STUDENTS SPEAKING ANXIETY IN EFL LEARNERS AT THIRD SEMESTER OF UIN RADEN MAS SAID SURAKARTA

THESIS

Submitted as A Partial Requirements

for the Degree of *Sarjana*

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Assalamu'alaikum Wr.Wb.

       After reading thoroughly and giving necessary advices, herewith, as the advisors, we state the thesis of:

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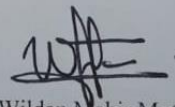
has already fulfilled the requirements to be presented before The Board of Examiners (munaqosyah) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

       Thank you for the attention.

Wassalamu'alaikum Wr.Wb.

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DEDICATION

This Thesis is dedicated to:

1. Allah SWT who always blessing me to finish my thesis.
2. Prophet Muhammad who always giving me the best examples for doing anything.
3. My beloved parents, Mr. Sukarno and Mrs. Syamsiah Nur Hidayati who always give me love, support, money and prayers in my life.
4. My beloved sisters (Dina Nur Fauziah, Kharisma Khoiru Nisa, and Juniar Karima Lathief), little brother (Ubaid Maulana Al-Hasany), partner in life (Virtial Brilliant S A N, S.Kom), besty (Eka Melani R, Rika Feriyanti, S.Pd., Rismawati, S.Pd., Nanjung Nurani, S.Pd., Athifah Daffa Widarsari, S.Pd., Anik Mukarromah, S.Pd., Amalia Wulandari, S.Pd., Dewi Wahyu Novitasari, Maudi Rahmawati Hakim, Irma Rohmawati and Defty Dianita Kurniawati) who give me support in finishing my thesis.
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8. *Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, and for just being me at all times.*

MOTTO

اِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

"Surely with 'that' hardship comes 'more' ease"

(QS : Al-Insyirah : 6)

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِنْ تَنْصُرُوا اللهَ يَنْصُرْكُمْ وَيُثَبِّتْ اَقْدَامَكُم

"O believers! If you stand up for Allah, He will help you and make your step firm"

(QS : Muhammad : 7)

وَاِذْ تَاَذَّنَ رَبُّكُمْ لَئِنْ شَكَرْتُمْ لَاَزِيدَنَّكُمْ وَلَئِنْ كَفَرْتُمْ اِنَّ عَذَابِى لَشَدِيد

"And 'remember' when your Lord proclaimed, 'If you are grateful, I will certainly give you more, but if you are ungrateful, surely My punishment is severe'"

(QS : Ibrahim : 7)

PRONUNCEMENT

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I hereby sincerely state that the thesis titled **"Students Speaking Anxiety in EFL Learners at UIN Raden Mas Said Surakarta"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, November 30th 2022

Stated by,

Oktaviany Putri Aulia

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ABSTRACT

Oktaviany Putri Aulia, 2022. *Speaking Anxiety in English Foreign Language (EFL) Learners at Third Semester of UIN Raden Mas Said Surakarta, Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Language Faculty.

This research focuses on the factors that contribute students speaking anxiety and the dominant factor that contribute students speaking anxiety in third semester of English major at UIN Raden Mas Said Sukakarta in academic year 2022/2023. The purpose of this research is to describe the factors that contribute students speaking anxiety and to find out the dominant factor that the students feel in speaking at third semester.

This research uses descriptive qualitative research, because the researcher employs this method to collect and analyze data, which is suitable for the purpose of this research in order to get information about what factors and what are the dominant factors that cause the students' anxiety in speaking. The data collection technique which used in this research were questionnaire and interview as the supporting data. The subject of this research consists of 72 students as the population and ten students as the samples of interview.

The results of this study, based on the data analysis of students speaking anxiety, the researcher found that there are six factors that contribute speaking anxiety, such as: over self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, and low self-efficacy. The researcher found mean scores of six factor above such as; over self-prediction toward fear with 2,49 percent, irrational faith with 2,06 percent, over sensitivity toward threat with 2,37 percent, the sensitivity of anxiety with 2,18 percent, wrong attribution body signal with 2,41 percent, and low self-efficacy with 1,74 percent. The dominant factors that contribute students feel anxiety in speaking at three class of third semester UIN Raden Mas Said Surakarta is over self-prediction toward fear with 2,49 percent.

Keywords: Speaking, Anxiety, Dominant Factor

CHAPTER I

INTRODUCTION

A. Background of the Study

More than a billion people around the world speak and communicate in English as a second language, regardless of linguistic characteristics and cultural differences. Speaking skills are the most common requirements in educational institutions and many professions, but many EFL students find it difficult to express what they want to express in spoken language (Heaton, 1998). According to Parupalli Srinivas Rao (2019) English is widely spoken all around the world, students have to be compelled to learn communication skills to achieve their various fields.

In English learning, there are the basic skills that the students should master, such as reading skills, writing skills, speaking skills and listening skills. The students should be mastering the speaking skills, because speaking skills are the most important skills in English learning. According to Richard (2008), one of the central elements of communication in EFL (English Foreign Language) teaching is speaking, which is an aspect that needs special instruction and attention. Based on the definition above, the researcher concludes, the students' speaking skills is one important aspect of the human life process and also a crucial part of second language learning and teaching.

According to Brown (2005), it is stated that someone can speak some language, when he can carry on a conversation competently. Speaking is an important skill to master by the students, because the students can successfully make a kind conversation when they are able to show the speaker can speak relevantly, and easily comprehended to the listener. The researcher chose speaking skills as a topic, because speaking is the important thing that helps someone be able to make conversation with others widely. In some conditions, most students have difficulties in speaking performance such as lack of vocabulary, lack of grammar, lack of confidence, anxiety, etc. for example, the students think if they make a mistake in front of the class, their friends will blame and laugh at them. So, the students prefer to keep quiet, the anxious feeling will be influenced by their speaking ability.

In foreign language, the emotions of the students are more discouraging than encouraging, also anxiety is the emotion that makes a process difficult. While anxiety is a characteristic of emotion that creates tension, physical changes like increased blood pressure and worried thoughts. According to Horwitz et al (1986), starting from Foreign Language Classroom Anxiety Scale (FLCA) the major aspect of the factors that contribute foreign language anxiety are test anxiety, negative evaluation of performance, and communication comprehension. Anxiety is extremely harmful to students because it causes them to lose confidence if they speak in front of the class. Anxiety can activate the affective filter, resulting in a

"mental block" that prevents understandable input from being used for language acquisition. Students who are anxious will have difficulty following lessons and speaking. They may learn less and may not put what they have learned into practice.

Based on the pre-result of an interview with some students of the English Education Department of UIN Raden Mas Said Surakarta in the third semester, especially A, H, and I class on July 10, 2022. They stated that some students in their class are nervous, shy, and lack confidence when speaking English. Meanwhile, the researcher also interviews with the lecturer of their class. The lecturer said in speaking class, they are feelings anxious, and afraid because they can't control their feeling when speaking in front of the class, low in confident, and they fail to express their ideas using the correct vocabulary and grammatical forms. The lecturer also gives them suggestions for speaking English in front of the class, like before performing their speaking skill they have to drink some water, understand the material, take a deep breath, and calm down. So, from the problems above, the researcher is interested in researching the anxiety about speaking skills in English as a Foreign Language (EFL) among the students of English Education Department of UIN Raden Mas Said Surakarta in A, H, and I class of the third semester in the English major in the 2022/2023 academic year.

B. Identification of the Problems

According to the background above, the researcher found several problems regarding the topic which are as follows:

1. The students feel nervous, afraid and less confident when speaking in the class.

2. The students' speaking skills are still weak.

3. They fail to express their ideas using the correct vocabulary and grammatical forms.

C. Limitation of the Problems

The researcher limited this research to students' anxiety in EFL learners by purposive sampling. This research focused only on English students in the third semester and selected on A, H and I class. There are 72 students in the English Education Department at UIN Raden Mas Said Surakarta in the academic year of 2021/2022.

D. Formulation of the Problems

Based on the background above, the researcher formulates the problem as follows:

1. What are the factors that contribute to student speaking anxiety in English Foreign Language Learning?

2. What are the dominant factors of anxiety that the students feel in speaking at the third semester?

E. Objectives of the Study

According to the research question, the objectives of the study are:

1. To describe the factors that contribute to student speaking anxiety in English Foreign Language Learning.

2. To find out the dominant factors of anxiety that the students feel in speaking at the third semester.

F. Benefits of the Study

This research provides many benefits and information for the students, lecturers/teachers, other researchers, and the researcher herself. Here, the researcher divides into two kinds below:

1. Theoretical Benefits

The result of this research should serve as a reference for understanding and improving the language problems that are the anxiety of students in speaking skills.

2. Practical Benefits

a. For the students

While learning EFL, the students can find their speaking anxiety, also the students will be able to control their feeling when communicating with others and hopefully increase their speaking skills.

b. For the lecturers

Hopefully, by knowing the result of this research, the teachers are given more attention to the students and motivate them to overcome

their speaking anxiety. The teachers can devise solutions to overcome the student's language anxiety.

c. For the researcher

The researcher hopes that the results of this research can be a reference for future researchers.

G. Definition of Key Terms

1. Speaking Skill

Speaking is one of the skills to learn English, there are the abilities such as speaking, listening, reading and writing skills. Speaking skills is a productive skill that has an important role in English Foreign Learning (Rumiyati & Seftika, 2018). The students can improve their English input by speaking. Speaking skill is a way of communication with others by communicating ideas and feelings, creating and building information. Speaking English is also important, as confronting the era of globalization can be very helpful. However, it is not easy for English Foreign Language learners to speak English.

2. Speaking Anxiety

According to Pappamihiel (2002) in the journal Anxiety of Speaking English in English Foreign Language (EFL) Class, anxiety may be related to the threat to self-efficacy and the assessment of the situation as a threat. This means that language anxiety begins as a brief period of anxiety when the student is required to play in the target language. Anxiety is only a temporary condition at this point. It means that a

student's speaking performance can be influenced by his or her surroundings.

While learning to speak English, EFL learners may experience anxiety or embarrassment. There must be some factors/sources that make speaking English more difficult in some situations. Factors that may have contributed to public speaking anxiety. According to Kota Ohata (2005), language anxiety can be caused by the following factors: First, there are personal and interpersonal anxiety factors to consider. People with low self-esteem, for example, may be concerned about what their friends think, fearing negative reactions or evaluation. As a result, some of the previously mentioned performance anxieties may be grouped together into a single psychological construct. Second, learners' perceptions of language learning factors Learners' beliefs are feelings or what they believe that originate with the learner. The instructor's belief in language teaching is the third factor. Language anxiety can be exacerbated by instructor beliefs about language teaching.

Horwitz and Cope (1986) believe that foreign language anxiety is more than just a combination of performance anxiety related to the context of foreign language learning. They also proposed that "Foreign Language Anxiety" be defined as a "distinctive complex of self-perception, beliefs, feelings, and behaviours related to the classroom

language learning that arises from the uniqueness of language learning process"

Based on the definition above, foreign language anxiety is a nervousness, worry and apprehension experienced when using the target language. While foreign language anxiety itself can occur in the speaking, writing or reading skills in a foreign language learner.

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Review**

1. **Speaking**

a. **Definition of Speaking**

According to experts, the definitions of speaking are as follows: Brown (2001) defines speaking as the process of constructing meaning that includes receiving, producing, and processing information. Speaking is also a form of communication, so it is critical that what you say is conveyed as effectively as possible. For many years, despite its importance, learning to speak in English as a foreign language has been undervalued, and English learning teachers have persisted in teaching speaking in English as a foreign language as a repetition of drills or memorization of dialogues (Ilham, Bafadal, & Muslimin, 2019). Speaking, in that opinion, is realized as communication. As a result, speakers must be able to express themselves as effectively as possible in order to convey the message.

The first step in determining whether or not someone understands a language is to speak it. According to Ur (1996, p.120), the most important language skill is speaking, and someone referred to as a speaker is someone who understands the language. It appears to encompass all types of knowledge, and most foreign language

learners, in particular, are uninterested in speaking English as a second language. When students speak English, they express their ideas in words, provide insights, and show their emotions so that the other person understands what they are saying. Speaking abilities can be considered the key to communication, and an interactive process that involves the production, reception, and processing of information in order to construct the meaning of a word. Speaking abilities enable us to express emotions and gestures, as well as explore their language. The ability to speak is developed in order to engage in conversations with others, which can take the form of questions, answers, opinions, requests, or spoken speech (Ur, 1996).

Based on the previous paragraph, speaking is not only making sounds with speech, but emotions and ideas are also taking part in it. Students will get the message and information that they want, because speaking is the main tool of verbal communication and it means the way to express their opinions.

b. **Function of Speaking**

For foreign language and second language students, mastery of spoken English is a main priority. Linguists have stated that they are attempting to explain how language functions in human interaction (Ningsih, 2019). Brown and Yule (2000), define language as having three functions; speaking activities vary greatly in form and function and require different teaching approaches.

1. **Speaking as Interaction**

   Speaking skills relate to interaction, which serves the social function in life. When someone meets, chats, exchanges greetings, and shares their new experiences, it is because they want to project a friendly attitude and create a comfortable zone when interacting with others. The speakers concentrated on how they wanted to present themselves.

2. **Speaking as Performance**

   Speaking ability may refer to a public speaking performance. The ability to speak is the language that conveys information before and after viewing advertisements and public speaking. Speaking skills can also be an achievement, taking the form of monologues rather than dialogue, often following a recognizable format and closer to written language than spoken language.

3. **Speaking as Transaction**

   Speaking skills as a performance refers to speaking in public; it is a conference that provides information such as public announcements and speeches before and after listening to the conversations. Speaking as acting takes the form of a monologue rather than a dialogue, and often follows a recognizable format closer to written language than spoken language.

Based on the definition above, the function of speaking has a lot of meanings, such as if they are talking, as performance refers to public talk. The entire speaking function is concerned with directing people's speaking activities.

c. Problems of Speaking

Speaking problems are difficulties that cause someone to find it difficult to speak. According to Juhana (2012), psychological factors such as anxiety, lack of confidence, and lack of motivation prevent students from practicing their speaking skills in English class. In his research, Khan (2005) claims that some of his participants have psychological issues with speaking such as:

1) Less Confident

Many people in this world find it difficult to trust their confidence. Self-confidence is knowing that we have the ability to do good and be positive. Lack of confidence itself shows in a variety of ways, including guilt feelings, shyness, unrealistic expectations of perfection, fear of change or making mistakes, depression, etc (Khan, 2005). Students who lack self-confidence may believe they will never be good English speakers. It is difficult for students to master English if they are not confident in their speaking abilities.

2) Lack of Vocabulary

According to Afna Mauloeddin (2018) in his research, defining vocabulary is an important component of developing speaking fluency. Vocabulary is one of the speaking skills that the speaker should master, along with grammar and pronunciation. Based on the definition above, vocabulary is a set of words with a specific meaning, and vocabulary problems come when someone lacks the vocabulary required to speak and does not know how to combine the vocabulary into a good sentence.

3) Grammar Problems

Grammar is the study of the structure and format of some sentences, and if students do not understand the rules of grammar, they will not be able to successfully communicate in English. Burhanuddin Wildan (2015) states in his article that grammar is a set of rules for combining words and describing how language works, and most learners do not learn the structures of grammar. As a result, the learner's inability to speak English well is because of their lack of understanding of how to make good grammar structures.

4) Pronunciation Problems

A second language learner must master the good characteristics of a new language's sound (Hinkel, 2005). It's also

going to benefit the learners to be able to speak easily, like native speakers do. Pronunciation is also crucial, as syntax and vocabulary in foreign language learning. Correct pronunciation is required for the development of speaking skills.

5) Anxiety

According to Rochelle (2011), in his research, he explored the reasons for anxiety among foreign students learning English in the Philippines. It has been discovered that using this method allows learners to take responsibility for their learning because it acts as a foundation for acquiring other macro-abilities in the target language. They may feel apprehensive, anxious, frightened, bashful, afraid, or afraid of something worse happening while trying to improve their communication skills. Students will be able to speak English better in the future if they recognize their psychological issues and deal with their anxious levels.

2. Anxiety

a. Definition of Anxiety

In general, anxiety is a well-studied psychological phenomenon. Anxiety comes into the human body as a reaction to a certain scenario. Anxiety is commonly defined as the feeling of being threatened, concerned, tense, or worried. There are several definitions of anxiety based on the experts. According to Paser (2009), anxiety develops as a reaction to a specific situation, and anxiety as a state of tension and

apprehension as a normal reaction to a perceived threat. It suggests that people are naturally worried when they are threatened. Meanwhile Ormrod (2011) defines anxiety as a sensation of unease and trepidation about a situation with an ambiguous solution.

According to Barlow, as cited in Passer and Smith (2009), anxiety responses include an emotional component, a feeling of tension; a cognitive component, worry; physiological responses, such as increased blood pressure and heart rate pressure; and behavioral responses, such as evasion of specific situations. Based on the description above, anxiety is a feeling of being threatened, apprehension, tension, and worry in reaction to a particular context or something that could happen in the future.

b. **Types of Anxiety**

There are two types of anxiety based on the specific situation and the characteristics of the feeling itself. There are two types of anxiety: trait anxiety and state anxiety.

1. **Trait Anxiety**

Trait anxiety is a constant feeling defined by a student who is anxious to perform in the classroom (or outside the classroom context) regardless of the specific task, topic, or purpose of communication. According to MacIntyre and Gardner cited in Nurlina Amalia Huda (2018), state that anxiety is generated by

constant lack of belief in one's abilities (low self-esteem) so that a learner generally lacks confidence in all kinds of areas and fields of activity. Trait anxiety can be defined as an individual's anxiety in every situation when performing any specific task.

2. State Anxiety

State anxiety is defined as "a brief feeling of fear caused by a possibly lethal event". Another definition of state anxiety provided by Thomas is "anxiety that happens in a specific setting and usually has a clean trigger". It suggests that state anxiety is an anxious feeling experienced by people just when they face a certain situation in a short time (Huberty, 2009).

However, in other cases, anxiety is intense and lasts a long time. This is called trait anxiety. Anxiety is classified into two forms by its level, duration, and context: state anxiety, which is a feeling of apprehension and anxiety as a reaction to a specific situation, and trait anxiety, which is more intense anxiety that focuses on the individual regardless of the situation.

c. Anxiety in Speaking

Based on the previous explanation, anxiety is a person's nervousness when faced with an activity within a specific situation. Students often have anxiety because they lack language elements in English (vocabulary, grammar, and choice of words), fluency,

accuracy, and understanding in their speaking abilities. Furthermore, it might have an impact on a student's self-confidence, such as being worried of being laughed at by other classmates. Finally, it will have an impact on their ability to speak, also the anxious students when they speak are identified as having anxiety levels. It is because students feel uncomfortable when students practice speaking in front of their class.

To summarize, anxiety is a big problem for students that might influence how they perform in speaking English. Antony (2004) it is important to overcome students' anxiety in public speaking performance. Students can make plans to change their ways of thinking, improve their communication skills, interact with new people, and learn to give a confident presentation.

Based on the explanation above, the conclusion is that the types of student worry may be divided into three categories. First, there is communication apprehension; in this situation, the students are nervous because they have an embracing feeling when speaking in front of the class. Second, test anxiety happens when students are afraid to take an English test because of the difficulty of the test. Finally, fear of bad judgment allows someone to feel anxious when speaking in front of a public speaker, such a job interview or presentation in front of the class.

d. Factors of Speaking Anxiety

Meanwhile, Horwitz and Cope (1986) figure out that there are some factors which can make students feel anxious, such as:

1. Over self-prediction toward fear is a condition when students feel trembling if they forward in front of the class to perform their speaking skill, and think if the other students have bad impression.

2. Anxiety disorders can be increased by irrational faith and self-defeating behaviour. It is the same when students find difficulty. For example, students may believe, "I can't do it". That suggestion will break the plan and encourage behaviour to avoid it.

3. Oversensitivity to threat, when students think they are in a secure place but feel something will happen to make them anxious.

4. Anxiety sensitivity arises when students feel panic and worry, as shown by a fast heartbeat and shortness of breath.

5. Body signal misattribution: it implies the heartbeat will increase, the breath will become faster, and you will perspire.

6. People with poor self-efficacy are more anxious in situations when they doubt their own abilities. People with poor self-efficacy are less confident in their ability to do the activity successfully (Rathus, 2005).

B. Previous Related Studies

The first previous study was conducted by Imam Wahyudi Antoro from Jember University (2015) entitled **"Speaking Anxiety: Factors**

Contributing to The Anxiety in Speaking Class of First Year Students of English Department Faculty of Letters Jember University". The subjects consisted of 50 students of the Letters major. The results suggest that the sources of the participants' speaking anxiety are self-perception or self-esteem (32%), classroom presentation (18%), fear of making mistakes (14%), social environment (12%), gender (10%), cultural differences (8%), and formal classroom environment (6%). Self-perception or self-esteem as the primary source of speaking anxiety with 32% selected by students (Antoro, Wisasongko, & Khazanah , 2015).

The second previous study was conducted by Risaldi from Makassar Muhammadiyah University (2019) entitled **"An Analysis Causes of Students Anxiety in Expressing Opinion in The Speaking Class (A Descriptive Study at The Second Semester of English Department Muhammadiyah University of Makassar)".** The subject of this research is 25 students of second semester at Muhammadiyah University of Makassar. The research method was descriptive research design and the instrument research was questionnaire. The result of research showed in the data analysis of students' speaking anxiety, they found two factors of anxiety: external and internal. In internal factors, the number of lacks of confidence was higher than all other factors, and the percentage is 83,87%. This means that the most internal factor influencing students' anxiety in speaking English was a lack of confidence. While external factors, the number of embarrassments was the highest of all factors with a percentage

83,87%. It means that embarrassment was the biggest factor that influenced students' anxiety in speaking English (Risaldi, 2019).

The third previous study was conducted by Nur Isnaini from Raden Intan State Islamic University Lampung (2018) entitled **"An Analysis of Students Speaking Anxiety Students of English Foreign Language (EFL) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year of 2018/2019".** Based on the results, the researcher found some conclusion about students' speaking anxiety at the Fifth Semester English Department of UIN Raden Intan Lampung as follows: First, researcher found that students' speaking anxiety factors in English as a foreign language (EFL) were: felt self-prediction toward fear; irrational faith; over sensitivity toward threat; the sensitivity of anxiety; wrong attribution of body signal; and low self-efficacy. Second, the causes of students' speaking anxiety were that they were unconfident in speaking English; fear of making mistakes when speaking; anxiety when the teacher asked them to speak up; and shy about performing in front of a class (Isnaini, 2018).

The fourth previous study was conducted in a journal by Maura Gebi (2017) entitled **"An Analysis on Students' Anxiety Factors in Speaking Test".** Based on a close questionnaire conducted by the researcher, students had many kinds of responses to FLCAS. There were 54 participants who had different levels of anxiety. After conducting the study, the researcher found that students mostly used to feel mildly anxious when speaking in

front of a class. Of the five levels of anxiety, there are only four that are felt
by students. The researcher found that there were about 33 students (61%),
or more than half of the participants, who were at the mildly anxious level
of anxiety based on the calculation.

Table 2. 1

Previous Related Study

No	Name	Affiliation	Title	Similarity	Difference
1	Imam Wahyudi Antoro (2015)	Jember University	Speaking Anxiety: Factors Contributing to The Anxiety in Speaking Class of The First Year Students of English Department Faculty of Letters Jember University	**Variable:** Discuss about Anxiety in Speaking	**Subject:** 50 Students **Result:** The dominant factors in this research are self-perception and self-esteem with a percentage of 32%.
2	Risaldi (2019)	Muhamma diyah University	An Analysis Causes of Students' Anxiety in Expressing	**Variable:** Discuss about	**Subject:** 25 Students **Result:** The dominant

		of Makassar	Opinion in The Speaking Class (A Descriptive Study at the Second Semester of English Department Muhammadi yah University of Makassar)	Anxiety in Speaking	factors in this research are lack of confidence and embarrassm ent, with a percentage of 83,87%.
3	Nur Isnaini (2018)	State Islamic University of Raden Intan Lampung	An Analysis of Students Speaking Anxiety Students of English Foreign Language (EFL) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic	**Variable:** Discuss about Speaking Anxiety	**Subject:** 68 Students **Result:** Students' had speaking anxiety factors in EFL were: felt self-prediction toward fear; irrational faith; over sensitivity toward threat; the

			Year of 2018/2019		sensitivity of anxiety; wrong attribution of body signal; and low self-efficacy. Second, the causes of students' speaking anxiety were that they were unconfident in speaking English; fear of making mistakes when speaking; anxiety when the teacher asked them to speak up; and shy about performing

					in front of the class.
4	Maura Gebi (2017)	Tanjungpura University of Pontianak	An Analysis on Students Anxiety in Speaking Test	**Variable:** Discuss about Speaking Anxiety	**Subject:** 54 Students **Result:** This result indicated 33 students (61%) or more than half of the participants were at the mildly anxious level of anxiety based on the calculation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used descriptive research in this study because the researcher wants to describe what actually happens to procedures and methods that are useful in this research. It is used as guidance to conduct the research from beginning to the end of research. This method is being used to explore students' anxiety in speaking class.

This study used qualitative methods, according to Cresswell (2012) qualitative research means exploring and understanding the meaning of the words. Individuals or groups who have been assigned to a social or human problem in a social context. Furthermore, the purpose of qualitative research is to promote a thorough understanding of a specific phenomenon, such as environment, a process, or even a belief. While, Latief (2015) stated qualitative method is an inquiry process aimed at understanding human behaviour by constructing complex, holistic pictures of the social and cultural context in which such behaviour occurs. It accomplished this by analysing words rather than numbers, and reporting a detailed view of people who were studied. In contrast to specially designed laboratories or clinical experimental settings, such research is conducted in settings where people naturally interact.

This research uses the descriptive qualitative to describe factors influencing the students' anxiety in the speaking class. The research

employs this method to collect and analyze data, which is suitable for the purpose of this research in order to get information about what factors and what are the dominant factors that cause the students' anxiety in speaking.

B. Research Setting

1. Place of Research

The data of this research is conducted at the English Education Department of Raden Mas Said State Islamic University of Surakarta in the academic year 2022/2023. Raden Mas Said State Islamic University of Surakarta is located on Jl. Pandawa Pucangan Kartasura – Sukoharjo, 57168, Central Java. The researcher only used the third semester of the English Education Department, especially in H, I, and A class that conducted 72 students.

2. Time of Research

Table 3. 1

Time of Research

Activities	2022						
	May	**Jun**	**Jul**	**Aug**	**Sept**	**Oct**	**Nov**
Proposal Writing and Guidance	■	■	■	■	■		
Proposal Seminar					■		
Research Data Collection						■	

Report Writing and Guidance						■	
Thesis Examination							■

C. Research Subject

In this research the researcher used purposive sampling technique. According to Sugiyono (2013) purposive sampling is a data-sampling strategy that takes the specific factors. The purposive sampling doesn't select the participants based on randomness, area or strata, but purposive sampling selects based on a specific purpose (Nurdin & Hartati, 2019). The subject of this research is the third semester students of UIN Raden Mas Said Surakarta.

The research used the third semester as a subject of the research, it consists of 72 students as participants. The researcher analyzes student's anxiety in speaking in EFL of H, I, and A class. The researcher concerns a class that has anxiety in speaking English. The participants were selected using a purposive sampling method. Purposive is used because there are criteria for participants. The participants are students who are nervous about speaking in front of others. Participants must actively attend classes until the end of the class and fill out the questionnaire without coercion.

D. Data and Source of the Data

A researcher needs to collect data from students as the primary data. There are 72 students in the third semester at UIN Raden Mas Said

Surakarta. The questionnaires are used by the researcher to ascertain their anxious feelings with 72 students as a population. Besides that, they are interviewed with ten students by the researcher about their anxiety when learning English.

E. Research Instrument

Research instruments are instruments that are used to collect data to solve the research problem or achieve the objectives of research. The primary instrument for data collection and data analysis is the researcher (Merriam, 2002). Research instruments are tools or facilities that are used by researchers in collecting data to make their work easier, and the results are better (Mustari, 2012). Based on the expert definitions, a research instrument is a tool in collecting data in order to make the research easier and get better results in analysing it.

The data collection instrument is a tool used to measure the data to be collected. The data collection instrument is basically inseparable from the method of data collection. If the data collection method is depth interview (interview in-depth), the instrument is an open-in structured interview guide. However, when the method of data collection is observation, the instrument is an observation guide or open-unstructured observation guidelines (Narbuko, 2004).

In this research, the researcher used a questionnaire and non-participant observation because the researcher was not involved in the teaching and learning process. The questionnaire was aimed to find out the dominant

factors of students' speaking anxiety. The researcher adopted from Horwitz theory in a journal by Isnaini (2018). In this item, students were asking to answer the questions by choosing five categories 1 (Strongly Agree), 2 (Agree), 3 (Neutral), 4 (Disagree), and 5 (Strongly Disagree) Likert Scale (Nurakhira, 2014). There were 30 statements in the questionnaire, and students had to answer honestly what they felt about the statements.

F. Techniques of Collecting the Data

To make the data more accurate, the researcher used several techniques for collecting the data, there are questionnaires and interviews.

1. Questionnaire

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, able to be administered without the presence of the researcher and often comparatively straightforward to analyse (Wilson and McLean, 1994). The questionnaire also always be an intrusion into the life of the respondent, be it in terms of time taken to complete the instrument, the level of threat or sensitivity of the statements (Morrison , Manion , & Cohen, 2017).

A Likert scale is used to analyse a person's or group's attitudes, opinions, and perceptions of social phenomena. Likert scale with a range of highly positive to very negative (Sugiyono, 2013). The Likert scale is used in the form of a checklist in instrument study. The checklist is provided in the available column, and the statement is in accordance

with the alternative topic state. The answer is Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), and Strongly Disagree (5).

The questionnaire was used by the researcher to get detailed information about the dominating factor of students speaking anxiety in the learning process. The researcher adopted a questionnaire from Horwitz (1986) theory in a thesis by Isnaini (2018). In the questionnaire, there were thirty statements written in English and also translated into Indonesian to make it easier for students to answer and understand the questions. In this research, the researcher used a close-ended questionnaire. The questionnaire's specifications could be summarized as follows:

Table 3. 2 Specification Questionnaire of The Students

Component	Indicators	Parameter	No	Total Item
To know students speaking anxiety in third semester English Department	To know students feeling of over self-prediction toward fear	I am confident that it is better to speak in English than the local language.	1	1
		I feel afraid to answer my friends' questions using English.	2	1
		I am confident when speaking English in front of the class.	13	1
		I never feel afraid to answer my friends' questions using English.	19	1

		I am not confident when it is better to speak in English than the local language.	25	1
	To know student's irrational faith	I feel nervous when speaking English in the class.	3	1
		My heart breathes fast when the lecturer asks me to come forward to the class to say something in English suddenly.	4	1
		I feel good when speaking English in front of the class.	14	1
		I feel relaxed when I speak English in the class.	20	1
		My heart does not breathe fast when my lecturer asks me to come forward to the class to say something in English suddenly.	26	1
	To know students' problems in over sensitivity toward threat	Eye contact from my lecturer makes me nervous when speaking in front of the class.	5	1
		Eye contact views from my friends make me nervous	6	1

		when speaking in front of the class.		
		Eye contact from my friend makes me feel comfortable to speak in front of the class.	15	1
		I feel comfortable when my friends pay attention to me when I speak in front of class.	21	1
		I feel confident when my lecturer pays attention to me when I speak in front of class.	27	1
	To know students' factors, make sensitivity of anxiety	I feel fear when my lecturer asks me to retell the material in English later in the class.	7	1
		I feel anxious when my lecturer asks me to retell the material in English later in the class.	8	1
		I am not feeling anxious when my lecturer asks me to retell the material in English later in the class.	16	1
		I am not feeling fear when my lecturer asks me to retell the material	22	1

		in English later in the class.		
		I am not feeling anxious when I speak English and make a mistake.	28	1
	To know student's wrong attribution body signal	My body sweat advances in front of the class when I present material in English.	9	1
		I feel breathless and unstable when I come forward and say something in English.	10	1
		My breath is still stable when I present material in English.	17	1
		I am not feeling trembling when I come forward to say something in English.	23	1
		Some people sweat a lot when they present material in English suddenly, but I am not feeling like that.	29	1
	To know why students, have low self-efficacy	Result of low score values makes me feel unsure about speaking English fluently.	11	1
		Getting unsatisfactory	12	1

		results makes me unsure of my English abilities.		
		Low score does not make me stop to learning English.	18	1
		I feel confident about my English skills even though my English scores are low.	24	1
		High score will make me more diligent in learning English.	30	1
Total Statement				**30**

Before the students began filling out the questionnaire, the researcher instructed them on how to reply to the questionnaire and allowed them 15 minutes to complete it. The researcher classified and examined the data collected from the students after collecting it.

2. **Interview**

The methods chosen by researcher to collect data in qualitative research are interviews. In qualitative research, interviews are conversations with an aim that are preceded by some informal questions (Gunawan, 2013). An interview is a meeting between two people to exchange information and ideas through questions and answers, resulting in dialogue and the mutual development of meaning regarding a specific topic (Sugiyono, 2007). In conducting an interview guide, the researcher used Horwitz (1986) as the theory that was adopted from

Isnaini (2018). An interview is a method of data collection that is used to obtain information directly from the source (Sudaryono, 2016). The interview is intended to complete the data and clarify information from the questionnaire.

Furthermore, the researcher collects data using an interview guide that is supported by a questionnaire, which might give information if the participants are appropriate to be employed as research subjects. The researcher used ten students and one lecturer to be interviewed. Ten interviewers are the students that feel worry, fear, and anxiety when speaking English.

G. Trustworthiness of the Data

Qualitative research focuses on trustworthiness as a measure of credibility. The researcher used triangulation to verify the study's findings. Data is checked using triangulation techniques, which compare data from the same source using different techniques (Sugiyono, 2012). The researcher uses methodological triangulation. The information is gathered by a questionnaire, followed by an interview with students.

H. Techniques of Analysing the Data

Data analysis in qualitative research is a systematic test of data. For analyzing this research, the researcher uses data analysis techniques conducted by Miles and Huberman. They state that, analysing data divided

into three steps, there are data reduction, data display and drawing conclusions (Nurdin & Hartati, 2019).

1. **Data Reduction**

   Data Reduction is focusing on things that are important, look for the themes, patterns and discard those that aren't necessary, thus the reduced data will provide a clearer picture (Sugiyono, 2012). Based on the above understanding, it can be understood that reducing data means summarizing, choosing the main things, focusing on things. The important thing is to look for themes and patterns. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researcher to carry out further data collection, and look for it when needed. Research in reducing data is assisted by the supervisor because the first researcher did qualitative research.

2. **Data Display**

   Data from qualitative research may be presented in the form of a brief summary, a chart, and relationships between categories, or a text narrative (Moleong, 2000). The researcher gives or describes the results of the abbreviated questionnaires and interviews succinctly and clearly, based on the previous explanation.

3. **Drawing Conclusion**

   In qualitative research, conclusions constitute the substance of responses, problem formulations, and field data useful for scientific practice and progress. Data collection and analysis strategies will be

reported in detail in order to provide a clear and accurate picture of the methods used in this study (Cresswell, 2018). Based on what the expert has said, the researcher's final step in examining the data is to developed conclusions and validate them. The researcher attempts to present reliable and objective data in this activity.

a. Calculating Total Score of Respondent from Questionnaire

Total score based on the response category:

Table 3. 3 Likert Scale and Scoring

Items	Score
Strongly Agree (1)	Score 5
Agree (2)	Score 4
Neutral (3)	Score 3
Disagree (4)	Score 2
Strongly Disagree (5)	Score 1

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

Which:

P = Percentage

F = Frequency of items

N = Total Participant

(Sugiyono, 2012).

b. Calculating the Mean Score of the Dominant Factors from Questionnaire

$$\underline{x} = \frac{\sum x}{N}$$

$\underline{x}$ = Mean Score

$\sum x$ = Total Sum of All Factors Score

N = Total Number of Participant

(Sugiyono, 2012).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

As previously explained, there are three research questions that guide this research. First, to describe the factors that contribute to student speaking anxiety in English Foreign Language Learning. Second, to find out the dominant factors of anxiety that the students feel in speaking at the third semester. The answer of research findings is from the questionnaire by 72 students and 10 students as the sample of interviews which were taken from the third semester of English major. The following was a description of the research results related to each research question:

1. Factors of Speaking Anxiety for EFL Learners

As researcher mentioned before, there were six factors that contribute to speaking Anxiety for students in English Foreign Language Learning such as; over self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, and low self-efficacy. In this part, the researcher shows the result of each indicators in this research, there are:

a. Over Self-Prediction Toward Fear

The researcher found data of over self-prediction toward fear based on the results of a questionnaire that was filled out by some

students of the third semester English major, especially class A, H, and I. The results of the questionnaire were as follows:

Table 4. 1 Over Self-prediction toward Fear

No	Statements	SA (%)	A (%)	N (%)	D (%)	SDA (%)
1	I am confident that it is better to speak in English than the local language.	5 (6,94)	8 (11,11)	25 (34,72)	28 (38,89)	6 (8,33)
2	I feel afraid to answer my friends' questions using English.	2 (2,78)	24 (33,33)	27 (37,50)	16 (22,22)	3 (4,17)
13	I am confident when speaking English in front of the class.	6 (8,33)	15 (20,83)	20 (27,78)	29 (40,28)	2 (2,78)
19	I never feel afraid to answer my friends' questions using English.	4 (5,56)	10 (13,89)	26 (36,11)	30 (41,67)	2 (2,78)
25	I am not confident when it is better to speak in English than the local language.	4 (5,56)	17 (23,61)	25 (34,72)	22 (30,56)	4 (5,56)
	Mean Score	0,41	1,43	2,35	2,49	0,33

Diagram 4. 1 Over Self-Prediction Toward Fear

SA · A · N · D · SDA
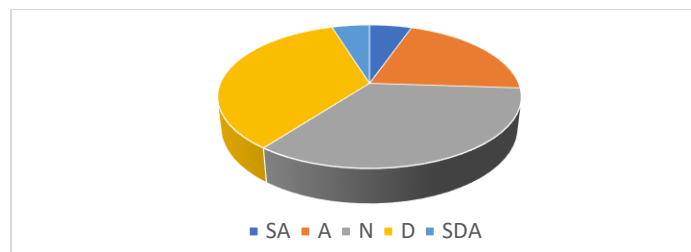
The researcher found the results from the table above that, in statement number one, 5 students choose the option of strongly

40

agree (SA) with of 6,94 percent, and 8 students choose agree (A) with 11,11 percent, because they felt most confident when speak using English than Bahasa or local language. Meanwhile, 25 students choose neutral (N) with 34,72 percent, because sometimes they are more confident when speaking using English than Bahasa or local language. Whereas, 28 students choose to disagree (D) with 36,89 percent and 6 students choose strongly disagree (SDA) with 8,33 percent, because they feel unconfident when speaking using English rather than Bahasa or local language.

In statement number two, the researcher found that 2 students chose to strongly agree (SA) with 2,78 percent and 24 students chose to agree (A) with 33,33 percent, because they feel afraid when answering their friends' question in English. Whereas, 27 students chose neutral (N) with 37,50 percent, because sometimes they are afraid to answer their friend's question. At the same time, 16 students choose to disagree (D) with 22,22 percent and 3 students choose to the option of strongly disagree (SDA) with 4,17 percent, they are not afraid for answer their friend question because think when answer question or make some conversation with their friends can improve their speaking ability.

The researcher found that in statement number thirteen, 6 students choose to strongly agree (SA) with 8,33 percent, and 15 students choose agree (A) with 20,83 percent, because they feel

confident when speaking in front of the class. Meanwhile, 20 students choose neutral (N) with 27,78 percent, because sometimes they still feel unconfident when speaking English in front of the class. Whereas, 29 students disagree (D) with 40,28 percent, and 2 students strongly disagree (SDA) with 2,78 percent, because they are less confident when speaking English in front of the class.

In statement number nineteen, the researcher found that 4 students with 5,56 percent chose to strongly agree (SA), and 10 students with 13,89 percent chose to agree (A), because they are confident when answering their friend's question. At the same time, 26 students chose neutral (N) with 36,11 percent, because sometimes they felt afraid to answer their friend's question. 30 students disagree (D) with 41,67 percent, and 2 students choose to strongly disagree (SDA) with 2,78 percent, because they feel afraid when answering their friends question using English.

In statement number twenty-five, the researcher found that, 4 students with 5,56 percent chose the option of strongly agree (SA), and 17 students with 23,61 percent chose agree (A), because they are not confident when using English than Bahasa or local language. Meanwhile, 25 students with 34,72 percent choose neutral (N), because sometimes they are sometimes confident when speaking using English. 22 students with 30,56 percent choose disagree, and 4 students chose the option of strongly disagree (SDA), because

they more confident using English than the local language or Bahasa.

From five statement of over self-prediction toward fear, the researcher found the mean score from the statement above, and the researcher found the highest scores, and the data of questionnaire above was supported by the following interview results:

"Kadang saya takut ga bisa menjawab dan paham sama apa yang mereka omongin sih mba". (Sometimes I'm afraid to answer their questions, and don't understand what they are saying about). {Interview with AS, Friday 14th October 2022}.

"Iya mba sedikit takut karena belum lancar ngomong Bahasa Inggris". (Yes, I'm a little bit afraid, because I'm not fluent in speaking English). {Interview with SDL, Friday 14th October 2022}.

"...takut salah pronouncenya" (... I'm afraid to say error pronunciation). {Interview with RPAA, Friday 14th October 2022}.

The results of the mean score from the statement on the factor of over self-prediction toward fear such as; 0,41 percent students choose strongly agree (SA), 1,43 percent of students chose agree (A), 2,35 percent students choose neutral (N), 2,49 percent students choose disagree (D), and 0,33 percent students choose strongly disagree (SDA). The highest answer of the questionnaire found by the reseracher is disagree (D) with 2,49 percent of students. As many as 30 students disagreed on the statement number nine-teen, and 7 out of 10 students as the sample of interview felt afraid when answering the questions from their friend using

English. They are afraid of making mistakes when speaking English, and they are not fluent in English. The results of interviews that have been conducted by researcher is the students felt less confident when speaking in English in front of the class. The students also feel afraid when speaking English because they feel that when they make mistakes in front of the class, such as embarrassing themselves, because of the response from their friends or lecturers who are not good, such as being laughed at when they speak wrong in front of the class.

b. Irrational Faith

The researcher found data from some students of third semester English majors, especially class A, H, and I, that conducted 72 populations filling out a questionnaire about irrational faith. The results of the questionnaire are as follow:

Table 4. 2 Irrational Faith

No	Statements	SA (%)	A (%)	N (%)	D (%)	SDA (%)
3	I feel nervous when speaking English in the class.	8 (11,11)	36 (50,00)	20 (27,78)	7 (9,72)	1 (1,39)
4	My heart breathes fast when the lecturer asks me to come forward to the class to say something in English suddenly.	23 (31,94)	29 (40,28)	8 (11,11)	8 (11,11)	4 (5,56)

14	I feel good when speaking English in front of the class.	9 (12,50)	10 (13,89)	22 (30,56)	30 (41,67)	1 (1,39)
20	I feel relaxed when I speak English in the class.	5 (6,94)	8 (11,11)	23 (31,94)	34 (47,22)	2 (2,78)
26	My heart does not breathe fast when my lecturer asks me to come forward to the class to say something in English suddenly.	1 (1,39)	10 (13,89)	26 (36,11)	28 (38,89)	7 (9,72)
Mean Score		0,89	1,79	1,91	2,06	0,29

Diagram 4. 2 Irrational Faith
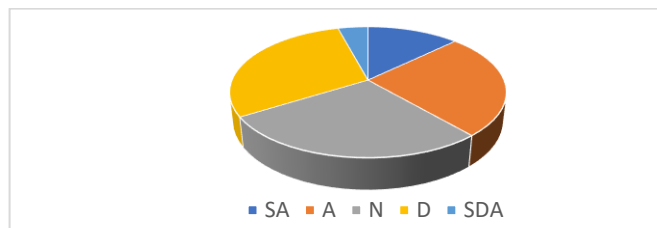
Based on the table above the researcher found in statement number three, 8 students strongly agree (SA) with 11,11 percent, and 36 students choose agree (A) with 50,00 percent, because they feel nervous when speaking English in the class. While, 20 students choose neutral (N) with 27,78 percent, because sometimes they are confident using English, but sometimes they feel nervous too. At the same time, 7 students disagree (D) with 9,72 percent, and 1 student strongly disagree with 1,39 percent, because they are confident when speaking English in the class.

In statement number four, the researcher found that 23 students with 31,94 percent choose strongly agree (SA), and 29 students with 40,28 percent choose agree (A), because they feel heart breathes fast when their lecturer asks them to say English in front of the class suddenly. Meanwhile, 8 students choose neutral (N) with 11,11 percent, because sometimes they are feeling normal when their lecturer asks them to say English in front of the class suddenly. Whereas, 8 students choose disagree (D) with 11,11 percent and 4 students with 5,56 percent choose strongly disagree (SDA), because they are feeling normal even if their lecturer asks them to say something in English in front of the class suddenly.

In statement number fourteen, 9 students choose strongly agree (SA) with around 12,50 percent, and 10 students choose agree (A) with 13,89 percent, because they are feeling good when speaking English in front of the class. Whereas, 22 students with 30,56 percent choose neutral (N), because sometimes they are nervous when speaking English in front of the class. However, 30 students disagree with 41,67 percent, and 1 student choose strongly disagree (SDA) with 1,39 percent, because they are nervous when speaking in front of the class using English.

The researcher found in statement number twenty that 5 students choose to strongly agree (SA) with 6,94 percent, and 8 students choose agree (A) with 11,11 percent, because they feel

relaxed when speaking English in the class. 23 students chose neutral with 31,94 percent, because sometimes they are not feeling good when speaking English in the class. Meanwhile, 34 students disagree (D) with 47,22 percent, and 2 students strongly disagree (SDA) with 2,78 percent, because they are feeling nervous when speaking English in the class.

In statement number twenty-six the researcher found that, 1 student strongly agree (SA) with 1,39 percent, 10 students agree (A) with 13,89 percent, they feel normal when their lecturer asks them to say something in English suddenly in front of the class. Meanwhile, 26 students chose neutral (N) with 36,11 percent, because sometimes they felt normal, but in other times they felt nervous. However, 28 students chose to disagree (D) with 38,89 percent, and 7 students strongly disagree (SDA), because they felt trembling and nervous when their lecturer asked them to say English in front of the class suddenly. The researcher found the highest statement of irrational faith that is supported by interviews that have been carried out with the students, the results are as follows:

"Pas ngomong Bahasa Inggris dikelas saya pasti gugup mba……". (When I'm speaking English in the class, I'm sure that I'm nervous….). {Interview with IND, Friday 14th October 2022}.

"Iya mba (gugup), karena kosa kata yang masih kurang". (Yes, I do (nervous it means not relaxed), because I have low vocabulary). {Interview with AS, Friday 14th October 2022}.

"Iya mba sering gugup, karena kurang paham". (Yes, I often get nervous, because I'm not understand clearly). {Interview with SDL, Friday 14th October 2022}.

The researcher concludes the mean score about the statements of irrational faith, the students with 0,89 percent chose strongly agree (SA), 1,79 percent students chose agree (A), 1,91 percent students chose neutral (N), 2,06 percent students chose disagree (D), and 0,29 percent chose strongly disagree (SDA). The data of questionnaire statements and the results of interviews shown, the highest score of students answer in the statement of questionnaire is disagree (D) with 2,06 percent, and 6 from 10 interviewers said that, they feel nervous when speaking English because they still have low vocabulary, also afraid to speak English, because sometimes they fear of making mistakes and, they think that their speaking skill not fluent. Meanwhile, 34 students disagree (D) on statement number twenty, because they feel nervous when speaking using English, and they are not relaxed when using English in the class.

c. **Over Sensitivity toward Threat**

There were the results of statement over sensitivity toward threat from the students of third semester in the class of A, H, and I after they filled out the questionnaire, the researcher found the data from the questionnaire answers, as follows:

Table 4. 3 Over Sensitivity toward Threat

No	Statements	SA (%)	A (%)	N (%)	D (%)	SDA (%)
5	Eye contact from my lecturer makes me nervous when speaking in front of the class.	11 (15,28)	24 (33,33)	24 (33,33)	11 (15,28)	2 (2,78)
6	Eye contact views from my friends make me nervous when speaking in front of the class.	3 (4,17)	26 (36,11)	27 (37,50)	13 (18,06)	3 (4,17)
15	Eye contact from my friend makes me feel comfortable to speak in front of the class.	4 (5,56)	13 (18,06)	25 (34,72)	27 (37,50)	3 (4,17)
21	I feel comfortable when my friends pay attention to me when I speak in front of class.	11 (15,28)	17 (23,61)	19 (26,39)	23 (31,94)	2 (2,78)
27	I feel confident when my lecturer pays attention to me when I speak in front of class.	7 (9,72)	13 (18,06)	27 (37,50)	23 (31,94)	2 (2,78)
	Mean Score	**0,69**	**1,77**	**2,37**	**1,89**	**0,23**

Diagram 4. 3 Over Sensitivity toward Threat

SA ▪ A ▪ N ▪ D ▪ SDA
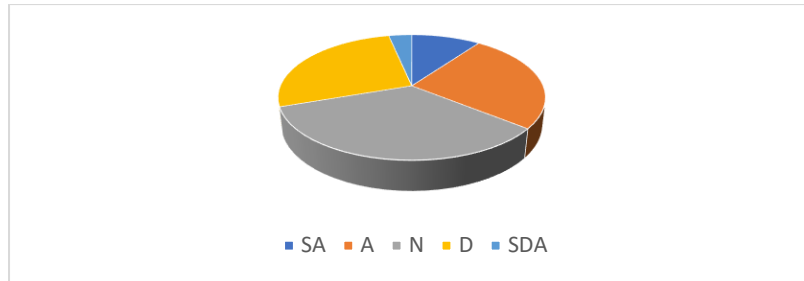
The researcher found the results of statement number five; 11 students strongly agree (SA) with around 15,28 percent, and 24 students choose agree (A) with 33,33 percent, they choose the options because they feel that eye contact from their lecturer makes them nervous when speaking in front of the class. However, 24 students chose neutral (N) with 33,33 percent, because sometimes they feel comfortable when their lecturer sees their speaking performance. Whereas, 11 students disagree (D) with 15,28 percent, and 2 students strongly disagree (SDA) with 2,78 percent, because they are confident and comfortable when their lecturer pays attention and sees their speaking performance in front of the class.

In statement number six, the researcher found that, 3 students with 4,17 percent strongly agree (SA), and 26 students with 36,11 percent agree (A), they choose the statements because eye contact from their friends make them nervous when they are speaking English in the class. The researcher also found that 27 students chose neutral (N) with 37,50 percent, because they sometimes felt nervous

50

if their friends saw or paid attention to their speaking performance in front of the class, but not too. Meanwhile, in the options of disagree (D) there are 13 students with 18,06 percent, and 3 students with 4,17 percent choose strongly disagree (SDA), because the eye contact from their friends does not makes them nervous, they even feel comfortable when their friend pays attention to their speaking performance in the class.

From statement number five-teen, the researcher found that 4 students strongly agree (SA), and 13 students choose agree (A), because they feel that eye contact from their friends in the class makes them relaxed when they are speaking in the class using English. At the same time, 25 students choose neutral (N) with 34,72 percent, because they feel both sometimes, they feel nervous when their friends see them when speaking in the class, but not too. The researcher also found that 27 students choose to disagree (D), and 3 students strongly disagree (SDA), because they are feeling nervous when speaking in front of the class and their friends pay attention to their speaking performance.

In the results of statement number twenty-one, 11 students strongly agree (SA) with 15,28 percent, and 17 students choose agree (A) with 23,61 percent, because they feel confident and comfortable if their friends pay attention when they are speaking in front of the class. 19 students chose neutral (N) with 26,39 percent,

because sometimes they still feel nervous if their friends pay attention to them when speaking in front of the class. However, 23 students disagree (D) with 31,94 percent, and 2 students strongly disagree (SDA) with 2,78 percent, because they feel uncomfortable and nervous if their friends pay attention to them when speaking in front of the class.

The last statement of over sensitivity toward threat is the statement number of twenty-seven shown that, 7 students choose strongly agree (SA) with around 9,72 percent, and 13 students choose agree (A) with 1,77 percent, they choose both options because they are feeling good and confident if their lecturer pay attention to them when they are speaking in the class. Meanwhile, 27 students with 37,50 percent chose neutral (N), because they felt normal if their lecturer pay attention to them when they were speaking in front of the class. However, 23 students disagree (D) with 31,94 percent, and 2 students strongly disagree (SDA) with 2,78 percent. They are choosing both options because they are not confident and nervous if their lecturer pay attention to them when speaking English in front of the class.

The researcher found mean scores of five statement from the table above, the students choose strongly agree (SA) with 0,69 percent, 1,77 percent of students agree (A), 2,37 percent of students choose neutral (N), 1,89 percent of students choose disagree (D),

and 0,23 percent of students choose strongly disagree (SDA). The results of highest scores above is supported by the results of interviews data with some students who have anxiety in speaking, such as:

> "*Iya gugup mba, soalnya kaya semua jadi focus ke kita gitu*". (*Yes, i'm nervous, because all peoples just focus to us*). {*Interview with FF, Friday 14th October 2022*}.

> "*Iya mba bikin gugup, terkadang saat presentasi saya lebih sering melihat ke arah proyektor atau dinding untuk mengurangi kegugupan saya*". (*Yes, I do, that is makes me nervous, sometimes when I presented the material, I'm usually look at the monitor or wall…*) {*Interview with LA, Friday 14th October 2022*}.

> "*Iya saya gugup banget ketika teman-teman dan dosen menatap atau memperhatikan saya saat presentasi didepan kelas…*". (*Yes, I'm so nervous, when I'm presented the material also all of my friends and lecturers saw or pays their attention on me…*). {*Interview with NF, Monday 17th October 2022*}.

The researcher found data from the answers of statements and the results of interviews with students, the researcher count about the mean scores above, highest score of the statement over sensitivity toward threat that, 2,37 percent students choose neutral (N), and this is supported by results of interviews that, the majority of students are nervous if their lecturers and their friends look at them when speaking in front of the class, especially when the lecturers see them in the deep. Students also feel uncomfortable because of the attention from their friends when speaking in front of the class.

d. The Sensitivity of Anxiety

The researcher found the data that showed the sensitivity of anxiety from the students of third semester in class of A, H, and I after they filled out the questionnaire. The results of the questionnaire are as follows:

Table 4. 4 The Sensitivity of Anxiety

No	Statements	SA (%)	A (%)	N (%)	D (%)	SDA (%)
7	I feel fear when my lecturer asks me to retell the material in English later in the class.	11 (15,28)	26 (36,11)	23 (31,94)	9 (12,50)	3 (4,17)
8	I feel anxious when my lecturer asks me to retell the material in English later in the class.	10 (13,89)	31 (43,06)	17 (23,61)	12 (16,67)	2 (2,78)
16	I am not feeling anxious when my lecturer asks me to retell the material in English later in the class.	3 (4,17)	12 (16,67)	23 (31,94)	27 (37,50)	7 (9,72)
22	I am not feeling fear when my lecturer asks me to retell the material in English	3 (4,17)	10 (13,89)	19 (26,39)	34 (47,22)	6 (8,33)

	later in the class.					
28	I am not feeling anxious when speaking English and making mistakes.	**3 (4,17)**	**14 (19,44)**	**31 (43,06)**	**23 (31,94)**	**1 (1,39)**
Mean Score		**0,58**	**1,79**	**2,18**	**2,03**	**0,37**

Diagram 4. 4 The Sensitivity of Anxiety

■ SA ■ A ■ N ■ D ■ SDA
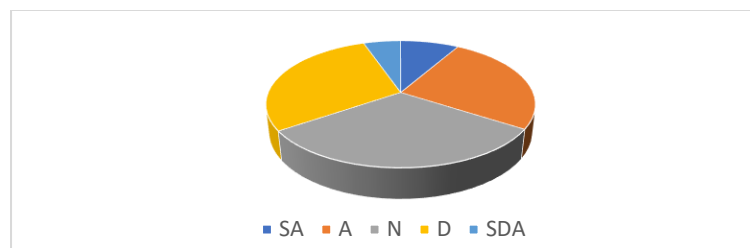
In this factor, the researcher found the data of students from the answers of questionnaire statements. From the statement number seven, the researcher found 11 students choose strongly agree (SA) with 15,28 percent, and 26 students choose agree (A) with 36,11 percent, they choose both options because they felt afraid if their lecturer asks them to retell the material in English in front of the class. In the option of neutral (N), the researcher found 23 students with 31,94 percent, because the students sometimes felt normal, but sometimes felt afraid when their lecturer asked them to retell the material in English in front of the class. However, 9 students with 12,50 percent disagree (D), and 3 students with 4,17 percent strongly disagree (SDA) to this statement, they choose both options because

they are feeling confident when their lecturer asks them to retell the material in English in front of the class.

In statement number eight, the researcher found 10 students with 13,89 percent choose strongly agree (SA), and 31 students choose agree (A) with 43,06 percent, they are chosen both options because they felt anxious, when their lecturer asks them to retell the material in English in the class later. 17 students chose neutral (N) with 23,61 percent, because sometimes they felt anxious when their lecturer asked them to retell the material in English later. However, 12 students disagree (D) with 16,67 percent, and 2 students choose strongly disagree (SDA) with 2,78 percent, because they felt confident when their lecturer asks them to retell the material in English later.

The researcher found data of statement number six-teen from the table above that, 3 students with 4,17 percent choose strongly agree (SA), and 12 students with 16,67 percent choose agree (A), because they are not feeling anxious when their lecturer asks them to retell the material in English in the class later. Meanwhile, 23 students chose neutral (N) with 31,94 percent, because sometimes they are not feeling anxious. At the same time, 27 students with 27,50 percent disagree (D), and 7 students strongly disagree (SDA) with 9,72 percent, because they are still anxious when their lecturer asks them to retell the material in English later in the class.

In the statement number twenty-two the results of table above shown that, 3 students choose strongly agree (SA) with 4,17 percent, and 10 students choose agree (A) with 13,89 percent, because they are confident and normal when their lecturer asks them to retell the material in English later in the class. At the same time, 19 students chose neutral (N) with 26,39 percent for this statement, because sometimes they are feeling anxious when their lecturer asks them to retell the material in English. However, 34 students with 47,22 percent disagree (D), and 6 students strongly disagree (SDA) with 8,33 percent, because they are feeling anxious when their lecturer asks them to retell the material in English later.

The last statement in this factor is number twenty-eight, the researcher found the results of this statement such as; 3 students with around 4,17 percent choose strongly agree (SA), and 14 students with 19,44 percent choose agree (A), because they feeling normal when their lecturer asks them to retell the material later in English. Meanwhile, 31 students choose neutral (N) with 2,18 percent, because sometimes they still feel anxiety when their lecturer asks them to retell the material in English later in the class. The last options showed that, 23 students with around 31,94 percent disagree (D), and 1 student strongly disagree (SDA) with 1,39 percent, because they are feeling anxious when their students ask them to retell the material in English later in the class.

The researcher found the mean scores of five statements above such as; 0,58 percent of students choose strongly agree (SA), 1,79 percent students choose agree (A), 2,18 percent students choose neutral (N), 2,03 students choose disagree (D), and 0,37 students choose strongly disagree (SDA). The researcher found supporting data from interview with the students, the results as follow:

"Iya kak pas awal maju kedepan untuk mempresentasikan materi sih cemas, tapi saya memaksakan diri untuk maju dan menyampaikan materi". (Yes, in beginning I'm feel anxious when present my material in front of the class, but I'm force myself to go forward and presented the material). {Interview with RBP, Friday 14th October 2022}.

"Emm kalau saya engga akan ngerasa takut atau cemas sih selama saya memahami materi dengan baik". (I'm not afraid or anxious, if I understand the material well). {Interview with RPAA, Friday 14th October 2022}.

"Saya merasa cemas dan takut ketika saya tidak mempelajari materi dan tidak paham tentang materi yang disampaikan mbak...". (I feel fear and anxious when I'm not understand the material...). {Interview with IAH, Monday 17th October 2022}.

Researcher found the highest score from the mean scores of the table above is neutral (N) with 2,18 percent, the answers of questionnaire statements before supported by the results of interviews with students, when asked to retell the material in class, the majority of students respond normally. The students are not afraid or nervous when they understand the material that the lecturers present and they need to adapt with the situation in front of the class, so they can retell the materials well.

e. **Wrong Attribution Body Signal**

The researcher found the data that there was a wrong attribution body signal from the students of third semester in class of A, H, and I after they filled out the questionnaire. The results of the questionnaire are as follows:

Table 4. 5 Wrong Attribution Body Signal

No	Statements	SA (%)	A (%)	N (%)	D (%)	SDA (%)
9	My body sweat advances in front of the class when I present material in English.	5 (6,94)	20 (27,78)	20 (27,78)	21 (29,17)	6 (8,33)
10	I feel breathless and unstable when I come forward and say something in English.	-	10 (13,89)	18 (25,00)	34 (47,22)	10 (13,89)
17	My breath is still stable when I present material in English.	8 (11,11)	20 (27,78)	21 (29,17)	21 (29,17)	2 (2,78)
23	I am not feeling trembling when I come forward to say something in English.	2 (2,78)	12 (16,67)	28 (38,89)	28 (38,89)	2 (2,78)
29	Some people sweat a lot when they present material in	2 (2,78)	18 (25,00)	28 (38,89)	21 (29,17)	3 (4,17)

English suddenly, but I am not feeling like that.					
Mean Score	**0,33**	**1,54**	**2,22**	**2,41**	**0,44**

Diagram 4. 5 Wrong Attribution Body Signal

■ SA ■ A ■ N ■ D ■ SDA
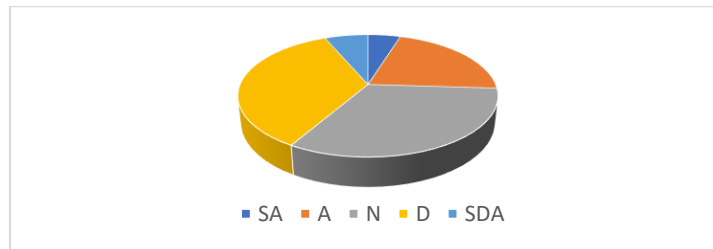
In statement number nine, the table showed that 5 students strongly agree (SA) with 6,94 percent, and 20 students choose agree (A) with 27,78 percent, the students choose both options because they feel sweaty when presented the material with English in front of the class. On the other side, 20 students also choose neutral (N) with 27,78 percent, because they are feeling sweaty just in the beginning when presenting their material in English. However, 21 students with 29,17 percent disagree (D), and 6 students with 8,33 percent strongly disagree (SDA), because they feel normal or do not sweat advances when presenting the material with English in front of the class.

The result of statement number ten showed that 10 students chose agree (A) with 13,89 percent, because they are feeling breathless and unstable when they are saying something in English in front of the class. At the same time, 18 students choose neutral

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(N) with 25,00 percent, because sometimes they are still sweaty when speaking in front of the class using English without preparation. 34 students chose to disagree (D), and 10 students strongly disagree (SDA) with 13,89 percent, because they felt normal when speaking in front of the class.

The researcher found in statement number seven-teen that 8 students strongly agree (SA) with 11,11 percent, and 20 students choose agree (A) with 27,78 percent, because they are feeling normal and confident when presented the material in English. Meanwhile, 21 students chose neutral (N) with 29,17 percent, because sometimes they felt normal, but in another situation, they can feel trembling and nervous too. At the same time, 21 students also disagree (D) with 29,17 percent, and 2 students strongly disagree (SDA) with 2,78 percent, because they are feeling trembled when presenting the material in English.

In statement number twenty-three the researcher found 2 students strongly agree (SA) with 2,78 percent, and 12 students choose agree (A) with 16,67 percent, the students choose both options because they feel normal when they come forward to say something in English in front of the class. While, 28 students choose neutral (N) with 38,89 percent in this option because sometimes they are feeling normal, but in another situation, they can feel trembled too. 28 students disagree (D) with 38,89 percent in this statement,

and 2 students strongly disagree (SDA), because they are feeling trembling when say something in English in front of the class.

The last statement is a number of twenty-nine, the result shows 2 students with 2,78 percent choose strongly agree (SA), and 18 students choose agree (A) with 25,00 percent, the students choose both options because they felt normal and do not sweat a lot when they are presenting the material in English. At the same time, 28 students chose neutral (N) with 38,89 percent, because sometimes they felt normal, but sometimes still sweaty when presented the material in English because they feel nervous. In the last options 21 students chose disagree (D) with 29,17 percent, and 3 students chose strongly disagree (SDA) with 4,17 percent, because they are sweaty when they present the material in English.

The researcher counts the mean scores of five statement above such as; 0,33 percent of students choose strongly agree (SDA), 1,54 percent students choose agree (A), 2,22 percent students choose neutral (N), 2,41 percent students choose disagree (D), and 0,44 percent students choose strongly disagree (SDA). The results of the mean scores explain the highest score is 2,41 percent. It means most students disagree (D) of this statement. There is the supporting data based on the results of interview with some students who have been an interviewer, the results as follows:

"Saat menyampaikan materi didepan kelas saya tidak merasa gerah, karena mungkin saya sudah mempersiapkan materi dari awal untuk dipresentasikan". (My body did not sweat, when I presented the material in front of the class, may be because I have prepared my material in the beginning). {Interview with SDL, Friday 14th October 2022}.

"Kalau itu (berkeringat) alhamdulillah engga sama sekali…". (No, I'm not sweaty alhamdulillah…). {Interview with TNA, Monday 17th October 2022}.

"Alhamdulillah saya ga merasa keringetan sih mbak pas menyampaikan materi didepan kelas…". (Alhamdulillah, I do not sweaty when presented the material in front of the class…). {Interview with FNF, Monday 17th October 2022}.

Based on the results of interviews and questionnaire statements conducted by researcher with students, when speaking English, the majority of students are breathing normally, they just feel sweaty in the beginning. The students did not tremble and or sweat when speaking English in front of the class, because they need to adapt with the situation when presenting their material in front of the class.

f. Low Self-Efficacy

The researcher found the data that there was low self-efficacy from the students of third semester in class of A, H, and I after they filled out the questionnaire. The results of the questionnaire are as follows:

Table 4. 6 Low Self-Efficacy

No	Statements	SA (%)	A (%)	N (%)	D (%)	SDA (%)

11	Result of low score values makes me feel unsure about speaking English fluently.	8 (11,11)	8 (11,11)	25 (34,72)	24 (33,33)	7 (9,72)
12	Getting a low score makes me unsure of my English abilities.	24 (33,33)	23 (31,94)	11 (15,28)	8 (11,11)	6 (8,33)
18	Low score doesn't make me stop learning English.	4 (5,56)	18 (25,00)	17 (23,61)	28 (38,89)	5 (6,94)
24	I feel confident about my English skills even though my English scores are low.	7 (9,72)	25 (34,72)	17 (23,61)	22 (30,56)	1 (1,39)
30	High score will make me more diligent in learning English.	33 (45,83)	16 (22,22)	14 (19,44)	3 (4, 17)	6 (8,33)
	Mean Score	1,47	1,74	1,62	1,64	0,48

Diagram 4. 6 Low Self-Efficacy
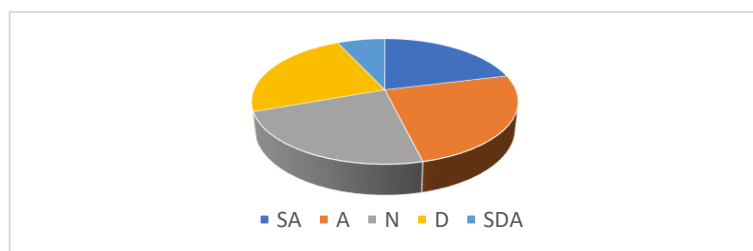
The researcher found in this table, the statement number eleven such as; 8 students with 11,11 percent strongly agree (SA), and agree (A) to this statement, because having low scores makes them feel unsure about their speaking skills ability. At the same time

the researcher found that 25 students chose neutral (N) with 34,72 percent, because the low scores do not make them unsure with their speaking ability. Meanwhile, 24 students choose to disagree (D) with 33,33 percent, and 7 students strongly disagree (SDA), because they are confident and sure with their speaking ability however, they have a low score.

In statement number twelve the researcher found that 24 students strongly agree (SA) with 33,33 percent, and 23 students choose agree (A) with 31,94 percent, because they were not sure with their speaking ability. 11 students choose neutral (N) with 15,28 percent, because they are still believing with their speaking ability even, they get a low score. Meanwhile, 8 students choose to disagree (D) with 11,11 percent, and 6 students strongly disagree (SDA) with 8,33 percent, because they are confident and believe they can improve their speaking ability even get a low score.

In statement number eight-teen, the researcher found that 4 students strongly agree (SA) with 5,56 percent, and 18 students choose agree (A) with 25,00 percent, because they are believing and confident, they can improve their speaking skill even if they have a low score. 17 students choose neutral (N) with 23,61 percent, because they can improve their speaking ability. The last options, 28 students disagree (D) with 38,89 percent, and 5 students strongly

disagree (SDA) with 6,94 percent, because having a low score makes them want to stop learning.

In the table above shows about the answers from students at statement number twenty-four such as; 7 students with 9,72 percent choose strongly agree (SA), and 25 students with around 34,72 percent choose agree (A), because they feel confident about their English skill even though their English scores are low. In the other option 17 students choose neutral (N) with 23,61 percent, because in other situations they still feel afraid about their English scores. However, 22 students disagree (D) with 30,56 percent, and 1 student strongly disagree (SDA) with 1,39 percent, because they feel afraid and less confident when their English scores are low.

In statement number thirteen, 33 students strongly agree (SA) with around 45,83 percent, and 16 students choose agree (A) with 22,22 percent, because a high score will make them more diligent in learning English. At the same time, 14 students chose neutral (N) with 19,44 percent, because maybe having high scores does not really affect their learning style. However, 3 students disagree (D) with 4,17 percent, and 6 students strongly disagree (SDA) with 8,33 percent, because getting high scores does not really make them diligent in learning English.

Based on the score of the statement above, the researcher counts the mean scores of five statements from the factor of low self-efficacy. The mean scores are as follows; 1,47 percent of students choose strongly agree (SA), 1,74 percent students choose agree (A), 1,62 percent students choose neutral (N), 1,64 percent students choose disagree (D), and 0,48 percent students choose strongly disagree (SDA). The data above explain the highest scores from students is agree (A) with he supporting data from the interview with some students who have been a participant of questionnaire, the results of interview as follows:

"Engga mba, dalam artian saat saya dapat nilai kurang bagus bukan berarti saya tidak bisa meningkatkan atau tidak yakin dengan kemampuan yang saya miliki". (No, I don't, if I got a low score, it does not mean I can't improve and I don't believe in my speaking ability). {Interview with IAH, Monday 17th October 2022}.

"Saya yakin bisa InsyaAllah kak, kalau yakin pasti bisa". (I believe in me InsyaAllah, if I believe I can do it). {Interview with FNF, Monday 17th October 2022}.

"Saya yakin bisa meningkatkannya (speaking skill), walaupun saya masih merasa kurang". (I believe I can improve my speaking ability, even though I still feel less). {Interview with NF, Monday 17th October 2022}.

Based on the results of interviews and the highest scores conducted by researcher with students, the majority of students feel confident even though their English scores are low because they think that they are in the process of learning. They believe that they

can improve their English-speaking skills, even though their grades are not satisfactory.

2. The Dominant Factors of Speaking Anxiety for EFL Learners

From the classification questionnaire of the students for each indicator above, the researcher could answer the formulation of the problems. In this research that were dominant factors of anxiety that the students feel in speaking. The researcher made a conclusion by dividing six factors of anxiety such as; Over self-prediction toward fear, Irrational faith, Over sensitivity toward threat, The sensitivity of anxiety, Wrong attribution of body signal, and Low self- efficacy. There were 30 statements in the questionnaire and it was divided into 2 parts, there were positive statements and negative statements.

Table 4. 7 Dominant Factors of Anxiety

No	Factors of Anxiety	Mean Score
1	Over Self-prediction toward Fear	2,49
2	Wrong Attribution Body Signal	2,41
3	Over sensitivity toward Threat	2,37
4	The Sensitivity of Anxiety	2,18
5	Irrational Faith	2,06
6	Low Self-efficacy	1,74

Diagram 4. 7 Dominant Factors of Anxiety

- Over Self-Prediction toward Fear
- Wrong Attribution Body Signal
- Over Sensitivity toward Threat
- The Sensitivity of Anxiety
- Irrational Faith
- Low Self-Efficacy
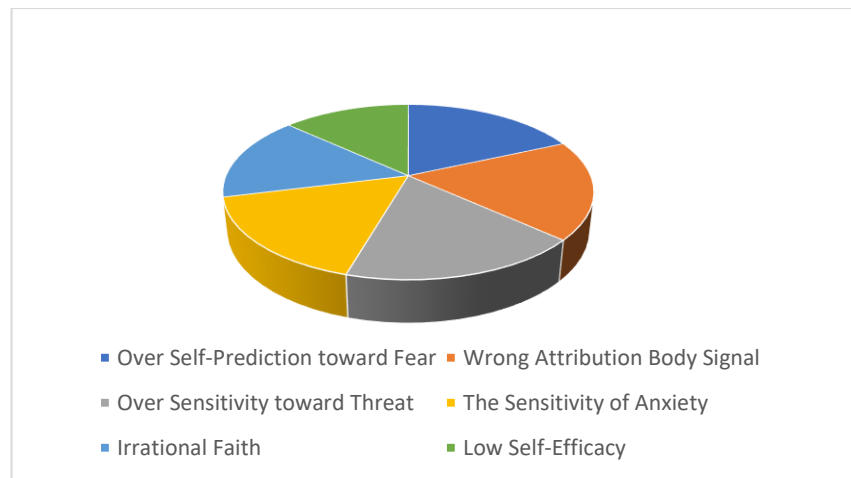
Based on the table above, the result shows the dominant factor of anxiety in speaking. The majority of students disagreed (D) in the statement of "over self-prediction toward fear", the resulting percentage of over self-prediction toward fear is 2,49 percent. The students choose to disagree with "Over Self-prediction toward Fear", because they are feeling afraid when speaking English with their friends or in front of the class. They are feeling afraid, because they afraid to not understand to their friends speaking about, they are afraid to say wrong pronunciation, and afraid to say something in English because they have low vocabulary.

B. Discussion

The discussion purpose is to discuss the data results in order to get a conclusion from the research questions. This study was carried out during the third semester at UIN Raden Mas Said Surakarta with the population of

72 students. The purpose of this research was to know about the factors that make students anxiety and to identify the dominant factors that make students anxiety in Speaking. The researcher conducted the study by giving a questionnaire to the students in order to find out the dominant factor of speaking anxiety among the students.

According to Horwitz and Cope (1989), there are six factors of students' speaking anxiety, which are as follows: Over prediction of fear, when students tremble in front of the class to perform and wonder whether the other students have a negative perception; Irrational faith and self-defeating behavior can increase anxiety disorders. It is the same when students face a problem. For example, students may believe, "I can't do it." That suggestion will disrupt the plan and encourage the behavior. Oversensitivity to threat, when students believe they are in a safe situation but think something will happen that causes them to be afraid; sensitivity to anxiety, when students experience fear and panic, which is described by a rapid heartbeat and shortness of breath; wrongly attribution of body signal, which means the heartbeat will rise, the breath will be quick, and students will perspire; According to Rathus (2005), people with low self-efficacy are more anxious in situations when they doubt their own abilities. People who have low self-efficacy are less confident in their ability to do the activity successfully such as speaking in front of the class and speaking with other people using English.

Based on the questionnaire results, this research showed that a dominant factor can contribute to anxiety when speaking English in the class. The researcher discovered that 30 students are still nervous and afraid when they make some conversation with their friends. Then, the dominant factor that the researcher found is "Over Self-prediction toward Fear", the students difficult to speaking English with their friends in the class or in front of the class, because they felt afraid when speaking English, fear to making mistake, and unconfident to perform their speaking skill, so that before being called by the expert students felt anxious. Based on the results of an interview with ten students, the researcher concluded that most students are afraid of making mistakes when speaking English with someone else, not being able to answer their friends question in English, to not understanding what their friends talking about, to not being fluent in speaking English, and to spelling wrong pronunciation. They cannot control their suggestion when speaking English in front of the class and they need to adjust themselves when presenting something in English. Meanwhile, Rochelle (2011), stated that students are able to feel anxious, worried, nervous, shy, and fear of making mistakes when they are trying to speak English better. The students can speak English better in the future if they realize their own psychological problems and also have to deal with their anxiety states.

Based on Risaldi (2018), the results of this research conducted the causes of students' anxiety in expressing opinion in the speaking class. The

students of the English department at Muhammadiyah university of Makassar had external and internal factors, the external factors such as lack of preparation, limited vocabulary, grammatical error, friends or classmates, and embarrassment. While, the internal factors such as lack of confidence, shyness, motivation, and fear of making mistakes.

The results between my research and other research had similarities that is equally researching about the factors of anxiety, and looking for the dominant factors just from the answer of questionnaire, but in this research was focus to found out the dominant factor that make the students feel anxiety based on the answer of questionnaire and supporting data from interviews with some students who have anxiety in speaking.

In summary, the dominant factors that contribute to students speaking anxiety in the third semester of English major UIN Raden Mas Said Surakarta in the academic year of 2022/2023 are "Over Self-Prediction toward Fear". The students felt afraid when speaking with their friends or someone else, because they over prediction to themselves, they always think that other students or other peoples are better than them, so that makes them feel unconfident and fear of making mistakes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of a questionnaire adopted from Horwitz (1989). The factor that contributes to students speaking anxiety is over self-prediction toward fear that the score was 2,49 percent. It showed that over self-prediction toward fear was higher than other factors. There were 30 students who still felt anxious when speaking English, and there were six factors of students speaking anxiety, such as: over self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, and low self-efficacy.

Based on the result of the questionnaire and supporting data from the interview, the researcher found the dominant factor that contributes to students speaking anxiety. The dominant factor that contributed to the students feeling anxiety in speaking at the third semester English Department of UIN Raden Mas Said Surakarta was "Over Self-prediction toward Fear". The students have difficulty speaking English with their classmates, afraid of not being fluent in speaking English, and fear of making mistakes, because they have low vocabulary, to not understand what their friends are talking about, and to spelling error pronunciation.

The students' speaking anxiety affects the function of speaking in daily activity, such as the functions of speaking as interaction and speaking

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as performance. Speaking as interaction and speaking as performance is a function of speaking that is experienced by students in their daily activities in their class, because if seen from the highest scores in the research results above, students feel afraid when answering or talking with their friends in English. if they are afraid when speaking English with their friend, it will interfere with how they interact with English in their class. Meanwhile, there are two types of anxiety such as; state anxiety and trait anxiety. The students with the highest score above were in state anxiety type. State anxiety is a condition in which a person feels anxious but only temporarily because they need time to either adjust to speaking English or study harder. So that their speaking performance can increase and they can speak English fluently.

B. Suggestion

1. For Teacher/Lecturer

   To minimize language anxiety in speaking skills, teachers must understand every worry experienced by their students from the beginning. Following that, the teacher can make the classroom atmosphere cheerful, creating a positive mood that minimizes anxiety. Students that are happy and not nervous will find it easier to learn, especially in English classes.

2. For Learners

   For the students who feel anxious, students must remember in their mind that nobody is aware of their fear except if there are outward signs of nervousness. Students need to be a little more relaxed when

speaking English with others, because nervousness can be controlled by yourself. Students must focus on getting their message across to the audience and not be afraid to make mistakes, because mistakes are the best way of learning.

3. For Further Researcher

The researcher hopes that future researchers will do better research on students' speaking anxiety and increase the research to include other skills like reading, writing, and listening.

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APPENDICES

APPENDIX 1 : The Answer of Questionnaire 3A

Respondent	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																		Number of Items														
MAF	A	4	4	5	5	5	4	4	4	3	4	3	5	4	3	3	3	5	1	2	2	2	3	2	4	4	2	5	4	3	5
AAPP	A	3	5	5	5	5	4	5	4	4	2	3	1	3	2	3	3	4	2	3	2	5	3	3	2	3	3	4	4	3	5
FNF	A	3	5	4	4	5	4	5	5	3	1	5	1	1	3	3	4	5	3	3	2	2	3	2	2	3	2	3	3	2	5
OPS	A	2	3	4	5	4	4	4	3	4	1	3	3	2	2	2	2	4	4	2	2	2	3	2	2	3	3	4	3	3	5
SKA	A	5	4	4	5	5	4	4	5	3	3	5	5	2	2	4	1	4	1	2	2	2	1	2	3	2	1	5	3	2	5
EUS	A	1	2	3	5	5	2	5	4	4	2	5	4	2	3	3	1	2	2	3	3	4	3	2	2	2	1	2	3	2	5
FE	A	1	2	1	5	5	1	5	4	3	2	5	4	2	1	2	1	1	3	3	3	4	1	2	2	2	1	2	3	2	5
ANT	A	3	2	4	5	3	5	4	5	1	3	1	5	5	5	1	3	4	4	3	2	2	3	2	5	3	5	2	3	3	5
MKP	A	1	4	5	5	3	4	3	5	3	2	4	4	1	2	2	1	3	1	2	2	2	1	1	1	2	3	2	3	3	5
APA	A	3	3	5	5	4	3	4	4	2	3	2	5	4	3	3	3	3	4	2	1	3	3	3	2	4	2	3	3	4	5
GTL	A	3	2	2	1	2	2	1	1	4	1	2	4	5	4	4	4	4	2	5	5	4	4	4	5	2	2	2	2	4	5
SYGN	A	2	4	4	5	5	3	4	4	2	3	1	4	2	3	3	2	4	3	2	2	4	1	3	2	2	2	3	3	4	5
RDA	A	3	4	5	5	5	3	5	5	3	2	3	5	3	3	2	4	3	2	5	2	2	3	2	4	2	3	2	2	4	5
NC	A	5	2	4	4	4	4	2	4	3	2	2	5	4	5	5	4	5	2	3	2	2	2	5	2	2	2	5	4	4	5
ZA	A	5	4	4	4	3	3	3	4	3	3	3	5	3	4	4	3	4	3	2	2	4	2	3	2	3	2	4	3	2	4
FA	A	3	3	3	1	3	2	2	2	3	4	4	3	4	3	3	3	4	3	3	3	3	4	4	3	3	2	4	4	4	1
RMF	A	3	2	2	1	3	1	5	4	1	1	1	3	5	5	3	3	3	1	5	5	5	2	3	4	5	3	3	3	3	3
DAR	A	2	3	3	4	2	2	3	3	2	1	3	5	3	4	2	3	4	1	3	3	2	2	3	4	4	4	3	2	3	3

ARA	A	3	3	3	4	4	4	5	5	3	3	4	4	2	2	3	2	3	4	2	2	2	1	1	2	2	1	2	1	2	4
NF	A	3	3	5	5	5	5	5	5	5	3	5	4	2	2	2	2	3	4	2	2	2	2	2	2	3	2	2	2	2	3
FVA	A	5	4	4	4	4	3	4	4	4	3	4	5	2	2	3	4	2	2	2	2	3	2	2	2	4	4	3	2	3	3
IAH	A	3	2	3	4	5	4	5	4	3	3	3	5	4	3	2	2	2	2	2	3	2	2	2	3	3	2	3	2	2	3

APPENDIX 2 : The Answer of Questionnaire 3H

Respondent	Class	Number of Items																													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
IJ	H	2	2	5	3	1	3	3	3	1	1	3	3	5	5	5	5	5	5	4	2	4	4	4	2	3	3	3	4	3	5
F	H	2	2	3	3	3	3	2	2	2	2	2	5	5	5	4	2	3	4	3	4	3	4	3	4	3	3	3	3	3	5
FRF	H	2	3	3	4	2	2	4	4	4	1	4	5	3	2	2	3	3	2	3	4	3	2	3	4	3	3	2	2	3	5
RPAA	H	3	3	4	2	2	2	2	2	2	2	2	5	4	2	5	4	3	3	3	2	5	4	4	4	4	4	4	5	4	5
AKW	H	2	3	4	4	4	3	3	4	4	2	3	4	3	3	3	2	3	2	3	3	3	2	3	3	2	4	2	3	1	5
AYV	H	5	4	5	5	3	4	5	5	3	2	2	5	2	2	3	2	3	3	2	1	2	2	3	3	2	2	3	2	2	5
ASY	H	2	3	4	5	5	4	4	4	2	4	3	3	3	4	2	2	2	4	2	2	4	2	2	2	2	4	2	2	2	5
MAB	H	1	3	4	4	4	4	2	3	4	2	2	2	2	3	2	3	2	3	2	2	1	2	2	3	1	3	1	3	1	3
SPW	H	1	3	4	2	2	3	4	2	2	2	4	4	4	5	3	2	4	3	3	4	2	2	4	4	3	1	5	3	3	5
SA	H	3	3	4	5	2	2	4	3	4	2	2	5	4	2	4	3	2	3	3	2	4	1	2	4	4	3	4	2	4	5
S	H	3	1	4	1	3	3	1	1	3	1	1	5	5	5	3	5	3	2	5	2	5	5	3	4	1	4	5	3	4	5
ZMF	H	3	2	3	5	3	2	2	2	1	1	3	5	4	4	3	3	4	2	4	5	4	4	3	4	2	1	2	2	4	5
TH	H	3	3	3	2	4	5	3	2	3	4	3	5	3	3	4	4	3	4	3	3	2	4	4	3	3	2	4	3	3	3
DNV	H	3	4	4	4	3	2	3	4	4	2	3	5	2	3	3	2	3	4	2	2	3	2	2	3	4	3	3	3	3	4
YAS	H	3	4	4	5	4	4	4	4	3	4	3	4	3	2	3	2	2	3	2	2	2	2	2	3	4	2	2	3	3	2

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
IND	H	2	4	4	5	4	3	4	4	4	4	3	4	4	3	4	2	2	3	2	2	2	2	2	4	3	2	3	3	3	3
AS	H	3	4	4	5	4	3	4	4	3	2	3	3	3	2	2	1	4	3	2	2	2	2	3	2	1	3	2	2	4	4
SMS	H	3	4	3	4	4	2	3	3	4	3	2	1	2	3	2	2	3	5	2	3	2	2	4	5	3	3	4	4	4	4
MHIN	H	4	4	4	4	4	4	4	4	2	2	2	4	3	2	2	2	2	4	2	2	2	2	2	4	4	2	2	2	3	4
JA	H	4	4	4	4	3	3	4	2	1	3	2	4	3	3	3	4	3	4	4	2	4	2	2	3	2	2	3	3	3	4
YH	H	3	3	2	2	4	3	3	4	4	4	3	1	2	2	3	1	2	3	3	3	2	3	2	2	2	3	3	2	1	1
SDL	H	2	4	4	3	3	3	4	4	2	2	3	1	3	2	3	2	3	3	2	2	3	3	3	2	3	2	2	2	2	1
WKN	H	2	4	4	5	4	3	4	4	5	2	3	2	2	2	4	2	5	4	1	3	5	3	2	4	4	3	5	4	4	4
ASN	H	2	2	4	5	3	3	4	4	5	4	5	5	2	2	4	2	5	2	4	5	1	3	2	4	5	3	5	5	4	1
AS	H	2	1	4	5	3	3	4	5	5	4	5	2	4	2	2	2	5	2	4	5	5	5	2	4	5	2	3	4	4	1

APPENDIX 3 : The Answer of Questionnaire 3I

Respondent	Class	Number of Items																													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
FAZ	I	2	3	3	3	4	3	3	4	2	2	3	5	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	5
ZA	I	2	4	4	4	4	3	4	4	3	3	4	4	2	2	3	1	3	4	2	2	5	2	2	4	3	1	4	3	3	5
RW	I	3	4	3	2	2	3	3	2	2	2	2	4	3	2	4	3	2	2	2	2	3	3	2	2	3	2	2	2	2	5
R	I	3	3	2	2	4	4	4	4	2	2	2	5	2	3	3	2	2	2	3	3	2	2	2	3	2	2	3	3	2	5
LAM	I	4	4	4	4	4	3	4	4	2	3	3	3	2	2	2	2	4	2	2	4	2	3	3	4	2	2	4	2	2	5
CANF	I	4	4	4	4	3	3	4	4	2	3	5	4	2	3	3	2	3	5	2	3	3	2	2	3	3	3	4	5	3	5
IAL	I	3	2	4	4	4	3	2	3	4	2	4	4	2	2	3	2	2	3	2	2	3	2	3	2	4	2	3	2	3	5
SINH	I	2	3	3	4	1	4	1	3	5	2	1	5	3	3	5	2	1	4	3	3	5	2	5	5	5	3	2	3	5	5
TN	I	2	3	2	4	3	4	3	2	4	4	2	4	2	3	2	3	3	2	3	2	4	3	3	2	2	2	2	2	5	4

I	I	3	4	4	4	3	2	4	4	4	2	3	3	2	3	2	3	3	4	2	3	3	2	3	4	3	3	2	2	2	4
SAAA	I	2	1	3	3	3	4	3	3	2	2	2	5	3	4	4	4	4	2	3	2	4	3	3	4	3	2	3	3	3	2
SW	I	2	3	3	4	2	4	3	3	2	3	2	4	2	3	2	2	2	2	4	3	5	2	3	2	4	2	4	2	3	3
RARJP	I	2	2	3	3	3	4	3	2	4	2	1	2	3	5	2	3	4	2	2	4	3	3	3	4	1	3	3	4	3	3
UN	I	2	3	4	4	3	4	3	3	4	3	2	2	2	2	2	3	2	2	4	2	3	2	3	4	4	2	2	3	2	3
MCN	I	4	2	2	2	2	2	2	2	3	1	2	2	2	5	2	4	5	5	4	4	5	5	4	3	3	4	3	4	2	3
RP	I	2	2	3	2	3	2	3	4	2	2	2	3	4	4	2	4	4	4	4	4	4	3	4	4	2	4	4	3	4	4
HINF	I	2	3	4	4	4	4	3	3	2	2	3	1	4	2	2	3	4	2	3	3	3	2	4	5	2	4	3	3	4	4
IA	I	4	2	2	4	2	1	2	2	2	2	2	4	4	4	4	4	4	2	4	4	4	4	4	4	2	4	4	4	4	4
CSF	I	2	4	4	3	4	4	3	3	4	3	1	4	2	4	1	3	2	2	1	4	3	3	3	5	2	3	3	3	2	4
AR	I	4	3	4	4	3	4	3	3	3	2	2	3	4	2	2	5	4	4	3	3	4	4	4	4	3	3	3	4	3	4
CMS	I	2	3	3	4	3	4	3	3	2	2	3	2	2	2	2	3	2	2	3	3	5	2	3	2	3	2	3	2	2	4
FF	I	2	4	4	5	4	3	5	5	3	2	3	3	3	2	1	2	2	2	2	3	4	2	2	5	3	2	1	3	2	3
RBP	I	2	3	4	4	3	3	3	3	1	2	2	2	2	2	2	3	2	2	2	3	3	2	2	4	4	2	3	2	2	2
EYRRH	I	1	3	3	3	2	4	3	3	2	2	2	4	3	2	2	3	2	2	3	3	3	2	3	3	4	3	2	2	3	1
DH	I	2	3	3	4	4	3	4	4	4	3	2	4	2	4	4	2	4	2	3	3	3	4	3	3	4	3	3	4	3	3

APPENDIX 4 : STUDENTS RESPONSE QUESTIONNAIRE

The Responses of 3A Class

RESPONDENT	CLASS	SA	A	N	D	SDA
MAF	A	7	10	7	5	1
AAPP	A	7	6	11	5	1
FNF	A	7	4	10	6	3
OPS	A	2	8	9	10	1
SKA	A	8	6	4	8	4
EUS	A	5	4	7	11	3
FE	A	5	3	5	9	8
ANT	A	9	4	9	5	3
MKP	A	4	4	7	8	7
APA	A	4	7	13	5	1
GTL	A	5	10	1	10	4
SYGN	A	3	8	8	9	2
RDA	A	8	4	9	9	0
NC	A	8	9	2	11	0
ZA	A	2	10	12	6	0
FA	A	0	9	15	4	2
RMF	A	7	2	12	3	6
DAR	A	1	6	13	8	2
ARA	A	2	7	7	10	4
NF	A	8	2	6	14	0
FVA	A	2	11	7	10	0
IAH	A	3	4	11	12	0

The Responses of 3H Class

RESPONDENT	CLASS	SA	A	N	D	SDA
IJ	H	8	5	10	4	3
F	H	4	5	13	8	0
FRF	H	2	7	11	9	1
RPAA	H	5	10	5	10	0

AKW	**H**	1	7	14	7	1
AYV	**H**	7	2	8	12	1
ASY	**H**	3	9	4	14	0
MAB	**H**	0	5	9	11	5
SPW	**H**	3	9	8	8	2
SA	**H**	3	10	7	9	1
S	**H**	9	4	8	2	7
ZMF	**H**	4	8	7	8	3
TH	**H**	2	8	16	4	0
DNV	**H**	1	8	13	8	0
YAS	**H**	1	9	9	11	0
IND	**H**	1	11	9	9	0
AS	**H**	1	8	9	10	2
SMS	**H**	2	9	10	8	1
MHIN	**H**	0	13	2	15	0
JA	**H**	0	11	11	7	1
YH	**H**	0	4	12	10	4
SDL	**H**	0	4	12	12	2
WKN	**H**	5	12	5	7	1
ASN	**H**	9	8	4	7	2
AS	**H**	9	8	3	8	2

The Responses of 3I Class

RESPONDENT	CLASS	SA	A	N	D	SDA
FAZ	**I**	2	3	22	3	0
ZA	**I**	2	11	8	7	2
RW	**I**	1	3	9	17	0
R	**I**	2	4	9	15	0
LAM	**I**	1	11	6	12	0
CANF	**I**	4	8	12	6	0
IAL	**I**	1	7	9	13	0
SINH	**I**	9	3	9	5	4

		SA	A	N	D	SA
TN	I	1	7	9	13	0
I	I	0	9	12	9	0
SAAA	I	1	7	13	8	1
SW	I	1	6	10	13	0
RARJP	I	1	6	13	8	2
UN	I	0	7	10	13	0
MCN	I	5	7	5	12	1
RP	I	0	15	6	9	0
HINF	I	1	10	10	8	1
IA	I	0	19	0	10	1
CSF	I	1	9	11	6	3
AR	I	1	13	12	4	0
CMS	I	1	3	12	14	0
FF	I	4	4	9	11	2
RBP	I	0	4	9	16	1
EYRRH	I	0	3	14	11	2
DH	I	0	12	13	5	0

APPENDIX 5 : Analysis of The Questionnaire Answers

NO	The Factors of Anxiety	No. Items	The Answers of Questionnaire					Total Participants
			SA	A	N	D	SA	
1	Over Self-prediction toward Fear	1	5	8	25	28	6	72
		2	2	24	27	16	3	72
		13	6	15	20	29	2	72
		19	4	10	26	30	2	72
		25	4	17	25	22	4	72
2	Irrational Faith	3	8	36	20	7	1	72
		4	23	29	8	8	4	72
		14	9	10	22	30	1	72
		20	5	8	23	34	2	72
		26	1	10	26	28	7	72
3	Over Sensitivity toward threat	5	11	24	24	11	2	72
		6	3	26	27	13	3	72
		15	4	13	25	27	3	72
		21	11	17	19	23	2	72

		27	7	13	27	23	2	72

#	Description	Item						Total
		27	7	13	27	23	2	72
4	The Sensitivity of Anxiety	7	11	26	23	9	3	72
		8	10	31	17	12	2	72
		16	3	12	23	27	7	72
		22	3	10	19	34	6	72
		28	3	14	31	23	1	72
5	Wrong Attribution Body Signal	9	5	20	20	21	6	72
		10	0	10	18	34	10	72
		17	8	20	21	21	2	72
		23	2	12	28	28	2	72
		29	2	18	28	21	3	72
6	Low Self-efficacy	11	8	8	25	24	7	72
		12	24	23	11	8	6	72
		18	4	18	17	28	5	72
		24	7	25	17	22	1	72
		30	33	16	14	3	6	72
Item Scores			226	523	656	644	111	

APPENDIX 6 : FIELD NOTE INTERVIEW STUDENTS

INTERVIEW TRANSCRIPTS

Time   : **Friday, October 14th 2022. At 08.45 WIB**

Informant   : **IND**

Me   : Oke Dek, jadi disini saya akan menanyakan 10 pertanyaan ya? Dijawab sesuai sama yang kamu alamin aja selama perkuliahan beberapa semester ini oke?

IND   : Oke mbak siap.

Me   : Oke siap yang pertanyaan prtama ya. Jadi kalau boleh tau kamu lebih PD ngomong pake Bahasa Inggris atau Indonesia saat didepan kelas?

IND : Aku lebih percaya diri ngomong pakek bahasa Indonesia mba, ngga

percaya diri pakek Bahasa Inggris soalnya takut salah tar

diketawain.

Me : Takut diketawain temen-temen gitu? Emm terus kalau lagi ngobrol

sama temen-temen pakek Bahasa inggris, kamu ada rasa takut ga

buat jawab pertanyaan dari mereka?

IND : Iya mba hehe. Kalau sama temen engga takut sih mba, malahan

seneng jadi bisa belajar bareng.

Me : Oke jadi buat ngelatih juga yaa. Terus missal dikelas ngomong

pake Bahasa inggris kamu suka ngerasa gugup gitu ga sih?

IND : Pas ngomong Bahasa Inggris dikelas saya pasti gugup mba, ya itu

karena takut salah entah makna atau pronoun nya.

Me : Ohh gitu oke, kalau pas dosen minta kamu untuk ngjejelasin ulang

materi yang baru disampaikan pake Bahasa inggris gitu kamu ada

rasa gugup ga?

IND : Pas dosen minta aku untuk jelasin ulang pasti deg-degan lah mbak

karena aku takut gapaham sama apa yang dosen jelasin pas waktu

itu.

Me : Terus kalau lagi presentasi gitu diperhatiin sama temen-temen dan

dosen itu bikin kamu gugup ga sih?

IND : Iya mba bikin gugup banget soalnya aku orangnya ga PD an.

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Me : Insecureran nih hehe terus kalau lagi presentasi didepan kelas kamu ngerasa takut atau cemas ga?

IND : Iya mbak saolnya takut pada ga paham dan cemas juga takut penyampaianku jelek.

Me : Ooh Oke. Kalau pas presentasi gitukamu ngeraa sumuk atau berkeringat ga?

IND : Pas awal maju sih agak keringatan, tapi kalau pas nyampein udah slow dan menikmati aja insyaAllah mbak.

Me : Jadi butuh waktu nyesuaikan juga yaa. Terus kalau presentasi napas agak berat ga? Kek sering ambil napas gitu.

IND : Pas presentasi sih suka kaya ngerasa asam lambung tuh naik.

Me : Kek mual gitu dong ya saking nervousnya. Dan kalau dapet nilai speaking yang kurang bagus gitukamu masih ngerasa yakin ga sama kemampuan speaking yang kamu punya?

IND : Kurang yakin sama kurang PD sih mba.

Me : Terakhir nih dek, pas presentasi gitu pernah ngerasa pusing atau sesek gitu ga?

IND : Kalau pas presentasi sih insyaAllah engga ya mba Cuma ya deg-degan aja.

Me   : Emang susah ya kayanya ngilangin deg-degan pas lagi jadi pemateri tuh hehe Okay Alhamdulillahi jaza killahu khoiro ya adek udah nyempetin waktunya. Lancar barokah kuliahnya.

IND   : Oke mba aaminn.

Time   : Friday, October 14ᵗʰ 2022. At 09.00 WIB

Informant   : AS

Me   : Baik mba, ada 10 pertanyaan ya mba. Dijawab sesuai sama yang mba alamin aja dikelas yaaa

AS   : Baik mba.

Me   : Oke mulai ya, mba kalau ngomong didepan kelas lebih PD pake Bahasa inggris atau Bahasa Indonesia?

AS   : Saya lebih PD ngomong pake Bahasa Indonesia sih mba, karena kalau pake Bahasa Inggris belum ngerti sepenuhnya.

Me   : Baik, terus kalau lagi ngobrol sama temen-temen pake Bahasa Inggris mba ngerasa takut ga untuk jawab pertanyaan mereka?

AS   : Kadang saya takut ga bias menjawab dan paham sama apa yang mereka omongin sih mba.

Me   : Berarti karena bener-bener belum ngerti sepenuhnya lah ya. Terus kalau dikelas nih diminta untuk ngomong Bahasa inggris mba ngerasa gugup ga?

AS   : Iya mba karena kosa kata yang masih kurang.

Me   : Kekurangan vocabnya juga bikin makin gugup berarti ya mba. Terus kalau dosen minta mba untuk ngejelasin ulang materi yang baru disampaikan pake Bahasa inggris mba ngerasa deg-degan ga?

AS   : Iya mba gugup karena kadang saya kurang paham sama apa yang dijelaskan sama dosen saat itu.

Me   : Emm terus pandangan mata dari temen-temen dan dosen itu bikin mba makin gugup ga sih? Atau malah nyaman karena diperhatiin pas presentasi?

AS   : Iya mba makin gugup, soalnya pas ngejelasin jadi sedikit terbata-bata ngomongnya.

Me   : Oke, terus pas lagi presentasi didepan kelas gitu, mba ngerasa takut atau cemas ga?

AS   : Iya mba saya sering ngerasa cemas pas presentasi, karena takut salah sama apa yang saya sampaikan.

Me   : Kalau pas lagi presentasi pake Bahasa Inggris didepan kelas, mba ngerasa keringetan atau sumuk gitu ga?

AS   : Iya mba efek dari grori (cemas), jadi suka keringetan.

Me : Oke mba, terus pas presentasi pake Bahasa inggris juga suka ngerasa napas tuh agak berat ga? Kaya jadi sering ambil napas gitu.

AS : Iya mba terkadang, efek dari grogi juga mba.

Me : Oke berarti karena cemas atau grogi itu ya jadi suka kaya gitu. Dan semisal nilai dikelas speaking mba nilainya kurang bagus mba masih ngerasa yakin ga sama speaking skill yang mba punya?

AS : Iya mba suka ngerasa gay akin karena saya masih kurang banget ngomong Bahasa inggrisnya.

Me : Baik mba, wajar si mba ngerasa kaya gitu, Cuma yang penting tetap semangat aja belajarnya. Terakhir ya mba, kalau presentasi pake Bahasa inggris suka ngerasa pusing atau sesak ga mba?

AS : Ngga mba, saya ga ngerasa pusing Cuma grogi aja.

Me : Okay mba terima kasih sudah meluangkan waktunya ya, berkah selalu.

AS : Sama-sama mbaa aamiin.

Time : Friday, October 14th 2022. At 09.10 WIB

Informant : SDL

Me : Baik mba ada 10 pertanyaan ya yang saya tanyakan, dijawab sesuai sama yang mba alamin aja oke.

SDL : Oke mba.

Me : Yang pertama, mba kalau ngomong didepan kelas mba lebih PD pake Bahasa Inggris atau Indonesia?

SDL : Saya lebih PD ngomong pake Bahasa Indonesia ka, karena itu lebih sering saya gunakan.

Me : Oke mba, terus kalau lagi ngobrol sama temen-teme pake Bahasa inggris suka ngerasa takut ga buat jawab pertanyaan dari mereka?

SDL : Iya mba sedikit takut karena belum lancar ngomong pakek Bahasa Inggrisnya.

Me : Kalau dikelas ngomong pake Bahasa Inggris suka ngerasa gugup ga mba?

SDL : Iya sering gugup mba, karena kurang paham.

Me : Kalau pas dosen minta mba untuk ngejelasin ulang materi yang baru disampaikan pakek Bahasa Inggris mba deg-degan ga?

SDL : Lumayan deg-degan mba, mungkin karena spontan jadi sedikit kaget.

Me : Terus pandangan mata dari temen-temen dan dosen saat mba presentasi didepan kelas bikin mba gugup gasih?

SDL : Iya mba, saya ngerasa tertekan saat presentasi teman-teman dan dosen melihat kearah saya.

Me : Ngerasa diperhatikan banget ya didepan kelas berarti. Waktu mba presentasi didepan kelas pakek Bahasa Inggris mba ngerasa cemas atau takut ga?

SDL : Iya mba, karena saya ngerasa semua orang ngeliatin saya.

Me : Saat mba lagi presentasi didepan kelas mba ngerasa berkeringat atau sumuk ga?

SDL : Kalau itu engga sih mba, karena sebelumpresentasi sudah dipersiapkan materinya.

Me : Misal pas lagi presentasi juga mba pernah ngerasa napas tu agak berat ga? Kaya sering ambil napas gitu.

SDL : Engga juga mba, semisal saya udah paham sama materinya jadi udah enjoy aja.

Me : Terus kalau dapet nilai kurang bagus dikelas speaking mba ngerasa yakin ga sama kemampuan speaking yang mba punya?

SDL : Yakin mba, PD aja sih buat belajar juga biar lebih baik.

Me   : Terakhir ya mba, pas presentasi dikelas mba ngerasa rada pusing atau sesek gitu ga?

SDL   : Engga mba karena udah persiapan materi jadi ga sampai kaya gitu.

Me   : Baik mba, terima kasih ya atas waktunya, semoga berkah selalu.

SDL   : Iya mba sama-sama mba aamiin.

Time   : Friday, October 14th 2022. At 09.20 WIB

Informant   : RPAA

Me   : Mba nanti saya akan beri 10 pertanyaan ya, dijawab sesuai sama yang mba rasain dikelas selama 3 semester ini okay.

RPAA : Okay mba.

Me   : Kalau boleh tau kalau didepan kelas mba lebih PD ngomong pake Bahasa Inggris atau Indonesia mba?

RPAA : Pake Bahasa Indonesia mba, tapi saya selalu mengimprove skill English saya supaya terbiasa.

Me   : Okay mba, ters kalau lagi ngobrol-ngobrol sama temen pake Bahasa inggris mba ada rasa takut ga untuk jawab pertanyaan dari mereka?

RPAA : Sedikit sih mba, takut salah aja pronounce nya gitu.

Me   : Terus pas lagi dikelas ngomong pake Bahasa Inggris mba ngerasa gugup gasih?

RPAA : Kalau saya bukan ke gugup sih, tapi lebih ke gabisa lancar ngomongnya kata pake Bahasa Indonesia.

Me   : Pas dosen ada minta mba buat ngejelasin ulang materi yang baru disampaikan saat itu pake Bahasa Inggris mba deg-degan ga?

RPAA : Sedikit deg-degan mba, karena spontan kan jadi kaget gitu.

Me   : Terus pandangan mata dari teman-teman dan dosen pas lagi presentasi didepan kelas bikin mba gugup ga?

RPAA : Engga sih mba ga bikin gugup kalo pandangan dari orang.

Me   : Pada saat mba lagi presentasi didepan kelas, mba ngerasa takut atau cemas ga?

RPAA : Engga mba kalo aku udah mahamin materi nya dengan baik.

Me   : terus kalau lagi presentasi mba ngerasa berkeringat atau sumuk ga?

RPAA : Engga sih semua tergatung udah memahami materi nya atau belum

Me   : pas didepan kelas lagi presentasi mba ngerasa napas agak berat gitu ga? Kaya sering ambil napas gitu.

RPAA : Engga sih mba

Me   : Terus kalau dapet nilai kurang memuaskan dikelas speaking mba

         tetep ngerasa yakin sama kemampuan berbahasa inggris yang mba

         punya?

RPAA : Iya mba yakin

Me   : Pas presentasi didepan kelas mba pernah ngerasa pusing atau sesek

         ga?

RPAA : Engga sih mba

Me   : Okay mba berarti mba.

Time   : Friday, October 14th 2022. At 11.45 WIB

Informant   : FF

Me   : Langsung ya mba, ada 10 pertanyaan dijawab sesuai sama yang

         mba alamin aja ya.

FF   : Oke mba.

Me   : Kalau boleh tau mba lebih percaya diri ngomong pake Bahasa

         Inggris atau Indonesia mba?

FF   : Saya lebih PD ngomong pake Bahasa Indonesia sih mba, soalnya

         belum lancar kalau ngomng pake Bahasa Inggris.

Me   : Kalau lagi ngobrol sama temen-temen pake Bahasa Inggris mba

         ada rasa takut buat jawab pertanyaan mereka ga?

FF   : Engga sih mba, soalnya kan masih sama-sama belajar jadi wajar aja kalau masih salah-salah.

Me   : Terus pas dikelas ngomong pake Bahasa Inggris ngerasa gugup ga?

FF   : Pasti gugup sih mba soalnya kalau ngomong pake Bahasa Inggris masih belum lancar gitu.

Me   : Kalo pas dosen minta mba buat ngejelasin materi yang baru disampaikan saat itu pake Bahasa inggris mba deg-degan ga?

FF   : Pastinya deg-degan mba, tapi karena dipaksa jadinya bisa.

Me   : Terus pandangan mata dari temen-temen atau dosen itu bikin mba gugup ga?

FF   : Iya gugup mba, soalnya kaya semua jadi focus ke kita gitu.

Me   : Kalau mba lagi presentasi didpan kelas pake Bahasa Inggris mba ngerasa takut atau cemas ga?

FF   : Iya mba agak nervous lah pastinya.

Me   : Terus pas mba lagi presentasi didepan kelas pake Bahasa Inggris mba ngerasa berkeringat atau sumuk ga?

FF   : Ia mba apalagi kalau pas dapet kata-kata yang sulit diucapkan jadi makin galancar ngomongnya.

Me   : Pas didepan kelas lagi presentasi napas mba ngerasa berat ga? Atau kek sering ambil napas gitu.

FF   : Kalau lagi gugup banget iya mba, tapi biasanya berusaha nenangin diri dulu sih.

Me   : Terus semisal mba dapet nilai yang kurang memuaskan dikelas speaking mba ngerasa yakin ga sama kemampuan Bahasa Inggris yang mba punya?

FF   : Emm, kadang iya mba kaya kecewa sama diri sendiri karena udah berekspektasi tinggi aja.

Me   : Dan terakhir nih mba, pas presentasi dikelas mba ngerasa pusing atau sesek ga?

FF   : Sejauh ini gasampe ngerasa pusing atau sesek gitu sih mba, paling Cuma gugup terus keringat dingin itu tadi mba.

Me   : Oalah gitu ya berarti harus menyesuaikan dan banyak latihan ya mba, terimakasih udah ngeluangin waktunya mba. Berkah selalu ya.

FF   : sama-sama mba, Amiin Aamiin.

Time   **: Friday, October 14th 2022. At 12.00 WIB**

Informant   **: LA**

Me   : Jadi gini ya mba, saya akan ngasi 10 pertanyaan ke mba nya. Dijawab sesuai dengan apa yang mba rasain pas belajar dikelas ya?

LA   : Oke mba

Me : Oke mulai ya. Kalau boleh tau mba lebih percaya diri ngomong pake Bahasa Indonesia atau Bahasa Inggris saat didepan kelas?

LA : Kalau bicara didepan kelas itu saya lebih percaya diri menggunakan bahasa indonesia sih mba daripada Bahasa inggris, karena kemampuan berbahasa inggris saya yang belum fasih juga mental saya yang kurang, karena mungkin misal sewaktu saya berbicara Bahasa inggris dengan spontan tanpa teks atau tanpa persiapan sebelumnya bisa jadi grammar saya salah atau apa, lalu ada teman saya yang mengomentari (cara bicara) saya biasanya mental saya langsung down.

Me : Ohh gitu mba, terus kalau lagi ngobrol nih sama temen pake Bahasa inggris, mba ada rasa takut ga buat jawab pertanyaan dari mereka?

LA : Kadang ada perasaan was-was juga takut salah ngomong atau gimana, tapi kalau saya yakin dengan jawaban saya pasti saya bakal percaya diri jawabnya mba.

Me : Berarti ini tergantung kita ya bisa control perasaan kita atau engganya ya. Terus gimana perasaan mba pas dikelas ngomong pake Bahasa inggris? Ngerasa gugup ga?

LA : Jujur saya gugup sih mba, mau itu membaca pakek teks atau bahkan bicara spontan pasti saya gugup. Apalagi kalau ngucapin vocab yang sedikit susah diucapin, saya pasti bakal was-was dan takut apakah saya mengucapkan dengan benar atau salah.

Me   : Oke, terus semisal dosen minta mba buat ngejelasin ulang materi yang baru disampaikan dikelas dengan Bahasa inggris mba ngerasa gugup ga?

LA   : Iya mba saya deg-degan, karena jujur saya sedikit sulit buat paham sama materi yang dosen kasih. Mungkin akibat dua tahun daring juga. Jadi saya butuh waktu tambahan buat pahamin materi dari dosen saat itu, atau mungkin saya sudah paham sama materinya tapi ngeblank saat dosen minta untuk jelasin ulang.

Me   : Oh gitu mba, berarti efek dari kuliah dari berdampak kurang baik juga ya mba sama mungkin njenengan panik pas disuruh ngejelasin ulang?

LA   : Iya mungkin mba kan deg-degan banget kalau tiba-tiba ditunjuk jelasin ulang.

Me   : Baik mba saya ngerti, terus pandangan mata dari teman-teman atau dosen pas mba didepan kelas lagi nyampaikan materi itu bikin mba gugup ga sih?

LA   : Iya mba bikin gugup, terkadang saat presentasi saya lebih sering melihat kelayar proyektor atau ke dinding belakang kelas untuk ngurangin kegugupan saya.

Me   : Jadi kaya ngalihin perhatian kita sendiri ya dengan ga melihat mata atau wajah mereka?

LA   : Iya mba gitu.

Me   : Oke lanjut ya, pas mba lagi presentasi didepan kelas, mba ada ngerasa takut atau cemas ga?

LA   : kalau itu mungkin saya sedikit cemas ya mba, jadi pas saya belum sepenuhnya paham sama materi yang bakal saya sampaikan saya bakal ngerasa cemas. Selain itu, saya juga cemas karena ngebayangin pertanyaan apa yang bakal ditanyain sama temen-temen, terus kira-kira saya bisa ngejawabnya ga gitu.

Me   : Jadi ngerasa kaya overthinking duluan ya mba, kalau pas lagi presentasi gitu mba ngerasa berkeringat atau sumuk gitu ga mba?

LA   : Iya mba bener, kalau untuk yang satu ini saya jarang ngerasa keringetan si mba, saya cenderung gemetar atau kadang suhu tubuh saya jadi turun.

Me   : Oalah jadi kaya dingin gitu kah telapak tangannya? Terus kalau pas didepan kelas lagi presentasi mba ngerasa napas tuh agak berat gitu ga? Jadi kaya sering ambil napas gitu.

LA   : Iya mba bener. Iya juga mba kadang, apalagi pas teman-teman bener-bener perhatiin saya, dan juga kalau saya tahu mata kuliah yang saya presentasiin itu dosen nya agak killer.

Me   : Takut pengaruh sama nilai ya misal presentaiinnya kurang gitu?

LA   : Iya mbaa

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Me   : Terus kalau dapet nilai yang kurang bagus pas kelas speaking gitu mba ngerasa yakin ga sama kemampuan speaking yang mba punya?

LA   : Kadang saya ngerasa down mba kalau saya tau nilai speaking saya kurang bagus, saya sudah coba untuk yakin kalau saya bisa dikelas speaking, tapi tetap gagal karena gugup saya yang berlebihan.

Me   : Kaya susah gitu ya buat ga gugup? Oiya ni terakhir nih, pas presentasi didepan kelas mba pernah ngerasa rada pusing atau sesek gitu ga mba?

LA   : Iya mba susah, kalau sejauh ini saya ga pernah ngerasa kaya gitu mba (pusing dan sesek), mungkin hanya gemetar dan takut saja.

Me   : Okay mba seperti itu nggih. Baik terima kasih banyak mba sudah menjawab pertanyaan saya, berkah selalu nggih.

LA   : Aamiin mba sama-sama.

Time   : Friday, 14th October 2022. At 13.30 WIB

Informant   : RBP

Me   : Saya akan ngasih 10 pertayaan ke masnya ya. Nanti dijawab sesuai dengan yang mas nya alamin selama 3 semester ini.

RBP   : Baik mba.

Me   : Mas kalau ngomong didepan kelas lebih PD pake Bahasa Indonesia atau Inggris?

RBP   : Saya lebih percaya diri ngomong pake Bahasa Indonesia kak, karena kadang kalo ngomong pake Bahasa Inggris ada miskomunikasi kaya temen saya yang kurang paham dengan yang saya omongin atau saya yang ngmongnya kuran tepat.

Me   : Kalau ngobrol sama temen-temen dikelas pake Bahasa Inggris mas ada ngerasa takut ga buat jawab mereka?

RBP   : Kalau buat jawab engga takut ka, karena saya ngerasa Bahasa inggris saya cukup baik kalau untuk percakapan sederhana.

Me   : Terus kalau dikelas ngomong pake Bahasa inggris mas gugup ga?

RBP   : Selama saya tau apa yang akan dibahas mungkin saya ga gugup kak.

Me   : Terus pas dosen minta mas untuk ngejelasin ulang materi yang baru aja dibahas saat itu pake Bahasa inggis mas ngerasa deg-degan ga?

RBP   : Iya kak saya gugup pas dosen nyuruh jelasin ulang materi, karena terkadang asa beberapa kata atau kalimat yang saya tidak tahu kosakatanya.

Me   : Oke mas, terus pandagan mata dari temen-temen atau dosen pas lagi presentasi gitu buat mas gugup juga ga?

RBP : Iya kak, karena saya sebenernya minderan kalau ditatap jadi gugup. Jadi biasanya pas lagi presentasi didepan kelas saya lebih sering ga ngeliat wajah dari audience.

Me : Kalau pas lagi presentasi didepan kelas mas ngerasa takut atau cemas ga?

RBP : Iya kak pas awal maju kedepan untuk mempresentasikan materi sih cemas, tapi saya memaksakan diri untuk maju dan menyampaikan materi.

Me : Terus kalau mas lagi presentasi mas ngerasa berkeringat atau sumuk ga?

RBP : Iya kak, apalagi kalau saya kesulitan pas buat kalimat ata penjelasan yang mudah dimengerti audience.

Me : Pas lagi presentasi didepan kelas mas pernah ngerasa napas agak berat ga? Kaya jadi lebih sering ambil napas gitu.

RBP : Engga kak, saya ngerasa napas saya lancar aja pas presentasi.

Me : Kalau dapet nilai kurang bagus dikelas speaking mas ngerasa yakin ga sama kemampuan speaking yang mas punya?

RBP : Saya yakin kak, karena mungkin penyebab nilai kurang bagus itu karena saya kurang aktif saat dikelas.

Me : Terakhir ya mas, kalai pas presentasi didepan kelas pake Bahasa Inggris mas pernah ngerasa sampe pusing atau sesek gitu ga?

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RBP : Engga kak.

Me : Okay mas terima kasih ya udah ngeluangin waktunya, semoga berkah selalu.

RBP : Iya sama-sama kak.

Time : Monday, October 10th 2022. At 14.00 WIB

Informant : TNA

Me : Baik mba, pertanyaan ini njenengan jawab sesuai dengan yang njenengan rasakan ya mba. Jadi kalua boleh tau mba, semisal berbicara itu lebih percaya diri menggunakan English atau Indonesian mba saat dikelas?

TNA : Oke mba, terkadang saya lebih percaya diri ngomong pakek Bahasa Inggris, tapi suka si mix Bahasa gitu. Cuma ya lebih PD ngomong Bahasa Indonesia juga mba

Me : Oh gitu mba baik, terus saat lagi ngobrol nih pakek English sama teman-teman, mba ada rasa takut ga untuk jawab pertanyaan dari mereka?

TNA : Sebenernya gaada perasaan takut si mba, Cuma lebih ke minder aja kalau mau jawab pakek Bahasa Inggris. Takut salah jawab atau keliru gitu

Me   : Oalah gitu mba, iya si pasti bakal ngerasa gitu kadang. Terus pas dikelas ngomong pakek English itu mba ngerasa gugup gasih?

TNA   : Dulu gugup mba dan minder gitu, tapi sekarang sudah lumayan terbiasa dan bisa nangkap alur pembicaraannya

Me   : Oke deh, berarti ada improve ya mba selama 3 semester ini, oiya terus pas dosen minta mba buat ngejelasin ulang materi yang baru disampaikan dengan Bahasa Inggris mba deg-degan ga?

TNA   : Ohh ya deg-degan mba, apalagi kalua tiba-tiba gitu nyuruhnya

ME   : Iya bener banget mba, kalua tiba-tiba gitu kek rada kaget ya. Dan pandangan mata dari temen-temen & dosen saat mba lagi menyampaikan materi didepan kelas itu bikin mba ngerasa gugup gasih?

TNA   : Gugup banget mba, apalagi sama dosen. Berasa semua mata tertuju padaku

Me   : Bisa aja mba nya nih, tapi bener juga emang ngaruh sih berasa jadi pusat perhatian ya wkwk terus kalua mba lagi presentasi gitu didepan kelas, mba ada ngerasa takut atau cemas ga?

TNA   : Lumayan agak nervous mba, kek demam panggung gitu

Me   : Iya si mba itu yang agak sulit dikontrol ya demam panggung. Oiya terus saat mba lagi presentasi gitu didepan kelas, mba ngerasa sumuk dan berkeringat ga?

TNA : Kalau itu alhamdulillah engga sama sekali si mba, kan ada AC juga

hehe

Me : Oalah iya juga ya membantu ACnya, terus pas mba didepan kelas

presentasi gitu mba ngerasa napas agak berat ga? Kek sering ambil

napas gitu lohh TNA : Alhamdulillah gapernah sampai kaya gitu si

mba

Me : Okedeh, terus kalua dapet nilai kurang bagus nih pas kelas

speaking mba ngerasa yakin ga sama kemampuan speaking yang

mba punya?

TNA : Yakin mba, karena semua butuh proses, dan saya anggap saya

sedang tahap proses belajar

Me : Okay bagus nih motivasi belajarnya. Terakhir mba, saat presentasi

didepan kelas mba ngerasa rada pusing atau sesek ga mba?

TNA : Alhamdulillah kalua sesek engga si mba, tapi kadang suka pusing

gituu.

Me : Oke seperti itu ya mba, baiklah mba terimakasih nggih mbaa

TNA : Sama-sama mba Okta.

Time : **Monday, October 17th 2022. At 14.15 WIB**

Informant : **NF**

Me : Jadi ada 10 pertanyaan ya mba, njenengan jawab sesuai yang njenengan rasain aja ya. Kalau boleh tau mba kalau bicara itu lbh percaya diri menggunakan English atau Indonesia kalau di depan kelas?

NF : Oke mba, kalua aku sih lebih PD ngomong Indo mbak

Me : Oke, ya karena jarang juga si ya ngomong English. Terus kalau lagi ngobrol nih pkek English sama temen2, mba ada rasa takut ga buat jawab pertanyaan dari mereka?

NF : Iya ada mba, takut salah jawab gitu

Me : Iya ya mba pasti ada rasa kek gitu apalagi kalua kita ga PD. Oiya mba terus pas di kelas bicara pakek English mba ngerasa gugup ga si?

NF : Gugup banget mba, takut salah ucap

Me : Iya juga mba, tapi semuanya sebenernya tergantung kita bias control atau engga. Terus mba, saat dosen minta mba buat menjelaskan ulang materi yang baru di sampaikan dengan English mba degdegan ga?

NF : Deg-degan banget lah mba, apalagi kalua nyuruhnya tiba-tiba gitu

Me   : Berarti lebih ke kaget juga ya mba, dan pandangan mata dari temen2 dan dosen saat mba di depan kelas menyampaikan materi itu membuat mba gugup ga si?

NF   : iya mba, makanya kalo lagi presentasi aku usahain biar fokus ke tembok, dan ga liat mata mereka

Me   : Buat ngalihin ya mba biar ga gugup gitu. Terus pada saat mba lagi menyampaikan materi didepan kelas, mba ngerasa takut atau cemas ga?

NF   : Pas awal maju takut doang si mba, tapi ga cemas dan setelah itu lega aja udah kaya biasa

Me   : Berarti kaya harus nyesuaikan diri dulu ya didepan kelas. Terus pas mba di depan kelas lagi menyampaikan materi, mba ngerasa berkeringat atau agak sumuk gitu ga?

NF   : Iya mba bener banget, emm kalau berkeringat aku si engga mba alhamdulillah.

Me   : Oh oke deh, terus kalua lagi kek presentasi pake Bahasa ingris mb kaya sesek gitu ga atau sering ambil napas?

NF   : Untuk itu aku ga rasain si mbak

Me   : Oke bagus mba berarti bisa rada enjoy, dan semisal mba dapet nilai yang kurang memuaskan dikelas speaking mba ngerasa yakin ga sama kemampuan berbahasa inggris yang mba punya?

NF   : Yakin bisa improve si mba, Cuma ya tetep aja ngerasa kurang puas sama hasilnya.

Me   : Manusiawi si mba asal semangat terus. Nah pertanyaan terakhir nih mba, pas nyampein materi didepan kelas mba ada ngerasa pusing atau sesek ga mba?

NF   : Engga mba biasa aja kalau itu.

Me   : Oke deh mba, terimakasih ya udah meluangkan waktunya hari ini, berkah selalu mba semangattt

NF   : Iya mbak sama-sama, Aamiin yaAllah.

Time   : Monday, October 17th 2022. At 14.30

Informant   : FNF

Me   : Okay mba kita mulai ya, ini ada 10 pertanyaan dari saya ya, dijawan sesuai sama yang mbak rasain saat dikelas okay? Yang pertama, mba kalau ngomong didepan kelas lebih percaya diri pakek Bahasa Inggris apa Indonesia?

FNF   : Kalau ngomong didepan kelas lebih percaya diri pakek Bahasa Indonesia si kak, soalnya belum lancar pakek Bahasa Inggris jadi ga PD takut salah.

Me : Oh gitu, terus kalau lagi ngobrol nih pakek Bahasa Inggris sama temen-temen, mba ada rasa takut buat bales pertanyaan mereka ?

FNF : InsyaAllah ga takut kak, ya dijawab semampunya aja.

Me : Jadi sebisanya aja ya yang penting jawab, terus kalau dikelas ngomong pakek Bahasa Inggris suka ngerasa gugup ga?

FNF : Kalau gugup biasanya diawal aja si mba, kalau seterusnya udah engga.

Me : Berarti nyesuaikan diri dulu ya mba, terus kalau pas dosen minta mba buat ngejelasin ulang materi yang baru disampaikan gitu mba deg-degan ga?

FNF : Pasi deg-degan si mba, karena kan berhadapan sama dosen.

Me : Iyaya, kek takut gitu ya, dan pandangan mata dari temen-temen dan dosen pas mba lagi presentasi gitu bikin mba ggup ga?

FNF : Iya mba kadang tatapan dari audience itu bikin gugup, Cuma berusha buat ga terlalu perduliin aja.

Me : Kaya ngerasa terpantau banget ya mba, terus pas lagi presentasi didepan kelas gitu mba ada ngerasa cemas atau takut ga?

FNF : Iya mba cemas, takut juga karena takut materi yang abis disampaikan kurang puas gitu.

Me   : Takut kurang gitu ya dalam penjelasannya, oke selanjutnya kalau pas presentasi mba suka ngerasa sumuk atau berkeringat ga?

FNF   : Alhamdulillah engga si mba, karena ada AC juga, trus kebetulan saya juga bukan tipe yang kalau nervous terus keringetan.

Me   : Oke penolong juga berarti ya AC nya, kalau pas presentasi gitu pernah ngerasa sesek atau sering ambil napas gitu ga?

FNF   : Kalau materi yang dijelasinnya banyak agak ngos-ngosan gitu, engap juga apalagi kalau maskernya ga dibuka.

Me   : Oh gitu berarti bukan karena gugup gitu ya ngos-ngosan dan engapnya lebih ke capek aja karena materiya banyak. Oiya kalau dapet nilai kurang bagus dikelas Speaking, mba ngerasa yakin ga sama Speaking skill yang mba punya?

FNF   : Saya yakin InsyaAllah kak, karena kalau yakin pasti bisa.

Me   : Okay berarti harus semangat ya buat belajar terus, dan terakhir nih kalau lagi presentasi didepan kelas pakek Bahasa inggris mba pernah ngerasa pusing atau sesek gitu ga mba?

FNF   : Alhamdulillah engga mba, berusaha enjoy aja si.

Me   : Oke deh mba berarti semua itu tergantung kita ya bisa control diri atau engga saat berhadapan dengan banyak orang. Oke terimakasih banyak nggih mba untuk jawabannya dan waktunya. Berkah selalu.

FNF   : Iya mba sama-sama ya Aamiin mba.

Time : **Monday, October 17th 2022. At 14.45**

Informant : **IAH**

Me : Baik mba, disini saya akan memberikan 10 pertanyaan, dijawab sesuai dengan apa yang mba rasain dikelas ya.

IAH : Oke mba.

Me : Jadi gini, kalau boleh tau mba kalau ngomong itu lebih PD pake Bahasa Inggris atau Indonesia ketika didepan kelas?

IAH : Kalau saya lebih percaya diri ngomong pake Bahasa Indonesia mba sebenernya. Namun, kan kadang kalau ngomong didepan kelas kaya presentasi gitu kan biasanya kami dianjurkan untuk pake Bahasa inggris kan mba, nah jadi saya juga sama belajar gimana caranya ngomong yang PD pake Bahasa Inggris gitu mba. Tapi kalau menurut saya selepas itu, tiap kali ngomong pake Bahasa inggris didepan kelas saya suka mba, karena alhamdulillah bisa dan insyaAllah lancar mba, jadi Cuma ningkatin percaya dirinya aja yang susah.

Me : Oh iya berarti kendala yang mba alamin sebenernya Cuma untuk ningkatin percaya dirii aja ya pas ngomong didepan kelas? Terus kalau lagi ngobrol nih pake Bahasa inggris sama temen-temen, mba ada rasa takut ga sih untuk jawab pertanyaan dari mereka?

IAH : Iya mba bener banget. Kalau itu pasti ada mba, misal lagi ngobrol sama temen pake Bahasa inggris gitu ya mba, nah semisal ini tu kayak lebih bingung gimana jawabnya, gimana nyusun katanya karena takut salah ngomongnya.

Me : Agak takut buat ngomong karena takut salah ya berarti, oke terus kalau dikelas ngomong pake Bahasa inggris mba ngerasa gugup ga sih?

IAH : Kadang gugup, kadang juga engga mba. Misal lagi presentasi ya mba kan ngomongnya pake Bahasa inggris ya biasanya itu awal-awal rasanya ndredeg, gugup gitu mba, tapi pas dipertengahan sudah biasa aja mba. Kadang yang bikin gugup itu tatapan dari dosennya yang tajem mba bikin dagdigdug, tapi kalai dosennya santai insyaAllah biasa mba.

Me : Berarti sejenis demam panggung lah ya begini mba. Terus kalau pas dosen minta mba untuk ngejelasin ulang materi yang baru aja disampaikan dikelas pake Bahasa inggris mba deg-degan ga?

IAH : Iya deg-degan banget mba, apalagi kalau suruh jelasin pas tiba-tiba tanpa persiapan, jadi itu spontan gitu aja mba suruh langsung jelasin ulang materi

Me : Kalau pandangan mata dari temen-temen atau dosen pas mba lagi presentasi didepan kelas buat mba gugup juga ga sih?

IAH : Iya bener mba tatapan dari dosen itu bikin gugup banget, apalagi tuh kalau semisal dosennya killer kan pasti tatapannya tajem ya mba jadi kayak rasanya tuh tiba-tiba jadi ndredeg banget, taoi kalau pandangan temen-temen itu saya rasa udah biasa mba, karena kami kan tiap hari ada matkul jadi selalu ketemu dikelas mba, Cuma ya kadang tatapan dari dosennya yang bikin dredeg mba.

Me : Berarti emang yang bener-bener mendominasi mba buat gugup itu dari dosen ya mba. Terus kalau mba lagi presentasi didepan kelas mba ada ngerasa takut atau cemas ga?

IAH : Saya merasa cemas dan takut ketika saya tidak mempelajari materi dan tidak paham tentang materi yang disampaikan mbak. Tapi kalau saya paham, hafal dan menguasai materinya rasa cemas ga muncul mbak.

Me : Okay, berarti perasaan cemas atau takut itu tergantung dari kita juga ya, kalau materinya udah mateng kita pelajari bisa lebih enjoy gitu ya presentasinya. Terus kalau didepan kelas lagi presentasi nih mba ngerasa berkeringat atau sumuk ga?

IAH : Iya mba. Iya mba pernah kaya gitu, jadi kalau dredeg sampe keringetan mba, mungkin pas awal presentasi aja sih mba, kalau sudah dipertengahan sudah ga kaya gitu mba.

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Me   : Butuh penyesuaian berarti ya mba biar lebih tenangnya. Kalau pas presentasi didepan kelas pake Bahasa inggris mba ngerasa napasnya berat atau jadi sering ambil napas gitu ga?

IAH   : Engga mba jadi sebis mungkin saya berusaha buat tenang pas presentasi giliran saya gitu mba,mungkin seskali Tarik napas buat persiapan mba, tapi insyaAllah ga sering mba.

Me   : Okay jadi buat persiapan aja ya hela napasnya biar bisa lebih tenang. Terus kalau mba dapet nilai kurang memuaskan mba ngerasa yakin sama kemampuan speaking yang mba punya?

IAH   : Yakin mba, karena saya juga baru belajar jadi semua masih bisa diperbaiki.

Me   : Iya mba bener banget. Terus kalau pas presentasi gitu mba pernah ngerasa pusing atau sesek ga?

IAH   : Engga mba, kalau pusing sama sesek engga mba, ya mungkin kalau dredeg yang dirasa itu keringetan, sama tremor gitu mba.

Me   : Okay mba seperti beberapa orang ya berarti. Terima kasih ya mba udah luangin waktu untuk jadi interviewer saya. Berkah selalu ya.

IAH   : Iya mba, sama-sama mba aamiin mba.

APPENDIX 7 : STUDENTS DOCUMENTATION