

**AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING  
ENGLISH AT 7<sup>th</sup> GRADE OF MTs MA'ARIF NU 1 KEBASEN  
BANYUMAS**



**AN UNDERGRADUATE THESIS**

**Presented to English Education Study Program, State Islamic  
University of Prof. KH. Saifudin Zuhri as a Partial Fulfillment of  
the Requirements for Under Graduate Degree in English  
Education**

**by:**

**HERAMINA SUKMARANTI  
1617404019**

**ENGLISH EDUCATION STUDY PROGRAM  
EDUCATION DEPARTMEN  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
2022**

## STATEMENT OF ORIGINALITY

Herewith I,

Name : Heramina Sukmaranti

Students number : 1617404019

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study program : English Education

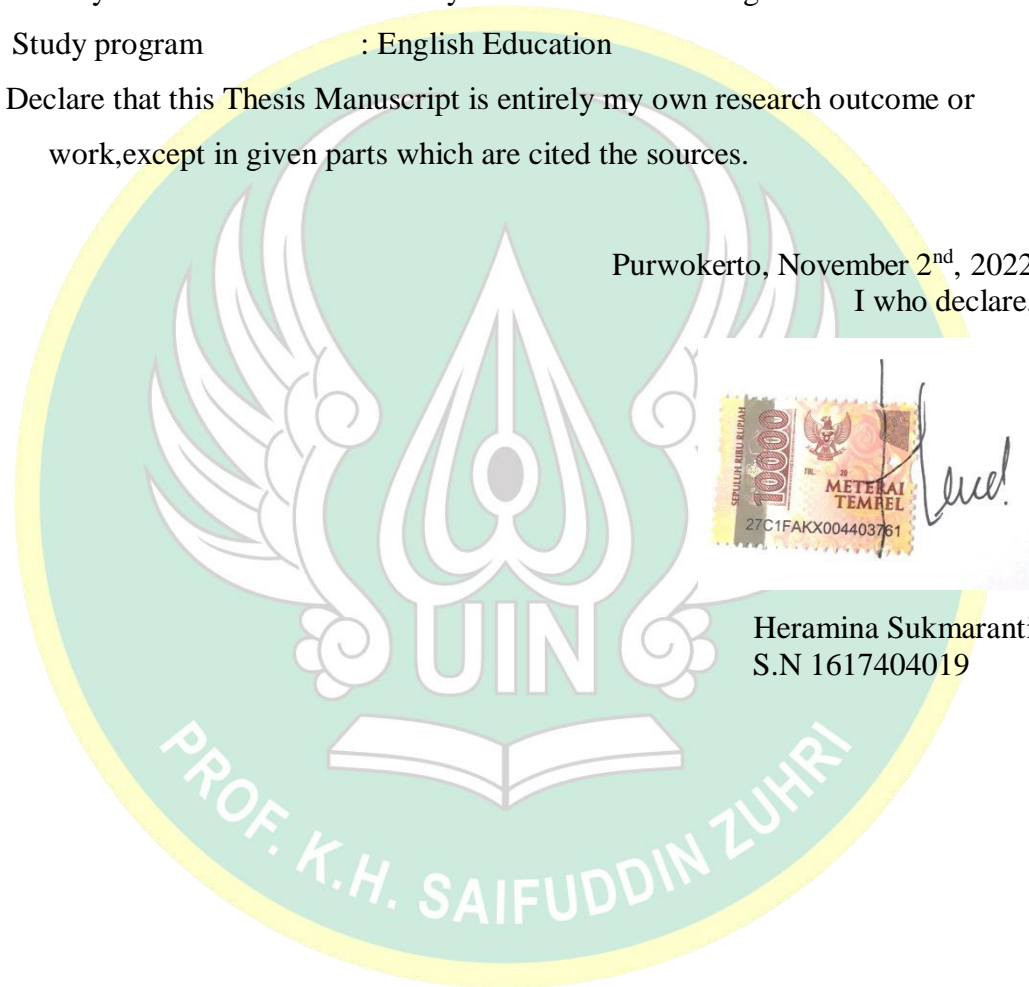
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I who declare,



Heramina Sukmaranti  
S.N 1617404019



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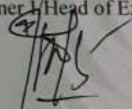
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AT 7<sup>th</sup> GRADE OF MTs MA'ARIF NU 1 KEBASEN BANYUMAS**

written by Heramina Sukmaranti (Student Number. 1617404019) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K H. Saifuddin Zuhri Purwokerto, was examined on 11 november 2022 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

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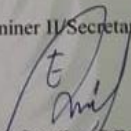
Approved by:

Examiner I/Head of Examiners/Supervisor



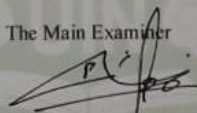
Muflihah, S.S., M.Pd.  
NIP. 197209232000032001

Examiner II/Secretary



Endang Sartika, S.Pd.I., M.A  
NIDN. 2030109101

The Main Examiner



Yulian Purnama, M.Hum.  
NIP. 197607102008011030

Legalized by:

The Head of Education Department,



## OFFICIAL NOTE OF SUPERVISOR

### OFFICIAL NOTE OF SUPERVISOR

To the Honorable.  
Dean of Faculty of Tarbiya and Teacher Training  
State Institute of Islamic Studies Purwokerto  
In Purwokerto

*Assalamu 'alaikum Warahmatullahi Wabarakaatuh*

Having guided, analyzed, directed, and corrected the thesis by Heramina Sukmaranti,  
Student Number 1617404019, entitled:

### **AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH**

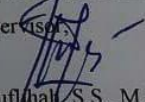
### **AT 7<sup>th</sup> GRADE OF MTs MA'ARIF NU 1 KEBASEN BANYUMAS**

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State State Institute of Islamic Studies Purwokerto, and examined in order to get Undergraduate Degree in English Education (S.Pd.)

*Wassalamu 'alaikum Warahmatullahi Wabarakaatuh*

Purwokerto, November 4, 2021

Supervisor

  
Muflihal, S.S., M.Pd.

NIP. 19720923 200303 2 001

### **MOTTO**

“For indeed, with hardship [will be] ease”

“Indeed, with hardship [will be] ease”

“So when you have finished [your duties], then stand up [for worship]”

“And to your Lord direct [your] longing”

(QS Al-Inshirah: 5-8)



## **DEDICATION**

I dedicate this thesis to:

My beloved parents (Haris Praptomo and Eni Handayani)

My beloved sister (Mutia Zulfa)

My beloved friends

My self



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Alhamdulillahirobbil 'alamin, the author expresses her highest gratitude to Allah SWT for blessing, love, health, and mercy to complete this undergraduate thesis entitled "An Analysis Of Students' Anxiety in Speaking English at 7<sup>th</sup> Grade Of MTs MA'ARIF NU 1 KEBASEN" can be completed Sholawat may always be devonted to prophet Muhammad SAW who has guided us from the darkness to brightness, from stupidity to cleverness, from jahiliyah era to islamiyah.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of the State Islamic University Of Prof. K.H. Saifudin Zuhri Purwokerto. In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestion which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

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4. Dr. Sumiarti, M.Ag., the III Deputy Dean Faculty Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.
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6. Muflihah, S.S., M.Pd., my thesis advisor who always supports, motivates, and gives me help for finishing this thesis, thank you very much for your patience and advice in guiding me to finish my thesis. I hope a good back will be for you by Allah.
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We just say thanks to all the parties who helped the author to arrange this thesis who cannot be mentioned in this page. May Allah SWT always gives guidance and blessing to us. Amin Ya Rabbal Alamin.

Purwokerto, November 2<sup>nd</sup>, 2022

The Author,



Heramina Sukmaranti  
1617404019



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**Heramina Sukmaranti**

**1617404019**

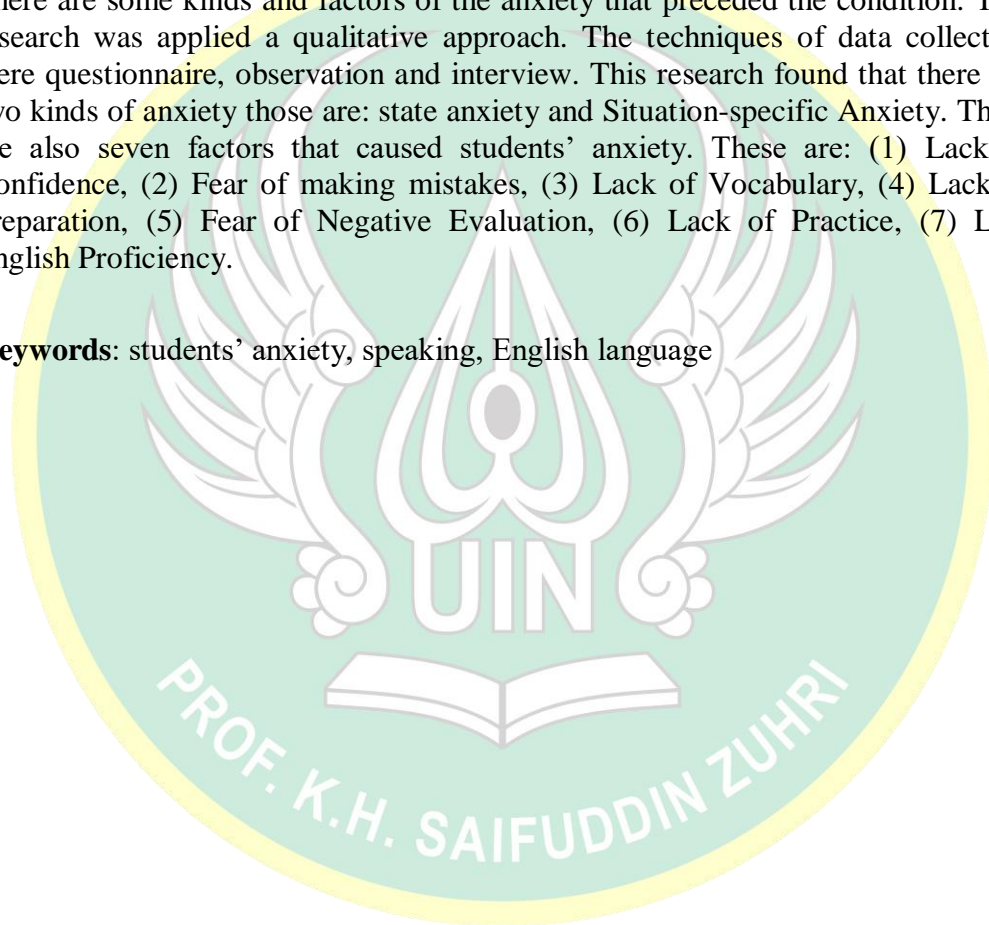
**English Educational Department**

**State Islamic University Of Prof. Kh. Saifudin Zuhri Purwokerto**

**ABSTRACT**

This research was aimed to analyze students' anxiety in speaking English at 7<sup>th</sup> grade of MTs Ma'arif NU 1 Kebasen. Many language learners experienced anxiety when they are speaking the target language. This also happened to students of MTs Ma'arif NU 1 Kebasen when they are asked to speak English. There are some kinds and factors of the anxiety that preceded the condition. This research was applied a qualitative approach. The techniques of data collection were questionnaire, observation and interview. This research found that there are two kinds of anxiety those are: state anxiety and Situation-specific Anxiety. There are also seven factors that caused students' anxiety. These are: (1) Lack of Confidence, (2) Fear of making mistakes, (3) Lack of Vocabulary, (4) Lack of Preparation, (5) Fear of Negative Evaluation, (6) Lack of Practice, (7) Low English Proficiency.

**Keywords:** students' anxiety, speaking, English language



## TABLE OF CONTENT

<b>COVER PAGE</b> .....	<b>i</b>
<b>STATEMENT OF ORIGINALITY</b> .....	<b>ii</b>
<b>APPROVAL SHEET</b> .....	<b>iii</b>
<b>OFFICIAL NOTE OF SUPERVISOR</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>x</b>
<b>CHAPTER I : INTRODUCTION</b> .....	<b>1</b>
A. Background of The Study .....	1
B. Conceptual Definitions .....	4
C. Research Questions .....	4
D. Objectives and Significances of The reserach .....	5
E. Structure of The Research .....	6
<b>CHAPTER II : LITERATURE REVIEW</b> .....	<b>7</b>
A. Anxiety .....	7
B. Speaking .....	13
C. Review of Relevan Studies .....	19
<b>CHAPTER III : RESEARCH METHOD</b> .....	<b>22</b>
A. Type of The Research .....	22
B. Sources of Data .....	22
C. Techniques of Data Collection .....	23
D. Techniques of Data Analysis .....	25
E. Triangulation.....	26
<b>CHAPTER IV : RESULT AND DISCUSSION</b> .....	<b>28</b>
A. Kinds of Students' Anxiety .....	28
B. Factors of Students' Anxiety .....	37

<b>CHAPTER V : CONCLUSION AND SUGGESTION .....</b>	<b>50</b>
A. Conclusion .....	50
B. Limitation of Study .....	50
C. Suggestion .....	51
<b>REFERENCES .....</b>	<b>52</b>
<b>APPENDICES .....</b>	<b>56</b>



# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Language is a tool for communication that allows people to convey their feelings and ideas. It assists us in communicating our objectives; without it, we would have difficulty communicating with others.<sup>1</sup> Because of the differences in their cultures, each country has its own language. To connect countries all around the world, the English language has been designated as an international language.<sup>2</sup> In Indonesia, English is one of the required subjects. It consists of four skills: listening, speaking, reading, and writing.

Speaking is the process of communicating with others via the use of words.<sup>3</sup> People all around the world provide information and let others know what the speaker is talking about by speaking. Speaking is often regarded as a necessary language skill for efficient communication in any language, including non-native speakers.<sup>4</sup> Among all the skills speaking is considered an important aspect. The development of people's networking, personalities, and characters benefits from their speaking abilities.<sup>5</sup>

Bogodad state that Living in the age of globalization necessitates the ability to communicate in English with people from various countries. As a result, improving English skills is critical for Indonesian students who

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<sup>1</sup> Supriyani, S., & kartikasari, F., STUDENTS' ANXIETY FACTORS IN SPEAKING ENGLISH, *JELL (Journal of English Language and Literature) STIBA-IEC Jakarta*, 7(1), 1-10, (2022), <https://doi.org/10.37110/jell.v7i1.137>

<sup>2</sup> Hawa Asma Ul Husna,., The Relationship between the Students' English Speaking Skills and Their Closeness to English, 2021, *LANGUAGE CIRCLE: Journal of Language and Literature*, 15

<sup>3</sup> Uli Modesta Siagian and Adam ., *An Analysis of Students' Anxiety in Speaking* (03-09), 2017, *ANGLO-SAXON: Journal of the English Language Education Study Program*, <https://doi.org/10.33373/anglo.v8i1.978>

<sup>4</sup> Abrar, *An Investigation into Indonesian EFL University Students' Speaking Anxiety*, *JEELS, Volume 4, Number 2, November 2017*, DOI: <https://doi.org/10.30762/jeels.v4i2.358>

<sup>5</sup> H. P Jaya et al.,). Speaking performance and problems faced by English major students at a university in South Sumatera. *Indonesian EFL Journal*, 8(1), 105-112. <https://doi.org/10.25134/ieflj.v8i1.5603>, 2022

understand that being able to communicate effectively in English will help them advance in their careers.<sup>6</sup>

Speaking in an English Foreign Language course is difficult because students must have a high level of self-confidence when speaking in a new language, students are frequently nervous, insecure, and anxiety.<sup>7</sup> Speaking is one of the most challenging skills for students to master, claims Pollard. Even now, many students still struggle with speaking activities in class. One issue the students have is that they feel anxious when speaking English. The majority of them are able to construct phrases, comprehend information from texts they read and hear, and organize their sentences properly. They barely want to perform, though, when it comes to speaking, and even if they communicate well, they nevertheless show signs of anxiety and continue to move around. These issues are referred to as anxiety.<sup>8</sup>

Anxiety is defined as a state of tension while apprehension is defined as a natural reaction to a perceived threat.<sup>9</sup> In a broad sense, this psychological phenomena appears to be a reaction to a specific situation.<sup>10</sup> Anxiety is the worry of something bad happening or a psychological phenomenon that occurs inside the human body.<sup>11</sup>

According to Sundar, Perdana, Hengky in their research it was found that fear of being ridiculed by others, limited vocabulary, fear of mistakes and lack of preparation are factors that contribute to students' anxiety in speaking English. Students' ways to overcome their anxiety were preparation,

<sup>6</sup> Nuriman U Bogodad, Thamrin, Nur Sehang, Mappewali, A STUDY ON STUDENTS' ANXIETY IN SPEAKING ENGLISH, *Journal of Foreign Language and Educational Research* Volume 4, Number 2, 2021

<sup>7</sup> Andi ahmad fauzi et al., *STUDENTS' ANXIETY OF SPEAKING ENGLISH IN PUBLIC*, Proceedings International Conference on Education of Suryakencana, 2021

<sup>8</sup> Andrew Pollard., *Reflective Teaching 3rd Edition: Evidence Informed Professional Practice*. Continuum International Publishing Group. 2010.p. 34

<sup>9</sup> Marzuki, *AN ANALYSIS OF STUDENTS ANXIETY IN SPEAKING ENGLISH OF THE SECOND GRADE STUDENTS OF MA DDI LAKATAN*, *JME* Volume 8, No. 1 Juni 2022 ; hlm 1-7 ISSN : 2580-3522

<sup>10</sup> Atanasius Gabe Hardional Sinaga et al., *Students' Speaking Anxiety in English Class*. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(1), 2020, 44-56. <https://doi.org/10.52690/jadila.v1i1.13>

<sup>11</sup> Ardhea Rosana Putri, A STUDY OF STUDENTS' ANXIETY IN SPEAKING, *Journal of Education, Linguistics, Literature and Language Teaching*, Vol 3 No 01 (2020)

relaxation, positive thinking, and resurrection.<sup>12</sup> Damayanti and Listiyani in their research, the findings showed that the students' anxiety in foreign language class was caused by three main factors of anxiety. Communication apprehension factor is a type of shyness is characterized by fear of and anxiety about communicating with other people because of the inability of speaking in English. Test anxiety factor came when students faced an English language test, especially an oral/speaking test. Fear of negative evaluation factor, type of anxiety refers to others' evaluations, avoidance of evaluative situations and the expectation that others will evaluate them negatively.<sup>13</sup>

Based on the result of the preliminary research held on 31 May 2022 with Mrs. Erma as an English teacher in MT's Ma'arif NU 1 Kebasen especially on class VII. She explained that students in class VII at MTs Ma'arif NU 1 Kebasen have anxiety in speaking English but the teacher does not know exactly what causes students to feel anxiety, so it is necessary to conduct this study.

The researcher chooses MT's Ma'arif NU 1 Kebasen because the school is one of the favorite schools in Kebasen. There is quite a lot of championship that are obtained both in the subject and extracurricular. Based on the problem above, the researcher want to know deeply about student's anxiety in speaking English at the seventh-grade students of MTs Ma'arif NU 1 Kebasen, so the research entitles **“An Analysis of Students' Anxiety in Speaking English at 7<sup>th</sup> Grade Of MTs Ma'arif NU 1 Kebasen”**.

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<sup>12</sup> Intan Pratiwi Sundari et al., STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SMP NEGERI 2 MARTAPURA TIMUR, *International Conference On Social Sciences & Humanity, Economics, And Politics*. 2020

<sup>13</sup> Maria Eva Damayanti, and Listyani Listyani, AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASS, *ELTR Journal*, e-ISSN2579-8235, Vol. 4, No. 2, July 2020, pp. 152-170, 2020

## B. Conceptual Definitions

To make easy and avoid misunderstanding in understanding meanings that there are in the title of this thesis, so the researcher explains some terms as the following:

### 1. Anxiety

Anxiety is a negative emotion that has the ability to detract from a student's English learning attempt.<sup>14</sup> Anxiety is a state in which a person experiences "uneasiness, frustration, self-doubt, trepidation, or worry" that is similar to any other anxiety.<sup>15</sup> Anxiety is defined as a fearful, apprehensive, stressed, or tense emotion.

### 2. Speaking

Speaking is an action that involves producing words in order to communicate with others in a group or society as a demonstration of one's language ability.<sup>16</sup> Speaking is a useful skill in oral communication that entails enlisting the help of others to communicate information by pronouncing words.<sup>17</sup> In other words, speaking is a productive skill that requires using speech to convey meaning to others.

## C. Research Questions

This research attempts to answer the questions:

1. What kinds of anxiety that faced by students in speaking English at 7<sup>th</sup> grade of MTs Ma'arif NU 1 Kebasen?
2. What are the factors causing students anxiety in speaking English at 7<sup>th</sup> grade of MTs Ma'arif NU 1 Kebasen?

<sup>14</sup> Andi ahmad fauzi et al., *STUDENTS' ANXIETY OF SPEAKING ENGLISH IN PUBLIC*, Proceedings International Conference on Education of Suryakencana, 2021

<sup>15</sup> Najiha, *An Analysis of Students' Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu*, *Jurnal Pendidikan*, Vol 12, No 2, Agustus 2021

<sup>16</sup> Ilham Moh. Fauzi Bafadal Muslimin, *The An Analysis of Students' Speaking Ability on Specific Purpose of Learning*, *Linguistics and English Language Teaching Journal* ,p- ISSN: 2339-2940 Vol.7, No.1, June 2019

<sup>17</sup> Ahmad Wael, et al., *EXPLORING STUDENTS' LEARNING STRATEGIES IN SPEAKING PERFORMANCE*, *International Journal of Language Education*, Vol. 2 No. 1, pp. 65-71, 2018

#### D. Objectives and Significances of The Research

1. The objectives of this research are:
  - a. To identify the kinds of anxiety faced by students in speaking English at 7<sup>th</sup> grade of MTs Ma'arif NU 1 Kebasen?
  - b. To find out the factors causing students anxiety in speaking English at 7<sup>th</sup> grade of MTs Ma'arif NU 1 Kebasen?

2. The significances of this research

The significances that can be expected from this research are:

- a. Theoretical significances

The theoretical significances of this research are:

- 1) The result of this research is expected can be helpful for any further researcher who wants to study the same case. Hopefully, this research becomes a source of information and reference.
- 2) The researcher expects this research to improve and develop insight especially related to the students' speaking anxiety

- b. Practical significances

Partical significances of this research are:

1. To the teacher

Hopefully, the teacher can guide students in speaking English. The teacher can give information for students to be confident in speaking English at MTs Ma'arif NU 1 Kebasen.

2. To the school

The researcher expected that this research can increase the quality of the students in speaking English at MTs Ma'arif NU 1 Kebasen.

3. To the further researcher

The result of this research hopefully can help the next researcher with the similar topic.



## **E. Structure of The Research**

To make a logical and systematic discussion of this research, the researcher makes the structure of this research. It will be described in this research as follow:

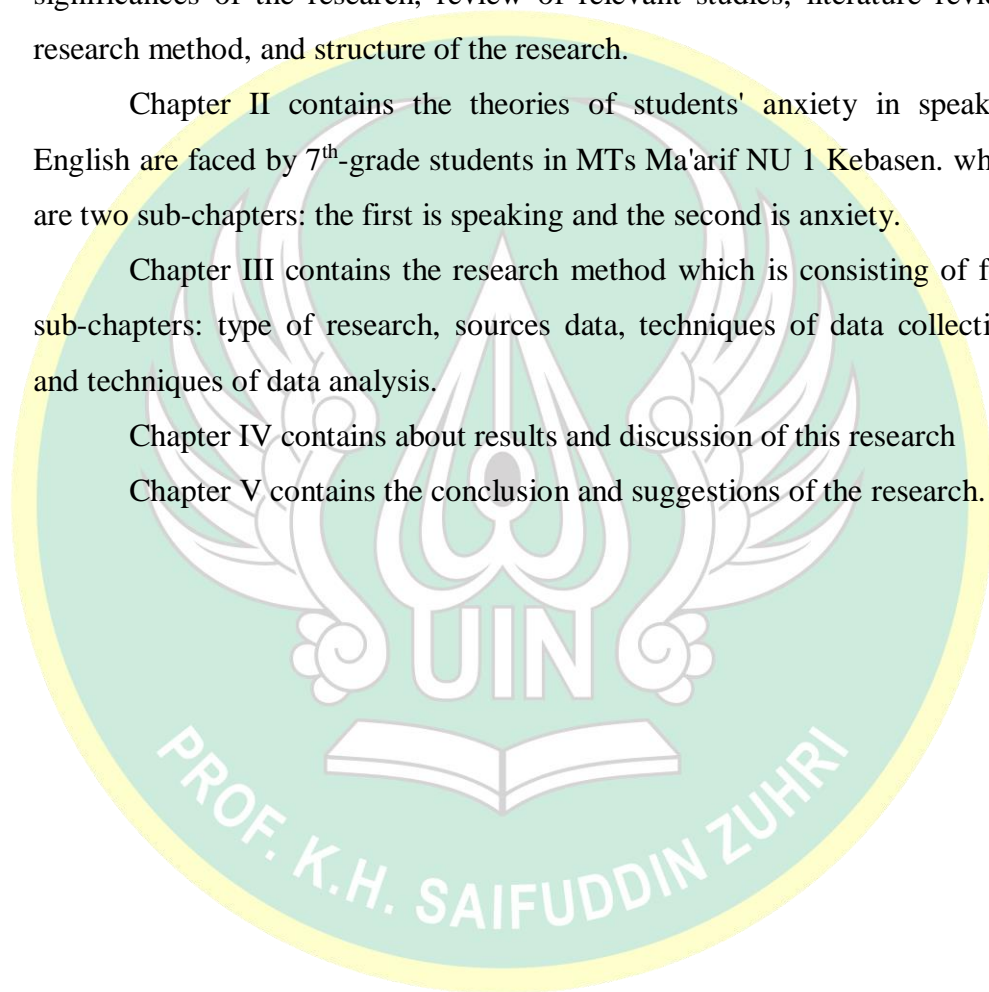
Chapter I contains an introduction which consists of the background of the problem, operational definitions, research questions, objectives and significances of the research, review of relevant studies, literature review, research method, and structure of the research.

Chapter II contains the theories of students' anxiety in speaking English are faced by 7<sup>th</sup>-grade students in MTs Ma'arif NU 1 Kebasen. which are two sub-chapters: the first is speaking and the second is anxiety.

Chapter III contains the research method which is consisting of four sub-chapters: type of research, sources data, techniques of data collection, and techniques of data analysis.

Chapter IV contains about results and discussion of this research

Chapter V contains the conclusion and suggestions of the research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Anxiety

##### 1. Definition of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry. There are several definitions of anxiety which are found by the researcher. According to Horwitz, anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.<sup>18</sup> Furthermore, basically when someone has got anxiety sign they do not something normally as usual, they will get over action, easier forget the material, loss of courage and etc.

Cheng stated that anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations.<sup>19</sup> Anxiety isn't just about how you feel within your body; it's also been discovered that anxiety can be caused by things outside of your body.<sup>20</sup> Anxiety is a sensation of being apprehensive, nervous, perplexed, and/or flustered in a condition that has the potential to marginalize her.<sup>21</sup> Anxiety is a hazardous state of mind that brings with it a slew of unpleasant emotions such as timidity, lack of self-confidence, and sadness, as well as a detrimental impact on work

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<sup>18</sup> Horwitz, E. K. and Dolly, J. Young. *Language Anxiety: from Theory and Research to Classroom Implications*. New Jersey: Prentice-Hall Inc., 1991. 2011, p.23

<sup>19</sup> Cheng, C *Language Anxiety and English Speaking Proficiency*. Ming Chuan University, 2009, p.12

<sup>20</sup> Ardhea Rosana Putri, A STUDY OF STUDENTS' ANXIETY IN SPEAKING, *Journal of Education, Linguistics, Literature and Language Teaching*, Vol 3 No 01 (2020)

<sup>21</sup>D. Sari, *Speaking Anxiety as A Factor in Studying EFL*, *ENGLISH EDUCATION JOURNAL (EEJ)*, 8(2), 177-186, April 2017

performance.<sup>22</sup> From the several theory it can be concluded that anxiety is the expression that someone can do anything with normal condition, they easier loss their mind, over action, be panic, and still many more.

## 2. Anxiety in Speaking

Speaking anxiety, according to Deyuan, is a person's worry and anxiousness that includes actual or avoidant speech when speaking to others in a foreign language.<sup>23</sup> Speaking is one of the reasons of anxiety in language learning for many students, according to Wilson, who was referenced by Saglamel and Kayaoglu.<sup>24</sup> Foreign language speaking anxiety, which is simply the fear of speaking the language, affects many students.

## 3. Kinds of Anxiety

Anxiety can be divided into three types, claims Elis namely:<sup>25</sup>

### a. State Anxiety

This kind of anxiety is temporary because it only occurs during stressful situations or events. State anxiety is typically a transient condition that a person experiences in particular conditions.<sup>26</sup> In other words, it is a transient anxiety that goes away when the dangerous circumstance ends. State anxiety is a transient anxiety attack brought on by a dangerous circumstance.

<sup>22</sup> Şule Fırat Durdukoca1 , Tazegül Demir Atalay, Occupational anxiety and self-efficacy levels among prospective teachers, *International Journal of Evaluation and Research in Education (IJERE)* Vol. 8, No. 1, March 2019, pp. 173~180 ISSN: 2252-8822, DOI: 10.11591/ijere.v8.i1.pp173-180

<sup>23</sup> He, D. Foreign language learning anxiety in China: Theories and applications in English language teaching. In *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching*. Springer Nature. <https://doi.org/10.1007/978-981-10-7662-6>. 2018

<sup>24</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>25</sup> Rod Ellis, *The study of Second Language Acquisition*. Oxford University Press. 1994. p.479-480

<sup>26</sup> Mahdalena and Asnawi Muslem. *An Analysis on Factors That Influence Students' Anxiety in Speaking English*. *Research in English and Education (READ)*, 6 (1), 9-22, February 2021

State anxiety is the feeling of tension or anxiety at a specific time in reaction to an outside stimuli.<sup>27</sup> This kind of anxiety is temporary because it only occurs in specific circumstances or during stressful events. In other words, it is a momentary anxiety feeling that fades away once the threat has passed

b. Trait anxiety

Trait anxiety is pattern of responding with anxiety even in non-threatening situations. Such anxiety is a part of a person character. The term "trait anxiety" describes a reasonably consistent emotional state that an individuals experience more frequently or strongly than the majority of individuals do on average and that is a characteristic of that person's personality.<sup>28</sup> This anxiety can emerge at any time and in a variety of situations.

Students who struggle to control their anxiety are more likely to engage in trait anxiety because they are unable to express their feelings, emotions, ideas, and thoughts. It was therefore questioned whether or not their participation in class activities had improved their speaking skills. Instead of speaking or sharing their thoughts in front of the class, they frequently remain silent.<sup>29</sup> People with trait anxiety are more prone to panic attacks and nervous feelings, and even seemingly unimportant events might make them uneasy.

c. Situation-specific Anxiety

Specific-situation anxiety, refers to the persistent and multi-faceted nature of some anxieties It is aroused by a specific type of

<sup>27</sup> Kurniadi, R. ., & Kasyulita, E. STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SECOND SEMESTER OF ENGLISH STUDY PROGRAM AT UNIVERSITY OF PASIR PENGARAIAN. *JEE (Journal of English Education)*, 5(2), 117–122. (2019). <https://doi.org/10.30606/jee.v5i2.568>

<sup>28</sup>Kurniadi, R. ., & Kasyulita, E. STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SECOND SEMESTER OF ENGLISH STUDY PROGRAM AT UNIVERSITY OF PASIR PENGARAIAN. *JEE (Journal of English Education)*, 5(2), 117–122. (2019). <https://doi.org/10.30606/jee.v5i2.568>

<sup>29</sup> Sari Dewi Noviyanti. (2022). Speaking Anxiety in Online English Class: Causes and Effects. *International Journal of English and Applied Linguistics (IJEAL)*, 2(1), 112-117. <https://doi.org/10.47709/ijeal.v2i1.1431>

situation or event such as public speaking, examinations, or class participation. Luo stated that situation-specific anxiety is comparable to trait anxiety in that it is steady throughout time, but it may not be constant in all situations.<sup>30</sup>

#### 4. The Factors of Anxiety

According to Horwitz three causes of anxiety related to performance anxieties are communication apprehension (CA), test anxiety, fear of negative evaluation. This description will be used to investigate the causes of student's anxiety in speaking English (foreign language) in this study.<sup>31</sup>

##### a. Communication Apprehension (CA)

This fear is frequently experienced by EFL students in English classes. When speaking English with the teacher or their peers, students experience embarrassment. These students experience anxiety when asked to speak in English because they believe someone is watching them and looking out for grammar errors. Students believe their English language skills fall short of those of their peers.<sup>32</sup> Student's personality traits such as shyness, quietness, and reticence are considered frequently precipitate CA. The feeling of shyness is different from one individual to another individual, and from situation to situation.

##### b. Test Anxiety

Another source of anxiety is associated with an exam. Test is pertinent to the subject of language anxiety in unfamiliar contexts. Horwitz explains that test anxiety is a specific type of performance anxiety that results from a fear of failing. A learner may have exam anxiety when learning a foreign language, which could hinder performance. When pupils perform poorly on the prior test, according

<sup>30</sup> Luo, H. Foreign Language Speaking Anxiety : A Study of Chinese Language Learners. *Journal of the National Council of Less Commonly Taught Languages*, 1. 2014, 99–117

<sup>31</sup> Horwitz, E. K. and Dolly, J. Young. *Language Anxiety: from Theory and Research to Classroom Implications*. New Jersey: Prentice-Hall Inc., 1991. 2011, p.127

<sup>32</sup> D. Sari, *Speaking Anxiety as A Factor in Studying EFL*, *ENGLISH EDUCATION JOURNAL (EEJ)*, 8(2), 177-186, April 2017

to Wu and Chan, test anxiety can develop. Students form unfavorable stereotypes about tests and have erroneous impressions about evaluation situations.<sup>33</sup>

Test anxiety frequently manifests itself when pupils fear they will perform poorly on a test. Students who have test anxiety may experience challenging tests and quizzes after the test. Even pupils who are the best prepared frequently make mistakes on tests.<sup>34</sup> This indicates that test anxiety is linked to a person's fear of the test-taking environment.

c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test taking situations, but, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class. It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well. According to Tsiplakides, fear of negative peer evaluation is a common factor in language learning. However, despite the fact that it was a natural sensation, peers continue to contribute to students' anxiousness in the learning process.<sup>35</sup> Lucas and Go claims that fear of negative evaluation is the worry about other evaluations, which may include avoiding situations where one might be evaluated and expecting that others might do so.<sup>36</sup> In other words, if pupils are unsure of what they are saying, they will be afraid of negative feedback from others and

<sup>33</sup>Chan, Daniel Yu Ching and Wu, Gouo Cheng. A Study of Foreign Language Anxiety of Elementary School Students in Taipei in *Journal of Natona Taipei Teachers College* Vol 17 no 2. 2004.

<sup>34</sup> Marzuki, *AN ANALYSIS OF STUDENTS ANXIETY IN SPEAKING ENGLISH OF THE SECOND GRADE STUDENTS OF MA DDI LAKATAN*, *JME Volume 8, No. 1 Juni 2022* ; hlm 1-7 ISSN : 2580-3522

<sup>35</sup> Tsiplakides, I. ' *helping students overcome foreign language speaking anxiety in the classroom* '. Theoretical Issues and Practical Recommendation TESOL Quarterly vol.2, No.4,41-42.2009. p.39

<sup>36</sup> Lucas, R. I., Miraflores, E., & Go, D.. English language learning anxiety among foreign language learners in the Philippines. *Philippines esl journal* 7 102-103. 2011. p.102

apprehensive because they do not want to appear ignorant in front of others.

Based on Liu, there are some factors that causes of anxiety to speak English, they are:<sup>37</sup>

a) Lack of vocabulary

It was difficult for students to communicate because they lacked vocabulary when learning English, which interfered with their ability to speak the language. Considering that learning vocabulary is the first element to mastering English. Lack of vocabulary makes it harder for individuals to produce language.

b) Low English proficiency

Low English proficiency is also identified in the present research as a major factor that hindered the students from talking to others in English in class. Thus, students may feel weak in speaking English, perceived their English to be poor, and may feel that the others is better than him or her.

c) Lack of preparation

According to marwan, the lack of preparation is a big deal toward students' worries in speaking English.<sup>38</sup> Most students found it difficult to produce language since most students weren't prepared to prepare the subject when they wanted to accomplish a percentage in class.

d) Lack of practice

Although the students were enrolled in *English Listening & Speaking* course, as EFL learners and especially non-English majors, they didn't have much practice of oral English in class due to the limited class time and big class size, nor did they have many choices to speak the language in their daily life.

<sup>37</sup> Liu, Meihua. ANXIETY IN ORAL ENGLISH CLASSROOMS: A CASE STUDY IN CHINA. China: Tsinghua University. 2007. p.128

<sup>38</sup> Marwan, A. Investigating students' foreign language anxiety. Malaysian journal of elt research, 3, 37-55. 2007

e) Lack of familiarity of task

The word familiar means well known, often seen or heard, having a good knowledge, close or friendly to something. Interest mattered a lot in students' active participation in classroom activities. In short, students will active in speaking about a topic if she or he is interest, well known, often see or heard, having a good knowledge or even close or friendly to a topic.

f) Lack of confidence

Strong convictions, firm trust, or sure expectations, feeling certain and fully assured, not having any failures, etc. are all examples of having confidence. Some students may have excellent pronunciation and a high level of competency, but they nevertheless prefer to be reserved due to a lack of guts. When students recognize that their conversation partners have not understood them or when they are unable to understand another speaker, they frequently experience a lack of confidence.

g) Fear of making mistakes

The students worried about losing face in oral language classroom. Students keep quiet and wait until they were required to speak English, it was because the students were afraid and feel embarrassment of making mistakes.

## B. Speaking

### 1. Definition of Speaking

Speaking is one of language skills which is very important to be mastered. Speaking is a fundamental aspect of human life, as it allows people to communicate their ideas and feelings to others in order to obtain what they want<sup>39</sup>. Wijaya states Speaking is a production of language use.

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<sup>39</sup> Jatmiko, The Implementation of Pair Work to Improve Students' English Speaking to the Second Semester at Pharmacist Program of Health Sciences Faculty of Kadiri University, Volume: 2, Number: 1, 2017, ISSN: 2503 - 4405



Speaking serves the additional goal of demonstrating one's language proficiency by allowing one to interact with others in the community.<sup>40</sup>

As human in the world we need to communicate each other to express an idea to do everything, what is more as students or learners they have to speak with the teachers and friends as long as in learning to express the idea. In speaking skills teacher should teach students how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. It means that in formal environment between teachers and students have to always interact to make communication, because in facts, most of our daily communication remains interactional.

## 2. Elements of Speaking

They are many elements of speaking that must be mastered by students in order to be a good. There are five elements of speaking ability which is based on Bahdi he divided the elements of speaking ability into five parts. It can be seen in explanations below:<sup>41</sup>

### a. Accuracy and Pronunciation

Accuracy is undoubtedly one of the most crucial factors to consider when evaluating a person's language skills and protecting language users from communication breakdowns. Anjaniputra also sets the clear scale for assessment of accuracy, they are; Grammar, students use correct words order, tenses, tense agreement, etc. Students do not omit prepositions, articles, or challenging tenses; students have a variety of words in their vocabulary that are from your lessons and are listed according to the year's syllabus; pupils speak and most people understand their pronunciation.<sup>42</sup>

<sup>40</sup> Wijaya, T. The Effectiveness of Songs for Teaching Speaking. *Journal of Foreign Language Teaching and Learning*, 3(2), 74-85 2019. doi:<https://doi.org/10.18196/ftl.3231>

<sup>41</sup> Bahdi, M. The Impact of Extracurricular Activities on Students' Academic Oral Proficiency The Case of Third Year Undergraduate LMD Students of English at Ouargla University, Thesis, Ouargla University, Applied Linguistics and English for Specific Purposes. (2014).

<sup>42</sup> Anjaniputra, A. G. Teacher's strategies in teaching speaking to students at secondary level. *Journal of English and Education*, 1(2), 1-8. 2013.

b. Grammar

One of the key elements of language is grammar. Both spoken and written language must adhere to grammar rules. To get a decent outcome, students must follow grammar rules. They can also find grammar rules in pronunciation, morphology, and syntax. When speaking, the grammar itself may not always matter to the speaker or the listener. However, the author does not currently address the grammar.<sup>43</sup>

Students must organize the proper sentence in conversation. It implies that grammar is the way that words are combined to form proper sentences. It has to do with language and sentences. The categories such noun, subject, imperative clause, and others are calculated. It implies that grammar is the way that words are combined to form proper sentences. There is not language without grammar, and none can be mastered without assimilation grammar. Students can apply their structural manipulation skills and abilities to recognize appropriate grammatical forms from inappropriate ones.

c. Vocabulary

Acquiring vocabulary accuracy involves making the right word choices when speaking. Students frequently struggle when attempting to communicate their ideas because they lack the necessary vocabulary and occasionally use words inappropriately, such as when using synonyms that do not always have the same meaning. Therefore, it is necessary for students to have appropriate word and expression usage. If one does not have a large enough vocabulary, they cannot communicate effectively or express themselves in both writing and oral form.<sup>44</sup>

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<sup>43</sup> Lalu Bohari, IMPROVING SPEAKING SKILLS THROUGH SMALL GROUP DISCUSSION AT ELEVENTH GRADE STUDENTS OF SMA PLUS MUNIRUL ARIFIN NW PRAYA, *Journal of Languages and Language Teaching*, Vol. 7 No.1, Mei 2019

<sup>44</sup> Bahdi, M. The Impact of Extracurricular Activities on Students' Academic Oral Proficiency The Case of Third Year Undergraduate LMD Students of English at Ouargla University,

d. Comprehension

Comprehension is defined as having a sufficient enough vocabulary or knowing the meanings of enough words. Strong comprehension allows students to make inferences about what is essential, what is a fact, what led to an event, and which characters are humorous. As a result, comprehension entails integrating reading with thinking and reasoning. For oral communication, a topic speech is necessary, as is the way to start it. When a speaker speaks, comprehension is the ability to match the information that is accessible with the information that is being delivered.<sup>45</sup>

e. Fluency

Oral fluency, which is the primary aspect of speaker performance, is the major objective teachers want to accomplish when teaching the productive skill of speaking. According to Christiansen, fluency is the capacity to speak clearly, rationally, and accurately without excessive hesitance, as failing to do so will cause listeners to lose interest and the conversation to break down.<sup>46</sup> To accomplish this purpose, teachers should teach students to use their personal language freely to convey their own ideas while avoiding imitations of any type.

### 3. Types of Speaking

Brown states that there are some basic types of speaking as in the following:<sup>47</sup>

a. Imitative

The ability to simply replicate a word, phrase, or sentence is at one end of a spectrum of sorts of speaking performance. Even though

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Thesis, Ouargla University, Applied Linguistics and English for Specific Purposes. (2014).

<sup>45</sup> Des Adean Fitri and Andi Idayani, AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN RETELLING STORY ON DESCRIPTIVE TEXT AT THE SECOND GRADE STUDENTS OF SMP YLPI PEKANBARU, *Perspektif Pendidikan dan Keguruan*, Vol. 12 No. 1, April 2021

<sup>46</sup> Christiansen, T.. Fluency and pronunciation in the assessment of grammatical accuracy in spoken production. *Journal of Lingue Linguaggi*, 7(20), 2239-0367. (2011)

<sup>47</sup> Brown H. D. and abeywickrama, P. *Language Assessment: Principle And Classroom Practice* (2nd ed). New York: pearson education Inc. p.184-185. 2010.

this is primarily a phonetic level of oral output, the performance criterion may incorporate certain prosodic, lexical, and grammatical aspects of language. This type of imitation is done to focus on a specific piece of language form rather than to engage in meaningful dialogue. The capacity to effortlessly imitate a word, phrase, or even a statement. At this stage, the teacher simply concentrates on the students' pronunciation rather than their comprehension or ability to communicate meaning.<sup>48</sup>

b. Intensive

The production of brief oral language segments intended to show proficiency in a specific range of grammatical, phrasal, lexical, or phonological relationship is a second style of speaking that is widely used in assessment contexts (such as prosodic element intonation, stress, rhythm, and juncture). This is an example of a speaking performance by pupils who have been working on phonological and grammatical rules. Students typically do the assignment in pairs. For instance, reading aloud a paragraph, a conversation, or data from a chart.

c. Responsive

Responsive involves interaction and comprehension testing, albeit at a very low level of brief talks, polite introductions and small talk, straightforward requests, and comments.. This is a type of brief response that provides instructions and guidance in response to queries or comments raised by the teacher or a pupil. Those responses are typically adequate and insightful.<sup>49</sup> A significant portion of students' communication in class consists of quick responses to questions or comments raised by the teacher or other pupils. Almost usually, a

<sup>48</sup> Nurdin, J. Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa. *JADEs Journal of Academia in English Education*, 2(1), 44-70. (2021). <https://doi.org/10.32505/jades.v2i1.3220>

<sup>49</sup> Kurniati, Azlina K., et al. "A Study on the Speaking Ability of the Second Year Students of Smk Telkom Pekanbaru." *Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau*, vol. 2, no. 2, Oct. 2015, pp. 1-14.

spoken prompt with possibly one or two more inquiries or retorts serves as the stimulus.

d. Interactive

Interaction might be transactional or interpersonal. Extended forms of responsive language include transactional language, which is used for the exchange of specific information. Interpersonal interactions then served the function of preserving social bonds rather than the dissemination of knowledge. The discourse is longer and more intricate in this stage than it is in the response stage, which occasionally involves many participants and/or multiple exchanges.<sup>50</sup>

e. Extensive

The language must be presented in person as the last activity. In other words, the students must provide a lengthy proposal or paper.<sup>51</sup> Tasks requiring extensive speaking entail intricate, generally long lengths of conversation. They generally use monologue variants and typically involve little spoken contact. Speeches, oral presentations, and storytelling are examples of extensive speaking jobs when the potential for spoken engagement from the audience is either nonexistent or very restricted. For lengthy jobs, language style is typically more deliberate and formal, although we cannot completely rule out some informal monologues, such as casually delivered speech.

#### 4. Functions of Speaking

Richards mention the function of speaking consist of talk as interaction, talk as transaction and talk as performance. There are the function of sepeaking.<sup>52</sup>

<sup>50</sup> Nurdin, J. Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa. *JADEs Journal of Academia in English Education*, 2(1), 44-70. (2021). <https://doi.org/10.32505/jades.v2i1.3220>

<sup>51</sup> Mutaat, M. Students' Perceptions Towards Teaching Speaking. *Acitya: Journal of Teaching and Education*, 4(1), 58-68 (2022, January 31).. DOI: <https://doi.org/10.30650/ajte.v4i1.3190>

<sup>52</sup> Richards, Jack C. *Teaching Listening and Speaking: From theory and practice*. New York : Cambridge University Press. 2008. p.21

a. Talk as Interaction

Talk as interaction refers to what we typically imply by "talk" and denotes interaction that primarily serves a social purpose. People greet each other when they first meet, engage in small conversation, share recent experiences, and so on in order to be nice and create a safe space for engagement. The message is less important than the speakers and how they want to be seen by one another.

b. Talk as Transaction

The term "talk as interaction" describes circumstances in which the emphasis is on what is said or done. The message and its ability to be clearly and precisely comprehended is the primary focus, rather than the participants and how they engage socially with one another.

c. Talk as Performance

Talk as performance has been referred to as the third category of talk that can be usefully distinguished. Public speaking, or communication in front of an audience, includes speeches, announcements made in public places, and classroom presentations. Talk performed as a monolog as opposed to a dialog sometimes has a recognized structure (such as a speech of welcome) and is more closely related to written language than conversational language. Similar to how it is frequently assessed in terms of effectiveness or impact on the listener, talk as interaction or transaction is unlikely to take this into account.

### C. Review of Relevant Studies

Based on the sources related to this study, there are several previous researches related to the topic of this research. The following are the result of comparison of previous studies.

First, a journal entitled *Students' Speaking Anxiety in English Class* was written by Atanasius Gabe Hardional Sinaga, Syahrial, Gita Mutiara Hati in 2020. This research aimed to find out the level of students' speaking anxiety students in English class and the most dominant factors that caused students' speaking anxiety faced by the third grade students of Junior High

School in SMPN 15 Bengkulu in English Classroom. This research used descriptive quantitative design with questionnaire as the instrument. The questionnaire of this research was Foreign Language Classroom Anxiety Scale (FLCAS) proposed by Horwitz et al. (1983). The data has been analyzed by using SPSS program. The result of this research showed that the majority of the students of the third-grade were Mildly Anxious level and the most dominant factors causing the student speaking anxiety was the Fear of Negative Evaluation. Linkage of these two research are both discuss about student anxiety in speaking. Difference is the journal use descriptive quantitative while this thesis will use descriptive qualitative.<sup>53</sup>

Second, research entitled *An Analysis of Students Speaking Anxiety For Tenth Grade Students*. Written by Faishal Rahman in 2021. This study is to investigate factors that causes of students anxiety in speaking English in the classrooms. The results showed that the factor causing of the students' speaking anxiety to speak in the language classroom are: unclear explanation and speaking activities were the aspects that bothered the participants most about English classroom, fear of making mistake and being ridiculed by peers, they feel anxious when do not understand what teacher said and do not prepare enough, had limited vocabulary and grammar knowledge, thought that other students are better than them, most of the participants also admitted that English was difficult and the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. Linkages of these two research are both discuss about the students anxiety in speaking. The difference is that Faishal's study analyzed the factor causing students' anxiety in speaking for Senior High School, but this thesis focuses on students' anxiety in speaking English for Junior High School in MT's Ma'arif NU 1 Kebasen.<sup>54</sup>

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<sup>53</sup>Atanasius Gabe Hardional Sinaga., Syahrial., Gita Mutiara Hati., , Students' Speaking Anxiety in English Class, *Journal of Development and Innovation in Language and Literature Education* Volume 1 Number 1, Publisher: Yayasan Karinosseff Muda Indonesia, 2020, p. 44 -56

<sup>54</sup> Faishal rahman, *An Analysis of Students Speaking Anxiety For Tenth Grade Students*, diploma thesis, STKIP PGRI BANGKALAN, 2021

Third, journal entitled *An Analysis of Students' Speaking Anxiety in English Classroom* was written by Najiha and Betty Sailun in 2021. The aim of this research is to determine the level of student speaking anxiety and to determine the dominant type of anxiety that occurs in English classroom. The result of this research showed that Communication Apprehension was the main factor causing students to feel nervous, Fear of Negative Evaluation factors, and the lowest factor Test Anxiety. Therefore, the third-grade students of SMAN2 Siak Hulu were categorized at the Mildly Anxious level of speaking anxiety in the English classroom. The similarity between these two studies is discuss about students' anxiety in speaking. The difference is Najiha's use quantitative descriptive while this research use qualitative descriptive.<sup>55</sup>

In this section researcher conveys a similar study and the differences between previous research and this study. The similarity focuses on the analysis of speaking anxiety found in data sources. The different between previous research and this study is subject of research. In this study, 61 students in 7<sup>th</sup> grade of MTs Ma'arif NU 1 Kebasen of the academic year 2022/2023 as a subject of the research.

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<sup>55</sup> Najiha., Betty Sailun., *An Analysis of Students' Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu*, *Lectura: Jurnal Pendidikan*, Vol 12, No 2, 2021



## CHAPTER III

### RESEARCH METHOD

This chapter describes the research methodology. This chapter consists of the type of the research, data sources, the technique of data collection, and the technique of data analysis.

#### A. Type of The Research

This study explains an analysis of students' anxiety in speaking English at 7<sup>th</sup> grade of MT's Ma'arif NU 1 Kebasen. This research is qualitative research. In qualitative research, researchers observe objects in their natural environments in an effort to explain or understand phenomena.<sup>56</sup> Qualitative research is a research method to explore and understand the meaning that some individuals or groups of people think come from social or human problems, where the researcher is as a key instrument.

This research is used descriptive qualitative research to describe every single kind of students' anxiety and factors of students' anxiety in speaking English. The objective of descriptive qualitative research is to properly and factually characterize the data, facts, and features of the topic of interest.<sup>57</sup> So, in this research describe the students' anxiety in speaking were only described as what they were, without giving any treatment. The qualitative method is used in this study since the only analysis is based on the fact that was found.

#### B. Sources of Data

##### 1. The Place and Time of The Research

The research was conducted in MTs Ma'arif NU 1 Kebasen. The aim of taking this place is because this school is one of the favorite schools that are of great interest to the student. After all, there is quite a lot of championship that are obtained both in the subject and extracurricular

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<sup>56</sup> Sugiyono, *Metode Penelitian Pendidikan, Pendekatan kualitatif, dan R&D* (Bandung: Alfabeta: 2017), p. 42

<sup>57</sup> Isaac, S., & Michael, W. B. *Handbook in Research and Evaluation*. (San Diego, California: EdITS Publishers, 1981), p. 42

fields. The data was obtained from questionnaire, observation and interview on August 24th, 26th and 31st and September 2nd 2022. The researcher focuses on the seventh-grade students of MTs Ma'arif NU 1 Kebasen in the academic year 2022/2023.

## 2. Subjects of The Research

The subjects of the research in this research are 61 students in 7<sup>th</sup> grade of MTs Ma'arif NU 1 Kebasen of the academic year 2022/2023.

## 3. Object of The Research

The objects of the research is the analysis of student's anxiety in speaking English and the factor causing the students' anxiety in speaking English at 7<sup>th</sup> grade of MTs Ma'arif NU 1 Kebasen.

### C. Techniques of Data Collection

Technique of data collection is the main factor of research. On this research, the researcher uses three of techniques to collect the data, those are:

#### 1. Questionnaire

Questionnaire is an instrument used to collect data for the research that consists of several questions. Ary states that questionnaire is a research instrument in which respondents answer questions in writing or mark things to indicate their response.<sup>58</sup> In this research, the researcher use questionnaire to find out kinds of anxiety and factors caused anxiety.

The questionnaire of this research used a closed questionnaire in the checklist form in the Likert Scale model which consisted of only five scales, namely “Strongly Disagree”= 1, “Disagree”= 2, “Neutral”= 3, “Agree”= 4, and “Strongly Agree”= 5. The researcher used PSCAS questionnaire adopt from Yaikhong and Usaha (A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability) that consists of 25 statements. The

<sup>58</sup> Ary, Donald. *Introduction to Research in Education*. USA: Wadsworth. 2010. p.648

questionnaire used Bahasa Indonesia to make the instrument easier to read the questionnaire. The questionnaire was distributed to the students via Google Forms. Because the questionnaires are closed-ended type, students only choose one of the options from five answer scales. In this research, questionnaires have been given to 61 students to find the types and factors of students' anxiety in speaking classes.

## 2. Observation

Another techniques of data collection is observation. According to Bungin, observation is a technique data collection used to collect research data through observation and sensing.<sup>59</sup> The researcher used non participatory observation. The researcher only observed what the teacher and students do, without teaching or being student there. In this case, the observation conduct by observing students' behavior during teaching and learning. In this study, field notes were used as the observational tool. The observations were carried out four times on August 24th, 26th and 31st and September 2nd 2022.

## 3. Interview

Interview has been defined as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by the interviewer on content specified by research objectives of systematic, description, prediction or explanation.<sup>60</sup> The interview is a purposeful conversation in which one participant obtains information from the other. The researcher and informant are speaking verbally in order to exchange information.

In this research, the researcher conducted semi structure interview. Semi-structured interview requests the parties who were invited to the interviews for their thoughts and opinions in an attempt to investigate issues more honestly. One-on-one interview of approximately five minutes with several questions whose questions and

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<sup>59</sup> Burhan Bungin, *Penelitian Kualitatif: Edisi Kedua* (Jakarta:Kencana Prenada Media Group, 2007), p. 118.

<sup>60</sup> Louis Cohen, *Research Method in Education*, (New York : Routledge Farmer) 2005, p. 269

answers were recorded in Indonesian informally to create an intimate and comfortable atmosphere. When conducting interviews with students, the researcher made sure to record interviews on a smartphone as a backup for the data collection and to obtain more accurate information. Confirming the information through observation is the goal of the interview. Interviewee informants were selected through purposive sampling technique. It considered from the most visible informants have anxiety in speaking when during observation. The informants who are considered related to this research are 6 students of MTs Ma'arif NU 1 Kebasen.

#### D. Techniques of Data Analysis

After researcher collecting data through questionnaire, observations and interview the researcher used analysis through descriptive analysis. The researcher analyzed the result of questionnaire used percentage formula was proposed by Arikunto<sup>61</sup>

$$P = \frac{F}{N} \times 100\%$$

Note:

P : Percentage of the students score

F : Frequency of students score

N : The number of students

Miles and Huberman state that qualitative analysis used the word that is arranged in the text.<sup>62</sup> They are data reduction, data displayed, and conclusions.

##### a. Data Reduction

It is the process of choosing, focusing on simplifications, abstracting, and transformation of hard data in written notes that are

<sup>61</sup> Arikunto, S. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rieneka Cipta.,p.235, 2006

<sup>62</sup> Matthew B and Huberman, Miles, A Michael. *Qualitative Data Analysis*. California: SAGE Publication. 1994. p. 16-20.

found in the field. Reducing the data is a type of analysis that made sharpens, categorizes, directs, eliminated the data, and organizes the data to get the conclusion and verification. It means the researcher chose the important data that had been collected. Then, the researcher categorizes the data related to the kinds of anxiety and factors causing the students' anxiety in speaking at seventh grade of MTs Ma'arif NU 1 Kebasen The data gets from the interview, observation, and questionnaire. In this, the researcher made the data.

b. Data Displayed

Data display is data to convey the idea that data is presented in an organized, compressed manner assembly of information that allows conclusions to be analytically drawn. The researcher uses displays to help in understanding the data. The researcher presented the data in the form of narrative text, which was organized so that the research results on the kinds of anxiety and the factors that cause anxiety were easy to read and understand.

c. Drawing and Verifying Conclusion

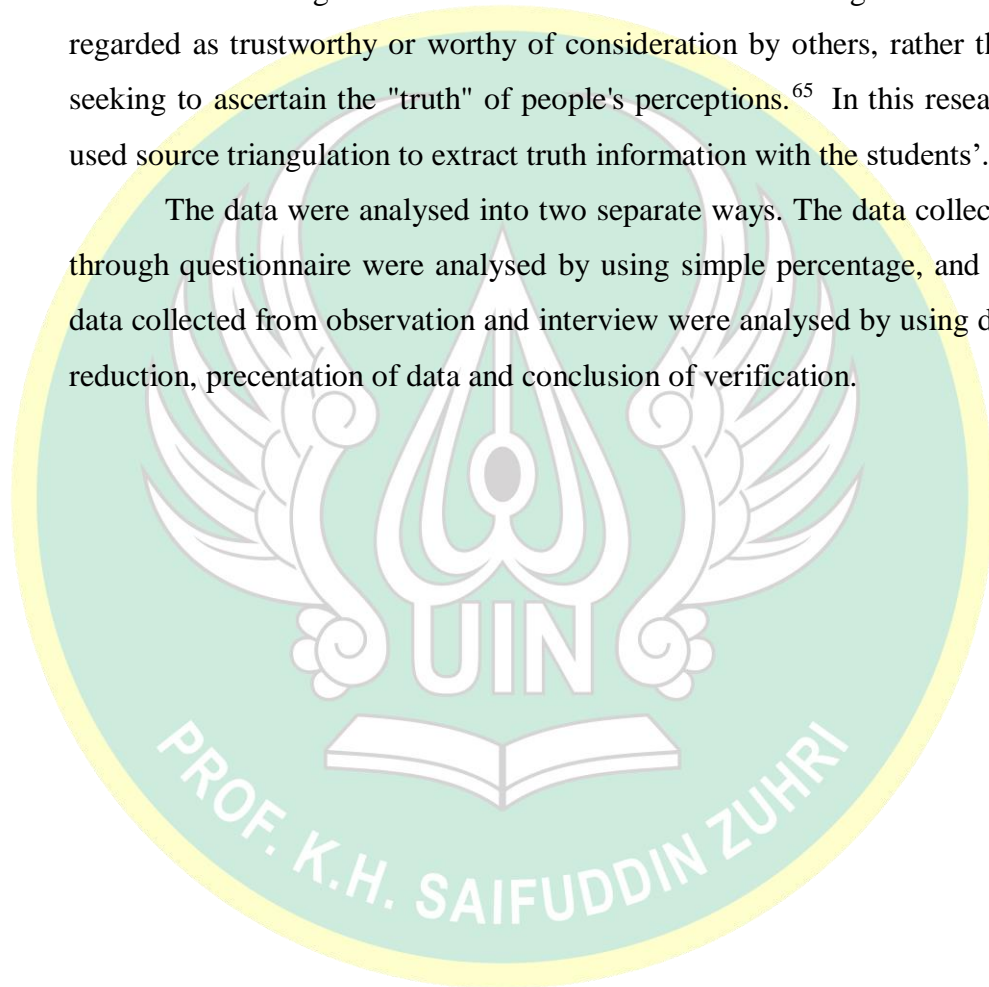
Conclusion drawing and verifying is the third part of this analysis. It involves, and is conceptually distinct from the other stages. After the data is reduced and displayed, the researcher concludes. And the drawn conclusion will be verified. In this section, data was expressed the conclusions from the data that has been obtained either by questionnaire, interview and observation. With the conclusion, a research become perfect because the data generated is completely valid.

## E. Triangulation

In order to obtain valid data, triangulation, also known as qualitative cross-validity of the data, evaluates the effectiveness of the data

gathering methods used.<sup>63</sup> The goal of triangulation, according to Susan Stainback as quoted in metode penelitian kuantitatif, kualitatif, and R&D, is to improve understanding of whatever is being examined rather than to ascertain the reality of some social phenomenon.<sup>64</sup> Bogdan also stated that the qualitative researcher is interested in perspectives rather than truth. Therefore, the goal of corroboration is to aid researchers in improving their understanding and the likelihood that their findings would be regarded as trustworthy or worthy of consideration by others, rather than seeking to ascertain the "truth" of people's perceptions.<sup>65</sup> In this research used source triangulation to extract truth information with the students'.

The data were analysed into two separate ways. The data collected through questionnaire were analysed by using simple percentage, and the data collected from observation and interview were analysed by using data reduction, presentation of data and conclusion of verification.



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<sup>63</sup> M. Arif K, Sahide. *Buku Ajar Metodologi Penelitian Sosial: Keahlian Minimum untuk Teknik Penulisan Ilmah*. Fakultas Kehutanan Universitas Hasanudin. 2019.p.08

<sup>64</sup> Sugiyono, *Metode Penelitian Pendidikan, Pendekatan kualitatif, dan R&D* (Bandung: Alfabeta: 2017), p. 241

<sup>65</sup> Sugiyono, *Metode Penelitian Pendidikan, Pendekatan kualitatif, dan R&D* (Bandung: Alfabeta: 2017), p. 241

## CHAPTER IV

### RESULT AND DISCUSSION

This chapter discusses the kinds and factors of students' speaking anxiety in MTs Ma'arif NU 1 Kebasen. The data to support the discussion were achieved from the questionnaire, interviews, and observations. The discussion is divided into two parts, namely the kinds of students speaking anxiety and the factors that affected students' speaking anxiety.

#### **A. Kinds of Students' Anxiety**

From the questionnaire, it is found that there are 2 kinds of students' speaking anxiety, namely state anxiety and specific situation anxiety.

##### **1. State Anxiety**

State anxiety is a transient feeling experienced at a specific time.<sup>66</sup> Because it only manifests under specific conditions or during a stressful event, this type of anxiety is just momentary and goes away on its own once the stressful event has passed.

The conditions of students who face state anxiety can be explained through the result of the questionnaire, which shows that most of the students experience conditions that are stated in the questionnaire. The conditions the students experience are explained below.

##### **a. Feeling tremble knowing that they are going to be called on to speak**

A statement *I tremble when knowing that I am going to be called on to speak English* was given to 61 students and they give the following responds. 14 students (22.95%) states that they strongly agree with the statement, 30 students (49.18%) states that they agree with the statement, 9 students (14.75%) state that they neutral with the statement, 3 students (4.92%) states that they disagree with the statement, 5 students (8.20%) state that they strongly disagree with the statement.

From the data, it is possible to draw the conclusion that 44 students (the total number of students who strongly agree and agree) experience

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<sup>66</sup> L. Woodrow, 2006, anxiety and speaking english as a second language, *relc journal*, 37 (3), 308-328, doi: 10.1177/0033688206071315

anxiety before being asked to speak. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24<sup>th</sup> Some students looked worried when the teacher was about to call the student's name. They were silent and look tense. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

CR: *Yes, really anxious. My heart was pounding and trembling when the teacher called to speak, especially speaking English in front of the class even though I have been preparing.*

GP: *Yes, anxious, nervous, my heart was pounding and trembling. When I was speaking with my pair and the teacher came closer, when told to speak in front of the class, and the test time.*

b. Feeling panic having to speak English without preparation

A statement *I start to panic when I have to speak English without a preparation in advance* was given to 61 students and they give the following responds. 21 students (34.43%) states that they strongly agree with the statement, 22 students (36.07%) states that they agree with the statement, 9 students (14.75%) state that they neutral with the statement, 6 students (9.84%) states that they disagree with the statement, 3 students (4.92%) state that they strongly disagree with the statement.

The information allows for the conclusion that 43 students (the sum of students who strongly agree and agree) feeling panic having to speak English without preparation. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24<sup>th</sup> when teachers suddenly ask for students to speak they feel tense and anxious. They hadn't prepared what they were going to say so they were afraid to speak. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.



SZQ: *Yes, sometimes feeling anxious. First, if I was suddenly told to come to the front of the class without preparation. Second, if I was testing, I would be anxious.*

CA: *Yes, sometimes feel anxious. If I didn't prepare and the teacher asked me to come to the front of the class.*

c. Feeling afraid that other students will laugh at them while they are speaking English

A statement *I am afraid that other students will laugh at me while I am speaking English* was given to 61 students and they give the following responds. 16 students (26.23%) states that they strongly agree with the statement, 24 students (39.34%) states that they agree with the statement, 9 students (14.75%) state that they neutral with the statement, 10 students (16.39%) states that they disagree with the statement, 2 students (3.28%) state that they strongly disagree with the statement.

According to the data, 40 pupils (the total of those who strongly agree and agree) are concerned that other students will make fun of them when they are speaking English. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24<sup>th</sup> and 26<sup>th</sup> when students were talking in front of the class and there is a wrong pronunciation, the other students laughed at the students who are performing. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

SR: *Yes, I was anxious, my hands were cold and my body was rigid and tense when I was told to come to the front of the class and when score was taken. I am afraid of being a mistake and being laughed at by my friends.*

YANF: *Yes often. Because I was told to come to the front of the class, I became nervous and confused, sometimes sweating and rigid. I am afraid that if there is a mistake my friend will laugh at me.*

d. Speaking less because of feeling shy while speaking English

A statement *I want to speak less because I feel shy while speaking English* was given to 61 students and they give the following responds. 9 students (14.75%) states that they strongly agree with the statement, 24 students (39.34%) states that they agree with the statement, 13 students (21.31%) state that they neutral with the statement, 10 students (16.39%) states that they disagree with the statement, 5 students (8.20%) state that they strongly disagree with the statement.

The information allows for the conclusion that 33 students (the sum of students who strongly agree and agree) speaking less because of feeling shy while speaking English. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 31<sup>st</sup> Students asked to speak in front of their classes tend to talk less because they are embarrassed. When making mistakes their friends laugh at them, that's what causes them to talk less. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

SZQ: *they laughed at me when something went wrong. If they laugh at me I want to speak less because I'm feeling shy.*

CA: *my friends laughed if the pronunciation was wrong. That's why I want to speak less because I am afraid my friend will laugh at me.*

YANF: *ever. if I'm wrong they're laughing so makes me embarrassed, and speak less because of it.*

The first type of anxiety experienced by students is state anxiety. Students make mistakes while talking, they become nervous. Nurul state that when the teacher asked them to speak up right away, the kids became anxious. Because they had not prepared beforehand, they became anxious.<sup>67</sup>

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<sup>67</sup> Nurul aida, supiani and iwan perdana, AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH AT JUNIOR HIGH SCHOOL IN BANJARMASIN, *PROCEEDING*

Based on the questionnaire, observation, and interview some students felt anxious when their names would be called to come forward and while speaking in front of the class without preparation. This anxiety arises when the teacher suddenly asks the student to come to the front of the class to practice one of the materials that is in the book.

They are very anxious and nervous because there is no preparation in advance. They are afraid of making mistakes and their friends will laugh at them. When their friends laugh at students who are performing, they tend to talk less out of shame. This research same with Rais Abin and Hariyadi Syam journal. The result of journal state anxiety was experienced by the students in learning speaking since they felt anxious they were giving an English speech. They were also anxious if they made a mistake in speaking.<sup>68</sup>

## 2. Situation-specific Anxiety

This clearly defined anxiety condition might be referred to as a subtype of trait anxiety in the situation that they are going through.<sup>69</sup> This type when the student must have an exam assignment from the teacher to speak English.

The conditions of students who face situation-specific anxiety can be explained through the result of the questionnaire, which shows that most of the students experience conditions that are stated in the questionnaire. The conditions the students experience are explained below.

### a. Feeling tremble knowing that they are going to be called on to speak

A statement *I tremble when knowing that I am going to be called on to speak English* was given to 61 students and they give the

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*OF SHEPO 2020 (International Conference On Social Sciences & Humanity, Economics, And Politics)*

<sup>68</sup> Rais Abin and Hariyadi Syam, **Investigating Anxiety in an Indonesian EFL Speaking Classroom**, *ELT Worldwide Volume 6 Number 2 (2019)* P-ISSN 2203-3037; E-ISSN 2503-2291, DOI: <https://doi.org/10.26858/eltww.v6i2.10467>

<sup>69</sup> Qurrota A'yun, 2019, **OVERCOMING STUDENTS' ANXIETY IN SPEAKING ENGLISH THROUGH COLLABORATIVE LEARNING STRATEGY**, Proceeding of 1st Conference of English Language and Literature (CELL)

following responds. 14 students (22.95%) states that they strongly agree with the statement, 30 students (49.18%) states that they agree with the statement, 9 students (14.75%) state that they neutral with the statement, 3 students (4.92%) states that they disagree with the statement, 5 students (8.20%) state that they strongly disagree with the statement.

Based on the information, it is possible to draw the conclusion that 44 students (the total number of students who strongly agree and agree) experience anxiety before being asked to speak. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24<sup>th</sup> Some students looked worried when the teacher was about to call the student's name. They were silent and look tense. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

CR: *Yes, really anxious. My heart was pounding and trembling when the teacher called to speak, especially speaking English in front of the class even though I have been preparing.*

GP: *Yes, anxious, nervous, my heart was pounding and trembling. When I was speaking with my pair and the teacher came closer, when told to speak in front of the class, and the test time.*

b. Feeling panic having to speak English without preparation

A statement *I start to panic when I have to speak English without a preparation in advance* was given to 61 students and they give the following responds. 21 students (34.43%) states that they strongly agree with the statement, 22 students (36.07%) states that they agree with the statement, 9 students (14,75%) state that they neutral with the statement, 6 students (9.84%) states that they disagree with the statement, 3 students (4.92%) state that they strongly disagree with the statement.

According to the research, 43 pupils (the total of those who strongly agree and agree) felt anxious about speaking English without

any preparation. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24th when teachers suddenly ask for students to speak they feel tense and anxious. They hadn't prepared what they were going to say so they were afraid to speak. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

SZQ: *Yes, sometimes feeling anxious. First, if I was suddenly told to come to the front of the class without preparation. Second, if I was testing, I would be anxious.*

CA: *Yes, sometimes feel anxious. If I didn't prepare and the teacher asked me to come to the front of the class.*

c. Feeling very shy while speaking English in front of other students

A statement *I feel very self-conscious while speaking English in front of other students* was given to 61 students and they give the following responds. 4 students (6.56%) states that they strongly agree with the statement, 6 students (9.84%) states that they agree with the statement, 10 students (16.39%) state that they neutral with the statement, 23 students (37.70%) states that they disagree with the statement, 18 students (29.51%) state that they strongly disagree with the statement.

The information allows for the conclusion that 41 students (the sum of students who strongly disagree and disagree) feeling very shy while speaking in front of other classmates in English. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 26<sup>th</sup> When students speak in front of the class some students make unnecessary movements such as scratching their hair and moving their hands and feet. There are students when speaking pause in the middle to make sounds like "Eee...". This condition is also proven from

the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

SZQ: *The problem is my English is not good nor is it fluent, so sometimes I feel embarrassed when I speak English in front of my friends.*

CR: *I feel ashamed because my English is not good, when I speak English I still make a lot of mistakes so i feel shy when speak english in front of my friends.*

YANF: *Because I have never practiced speaking English so I am not proficient in speaking English. When i speak in front of my friends and make mistake they will laugh at me that's what makes me embarrassed.*

d. Feeling afraid that other students will laugh at them while they are speaking English

A statement *I am afraid that other students will laugh at me while I am speaking English* was given to 61 students and they give the following responds. 16 students (26.23%) states that they strongly agree with the statement, 24 students (39.34%) states that they agree with the statement, 9 students (14.75%) state that they neutral with the statement, 10 students (16.39%) states that they disagree with the statement, 2 students (3.28%) state that they strongly disagree with the statement.

According to the data, 40 pupils (the total of those who strongly agree and agree) are concerned that other students will make fun of them while they are speaking English. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24<sup>th</sup> and 26<sup>th</sup> when students were talking in front of the class and there is a wrong pronunciation, the other students laughed at the students who are performing. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

SR: *Yes, I was anxious, my hands were cold and my body was rigid and tense when I was told to come to the front of the class and when score was taken. I am afraid of being a mistake and being laughed at by my friends.*

YANF: *Yes often. Because I was told to come to the front of the class, I became nervous and confused, sometimes sweating and rigid. I am afraid that if there is a mistake my friend will laugh at me.*

e. Feeling embarrassment to be the first volunteer to speak English

A statement *It embarrasses me to volunteer to go out first to speak English* was given to 61 students and they give the following responds. 13 students (19.67%) states that they strongly agree with the statement, 35 students (59.02%) states that they agree with the statement, 6 students (9.84%) state that they neutral with the statement, 3 students (4.92%) states that they disagree with the statement, 4 students (6.56%) state that they strongly disagree with the statement.

Considering the information, it can be said that 48 pupils (the sum of students who strongly agree and agree) feeling embarrassment to be the first volunteer to speak English. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 26<sup>th</sup> and 31<sup>st</sup> the condition of the class was very passive when the teacher asked who would speak first. The students did not respond to what the teacher said. They don't want to be the first to come forward for speaking.

Second kind of anxiety is situation-specific anxiety. According to Asparanita Situation-specific anxiety type is when the students should have the assignment of examination from the teacher to speak about their experiences or describe about things.<sup>70</sup> Students feel nervous and anxious when they are in certain situations such as speaking in front of the class and when assessing. This statement is corroborated by interviews as follows:

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<sup>70</sup> Asparanita, R., Musyyadad, K., & Zurnelly, N.(2020). Students' anxiety In Speaking English At The Eleventh Grade Of Senior High School 1 Muaro Jambi

GP : *Yes, anxious and nervous, my heart was pounding. When I was speaking with my pair the teacher came closer, when told to come to the front of the class and the test time*

SZQ : *Yes, sometimes feel anxious. If I was suddenly told to come to the front of the class without preparation and if I was testing, I would be anxious.*

SR : *Yes, I was really anxious, I got cold in my hand when I was told to come to the front of the class and when the score was taken.*

The information above indicates that students feel fear and anxiety when the teacher asks them to speak in English in front of the class and when teachers take scores they feel more anxious and nervous. They worry about making mistakes and getting bad scores. If students can't control their anxiety they can get a bad score.

## **B. Factors of Students' Anxiety**

The fact that students experience anxiety can be influence by some factors. This part discusses the factors that influence students' speaking anxiety. Data to reveal the factors influencing students' speaking anxiety were achieved from questionnaire, interviews and observations. This research found that there are seven factors that influence students speaking anxiety. Below is the explanation of each factor.

### **1. Lack of Confidence**

Lack of confidence is one of factors that provoking anxiety. To be able to interact with others effectively, everyone should have a solid sense of self. The ability to communicate ideas without fear or worry depends greatly on the confidence of the language users.<sup>71</sup> Because confidence is being undermined, negative thoughts and underestimating one's own abilities might generate anxiety.

#### **a. Never feeling quite sure of themselves while they are speaking English**

A statement *I never feel quite sure of myself while I am speaking English* was given to 61 students and they give the following responds.

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<sup>71</sup> Mahdalena and asnawi muslem, **An Analysis on Factors That Influence Students' Anxiety in Speaking English**, *Research in English and Education (READ)*, 6 (1), 9-22, February 2021, E-ISSN 2528-746X



16 students (26.23%) states that they strongly agree with the statement, 27 students (44.26%) states that they agree with the statement, 12 students (19.67%) state that they neutral with the statement, 5 students (8.20%) states that they disagree with the statement, 1 students (1.64%) state that they strongly disagree with the statement.

In accordance with the research, 43 pupils (the total number of students who strongly agree and agree) never feel completely confident when speaking English. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

CA: *Because I am not proficient in English. My vocabulary is limited. I'm confused when I talk about it*

CR: *I feel ashamed because my English is not good, when I speak English I still make a lot of mistakes so i feel shy when speak English in front of my friends*

GP: *Talking in English it's really hard for me because I am not proficient in English. so when I was told to speak English I am confused and I can't.*

b. Feeling tremble knowing that they are going to be called on to speak

A statement *I tremble when knowing that I am going to be called on to speak English* was given to 61 students and they give the following responds. 14 students (22.95%) states that they strongly agree with the statement, 30 students (49.18%) states that they agree with the statement, 9 students (14.75%) state that they neutral with the statement, 3 students (4.92%) states that they disagree with the statement, 5 students (8.20%) state that they strongly disagree with the statement.

Based on the data, it is possible to draw the conclusion that 44 students (the total number of students who strongly agree and agree) experience anxiety before being asked to speak. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24<sup>th</sup> Some students looked worried when the teacher was about to call the student's name. They were silent and look tense. This

condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

CR: *Yes, really anxious. My heart was pounding and trembling when the teacher called to speak, especially speaking English in front of the class even though I have been preparing.*

GP: *Yes, anxious, nervous, my heart was pounding and trembling. When I was speaking with my pair and the teacher came closer, when told to speak in front of the class, and the test time.*

c. Feeling nervous and forget things that they know

A statement *In a speaking class, I can get so nervous I forget things I know* was given to 61 students and they give the following responds. 14 students (22.95%) states that they strongly agree with the statement, 24 students (39.34%) states that they agree with the statement, 9 students (14.75%) state that they neutral with the statement, 10 students (16.39%) states that they disagree with the statement, 4 students (6.56%) state that they strongly disagree with the statement.

According to the research, 38 students (the total of those who strongly agree and agree) experience anxiety and forget what they already know. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on September 2<sup>nd</sup> students paused a few times and took a breath, some students stopped for a while when they saw their friends and then they lowered their head and continued to talk. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotation of the interview that shows such condition.

GP: *yes, when I came forward my friends saw me so I was nervous and sometimes some friends liked to laugh if something went wrong and make me forget my speech.*

d. Feeling pounding when they are going to be called on

A statement *I can feel my heart pounding when I am going to be called on* was given to 61 students and they give the following responds.

11 students (18.03%) states that they strongly agree with the statement, 23 students (37.70%) states that they agree with the statement, 10 students (16.39%) state that they neutral with the statement, 8 students (13.11%) states that they disagree with the statement, 9 students (14.75%) state that they strongly disagree with the statement.

Based on the data, it can be concluded that 34 students (the sum of students who strongly agree and agree) feel pounding when they are going to be called on. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24<sup>th</sup> Some students looked worried when the teacher was about to call the student's name. They were silent and look tense. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

CR: *Yes, really anxious. My heart was pounding and trembling when the teacher called to speak, especially speaking English in front of the class even though I have been preparing.*

GP: *Yes, anxious, nervous, my heart was pounding and trembling. When I was speaking with my pair and the teacher came closer, when told to speak in front of the class, and the test time.*

e. Certain parts of body feel very tense and rigid while speaking English

A statement *Certain parts of my body feel very tense and rigid while speaking English* was given to 61 students and they give the following responds. 18 students (29.51%) states that they strongly agree with the statement, 21 students (34.43%) states that they agree with the statement, 15 students (24.59%) state that they neutral with the statement, 4 students (6.56%) states that they disagree with the statement, 3 students (4.92%) state that they strongly disagree with the statement.

Following the data, 39 students (the total number of students who strongly agree and agree) report that when speaking English, specific

body parts seem extremely tense and inflexible. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 31<sup>st</sup> the students who came forward had most of their hands clenched into fists, kept holding their skirts and hands were folded backwards. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

SR: *Yes, I was anxious, my hands were cold and my body was rigid and tense when I was told to come to the front of the class and when score was taken. I am afraid of being a mistake and being laughed at by my friends.*

YANF: *Yes often. Because I was told to come to the front of the class, I became nervous and confused, sometimes sweating and rigid. I am afraid that if there is a mistake my friend will laugh at me.*

f. Feel that the other students speak English better

A statement *I always feel that the other students speak English better than I do* was given to 61 students and they give the following responds. 18 students (29.51%) states that they strongly agree with the statement, 25 students (40.98%) states that they agree with the statement, 11 students (18.03%) state that they neutral with the statement, 3 students (4.92%) states that they disagree with the statement, 4 students (6.56%) state that they strongly disagree with the statement.

Based on the data, it can be concluded that 43 students (the sum of students who strongly agree and agree) feel that the other students speak English better. The result of the questionnaire is in accordance with the fact that is found during the interviews. The students who were interviewed states that they experience such condition. Below is the quotation of the interview that shows such condition.

SR: *because my friends speak English better than me. I'm embarrassed when I talk English my friend laughs at me*

Based on observation and interview few students admit that speaking English is very difficult for them because they are not used to it. Less proficient in English because they have limited vocabulary make them embarrassed and afraid to make mistakes in speaking English. This explanation relates to Eli as cited in Intan that students lack confidence and feel that they cannot speak English because they think that they do not have the ability to speak English well and their limited knowledge of the language.<sup>72</sup>

## 2. Fear of making mistakes

Another factor that caused anxiety is fear of making mistakes. The students are very afraid if they speak English because they are afraid of mispronunciation the word. When students pronounce the word wrong they are worried that friends will laugh at them.

### a. Feeling nervous when speaking English which have prepared

A statement *I get so nervous when the language teacher asks me to speak English which I have prepared in advance* was given to 61 students and they give the following responds. 10 students (16.39%) states that they strongly agree with the statement, 23 students (37.70%) states that they agree with the statement, 12 students (19.67%) state that they neutral with the statement, 8 students (13.11%) states that they disagree with the statement, 8 students (13.11%) state that they strongly disagree with the statement.

The information allows for the conclusion that 33 students (the sum of students who strongly agree and agree) feeling nervous when speaking English which have prepared. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 26<sup>th</sup> at the previous meeting the teacher had informed that the students would come

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<sup>72</sup> Intan pratiwi sundari, iwan perdana, hengki, **STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SMP NEGERI 2 MARTAPURA TIMUR, PROCEEDING OF SHEPO 2020** (*International Conference On Social Sciences & Humanity, Economics, And Politics*)

forward and they were asked to prepare. At the time of the performance there were some students still looking nervous and their voices trembling. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

CR: *Yes, really anxious. My heart was pounding and trembling when the teacher called to speak, especially speaking English in front of the class even though I have been preparing.*

SR: *Not confident. Especially if I was told to speak in front of my friends because I was afraid of being wrong and being laughed at by my friends. If I'm told to go forward with preparation, I'm still not confident.*

#### b. Feeling anxious while speak English

A statement *I feel anxious while to speak English* was given to 61 students and they give the following responds. 16 students (26.23%) states that they strongly agree with the statement, 21 students (34.43%) states that they agree with the statement, 12 students (19.67%) state that they neutral with the statement, 10 students (16.39%) states that they disagree with the statement, 2 students (3.28%) state that they strongly disagree with the statement.

Based on the data, it can be concluded that 37 students (the sum of students who strongly agree and agree) feel anxious while speak English. The result of the questionnaire is in accordance with the fact that is found during the interviews. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

SZQ: *Yes, sometimes feeling anxious. First, if I was suddenly told to come to the front of the class without preparation. Second, if I was testing, I would be anxious.*

CA: *Yes, sometimes feel anxious. If I didn't prepare and the teacher asked me to come to the front of the class.*

CR: *Yes, really anxious. My heart was pounding and trembling when the teacher called to speak, especially speaking English in front of the class even though I have been preparing.*

GP: *Yes, anxious, nervous, my heart was pounding and trembling. When I was speaking with my pair and the teacher came closer, when told to speak in front of the class, and the test time.*

SR: *Yes, I was anxious, my hands were cold and my body was rigid and tense when I was told to come to the front of the class and when score was taken. I am afraid of being a mistake and being laughed at by my friends.*

Based on data above when they speak, they are tense and frightened. Even pupils who have prepared themselves can nevertheless feel worried and anxious. They worry that their friend will make fun of them if they make a mistake. For learners of foreign languages, feeling anxious about making mistakes during speaking performances is a major issue. This research is related to Faisal journal that mentioned in chapter 2 claims that fear of making mistake is one of factors that influence students' speaking anxiety.<sup>73</sup>

### 3. Lack of Vocabulary

The base of all component English is vocabulary. How they can accurately pronounce words and speak English grammatically and fluently if they don't have a large enough vocabulary. Students must pick the appropriate words to convey their ideas.

Feeling nervous and confused when speak English. A statement *I get nervous and confused when I am speaking English* was given to 61 students and they give the following responds. 15 students (24.59%) states that they strongly agree with the statement, 27 students (44.26%) states that they agree with the statement, 12 students (19.67%) state that they neutral with the statement, 4 students (6.56%) states that they disagree with the statement, 3 students (4.92%) state that they strongly disagree with the statement.

In line with the research, 42 pupils (the total of those who strongly agree and agree) experience anxiety and confusion when speaking in

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<sup>73</sup> Faishal rahman, *An Analysis of Students Speaking Anxiety For Tenth Grade Students*, diploma thesis, STKIP PGRI BANGKALAN, 2021

English. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 2<sup>nd</sup> when the student appears in front of the class there is a student who stops talking and mutters "mmm.." long enough then the teacher tells the right word for the sentence. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

YANF: *Yes often. Because I was told to come to the front of the class, I became nervous and confused, sometimes sweating and rigid. I am afraid that if there is a mistake my friend will laugh at me.*

GP: *Yes, anxious, nervous, my heart was pounding and trembling. When I was speaking with my pair and the teacher came closer, when told to speak in front of the class, and the test time.*

This research has similarities with the Sinaga et. al. that mentioned in Chapter 2. The result of the journal lack of vocabulary is one of the factors that caused students feel anxiety. The pupils' limited vocabulary will make them anxious, make their minds wander, or make them forget what to say.<sup>74</sup> Based on questionnaire, observation and interview shows that students find it difficult to remember their vocabulary and vocabulary is very limited. They often forget and sometimes misinterpret the word. Especially when students feel nervous they will forget the vocabulary that they remember.

#### 4. Lack of Preparation

The findings indicated that lack of preparation was also the factors that contribute to students anxiety. Students should carefully plan their speeches and organize what needs to be said and done well. Students won't

<sup>74</sup> Atanasius Gabe Hardional Sinaga., Syahril., Gita Mutiara Hati., , Students' Speaking Anxiety in English Class, *Journal of Development and Innovation in Language and Literature Education* Volume 1 Number 1, Publisher: Yayasan Karinosseff Muda Indonesia, 2020, p. 44 -56



know what to say or do, though, due to a lack of preparation. Students will struggle and experience anxiety as they deal with potential outcomes. Students who don't prepare will become weaker intellectually and academically.

a. Feeling panic having to speak English without preparation

A statement *I start to panic when I have to speak English without a preparation in advance* was given to 61 students and they give the following responds. 21 students (34.43%) states that they strongly agree with the statement, 22 students (36.07%) states that they agree with the statement, 9 students (14,75%) state that they neutral with the statement, 6 students (9.84%) states that they disagree with the statement, 3 students (4.92%) state that they strongly disagree with the statement.

Based on the data, it can be concluded that 43 students (the sum of students who strongly agree and agree) feeling panic having to speak English without preparation. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24<sup>th</sup> when teachers suddenly ask for students to speak they feel tense and anxious. They hadn't prepared what they were going to say so they were afraid to speak. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

SZQ: *Yes, sometimes feeling anxious. First, if I was suddenly told to come to the front of the class without preparation. Second, if I was testing, I would be anxious.*

CA: *Yes, sometimes feel anxious. If I didn't prepare and the teacher asked me to come to the front of the class.*

Based on the data above, students feel anxious when they are told to speak unpreparedly. When suddenly the teacher asked them to come forward and speak they were very anxious because preparation was very important to them. This explanation relates with Abdillah thesis. Abdillah

identified the causes of speaking nervousness. She discovered that some pupils stated they have trouble speaking when they are not well prepared.<sup>75</sup>

#### 5. Fear of Negative Evaluation

Students in the study voiced fear of negative responses from others as important source of anxiety about speaking in English. They are ridiculed when they make mistakes in speaking English.

##### a. Feeling afraid that other students will laugh at them while they are speaking English

A statement *I am afraid that other students will laugh at me while I am speaking English* was given to 61 students and they give the following responds. 16 students (26.23%) states that they strongly agree with the statement, 24 students (39.34%) states that they agree with the statement, 9 students (14.75%) state that they neutral with the statement, 10 students (16.39%) states that they disagree with the statement, 2 students (3.28%) state that they strongly disagree with the statement.

Based on the statistics, it can be determined that 40 students (the sum of students who strongly agree and agree) are concerned that other students will laugh at them while they speak English. The result of the questionnaire is in accordance with the fact that is found during the observations. Based on the researcher's observation by using field notes on August 24<sup>th</sup> and 26<sup>th</sup> when students were talking in front of the class and there is a wrong pronunciation, the other students laughed at the students who are performing. This condition is also proven from the interview. The students who were interviewed states that they experience such condition. Below is the quotations of the interview that shows such condition.

SR: *Yes, I was anxious, my hands were cold and my body was rigid and tense when I was told to come to the front of the class and when score was taken. I am afraid of being a mistake and being laughed at by my friends.*

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<sup>75</sup> Abdillah, V. (2018). *Students' Anxiety Factors in Speaking English (A Case Study at the 8th Grade of SMP N 16 Semarang) in the Academic Year of 2016/2017*. Walisongo State Islamic University Semarang.

YANF: *Yes often. Because I was told to come to the front of the class, I became nervous and confused, sometimes sweating and rigid. I am afraid that if there is a mistake my friend will laugh at me.*

Some students experience negative evaluations from other students.

They said that:

SZQ: *they laughed at me when something went wrong. If they laugh at me I want to speak less because I'm feeling shy.*

CA: *my friends laughed if the pronunciation was wrong. That's why I want to speak less because I am afraid my friend will laugh at me.*

CR: *yes. I have if I was told to come to the front of the class I never saw my friends because they sometimes laughed if I saw them so it was gone everything I wanted to talk about.*

GP: *yes, when I came forward my friends saw me so I was nervous and sometimes some friends liked to laugh if something went wrong and make me forget my speech.*

SR: *ever. if I say it's wrong, they laugh at it so it makes me embarrassed and not confident.*

YANF: *ever. if I'm wrong they're laughing so makes me embarrassed, and speak less because of it.*

Based on the data above, it shows that students have experienced negative assessments from their friends. When students talk they make mistakes their friends laugh at them they speak, they are tense and frightened. This research is related to Faisal journal that mentioned in chapter 2 claims that fear of negative evaluation is most dominant factors that influence students' speaking anxiety.<sup>76</sup>

#### 6. Lack of Practice

In speaking English we must prepare well by practicing with friends or family. Based on interview, there were some students anxious because they lack of practice.

CR : *not confident, because I rarely practice with friends, so I am afraid of wrong grammar or pronunciation.*

YANF : *no, because I'm afraid of being wrong and being laughed at by my friends and I rarely practice.*

<sup>76</sup> Faishal rahman, *An Analysis of Students Speaking Anxiety For Tenth Grade Students*, diploma thesis, STKIP PGRI BANGKALAN, 2021

SR : *because it is rare to speak English only at school, it is not fluent.*

GP : *yes, its between the written and the pronunciation is different, so its confusing. I speak English only at school, lack of practice so less familiar with the word.*

Based the data above students very rarely practice speaking English, which is what causes them to be insecure and feel anxious. They speak English only in school. It causes students difficulty to speak English. This explanation relates with Suparlan. Result of the interview he found that due of their inadequate preparation, pupils experience anxiousness.<sup>77</sup>

#### 7. Low English Proficiency

The pupils' poor English abilities were an issue that made them anxious, especially when speaking in front of a large audience. Students found it difficult to find the correct words, form sentences, and explain ideas because they lacked proficiency in the English language.

SZQ: *The problem is my English is not good nor is it fluent, so sometimes I feel embarrassed when I speak English in front of my friends.*

CA: *Because I am not proficient in English. My vocabulary is limited. I'm confused when I talk about it*

CR: *I feel ashamed because my English is not good, when I speak English I still make a lot of mistakes so i feel shy when speak English in front of my friends*

GP: *Talking in English it's really hard for me because I am not proficient in English. so when I was told to speak English I am confused and I can't.*

Based on data above students feel their English is less proficient so they have trouble speaking in English. This research is related with to Uli journal. Uli stated that one of factors that make students feel anxiety is low English proficiency.<sup>78</sup>

<sup>77</sup> Suparlan. (2021). Factors contributing students' speaking anxiety, JOLLT Journal of Languages and Language Teaching, 9(2), 160-169, DOI: <https://doi.org/10.33394/jollt.v%vi%i.3321>

<sup>78</sup> Siagian, Uli Modesta., Adam., (2017), An Analysis of Students' Anxiety in Speaking, JOURNAL ANGLO-SAXON VOL. VIII NO. 1

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Chapter 4 highlighted that there were two kinds of students' speaking anxiety at 7th Grade MTs Ma'arif NU 1 Kebasen. Namely, state anxiety and situation-specific anxiety. The majority of pupils suffer from state anxiety as a result of a lack of previous planning. They worry that if they make a mistake, their friends will criticize them. They tend to speak less out of embarrassment when their friends laugh of pupils who are performing in front of them. Situation-specific anxiety when a teacher invites a student to speak English in front of the class, they experience dread and anxiety, and this fear and anxiety increases when the teacher takes a score. They are concerned about making errors and receiving bad marks.

From this research it can be concluded that there were seven factors caused students' anxiety in speaking at 7th Grade MTs Ma'arif NU 1 Kebasen. They were lack of confidence, fear of making mistakes, lack of vocabulary, lack of preparation, fear of negative evaluation, lack of practice, and low English proficiency.

#### **B. Limitation of Study**

In order to get the specific purpose of the research, the research makes limitation of study. Limitation of the study has intended to establish the limit of the problems that are going to be observed. The researcher has focused about kinds of students' anxiety and factors of students' anxiety in speaking English at Seventh Grade of MTs Ma'arif NU 1 Kebasen.

### C. Suggestion

From the result of the research, there is some suggestion that will be useful for the future as below:

1. For students

Students must remember that, unless there are overt indicators of anxiety, no one can tell they are afraid. Nervousness can be managed, though. Students need to be fearless when making mistakes and concentrate on clearly communicating their ideas to the audience.

2. For teacher

The best approach to learn is through errors so that we are less likely to repeat them. The fact that the learners can communicate in a foreign language at all speaks a lot because many native English speakers do not speak another language. In order to examine students' anxiety problems and choose how to address them, teachers should be able to comprehend the features of their students. Different student characteristics call for various approaches to be used. Teachers should give their students the chance to express any challenges they may be experiencing. In order to lessen anxiety, teachers also have a duty to create a comfortable classroom environment where students can communicate freely.

3. For further researcher

The result of this research hopefully can help the next researcher with a similar topic.

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