

**AN ANALYSIS OF STUDENT'S ANXIETY IN SPEAKING FOR FORMAL
INTERACTION AT 2nd SEMESTER OF ENGLISH LANGUAGE
EDUCATION STUDY PROGRAM OF UIN RADEN MAS SAID
SURAKARTA THE ACADEMIC YEAR 2023/2024**

THESIS

**Submitted as A Partial Requirements
for the Undergraduate Degree**



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DEDICATION

This thesis is dedicated to:

- My beloved parents Mr. Supriyono and Mrs. Sri Mulyani who always give me encouragement and love so that I can finish this thesis.
- My precious younger brother, Fauzan Faiqul Umam who are always waiting for me to graduate.
- My beloved all best friend who accompanied me during college until this thesis could be completed, thanks for being me.
- Myself who able to fight all the struggles that exist everyday so this thesis can completed properly.

MOTTO

“Jika kau hanya berbicara tanpa mendengar, kau akan menyakiti.”

-Sirin Farid Stevy-

“Dan berikanlah berita gembira kepada orang-orang yang sabar, yaitu yang ketika ditimpa musibah mereka mengucapkan: sungguh kita semua ini milik Allah dan sungguh kepada-Nya lah kita kembali.”

-QS Al-Baqarah: 155-156-

“Bagaimanapun juga merawat cita-cita tak akan semudah berkata-kata.
Rencana berikutnya rajut lagi cerita merapal doa, gas sekencangnya!”

-FSTVLST-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis of Student’s Anxiety in Speaking for Formal Interaction at 2nd Semester of English Language Education Study Program of UIN Raden Mas Said Surakarta The Academic Year 2023/2024” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher is sure that this thesis would not be completed without the 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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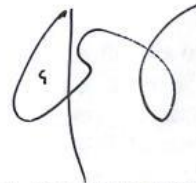
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, 30 Mei 2023

Stated by,

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a vertical line and a loop.

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ABSTRACT

Salsabilla Salma Tsuraya. 2023. *An Analysis of Student's Anxiety in Speaking for Formal Interaction Subject at 2nd Semester of English Language Education Study Program of UIN Raden Mas Said Surakarta The Academic Year 2023/2024*. Thesis English Education Department, Cultures and Language Faculty.

Advisor : Sabariyanto, M.Pd.

This study aims to determine the causal factors and ways to decrease anxiety in 2nd semester students in speaking for formal interaction subject in the English education study program at UIN Raden Mas Said Surakarta. The purpose of this research is to find out the factors that cause students to experience speaking anxiety and ways for students to decrease this anxiety.

This study used descriptive analysis qualitative research. To determine the subject the researcher used purposive sampling. The participants in this research were 32 students of 2C class. The data were collected by using observation, interview and questionnaire. The techniques of analyzing data were data reduction, data display, and drawing conclusion. The research used trustworthiness of the credibility with triangulation source and cross-checked data from sources namely students.

The research findings showed that there are various factors of students' anxiety including personal and interpersonal anxieties (13 from 32 students), learners' belief about language learning (9 from 32 students), instructor-learners interaction (3 from 32 students), and language testing (2 from 32 students). The research also found some strategies used by students to decrease anxiety; they are preparation (15 from 32 students), relaxation (4 from 32 students), positive thinking (8 from 32 students) From the result of the research, it can be concluded that the most dominant factor of students' anxiety is personal and interpersonal factor. Meanwhile, the most dominant strategies used by students to decrease anxiety used preparation. The research has a suggestion for the teacher and the students. The teacher should plan the materials very well and help the students to decrease speaking anxiety. Meanwhile, the students should remain keep their strategies to decrease speaking anxiety and have more practices for their speaking formal interaction subject.

Keywords : Student's Anxiety, Speaking, Speaking for Formal Interaction

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the 4 (four) skills which is the basic ability of English. According to Brown (2003:140) Speaking is a productive skill that can be seen through direct and empirical observation, which is always observed to be identical to the accuracy and effectiveness of the test takers' speaking skills, which of course sacrifices the reliability and validity of oral production tests. Speaking is an important factor in a new life to carry out daily activities, by mastering good and correct speaking a person can be said to be a smart or intelligent person according to observations that researcher observe in the environment around researcher. It means that by speaking, one's level of knowledge can be known. For a language student, speaking is the main thing that must be mastered in order to convey an idea to present something.

At the school, speaking English is still become a problem for the students. Zhang (2009: 91) argues that most language learners, especially english, to master speaking is the most difficult skill and even their oral skills to express english are still in a less qualified or less competent level. In fact, students usually feel anxious when they are asked to speak english. It means that not easy to understand a language, especially a foreign language, especially in an academic environment, language plays an important role. According to pre-research, anxiety arises because of nervousness, restlessness, and lack of confidence which usually arise when they speak spontaneously in

formal situations and are witnessed by the general public. Anxiety is a student problem that is difficult to eliminate because it requires student self-awareness.

According to Horwitz, et al (1986: 125) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. It is supported by the fact that many students feel nervous so they find it difficult to speak English. It means that, behind the difficulty of speaking especially in English does not necessarily arise spontaneously other than anxiety, there are also many factors behind why students experience difficulty in speaking. For some people who experience anxiety when speaking verbally, they must know the cause of the anxiety they experience. In addition, they must also know how to decrease anxiety in speaking for formal interactions.

Meanwhile, Kondo and Ling (2004: 262) ways to decrease of anxiety when speaking, including: preparation, relaxation, positive thinking, looking for peers, and resignation. It means that students can know step by step to increase self-confidence and decrease anxiety when speaking for formal interaction in class.

According to Dahliah Patiung (2017:231) Speaking in formal interaction is not easy. Even the intelligent and educated persons are not necessarily adept and skillful in speaking especially students who are still afraid to speak in front of many people, even speaking in front of their friends. In interacting activity, of course, it takes strategy so that the message conveyed

to listeners can be received and understood. Communication activities can be divided into two domains, namely formal and non-formal.

Interaction in the formal domain means to communicate information to the other person in an official forum with a specific theme and with manners as well as the official costume. This activity is usually manifested in the form of speaking in front of people or forums. It means that, in speaking for formal interactions, skills or habituation are needed to practice speaking in public so that what is conveyed can be well received by listeners. It is not easy to speak in public, therefore many students experience anxiety or difficulties when speaking for formal interaction.

Speaking for formal interaction is included in the 2nd semester speaking skill course based on the curriculum in English education in an academic guidebook. Based on RPS from the lecturer for speaking course for formal interaction at english language education study program of UIN Raden Mas Said Surakarta. In 2nd semester the scope of material speaking for formal interactions is speaking for formal interactions provides students with real and appropriate expressions of spoken English in formal situations for basic level covering public speaking, such as: job interview, news anchor, promotion and negotiation, etc.

Therefore, the purpose of the researcher taking speaking classes for formal interaction is speaking training which is trained by lecturers to students during formal interactions, which is the main point of researcher in researching students' anxiety in speaking for formal interactions. So, students at each

meeting are trained to speak in front of their friends or the general public regarding formal interactions.

Then the reason researcher took the 2nd semester student research object because, based on the pre-research conducted with student interviews in speaking for formal interaction courses, the level of anxiety when speaking english, especially in front of a general audience was higher at the beginning of the semester covering at 2nd semester. There were many underlying factors including internal factors that came from the students themselves, for example, students they actually know what are going to convey, but due to a lack of mastery of vocab, students are confused or anxious when speaking, explaining what students want to convey, going blank when many people see it.

Furthermore, external factors or factors from outside that cause anxiety when speaking. according to interviews conducted by researcher with one of the respondent, the factors that cause anxiety when speaking include: that are not used to speaking english directly and being seen by the many people, besides that also the transition from previously doing online learning and for this year the first time is offline learning so that they are still adjusting to the environment.

In the context of english education study program, students learn many studies about anxiety were conducted previously. The first previous study is “A Study of Students’ Anxiety in Speaking Performance at the Second Semester of English Education Department of IAIN Surakarta By Rumini Yuliana: 2017”. The aim of this previous study has found the factors of students’

Anxiety in Speaking Performance. The result of this study is students use four factors of students' anxiety. Four factors of students' anxiety were lack of preparation, learner belief about language learning, personal and interpersonal anxieties, and fear of making mistakes. But, factors of the research use six factors of students' anxiety. Six factors of students' anxiety, such as: personal and interpersonal anxieties, learners' belief about language learning, instructor beliefs about language teaching, instructor-learner interaction, classroom procedures, and language testing.

The second previous study is "An Analysis of Student's Speaking Anxiety of English Foreign Language (EFL) at the Fifth Semester English Department of UIN Raden Intan Lampung Academic Year 2018/2019 By Nur Isnaini: 2018". The aims of this study has found described the students; factor anxiety in English foreign language (EFL). The result of this study is among the six types of speaking anxiety such as felt self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy.

The third previous study is "An analysis of Student Speaking Anxiety Faced by The Fourth Semester Student of English Education Study Program of English Department of Universitas Negeri Padang By Weni Delfia Mitha, Zul Amri, and Don Narius: 2018". The aims of this study has found described three types of speaking anxiety and the reasons of having anxiety. The results of this study is among the three types of speaking anxiety such as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer,

the dominant type of speaking anxiety was fear of speaking test. The reason for experiencing anxiety is students are afraid of mistakes in speaking and it happened because of their communication that needed more preparation for all matters related to their performance so that they feel comfortable and confident regardless of peers and lecturers.

The novelty that distinguishes this research from the previous study lies in the concept, namely the discussion of this thesis focuses on the subject studied from the 2nd semester of 2C English language education class of UIN Raden Mas Said Surakarta. The subjects in this study were 2nd semester students is a transition from the new normal era, so there has been no research that has examined anxiety about speaking in this new normal era. In addition, the problems that occurred between the research locations in the previous study and the location chosen by the researcher. So the problems that occurs in that location are different from the problems that occurred in locations previously studied by other researchers.

The researcher conducted pre-research based interview on February, 07 2023 with the object of 2nd semester students and limited to 2C class in the speaking for formal interaction course. Based on pre-research in the speaking for formal interaction class in semester 2 there are 8 classes from class 2A to 2H. There are 2 supporting lecturers in the speaking for formal interaction course, which are divided into classes 2A, 2B,2C,2D by Mr. ZA while in class 2E,2F,2G,2H by Mr. SB. The focus of this research is based on anxiety when speaking. Then the result of pre-research can be drawn, including: several

student has many kind anxiety of speaking for formal interaction, researcher found several phenomena that cause anxiety, one of which is a 2nd semester student who is a transition from the pandemic period to normal times so that students are not used to speaking or interacting in english.

According to The Education and Development Forum (2020) The global Covid-19 pandemic has resulted in new challenges for society and Indonesian government, especially in the education sector. *Pembelajaran Jarak Jauh* (PJJ) is a form of adaptation so that education continues to be held in the midst of a pandemic emergency. One of the impact of implementing *Pembelajaran Jarak Jauh* (PJJ) that is feared is the occurrence of loss learning, namely a situation where participants students lose knowledge and skills due to certain conditions resulting in decreased mastery of student competence. It means that, many factors hindered learning activities during the Covid-19 pandemic, especially for students, they had to adjust learning activities that were previously face-to-face and then switch to online. the learning models in 2C class are mostly online learning using, WA applications, and Youtube platforms.

Besides that, according to Dimas & Soeryanto (2021) With this pandemic, children who come from the middle to lower economic groups have fewer learning opportunities compared to other groups of children due to limited facilities. This learning achievement gap makes students do not master the competencies needed because they are unable to follow material or loss of basic competencies that should be learned. Based on pre-research on 2nd

semester students speaking for formal interaction class who are experiencing a transition phase of learning online (online class) and currently being conducted outside the network (offline class), students feel nervous when the lecturer asks them to speak during learning. Students feel anxious because they cannot speak English well. Then another factor is caused by a lack of mastery of vocab so that English pronunciation is not fluent properly and correctly.

According to pre-research, anxiety arises because of nervousness, restlessness, and lack of confidence which usually arise when they speak spontaneously in formal situation and are witnessed by the general public. Anxiety is a student's problem that is difficult to eliminate because it requires student self-awareness.

The facts above show that there are various factors that cause student anxiety. In addition to the factors that underlie speaking anxiety, there are also various strategies for students to overcome their worries that come from their own ways to further decrease anxiety when speaking especially for speaking formal interaction. Based on the case above, research will be conducted to explore student anxiety factors and student strategies to overcome them, under the title **“AN ANALYSIS OF STUDENT’S ANXIETY IN SPEAKING FOR FORMAL INTERACTION AT 2nd SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UIN RADEN MAS SAID SURAKARTA THE ACADEMIC YEAR 2023/2024.”**

B. Identification of the Problem

Based on the background of the study above, the researcher identifies the problems as follows:

1. Speaking is one of the skills that is considered difficult to learn in teaching and learning process, especially in English class.
2. Students are not confident to speak English in English class.
3. Anxiety is a factor that hinder understanding of learning English, especially in classes that prioritize speaking.

C. Limitation of the Problems

Based on the identification of the problems above, this study focuses on analyzing students' anxiety when speaking in the speaking for formal interaction class the academic year of 2023/2024. This research was conducted on 2nd semester students and limited to 2C class of English education study program at UIN Raden Mas Said Surakarta.

D. Formulation of the Problems

Based on the limitation of the problem above, the problem was formulated as follows:

1. What are factor causes of anxiety during speaking in formal interaction class by 2nd semester students in English language education study program at UIN Raden Mas Said the academic year 2023/2024?
2. What are the strategies to decrease anxiety during speaking in formal interaction class by 2nd semester students in English language education study program at UIN Raden Mas Said the academic year 2023/2024?

E. Objective of the Study

The researcher has the objective of the study as follows:

1. To find out the causes of the factors of student anxiety speaking in formal interaction class by 2nd semester students in English language education study program at UIN Raden Mas Said the academic year 2023/2024?
2. To explore student strategies in overcome anxiety when speaking in formal interaction class by 2nd semester students in English language education study program at UIN Raden Mas Said the academic year 2023/2024?

F. Benefits of the Study

The results of this research are expected to give benefits to the teaching and learning process in the future both theoretically and practically especially in teaching speaking.

1. Theoretical Benefits

- a. This research is expected to provide some contributions for researchers and reader. It is hoped that it can provide understanding in teaching speaking especially in students' speaking performance anxiety. so that it can decrease the anxiety of students in speaking English
- b. The result of this research can be used as reference for those who want to conduct a research in English teaching learning process especially in teaching speaking.

2. Practical Benefit

- a. The students

This study will help students find out the factors of their anxiety in speaking formal interaction especially in teaching learning process and develop their speaking ability.

b. The lecturer

This study provides a reference as a tool to explore students' abilities in speaking skills and to find out the factors that can cause anxiety. The lecturer can find student strategies to decrease anxiety in speaking for formal interaction.

c. Other researchers

This research can be used as reference for the other researchers who want to conduct a research about speaking skill.

G. Definition of Key Terms

To avoid misunderstanding about the key terms used in this research provides the following definitions:

1. Speaking

According to Brown (2003:140), Speaking is a productive skill that can be seen through direct and empirical observation, which is always observed to be identical to the accuracy and effectiveness of the test takers' speaking skills, which of course sacrifices the reliability and validity of oral production tests.

2. Anxiety

Horwitz, et al (1986: 125), explained that anxiety is a subjective feeling of tension, fear, nervousness, and worry related to the emergence of the autonomic nervous system. This is strongly supported by the fact that many students feel nervous when speaking English.

3. English Speaking for Formal Interaction

According to Dahliah Patiung (2017:231), English Speaking for Formal Interaction domain means to communicate information to the other person in an official forum with a specific theme and with manners as well as the official costume.

CHAPTER II

THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

According to Brown (2003:140), Speaking is a productive skill that can be directly observed the observed results are always affected by the accuracy and validity of the test takers' oral skills, which inevitably affects the reliability and validity of the oral production test. Besides that, according to Nunan (1992: 39) Most people consider mastery of the art of speaking to be the most important aspect of learning a foreign language, with the measure of success being the ability to carry on a conversation in that language. It means that, The theory above emphasizes that speaking is an effort to use free language, able to speak which is more emphasized interaction, communication, and mutual understanding. it can be concluded that speaking skill is an important skill must be mastered when someone learns about languages, especially foreign languages. On the other hand, speaking is an important part of everyday life interaction and most often a person's first impression is based on ability fluent and comprehensive so that, often someone's statement arises that it can be said that they are knowledgeable from the way they speak.

According to Rhodry Jones (1989:14), Speaking is a form of communication, so it's important to translate what you say into words communication works best. How you say something can be like that

conveying meaning is just as important as what you say. Based on this point of view, speaking is accomplished as communication, so the speaker must be able to express what they want to say as effectively as possible so that the message is sent. It means that, speaking is a person's way of conveying a goal to the intended person so it is important to communicate clearly and effectively so that the intended person knows what the speaker is conveying.

2. Types of Speaking

According to Logan et al in Tarigan et al (1997:48) Types of speaking based on the situation of the conversation are divided into two, namely speaking formal and informal. Speaking formally includes planning and assessment, interviews, procedures parliamentary, and storytelling or interaction in formal situations. While the type informal speaking includes: exchanging experiences, delivery news.

According to Ashadi, Ed (2022:3-4) the difference between formal and casual or informal language, formal language is more awake and polite. Language formal avoid the use of informal forms of words and sentences, such as slangs, verb shortening, and colloquialism. formal language follow the standard rules of English grammar. Moreover, the sentences longer and more complex. These characteristics of the formal language are important for achieve certain goals. First, formal language to maintain the impression official in conversation. Formal language is more often used in situations serious. In spoken form, one can use formal language when attending business meetings, when giving lectures or giving public speeches,

conducting job interviews, and so on. the use of formal language can show one's professionalism in speech announcements, making phone calls, and giving directions.

The second is informal language, this language is impulsive, direct, and personal to certain level. Casual language is improvised and unprepared previously. This type of language tends to be simpler and shorter. When using casual language, one can show a sense of closeness and authentic to listeners that make them feel more comfortable. It means that, Types of speaking based on the situation are divided into two, namely formal and informal. each has different characteristics and ways of carrying. For formal interaction type of speaking in serious situations, while informal interaction is personal interaction in a more relaxed situation.

3. Component of Speaking

According to Syakur (1987: 5), speaking is a complex skill because in at least about pronunciation, grammar, vocabulary and fluency.

a. Pronunciation

Pronunciation is suitable for students English. Next to, pronunciation is one of the more difficult language components of grammar. Consists of elements or principles for determining low sound vary, and language patterns.

b. Grammar

Grammar is how we put it into conversation. Can developed with the ability to understand and react quickly, and the ability to articulate. The use of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary is the right way of speaking in conversation. The inability to communicate without adequate vocabulary results in ineffectiveness between expressing ideas orally and in writing. Limitations vocabulary is also a barrier that prevents learners from learning a language. Therefore, the language teacher has to deal with quite a lot students because they know how to run an interesting class and successful in learning vocabulary.

d. Fluency

Can be defined as the ability to speak fluently and accurately according to professional requirements. Basically fluency means being able to proceed to a language. The research can conclude that if someone wants to speak a foreign language, they must know the rules of the language. such as grammar, vocabulary, pronunciation and word formation, and applying correct communication.

4. Function of Speaking

According to Richards (2008:21), The function of speaking is to deliver messages or ideas from the speakers to listeners. There are three functions of speaking. They are talk as interaction, talk transaction, and talk performance.

a. Talk as Interaction

It refers to what we usually mean by dialogue and description. It mainly serves the social function interaction. When people meet, they greet each other, engage in small talk and chit chat, up-to-date narratives of experiences and much more, because they want to be friendly and establish a comfort zone for interacting with others. Focus more on the speakers and how they want to present information to each other.

b. Talk as transaction

This type of conversation refers to focusing on what was said or accomplished. Information is the main focus here. In the transaction, Jones Richard on the national talks related to other events. For example, students can participate in hands-on activities. (e.g. in science class) to explore concepts related to floating and sinking. In everyday language students and language teachers usually focus on the meaning or conversational way of understanding them.

c. Talks to performance

A third useful type of speech that can be distinguished has already been mentioned Talk and put on a show. Talk function has In many ways, the performance of their speaking refers to public speaking, such as such as classroom presentations, public announcements, and speeches.

5. Speaking Problem

For most foreign language learners, speaking in target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. According to Nazara (2011), language learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange owing to the fact that effective oral communication is called for the speakers to use the language appropriately in various social interactions.

This involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, non-linguistic elements such as gestures and body language/posture, facial expression, and so on, may accompany speech to convey messages directly. It means that, language learners must pay attention to the factors of effective oral communication, including elements such as tone intonation, body gestures, vocals, and the way of delivery must also be clear. Thus, creating

comprehensible and effective communication. In other words, speaking is the most complex and difficult skill to master.

Meanwhile, Ur (1996) alludes four factors that make speaking difficult for a second or foreign language students:

a. Inhibition

Contrasting reading, writing and listening activities speech requires some level of real-time contact with the audience. learners are often inhibited trying to say something in a foreign language in class for fear of making a mistake fear of criticism or loss of face, or simply shyness because of the attention words get.

b. Nothing to Say

We often hear learners complain even when they are not inhibited can't think of anything to say, except guilt, they have no motive for saying it feel like they should talk.

c. Mother Tongue Use

In all or one many learners have the same native language, and they may be inclined to use it; because it is easier and less natural to talk to each other in a foreign language because they feel less if they speak their native language, they are "exposed". If they speak in groups, it can be difficulty taking some classes, especially those with poor discipline or motivation speak the target language.

d. Low or Uneven Participation

Only one participant can speak at the same time as he or she wants to be heard, which in general means there will be something for everyone very little talk time. This problem is compounded by the tendency of some learners to dominant while others speak little or not at all.

From the explanation above, we can draw a conclusion that students face difficulties in speaking that are related to such non linguistic problems as anxiety, shyness, no motivation, and low participation in class, etc.

B. Anxiety

1. Definition of Anxiety

Students face many things when conversing in English, one of which is speaking problems. Among the problems is the fear of speaking. according to Horwitz (1986:125), some learners may claim to have mental barriers to their fear when they learn to speak a foreign language. As a result, students feel less confident and stressed and nervous, which hinders their learning process.

According to Horwitz et al. (1986:125) "Fear is a subjective emotion such as tension, anxiety, tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". It is supported with the reality that many students feel nervous when they are speaking in English. It means that, anxiety occurs because of circumstances that are felt

beyond the control of abilities. As in the initial research conducted by the researcher, students feel anxious when they do not master English pronunciation, and this occurs due to many external or internal student factors so that anxiety can be created.

According to Freud Alwisol (2005: 28) that anxiety is a function of the ego to warn people about the possibility of a hazard that can put an appropriate adaptive response. Anxiety serves as a mechanism to protect the ego because anxieties signal to us that there is a danger and if not done right then it would increase the danger to the ego defeated. It means that, anxiety can have a negative impact on a person's personality if cannot manage it properly.

2. Types of Anxiety

Types of anxiety regarding the classification of foreign language anxiety, the types of anxiety introduced by MacIntyre et al. (1991:296-304). There are three types of anxiety, first is trait anxiety. Trait anxiety can be defined as the possibility of individuals becoming anxious in any situation, students with high trait anxiety will tend to be anxious in any situation, some situations will trigger individual anxiety. In addition, the nature of anxiety can impair cognitive function in one's memory, and lead people to avoid dangerous behavior.

The second is state anxiety. Stated “anxiety is considered as temporary anxiety that is triggered by certain situations, e.g. certain important tests. In other words, a person will prefer to experience state

anxiety if he is afraid of certain difficulties. In this research, based on pre-research, most students are afraid when speaking formal communication because they have difficulty mastering good and correct English pronunciation.

Then, the last type of anxiety is special situation anxiety. Conditional-specific anxiety is a further perspective from the concept of state anxiety. In particular, this anxiety is argued to be an apprehension that people consistently increase over time when faced with certain situations. In this case, the anxiety reactions of respondents from MacIntyre et al. (1991:296-304) studied were tested in certain situations (eg public speaking, writing exams, etc.) to determine the effect of the attitude of the respondents' anxiety on language learning.

3. Anxiety Factors

Speaking is believed to be the skill that most often causes anxiety or fear among students. Anxiety as one of the affective factors that arise due to several reasons. There are several causes of anxiety speaking in a foreign language class. Anxiety can arise from certain speaking activities that are experienced by students. Meanwhile, Ohata (2005: 133) argues that language anxiety can arise from:

a. Personal and Interpersonal Anxieties

Generally, personal and interpersonal sources are the main causes of concern. Both are correlated with social and psychological constructs. For example, people with lack of confidence, fear, embarrassed and

shame may worry about what their friends think, because they fear negative responses or evaluations from their friends. Thus, some of the anxiety mentioned earlier can most likely be categorized into one psychological construct. Psychological phenomena that are accompanied by no or lack of self-confidence can be categorized as a factor of anxiety.

b. Learners' Belief about Language Learning

Learner beliefs about language learning also contribute to the students' anxiety. He presents various kinds of learner beliefs, suggesting that some of them are taken from the learner's unrealistic and sometimes erroneous conceptions about language learning. The researcher found that, some learners were concerned about the correctness of their speech like vocabulary or pronunciation.

c. Instructor Beliefs about Language Teaching

Instructor beliefs about language teaching can also be a factor sources create language anxiety among learners. Assumptions about the role of the language teacher may not always be appropriate student needs or expectations of the teacher. For example, when a teacher believes that his role in the classroom is to continually correct students mistakes, some students may become haunted by anxiety so they don't focus during learning.

d. Instructor – learners Interaction

Interaction between language learning and components of the environment in which students are raised, and both have sides negative and positive experiences and have a strong impact on success language learning. The process of interaction between instructors (lecturers) and students (students) are considered as factors that cause anxiety for the students. If students do not understand the teacher correction or explanation, this can be a cause of anxiety.

Researcher have argued that the interaction between students and teacher is an important factor to minimize anxiety. When the class has a low anxiety environment, students automatically feel comfortable to receive and understand explanation from the lecturer. So as to create a positive environment and become a smooth factor for the future.

e. Classroom Procedures

Many students feel that some error correction is necessary so according to them the way of error correction is often said to be provoking or a cause of anxiety. That studies suspected anxiety in relation to instructor-learners. The interaction indicated that students cared more about how they corrected the error than whether the error correction should be managed in class.

f. Language Testing

Language tests are one of the factors that contribute to student anxiety. This will cause another psychological pressure, sometimes

students feel nervous and lack confidence to think that they have to organize ideas directly while paying attention to grammatical errors at the same time when doing tests or being given assignments by the lecturer.

4. Source of Foreign Language Anxiety

Language anxiety is the feeling of worry and nervousness expressed by non-native speakers when using a foreign or second language. moreover, Horwitz and Cope (1986:127) proposed a conceptual basis for anxiety. According to them, there is an element of language anxiety that exists. Identifies them to decompose structures into investigable questions that is:

- a. Communicative anxiety disorder is student shyness characterized by fear communicating with others that may cause trouble in public speak and understand what others are making of themselves being understood by others, fear of exams and negative evaluations.
- b. Test anxiety affects exams, tests, and other language tasks to assess student performance.
- c. Anxiety is fear of negative evaluation, more fear of negative evaluation than that concerned with judging people and avoids judging situations and the expectation that others will judge someone negatively.

5. Foreign Language Anxiety in Speaking

At first glance, speaking seems to be the component of foreign language performance that most susceptible to anxiety effects. Speaking in foreign language is the most difficult aspects than other skills. Many

researcher support the idea that communicating in foreign language class may be a traumatic experience causing feelings of fear. According to Cui J (2011:878) Foreign language speaking anxiety is a common phenomenon in classroom activities in teaching English as a foreign language in Indonesia. The students pose less willingness to participate in foreign language classroom activities. Moreover, the most problem in foreign language classroom is English language learners often express their anxiety while speaking and communicating in the target language. Thus, poor performance was generally expressed by the learners with the anxiety feeling. According to Thornbury (2005:28), individuals with limited vocabulary, poor grammar, and a fear of making mistakes may experience speech difficulties that result in intense anxiety. These difficulties in speaking can be challenging, persistent, and often go unnoticed by others. Despite students demonstrating a strong interest in developing their oral communication skills in a foreign language, their anxiety becomes a hindrance. Interestingly, anxiety related to speaking a foreign language appears to be more prevalent in certain cultural contexts.

It means that, anxiety plays a significant role in the process of speaking a foreign language and can impact overall performance. Anxiety in language learning refers to an emotional state of uneasiness or apprehension, which is indirectly connected to the language learning task itself. From the aforementioned explanation, it can be concluded that

anxiety has a negative effect on speaking, causing speakers to feel nervous and apprehensive about their words.

6. Students' Strategies to Decrease Anxiety

Especially in the process of teaching and learning in a foreign language fear, students need to understand that anxiety has an important function affects verbal communication. you must know how to cope and decrease their anxiety about speaking. There are many strategies for students to minimize student anxiety.

Meanwhile, Kondo and Ling (2004: 262) wrote in an academic journal about strategies for dealing with language anxiety, such as:

a. Preparation

Preparation can be viewed as a strategy of action. Focuses on behavioral elements of language learning as they relate to effective performance in class. Preparation is a powerful way to help students have to deal with their fear of oral performance. Develop students' self-esteem when speaking anxiety. The student should practice speaking at least once before they present it. Practice in an environment that is as similar as possible they will give a presentation.

Preparation is the key to make sure to give a speech or presentation. To do so, preparation can improve students' skills in language helping to decreasing anxiety. Additionally, students need to develop self-confidence to decrease anxiety. students should practice

their own give presentations in and out of class and be well prepared overcome fear and improve communication abroad language.

b. Relaxation

Relaxation is described by its affective quality which is purposeful to decrease the bodily tension associated with emotional arousal. Relaxation is one of the best ways to help students deal with worry and anxiety at school. Students must prepare and do this method before they do it speech to decrease anxiety. A few quiet minutes is good preparation time for students who are feeling anxious. Relaxing can be done by taking a deep breath and trying to close your eyes for a while. Students can also feel comfortable with forgetting anything that might make them feel anxious.

c. Positive Thinking

Positive thinking is described by its palliative function suppress the problematic cognitive processes that underlie students experiencing anxiety. This strategy aims to divert attention from stressful situations to a positive and pleasant attitude and bring relief to students who feel anxious. Positive thinking is one form of how to decrease anxiety. Positive thinking is considered as effective strategies for students to decrease their speaking anxiety. Therefore it is expected that students must stop thinking negatively.

d. Peer Seeking

Peer Seeking, namely the willingness of students to search other students who have the same difficulty in understanding in class and control their anxiety. For anxious students, the awareness that others having the same problem can serve as a source or decrease their load because they have friends to share.

e. Resignation

Resignation is characterized by the student's reluctance to do anything to decrease their language anxiety. Students report examples of resignation seems intent on minimizing the impact of anxiety by resisting encounter a problem. Researcher argue that it is one of the most recent reasons caused by accepting reality is one of many ways to decrease stress and tension. They just give up after failing because they fear more stress. Resignation seems to be one possibility strategies chosen by students. This strategy only offers temporary quick solution. Later, the students had to face an even bigger problem.

C. Speaking for Formal Interaction

1. Definition of Speaking for Formal Interaction

According to Dahliah Patiung (2017:231) Speaking in formal interaction is not easy. Even the intelligent and educated persons are not necessarily adept and skillful in speaking. It means that, students who are still afraid to speak in front of many people, even speaking in front of their

friends. In interacting activity, of course, it takes strategy so that the message conveyed to listeners can be received and understood.

Interaction in the formal domain means to communicate information to the other person in an official forum with a specific theme and with manners as well as the official costume. This activity is usually manifested in the form of speaking in front of people or forums. Types of speaking in formal situations, such as: speeches, discussions, presentations.

Based on the RPS for speaking courses for formal interaction at UIN Raden Mas Said Surakarta, it includes teaching students to carry out daily conversations in formal situations based on various topics and activities in basic communication competencies. This course aims to develop speaking skills using various topics and activities based on the basic communication competencies that must be mastered. The topic covers formal interaction situations in everyday life, with most of the activities being speaking practice.

While there is no specific mention of teaching theory for formal interaction, the course description indicates that students will learn how to communicate effectively in formal interaction situations. based on initial research focusing on students majoring in english found that they have good speaking skills but they are anxious and need more public speaking practice.

2. The Skills of Speaking for Formal Interaction

As written in the Guidance Book of Cultures and Language Faculty which this course will be held by 13 weeks with 2 SKS. In RPS English

language education study program of UIN Raden Mas Said in 2nd semester the scope of material speaking for formal interactions is, speaking for formal interaction provides students with real and appropriate expressions of spoken English in formal situations for basic level covering public speaking, such as: job interview, news anchor, promotion and negotiation, etc.

The RPS for the speaking for formal interaction course focuses on fluency, accuracy, and appropriateness in formal conversations with more complex themes. This course aims to develop students' formal speaking skills through various activities and assessments. One of the assessments is a video project in which students demonstrate their speaking skills in a formal interaction.

3. Indicator and Evaluation in Speaking for Formal Interaction

An indicator of achieving speaking competence for formal interaction courses based on the syllabus for speaking courses for formal interaction at UIN Raden Mas Said Surakarta is understanding everyday conversations in formal situations based on various topics and activities in basic communication. In addition, it includes the ability to use English in general in public situations and learn basic English skills which include communication skills.

To evaluate speaking for formal interactions, there are several indicators that can be used. According to the South Dakota Department of education, students must be able to listen, see, and speak in order to communicate, retrieve, interpret, and evaluate information. Lecturers can

use this indicator as a guide when evaluating their students' speaking abilities. They can assess whether students are able to communicate effectively and retrieve information accurately during conversations.

Another way to evaluate speaking ability is to listen to students when they talk to the teacher and other students. This will help determine whether students can communicate well with others. Therefore, it is very important for them to be able to communicate effectively with their peers.

In addition, lecturers must provide helpful feedback for language learning skills and fair. Feedback is given not only during the final exam but also throughout the semester. This will help track how much improvement has been made in terms of communication skills. Finally, effective feedback must be constructive and framed in such a way as to avoid being defensive.

D. Previous Studies

Many researchers conduct the study in the Students' Anxiety. The related research is taken from various such as thesis and journal. It contains objective, method and result. The description of the previous studies, are as follows:

Table 2.1 Previous Study

No.	Researcher	Title of Research	Similarities	Differences
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1.	Tri Handayani, Yenni Rozimela, and Sitti Fatimah (2020)	An Analysis of English-Speaking Anxiety Experienced by the Second Year Students of English Language and Literature Department of Universitas Negeri Padang and Its Causal Factors	1. The focus of research is the same as researching about student's anxiety on speaking	1. Subject of the research: second year students of Universitas Negeri Padang 2. Method of the research: use quantitative
2.	Ziash Suleimenova (2013)	Speaking anxiety in a foreign language classroom in Kazakhstan	1. The focus of research is the same as researching about student's anxiety on speaking	1. Subject of the research: EFL learners in Kazakhstan 2. Technique of collecting data: semi-structured interview question
3.	Dwi Fera Andriyani (2020)	Student's Anxiety on Speaking Performance at The Eight Grade of MTS N 5 Karanganyar	1. The focus of research is the same as researching about student's anxiety on speaking and the theory of factor and decrease speaking anxiety	1. Subject of the research: students of the eight grade of MTS N 5 Karanganyar. 2. Technique of collecting data: interview, questionnaire
4.	Ozlem Yalcin, (2013)	Foreign Language	1. The focus of research	1. Objective of the research: identified

		Speaking Anxiety: The Case of Spontaneous Speaking Activities in the ELT Department at a Privat University in Istanbul Turkey	is the same as researching about student's anxiety on speaking	whether the integration of speech activities helps minimize the students' English language speaking anxiety 2. Subject of the research: Students in ELT Department of University in Istanbul
5.	Randhir Roopchund, (2015)	Chinese Students' English Speaking Anxiety in Asking Questions in Asking Questions in the MSc TESOL Classroom	1. The focus of research is the same as researching about student's anxiety on speaking	1. Objective of the research: explored the nature of anxiety in asking questions in class from the perspective of seven Chinese learners of English 2. Subject of the research: MSc TESOL students in a UK University

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

According to Moleong (2007:15), qualitative research aims to understand the phenomena that occur in the subjects studied, such as behavior, perceptions, motivation, and behavior. It describe phenomena through word descriptions in a natural context in a certain way or method. This study describes the tasks and attitudes of students when working with the teacher according to what the teacher assigns and get all the information from any source.

In conducting the study, the research will conducting using a descriptive qualitative method. In this research, researcher collects data, conducts analysis and finally draw conclusions. This qualitative research focus is supported by Heigham and Crocker (2009). This research understands how participants experience a phenomenon at a certain point in time, specific context and and the multiple meaning of it for them.

This research is a qualitative descriptive research because of the research describes students' anxiety on speaking performance in formal interaction classes. Especially factors that cause student anxiety and strategies used to overcome them anxiety on speaking performance in 2nd semester of English Language Education Study Program at UIN Raden Mas Said Surakarta.

B. Research Setting

1. Place of the Research

This research conducted in 2nd semester of 2C class of english language education study program at UIN Raden Mas Said Surakarta which was located at Jl. Pandawa, Dusun IV, Pucangan, Kec. Kartasura, Kabupaten Sukoharjo, Jawa Tengah 57168. The reason the researcher choose UIN Raden Mas Said Surakarta was that there had never been a researcher who had conducted research on student anxiety in the speaking for formal interaction course in 2nd semester of 2C class of english language education at UIN Raden Mas Said Surakarta.

2. Time of the Research

Table 2.2 Activities Schedule Researcher

No	Activities	Time of Research					
		Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023
1.	Doing Pre-Research						
2.	Creating Proposal						
3.	Thesis Proposal Seminar						
4.	Doing Research						
5.	Arranging Thesis						
6.	Submitting Chapter IV and V						

C. Subject of the Research

According to Basrowi (2008:188) Research subjects is a people who is the object of research being investigated. In this research, the main subject of this study is students in 2nd semester and limited to 2C class of english language education study program at UIN Raden Mas Said Surakarta, in speaking courses for formal interaction. The total number of students in 2C class is 32 students consisting of 26 female students and 6 male students.

In this research the researcher used purposive sampling. Purposive sampling technique according to Sugiyono (2018:138) is sampling using certain considerations according to the desired criteria to be able to determine the number of samples to be studied. So the researcher choose a representative of the characteristics of the research subjects in 2C class.

D. Source of Data

Data were defined as raw, unorganized information. Research collecting data on phenomena suitable for analysis, interpret or process. The data recorded by the study interpretive discourses included in the analysis. For In this survey, data was collected directly from the respondents obtained from observation, interview and questionnaire.

E. Instrument

The main research has charged of collecting data through interviews, questionnaires with communication tools (WA voice note and Google forms) to make it easier for the researcher to find data through questionnaires, and observation to strengthen data. Then, from the data the researcher can find out

the factors and strategies in the anxiety of English-speaking students through questions given by the researcher.

Researchers make observations to recognize what is the condition of students what they feel anxious when talking about formal interaction in the video project process. This observation is useful for strengthening data from questionnaires and interviews (explained further in chapter 4 and in the appendix)

My interview has used guidelines according to the Ohata (2005: 133) theory relating to factors, such as personal and interpersonal anxieties, learners' belief about language learning, instructor beliefs about language teaching, Instructor - Learners Interaction, classroom procedures, and language testing. Kondo ling (2004: 262) relating to Student Strategies, such as Preparation, Relaxation, positive thinking, peer seeking, and resignation.

Questionnaire items were open-ended and close-ended questionnaire. Siniscalco (2005: 26) states that open-ended questionnaire is not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. It means that an open questionnaire was useful to represent the general respondents were feelings by write down short text. The research has used open-ended result to know the students' feelings on their speaking for formal interaction to find out factors causes of students' anxiety and the strategies to decrease their anxiety to speaking class. The questionnaire gives through Google form, then give through the link that sends by WA.

While the closed-ended question uses a checklist column to find out the factors and ways to decrease student anxiety. The purpose of the research has to give the questionnaire to analyze factors of students' and students' strategies to decrease anxiety. The research did that thing in order to make data research.

F. Technique of Collection Data

In the technique of collecting data, the research used interview and documentation. As in the study, the research used data collection methods as follows:

1. Observation

According to Sugiyono (2013:203) Observation is complex process, a process that composed of variety of biological processes and psychological processes. According to Sarwono (2006:224) states that observation to recording the events, behavioral, objects in view and other thing that need into support in the research. Based on the theories above, observations is process monitoring, see the phenomena in subject place. Types of observation according to Riyanto (2010:98-100):

a. Participant observation

Participant observation is an observation in which people who observing and taking part in the life of the person being observed.

b. Non Participant Observation

An observation is said to be non-participant if the observer does not participate take part in observing life.

c. Systematic Observation

Systematic observation, when observers use guidelines as an observation instrument.

d. Non Systematic Observation

Observations made by observers without using observation instruments. In this observation researchers or observers must be able to develop power of observation in observing an object.

e. Experimental observation

Observations were made by means of observe entered into a certain condition or situation.

The type of observation that the researcher did was the type of non-participant observation and the type of non-systematic observation. researchers used non-participant observation because in their research they did not take part in the activity. the use of non-systematic observation because this research was not structured in its activities so the researchers developed their own based on real events in the field when making a video project and associating it with factors that cause anxiety and how to decrease anxiety. This observation is useful for strengthening data from questionnaires and interviews.

2. Questionnaire

Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response (Ary, 2010:

648). Questionnaire is the instrument consists of several questions to collect the information of the research. Questionnaire in qualitative can be used to gather facts about people's beliefs, feelings, experiences in certain activities and so on. It means that, the questionnaire was designed in such a way that participants have the freedom to express their views in response to the question asked without any influence or clues from the interviewer.

In this research, the researcher has used open-ended and close-ended to collect the data: Open-ended Questionnaire Siniscalco (2005: 26) states that open questionnaire were not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. It means that open questionnaire was useful to represent the generally respondents are feeling by write down short text.

The research used open-ended questionnaire result to know the students' feeling on their speaking for formal interaction to find out factors cause of anxiety by students and the strategies to decrease their anxiety to speaking class. The research gave total 11 questions (open ended questionnaire) from 32 students. with a description of 6 questions regarding the factors that cause anxiety based on the theory from Ohata (2005: 133) and 5 questions for strategies to decrease anxiety based on the theory of Kondo and Ling (2004: 262). After that, 3 short text questions (close-ended questionnaire) to answer their reasons based on causal factors and strategies to decrease anxiety that they have chosen in the checklist column.

The open-ended questionnaire is given through Google form then gives through the link that sends by WA. The purpose of the research has to gives the questionnaire to students to analyze that in factors causes of students' anxiety and students' strategies to decrease anxiety. The research was grouped through questionnaire result. The research did that thing to make easier data research.

Table 3.2 Questionnaire Close Ended Blue Print for Students

<i>No</i>	Anxiety factors According to Ohata (2005: 133)	Ceklist (v)
1.	Apakah anda merasa kurang percaya diri saat membuat project tugas dalam kelas speaking for formal interaction? (personal and interpersonal)	
2.	Apakah anda merasa cemas ketika anda mengalami kendala saat berbicara dalam kelas speaking for formal interaction? (learners' belief about language learning)	
3.	Apakah anda merasa cemas dengan cara dosen menilai berbicara speaking for formal interaction? (Instructor beliefs about language teaching)	
4.	Apakah anda merasa cemas saat anda diharuskan untuk berinteraksi dengan dosen speaking for formal interaction? (Instructor-learners interaction)	
5.	Apakah anda merasa cemas ketika dosen melakukan koreksi kesalahan dalam penugasan atau pembelajaran? (classroom procedures)	
6.	Apakah anda merasa cemas ketika dosen mence test anda untuk berbicara? (language testing)	

No	Decrease anxiety According to Kondo and Ling (2004: 262)	Ceklist (v)
1.	Apakah persiapan sebelum speaking itu menjadi cara anda untuk mengurangi kecemasan? (Preparation)	
2.	Apakah dengan relaksasi dapat menjadi cara anda untuk mengurangi kecemasan dalam berbicara? (Relaxation)	
3.	Apakah dengan berfikir positif dapat menjadi cara anda untuk mengurangi kecemasan dalam berbicara? (Positif Thinking)	
4.	Apakah dengan mencari teman yang sefrekuensi sama-sama mengalami kesulitan yang sama dapat mengurangi kecemasan? (Peer Seeking)	
5.	Apakah dengan cara mengundurkan diri dapat mengurangi kecemasan saat berbicara? (Resignation)	

Table 3.3 Questionnaire Open-ended Blue Print for Students

No.	Question for students (Short text)
1.	Apakah anda merasa cemas (gugup, panik, gelisah, dll) ketika berbicara pada saat mata kuliah speaking for formal interaction?
2.	Apa yang menjadi faktor penyebab anda mengalami kecemasan berbicara saat mata kuliah speaking for formal interaction? (berdasarkan pernyataan faktor-faktor yang membuat anda merasa cemas) ? Tolong beri alasan berdasarkan pengalaman anda sendiri !?
3.	Apa yang anda lakukan untuk mengurangi kecemasan dalam berbicara pada saat kelas speaking for formal interaction? (berdasarkan pernyataan cara mengurangi kecemasan)

3. Interview

An interview is a method of obtaining data on others through questions aimed at obtaining answers relevant to a research question. Moleong (2007:186) states that the interview method is a dialogue or personal relationship between the data collector and the source data. Interviews are the way to know about some detailed information from the respondent.

Interview or discussion there is face to face personal interaction, which results data about the research problem and allows specifically to discuss from other people's perspectives to get a response from the source. In this study, researchers conducted interviews with 2nd semester english education study program. This study uses interviews to obtain data about the factors student anxiety and student strategies to decrease anxiety in speaking performance. The research had interviewed by WA voice note.

To collect data, the researcher uses the procedure as follows:

- a. The researcher prepared the concept of questions that would be asked to the students
- b. The researcher asked and talked in a friendly way according to the concept of questions that had been prepared based on the interview guide
- c. The researcher wrote an interview transcript based on the results of the interview.

Table 3.4 Interview Blue Print for Students

No.	Question for students
1.	Apakah pada saat membuat project video speaking for formal interaction kamu mengalami kecemasan?
2.	Apa yang menyebabkan kamu cemas?
3.	Kapan kamu mengalami kecemasan itu?
4.	Apa yang kamu lakukan untuk mengatasi kecemasan saat speaking for formal interaction?

G. Technique of Analyzing Data

Miles and Huberman (1994:12) Suggest qualitative data analysis it consists of three steps; data reduction, data presentation, conclusions draw/review. The researcher applied this technique in the data analysis with the described as follow:

1. Data Reduction

Data reduction means process choose, focus, simplification, abstraction, identification and transformation of data arising from interviews transcripts result. In doing research, this research has a lot of data. Research must select data provide valuable information for research. Therefore, it is necessary to study a decrease to analyze data. Based on the idea of data reduction, Reduction data in this study were selected by student status anxiety begins with symptoms, factors the causes of anxiety and ways to overcome it.

2. Data Display

Data display is the second stage of the qualitative data Miles model analysis. This phase provides an organized and structured assembly information that leads to conclusions. The researcher displayed the data that had been decreased in order to facilitate for data interpretation. It displays in a table with the basic categories such as factors contributing to language anxiety.

3. Drawing Conclusion

This study draws conclusions and verifies about research based on interviews, questionnaire. It means drawing conclusions and confirming them. then confirm and describe the final result. base, conclusions and validation need to be checked again, until data validation strengthens conclusions and increases credibility. Then do some research with draw connections between data and theory. Next, make a summarize and present data on anxiety factors and strategies to decrease anxiety. In terms of data presented by the results of interviews. So, the research could find students having anxiety because of anxiety factor and students who decrease anxiety.

H. Trustworthiness of Data

In qualitative research, if data is valid, it can be classified as good data. To maintain the validity of the data, Creswell (2008) classified the validity of the data into his eight categories. They are:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.

2. Use member checking to determine whether these participants feel that they are accurate.
3. Use rich, thick description to convey the findings.
4. Clarify the bias the researcher brings to the study
5. Present any negative or contradictory information that contradicts this theme.
6. Spending long hours in the field.
7. Use peer debriefing to improve account accuracy.
8. Use an external auditor to review the entire project.

In this study, researchers use triangulation. Triangulation can be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. Therefore, the triangulation technique is the researcher used two or more techniques to collect the data to get validity. The purpose of triangulation is to increase reliability and validity survey results.

From those types of triangulation, the researcher will use methodological triangulation to get validity of data. Besides, the researcher collects the data by using questionnaire guide which is supported by interview and the researcher also use observation which can give evidence if the participants are that is proper to be used as subject of research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The researcher got the data and information about factors of students' anxiety and student's strategies to decrease anxiety on the speaking for formal interaction at the 2nd semester English language education of UIN Raden Mas Said Surakarta . The researcher has collected data from observation (support the data), questionnaire and interview (main the data). The participants were 32 students in 2C class. The findings are explained and furnished with data supporting. This study present detailed finding from the study and discussion as follows:

A. Research Findings

1. Result of Observation

The researcher carried out the observation in order to find out the factor of students' speaking anxiety. The researcher was conducted the research on Monday, 8 May 2023 at 14.40 pm. This observation was carried out by the researcher by taking a sample of students who were making a speaking for formal interaction video project with material entitled promotion and negotiation. This observation took place at basement parking lot of UIN Raden Mas Said Surakarta while taking video speaking formal interactions with the theme of promotion and negotiation, with the context of conversation.

Researchers observe every process that occurs from the beginning of making the video to the end. In this promotion and negotiation material, a

group is formed to interact with other friends. The researcher took a sample based on the respondents in the interview who experienced speaking anxiety. One group consists of 4 (four) people whose members are Zulkha Dewanti, Revi Shabrina, Fatimah Choirunnisa, Fara Anantya. Before taking the video, students have prepared the material to be delivered. Then students divide based on the number of people in the group for speaking based on the material and each section. After that, students in the group started taking videos and interacting in front of the camera.

The researcher recorded the results of the data that the researcher found from these observations, including:

- a. The researcher observed that before taking the video they felt nervous because not confident when taking the video they had to be spontaneous to speak in a formal interaction so they sometimes felt nervous to speak well and felt afraid if they made a wrong pronunciation.
- b. The eyes when taking the video do not focus on the camera but they see friends who are behind the camera and feel embarrassed when seen by friends who are behind the camera.
- c. Their pronunciation is still unclear and still stuttering.
- d. They took videos more than 2 times because they didn't focus on pronunciation and vocabulary.
- e. Between taking the video, one of the students inhale and exhale to calm their minds so they don't get too tense decrease anxiety.

2. Result of Questionnaire and Interview

This part of the study focus on what factors contribute to student anxiety in speaking for formal interaction. This research has taken data through questionnaires from google form and link send to WA, Interview from WA. So, the research has found factors of students' anxiety and students' strategies to decrease anxiety on the speaking for formal interaction.

Questionnaires and interview with students are conducted to get data on factors that contribute to students' anxiety in speaking for formal interaction. The research has found that more than half of the students in the questionnaire result. Based on the questionnaire results and interview:

3. The factors of students' anxiety on the speaking for formal interaction:

a. Personal and interpersonal anxieties

Personal and interpersonal anxiety concerns also became one of the student anxiety. The research has discovered that most have personal anxiety due to student unpreparedness with the material of speaking for formal interaction.

Based on the questionnaire, 13 students from 32 students answered that they lost confidence when speaking formal interaction.

The following are some answers from the students' questionnaires:

S7 : *"Gugup dan cemas karena tidak percaya diri saat speaking"*

S4 : *"Tidak percaya diri saat take video di depan kamera."*

The first questionnaire is from S7. She felt anxious because she is not used to interacting with formal English. The second questionnaire from S17. She felt nervous because she not confident when speaking in front of the camera.

Questionnaire data is also supported by interview data. There are 2 out of 4 children who say the same about students who are not confident and lack vocab mastery. The following is an example of a response from 2 student:

Table 4.1 Evidence about Personal and Interpersonal Anxieties

Q: Apa yang menyebabkan kamu cemas?	
Name	Interview response
S30	“Saya berbicara Bahasa Inggris formal dengan gugup karena kurang percaya diri saat take video di depan kamera.” (Appendix 4_IS30)
S25	“Nervous karena kurang percaya diri saat take video dilihat teman-teman dan merasa malu.” (Appendix 4_IS25)

The first student interviewed was S30. She felt anxious because she lacked self-confidence caused by a lack of mastery of vocab when speaking in formal situations in speaking for formal interaction courses. The second student interviewed was S25. She felt nervous because she felt embarrassed and lacked confidence seen by her friends when taking video project speaking.

b. Learners' belief about language learning

The concept of learner belief in language learning refers to the mindset where students feel compelled to achieve perfection when speaking a foreign language. This contributes to the anxiety or nervousness of the students in the class.

Based on the questionnaire, 9 students from 32 students answered that they did not understand much English and had not memorized a lot of vocabulary. The following are some answers from the students' questionnaires:

S5 : *"Nerveous karena kurang bisa Bahasa Inggris"*

S28 : *"Vocab yang diketahui sangat sedikit.dan ada teman yang lebih unggul juga terkadang menimbulkan kecemasan"*

The first questionnaire is from S5. She felt nervous because she didn't know English well, considering that speaking for formal courses emphasized more on the speaking aspect, so she felt anxious. The second questionnaire from S28. She felt anxious because she felt a lack of vocab mastery when she had to interact and saw that there were friends who were superior so that she felt competitive and worried.

The questionnaire data is also supported by the interview data. There are 1 out of 4 children who said that they experienced anxiety because it was still difficult to speak English and memorizing less pronunciation. The following are examples of responses from 2 students:

Table 4.2 Evidence about Learners' Belief about Language Learning

Q: Apa yang menyebabkan kamu cemas?	
Name	Interview response
S10	“Saya merasa cemas pada saat pembuatan project video karena selama ini kelasnya selalu online sehingga saya merasa kurang latihan dalam pronunciation.” (Appendix 4_IS10)

The student interviewed was S10. The first interview from S10. She felt anxious because she was afraid that the video she made would be seen by many people and she felt she was still lacking in the pronunciation of formal interactions in English.

c. Instructor beliefs about language teaching

The instructors’ beliefs about language teaching can also contribute to the development of language anxiety among learners. The teacher's perception of their role may not align with the needs and expectations of the students. As responsible educators, it is essential for teachers to assess their teaching approaches and adapt them accordingly to foster a supportive and relaxed classroom environment, thereby alleviating student anxiety.

Based on the questionnaire, one student did not answer that they were concerned that instructor beliefs about language teaching.

d. Interaction between student and teacher

The process of language learning involves a dynamic interplay between the individual learner and the surrounding environment. Within this context, both positive and negative experiences play a significant

role in shaping the success of language acquisition. Furthermore, the interaction between teachers and students is recognized as a significant factor that can contribute to student anxiety.

Based on the questionnaire, 3 students from 32 students answered that they were concerned about interactions with the teacher. The following are some answers from the students' questionnaire:

S13 : *“Kurang percaya diri, dan gugup saat berinteraksi dengan dosen karena kurang dalam vocabulary”*

S26 : *“Nervous karena malu saat berinteraksi dengan dosen karena tidak paham penjelasan dosen”*

The first questionnaire is from S13. He was worried and lack of confidence because he had to interact properly with the lecturer in English. The second questionnaire is from S26. She was nervous because she felt embarrassed when she had to interact with lecturers in English.

Questionnaire data is also supported by interview data. There are 1 out of 4 children. The following is an example of a response from 1 student:

Table 4.3 Interaction between student and teacher

Q: Apa yang menyebabkan kamu cemas?	
Name	Interview response
S20	“Saya cemas dan gugup saat berinteraksi dengan dosen. Karena, saya merasa masih kurang bisa menangkap penjelasan dari dosen dan kurang bisa bahasa inggris dengan baik apalagi dalam pembuatan project video ini.”
	(Appendix 4_IS20)

The student interviewed was S20. She felt anxious when interacting with lecturers and she felt less fluent in speaking English so that is the factor causing her to have difficulty speaking.

e. Classroom procedures

Many learners feel that some error correction is necessary. How to correct a mistake is often said to trigger anxiety. That show students more care about how their mistake correct than that error correction must registered in the classroom. Based on the questionnaire, one student did not answer that they were concerned that classroom procedures.

f. Language testing

Language testing is a contributing factor in placing academic assessments on students. However, it often generates additional psychological pressures, such as the fear of losing self-confidence or feeling inferior compared to others. Moreover, students may feel compelled to quickly organize their thoughts while simultaneously worrying about making grammatical errors.

Based on the questionnaire, 2 student from 32 students answered that they are anxious because of the sudden test in English. Here the answer of the student:

S1 : *“Cemas karena di suruh speaking oleh dosen menggunakan Bahasa Inggris dan mengoreksi pronounciationnya pada saat makul offline sekali”*

S21 : *“Merasa cemas tidak percaya diri karena pernah ditunjuk dosen untuk bercerita dan belum siap akhirnya sebisanya aja”*

The first questionnaire is from S1. She worried when the lecturer appointed her and must use good pronunciation and appropriate language. So, she felt anxious when she had to speak English in formal interactions.

The second questionnaire is from S21. He worried when the lecturer appointed him to speak English and so that he became anxious because he was lack of confidence in front of the lecturer.

4. The students' strategies to decrease anxiety on the speaking for formal interaction

In this section, the study will focus on what students do to decrease their anxiety in speaking. The research would do interviews and questionnaires, to find students' strategies to decrease their anxiety in speaking. Students reported many ways for reducing their anxiety. In reducing and classifying data, the research will explain the strategy for five reasons. Based on, the result of the interviews and questionnaires several strategies to decrease anxiety in speaking performance. This is the following:

a. Preparation

Material preparation refers to the process undertaken by students to organize and prepare the content they intend to present. Research, conducted through questionnaires and interviews, indicates that approximately half of the students believe that thorough material preparation helps alleviate anxiety during speaking for formal interaction.

Based on the questionnaire, 15 students from 32 students answered that they were ready to memorize the material before going ahead of the class. The following are some answers from the students' questionnaire:

S15 : *“Melakukan persiapan dan belajar terlebih dahulu”*

S29 : *“Mempersiapkan materi dengan baik, belajar pronunciation, latihan membaca dan memahami materi”*

The first questionnaire is from S15. she tries to decrease anxiety when speaking in english by practicing or learning to memorize english regularly and repeatedly to memorize the material easily. The second questionnaire from S29. she practices to learn pronunciation and understand the material first to decrease anxiety and lack of confidence.

The questionnaire data is also supported by the interview data. There are 3 out of 4 student's who said that prepare material and practice speaking well. The following are examples of responses from 2 students:

“Saya melakukan persiapan terlebih dahulu dengan berlatih menguasai vocab dan pronunciation dan berlatih speaking di depan kaca.” (Interview in appendix 4/IS10)

“Saya mempersiapkan terlebih dahulu sebelum take video speaking” (Interview in appendix 4/IS30)

The first student interviewed was S10. She decreased the anxiety with practice mastering vocab and pronunciation. The second student interviewed was S30. She decreased anxiety with prepare material and practice speaking well.

b. Relaxation

In relaxation, the research has discovered some strategies that students use to calm their minds such as taking a deep breath, relaxing, and closing their eyes. The research has found relaxes in questionnaire and interviews. Based on the questionnaire, 5 students from 32 students answered that they calmed their minds before appearing to alleviate their anxiety. The following are some answers from the students' questionnaire:

S12 : *“Tarik nafas yang panjang, lalu meyakinkan diri bahwa bisa melewatinya”*

S23 : *“menenangkan pikiran, pikiran rileks”*

The first questionnaire is from S12. She relieves anxiety by taking deep breaths to calm inhalations and exhaling slowly to easily forget anything that could be uncomfortable. The second questionnaire is from S23. She tried to decrease anxiety by relaxing the mind to make it more calm and conducive.

The questionnaire data is also supported by the interview data. There are 1 out of 4 student's. The following are examples of responses from 1 students:

“Saya mengurangi anxiety dengan tarik napas panjang dan buang napas.” (Interview in appendix 4/IS12)

The student interview was S12. She decrease the axiety with inhale, exhale to feel calm and relaxed.

c. Positive Thinking

Positive thinking is one way to decrease anxiety in speaking formal interaction. Based on the questionnaire, 8 students from 32 students answered that they choose to be think positively to decrease their anxiety. They said that everything is going to be okay. The following are some answers from the students' questionnaire

S7 : *“Selalu Berfikir positif”*

S32 : *“Berusaha berpikir positif”*

The first questionnaire is from S7. She tries to have positive thinking, make sure she can speak in formal interaction. She never thinks bad and negative. The second questionnaire is from S32. She thinks positively to decrease anxiety maintain a positive attitude make an effort to replace negative thoughts with positive ones by make sure herself can speak well.

d. Peer Seeking

Developing friendships can serve as a strategy to alleviate anxiety. However, in the questionnaire, one student did not answer that he was looking for a colleague from their friend. Peer seeking can be one strategy to decrease anxiety. In the questionnaire, a student did not answer that he was looking for a colleague from their friend.

e. Resignation

Resignation is also a technique used by students to decrease their anxiety. Researcher argue that it is one of the most recent reasons caused by accepting reality is one of many ways to decrease stress and tension.

They just give up after failing because they fear more stress. In the questionnaire, none of the students chose to decrease anxiety by resignation.

B. Discussion

In this part, the researcher tried to discuss the research findings of this study and integrated the theories or previous study related to the factor cause speaking anxiety and how to decrease speaking anxiety on speaking for formal interaction class. The researcher found the factor and decrease anxiety on speaking for formal interaction in 2C class english language education of UIN Raden Mas Said Surakarta the academic year 2023/2024. The explanation were presented as follows:

1. The factors of students' anxiety on speaking for formal interaction

Based on the theory of Ohata (2005: 133) there are six factors of anxiety such as personal and interpersonal anxieties, learners' belief about language learning, instructor belief about language learning, instructor-student interaction, classroom procedure and language testing.

Based on the findings of this research, the research has found that most of the 2C class English language education of UIN Raden Mas Said Surakarta was concerned when speaking in speaking for formal interaction class. There are several causes that make students feel anxious when talking formal interaction. From the result of the observation, questionnaire and interview most of the students felt anxious.

The research has found that a factor contributing to anxiety in speaking on speaking for formal interaction there are 4 factors:

a. Personal and Interpersonal

Ohata (2005: 133) stated that psychological phenomena that are accompanied by no or lack of self-confidence can be categorized as a factor of anxiety. Researchers found the same causal factors regarding personal and interpersonal factors. In this study researcher found 13 from 32 students according to questionnaire and interview who experience anxiety factors personal and interpersonal anxiety comes from they feel anxious because lack of self-confidence when speaking in front of other students, less confident because less fluent in pronunciation.

b. Learners belief about language learning

Ohata (2005: 133) mentioned that, some learners were concerned about the correctness of their speech like vocabulary or pronunciation. According to Thornbury (2005:28), individuals with limited vocabulary, poor grammar, and a fear of making mistakes may experience speech difficulties that result in intense anxiety.

In this study researcher found 9 from 32 students. They feel anxious when speaking because they are not used to speaking in formal interactions because the speaking for formal interaction class takes place online so they feel they lack practice in pronunciation, vocabulary, and fluency in speaking and they are required to make a video project interacting formally. As happened when researcher made observations,

researcher found their pronunciation unclear and still stuttering, they try to repeat during take video with the same words but use better pronunciation

c. Instructor-students interaction

Ohata (2005: 133) mentioned that, The process of interaction between instructors (lecturers) and students (students) are considered as factors that cause anxiety for the students. If students do not understand the teacher correction or explanation, this can be a cause of anxiety.

In this research, researcher found 3 students from 32 students in this study according to questionnaire some of them also felt the same causal factor, namely they felt anxious when interacting with lecturers because they did not understand what the lecturer explained and they also felt lacking in understanding vocabulary so that was where the factors that caused anxiety emerged

d. Language Testing

According to Ohata (2005: 133) mentioned that, sometimes students feel nervous and lack confidence to think that they have to organize ideas directly while paying attention to grammatical errors at the same time when doing tests or being given assignments by the lecturer. In this research, researcher found 2 student from 32 students. According to questionnaire they feel nervous and lack self-confidence when simultaneously getting an exam in the form of a lecturer who appoints them to practice pronunciation in formal interactions.

According to Horwitz et al. (1986:125) said that, students feel anxious when they do not master English pronunciation, and this occurs due to many external or internal student factors so that anxiety can be created. In this study, they feel unprepared or do not understand good and correct pronunciation.

2. The students' strategies to decrease anxiety on the speaking performance

In order to speak very well, students must decrease anxiety having strategies to lose their anxiety. Based on the theory of Kondo and Ling (2004: 262) there are five strategies to reducing anxiety, they are preparation, relaxation, positive thinking, peer seeking, and resignation. but in this study the researchers only found 3 ways they decreased anxiety that is, preparation, relaxation, positive thinking.

a. Preparation

According to theory of Kondo and Ling (2004: 262) Preparation is a powerful way to help students have to deal with their fear of oral performance. Develop students' self-esteem when speaking anxiety. Based on the questionnaire, most of the students use preparation to decrease their anxiety. There are 15 students from 32 students who are prepared to cut back their anxiety. They have preparation before speaking in front of the class. Based on the questionnaire they said that they had prepared the material and learning it can decrease their anxiety when speaking in formal interaction. They are assumed to adopt the strategy

that is considered the most effective. If they don't prepare material before speaking, they can't speak well and are afraid something bad will happen.

b. Relaxation

According to theory of Kondo and Ling (2004: 262) Relaxing can be done by taking a deep breath and trying to close your eyes for a while. Students can also feel comfortable with forgetting anything that might make them feel anxious. Based on the questionnaire, there were 5 students out of 32 students use relaxation to decrease their anxiety. take a deep breath, calming breath is a strategy used by students to make it relax, and calm down to decrease anxiety at the appearance of speaking. By using this strategy students can control their feelings of fear and can calm their minds for a moment so that they can continue to interact better. According to observation between taking the video, one of the students inhale and exhale to calm their minds so they don't get too tense decrease anxiety.

c. Positive Thinking

According to theory of Kondo and Ling (2004: 262) Positive thinking is a way of thinking process that uses positive motivation for students so that everything will be okay. The research has found that 8 students out of 32 use positive thinking as the strategy to decrease their anxiety. Most students combine positive thinking with strategy relaxation, which means if students feel comfortable facing something. These strategies are intended to divert attention from stress situations to

pleasant positive gesture and bring relief to restless students. This helps students to motivate themselves to do better and not to worry about making mistakes.

In conclusion, many students are worried because it makes students have personal and interpersonal student anxiety caused by students are not confident when speaking. So, students carry out strategies to decrease anxiety by preparing first before speaking in formal interaction so that they think they can at least decrease anxiety even though they have not completely overcome that anxiety.

In conclusion, from the results of questionnaires and interviews students anxiety the results is the same (personal and interpersonal factor anxieties) made students had personal anxiety caused students not confident when speaking, and lack of understanding in speaking formal English such as pronunciation, vocabulary when in front of the camera. From the results of questionnaires and interviews students use the same way to decrease anxiety, namely by means of (preparation).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results in chapter four, the study can conclude that students' anxiety in speaking on speaking for formal interaction in the 2nd semester of English language education of UIN Raden Mas Said Surakarta. In this study, researcher found 4 (four) factors that cause students' anxiety when speaking for formal interaction class. It is personal and interpersonal anxiety, learner beliefs about language learning, instructor-student interaction, and language testing. Most of students had personal anxiety caused students not confident when speaking, and lack of understanding in speaking formal English such as pronunciation, vocabulary when in front of the camera.

In this study, researchers also found 3 (three) ways students decrease anxiety when speaking, namely preparation, relaxation, positive thinking. Most of student's choose their strategy to decrease anxiety with preparation. They choose to prepare well such as learning to understand the material, practicing speaking or pronunciation.

B. Suggestion

From the findings outlined in chapter four provide several recommendations that can be taken into account when it comes to the teaching and learning process, particularly in the context of acquiring a foreign language. These suggestions are as follows:

1. For Lecturer

Depending on the factors these are provoked, there are many different ways to deal with inhibitions related to speaking in a foreign language. For practical classes such as speaking for formal interaction courses preferably with offline learning. Lecturers should realize that anxiety is one of the reasons students' difficulties in the teaching and learning process, especially when they learn foreign languages in formal interaction speaking activities. Lecturer must plan classes carefully and analyze student behavior during lessons. Lecturer must plan the material well, for example, before giving a video project, the lecturer must give an example first before they practice it in the form of video speaking. So, students have clear directions in making video projects. besides that, lecturers should place more emphasis on learning practices and interactions between lecturers and students in class, so that students are better trained in speaking for formal interaction.

2. For Students

In learning to speak formal interaction, students are expected not to feel anxious when speaking english. Students must prepare before perform speaking for formal interaction. Students further develop their speaking according to the platform used during learning. They must pay attention anxiety when speaking English on speaking for formal interaction. In the process of teaching and learning, when the teacher gives themes spontaneously about the material, students should try to study hard and

make a good idea about the theme to be studied. So that students can speak easily in front of the class because they have more ideas to talk about. They should also be confident and not need it afraid of making mistakes when speaking English. To decrease the anxiety, then students should learn more and use some strategies to decrease their anxiety in speaking performance.

3. For Other Researchers

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

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APPENDIECES

Appendix 1 RPS From Lecturer

RENCANA PEMBELAJARAN SEMESTER (RPS)
FAKULTAS ADAB DAN BAHASA
PRODI PENDIDIKAN BAHASA INGGRIS

	PERRGURUAN TINGGI	UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA		
	FAKULTAS	FAKULTAS ADAB DAN BAHASA		
	PROGRAM STUDI	PENDIDIKAN BAHASA INGGRIS		
RENCANA PEMBELAJARAN SEMESTER				
MATA KULIAH	KODE MK	KELOMPOK MK	SKS/SMT	TGL PENYUSUNAN: 5 Januari 2022
Speaking for Formal Interactions	PBIS209	MKK PS	2	TGL REVISI: 7 Januari 2023
OTORISASI GKM	DOSEN PENGAMPU MK	NIDN/NIDK/NUP	KOORDINATOR PROGRAM STUDI	
	Zainal 'Arifin, S.Pd., M. Pd.		WILDAN MAHIR MUTTAQIN, M. A. TESL.	
CAPAIAN PEMBELAJARAN LULUSAN (CPL)	Mahasiswa mampu mengetahui dan memahami serta menerapkan konsep dasar Speaking for Formal Interactions dengan baik dari perspektif kehidupan bermasyarakat, berbangsa, bernegara serta nilai-nilai agama, mempunyai kemampuan intelektual dalam memahami dan mengidentifikasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion to help learners to practice the speaking skills melalui kegiatan, studi literatur, berdiskusi, bekerjasama dalam tim, membuat proyek video atau ide kreatif lainnya yang menampilkan ide dan kreatifitas implementasi public Speaking dalam pembelajaran dan pengajaran bahasa Inggris.			
	SIKAP (S)	S.1. Memiliki sikap dan perilaku positif terhadap pembelajaran speaking for Formal Interactions yang mencerminkan ketaqwaan kepada Allah SWT. S.3. Memiliki sikap dan perilaku tanggung jawab atas profesi di bidang keahliannya yang didasarkan atas nilai-nilai moderasi beragama dan kearifan lokal. S.4. Memiliki sikap dan perilaku jujur, tangguh dan adaptif terhadap perkembangan dan dinamika yang ada di tengah masyarakat.		
	PENGETA HUAN (P)	P.2. Mampu menjelaskan teori dasar prinsip-prinsip tentang ruang lingkup MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion P.3. Mampu mengidentifikasi konsep dasar dan implementasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion dalam pembelajaran bahasa Inggris sebagai bahasa asing.		

	KETRAMPILAN (K)	Mampu melakukan studi literatur, berdiskusi, bekerjasama dalam tim, membuat proyek video atau ide kreatif lainnya yang menampilkan ide dan kreatifitas implementasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion dalam pembelajaran dan pengajaran bahasa Inggris.
CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)	CPMK (S)	Mampu mengetahui dan menerapkan sikap akomodatif terhadap tuntutan dan perkembangan zaman khususnya terkait dengan konsep dasar dan implementasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion dalam pembelajaran bahasa Inggris sebagai bahasa asing.
	CPMK (P)	Mampu menjelaskan konsep MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion
	CPMK (K)	Mampu menerapkan praktek implementasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion melalui studi literatur, berdiskusi, bekerjasama dalam tim, membuat proyek video atau ide kreatif lainnya yang menampilkan ide dan kreatifitas implementasi proses dalam pembelajaran dan pengajaran bahasa Inggris.
DESKRIPSI MATA KULIAH	Mata kuliah <i>Speaking for Formal Interactions</i> merupakan mata kuliah yang memperkenalkan konsep dasar serta implementasi dari MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion dalam pembelajaran dan pengajaran bahasa Inggris sebagai bahasa asing. Secara spesifik mata kuliah ini membahas MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion to help learners to practice the speaking skills.	

Matrik Perkuliahan								
MINGGU/ PERTEMUAN KE-	KEMAMPUAN AKHIR YANG DIHARAPKAN	MATERI/TEM APOKOK	METODE PEMBELAJARAN	WAKTU BELAJAR (MENIT)	PENGALAMAN BELAJAR MAHASISWA	INDIKATOR DAN KRITERIA PENILAIAN	BOBOT NILAI	SUMBER
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.	<ul style="list-style-type: none"> Mahasiswa Memahami Learning contract Mahasiswa Memahami Introduction to Speaking for Formal Interaction Mahasiswa memahami metode Pembelajaran Project Based Learning 	<ul style="list-style-type: none"> Learning contract Introduction of Speaking for Formal Interaction Speaking For formal Interaction Topics 	<ul style="list-style-type: none"> Lecturing Brainstorming Question and Answer Discussion 	2 x 50	<ul style="list-style-type: none"> Mendengarkan Penjelasan dosen Brainstorming contoh Speaking for Formal Interaction Memperhatikan contoh pengembangan topic Memperhatikan contoh Speaking Project 	<ul style="list-style-type: none"> Memahami kontrak belajar Memahami Speaking for formal interaction secara umum Memahami pengembangan topic pembelajaran selama satu semester Memahami Project based learning 	40%	<ol style="list-style-type: none"> RPS Taufiq, W and Novita, D. (2021) <i>Speaking for formal Communication</i>. Sidoarjo: UMSIDA Press
2	Mahasiswa mampu Memahami Langkah Langkah penerjaan Proyek Speaking for Intreraction	Steps of working for Formal Interaction project	Project Based Learning 1. Determining the topic 2. Make schedule • Developing topic: determining important things included in the topic and sub topics, expressions,	2 x 50	Maahasiswa mempelajari langkah langkah pengerjaan proyek Speaking for Formal Interaction	<ul style="list-style-type: none"> Memahami pengembangan topic Memahami cara berlatih Pronunciation, Intonation, Using gesture, Body language, Adjusting sound (Firm, slow, fast) Dalam Speaking for Formal 		Thomas, J. W. (2000). <i>A Review of Research on Project Based Learning</i> . The Autodesk Foundation.

			terms, and situation through reading watching videos, listening taking notes, writing story board)			<ul style="list-style-type: none"> Interaction Memahami Langkah Langkah pengerjaan dan penyelesaian proyek Speaking for formal interaction 		
3	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Menjadi MC	<ol style="list-style-type: none"> English expressions of an MC MC's material organization The way of becoming a good MC 	Project Based Learning	2 x 50	Maahasiswa memahami dan berlatih menjadi MC melalui proses penyelesaian proyek Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	<ul style="list-style-type: none"> Topic development Pronunciation Fluency Grammar Vocabulary Gesture Body language of becoming an MC 		MC Opening: Script and Vocal Expression https://www.youtube.com/watch?v=OizWz-H4xM
4	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Menjadi Moderator	<ol style="list-style-type: none"> English expressions of a Moderator Moderator's material organization 	Project Based Learning	2 x 50	Maahasiswa memahami dan berlatih menjadi moderator melalui proses penyelesaian	<ul style="list-style-type: none"> Topic development Pronunciation Fluency Grammar Vocabulary 		How To Moderate Webinars Like A Pro! https://www.youtube.com/watch?v=xzMZ9V8b-34A

		3. The way of becoming a good Moderator				<ul style="list-style-type: none"> • <i>Gesture</i> • <i>Body language of becoming a Moderator</i> 		
5 dan 6	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Berpidato/ Delivering a Speech	<ol style="list-style-type: none"> 1. Expression of Speech 2. Speech organization 3. The way of Delivering a good Speech 	Project Based Learning	2x2 x 50	Maahasiswa memahami dan berlatih berpidato melalui proses penyelesaian Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	<ul style="list-style-type: none"> • <i>Topic development</i> • <i>Pronunciation</i> • <i>Fluency</i> • <i>Grammar</i> • <i>Vocabulary</i> • <i>Gesture</i> • <i>Body language of delivering a Speech</i> 		<p>How to deliver the perfect speech https://www.youtube.com/watch?v=qx8uAUw2Yk</p>
7 dan 8	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Seminar	<ol style="list-style-type: none"> 1. Expressions used in seminar 2. Seminar material organization 3. The way of using English expression in a seminar 	Project Based Learning	2x2 x 50	Maahasiswa memahami dan berlatih melakukan seminar melalui proses penyelesaian proyek Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	<ul style="list-style-type: none"> • <i>Topic development</i> • <i>Pronunciation</i> • <i>Fluency</i> • <i>Grammar</i> • <i>Vocabulary</i> • <i>Gesture</i> • <i>Body language of conducting Seminar</i> 		<p>How Do You Conduct A Seminar? https://www.youtube.com/watch?v=gExiX1c2VCE</p>

9	Mid Test	Project Processes and Products of Topic MC, Moderator, Speech, and Seminar,	Presentation, Review and Revise Project product	2 x 50	Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Mahasiswa Merevisi Project (Bila Perlu)	<ul style="list-style-type: none"> • <i>Topic development</i> • <i>Pronunciation</i> • <i>Fluency</i> • <i>Grammar</i> • <i>Vocabulary</i> • <i>Gesture</i> • <i>Body language of conducting Seminar</i> 	30%	Thomas, J. W. (2000). <i>A Review of Research on Project Based Learning</i> . The Autodesk Foundation.
10 dan 11	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Job Interview	<ol style="list-style-type: none"> 1. Expressions used in Job Interview 2. Job Interview material organization 3. The way of using English expression in a Job Interview 	Project Based Learning	2x2 x 50	Maahasiswa memahami dan berlatih melakukan Job Interview melalui proses penyelesaian proyek Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	<ul style="list-style-type: none"> • <i>Topic development</i> • <i>Pronunciation</i> • <i>Fluency</i> • <i>Grammar</i> • <i>Vocabulary</i> • <i>Gesture</i> • <i>Body language of Performing Job Interview</i> 		<p>English Job Interview Dos & Dont's English Conversation Practice https://www.youtube.com/watch?v=JNisOXON0c</p>
12 dan 13	Mahasiswa menguasai Speaking for Formal interaction dengan Topic News Anchor and Reporter	<ol style="list-style-type: none"> 1. Expressions used in News Anchor and Reporter 2. News Anchor and Reporter material organization 3. The way of using English expression by a News Anchor and Reporter 	Project Based Learning	2x2 x 50	Maahasiswa memahami dan berlatih melakukan seminar melalui proses penyelesaian proyek Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	<ul style="list-style-type: none"> • <i>Topic development</i> • <i>Pronunciation</i> • <i>Fluency</i> • <i>Grammar</i> • <i>Vocabulary</i> • <i>Gesture</i> • <i>Body language of becoming a News Anchor and Reporter</i> 		<p>How To Become News Anchor Or News Presenter Top Tips For News Reading How News Anchors read news https://www.youtube.com/watch?v=g71qs85RAI</p> <p>How do I become a news anchor, news reporter or multimedia journalist? https://www.youtube.com/watch?v=5bBar25leNc</p>

14 dan 15	Mahasiswa menguasai Speaking for Formal interaction dengan Topic negotiation and promotion	1. Expressions used in negotiation and promotion 2. Negotiation and promotion material organization 3. The way of using English expression by a negotiation and promotion	Project Based Learning	2x2 x 50	Mahasiswa memahami dan berlatih melakukan negotiation and promotion melalui proses penyelesaian proyek. Mahasiswa mempresentasikan produk. Mahasiswa Menerima review dari peer dan dosen. Merevisi Project (Bila Perlu)	<ul style="list-style-type: none"> Topic development Pronunciation Fluency Grammar Vocabulary Gesture Body language of becoming an MC conducting negotiation and promotion 	<i>Negotiating Skills in English [3 Strategies for a Successful Negotiation]</i> https://www.youtube.com/watch?v=GQop93V1wMg <i>Professional & Business English: Marketing</i> https://www.youtube.com/watch?v=g27-S1UMdY0
16	Final Test	Project Processes and Products of Topic Job and interview, News anchor and Reporter, Negotiation and Promotion	Presentation, Review and Revise Project product	2 x 50	Mahasiswa mempresentasikan produk. Mahasiswa Menerima review dari peer dan dosen. Mahasiswa Merevisi Project (Bila Perlu)	<ul style="list-style-type: none"> Topic development Pronunciation Fluency Grammar Vocabulary Gesture Body language of conducting Seminar 	30% Thomas, J. W. (2000). <i>A Review of Research on Project Based Learning</i> . The Autodesk Foundation.

PENGUATAN CORE VALUE INSTITUSI		
Religiosity	Dosen mendorong mahasiswa dalam melaksanakan tanggung jawab atas profesi di bidang keahliannya dengan memiliki sikap dan perilaku jujur, tangguh dan adaptif terhadap perkembangan dan dinamika yang ada di tengah masyarakat yang didasarkan atas nilai-nilai religiusitas.	
Modernity	Dosen mendorong mahasiswa dalam melaksanakan tanggung jawab atas profesi di bidang keahliannya yang adaptif terhadap perkembangan teknologi dan modernitas.	
Civility	Dosen mendorong mahasiswa dalam melaksanakan tanggung jawab atas profesi di bidang keahliannya dengan memperhatikan kondisi dan adat istiadat pada suatu wilayah dan dunia luar.	
Professionality	Dosen mendorong mahasiswa dalam melaksanakan kegiatan profesional dengan menjunjung tinggi nilai dan kode etik profesi.	
Penguatan moderasi beragama	Dosen mampu memberikan pengetahuan, pemahaman dan pencerahan ilmu kepada mahasiswa tentang sikap terbuka dan toleran terhadap perbedaan serta kesediaan menjadi bagian dari masyarakat yang tidak terbatas pada agama, suku dan budaya yang menjadi rahmatan lil alamin.	
Integrasi Islam-sains-kearifan Lokal	Ulumul Qur'an, Manajemen dan teknologi serta sosiologi.	
Integrasi dengan Mata Kuliah lain	English language skills, Applied linguistic and Language Teaching, Literasi Digital, Ahlaq and Tasawuf, Filsafat dan Pengantar Profesi	
DAFTAR REFERENSI		
<ol style="list-style-type: none"> Ali, S. S. (2019). Problem Based Learning: A Student-Centered Approach. <i>English Language Teaching</i>, 12(5), 73. https://doi.org/10.5539/elt.v12n5p73 Brown, H. D. (2004). <i>Language Assessment: Principles and Classroom Practices</i>. Longman. Bull, V. (2011). <i>Oxford Learner's Pocket Dictionary</i>. Oxford University Press. Hammer, D. (1997). Discovery Learning and Discovery Teaching. <i>Cognition and Instruction</i>, 15(4), 485–529. https://doi.org/10.1207/s1532690xc11504_2 Isaac, J. C. (2010). <i>Methods and Strategies of Teaching: an overview</i>. Pondicherry University Press. I.S.P Nation, & Jonathan Newton. (2009). <i>Teaching ESL/EFL Listening and Speaking</i>. Routledge. Jeremy Harmer. (1998). <i>How to Teach English</i> (Fourteenth). Longman. Jim Scrivener. (1994). <i>Learning Teaching</i> (A. Underhill, Ed., Third Edition). Macmillan. Richards, J. C., & Rodgers, T. S. (1986). <i>Approaches and Methods in Language Teaching</i>. Cambridge University Press. Sabariyanto dkk (2022). <i>Assessing English Language Skills</i>. FABUlaous Press Sequeira, A. H. (2012). Introduction to Concepts of Teaching and Learning. <i>SSRN Electronic Journal</i>. https://doi.org/10.2139/ssrn.2150166 Taufiq, W and Novita, D. (2021) <i>Speaking for formal Communication</i>. Sidoarjo: UMSIDA Press Thomas, J. W. (2000). <i>A Review of Research on Project Based Learning</i>. The Autodesk Foundation. Torky, S. A. E. F. (2006). <i>The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students</i>. Walker, R. J. (2008). Twelve Characteristics of an Effective Teacher: A Longitudinal, Qualitative, Quasi-Research Study of In-service and Pre-service Teachers' Opinions. <i>Educational Horizons</i>, 87, 61–68. Yule, G. (2010). <i>The Study of Language</i> (Fourth). Cambridge University Press 		

PENGESAHAN DAN PERSETUJUAN DOKUMEN RPS	
<p>PENYUSUN</p> <p>Zainal 'Arifin, S.Pd., M. Pd.</p>	<p>PENYELARAS</p>
<p>KOORDINATOR PROGRAM STUDI</p> <p>Wildan Mahir Muttaqin, M. A. TESL.</p>	<p>KETUA GUGUS KENDALI MUTU</p> <p>Dr. Nanang Qosim</p>

Table Ceklist Students Strategies to Decrease Anxiety on Questionnaire

No.	Strategies	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13
1.	Preparation	v		v		v	v			v				v
2.	Relaxation										v		v	
3.	Positive Thinking				v			v						
4.	Peer Seeking													
5.	Resignation													

No.	Strategies	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26
6.	Preparation	v	v			v	v	v		v				
7.	Relaxation										v			
8.	Positive Thinking				v				v				v	v
9.	Peer Seeking													
10.	Resignation													

No.	Strategies	S27	S28	S29	S30	S31	S32	Total
11.	Preparation	v		v	v			15
12.	Relaxation					v		4
13.	Positive Thinking		v				v	8
14.	Peer Seeking							0
15.	Resignation							0

Appendix 3 Results of Open Ended Questionnaire

Results of Open Ended Questionnaire

Cap Waktu	Nama	No Absen	Kelas	Apakah anda merasa cemas (gugup, panik, gelisah, dll) ketika berbicara pada saat kelas speaking for formal interaction?	2. Apa yang menjadi faktor penyebab anda mengalami kecemasan berbicara saat mata kuliah speaking for formal interaction? (berdasarkan pernyataan faktor-faktor yang membuat anda merasa cemas) ? Tolong beri alasan berdasarkan pengalaman anda sendiri !?	3. Apa yang anda lakukan untuk mengurangi kecemasan ketika berbicara pada saat kelas speaking for formal interaction? (sesuaikan dengan ceklist cara mengurangi anxiety)
07/05/23 13.22	Amir Fahrudin	2	2C	Tidak	Tidak ada	Tidak ada
07/05/23 13.29	Nurlalila Magfirah	28	2C	Iya	Gugup karena vocab yang diketahui sangat sedikit, ada teman yang lebih unggul terkadang menimbulkan kecemasan	Berpikir positif kalo tidak apa apa karena masih belajar
07/05/23 17.27	Fatihapsari Shafiyatuz	17	2C	Iya	Kadang suka nge blank	Selalu berpikir positif agar lebih leluasa dan terbiasa
07/05/23 17.27	Fatimah Choirunnisa	10	2C	Iya	Saya merasa cemas pada saat pembuatan project video karena selama ini kelasnya selalu online.	Tarik napas panjang agar lebih relax
07/05/23	Adinda	4	2C	Iya	Tidak percaya diri saat take	Menganggap semua berjalan baik-

17.30	Khusnul K				video di depan kamera	baik saja
07/05/23 17.32	Salza Febi Putri M	5	2C	Iya	Kurang bisa Bahasa Inggris, dan kurang penguasaan grammar	Mempersiapkan materi terlebih dahulu
07/05/23 17.33	Sarah Nabila Imamatul B	3	2C	Iya	Kadang masih kurang percaya diri dan ngeblank	Cari-cari video speaking atau pronounce latihan terlebih dahulu untuk persiapan
10/05/23 14.25	Dicky Setya F	18	2C	Iya	Kurang dalam kosakata dan grammar	Belajar
10/05/23 14.28	Belfaya	16	2C	Tidak	Tidak cemas	Tidak ada
10/05/23 14.25	Revi Shabrina P	25	2C	Iya	Cemas karena tidak percaya diri dan malu	Berpikir semua akan baik-baik saja
10/05/23 14.26	Suharno Sidiq	26	2C	Iya	Nerveous karena malu saat berinteraksi dengan dosen karena tidak paham penjelasan dosen	Mengingat hal-hal lucu dan positif thinking
10/05/23 14.26	Arinda Yustika S	15	2C	Iya	Kurang percaya diri	Melakukan persiapan dan belajar terlebih dahulu
10/05/23 14.26	Lintang Ayu D F	31	2C	Iya	Masih kurang dalam penguasaan vocab	Relaksasi agar tenang
10/05/23 14.28	Aulia Atsnal Mala	12	2C	Iya	Masih merasa kurang dalam pemahaman vocabulary dan fluent dalam Bahasa Inggris	Tarik napas panjang dan yakin bisa melewatinya
10/05/23	Wizarotul	29	2C	Iya	Merasa nge blank	Mempersiapkan materi dengan

14.27	M					baik, belajar pronunciation, latihan membaca dan memahami materi
10/05/23 14.27	Rachma Putri K	23	2C	Iya	Nerveous karena tidak percaya diri	Menenangkan pikiran, pikiran rileks
10/05/23 14.27	Rika Ayu V	24	2C	Tidak	Tidak ada	Tidak
10/05/23 14.28	Ilham Fathoni W	21	2C	Iya	Merasa cemas dan tidak percaya diri ketika ditunjuk dosen untuk bercerita dan belum siap akhirnya sebisanya saja	Percaya diri pasti bisa
10/05/23 14.28	Hanifah Dwi A P	32	2C	Iya	Kurang percaya diri dan takut salah	Berusaha untuk berpikir positif
10/05/23 14.28	Achmad Rynu P	9	2C	Iya	Kurang dalam penguasaan vocab dan grammar	Melatih pronunciation sebelum speaking
10/05/23 14.28	Siti Munhafiroh	14	2C	Iya	Kurang penguasaan grammar	Mempelajari materi terlebih dahulu
10/05/23 14.28	Alimatus Zuhriya	27	2C	Iya	Tidak percaya diri	Persiapan terlebih dahulu
10/05/23 14.29	Adelia Lutfia Z	22	2C	Iya	Takut salah saat speaking	Sering mendengarkan kata-kata yang sulit dibaca sebelum speaking
10/05/23 14.29	Dicky Setya F	18	2C	Iya	Dalam kosakata dan grammar masih kurang	Belajar terlebih dahulu
10/05/23	Taufan	11	2C	Tidak	Tidak	Tidak ada

14.29	Zaldito F					
10/05/23 14.29	Zulkha Dewanti A	30	2C	Iya	Masih merasa nge blank saat speaking dan tidak percaya diri	Melakukan persiapan terlebih dahulu
10/05/23 14.29	Ratih Dwi A	19	2C	Iya	Takut salah pengucapan	Belajar lagi
10/05/23 14.30	Dea Thania N	6	2C	Iya	Penguasaan vocab masih kurang	Mempersiapkan terlebih dahulu
10/05/23 14.31	Sholihatun Masfufah	7	2C	Iya	Cemas karena tidak percaya diri saat speaking	Selalu berpikir positif
10/05/23 14.31	Nurul Annisa	1	2C	Iya	Disuruh speaking oleh dosen menggunakan Bahasa Inggris dan dikoreksi pronounciation nya saat makul offline sekali	Mempersiapkan materi dengan baik terlebih dahulu
10/05/23 14.32	Valashifa Zulfa B	13	2C	Iya	Kurang percaya diri, dan gugup saat berinteraksi dengan dosen karena kurang dalam vocabulary	Membaca lagi materi sebelum speaking
10/05/23 14.32	Fara Anantya P	20	2C	Iya	Gugup saat berinteraksi dengan dosen	Belajar mengenai pronounciation
10/05/23 14.33	Mayang Sekar Febrianti	8	2C	Tidak	Tidak ada	Tidak

Keterangan Nama :

1. S1 : Nurul Annisa
2. S2 : Amir Fahrudin
3. S3 : Sarah Nabila Imamatul Bahiroh
4. S4 : Adinda Khusnul Khotimah
5. S5 : Salza Febi Putri Melati
6. S6 : Dea Thania Nurun Nihayah
7. S7 : Sholihatun Masfufah
8. S8 : Mayang Sekar Febrianti
9. S9 : Achmad Rynu Pratama
10. S10 : Fatimah Choirunnisa
11. S11 : Taufan Zaldito Firdaus
12. S12 : Aulia Atsnal Mala
13. S13 : Valashifa Zulva Billah
14. S14 : Siti Munhafiroh
15. S15 : Arinda Yustika Sari
16. S16 : Belfaya Septiandra Subroto
17. S17 : Fatihapsari Shafiyyatuz Zahra
18. S18 : Dicky Setya Firasad
19. S19 : Ratih Dwi Astuti
20. S20 : Fara Anantya Putri
21. S21 : Ilham Fathoni Widodo
22. S22 : Adelia Lutfia Zulfa

23. S23 : Rachma Putri Kanila
24. S24 : Rika Ayu Virnanda
25. S25 : Revi Shabrina Putri
26. S26 : Suharno Sidiq
27. S27 : Alimatus Zuhriya
28. S28 : Nurlaila Magfirah
29. S29 : Wizarotul Maghfiroh
30. S30 : Zulkha Dewanti Azizah
31. S31 : Lintang Ayu Diyah Fitriyani
32. S32 : Hanifah Dwi Alyssa Putri

Appendix 4 Interview Guideline

Interview Guideline with student's

1. Apakah pada saat membuat project video speaking for formal interaction kamu mengalami kecemasan?
2. Apa yang menyebabkan kamu cemas?
3. Kapan kamu mengalami kecemasan itu?
4. Apa yang kamu lakukan untuk mengatasi kecemasan saat speaking for formal interaction?

Interview Transcript on WA voice note

Transcript Interview 1

(15 May 2023)

S : Researcher

S1 : Student 1 (Zulka Dewanti Azizah)

R : Pagi dek, boleh minta waktunya sebentar?

S1 : Iya, mbak.

R : Mbak cuman bertanya sebentar

S1 : Iya, silahkan mbak.

R : Apakah pada saat membuat project video speaking for formal interaction kamu mengalami kecemasan?

S1 : Iya, mbak.

R : Apa yang menyebabkan kamu cemas dek?

S1 : Saya berbicara Bahasa Inggris formal dengan gugup karena **kurang percaya diri**. (Personal and Interpersonal)

R : Kapan kamu mengalami kecemasan itu dek?

S1 : Saat take video dan ngomong di depan kamera dan saya merasa masih kurang dalam pemahaman vocabulary nya juga mbak.

R : Apa yang kamu lakukan untuk mengatasi kecemasan saat speaking

for formal interaction?

S1 : Saya **mempersiapkan materi** terlebih dahulu sebelum take video.
(Preparation)

Transcript Interview 2

(19 May 2023)

S : Researcher

S2 : Student 2 (Revi Shabrina Putri)

R : Pagi dek, boleh minta waktunya sebentar?

S2 : Iya, mbak.

R : Mbak cuman bertanya sebentar

S2 : Iya, silahkan mbak.

R : Apakah pada saat membuat project video speaking
for formal interaction kamu mengalami kecemasan?

S2 : Iya, mbak.

R : Apa yang menyebabkan kamu cemas?

S2 : **Tidak percaya diri dan malu** saat take video dilihat teman-teman
dibelakang layar (Personal and Interpersonal)

R : Kapan kamu mengalami kecemasan itu?

S2 : Saat take video dilihat teman-teman dibelakang layar jadi kurang focus
dan malu mbak.

R : Apa yang kamu lakukan untuk mengatasi kecemasan saat speaking
for formal interaction?

S2 : **Memikirkan hal yang positif** dan menganggap semua akan baik-baik
saja. (Positif thinking)

Transcript Interview 3

(15 May 2023)

S : Researcher

S3 : Student 3 (Fatimah Choirunnisa)

R : Pagi dek, boleh minta waktunya sebentar?

S3 : Iya, mbak.

R : Mbak cuman bertanya sebentar

S3 : Iya, silahkan mbak.

R : Apakah pada saat membuat membuat project tugas speaking
for formal interaction kamu mengalami kecemasan?

S3 : Iya, mbak.

R : Apa yang menyebabkan kamu cemas?

S3 : Saya merasa cemas karena selama ini kelasnya selalu online sehingga
saya merasa kurang latihan dalam pronunciation sehingga jarang
interaksi secara langsung kak, kelasnya cuma waktu awal pertemuan aja.
(Learner's belief about language learning)

R : Kapan kamu mengalami kecemasan itu?

S3 : Saya merasa cemas pada saat pembuatan project video dan berinteraksi
langsung di depan kamera.

R : Apa yang kamu lakukan untuk mengatasi kecemasan saat speaking
for formal interaction?

S3 : Saya **melakukan persiapan terlebih dahulu** dengan berlatih
menguasai vocab dan pronunciation dan berlatih speaking di depan kaca.
(Preparation)

Transcript Interview 4

(15 May 2023)

S : Researcher

S4 : Student 4 (Fara Anantya)

R : Pagi dek, boleh minta waktunya sebentar?

S4 : Iya, mbak.

R : Mbak cuman bertanya sebentar

S4 : Iya, silahkan mbak.

R : Apakah pada saat speaking
for formal interaction kamu mengalami kecemasan?

S4 : Iya, mbak.

R : Apa yang menyebabkan kamu cemas?

S4 : **Saya cemas dan gugup saat berinteraksi dengan dosen.** Karena, saya merasa masih kurang bisa berbicara Bahasa Inggris dengan baik apalagi dalam pembuatan project video ini. (Instructor –learner interaction)

R : Kapan kamu mengalami kecemasan itu?

S4 : Saat berinteraksi dengan dosen pada saat awal pertemuan dulu kak

R : Apa yang kamu lakukan untuk mengatasi kecemasan
saat speaking for formal interaction?

S4 : **Mempersiapkan diri dengan baik** dan belajar lebih baik lagi mengenai pronunciation. (Preparation)

Appendix 5 Documentation of Observation

Documentation of Observation

