

**THE FACTORS INFLUENCING ENGLISH SPEAKING
ANXIETY FACED BY CLASS VII SMP ASY- SYIFA
SUKOHARJO STUDENT IN THE ACADEMIC YEAR
2022/2023**

THESIS

Submitted as a Partial Requirements for the degree of *Sarjana*



By:

EVINAULIA

SRN.183221127

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF
SURAKARTA**

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2022**

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

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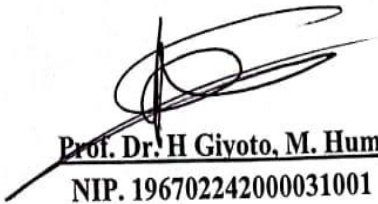
has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in UIN RMS Surakarta.

Thank you for the attention

Wasslamu'alaikum Wr. Wb

Sukoharjo, November 11th 2022

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RATIFICATION

This is to certify the under graduate degree thesis entitled "The Factors Influencing English Speaking Anxiety Faced by Class VII SMP Asy – Syifa Sukoharjo Student in the Academic Year 2022/2023" has been approved by The Board of Thesis Examiners as the requirements for the degree of under degree in English Education Department.

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DEDICATION

This thesis is dedicated to:

1. Allah SWT
2. My beloved parents the researcher's beloved parents (Mr.Parjo Widodo and Mrs.Supanti) for uncountable endless love, support, pray, help and everything that they give to the researcher.
3. My beloved sisters and brothers the researcher's beloved parents (Mr.Parjo Widodo and Mrs.Supanti) for uncountable endless love, support, pray, help and everything that they give to the researcher.
4. The researcher's bestfriends (Fika Dian Saputri, Diah Islamiati, Amelia Zaida, Rani Nur Aini, and Rahayu Prihantini) thank you for always accompanying me from the beginning of the thesis writing process to the final exam
5. The researcher's lovely friends, Puji Hastuti, Silvia Nita, Elma Sepgi, Yunis Yosfiah, Olivia, Diah Alvi, Allficus, Amilia, Ainun Wahyu, Karsih and other who always support the researcher during the study.
6. Thank you for the big family of PPM RJ Surakarta.
7. My Almamater UIN RMS Surakarta

MOTTO

“It is possible that you hate something even though it is very good for you, and it is also possible that you like something even though it is very bad for you, Allah knows while you do not know.”

(Al-Baqarah: 216)

“You cannot escape the responsibility of tomorrow by evading it today,”

(Abraham Lincoln)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“The Factors Influencing English Speaking Anxiety Faced by Class VII SMP Asy – Syifa Sukoharjo Student in the Academic Year 2022/2023”** is my real masterpiece. The things out of 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 academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, November 11th 2022

Stated by



Evin Aulia

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah SWT, the single power, the lord of the universe, master of the day judgment, God all mighty, for all blessings and mercies so the researcher was able to finish thesis entitled “**The Factors Influencing English Speaking Anxiety Faced by Class VII SMP Asy – Syifa Sukoharjo Student in the Academic Year 2022/2023**”. Peace and salutation always give to our prophet Muhammad SAW who brought us from the darkness to the brightness.

The researcher sure that this thesis would not be completed without helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realize that this thesis is still far from being perfect. There researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, November 11th 2022

The researcher



Evin Aulia

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ABSTRACT

Evin Aulia. 2022. *The Factors Influencing English Speaking Anxiety Faced by Class VII SMP Asy – Syifa Sukoharjo Student in the Academic Year 2022/2023.*

Thesis. English Education Department, Cultures and Languages Faculty.

Advisor : Prof. Dr. H. Giyoto, M.Hum

Key Word : Speaking, Anxiety

This study is qualitative research with the subject of class VII SMP Asy - Syifa Sukoharjo. The researcher wants to describe the factors that influence students' anxiety and how to reduce the anxiety they experience. The aim of this research is: (1) to describe what are the factors that cause students' anxiety in speaking English at the VII grade of SMP Asy – Syifa Sukoharjo (2) to describe how students and teachers reduce their anxiety in speaking English in front of the class?

This research was a descriptive qualitative research. The subject of this research is the teacher and the seventh grade students of 7B and 7C. There were 50 students. The Data was collected by observation and interview. The Data were analyzed by using Horwitz's theory: The Cause of students speaking anxiety. The researcher analyzed the data by the answer of the teacher and student interviews by using the Sugiyono theory.

The result findings of the research were the seventh grade student SMP Asy – Syifa Sukoharjo have three factors of anxiety. There are of the 10 students who have low English proficiency, 8 students lack confidence and 5 students have fear of making mistakes. Meanwhile, the student's strategies to reduce their anxiety are preparation, positive thinking, relaxation, peer seeking, and resignation. Most of students have three strategies to reduce anxiety. There are relaxation 8 students,

positive thinking 4 students, and 10 students use preparation to reduce their anxiety.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking for most people is considered the most difficult skill because it covers many aspects of English speaking skills including pronunciation, listening, grammar, and vocabulary as well. But, if a person wants to speak, he only needs courage and belief in himself that he can do it. Speaking is one of the skills that must be mastered and really must be practiced in the field with other people rather than talking alone (Astrawan, 2013). Speaking skills are usually mastered after mastering listening skills. Because after listening, someone will come back to say what he got and then he will implement communication with other people.

Another important thing to master speaking skills is to master a lot of vocabulary. To master a large vocabulary requires as much practice as possible and this is the key to speaking skills. Student must practice and learn more because practice makes perfect, says an expression. In addition, the ability to master grammar is also very important so that we are fluent in English. Apart from all aspects that must be considered in mastering speaking skills, the most important thing is that a person must have confidence in mastering speaking skills (Yanto, 2015).

In junior high school, students must have the courage to express their ideas or be able to ask questions if they don't understand English because to

master English, students must have good grammar and vocabulary, it's useless if you don't master it. Lack of interest in speaking in English will result in their lack of English speaking ability. This means that students may have high anxiety to speak in English in front of many people or even just with their friends. One of the factors is that students are too afraid to speak English in front of the class if they will speak English are not ready. And then student are afraid of making mistakes in speaking then their classmates will laugh and blame the student, then the anxiety that will be experienced by the student arises. (Paramasivam, 2013,7)

Anxiety could make an impact on student's learning. It means that if the students have low anxiety, they will be more successful in acquiring English. Rayani (2012, 24) states that the factors which can increase speaking incorrectly and cause an acute sense of anxiety are the lack of vocabulary, improper grammar, and fear of mistakes. In addition very limited chance to practice can be cause of insecurity, shyness, and silence that impede natural communication. If they expect that they are going to be failed on acquiring English, they will not be able to speak English well. Nunan (2000:39) states that speaking is one of the key aspects of learning a second or foreign language. Moreover, student further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. It can be said that being able to speak fluently is essential in student's language learning to communicate both inside and outside the classroom.

Then to measure the anxiety of students who experience anxiety is to use the self-report method, which is the most commonly used measure in psychology (Paulhus & Vire 2009). As for the examples of the use of the self-report method, questionnaires and interviews were used. Self-reports are often used as a way to elicit participant responses in observational and experimental studies. However, the interrelationships among the various measures assessing speech anxiety are not fully understood even today. Furthermore, research has shown that the effectiveness of psychological interventions in reducing public and social speaking anxiety differs depending on the measures used to assess them (Allen, 1989; Ebrahimi et al 2019). Given the fact that different measures (self-report, behavioral, and physiological) can capture different aspects or skills during a speech challenge, it is important to understand how these different measures relate to each other and speech performance. In addition, researchers will also be able to find out easily what students experience anxiety in what type, into the category of state anxiety, trait anxiety, or situation-specific anxiety.

Based on the pre research observations of researcher on December 21, 2021, it was found that SMP Asy - Syifa Sukoharjo always maintains the cleanliness of the surrounding environment, which also makes students comfortable studying at this school. While the teaching and learning process of the teacher also only has good interactions with students during the learning process. It makes students enjoy the lesson. In addition, the teacher gives a lot of time for students to work together.

The researcher chose VII grade students because students still have difficulty when students learn to speak. Most students are also anxious and have difficulty expressing their opinions, feelings, or experiences orally. They have problems with their speaking skills. Among them are some of the anxiety they experience when they speak English with their friends and the teacher in front of the class. Therefore, this shows that students must learn their learning styles so that their English speaking skills can improve and be better. Grade VII students should already have good speaking skills, and if they are still in grade VII, they should immediately improve their English skills as preparation before going to the upper grades. So the researcher took class VII subjects at SMP Asy – Syifa because many things needed to be considered, especially for speaking to students in front of the class. Moreover, class VII only started studying at the junior high school level after graduating from elementary school.

They were afraid and shy to practice with the target language. In this case, the target language is English because they were worried about making mistakes. One of them thought if he made mistake, the teacher would get angry and his peers would ridicule him. So he preferred to be quiet and sit passively. While some of them also believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worried in the classroom. When they were asked to practice speaking, they started to stutter. Moreover, some of them were unable to produce the sound or intonation even after several repetitions because they were not sure if they can practice their

English. It was quite hard for the researcher to do proper learning activities with them. The last is to support students to be more enthusiastic about learning English, especially when speaking English.

Most students feel ashamed of their speaking skills so they lack confidence when speaking in front of the class. Furthermore, students do not have the motivation in speaking English. This can be seen from their behavior during learning. Most students don't pay attention to their teacher talking to their classmates or playing with their books. As for the students' strategies in anticipating anxiety in speaking their English, they always practice, and when they get assignments from the teacher in the form of recording their vocabulary, they also do it, and they always ask when the teacher explains that there are some words that they do not know the meaning.

There are 3 researchers who conducted research on speaking anxiety. The first is the research conducted by Septy Indrianty (2007). This research has similarities with the method used in collecting and analyzing data, the data were obtained through observation of class interaction and interviews. The differences in this thesis are the topic of student anxiety which only focuses on the type of anxiety and the source of anxiety.

The previous secondary research was a research conducted by Fitriah (2019). The similarities in this research are the object under study is student anxiety with speaking skills. While the differences is the collecting of the data were collected through FLACS (Foreign Language Classroom Anxiety Scale) from 30 students.

The last previous research was a research conducted by (Ravica 2015). This research has similarities with the method used in collecting and analyzing data, the data were obtained through observation of class interaction and interviews. And the difference from the topic object is implementing the characteristic of a cases study.

Based on the reasons above, the researcher will analyze the thesis entitled **“The Factors Influencing English Speaking Anxiety Faced by Class VII SMP Asy- Syifa Sukoharjo Student in the Academic Year 2022/2023”**

B. Identification of the Problems

From the background above, researcher can identify problems, including:

1. There was still low confidence in grade VII students of SMP Asy – Syifa Sukoharjo in class when children speak English, especially in front of the class.
2. The low level of English words in some of the VII grade students of SMP Asy – Syifa Sukoharjo.
3. There were still many VII grade students of SMP Asy - Syifa Sukoharjo who are afraid of being wrong when speaking English in front of the class.
4. There were some VII grade students of SMP Asy - Syifa who are still having trouble putting together words when speaking English in front of the class.

C. Limitation of the Problems

Based on the background and identification of the problems mentioned

above, it is necessary to limit the problem so that the researcher focuses more on one problem point to be studied and the strategies that must be taken so that anxiety in speaking English at Asy-Syifa Junior High School Sukoharjo can be minimized. The problem in this study will be limited to what factors influence students' English skills and what strategies are used to minimize English speaking anxiety experienced by class VII students of SMP Asy-Syifa Sukoharjo.

D. Formulation of the Problems

Based on problem identification and problem limitation to clarify the problem to be studied, the problem can be formulated as follows:

1. What are the factors that affect the anxiety of speaking English for the VII grade students of SMP Asy – Syifa Sukoharjo in the academic year 2022/2023 classroom?
2. What is the strategy to minimize the factors of the anxiety VII grade students of SMP Asy – Syifa Sukoharjo in the academic year 2022/2023 when speaking English?

E. Objectives of the Study

This study aims to find out the phenomena that cause students' anxiety in speaking English which will also broaden the researcher's understanding of the phenomenon. Especially to find out what factors affect class VII students of SMP Asy – Syifa Sukoharjo and also to find out what factors can minimize the anxiety of class VII students of SMP Asy – Syifa Sukoharjo when speaking English in front of the class.

F. Benefits of the Study

The results of this study are expected to provide general benefits, divided into two parts:

1. Theoretically

The results of this study are expected to be used as a reference to conduct similar research on students's speaking anxiety in class and expand knowledge about in-depth understanding in dealing with students' anxiety factors for educational development.

2. Practically

- a. For headmaster, from this researcher can improve the quality of students and teachers in mastering speaking English ability in front of the school.
- b. For teachers, hope that this research can provide input to lecturers and teachers about anxiety problems experienced by students when speaking English and can draw attention to the problems of speaking English anxiety in students.
- c. For other researchers, this research can contribute to and develop knowledge, especially about students' speaking anxiety and how teachers and students strategies to overcome these barriers. Besides that, it can also be used as reference material.
- d. For students, the researcher hopes that this research can contribute to developing student knowledge and increasing student motivation, especially in English speaking skills.

G. Definition of Key Terms

In order to make the research understandable, the researcher presents some definitions of key terms as the followings:

1. Anxiety

Passer (2010) defines anxiety as a state of tension and fear as a natural response to perceived threats. In this study, anxiety means feeling threatened that can occur while students are speaking in front of the class.

2. Speaking Skill

Speaking is one of the four main English skills taught in junior high schools. According to Brown (2001:113), the purpose of learning English is to enable students to participate in short conversations, ask and answer questions, find ways to express ideas, and gather information from others. Nunan (2003, p. 48) (quoted in Mart, 2012, p. 91) Speaking is a productive oral skill which consists of compiling systematic verbal utterances to convey meaning. Speaking can also be interpreted as a person's ability to express opinions, thoughts, facts, and feelings verbally to other people, animals and even oneself.

3. Speaking's Anxiety

Anxiety is a situation that makes a person feel down when doing activities that are usually when they are confused, or feel uncomfortable when doing. Samuelson (as cited in Hadziosmanovic, 2012) defines speaking anxiety as the difficulty to speak in the group or in front of people that appear in varied situations such as in speech preparation, oral presentations,

answering questions or simple presentation among others.

4. Student's Anxiety

Moreover, Udomkit (as cited in Yaikhong & Usaha, 2012) states that communication anxiety in English classroom is caused by insufficient opportunity for students to participate in classroom communication, lack of confidence when speaking English, and also by some other affective factors, such as interpersonal evaluation, classroom activities and methods, as well as self-esteem. In brief, there are six types of anxiety sources in foreign language classroom; personal and interpersonal anxiety, Learner's beliefs about language anxiety, instructor's beliefs about language learning, instructor-learner interaction, classroom procedure, and testing (Young as cited in Tsiplakides & Keramida, 2009)..

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

This chapter will discuss the study of several theories from the related sub-chapters in previous research and research.

1. The Nature of Anxiety

a. Definition of Anxiety

Anxiety is one of the most common psychological phenomena experienced by a person and witnessed by the general public. In general, anxiety can be defined as a complex concept that depends not only on one's feelings of self-efficacy but also on an assessment of one's potential and perceived threat to be attached to a particular situation.

Suleimenova (2013) states that anxiety in general is a feeling of excessive worry felt by a person when he is doing activities about everyday things and especially when in public, because when someone is doing activities in a state of sepi or alone maybe someone is will not feel worried, but if someone is faced with crowded conditions, especially in public places, the worry will appear with an excessive sense. Meanwhile, based Cheng (2009, 12) the anxiety response consists of an emotional component, feeling tense; cognitive component, worry, physiological response, increased heart rate and blood pressure, and blood pressure, and behavioral responses, avoiding certain situations.

Anxiety as an unpleasant emotion and is characterized by worry at different levels in each individual. Anxiety itself cannot be controlled by someone, if someone has experienced it directly and suddenly, then they will feel nervous, not confident and confused. Meanwhile, according to Nanda (2012), anxiety is a feeling of discomfort or fear accompanied by an autonomic response (the cause is often not specific or unknown to each individual). This self-anxiety can cause various difficulties for students to give the right response in speaking activities (Brown, 2000). This of course can hinder the mastery of the ability to speak fluently, fluently and accept something in various contexts of life.

So it can be concluded that anxiety is an excessive feeling of worry and is followed by a sense of unpleasant emotions accompanied by an autonomic response or feelings that arise as a result of self-anticipation of impending danger. From some of the theories above, it can be concluded that the researcher tells about the notion of anxiety, so that anxiety is an expression that a person can do anything under normal conditions, it is easier to lose his mind, over action, panic, and much more. And also it can be concluded that anxiety is a feeling of excessive worry and is followed by a sense of unpleasant emotions accompanied by an autonomic responses feelings that arise as a result of self-anticipation of impending danger.

b. Student's Anxiety

Student's anxiety is a condition where the students cannot feel confidence when they want to do something. Based on the research conducted by Cheng, (2004) students in foreign language classes experience more feelings of anxiety than in other classes. Anxiety in learning a foreign language or a second language is different from other anxiety because language anxiety is a special complex system of beliefs, feelings, self-perceptions, and behaviors that usually occurs in language classes that arise because of a complex system of learning processes (Horwitz et al, 1986).

Anxiety in learning a foreign language or a second language is different from other anxiety because language anxiety is a special complex system of beliefs, feelings, self-perceptions, and behaviors that usually occurs in language classes that arise because of a complex system of learning processes (Horwitz et al, 1986). Foreign language anxiety is a feeling of tension and fear that is specifically linked to language skills, including speaking, listening, writing, and learning. Although foreign language anxiety or second language anxiety is often expressed by learners of a foreign or second language and is considered a normal problem, FLA (Foreign Language Anxiety) / SLA (Second Language Anxiety) has been widely recognized as one of the main obstacles of students when they are in the process of learning a second language or a foreign language because anxiety is very consistent in

having a negative impact on language achievement (MacIntyre, PD & Gardner, RC, 1994).

The FLA area was mainly introduced by Horwitz et al., (1986) and forms the basis of the FLA study. FLA is defined as the type most common in students. These are categorized as; 1) Communication anxiety, 2) Fear of negative evaluation, and 3) Test anxiety.

From the definition above it can be concluded that students' anxiety in a foreign language is a feeling of tension and fear that is specifically linked to language skills that normally expressed by learners as one of the main obstacles of students when they are in the process of learning a second language or a foreign language because anxiety is very consistent in hurting language achievement.

c. Types of Anxiety

Anxiety can be divided into three types, Ellis (1994: 479-480) namely: state anxiety, trait anxiety and situation-specific anxiety.

1) State Anxiety

Most people experienced state anxiety which also known as a normal anxiety. Anxiety is temporary feeling of anxiety elicited by a threatening situation (Horwitz, 2011, 31).

Anxiety can be in the form of tension or nervousness experienced by a person when in certain situations, it is their response to some external stimulation. This type of anxiety appears when they are depressed or under certain circumstances, it can also be when they

are afraid and stressed and this anxiety is not stable or permanent. In other words, this feeling of anxiety is situational and can disappear when the situation is less threatening or more stable

2) Trait Anxiety

However, in certain cases, the anxiety comes on more intensely and lasts longer. This kind of anxiety is called trait anxiety. Hortwitz, (2011, 41) trait anxiety is a pattern of responding with anxiety even in non-threatening situations. Trait anxiety is also a part of a person's character. People with anxiety traits tend to be more anxious than most people and feel strongly threatened at the time of certain events in appropriately by some environments. In other words, trait anxiety is a person's tendency to feel nervous or anxious about certain situations that they experience.

3) Situation – Specific Anxiety

Specific-situation anxiety refers to the persistent and multi- faceted nature of some anxiety that is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480). Situation-specific anxiety is defined as the individual's tendency to feel anxious at certain times and situations.

Situation- specific anxiety can be seen as a subcategory of trait anxiety experienced in a particular context. Thus, language anxiety can be included in situation-specific anxiety. The researcher will use this

theory for the type of anxiety experienced by English speaking students in class VII SMP Asy – Syifa Sukoharjo.

d. The Cause of Anxiety

Horwitz et al. (2011, 127) three causes of anxiety associated with performance anxiety are (1) Communication Fear (CA), (2) exam anxiety, and (3) fear of negative evaluations. This description will be used to investigate the causes of students' anxiety in speaking English (foreign language) in this study.

1) Communication Apprehension (CA)

Student personality traits such as shy, quiet, and reserved are often considered trigger for CA. Feelings of shame differ from individual to individual, and from situation to situation. Mc Croskey and Bond (1980 as cited in Tan Veer, 2007), seven factors can cause students to become calm: (1) low intellectual skills, (2) low speaking skills, (3) voluntary social introversion, (4) low social isolation skills, (5) communication anxiety, (6) low social self-esteem, and (7) ethnic/cultural differences in communication norms.

2) Test Anxiety

Another source of anxiety is related to exams. This test is also relevant to the discussion of foreign language anxiety. Test anxiety, as described by Horwitz et al. (2011), refers to a type of performance anxiety that stems from the fear of failure. In learning a foreign language, a student may experience exam anxiety that

hinders his performance.

3) Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test-taking situations but may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz et al. 2011, 12). It is also broader in the sense that it pertains not only to the Teachers' evaluation of the students but also to the perceived reaction of other students as well.

Based on the explanations above, it can be concluded that there are three kinds of that causes of anxiety. The researcher will use this theory to find out the factors that cause student anxiety in speaking English in front of the class in VII grade students of SMP Asy-Syifa Sukoharjo.

2. The Nature of Speaking Skill

a. Definition of Speaking Skill

Speaking is one of the language skills which is very important to be mastered. Edward (2013) maintains that speaking is a verbal use of language to communicate with others. It means speaking is the delivery of language through speech to convey a message. Speaking is significant to an individual's living processes and experiences as is the ability to see and walk. Speaking is also the most natural way to communicate (Rayhan,

2014, p. 516).

Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same as knowing a language since speech is the most basic means of human communication. Speaking is an ability that is taken for granted, learned for what it is through the process of socialization through communication. The recent study (Bashir, Asim, & Dogar, 2011) concluded that speaking skill is one of the communication elements of which communication is the output modality and learning is the input of language acquisition and language use in ordinary voice; say the words; know and be able to use language; express yourself in words.

As humans in the world, we need to communicate with each other to express ideas to do things. Moreover, being a student or learners we have to talk to our teachers and friends during our studies to express their ideas (Fromkin, Rodman, Collins, & Blair, 1988, p. 237). In speaking skills, the teachers should teach students how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. This means that in a formal environment such as in schools, communication between teachers and students must always interact to communicate because most of our daily communication remains interactional.

And then (Noviasari, 2011) states that speaking skills are oral communication that gives information involves two elements, they are the speaker who gives the message and the listener who receives the message

in the world, the communication involves the productive skill of listening. Fromkin (1988) also states that the act of communication through speaking is usually carried out in face-to-face interactions and occurs as part of a dialogue or is not a form of verbal exchange.

From the definition above, it can be concluded that speaking skills are a form to say or talk something by expressing ideas, opinions, views, and descriptions to others for getting a response or way of conveying the message to make an understanding of wishes to other and to contribute to the other. To do speaking activities, must involve the speaker and the listener or only the speaker involved.

b. Elements of Speaking

They are many elements of speaking that must be mastered by students to be good. There are five elements of the speaking ability which is based on Bahdi (2014) who divided the elements of speaking ability into five parts. It can be seen in explanations below:

1) Accuracy and Pronunciation

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language use from communication breakdowns. Richards (1992), accuracy concerns the "ability to produce grammatically correct sentences" (p.8). In other words, accuracy in language means only grammatical accuracy. The term accuracy seems to cover much more than that. Specifically, speaking English accurately means doing it without or with few mistakes not only

in grammar but also in vocabulary and pronunciation.

Anjaniputra (2013) also sets a clear scale for the assessment of accuracy, namely; Grammar, students' use of the correct word order, tenses, agreement tenses, etc. Students do not leave out difficult articles, prepositions, or tenses; vocabulary, students have a variety of vocabulary that corresponds to the syllabus year list and uses the words you have taught; pronunciation, students speak and most people understand.

This means that accuracy is the ability to produce correct sentences using correct grammar and vocabulary. So, good speaking accuracy is shown when people speak with good pronunciation, correct grammar, and proper vocabulary. Pronunciation is the way students produce clearer language when students speak. Lin (2014) stated that “pronunciation is the most important thing for English speaking skill” (p. 16), spelling words according to their usual pronunciation. That is, to have good pronunciation, four aspects must be mastered by students, namely; voice, stress, intonation, and rhythm. If one of them is missed by the speaker, it will cause a misunderstanding between the speaker and the listener.

2) Grammar

It needs for students to arrange correct sentences in conversation. Students can use their ability to manipulate the structure and to distinguish appropriate grammatical forms from appropriate ones. Grammar is one of the main language components. Bahdi (2014) states that grammar is a form of internal linguistic knowledge that operates in the production and

recognition of appropriate structured expressions in that language.

This means that grammar is the way words are put together to make correct sentences. It deals with sentences and words. It describes categories such as nouns, subjects, imperative clauses, and e.t.c. There is no language without grammar, and no language can be mastered without assimilation grammar (Subasini and Kokilavani, 2013, 57). This means that a good understanding of grammar makes students able to produce grammatical and lexical sentences correctly. If speakers make mistakes in using grammar in communication, listeners will also make mistakes in translating the meaning of a word or sentence.

3) Vocabulary

Students often find difficulties when they try to express what they want to say, they lack proper vocabulary, and they sometimes use wrong words as in the case of synonyms that do not carry the same meaning in all contexts. And then students must be able to use words and expressions accurately. A person cannot communicate effectively or express their ideas in both spoken and written form if they do not have sufficient vocabulary. A recent study (Larson, Dixon, & Townsend, 2013, p. 16) concluded that vocabulary is the total number of words that (with rules for combining them) make up a language.

It consists of content words; nouns, verbs, adjectives, and adverbs, and function words such as prepositions, conjunctions, articles, and pronouns. Some vocabulary exercises need to be prepared carefully in

advance or mature (Nation, 2009, p. 2). It should be planned systematically to cover certain vocabulary areas useful vocabulary needs to be filled again and again to ensure it is learned. Without grammar, there is little information that can be conveyed and then without vocabulary, nothing can be conveyed properly

So, vocabulary means the appropriate diction which is used in communication. Besides that, vocabulary is also the most important part of language communication.

4) Comprehension

Comprehension is having enough vocabulary or knowing the meaning of enough words. Students who have a strong understanding can describe conclusions about what they were talking about, what was important, what the facts were, what caused an event to happen, and which characters were funny. Thus comprehension involves combining reading with thinking and reasoning. Oral communication certainly requires a subject at the same time to start it. In addition, Bahdi (2014) said that comprehensibility is the process of understanding the sentences sent by the speaker and delivered by the listener. Understanding has two common senses (Torky, 2006, p. 49).

In a narrow sense, it shows the building of meaning from sounds. Comprehensibility in a broader sense denotes the interpretation of the meaning and utilizes the speech act conveyed. In other words, if there are two people want to make communication to each other, they have to be

speaking because they have different information. Speaking or communicating activities must be understood by the speaker and the listener. For example, there is a question, the listener extracts the import and then tries to find the answer. This means that understanding is one of the components involved in speaking skills. In this section, the speaker must have a good way to make the listener understand his expression. As we know that the function of speaking is the transformation of ideas from the speaker to the listener.

5) Fluency

The main goal to be achieved by the teacher in teaching productive speaking skills is oral fluency which is the main characteristic of the speaker's performance. Fromkin (1988) defines that fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose interest. Christiansen (2012) states that fluency is the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose interest. To achieve this goal, the teachers then should train learners to use their language freely to express their ideas and then avoid imitations of a model of some kind. One can say, it is the ability to respond in a way by linking the words and phrases effectively, pronouncing the sounds clearly, and using stress and intonation (Nation and Newton, 2009, p. 151).

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses for “ums” and “ers”. These signs indicate that the spoken does not have speed and a lot of time searching the language items needs to express the message. More specifically, points out the criteria for assessing fluency. They are as follows: a) lack of hesitation: students speak smoothly, with a natural speech. They do not hesitate long and it is easy to follow what they are saying, b) length: students can put ideas together to form a message or an argument. They can make not only the simplest sentence pattern but also complex ones to complete the task, c) independence: students can express their ideas in several ways, keep talking and ask questions and many more to keep the conversation going (Khadidja, 2010, p. 2).

3. The Nature of Speaking Anxiety

In this section, the researcher elaborates on two sub-theories applied in this research. The first sub-theory discusses the speaking anxiety itself. It consists of the nature of speaking anxiety, the indicators of speaking anxiety, and the types of speaking anxiety. The second sub-theory applied in this research discusses the factors affecting speaking anxiety.

a. Definition of Speaking Anxiety

In this sub-theory, the researcher deepens the explanation of speaking anxiety and is divided into three details. The three details are the

nature of speech anxiety, indicators of speaking anxiety, and types of speaking anxiety.

1) The Nature of Speaking Anxiety

Earlier, Horwitz et al. (1986) stated that the anxiety of performance in a foreign language is chiefly associated with oral performances. It is added to Szyszka (2017) that speaking performance anxiety in a foreign language may be led by communication apprehension when the learners are afraid of failing the communication. Communication apprehension comes from the nervousness created by the fear of communicating in a foreign language. It may lead to speaking difficulties to perform in public since the speaker is being evaluated according to uncertain linguistic and socio-cultural standards. Speaking anxiety is recognized only to occur on certain occasions where speaking is concerned (Mak, 2011). So if a person can control the situation calmly then anxiety can be minimized. While based on the theory speaking anxiety is a feeling of anxiety related to speaking performance. So the more anxious students are, the greater the difficulty in speaking they will face because they will have little control over communicative situations especially when their performance is monitored. Based on these theories, it can be concluded that speaking anxiety in the context of EFL is communication anxiety, especially when have to do foreign language assignments in public because students will feel afraid if one of them is corrected and lack confidence.

2) Aspects of Speaking Anxiety

Some of the symptoms that are felt when a person experiences Anxiety includes a fast heart rate, sweaty palms or back, shortness of breath, dry mouth, difficulty swallowing, muscle tension (chest, hands, neck, feet), shaking hands or feet, shaking or hoarse voice, speaking fast and unclear, unable to hear or concentrate, and forget or memory is reduced. Nevid, et al. (2005) classified the symptoms of anxiety in three types of symptoms, namely:

a. Physical Symptoms

Physical symptoms of anxiety include dizziness or headache, restlessness, limb shaking, a lot, difficult breathing, heart palpitations, feeling weak, chills, irritability or anger, and upsetstomac.

b. Behavioral symptoms

Behavioral symptoms of anxiety include avoiding action, being shaken, clinging, and dependent.

c. Cognitive symptoms

Cognitive symptoms of anxiety are worrying about something, the disturbed feeling of fear of something happening in the future, a belief that something scary will happen soon, fear of not being able to cope, thoughts are jumbled or confused, difficulty concentrating.

In line with this, Atkinson (1996) stated that anxiety can occur due to the following aspects:

a) Threat

The form is a threat to the body, soul, and psyche, (such as losing the meaning of freedom and life) as well as threats to its existence (such as losing rights).

b) Conflict

It arises because of two desires whose circumstances are contradictory. Almost every conflict involves two or more alternatives each of which has its approach and avoidance properties.

c) Fear

Anxiety often arises because of fear of something. The fear of failure can cause anxiety, such as when facing exams or speaking in front of the class.

Burgoon and Ruffner (1978) more specifically explain about aspects of anxiety in communicating as follows:

- a) *Unwillingness* or lack of interest in participating in the communication. Individuals try to avoid speaking up in general.
- b) *Unrewarding* is the absence of appreciation in communicating or an increase in penalties in previous communications. Anxiety contacted caused by visitors from other people
- c) *Control* is the individual's lack of control over certain communication situations and environments (including equipment) that can cause anxiety in the speaker. Based on this, it can be said that the public speaking component consists of: unwilling, disrespecting, andcontrolling.

4. The Factors Influencing Speaking Anxiety

Several factors are responsible for influencing speech anxiety. These factors are classified into two sources where the factors appear on internal factors and external factors. Madrid (1995) states that it will be more logical and easier to classify those factors based on the same elements and type them into internal factors and external factors (as cited in Mahmoudi & Mahmoudi, 2015).

a. Internal Factors

Internal factors involve cognitive and affective factors, motivation, intelligence, fear, and risk-taking ability (Mahmoudi & Mahmoudi, 2015). It implies the features from within the students. Many experts mention the internal reasons which affect students' speaking anxiety. Szyszka (2017) confirms that the construct of speaking anxiety is related to cognition because the students may be aware of their limited competence in the foreign language. Earlier, Occhipinti (2009) says that the fear of not being able to speak correctly without errors due to the lack of knowledge or low level of lexicon, pronunciation, and grammar may lead the students to speak anxiety.

The fear of failure and the lack of knowledge take a great role that leading the students to speak anxiety. The students may experience an unpleasant feeling in the evaluative situation because they assume they will fail. They create an irrational vision of a total failure in delivering the message caused by their low intelligibility and poor pronunciation

(Szyszka, 2017). To avoid the students from anxiety, students need to have communicative competence, then student have sociolinguistics knowledge, conversational skill, and strategic competence to help them understand what to say. Based on Liu (2006:23), there are some causes of reticence (Anxiety to speak English), they are:

1) Low English Proficiency

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

2) Lack of Familiarity of Task

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

3) Lack of Confidence

Confidence means having strong beliefs, firm trust, or sure expectations, feeling certain, fully assure, having no failure, etc. Some students might good have pronunciation and be at a high proficiency level but they still preferred to be reticent because of their lack of courage.

4) Fear of Making Mistake

Students worry about losing face in language class. Students keep quiet and waited until they were required to speak English, it was because the students were afraid and felt embarrassed about making mistakes.

5) Incomprehensible Inputs

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

b. External Factors

External factors refer to the social of the class, the teacher's behavior, the student's first language, and the curriculum (Mahmoudi & Mahmoudi, 2015). The environment where speaking performances take place is also one of the important external factors which affect the students' speaking anxiety, i.e. a classroom, a public conference, or a job interview (Occhipinti, 2009). And then finds that a relaxed classroom atmosphere contributes an important part to foreign language learning, while a quiet class contributes the raising speaking anxiety levels where the audience will only focus on the speaker.

Besides the classroom's atmosphere, the relationships between the student and the teacher and the students also largely affect foreign language learning (Effiong, 2016). This needs to be considered because good communication between teachers and students will make students more focused and enthusiastic. Teacher behavior toward students can motivate and

excite students by providing enthusiastic models and positive projection in the classroom. A friendly, humorous, and casual teacher can help the students to feel relaxed, more comfortable, and less anxious in speaking class (Effiong, 2016). The appearance of a teacher alone can cause student anxiety, for example teachers wearing a casual dress code and less formal appearance have been shown to reduce speaking anxiety in classroom. (Occhipinti, 2009) so a relaxed atmosphere must be created so that students are not tense and then feel anxious. Classes with a good sense of humor and sharing of laughter between teacher and students make speaking performances less worrying.

5. Strategies to Reduce Speaking Anxiety

Anxiety has been described as a condition characterized by emotional exhaustion and a decreased desire to accomplish personal goals. Unresolved anxiety can also lead to emotional withdrawal and educational dropout. Stress and anxiety have been described as one of the earliest causes of poor academic performance in undergraduate students in many studies (LeBlanc, 2010). This phenomenon necessitates educational strategies to increase quality of life and lower stress and the anxiety levels during preparation (Bartlett & Mercer, 2000). Educational strategy starts from the teacher's strategy when teaching and motivating students during learning. Then in addition to the teacher, the students also have to learn a lot and train themselves so that their ability to speak English does not experience too much anxiety and obstacles.

Despite the evidence for dealing with anxiety in various groups of students, there are some particular factors, such as study strategy and lifestyle, influence anxiety and anxiety coping styles (El & Stock, 2010). It is expected that different students can undergo different stages of stress and tension, but generally, there are significant differences in the amount of stress, stress coping styles, and social support among different students. Provides some basic affective techniques for speaking English, such as reducing speaking anxiety by progressive relaxation, deep breathing, or meditation, empowering oneself through constructive statements or self-esteem, and measuring one's emotional temperature by speaking in daily activities of learning a language, listening to English songs or watching English films using a checklist of one's emotional state, or sharing feelings with others. All of these strategies can be used flexibly in overcoming students' English speaking anxiety.

There are five main categories of strategies as follow below:

a. Preparation

The students have used strategy to increase student's subjectively estimated mastery of the subject matter, and hence reduce the students' speaking anxiety in the classroom even in front of the teacher and other students.

b. Relaxation

Involves tactics that aim at reducing somatic anxiety symptoms of the students, with relaxation the students feel calmer done when anxiety

appears.

c. Positive Thinking

The students also have to use this strategy because this strategy is intended to divert attention from the stressful situation to positive and pleasant cues and bring relief to the students' anxiety in speaking.

d. Peer Seeking

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

e. Resignation

This category is characterized by students' reluctance to do anything to alleviate the students speaking anxiety. The students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. Johnston (2006:6) states some people get so anxious about making a mistake that the people's anxiety gets out of control when speaking or performing in public. It means that people can solve anxiety by themselves.

B. Previous Study

In this study, the researcher conducted research on the factors of students' anxiety in speaking English in class VII of SMP Asy-Syifa Sukoharjo. There are several previous researchers who have discussed student anxiety,

First, the student from the School of Teacher Training and Education at the Muhammadiyah University of Surakarta named Septy Indrianty (2007, 5) by thesis entitled “Student’s Anxiety In Speaking English (A Case Study in one Hotel and Tourism College in Bandung)” This study investigated student’s anxiety in speaking English in one Hotel and Tourism College in Bandung. This study examined types of anxiety, and sources of anxiety. This study was implementing the characteristics of a case study.

The data were obtained through observation of class interaction and interviews. The data was analyzed descriptively and interpreted to answer the research question. The study revealed two findings related to research questions. First, two types of anxiety were evidenced, i.e. trait anxiety and state/situational anxiety. Second, the student's anxiety in English-speaking classes was derived from three main sources of anxiety, i.e. communication apprehension, test anxiety, and fear of negative evaluation. Moreover, as the interview data revealed, lack of vocabulary and lack of preparation have also contributed to student’s anxiety in speaking. These findings suggest that the teacher should be more aware of student’s anxiety to arouse student’s motivation to speak up confidently and fluently in an English speaking class. As such, the teacher is urged to be fairly creative in devising better techniques that could encourage the students to speak more.

Second, the student from Foreign Language Speaking Anxiety: A case study at English Fitriah & Hayatul Muna Department Students of IAIN Lhokseumawe And Al Muslim University named Fitriah (2019, 5) by thesis

entitled “Foreign Language Speaking Anxiety: A Case Study At English Department Students of IAIN Lhokseumawe And Al Muslim University”, Language anxiety becomes an important area on language teaching and learning. It has been a common issue in the EFL context and had a profound consequence on language teaching. Furthermore, a feeling of anxiety has been experienced by several foreign language learners in their English language classrooms. Therefore, the objective of this research was to investigate some factors influencing the student’s anxiety and also to find out the kinds of anxiety experienced by them. The data were collected through FLCAS (Foreign language Classroom Anxiety Scale) from 30 English Department students of IAIN Lhokseumawe and 25 students of Al Muslim University and semi-structured interviews with six students as research’s participants. The data were analyzed descriptively to answer research questions. The findings indicated that students of IAIN Lhokseumawe had a higher level of anxiety compared with students of Al Muslim University. In addition, some factors causing students anxiety was lack of mental readiness, knowledge of vocabulary, pronunciation, grammar, and prior knowledge of the classroom activities, including the anxiety to take the Anxiety Test.

Third, the student from STIEPAR YAPARI-AKTRIPA named Ravica Rayani (2016, 5) by thesis entitled “Students Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung)”. This study investigated student’s anxiety in speaking English in one Hotel and Tourism College in Bandung. This study examined types of anxiety, and source

anxiety. This study was implementing the characteristics of a casestudy. The data were obtained through observation of class interaction and interviews. The data were analyzed descriptively and interpreted to answer the research question. The study revealed two findings related to research questions. First, two types of anxiety were evidenced, i.e. trait anxiety and state/situational anxiety. Second, the student's anxiety in English-speaking classes was derived from three main sources of anxiety, i.e. communication apprehension, test anxiety, and fear of negative evaluation. Moreover, as the interview data revealed, lack of vocabulary and lack of preparation have also contributed to student's anxiety in speaking. These findings suggest that the teacher should be more aware of student's anxiety to arouse student's motivation to speak up confidently and fluently in an English speaking class. As such, teachers are urged to be fairly creative in devising a better technique that could encourage the students to speak more.

Most of the above related research review analyzed the class interaction, and the similarity between this research and theirs is in using research methods. In this study, the researcher used qualitative methods through observation instruments and interviews with the teacher and students, as was done by the researcher above. However, in this thesis, the researcher focuses on analyzing the anxiety factors that students experience in speaking English in front of the class and what strategies are used to minimize case studies that occur in VII students of SMP Asy-Syifa Sukoharjo. For the strategy point here, what is meant is the strategy that will be carried out by an English

teacher in grade VII SMP Asy – Syifa Sukoahrjo and also the strategy of the grade VII students themselves whether they have done several ways so that they can improve their English speaking skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In writing the results of this study, it was carried out with a qualitative research method design, and with a qualitative descriptive approach. Research qualitative approach is an approach to investigate and understand the significance that individuals or groups consider social or human problems (Cresswell, 2014:32). Qualitative descriptions represent the methodological categories that have the least degree of inference among qualitative methods, allowing "reading" of lines instead of reading into, between, above, or outside the lines, (Sandelowski 2010:77-84). This descriptive approach method is used by the researcher because in this study it presents data in a systematic, factual, and accurate manner regarding the facts in the field. Descriptive research aims to describe, describe, explain, explain, and answer in more detail the problems to be studied by studying as much as possible an individual, group, or event.

This study uses qualitative research methods because the purpose of this study is to provide insight into students' English speaking anxiety in class VII at SMP Asy - Syifa Sukoharjo, especially in speaking in front of the class. And the researcher believed that using this descriptive approach method can contribute to describing and analyzing student's anxiety in speaking English, and can be identified what factors cause students to experience speaking anxiety and also the strategies of students and teachers to reduce this anxiety.

B. Research Setting

1. Place of the Research

This research conducted at SMP Asy – Syifa Sukoharjo in seventh grade of SMP Asy – Syifa Sukoharjo academic year 2022/2023 that located Jl. Arya Saloka, Dusun 2, Purbayan, Baki District, SukoharjoRegency, 57556.

2. Time of the Research

The research managed as the planning schedule. The planning schedule written in the table 2.1 below

Table 2.1 Research Schedule

No	Schedule of Research	Time											
		Feb	Mar	Apr	May	Jun	Jul	Agt	Sept	Sept	Okt	Nov	Des
1.	Title Consultation												
2.	Pre–Research												
3.	Writing Thesis Proposal												
4.	Proposal Seminar												
5.	Revising Proposal												
6.	Research												
7.	Data analysis												
8.	<i>Munaqosyah</i>												

C. Research Subject

The main objective of this study is to reveal the phenomenon of English anxiety experienced by students, especially students of class VII SMP Asy -

Syifa Sukoharjo which consists of two classes of four classes, and in each class, there are 25 students. The researcher collected data by interviewing students and the English teacher in class VII as a supporting subject

Purposive sampling is a technique of analyzing and identifying and selecting information-rich cases to make the most efficient use of limited resources (Patton, 2002). As for the application that is by choosing several sampling in several classes, where the sampling takes five students from two existing classes, the subject process is also assisted by the English teacher himself according to the speaking ability the students. The researcher only took 5 students from each class, because the researcher used purposive sampling where this purposive sampling technique took research subjects directly according to their characteristics

D. Data and Source Data

Silalahi (2010: 280), data is the result of empirical observations and measurements that reveal facts about certain characteristics of a phenomenon through observation. The data in this study consisted of qualitative descriptive data, while the data were analyzed using qualitative data methods. When conducting research, the importance of data sources cannot be overstated. Consequently, the data source is the material from which the researcher can obtain the necessary information.

This research data comes from observations and interviews with students about students' difficulties when speaking English in front of the class, what anxieties they experience, anything that hinders or interferes with

students' concentration when they are speaking English in front of the class.

The data sources of this research are VII students at SMPAsy – Syifa Sukoharjo which consists of two classes, each class consists of 25 students. Data obtained from student interviews taken from two classes with five students in each class. This in-depth interview was conducted to explore and determine some of the significance of students' anxiety and how to strategy to reduce their anxiety. The researcher conducted interviews with students according to the interview guideline to learn more about their anxiety related to speaking English. Data sources are taken from the consideration of people who really know about the problem and provide valid information.

E. Research Instrument

Research instrument is a tool or means used by the researcher to collect data. In addition, there are those who define an interview as a form of verbal communication carried out in a structured manner by two or more people, either directly or indirectly or remotely. Instruments can be in the form of questionnaires, observations, guided interviews, and tests. The researcher is the main instrument in qualitative descriptive research. The main instrument in this research is the researcher himself. She acts as a planner, data collector, analyst, and finally a report on research results.

This is in accordance with Moleong, (2002:168) which states that qualitatively the main instrument of research is the researcher. Because the researcher is the main instrument for obtaining data, so the researcher must be more active in conducting research. In this study, the researcher used non-test

instruments to obtain data. The non-test instruments used were observation and interviews.

Riyanto, (2010: 96) observation is a method of collecting data using direct or indirect observations. So observation is one method of collecting data by observing or reviewing carefully and carried out directly at the research location to find out the situation or conditions that occur or prove the truth of a research design that is being carried out.

Meanwhile based to (Sugiyono, 2003) Interview is data collection that is carried out in a structured or unstructured manner and can be done face-to-face or directly or by using a telephone network. Interviews in general, the aim is to obtain accurate information from the informant by submitting certain questions to the informant. Interviews were also used to answer the research formulation, related to the objectives of Student's Anxiety in Speaking English in Class VII SMP Asy - Syifa Sukoharjo. Unstructured interviews were used by the researcher to collect data and the researcher asked students of class VII. The researcher started with general guiding questions based on the formulation and let the teacher and students speak freely to avoid misunderstanding from the teacher and many students would be the interviewers in Indonesian. The interview then took the form of a theme that emerged from the information provided by the teacher English and students.

F. Technique of Collecting Data

1. Observation

Observation is a method to look at something as an object seriously

and continuously done by the researcher. This technique depends on the direct observation and also watches the object done by the researcher himself continually then takes notes of the behavior and the real event which is happened (Moleong, 2004:174). According to Nana Sudjana's observation, it is a systematic observation and recording of the symptoms that occur researched. The observation technique is the systematic observation and recording of the phenomena being investigated.

During the teaching and learning process of English in class, especially when speaking in front of the class, the researcher observed the teaching and learning process in the class from the beginning to the end of the lesson. This technique is used by researcher to find out how students speak in front of the class and determine students' English speaking skills directly. In addition, the researcher also observed the way students teach in the teacher's strategy for speaking anxiety in front of class VII SMP Asy - Syifa Sukoharjo.

2. Interview

Interviews are a means of gathering information by asking several questions orally to be answered orally as well. Furthermore, it is a direct face-to-face effort to obtain reliable and valid actions in the form of verbal responses from one or more respondents. The researcher prepared several questions related to the anxiety of the VII students of SMP Asy -Syifa Sukoharjo when speaking English in front of the class. To collect data from interviews, students were interviewed in Indonesian to avoid

misunderstandings and to get the necessary in-depth information about the factors that contributed to their anxiety in speaking English and how they coped with the symptoms of foreign language anxiety they experienced in speaking English. Table 3.1 Interview Trascript for Teacher for below:

Interview for the teacher

No	Question	Theory	
1.	- What do you think when the children start speaking in front of the class, are their any difficulties?	Low English Proficiency	Factor Influencing speaking Anxiety
2.	- Are there any problems in understanding the task that a teacher have given - Are the students at Asy Syifa Junior High School able to understand the assignments given to do the assignments well?	Lack of Familiarity the Task	
3.	- Do students feel confident and convinced when speaking English in front of the class?	Lack of Confidence	
4.	- According to a teacher, do students appear afraid of making mistakes while speaking in front of the class?	Fear of Making Mistake	
5.	- What are the teacher's preparations for students so that students are more enjoy/comfortable when speaking English in front of the class? - How do you make students confident when speaking in front of the class	Preparation	Strategi to Reduce Speaking Anxiety
6.	- How do you make students feel anxious when speaking English in front of the class so that they become more relaxed?	Relaxtion	
7.	- How do you do things for students so that they can build a positive English speaking fear? - How do you coordinate students that speaking English in front of the class is a positive thing?	Positive Thinking	
8.	- Have you ever taught students so that they can study in groups with their classmates according to their English speaking ability?	Peer Seeking	

And then this table 3.2 Interview Trascript for student for below:

Interview for the Students

No	Question	Theory	
.			
1.	- What do you think about your current level of English? - What do you think that English language skills affect performance when speaking in front of the class?	Low English Proficiency	Factor Influencing speaking Anxiety
2.	- Do you find it difficult when the teacher gives English assignments? - Do you find it helpful in giving assignments from the teacher to your English speaking skills?	Lack of Familiarity the Task	
3.	- What makes you unsure and hesitant when you speak English in front of the class? - Have you had any experiences of anxiety in the past that affected your current level of confidence in your speaking skill?	Lack of Confidence	
4.	- What makes you afraid of making mistakes when speaking in front of the class? - Do your teacher's input and your classmates' comments influencing you to make mistakes when speaking English in front of the class?	Fear of Making Mistake	
5.	- What strategies have you prepared or tried to improve your English speaking skills?	Preparation	Strategi to Reduce Speaking Anxiety
6.	- How do you make students feel anxious when speaking English in front of the class so that they become more relaxed?	Relaxtion	
7.	How do you change the feeling of anxiety when you speak English in front of the class so that you think more positively?	Positive thinking	
8.	- Have you implemented group learning with your friends whose English speaking skills are the same as yours?	Peer Seeking	

G. Technique of Analyzing Data

The analysis of data in this research involved summarizing the mass of data collected. Bogdam in Sugiyono (2012:334) said, *“Data analysis is the process of searching for and compiling interview transcripts, field notes, and other materials that you collect to increase your own understanding of them and to enable you to present what you have found to others.”*

Miles and Huberman, (1994:24) provide an overview of data analysis in qualitative descriptive research. This is described in the flow model. They define analysis as consisting of three concurrent flow activities: data reduction, data display, and inference (drawing/verification). Here, Miles and Huberman (1994:12) state the comments about those components,

1. Data Reduction

Data reduction is the first step in analyzing the data. Huberman (1994:10) the data reduction refers to: “The process of selecting, focusing, simplifying, abstracting, and transforming data appears in field notes or written transcriptions. It is a form of analysis that shapes, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified.”

In this section, the researcher collects data from the results of interviews, observations, and recordings. Appropriate and significant data records will be the data needed by the researcher. Appropriate data recordings from mobile phones and interview documents will be selected.

Then the inappropriate data will be reduced. Primary data is data selected from records.

2. Data display

The second flow model of the activity of data analysis is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at the display helps to understand what is happening and to do something either analyzed further or taken action based on that understanding (Huberman, 1994: 11).

The next step to analyze the data is a data display. After collecting and reducing data, the researcher displays the collected data as organized and compressed information that will lead to conclusions. The form of qualitative data display includes the type of data display, namely to display accessible, compact, and organized information on the data. The researcher classify data about the factors that cause anxiety in speaking English and strategies to minimize the causes of anxiety in speaking English experienced by VII students of SMP Asy-Syifa Sukoharjo.

3. Conclusion Drawing and Verification

The third section of the analysis activity was the conclusion drawing and verification. From the data collection, the qualitative analysis was considered to decide what things mean is nothing regularities, casual flows, and propositions. Miles and Huberman (1994:11) also give the description that the component researcher holds this conclusion lightly,

maintaining, openness and skepticism, but the conclusion is still there.

Conclusions were also verified as the analyst proceeds. Verification may be as brief as a fleeting second opinion crossing the analyst mind during writing, with a short excursion back to the field notes, or it may be through and elaborate with lightly argumentation and review among colleagues to develop “inter subjective consensus” or with extensive effort to replicate a finding in another data set.

H. Trustworthiness of Data

According to Moleong (2018, p. 135) to get appropriate data, being the result of this study are reliable and valid, we need to do cross-check data namely data triangulation. Denzin and Lincoln (2017, p. 302) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulation: 1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.

1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.
2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data. Furthermore, investigator triangulation means that the validity of the research in some parts or all can be tested by some other researchers. From some researchers' point of view

and interpretation to the all information gotten and collected in the note, and it was hoped there will be the same interpretation that can increase the research validity.

3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.
4. Methodological triangulation, which refers to the use of more than one method for gathering data. Furthermore, methodological triangulation is a triangulation can be done by the researcher by collecting the same data but using different technique or method of collecting data, namely observation, interview, documentation. Theoretical triangulation was held by the researcher that used perspective more than just one theory to discuss the research problem.

In this study, the researcher used methodological triangulation by combining instruments (interviews and observations). To obtain data, the researcher interviewed the teacher English and 10 students VII grade of SMP Asy – Syifa Sukoharjo. After the interview data was collected, the researcher checked the validity of the interview data by comparing it with data taken from observations.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses the results of research conducted at SMP Asy - Syifa Sukoharjo. This chapter presents some findings and discussion about the factors of students' anxiety towards speaking English in front of the class. This chapter consists of research results, data analysis, and discussion.

A. Research Findings

The researcher presents the data relevant to the research problem in this section: (1) What are the factors that cause students' anxiety in speaking English in front of the class? (2) How do students and teachers reduce their anxiety in speaking English in front of the class? As a result, the researcher analyzed the main factors that cause students' English speaking anxiety and students' strategies to reduce their anxiety in speaking English in front of the class.

The researcher collects data from observations and interviews. Observations and interviews are stated in the research field notes. The data in this study were 50 students of class VII B and VII C SMP Asy Syifa Sukoharjo. However, not all 50 students went through the interview stage. The researcher only took 10 students and one teacher English for the data collection stage through interviews section. The result findings are categorized based on research questions.

The factors and their descriptions are described as follows explanation:

1. Factors That Cause Students' Anxiety in Speaking English

a. Low English Proficiency

The researcher found that there were still many seventh grade students at SMP Asy - Syifa who when they wanted to speak in front of the class, still felt confused. So that their lack of ability to understand word for word in English is one of the causes of anxiety when they speak in front of the class.

There are five elements of speaking ability based on Bahdi (2014) which divides the elements of speaking ability into five parts, including Accuracy and pronunciation, vocabulary, grammar, comprehension, and fluency. From the five elements, the seventh grade students of SMP Asy – Syifa only experienced two elements of speaking, namely fear of pronunciation and the lack of vocabulary they currently have. Based on interviews with students from VII C, some from class VII C still feel they don't understand how to read them with the correct pronunciation. But there are also those whose way of pronunciation they are correct and they are also brave.

This was shown and proven by the results of interviews with the English teacher of class VII at SMP Asy – Syifa that the students did not understand the pronunciation. The data is presented in the following conversation:

R: Bagaimana menurut ibu ketika anak – anak mulai speaking didepan kelas apakah adakah kesulitan? (R: What do you think, when the children started speaking in front of the class, were there any difficulties?)

T: Jadi kalau tingkat kecemasan siswa ketika maju ke depan untuk speaking ada beberapa mbak. Pertama siswa kurang prepare padahal udah di kasih tau sebelumnya bisa jadi mereka melakukan kesulitan. Kemudian yang kedua siswa siswi belum maksimal secara mendalam karena ada yang di SD nya mereka belum mendapatkan mata pelajaran Bahasa Inggris sama sekali padahal di SMP wajib ada mata pelajaran Bahasa Inggris. Yang terakhir adalah pronounciatitonnya siswa, karena malas membaca bacaan Bahasa Inggris. (T: So, there are several students' anxiety levels when they come forward to speak. First, the students were less prepared, even though they had been told beforehand, they might have difficulties. Then, the second is that the students have not maximized in depth because in elementary school students do not get English at all even though in junior high school there is an English subject. The last is students' pronunciation because they are too lazy to read English text)

(Resource: Interview 1)

The teacher explained that the seventh-grade students at SMP Asy - Syifa felt that students still felt their speaking skills were lacking because students were also lazy to study, especially studying, resulting in students having difficulty in pronunciation. After all, pronunciation must be practiced by reading a lot. The English teacher for grade VII at SMP Asy

–Syifa also said that many grade VII students still feel shy, afraid, and are still unprepared in speaking English. In contrast to the upper class students who have already made them, they are calmer and more confident in speaking English. From interviews conducted by the researcher, the data will be presented as follows:

R: Apa biasanya yang dirasakan siswa siswi di SMP Asy - syifa terutama pada saat speaking didepan kelas, apakah mereka merasa yakin dan percaya diri? (R: What do the students at Asy - Syifa Junior High School usually feel, especially when speaking in front of the class, do they feel confident and self-confident?)

T: Ada tipe kelas yang sudah yakin dan percaya diri namun pronunciation mereka masih banyak yang salah karena mereka berfikir yang penting mendapatkan nilai. Namun ada juga yang siswa itu padahal secara kemampuan bisa dan mampu tapi mereka malu jadi tidak mau maju ke depan kelas biasanya maunya di tempat duduk saja. Kalau enggak ada yang mau maju biasanya siswa – siswi itu suaranya kecil padahal pronunciation nya sudah bagus karena mereka kurang percaya diri. (T: There are class types who are sure and confident but their pronunciation is still a lot wrong because they think the important thing is to get grades. However, there are also students who, even though in terms of ability they can and are capable, students are embarrassed, so they don't want to come to the front of the class, usually they just want to be in a seat. If no one wants to advance, usually

the students' voices are low even though their pronunciation is good because they lack confidence)

(Resource: Interview 1)

In this data, the teacher explained that some students at Asy-Syifa Middle School did not think too much about the correct pronunciation rules because they were already confident, the important thing was to get grades, some students were still embarrassed, even though the students' pronunciation rules were good and correct. The following are some conversations from VII grade students in class C and in class B, in which they experience anxiety based on aspects of their pronunciation:

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas? (R: What makes you feel afraid of making mistakes when speaking in front of the class?)

S: Takut salah karena belum paham materinya dan cara membacanya takut salah ngucapin mbak. (S: I'm afraid of being wrong because I don't understand the material and I'm afraid of saying the wrong way, miss.)

(Resource: Interview 2).

In the conversation above, it can be seen that these students experience anxiety because they do not understand the material and are confused about how to pronounce that. Students also feel that their English skills also experience low English proficiency, because they do not understand the material so students have difficulty speaking from the material. In addition, students here have certain views on pronunciation which

are shown in the following data:

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas? (R: What made you unsure and doubtful when you spoke English in front of the class?)

S: Biasanya kata – kata yang akan dibicarakan/ dibacakan takut salah dalam ucapan jadi merasa tegang (S: Usually the words that will be discussed/read are afraid of making mistakes in pronunciation so you feel tense)

(Resource: Interview 2)

Here the researcher found the phenomenon that class VII C when speaking forward student felt tense because the pronunciation of students who were still unable to do so made students feel uncomfortable and hesitant, finally a feeling of tension arose. In the case of other students, they only felt that only the vowels in their pronunciation were the students still confused, shown in the following interview data:

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas? (R: What made you unsure and doubtful when you spoke English in front of the class?)

S: Tidak tau cara membacanya, jadi masih bingung terutama pada vokalnya. (S: Don't know how to read it, so I'm still confused, especially about the vocals)

(Resource: Interview 3)

In this aspect of pronunciation, seventh-grade students at SMP Asy - Syifa also still have difficulty pronouncing their vowels, because in speaking they must pay attention to the correct pronunciation and according to the rules. Because in the English Language, if the pronunciation is different, it is possible that you can change the meaning of the word or sentence. For example in the pronunciation of "two" and "to" if students or readers are still confused and don't understand, they are still confused about distinguishing the two words even though these two words there are different pronunciations but sometimes there are still those who pronounce them the same or are the same. besides class VII students at Asy - Syifa Junior High School still feel lacking, have difficulties, and are confused in pronouncing English words students become tense, students also feel nervous because students think that speaking English is in pronouncing words even almost the same if there are different meanings. Besides that it is also different in the pronunciation. Here is the data:

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas? (R: What makes you afraid of making mistakes when speaking in front of the class?)

S: Biasanya gerogi, kata-kata pengucapan beda. (S: Usually nervous, different pronunciation words)

(Resource: Interview 6)

This student realizes that in the lack of understanding in the pronunciation element, when students are appointed to speak English

students will feel nervous, and afraid that later what students will say will cause errors in pronunciation which will result in the wrong meaning of what students think. In addition to grade VII students experiencing low pronunciation, students also experienced low English vocabulary. Shown in the following conversation:

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas? (R: What makes you afraid of making a mistakes when speaking in front of the class?)

S: Biasanya ya takut gak bisa membaca tulisannya. (S: Usually, I'm afraid I can't read the text)

(Resource: Interview 4)

The data above shows that students have difficulty in reading and writing in English reading so that which affects when students want to read and also pronounce that. This shows that this student has little in his English vocabulary. If students know the meaning, it is unlikely that you will have no difficulty reading and understanding the contents of the reading text in English. Other students also had difficulties with different points of view, this was explained in the following data interview

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas? (R: What makes you afraid of making mistakes when speaking in front of the class?)

S: Cara menerangkan dikelas (S: How to explain in the class)

(Resource: Interview 5)

In another condition, this student also talked about the factors that influence anxiety when students speak in front of the class, namely because they are lacking in acquiring vocabulary in English, what happens is that students speak only carelessly, the important thing is to speak forward by getting grades without paying attention correct rules. And it is shown in the following conversation:

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas? (R: What made you unsure and doubtful when you spoke English in front of the class?)

S: Artinya tidak tahu, terus ngasal. Sesuai kemampuan. (S: It means that they don't know, then students try to make up their meaning according to their abilities)

(Resource: Interview 5)

In the conversation above, it shows that students find it difficult to interpret words in English, so it shows that they are lacking in consuming vocab in English. So that students have difficulty feeling and feel afraid to speak because they sense that students do not know the meaning first, of the course students will have difficulty conveying information to the front of the class by speaking.

b. Lack of Confidence

The researcher also found from the results of observations and interviews that had been carried out that some students VII SMP Asy - Syifa still did not believe in their abilities, still felt ashamed, unsure, and had doubts. Based on

Liu (2006:23), there are some causes of reticence (Anxiety to speak English) explained that students' anxiety in speaking English was because one of them was they still lack confidence. And the data will be proven in conversations with several students in the following:

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas? (R: What makes you afraid of making mistakes when speaking in front of the class?)

S: Engga cuman deg-degan dan agak malu aja. (S: I'm not just nervous and a little embarrassed)

(Resource: Interview 3)

The conversation above shows that students experience a lack of confidence because as long as students speak in front of the class students feel that they are embarrassed so some students' concentration decreases and anxiety arises. Students do not feel calm when speaking in front of the class, it could be because students are not well prepared. Likewise, with other students, the following are the results of interviews with other students in class VII:

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks? (R: What do you do when your anxiety about speaking English in front of the class starts to appear to reduce it or make it more enjoyable/relaxed?)

S: Mencoba Tarik nafas dan kendalikan diri sendiri. (S: Try to breathe and control yourself)

(Resource: Interview 7)

If in this conversation students have started to be able to control themselves, and students also realize that they are feeling anxious so students try to do relaxation, students think that with this it is much better to speak in front of the class. In other conditions students experience a lack of confidence with different points of view, the following is the interview data:

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa Inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks? (R: What do you do when your anxiety about speaking English in front of the class starts to appear to reduce it or make it more enjoyable/relaxed?)

S: Diam, lalu melanjutkan (S: Silence, and then continue)

(Resource: Interview 8)

In these conditions, students also realize that they feel nervous so students experience anxiety when speaking in front of the class. The students this time were so good at reacting to it, namely by showing that students were not confident by being silent for a moment, then students started again to do speaking when students felt they felt calm and started to be confident. The researcher also found something different from the other students above which had been explained that the lack of confidence did not come from themselves but from externals. The following are the results of the interview:

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas? (R: What makes you unsure and hesitant when you speak English in front of the class?)

S: yang membuatku ragu itu karena ada teman melihat. (S: which makes me doubt, because friends see me)

(Resource: Interview 9)

In this condition, it is clear that these students experience anxiety with a lack of confidence because students feel that there are friends who pay attention when students perform speaking in front of the class. So that students experience anxiety and think whether what they are doing is wrong. So it's not the researcher who knows that – class VII students at Asy – Syifa Middle School students are not only internal students themselves, but some students who experience anxiety in speaking English in front of the class because of external factors.

2. Strategy to Reduce Anxiety Student

After that the researcher conducted research at SMP Asy - Syifa with the observation and interview stages of the VII grade English teacher and the seventh grade students, they found several teacher strategies that must be carried out on their students. And also some of the efforts that have been made by class VII students.

a. Preparation

This phenomenon necessitates educational strategies to increase quality of life and lower stress and anxiety levels during preparation (Bartlett & Mercer,

2000). Jadi berdasarkan Bartlett & Mercer, that preparation makes it possible to influence the anxiety strategies experienced by students. In this study it was also found that the English teacher had prepared several strategies for his students.

Some of the strategies are as follows:

R: Apakah persiapan itu untuk siswa agar siswa lebih enjoy/nyaman pada saat melakukan speaking Bahasa Inggris di depan kelas? (R: What are your preparations for students so that students can enjoy speaking English more in front of the class?)

T: Dengan cara menulis vocabularies dulu, kemudian membaca dari daily activity (materi yang ada di modul). Setelah udah kelas VIII mereka pada saat liburan sekolah saya suruh untuk recount text tentang pengalaman sehari – hari, dengan awalnya tak kasih contoh dulu sebelum ada perintah tugas. Kemudian untuk nanti kalau udah kelas IX biasanya ada materi procedure text sambil presentasi. Begitu untuk proses penerapannya. (T: By writing the vocabularies first, then reading from the daily activity (material in the module). After they were in class VIII during the school holidays, I asked them to recount text about their daily experiences, at first not giving an example before there was an assignment order. Then for later when students in class IX, there is usually procedure text material while presenting. So for the implementation process.)

(Resource: Interview 1)

The teacher makes preparations by adding the vocabulary of the students, namely by getting used to writing and reading in class VII at SMP Asy-Syifa. And the task given by the teacher in the future gradually reaches a stage that is quite difficult for students. However, the teacher believes that by preparing for the

assignments, students are much better able to improve their English skills so that it affects students in speaking English. In addition, the teacher also said that in addition to being given assignments, the teacher also prepared strategies from different angles. The following is data from interviews with teachers:

R: Bagaimana cara guru untuk membuat siswa bisa percaya diri pada saat berspeaking di depan kelas? (R: How do you make students confident when speaking in front of the class?)

T: Disemangati kemudian kasih motivasi, dengan embel – embel dapat nilai dan nanti kalau ada yang nilainya tinggi saya kasih gift. (T: Be encouraged and then give motivation, with frills you can get a value and later if there is a high score I will give a gift)

(Resource: Interview 1)

It was clear that the teacher said that just being given assignments was not enough, maybe it would hone students' skills in speaking English but students also needed encouragement, and motivation from the teacher. As done by the seventh grade English teacher at SMP Asy – Syifa, it is by giving awards in the form of prizes to their students. Because of this, students will enjoy and enjoy learning English more and students will be more comfortable and enthusiastic about learning.

R: Bagaimana cara Ibu mencairkan sikap kecemasan siswa pada saat speaking Bahasa Inggris di depan kelas agar lebih rileks / enjoy? (R: How do you dilute the students' anxious attitude when speaking English in front of the class to make it more relaxed/fun?)

T: Biasanya saya kasih trial, kemudian di pancing atau di kasih contoh untuk bedanya cara membacanya gimana. (T: Usually I give a trial, then I am provoked or given an example of the difference in how to read it)

(Resource: Interview 1)

For the last stage the teacher is before giving assignments to his students, the teacher also gives examples to his students. Especially in presenting examples of English pronunciation. So that the seventh grade students at SMP Asy-Syifa are easier pronounce. The thing that must be considered first is the rules in pronunciation. Then in addition to the preparation of the English teacher in class VII, the students of class VII have also tried strategies in anticipating the anxiety of speaking English that students have experienced. The following are data from research results at SMP Asy - Syifa that have been collected by the researcher

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu? (What strategies have you prepared or tried to improve your English speaking skills?)

S: Biasanya belajar membaca dengan di ulang- ulang terus dari bacaannya mbak, aku eja dengan baca kata – perkata. (Usually, I learn to read by repeating what I read, Ms. I spell it by reading the words.)

(Resource: Interview 2)

In these conditions, students in addition to learning to read at school with the teacher, students also learn to read with their English text. Starting with correcting the pronunciation which students are really looking for by spelling out the reading in English word by word.

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu? (R: What strategies have you prepared or tried to improve your English speaking skills?)

S: Percaya diri, mau belajar dulu, dan di motivasi sendiri. (S: Confident, willing to learn first, and self-motivated.)

(Resource: Interview 3)

There are also seventh grade students at SMP Asy – Syifa who have a way to convince themselves and provide motivation. Besides that, students also don't forget to learn. Because only by learning still feel the experience of being a student more to express himself with this control.

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu? (R: What strategies have you prepared or tried to improve your English speaking skills?)

S: Harus paham dengan materi dan harus menenangkan diri. (S: You have to understand the material and have to set yourself up)

(Resource: Interview 4)

Self-control so that students feel brave and confident, students understand the material that students will convey in front of the class because if students do not understand then students will find it difficult to speak English in front of the class.

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu? (R: What strategies have you prepared or tried to improve your English speaking skills?)

S: Belajar mentranslate kata-kata yang sering tidak pahami dan belajar lagi. (S: Learn to translate words that are often not understood and learn again)

(Resource: Interview 5)

There are also class VII students at Asy –Syifa Middle School who try to make efforts by translating English reading texts. In addition to increasing students' vocabulary, students also need a deep understanding so that when they speak English in front of the class they don't experience anxiety that arises.

b. Relaxation

In relaxation, the researcher found some strategies used by students to relaxing their mind such as take a deep breath, be focus, relax, calm down, and invite a joke their friend. The researcher found relaxing in questionnaire and interview. In the interview the researcher found that 5 of 10 students said that:

S: Mengurangnya dengan cara tarik nafas dulu, diem kemudian baru di ulangi lagi. (Reduce it by taking a breath first, then silent, and then repeat)

(Resource: 2)

S: Jangan melihat yang lain, focus ke buku (Don't look at others, focus on books)

(Resource: 4)

S: Mencoba Tarik nafas dan kendalikan diri sendiri (Try to take a breath and control yourself)

(Resource: 6)

S: Diam sebentar, lalu melanjutkan. (Shut up for a while, then continue)

(Resource: 7)

S: Biasanya aku ngajak becanda audien biar gak takut – takut banget

(I usually invite the audience to joke so they're not afraid - really scared)

Based on the interview, they relax their mind to make their-self more comfortable before came forward. Most of students combine relaxing strategy with other strategy. The students felt that the relaxing strategy only reduce their anxious performance and the anxiety in delivering material.

c. Positive thinking

Despite the evidence for dealing with anxiety in various groups of students, there are some particular factors, such as study strategy and lifestyle, influence anxiety and anxiety coping styles (El & Stock, 2010). So it is necessary for students who experience anxiety to think positively because positive thinking makes it possible to reduce anxiety and nervousness in speaking English. As has been done by the English teacher and several grade VII students at Asy – Syifa Middle School as follows:

R: Bagaimana cara yang guru ajarkan ke siswa agar mereka bisa membangun rasa kecemasan berspeaking Bahasa Inggris itu menjadi sebuah sesuatu yang positif?

(R: How does the teacher teach students so that they can build a sense of anxiety about speaking English into something positive?)

T: Kalau hal itu dikasih motivasi jika kamu mau berbicara didepan kelas itu mempengaruhi speaking kamu bisa lebih bagus. Dan juga dikasih contoh dialog teks biar seru mereka bisa saut-sautan di kelas. (If it is supported by motivation if you want to speak in front of the class it affects your speaking can be better. And also given an example of dialogue text so that they can have fun together in class)

(Resource: Interview 1)

In this condition, the teacher is more motivated to motivate students that speaking must be tried and needs practice because then it will affect their speaking better and better. In addition, the teacher did not forget to give an example in the form of a dialogue, then the students tried to answer from the teacher's dialogue, so the teacher prepared so that the class atmosphere was fun and the students were also interested in speaking English in front of the class.

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa inggris didepan kelas supaya lebih berfikir positif? (R: How do you change the feeling of anxiety when you speak English in front of the class so that you think more positively?)

S: Dengan dimotivasi diri sendiri agar tidak cemas kalua cemas nanti gimana malah tambah cemas (By motivating yourself not to worry, if you worry later why worry even more)

(Resource: Interview 3)

In addition to getting motivation from the teacher, he also motivates himself so that students are always not anxious and motivated to be able to talk better and better. Because that way students will be more enthusiastic to learn English, especially when speaking in front of the class.

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa inggris didepan kelas supaya lebih berfikir positif? (R: How do you change the feeling of anxiety when you speak English in front of the class so that you think more positively?)

S: Menganggap bahwa di dalam kelas gak ada orang aja, biar lebih PD (S: Assuming there is no one else in the class, it will be more confident)

(Resource: Interview 4)

The researcher found that students in class VII at Asy-Syifa Middle School were interesting when they spoke English, that is, when students started speaking English in front of the class, students made them think that they were alone in class and no one paid attention to them. This was done so that they could reduce their anxiety when they were in front of the class to speak English.

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa Inggris didepan kelas supaya lebih berfikir positif? (R: How do you change the feeling of anxiety when you speak English in front of the class so that you think more positively?)

S: Harus PD dan jangan takut akan sesuatu dan harus dicoba dulu (S: Must be confident and don't be afraid of something and must try first)

(Resource: Interview 5)

All students have anxiety at different anxiety factors and strategi to reduce anxiety. There are lack of confidence, low English proficiency, and fear of making mistake. To reduce this anxiety, students ventured with full confidence and students also thought not to be afraid, first, they had to be brave to try it. This strategy is also carried out on VII grade students at SMP Asy – Syifa to be more enthusiastic and enjoy speaking in front of the class in English.

B. Discussion

In the findings of this study, the researcher discussed several theories about the factors of students' speaking anxiety. The researcher observe and study various dimensions to obtain data. To justify the researcher's findings, the researcher tries to discuss them with other relevant references.

1. Factors Students Anxiety

Based on the interview, students have various factors that are experienced when speaking English. There are 8 students who have different levels of anxiety. And there are only two factors that students

a. Low English Proficiency

Based on the results of the interview, most of the students have skills that are still lacking and need to be improved, especially in their pronunciation and student vocabularies. So before speaking in front of the class, they are already worried about being wrong, afraid of being wrong and sometimes they are hesitant and unsure about speaking in front of the class. They say that they still lack difficulties in pronunciation and adoption of rich English vocabulary

b. Low of Confidence

Based on the interviews and interviews, it was found that some seventh grade students of SMP Asy - Syifa also felt ashamed, did not dare, and were very hesitant to speak English in front of the class. it is shown when they come forward in front of the class for speaking they feel nervous, tense, and often silent when in fact they can and are able to do it it's just that they are

shy and feel inferior.

2. Strategy to Reduce speaking Anxiety

Moreover, from five factors that proposed by Rivers (in Liu 2006: 23), most of the anxiety factors that usually do by students in the seventh grade of SMP Asy – Syifa Sukoahrjo are desire to communicating (students), personality factors (3 students), limitation of expression (4 students), correction of errors (4 students). In order to get a good speaking, the students should reduce the anxiety, students should have the strategies to reduce their anxiety. Based on the theory of Barlet and Marcer (2010: 22) there are five strategies to reduce anxiety, they are: preparation. Relaxation, positive thinking, peer seeking, and resignation.

a. Preparation

Based on the Interview, most of the students need preparation to reduce their anxiety. They have preparation before speaking in front of the class. They said by preparing the material, they can reduce the anxious when they perform in front of the class. When the students are motivated to reduce their anxiety they are assumed to adopt those strategies they perceived to be most effective.

b. Relaxation

Based on interviews, 8 students used relaxation to reduce their anxiety. Taking deep breaths and calming down is used mostly by students to make them relax and calm in reducing anxiety during speaking

performances in front of the class. By using the strategy, the students can keep control of their feeling of frightened and when students are in a relaxed condition it will help them to explore their performance.

c. Positive Thinking

Positive thinking is a way of thinking process which use positive motivation is for own self that everything will be fine. Positive thinking is the one of the way to reduce anxiety in speaking performance. From the questionnaire result, 2 of 8 students answered that they choose to be positive thinking to reduce their anxiety. They said that everything will be easy in the performance.

Based on the interview, the students said that positive thinking is the best way to learn something because everything will be fine. Positive thinking is the main technique to reduce their anxiety by them. The results of the interview showed that the seventh grade students of SMP Asy – Syifa said that I had to be confident and brave.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher are presented as follows:

A. Conclusion

Based on the result in chapter four, the researcher can conclude that the seventh-grade student SMP Asy – Syifa Sukoharjo has three anxiety factors. There are 10 students who have low English proficiency, 8 students lack of confidence, and 5 students have fear of making mistakes. Meanwhile, the students' strategies to reduce their anxiety are preparation, positive thinking, relaxation, peer seeking, and resignation. Most of the students have three strategies to reduce anxiety. There are relaxation 8 students, positive thinking 4 students, and 10 students who use preparation to reduce their anxiety.

B. Suggestions

From the findings that presented in chapter four, there are some suggestions that can be taken as a consideration in teaching and learning process especially in learning foreign language, as follows:

1. For teacher

Depending on the factors these are provoked, there are many different ways to deal with inhibitions related to speaking in foreign

language. The teacher should recognize that anxiety is one of the reasons of why students having difficulties in teaching and learning process especially when they learn foreign language in speaking activity. The teacher should plan classes carefully and analyse her behaviour during the lesson. The teacher should plan the material it well. For example when speaking in front of class the teacher gives themes spontaneously to the students. So, the students try to study hard and make a good idea about the themes. The teacher also could build a friendly situation in a class and create a relax situation to the students to make a good interaction among all of member of the class. Motivations from the teacher also needed to make students more active and bravely and also confident to learn the material.

2. For students

In learning speaking, the students are expected not to feel anxious when speaking in the class students should prepare before doing the presentation or speaking performance. They must pay attention about anxiety when speaking English in the class. Students should prepare before doing the presentation or speaking performance. They must pay attention about anxiety when speaking English. In teaching learning process, when teacher give themes spontaneously about the material, the students should try to study hard and make a good idea about the themes that would be learn. So, it can make a students more active and would be easy to speak in front of class because they had

more idea to speak. They also must more confident and no need to fear of making mistakes when speaking English. To reduce the student anxiety should learn more and use some strategies to reduce their anxiety is speaking performance.

3. For other researcher

For other researcher who are interested in conducting in similar study, this research can be used as a reference for them to support their study. The researcher hopes the next researcher can do research better and can follow up this research.

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APPENDIX

APPENDIX 1

FIELD NOTED

FIELD NOTE

Title : 1st Observation

Date : Thursday, October 20th 2022

Place : VII C classroom

This is the first observation in this study. Researcher on the first day of observation by researchers conducted in class 7 C which was held on Friday from 09.00 to 10.35 am and was taught by Ms. Laila, at that time the teacher started the lesson with greetings, asked students how they were, then continued with student attendance. Because at the previous meeting, the teacher had given assignments, namely material about Time, at the meeting, at that time the teacher reviewed and asked students to go forward one by one which aims to answer the questions that have been given by the teacher.

After all the designated students come forward and write answers, then the teacher asks students to come forward and read each question that has been answered while other students match their answers. The students at that time were very enthusiastic to take English lessons that day. So that the teacher was not less enthusiastic about teaching VII grade students on the same day. After all the questions have been discussed and reviewed, then the teacher asks the students again if they are still confused and need to be explained again, but it seems that all students already understand the material. After that, the teacher called the students

one by one to mention how many grades they had obtained. And the teacher enters the value as a daily test score.

From the observations above, it can be concluded that when students come in front of the class to speak from the answers that have been written on the blackboard, they are very enthusiastic even though many of them are still not confident. But the teacher provides examples, explanations, and motivation so that students are trained to speak in front of the class.

FIELD NOTE

Title : 2nd Observation

Date : Tuesday, November 1st 2022

Place : VII B classroom

On the second day, the researchers made observations, namely switching to class 7B. Which is held on Tuesday, and at the last hour at SMP Asy - Syifa. Which was followed by 25 students at that time. The last hour of students taking English lessons was not as enthusiastic as the researchers' first observations made previously. Therefore, the teacher plays a very active role in this meeting, firstly, teacher must build the enthusiasm of the students, and then teacher must motivate the students to keep learning even in the last hour.

As usual, the teacher started with greetings, asking how things were, and also taking attendance. Then the teacher introduces the material that will be delivered that day, which is about daily tests. The material begins by explaining the readings in the student handbook module. The teacher begins to explain the essence of the reading. After that, the teacher asks the students to come forward so that each student reads one paragraph of the reading text. After all the reading texts have been read by students. Then the teacher interprets the reading in Indonesian. Then at this meeting, the teacher asked the students if there were some words that they did not know the meaning of. Then the teacher writes all the

vocabulary that the students do not understand on the blackboard along with their Indonesian meanings. Then the teacher reviews the vocabulary that students do not know and asks students to write down the vocabulary that they do not know.

From the observations above, it can be concluded that students are less enthusiastic to take English lessons taught by Ms. Laila at the last hour on Tuesday. And that includes a teacher's challenge to build a more active and enthusiastic classroom atmosphere. And at this meeting, the teacher also gave a strategy in the form of adding vocabulary to students so that they did not feel afraid to run out of vocabulary when speaking in front of the class.

APPENDIX 2

THE STUDENTS' NAME

The Students' Name of VII B Class

NO	NIS	NAMA SISWA
1	2271023	ALBANI KHALIEL LATIEF
2	2271024	ALVARO ZA'ALAN YURIKO
3	2271025	AMIN SABTITO
4	2271026	AQSHA ZHAFIF AUFA WIBOWO
5	2271027	ARIS KURNIAWAN
6	2271028	BERWYN IKRAM KRISTANTO WIJAYA
7	2271029	CHRISTIANO ARYAN PRATAMA
8	2271030	FAJAR WICAKSONO
9	2271031	FEBRIO IKHWAN PRIMADANA
10	2271032	FUAD IHWAN MAULANA
11	2271033	IBRA HAFIZ MAULANA
12	2271034	JAVIER RENJIRO FAWWAS
13	2271035	JUNIOR RIZAL MAHESTRA
14	2271036	MOCHAMMAD JORDAN
15	2271037	MOHAMAD ROYAN
16	2271038	MUHAMAD RAKHA VENTRISYANO ATARAFI
17	2271039	MUHAMMAD FAJAR WIJAYA
18	2271040	MUHAMMAD RAFFI AUFA SAIF
19	2271041	NAUFALINO ALTHAFIAN MUSTOFA
20	2271042	PRASETYO NUGROHO
21	2271043	ROSI SYAMSUL ALAM
22	2271044	SHOBRAN RIZQONA
23	2271045	VICKY VARENSKY WAFDULLOH
24	2271046	YARDAN AUFA FADLILLAH

The Students' Name of VII C Class

NO	NIS	NAMA SISWA
1	2271047	ALFINA AZIZA PUTRI
2	2271048	ALMAIRA BALQIS AQINA
3	2271049	ALTHAFIA AZKA NABILA
4	2271050	AMALIYA FALDA ISMAIL
5	2271051	ARINAL HAQ
6	2271052	AULIA MIRZAM SALAM ALMABNI
7	2271053	EFIFA KAMILIA AZMI
8	2271054	FARAH IZZA AULIA
9	2271055	FIRDA CHUSNA MUTIK
10	2271056	GEISHA SRIMANDANA
11	2271057	IBNATY RIFDAH MUYASSAROH
12	2271058	JINGGA CAHYA MAHANANI
13	2271059	KAYYIS AYU SHOLIHAH
14	2271060	KHANIFA ROHMATU KHUSNA
15	2271061	MANDARINA ZINKA DIYA ALDIN
16	2271062	MEISYA RIZQI KUSUMA
17	2271063	MEUTHYA NUR HASNA
18	2271064	PUPUT SEPTIANI RAGILIYA PUTRI
19	2271065	PUTRI AULIA RS
20	2271066	RIANA PUTRI VIDIANA
21	2271067	SALLY SARAH MUNAJ
22	2271068	SAMARA THALITA KEYLA HERMANTO
23	2271069	SARAH ASFARINA RAHMADITA
24	2271070	TIARA YUYUN PERTIWI
25	2271071	TRI IRMA DINA KHAIRA
26	2271072	NAYLA AULLIA RAMMADHANI
27	2271073	AZZARELLANA JACLYN BAHRUDDIN
28	2271074	OLIVIA AZZAHRA

APPENDIX 3

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT

Transcript 1

Time : Tuesday, November 8th 2022

Room : BK room

Interviewees : Ms. Laila Safaatun, S.Pd

R = Researcher

T = Teacher

R: Bagaimana menurut ibu ketika anak – anak mulai speaking didepan kelas apakah adakah kesulitan?

T: Jadi kalau tingkat kecemasan siswa ketika maju ke depan untuk speaking ada beberapa mbak. Yang pertama siswa kurang prepare padahal udah di kasih tau sebelumnya bisa jadi mereka melakukan kesulitan. Kemudian yang kedua siswa siswi belum maksimal secara mendalam karena ada yang di SD nya mereka belum mendapatkan mata pelajaran Bahasa Inggris sama sekali padahal di SMP wajib ada mata pelajaran Bahasa Inggris. Yang terakhir adalah pronounciatitonnya siswa, karena malas membaca bacaan Bahasa Inggris

R: Apakah siswa –siswi dalam memahami tugas yang ibu berikan ada kendala bu?

T: Kendalanya, ya karena biasanya siswa – siswi itu kurang belajar.

R: Apakah siswa siswa di smp asy syifa ini sudah bisa memahami tugas yang ibu berikan untuk mengerjakan tugas dengan baik bu?

T: Kalau faham atau enggaknya itu tergantung kelasnya mbak. Apalagi kalau di suruh bicara dan membaca itu ada yang lancar dan ada yang tidak lancar. Dan biasanya anak-anak kalau yang sudah faham itu mereka faham nya pada saat jam pelajaran itu juga tapi untuk nanti kalau minggu lalu atau besoknya sudah lupa, harus di ulas dulu dan harus di tekankan dulu.

R: Apa biasanya yang dirasakan siswa siswi di smp asy syifa terutama pada saat speaking didepan kelas, apakah mereka merasa yakin dan percaya diri?

T: Ada tipe kelas yang sudah yakin dan percaya diri namun pronunciation mereka masih banyak yang salah karena mereka berfikir yang penting mendapatkan nilai. Namun ada juga yang siswa itu padahal secara kemampuan bisa dan mampu tapi mereka malu jadi tidak mau maju ke depan kelas biasanya maunya di tempat duduk saja. Kalau engga ada yang mau maju biasanya siswa – siswi itu suaranya kecil padahal pronunciation nya sudah bagus karena mereka kurang percaya diri.

R: Menurut ibu, apakah selama siswa speaking di depan kelas, siswa terlihat takut untuk membuat kesalahan?

T: Siswa – siswi biasanya jarang untuk melakukan kesalahan mbak, paling mereka cuman diam, biasanya kalau ada yang diam gitu saya ulang/reply.

R: Apakah persiapan ibu untuk siswa agar siswa lebih enjoy/nyaman pada saat melakukan speaking Bahasa Inggris di depan kelas?

T: dengan cara menulis vocabularies dulu, kemudian membaca dari daily activity (materi yang ada di modul). Kemudian kalau nanti udah kelas VIII mereka pada

saat liburan sekolah saya suruh untuk recount text tentang pengalaman sehari – hari, dengan awalnya tak kasih contoh dulu sebelum ada perintah tugas. Kemudian untuk nanti kalau udah kelas IX biasanya ada materi procedure text sambil presentasi. Begitu untuk proses penerapannya.

R: Bagaimana cara ibu untuk membuat siswa bisa percaya diri pada saat berspeaking di depan kelas?

T: Disemangati kemudian kasih motivasi dengan embel – embel dapat nilai dan nanti kalau ada yang nilainya tinggi saya kasih gift.

R: Bagaimana cara Ibu mencairkan sikap kecemasan siswa pada saat speaking Bahasa Inggris di depan kelas agar lebih rileks / enjoy?

T: Biasanya saya kasih trial, kemudian di pancing atau di kasih contoh untuk bedanya cara membacanya gimana.

R: Bagaimana cara yang guru ajarkan ke siswa agar mereka bisa membangun rasa kecemasan berspeaking Bahasa Inggris itu menjadi sebuah sesuatu yang positif?

T: Kalau hal itu dikasih motivasi jika kamu mau berbicara di depan kelas itu mempengaruhi speaking kamu bisa lebih bagus. Dan juga dikasih contoh dialog teks biar seru mereka bisa saut-sautan di kelas.

R: Bagaimana cara Ibu dalam mengkoordinir siswa bahwa speaking Bahasa Inggris di depan kelas itu sesuatu hal yang positif?

T: Didorong dengan kasih motivasi dan diberi gift.

R: Apakah Ibu sudah mengajarkan ke siswa agar mereka bisa belajar berkelompok dengan teman sesuai kemampuan Bahasa Inggrisnya?

T: Kalau sementara ini untuk kelas VII belum untuk penerapannya mbak.

INTERVIEW TRANSCRIPT

Transcript 2

Time : Tuesday, November 8th 2022

Room : Hall room

Interviewees : Mutia

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Masih kurang lancar apalagi untuk cara membacanya

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Mempengaruhi untuk membacanya jadi takut keliru.

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

S: Kadang susah, kadang mudah

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa Inggris kamu?

S: Merasa terbantu karena ibu guru nagsih tugas sekalian di jelasin jadi bisa nambah kosa kata

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

S: Biasanya kata – kata yang akan dibicarakan/ dibacakan takut salah dalam ucapan jadi merasa tegang

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

S: Engga.

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Takut salah karena belum paham materinya dan cara membacanya takut salah ngucapin mbak

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu akan membuat kesalahan pada saat berpspeaking abhasa inggris di depan kelas?

S: Engga mbak, karena datangnya dari diri aku sendiri takut cara membacanya tadi.

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Biasanya belajar membaca dengan di ulang- ulang terus dari bacaannya mbak, aku eja dengan baca kata – perkata.

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: Mengurangnya dengan cara tarik nafas dulu, diem kemudian baru di ulangi lagi.

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa Inggris di depan kelas supaya lebih berfikir positif?

S: Harus PD, yakin dan berani dulu.

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu?

S: Belum mbak, biasanya belajar sendiri dan ikut les.

INTERVIEW TRANSCRIPT

Transcript 3

Time : Tuesday, November 8th 2022

Room : Hall room

Interviewees : Firda

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Masih kurang.

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Engga terlalu mempengaruhi

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

S: Engga merasa kesulitan mbak, mudah – mudah saja.

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa Inggris kamu?

S: Merasa terbantu, soalle di rumah jarang membaca Bahasa Inggris. Jadi ketika di suruh membaca bisa nambah vocab.

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

S: Tidak tau cara membacanya, jadi masih bingung terutama pada vokalnya.

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

S: Engga ada.

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Engga cuman deg-degan dan agak malu aja.

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu akan membuat kesalahan pada saat berpspeaking abhasa inggris di depan kelas?

S: Engga mempengaruhi karena dari diri sendiri merasa malu tadi.

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Percaya diri, mau belajar dulu, dan di motivasi sendiri.

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: biasanya aku ngajak becanda audien biar gak takut – takut banget

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa inggris didepan kelas supaya lebih berfikir positif?

S: Dengan dimotivasi diri sendiri agar tidak cemas kalua cemas nanti gimana malah tambah cemas

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu sesuai dengan kemampuan speaking Bahasa inggris mu untuk belajar bersama?

S: Belum.

INTERVIEW TRANSCRIPT

Transcript 4

Time : Tuesday, November 9th 2022

Room : BK room

Interviewees : Mirzam

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Masih dibawah standar

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Engga mempengaruhi karena merasa bisa aja

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

S: Kadang sulit , kadang engga. Tergantung soalnya

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa inggris kamu?

S: Merasa terbantu, contohnya disuruh sering membaca dan diartikan bareng-bareng apabila ada kata yang belum tau artinya.

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

S: Biasanya karena bingung cara membacanya dan komentar dari temen.

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

S: Engga ada

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Biasanya ya takut gak bisa membaca tulisannya.

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu akan membuat kesalahan pada saat berspeaking abhasa inggris di depan kelas?

S: Engga

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Harus paham dengan materi dan harus menenangkan diri.

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: Berusaha mengulangi kata-katanya dahulu kemudian baru speaking.

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa inggris didepan kelas supaya lebih berfikir positif?

S: Menganggap bahwa di dalam kelas gak ada orang aja, biar lebih PD

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu sesuai dengan kemampuan speaking Bahasa Inggris mu untuk belajar bersama?

S: Belum

INTERVIEW TRANSCRIPT

Transcript 5

Time : Tuesday, November 9th 2022

Room : BK room

Interviewees : Riana

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Bagus dan sudah ngerti

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Iya mempengaruhi, contohnya saat berbicara dikelas saat presentasi dikelas membaca tugas bu Laila membuat deskripsi pake Bahasa Inggris

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

S: Awal-awal iya tapi lama-kelamaan mampu dan paham.

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa Inggris kamu?

S: Membantu sekali, Awalnya tidak paham English sekarang udah tau

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

S: Tidak ada

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

S: Tidak ada

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Cara menerangkan dikelas

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu untuk membuat kesalahan pada saat berpspeaking abhasa inggris di depan kelas?

S: Sudah PD dan berusaha belajar baik lagi

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Belajar mentranslate kata-kata yang sering tidak pahami dan belajar lagi

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: Tidak ada

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa inggris didepan kelas supaya lebih berfikir positif?

S: Harus PD dan jangan takut akan sesuatu dan harus dicoba dulu

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu sesuai dengan kemampuan speaking Bahasa Inggris mu untuk belajar bersama?

S: Sudah

INTERVIEW TRANSCRIPT

Transcript 6

Time : Tuesday, November 9th 2022

Room : BK room

Interviewees : Lana

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Kurang, karena baru awal kelas 7

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Iya, karena baru-baru dan belum semuanya tahu dalam mengartikan.

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

S: Pernah, grammar

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa Inggris kamu?

S: Iya

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

S: Pengucapan salah

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

S: Tidak ada, dulu SD sering maju di depan kelas

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Biasanya gerogi, kata-kata pengucapan beda

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu untuk membuat kesalahan pada saat berpspeaking abhasa inggris di depan kelas?

S: Iya, kadang kalo salah ngucapin guru membantu tapi kadang-kadang ngelag.

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Biasanya, kalo dirumah belajar dari google dan mendengarkannya.

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: Jangan melihat yang lain, focus ke buku

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa inggris didepan kelas supaya lebih berfikir positif?

S: Tarik nafas, dan melihat satu bidang seperti meja/ kursi.

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu sesuai dengan kemampuan speaking Bahasa Inggris mu untuk belajar bersama?

S: Belum ada.

INTERVIEW TRANSCRIPT

Transcript 7

Time : Tuesday, November 9th 2022

Room : BK room

Interviewees : Alvaro

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Sudah menguasai materi English

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Sedikit mempengaruhi,

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

S: Tidak merassa kesulitan, karena sudah mampu memahami materi English

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa Inggris kamu?

S: Enggak mempengaruhi, karena tugasnya sudah mampu memahami.

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

S: Salah ejaan, kakinya gemeteran

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

S: Tidak ada

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Di ketawain sama temen-temen membuat rasa kecemasan

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu akan membuat kesalahan pada saat berpspeaking abhasa inggris di depan kelas?

S: Tidak ada.

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Lebih banyak tampil di depan kelas.

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: Mencoba Tarik nafas dan kendalikan diri sendiri

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa inggris didepan kelas supaya lebih berfikir positif?

S: Mencoba mengambil yang positif dan tidak memikirkan hal yang negative.

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu sesuai dengan kemampuan speaking Bahasa Inggris mu untuk belajar bersama?

S: Belum ada, belajarnya sendiri.

INTERVIEW TRANSCRIPT

Transcript 8

Time : Tuesday, November 9th 2022

Room : BK room

Interviewees : Fajar

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Lumayan baik

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Mempengaruhi

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

S: Sedikit kesulitan saat mengerjakan tugasnya

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa Inggris kamu?

Terbantu, tentang waktu, jam, hari

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

Pernah, salah mengartikan salah cara membaca

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

Sedikit, nilai tugasnya di bawah kkm

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Enggak pernah

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu akan membuat kesalahan pada saat berpspeaking abhasa inggris di depan kelas?

S: Tidak ada, dan pernah membaca cerita di dalam buku

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Sudah, bisa tau dan mampu mengartikan dan belajar membaca materi/ buku English.

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: Diam, lalu melanjutkan.

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa Inggris di depan kelas supaya lebih berfikir positif?

S: Tidak paham artinya. Menanyakan teman—teman.

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu sesuai dengan kemampuan speaking Bahasa Inggrismu untuk belajar bersama?

S: Belum ada, belajar sendiri, jarang bertanya kepada teman teman dan guru.

INTERVIEW TRANSCRIPT

Transcript 9

Time : Tuesday, November 9th 2022

Room : BK room

Interviewees : Fuad

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Lumayan bisa

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Mempengaruhi

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

Kalo essay susah, dan jawabnyaa bikin sendiri.

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa Inggris kamu?

S: Tidak ada

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

S: Ada, temen karena dilihatin.

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

S: Tidak ada

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Cara membacanya

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu akan membuat kesalahan pada saat berpspeaking abhasa inggris di depan kelas?

S: Mempengaruhi, karena ucapannya seperti mengejek.

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Kalo baca nunduk kebawah, tidak melihat temen.

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: Membaca ragu-ragu dan nenanginnya susah. Meyakinka diri agar tidak gemeter

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa inggris didepan kelas supaya lebih berfikir positif?

S: Susah

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu sesuai dengan kemampuan speaking Bahasa Inggris mu untuk belajar bersama?

S: Sudah

INTERVIEW TRANSCRIPT

Transcript 10

Time : Tuesday, November 9th 2022

Room : BK room

Interviewees : Ibra

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Bisa iya bisa tidak

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Belum pernah

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

S: Ada sulitnya, ada tidaknya. Sulitnya saat tidak tahu artinya.

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa Inggris kamu?

S: Bisa

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

S: Artinya tidak tahu, terus ngasal. Sesuai kemampuan

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

S: Iya mempengaruhi

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Takut membacanya salah

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu akan membuat kesalahan pada saat berpspeaking abhasa inggris di depan kelas?

S: Tidak ada

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Tanya-tanya yang susah

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: Teman-teman pada ketawa dan membuat ragu-ragu

R: Bagaimana cara kamu mengubah rasa kecemasan pada saat kamu berspeaking Bahasa inggris didepan kelas supaya lebih berfikir positif?

S: PD, dan tidak melihat temannya.

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu sesuai dengan kemampuan speaking Bahasa Inggris mu untuk belajar bersama?

S: Belum.

INTERVIEW TRANSCRIPT

Transcript 11

Time : Tuesday, November 9th 2022

Room : BK room

Interviewees : Royan

R = Researcher

S = Student

R: Bagaimana menurutmu tingkat kemampuan Bahasa Inggris kamu saat ini?

S: Lumayan bisa dalam belajar Bahasa Inggris

R: Apakah menurutmu kemampuan Bahasa Inggrismu mempengaruhi performamu ketika speaking di depan kelas?

S: Iya mempengaruhi karena sudah mampu mempelajarinya

R: Apakah kamu merasa kesulitan pada saat guru memberikan tugas Bahasa Inggris?

S: Pernah merasakan karena vocabulary dan mampu mengausai angka seperti tahun

R: Apakah dalam pemberian tugas dari guru, kamu merasa terbantu pada speaking Bahasa Inggris kamu?

S: Iya membantu, contoh tugas yang diberikan guru

R: Apakah yang membuat kamu tidak yakin dan ragu-ragu pada saat kamu melakukan speaking bahasa inggris didepan kelas?

S: Pernah, merassa ragu karena belum memahai artinya

R: Apakah kamu memiliki pengalaman kecemasan dimasa lalu sehingga mempengaruhi tingkat kepercayaan diri pada kemampuan speaking kamu saat ini?

S: Pernah, Ketika guru menjelaskan materi siswa tidak mendengarkan penjelasannya.

R: Apakah yang membuat kamu merasa takut membuat kesalahan pada saat speaking di depan kelas?

S: Tidak ada, karena sudah PD

R: Apakah masukan dari Ibu guru dan komentar teman – teman sekelas kamu mempengaruhi kamu akan membuat kesalahan pada saat berpspeaking abhasa inggris di depan kelas?

S: Tidak ada.

R: Apa strategi yang sudah kamu siapkan atau upayakan untuk meningkatkan kemampuan speaking Bahasa Inggrismu?

S: Selalu belajar dalam memahami Bahasa inggris.

R: Apakah hal yang kamu lakukan pada saat kecemasan berspeaking Bahasa inggris di depan kelas mulai muncul itu agar lebih berkurang atau lebih terbawa enjoy / rileks?

S: Bertanya kepada guru jika kurang paham dalam memahami materi.

R: Apakah kamu sudah membuat kelompok belajar dengan teman sekelasmu sesuai dengan kemampuan speaking Bahasa Inggris mu untuk belajar bersama?

S: Belum ada, dan masih belajar sendiri.

APPENDIX 4

DOCUMENTATION

DOCUMENTATION 1

In this picture, the researcher doing the first observation in class VII C of SMP

Asy - Syifa Sukoharjo with Ms. Laela Safaatun, S.Pd



This picture is a researcher doing observations in class VII 7B of SMP Asy - Syifa

Sukoharjo with Ms. Laela Safaatun S.Pd



DOCUMENTATION 2

This picture is when the researcher interviewed students of class VII B in SMP

Asy – Syifa Sukoharjo



In BK room, the researcher interview Ms. Laela Safaatun, S.Pd who a teacher english in grade VII of SMP Asy – Syifa



Finally, the researcher conducted an interview with class VII C students at SMP
Asy - Syifa Sukoharjo

