13	Sahira	Kalau aku diusahakan tidak melihat mata orang-orang mbak. Liatnya ke kening kalau nggak ya lihat tembok
14	Septi	Persiapan aja sih dengan mateng
15	Sandi	Belajar sebelum maju
16	Sidik	Ya paling persiapan yang mateng aja sih kak

**IAIN PURWOKERTO**

**Observation Sheets (Day 1)**

No	Students' name	Breathing becomes more rapid	Going blank	Using speech fillers	Making unnecessary movements	Not making eye contact	Making excessive laugh	Making grammar mistakes
1	Agung	✓	✓	✓	✓	✓		✓
2	Arin	✓		✓	✓		✓	✓
3	Deni		✓	✓	✓	✓	✓	✓
4	Dewina	✓	✓	✓		✓		✓
5	Diki			✓				
6	Rita		✓	✓	✓		✓	
7	Eka	✓	✓	✓			✓	✓
8	Wati			✓				✓
9	Fardila		✓	✓				✓
10	Fatkhul	✓	✓	✓	✓	✓	✓	✓
11	Fiit			✓				✓
12	Fina		✓	✓				✓
13	Hesti			✓	✓		✓	
14	Idia		✓	✓			✓	
15	Jenita			✓				
16	Lutfi		✓	✓				✓
17	Meisya			✓				



No	Students' Name	Breathing becomes more rapid	Going blank	Using speech fillers	Making unnecessary movements	Not making eye contact	Making excessive laugh	Making grammar mistakes
18	Nabilah			✓				
19	Nadia			✓		✓		✓
20	Prita	✓		✓				
21	Putri			✓				✓
22	Rahmat	✓		✓		✓		
23	Saeful			✓	✓	✓		✓
24	Sahira	✓		✓				
25	Salwa	✓	✓	✓	✓	✓	✓	✓
26	Sandi			✓	✓			✓
27	Septi	✓		✓	✓		✓	
28	Serina			✓				
29	Sidik			✓		✓	✓	
30	Vina		✓	✓				✓
31	Wulan	✓		✓				
32	Yuda			✓				✓
33	Ikhsanur			✓	✓			✓

## Observation Sheets (Day 2)

No	Students' name	Breathing becomes more rapid	Going blank	Using speech fillers	Making unnecessary movements	Not making eye contact	Making excessive laugh	Making grammar mistakes
1	Agung		✓	✓		✓		
2	Arin			✓	✓		✓	
3	Deni			✓	✓			✓
4	Dewina			✓		✓		✓
5	Diki			✓				
6	Rita		✓	✓	✓		✓	
7	Eka			✓			✓	✓
8	Wati			✓				✓
9	Fardila		✓	✓				✓
10	Fatkahul	✓	✓	✓	✓	✓		✓
11	Fiit			✓	✓			✓
12	Fina		✓	✓				✓
13	Hesti			✓	✓		✓	
14	Idia		✓	✓			✓	
15	Jenita			✓				
16	Lutfi		✓	✓				✓
17	Meisya			✓	✓			✓

No	Students' name	Breathing becomes more rapid	Going blank	Using speech fillers	Making unnecessary movements	Not making eye contact	Making excessive laugh	Making grammar mistakes
18	Nabilah			✓				
19	Nadia			✓		✓		✓
20	Prita	✓		✓				
21	Putri			✓				✓
22	Rahmat	✓		✓		✓		
23	Saeful			✓	✓			✓
24	Sahira	✓		✓				
25	Salwa	✓	✓	✓	✓	✓	✓	✓
26	Sandi			✓	✓			✓
27	Septi			✓	✓		✓	
28	Serina			✓				
29	Sidik	✓		✓		✓	✓	✓
30	Vina		✓	✓				✓
31	Wulan	✓		✓				
32	Yuda			✓				✓
33	Ikhsanur			✓	✓			✓

Appendix 4



**RENCANA PELAKSANAAN  
PEMBELAJARAN  
(RPP)**

MATA PELAJARAN : BAHASA INGGRIS  
KELAS /SEMESTER : IX/ 1  
MATERI POKOK : PRESENT PERFECT TENSE  
PENYUSUN : KHAYATUN NISA

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Muhammadiyah Sokaraja  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : IX/ 1  
Materi Pokok : Present Perfect Tense  
Alokasi Waktu : 4 Jam Pelajaran ( 4 x 40 menit)

### A. Kompetensi Inti (KI)

- KI - 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI - 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI - 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI - 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar KI – 3	Indikator Pencapaian Kompetensi
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat <i>present perfect tense</i> ).	3.6.1 <b>Mengkategorikan</b> <u>unsur kebahasaan</u> kejadian pada saat ini 3.6.2 <b>Membandingkan</b> <u>fungsi sosial</u> kejadian pada saat ini

Kompetensi Dasar KI – 4	Indikator Pencapaian Kompetensi
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan	4.6.1 <b>Menyusun</b> teks interaksi transaksional tulis

Kompetensi Dasar KI – 4	Indikator Pencapaian Kompetensi
benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	kegiatan pada saat ini.

### C. Tujuan Pembelajaran

Setelah menyelesaikan rangkaian pembelajaran tentang *Present perfect tense*, melalui *model Cooperative Learning*, peserta didik dapat mengkategorikan, membandingkan dan menyusun teks *Present perfect tense* tulis dengan baik dan benar.

**Fokus penguatan karakter: Tanggung jawab, Kerjasama, Kreatif**

### D. Materi Pembelajaran

#### 1. Materi pembelajaran reguler:

- (a) *Expressions: Asking for and giving information*
- (b) *Grammar: Present perfect tense*

#### 2. Materi pembelajaran remedial

*Diberikan remedial teaching mengenai materi yang belum tuntas KKM serta diberikan tes setelah remedial teaching.*

#### 3. Materi pembelajaran pengayaan

*Membuat tugas terstruktur mandiri dan kelompok (waktu terjadwal, langkah kerjanya sesuai dengan arahan guru).*

### E. Metode Pembelajaran

1. Pendekatan : *Scientific*
2. Model : *Cooperative Learning*
3. Metode : *Presentasi*

### F. Media dan Bahan Pembelajaran

1. Media : *Papan Tulis, Buku Ajar*
2. Alat dan Bahan: *Worksheet*

### G. Sumber Belajar

Wahcidah, Siti dkk. 2017. Buku Guru *When English Rings a Bell* kelas IX. Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia  
 Wahcidah, Siti dkk. 2017. Buku Siswa *When English Rings a Bell* kelas IX. Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia

### H. Teknik penilaian

1. Penilaian pembelajaran reguler

No	Aspek	Kompetensi yang dinilai	Teknik	Bentuk Instrumen	Instrumen	Rubrik
a.	Sikap	Tanggung jawab, kerjasama, kreatif	Observasi	Jurnal	Terlampir	Terlampir
b.	Pengeta- huan	3.6.1 <b>Mengkategorikan</b> <u>unsur kebahasaan</u> kejadian pada saat ini 3.6.2 <b>Membandingkan</b> <u>fungsi sosial</u> kejadian pada saat ini	Tes tulis		Terlampir	Terlampir
c.	Keteram- pilan	<b>4.6.1 Menyusun</b> teks interaksi transaksional tulis kegiatan pada saat ini.	Tes tulis		Terlampir	Terlampir

## 2. Pembelajaran Remedial dan Pengayaan

### Materi Pembelajaran

#### a. Remedial

##### Teknik pelaksanaan remedial:

- Penugasan individu diakhiri dengan tes (lisan/tertulis) jika jumlah peserta didik yang mengikuti remedial maksimal 20%
- Penugasan kelompok diakhiri dengan tes individual (lisan/tertulis) jika jumlah peserta didik yang mengikuti remedial lebih dari 20% tetapi kurang dari 50%
- Pembelajaran ulang diakhiri dengan tes individual (tertulis) jika jumlah peserta didik yang mengikuti remedial lebih dari 50%

#### b. Pengayaan

##### Teknik pelaksanaan pengayaan:

- Pemberian bacaan/teks tambahan atau berdiskusi yang bertujuan memperluas wawasan untuk KD tertentu
- Pemberian tugas untuk melakukan analisis gambar, bacaan/paragraph, dll.

##### Waktu pelaksanaan program pengayaan:

- Setelah mengikuti tes/ ulangan KD tertentu atau kesatuan KD tertentu, dan atau
- Pada saat pembelajaran dimana peserta didik yang lebih cepat mencapai ketuntatasan dibanding dengan teman lainnya, maka dilayani dengan program pengayaan.

**Penilaian hasil belajar kegiatan pengayaan: PORTOFOLIO**

Mengetahui,  
Kepala Smp Muhammadiyah Sokaraja

Sokaraja , Januari 2020  
Guru Mata Pelajaran

Khadir,S.Pd

Khayatun Nisa, S.Pd.