

**AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH IN
SECOND SEMESTER STUDENTS FACULTY OF ISLAMIC ECONOMICS
AND BUSINESS AT UIN RADEN MAS SAID SURAKARTA IN THE
ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

For writing the thesis



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**ENGLISH LANGUAGE EDUCATIONS STUDY PROGRAM
CULTURES AND LANGUAGES FACULTY
RADEN MAS SAID THE STATE ISLAMIC UNIVERSITY OF
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Thank you for the attention

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DEDICATIONS

This research is dedicated to :

1. Allah SWT who always gives me a blessing and keeps me going and finished this thesis.
2. My beloved parents Mr. Mohamad Ikrhom and Mrs. Yanti were always very faithful to offer prayers, giving guidance, support, and giving me all forms of material throughout my life.
3. My beloved family, My grandfather Mr. Lasimin, my grandmother Mrs. Sumi, also my beloved uncle and aunty Mr. Wasidi, Mr. Agus, and Mrs. Martini and Mrs. Endang who always give prayers and motivation for me to be a sarjana.
4. My advisor Prof. Dr. H. Sujito S, Pd. M, Pd., who give me guidance and support in finishing my thesis
5. Someone with SRN. 196121186 who have been together for four years, and given many lessons in my life
6. My beloved best friends Idoy, Arina , Ristya , Dyah , Mila, Risma, and all my friends EED F who has supported me, accompanied me in all of my condition, and made me survive for the last time
7. My almamater UIN Raden Mas Said Surakarta

MOTTO

"The world is like a shadow. If you try to catch it, it will run away. But if you turn your back on it, it has no choice but to follow you."

(Ibnu Qayyim Al Jauziyyah)

"Pain is temporary, swag is forever"

(Felisa)

PRONOUNCEMENT

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I hereby sincerely that the thesis titled **“An Analysis Of Students’ Anxiety In Speaking English In Second Semester Students Faculty Of Islamic Economics And Business At UIN Raden Mas Said Surakarta The Academic Year 2022/2023.** “ Is my real masterpiece. The things of my masterpiece in this thesis are signed by citation and bibliography.

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

Sukoharjo, 6 Juni 2023

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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis Of Students’ Anxiety In Speaking English In Second Semester Students Faculty Of Islamic Economics And Business At Uin Raden Mas Said Surakarta The Academic Year 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

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:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd., the Rector of Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., the Dean of the Faculty of Cultures and Languages.
3. Wildan Mahir Muttaqin, M.A. TESL., the Head of English Language Education Study Program.
4. Prof. Dr. H. Sujito S, Pd. M,Pd. as the advisor for his guidance, precious advice, and motivation for the researcher.
5. All the honorable lecturers and academic staff in the cultures and Languages Faculty.
6. The researcher’s beloved parents My beloved parents Mr. Mohamad Ikrhom and Mrs.Yanti were always very faithful to offer prayers, giving

guidance, and support, and giving me all forms of material throughout my life.

7. My beloved family, My grandfather Mr. Lasimin, my grandmother Mrs. Sumi, also my beloved uncle and aunty Mr. Wasidi, Mr. Agus, and Mrs. Martini and Mrs. Endang who always give prayers and motivation for me to be a sarjana.
8. Someone with SRN. 196121186 who have been together for four years, and given many lessons in my life
9. My beloved best friends Idoy, Arina , Ristya , Dyah , Mila, and all my friends EED F who has supported me, accompanied me in all of my condition, and made me survive for the last time
10. Everyone who helps the researcher to finish this research
11. The last, I wanna thank myself, For survived until this day and finished this masterpiece even with everything I initially thought was impossible.

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

Sukoharjo, 15 Juni 2023

Researcher

Aninda Shinta Fatimatus Siha

ABSTRACT

Aninda Shinta Fatimatus Siha. 2023. An analysis of students' anxiety in speaking English in second-semester students faculty of Islamic economics and Bussines at UIN Raden Mas Said Surakarta Academic Year 2022/2033

Keywords : Speaking, Anxiety, Speaking anxiety

This research paper is intended to describe students' anxiety in speaking English In the Second Semester of Students Faculty Of Islamic Economics And Business At UIN Raden Mas Said Surakarta The Academic Year 2022/2023. The objective of this research are (1) To find out the factors that contributed to the students' anxiety in speaking English to second-semester students Faculty of Islamic Economics and Business. (2) To know the strategies from the student's Faculty of Islamic Economics and Business to overcome their anxiety in speaking English.

This research study used the Descriptive-qualitative method. Respondents consist of 8 students who experience anxiety in 2C Class, of second-semester students of Sharia Business and Management in UIN Raden Mas Said Surakarta. The data was gathered from observation and interviews. The techniques for analyzing data were data reduction, data display, and drawing conclusions. The researcher used trustworthiness of credibility with the triangulation method.

The findings of this study show 3 factors that contributed to students' anxiety in speaking. There are communication apprehension, test anxiety, and fear of negative evaluation. Most of those factors are caused by a lack of grammar, f pronunciation poor vocabulary, and self-confident. The strategies to overcome students' anxiety in speaking English are, preparation, relaxation, positive thinking, peer shaking, and resignation. This study it's expected to be a reference for future researchers and as research that can provide information related to anxiety factors and how to overcome anxiety.

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CHAPTER 1

INTRODUCTION

A. Background to the Study

Speaking is a very significant aspect that has an important role in communication. To build good relationships with others in life humans must be able to communicate well. Richard (2008) argued that speaking is one of the four skills in the language that has a role as a medium to express thoughts or emotions. Speaking focuses on how to help students use and communicate in English. This is the reason why students must master speaking skills.

But, in reality, speaking is a big common problem faced by learners in learning a foreign language. Many learners' stated their obstacles in speaking a foreign language, that they had spent so many years studying English but they cannot speak it appropriately and understandably (Bueno, Madrid, & McLaren, 2006 cited in Lai-mei Long, 2017: 35). According to Horwitz et al. (1986), most teacher and students agreed that anxiety is the most main obstacle in speaking a foreign language.

Many students can not perform speaking because speaking is challenging to deal with oral performance. Students will prefer to be silent than to speak English causing some anxiety factors that are faced by students. These are some factors that indicated the reason why students are very anxious about speaking. Tanveer (2007) stated that three factors indicated the reason why students have anxiety when speaking English. There are language comprehension, test anxiety, and fear of negative evaluation. Some of these factors are the main

factors that contribute to students' anxiety in speaking English and have a big impact on their speaking activity.

Anxiety causes negative repercussions that make them hesitate to talk and communicate if they can not control their anxiety. But In the opinion of Griffin and Tyrrell (2007: 5) if students can control their anxiety and turn it into positive feelings instead of being controlled by it, they will achieve maximum performance. In learning a foreign language students should understand that anxiety negatively affects their oral communication. From that, we must know how to overcome our anxiety about speaking English. Because if we know how to deal with it we can control that anxiety so there is no obstacle in speaking a foreign language. According to Kondo and Ling (2004: 262), strategies for coping with language anxiety are preparation, relaxation, positive thinking, peer seeking, and resignation. Moreover, the other ways are deepening grammar, enriching vocabulary, practicing English with friends, and learning more about how to pronounce can make us more confident in speaking English.

In this study, the researcher took three theses or similar studies as a previous study for supporting this research. First, Dwi Fera Andriyani (2020) with the title Students' Anxiety on Speaking Performance at the Eight Grade of MTS Negeri 5 Karanganyar. The result of this research is the researcher has found some factors which caused student anxiety when speaking performance. These are personal and interpersonal anxieties, learners' beliefs about language learning, instructor beliefs about language testing, instructor-learners interaction, classroom procedures, and language testing. The research also

found some strategies that were used by students to overcome their anxiety in speaking performance. Those are preparation, relaxation, positive thinking, peer seeking, and resignation. The strategy most used by students in eighth grade is to overcome their anxiety in speaking by using relaxation and positive thinking.

The second previous study is from Nur Isnaini (2018), with the title *Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) In the Fifth Semester English Department of UIN Raden Intan Lampung Academic year 2018/2019*. In this study, the researcher found similarities in the objective of the study, that is to find the factors that contributed to students' anxiety in speaking English foreign language. The difference is the subject, the subject in this previous study is students in English Department but the subject of this study is non-English Department students.

The third is a previous study from Shafira Salsabila (2021), with the title *Speaking Anxiety on an EFL Undergraduate Students*. The similarity is objective of this previous study is to find out the causes of anxiety in speaking English foreign language. The difference is the subject of this previous study is undergraduate students, but this study used non-English Department students.

UIN Raden Mas Said Surakarta is the one of Islamic State University in Surakarta. Which addresses Pandawa Street, Pucangan, Kartasura district, Sukoharjo Regency, Central Java province. UIN Surakarta has five faculty and 26 departments. There, the researcher will research the Students of the Faculty

of Islamic Economics and Business. Based on the interview, there are many problems faced by students in speaking English foreign language. Students have difficulties speaking spontaneously, feel unconfident, and choosing not to speak. Then, some difficulties in vocabulary, poor grammar, and inappropriate pronunciation. Faculty of Islamic Business Economics majoring in business management is one of the majors that has great opportunities in the business world to meet many people from various countries. English is an international language, indirectly they are required to master the language. In addition, the importance of studying this problem aims to find out what are the factors that dominate anxiety problems and how to handle them, so that teachers can find the right way so that student speaking activities continue to run well. It will make the students from this faculty can take their chance to have great skills in speaking English.

Based on the conditions above, the researcher will conduct a study to find and explore the factors that cause students anxiety in speaking English foreign language and how they overcome their anxiety with it, under the title, **“AN ANALYSIS OF STUDENTS’ ANXIETY IN SPEAKING ENGLISH IN SECOND SEMESTER STUDENTS FACULTY OF ISLAMIC ECONOMICS AND BUSINESS AT UIN RADEN MAS SAID SURAKARTA IN THE ACADEMIC YEAR 2022/2023.”**

B. Identification of the Problems

Based on the background of the study researcher can conclude that the identification of the problem is as follows:

1. Speaking is the most difficult skill for students to master in learning English
2. Lack of Grammarly and pronunciation Is one of the causes students are afraid to practice speaking English
3. Lack of confidence, nervous, and fearful of making mistakes are physiological problems in practicing speaking English.
4. Anxiety that scares students to speak English

C. Limitation of the Problems

In this study, the researcher defines the limitation problems to get the purpose of the research. Avoid too broad a scope that will forget the original purpose of the study. The researcher has focused on the factors that cause students anxiety in learning to speak English for non-English Department students, especially for the second-semester class 2C Sharia Business Management students from the Faculty of Islamic Economics and Business at UIN Raden Mas Said Surakarta.

D. The problem statement

Based on the limitation of the problem above the problem formulation of this research is as follows:

1. What factors contributed to students' anxiety in speaking English ?
2. What are the strategies to overcome the students' anxiety in speaking English?

E. The objectives of the study

The objective of the research is as follows :

1. To find out the factors that contributed to the students' anxiety in speaking English the second semester students Faculty of Islamic Economics and Business.
2. To know the strategies from the student's Faculty of Islamic Economics and Business to overcome their anxiety in speaking English

F. The benefits of the study

The result of this research is expected to support learning processes, especially in speaking English.

1. Theoretical Benefit

- a. This research hopefully gives contributions to the researchers and students. This research expected to understand what is the obstacle in learning English, especially the students' anxiety in speaking English.
- b. The result of this research is expected to be a reference for future researchers who want to conduct research, especially about students' anxiety in speaking English as a foreign language.

2. Practical Benefit

a. Students

The result of this research is expected to be knowledge for students in understanding the factors of students' anxiety in speaking English as a foreign language. This study is also expected to help students find strategies to cope with students' anxiety in speaking English.

b. Teacher

This research expected can be a reference for the teacher to explore what are the causes of students' anxiety in speaking English as a foreign language and find out the strategies to help students for facing this problem.

c. Other Researchers

This research can be a reference for future researchers who have the same topic as this study, especially students' anxiety about speaking English as a foreign language.

G. The definition of Key Term

1. Speaking

Speaking is an oral skill that is the production of the ability to speak which contains systematic verbal speech that is useful for conveying our meaning or ideas to people. (Nunan, 2003: 48)

2. Anxiety

Anxiety is an anxiety response characterized by emotional components, feelings of tension, cognitive components such as worry, increased heart rate and blood pressure, and behavioral responses, avoiding certain situations (Cheng, 2009)

3. Speaking Anxiety

MacIntyre and Gardner (1994) state that language anxiety is "Feelings of tension and worry a person is mainly related to a second language or not a mother tongue which includes context, including speaking, listening, and writing".

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Speaking

a. Definition of speaking

Brown (2007) stated the definition of speaking is the use of speech for producing meaning through an interactive process. Speaking is a major component in the creation, reception, and processing of information in communication, especially verbal communication. Speaking is a tool for daily life communication, especially oral communication. It's a medium for building good relationships with others.

Moreover, Matthew (2017) stated that speaking is a process of sharing information, ideas, and feelings which also involves the presence of body language or anything style to clarify the meaning of an oral message conveyed to the interlocutor. The speaker must be able to convey the information, ideas, or feelings, it can be supported by any movement to give a clear explanation to the listener, it will make the message conveyed and the listener can get the message or the meaning.

Torky (2006) stated that the ability to speak can be characterized by the ability of students to communicate ideas orally with proper pronunciation, grammar, and vocabulary to fulfill the purpose of

speaking. From the theory, it can be concluded that in communicating thoughts, ideas, or feelings students must have the ability to pronunciation, grammar, and enough vocabulary. This ability is the main asset for the speaker without the ability the speaker can not convey what they want to deliver to the listener.

Based on the definition above, it can conclude that one language ability that focused on verbal exchange is speaking. Speaking is an important skill that must be mastered by students because speaking has an important role in daily life, especially in oral communication. Speaking also involves body language to support the communication process, any movement will give more explanation about the message conveyed by the speaker. So there is no misunderstanding in the communication process.

b. Components of Speaking

Vanderkevent (1990) cited from Ula (2016) stated that there are three components to speaking. These components are comprised of:

1) The Speaker

The speaker is someone who expresses ideas or opinions through speech. This is a person who creates sounds in the form of words for listeners to convey the message or do interaction. Without a speaker, speaking can't occur, because there will be no reciprocal interaction if there is no one to initiate the conversation.

2) The Listeners

The listener is someone who receives the message conveyed by the speaker. The listeners will give respond to the message or convey their thoughts too for the speaker's message.

3) The Utterance

Utterances are words or sentences. This is a language media structure to support speech interaction activities. Speaking will produce utterances when they want to convey their statements or express their opinions.

According to Bahdi (2014), five elements of speaking must be mastered by students. It can be explained below :

1) Pronunciation

Lin (2014) argued that pronunciation is the most important aspect of speaking. Pronunciation is the way how the speaker sounds the language. In communication, pronunciation plays a significant aspect, because the different pronouns will give a different meaning. Pronounce in the right way making listeners don't misunderstand the message you want to convey during communication.

2) Grammar

Grammar needs to arrange a correct sentence in communication. Bahdi (2014) argued, "Grammar is a form of internal, linguistic knowledge which operates in the production and recognition of appropriately structured expression in that language". To have good

communication we must be mastered grammar aspect because it helps us to arrange correct sentences for clear communication.

3) Vocabulary

A vocabulary is the total number of words. In speaking we need a vocabulary to express what we want to say. A lack of vocabulary will make some trouble in communication because through vocabulary we express our thoughts and idea in a foreign language.

4) Comprehension

Comprehension is also an important aspect of speaking. When students have enough comprehension, students can carry out speaking activities correctly. Comprehension is a signal that they also understand what they are speaking about and what other people are speaking about. Enough comprehension also makes the communication activities will run well.

5) Fluency

Christiansen (2012) states that fluency is the ability to express oneself in something understandable, reasonable, and accurate way without much doubt therein. Fluency also can be defined as the ability to speak fluently and accurately

c. Type of Speaking

Brown (2000: 271) identified six types of speaking performance in the classroom, there are imitative, intensive, responsive, transactional, interpersonal, and extensive. The explanation is as follows:

1) Imitative

Imitative types is a purely about the phonetic level of oral production, lexical, and several prosodic and grammatical properties of language. Such as practicing intonation correctly. The goal is not to interact but to focus on specific elements in the language, which are usually used in deepening the understanding of a language system.

2) Intensive

In the intensive part, it refers more to grammatical aspects. It is designed to demonstrate competence in a narrow band of grammar, lexical, phrasal, or phonological relationships (such as intonation of prosodic elements, stress, rhythm, and point). In this section, students practice phonological and grammatical aspects.

3) Responsive

Responsive speaking is the phase when students by being able to answer the question meaningfully.

4) Transactional

Transactional speaking is when students can convey and exchange a piece of information in specific with responsive language.

5) Interpersonal

Interpersonal speaking has the promise of maintaining social relations between people. In this section, the conversation material will be more difficult. Because it involves several factors such as sarcasm, slang, and so on.

6) Extensive

Extensive speaking mostly leads to a monologue. The task usually includes making speeches, presentations, and storytelling. With an official language.

d. Function of Speaking

According to Richard (2008: 21) mentioned by G.Brown and Yule (1983), the function of speaking is defined into 3 parts. There is the talk of interaction, talk as a transaction, and, talks as a performance.

1) Talk as an interaction

Speaking talk as interaction is when we communicate with other people and interaction has a primarily social function. It shows how we do our interact through verbal communication in daily life. When people meet they will exchange greetings, make a conversation, tell about current happiness, etc. This not just focused on the message but also on how the speaker wants to interact with others.

2) Talk as a transaction

Talk is a transaction focused on what is being said or done. Like concern with information that one wants to convey, it must be conveyed clearly and accurately. So, there could be a lot of repetitions, comprehension, and questions.

3) Talk as a performance

The last is talk as performance. It refers to public speaking. It is like doing speaking practice in front of many people. The speaker will

give information to the audience about presentations, announcements, and speeches.

e. Kinds of Speaking Activity

To increase students' motivation to speak, the teacher must choose activities to learn to speak that are fun and involve students to participate fully in this matter. This is as conveyed by Harmer (2001: 88) who states that in practice speaking teacher guidance and encouragement can be a factor in forming student confidence and student satisfaction. In this case the teacher is required to encourage his students to speak.

According to Nunan, there are several speaking activities for increasing students' speaking mastery. The activities are as follows:

1) Information Gap

Information is a useful thing to make up for our lack of knowledge. They must use the target language in conveying information. Harmer (2001: 88) states that information gaps are when two speakers have different information, and this causes a gap between them.

2) Role-plays

This activity is fairly safe. In role-playing, students will be given the task to portray characters using the target language. They will practice as if they were teachers, doctors, policemen, and so on. This is done to prepare students for real-life conversations.

3) Simulation

Next is a simulation. Simulations are more complicated than role-plays. Because in this activity, there are supporting tools to make the environment more realistic. For example, suppose students want to communicate with the bookstore cashier, the teacher must prepare teaching aids such as books, money, and someone to seem to be a cashier and buyer.

4) Contact Assignment

The activity is aimed at is to make students not avoid using the target language by sending them out of class. They are tasked with finding as much information as they can get by asking questions, compiling the survey results obtained, and reporting what they get.

f. The Problems in Speaking

Ur in Heriansyah (2012) stated that there are there factors that make speaking difficult for foreign language students, the factors as follow :

1) Inhibition

The first is inhibition. In this case students. In this case, learners are often inhibited by fear of expressing their thoughts or responses about something in a foreign language. They worry about making mistakes in speaking a foreign language, Besides that, they are also afraid of receiving criticism or being embarrassed about other people's attention.

2) Nothing to say

The second is nothing to say. The students cannot remember anything to say and they do not have any idea to express what they want to talk about. Choosing unappropriated topics can cause students to often have nothing to say because they do not have enough information about the topic being conveyed by the teachers. It means the teacher must choose the right topics for students.

3) Mother Tongue Use

The third is that learners share the same mother tongue. Mother tongue use. In the classroom, if all or the majority of students have the same mother tongue they tend to use it because the mother tongue is more natural and easy to communicate. This is supported by Harmer (1991) several reasons underline why students use their mother tongue. The first is when the teacher asks students to talk about the topics that are given by the teacher, they will use their mother tongue. The second reason is that the mother tongue is very natural for students to use in communication. So, in urgent conditions, they will answer according to their abilities, and students will automatically use the language they usually used.

Fitriani Dea Aris (2015) stated that the problems in speaking are divided into two parts. The factors are as follows:

- 1) Linguistics problems are divided into three categories, they are lack of vocabulary, pronunciation, and grammar. The lack of vocabulary makes students reluctant to speak because they do not know the words

to convey what they want to talk about. Because the main capital in a language is vocabulary, without vocabulary we cannot speak in another language. The second is pronunciation, pronunciation is also one of the factors that cause problems in speaking because incorrect pronunciation will change the meaning of words or make communication miss. They are reluctant to speak also for fear of being laughed at if the pronunciation they pronounce is wrong. The last is grammar, in speaking we need to arrange words to make them into a sentence, this is called grammar. Students who do not understand grammar are reluctant to speak for fear of mistakes in structuring sentence patterns and in the end they choose prefer not to speak.

2) Non-linguistic problems are divided into two categories, they are anxiety and lack of confidence. The first is anxiety, anxiety becomes a big common problem faced by students. Anxiety is feeling nervous when performing certain. It is because students over thinking a bad thing that will happen when doing this activity. The second is their lack of confidence, this is due to a lack of preparation and feeling that they are not capable enough of speaking a foreign language. Their confidence is lacking which causes them to be reluctant to speak.

2. Anxiety

a. Definition of Anxiety

Brown (2007) defines anxiety as subjective, a feeling synonymous with fear or tension accompanied by activation or arousal of the

autonomic nervous system. It is the most common physiological problem faced by people. Just as Brown Wiedemann (2015) also defines anxiety as subjective, behavioral, and physiological characteristics. He states that anxiety involves feelings of fear characterized by physiological reactions usually such as shaking, sweating, increased heart rate and blood pressure, and increased muscle tone.

Anxiety is also defined by Husin (2013), as a condition in the form of feelings of frustration, dissatisfaction, and worry almost for anxiety problems. Haskin, Smith & Racine (2003) argue that when a person feels unsure about doing something, They will experience anxiety that causes feelings of fear and lack of self-esteem. Although it may seem that anxiety and anxiety are two similar things, they have different meanings. Halgin and Whitebourne state fear is a natural response to a dangerous situation experienced by a person. Whereas anxiety itself is more oriented toward the future, feelings of anxiety and worry about something bad that may happen. The point of determination is the spontaneous response to a dangerous event that occurs while anxiety is a worry about the occurrence of something bad.

From the various definition above, it can conclude that anxiety is a feeling of tension, worry, and being threatened in a situation that causes shaking, sweating increased heart rate and blood pressure, and increased muscle tone. This is a negative reaction of perception about something

unpredictable and out of control. It can be a reaction to the negative experience of something or some situation.

b. Types of Anxiety

According to MacIntyre et al. (1991) cited from Damayanti Maria Eva dan Listiyani (2020). Anxiety types divide types of anxiety into three parts various:

- 1) Anxiety traits can be defined as A person can be in anxiety in any situation. Spielberger (1983) states students with a high level of anxiety traits will tend to experience anxiety in any situation and some situations can trigger the appearance of anxiety in students, in addition, students can be impaired in cognitive function and direct students to avoid dangers that may not occur.
- 2) Second is the anxiety of the state. MacIntyre et al. (1991) argued that "state anxiety is the anxiety of a temporary nature triggered by a particular situation, such as anxiety when there is an important test. It shows that anxiety only applies to certain situations. For example, anxiety about reading texts, fear of mathematics, and other anxiety that is temporary.
- 3) The last anxiety according to MacIntyre et al. (1991) is situational. MacIntyre & Gardner (1991) states that conditionally-specific Anxiety is a further perspective of the concept of state anxiety. This anxiety is defined as anxiety followed by one's worries that

consistently intensify over time in certain situations. For example, speaking in public or facing a test.

c. The Source of Anxiety

The sources of anxiety reported by Young (1991) cited from Andriyani Dwi Fera (2020) stated that there are four sources of anxiety:

1) Personal and Interpersonal Anxieties

Possible issues most frequently cited and discussed sources. Language anxiety is both personal and interpersonal (Young, 2010). It correlates with other social and psychological constructions. For example, people who have low self-esteem tend to worry about the opinions or thoughts of others. That's because of what they think is a negative evaluation from others. This is a psychological phenomenon. This is one of the sources of students speaking in anxiety.

2) Learners' beliefs about learning language

Student beliefs about language learning can also influence student tension and frustration in the classroom (Horwitz et al, 1968). Young (1991) states that learners' beliefs about language learning can influence the creation of language anxiety in students. Confidence in learning is pronunciation. Although there are closer aspects such as vocabulary or communication. Then students must be able to pronounce a language correctly. It can conclude that unrealistic belief in learners' expectations can cause high anxiety before doing. Because our high expectations will kill our ability the performance.

3) Instructor belief about language teaching

Young (1991: 428) states that further language anxiety stems from instructors' beliefs about teaching discussion. This causes anxiety for foreign language learners. The role of the teacher does not always match what the students need and expect. For example, if the role is constantly correcting students' mistakes, it may be possible for some students to experience anxiety about their abilities or tend to be silent.

4) Classroom procedures

Many learners feel that some correction to errors is necessary (Koch & Terrel in Horwitz, 1988), sometimes the way of correcting mistakes is one of the triggers of anxiety. This shows that students are more concerned about how their mistakes are examined than they are concerned about whether their mistakes should be given in class. Class activities, such as oral presentations or oral skits in front of the class are also a trigger for potential anxiety (Young in Ohata, 2005)

5) Language Testing

Listriyaningsih (2018) stated that in Indonesia, testing is a technique to collect student grades. Students will be afraid to face the reality of getting bad grades. For example, testing that makes students anxious such as impromptu testing or giving tests in a short time can make students feel depressed. As in oral tests, students must organize vocabulary, pronunciation, and even language patterns at one time. This is what usually makes students depressed with oral tests.

d. Anxiety in speaking English

When we're speaking we are doing a field practice of what we have learned before. Of course, we need to understand how the system of a language is to target language. This makes speaking a particularly challenging thing for some foreign language learners who are not native speakers of the language. (Horwitz, (2010) quoted in Kondo, 2007:130) he also states that language anxiety is usually only limited to the phase in which they speak and listen or interact socially. In this situation, the student communicates spontaneously with their second language or target language.

Horwitz et.al (1986) states that speaking skills are anxiety that is often encountered in speaking a foreign language. According to Brown (as quoted in Mahmoodzadeh 2012:467), states that speaking anxiety is a disorder with characterized by the presence of Feelings of restlessness, hopelessness, self-uncertainty, or fear are seen when speaking the target language or foreign language. In this case, students will feel uncomfort when they are asked to speak English. This is a normal thing because sometimes speaking the first language can make us nervous, especially the second language or not the mother tongue.

From the description above, it could be said that anxiety in speaking English is a feeling of worry, afraid, and, nervousness with their ability to speak a second language. People who have anxiety about speaking a

foreign language will feel less comfortable speaking and choose to remain silent.

e. Factor Causes Anxiety in Speaking English

Tanveer (2007) states 3 general descriptions of the factors causing anxiety in speaking English foreign language, as follows:

1) Communicative Apprehension

Communicative apprehension is the first anxiety factor, feeling shyness which then causes anxiety and panic when communicating with others. They are embarrassed to talk to their teachers and friends because they feel that someone will intimidate them if they make a mistake. Communication apprehension also be caused by factors of shyness and lack of confidence. This is also followed by factors such as lack of student understanding in pronunciation, lack of vocabulary, and lack of understanding of grammar. This is because students are also unsure of their abilities. After all, they focus on their shortcomings but are reluctant to try, even if they are wrong but try at least to make them learn to trust their abilities.

2) Anxiety Test

Test anxiety is due to perceptions of failure and fear. This can be encountered when students are conducting oral exams which makes students less comfortable in this situation. Sometimes they have prepared themselves as well as they can, but because of nervousness and other factors, they make mistakes in their exams. Horwitz and

Cope (1986) revealed that it is not uncommon for students to experience forgetfulness due to nervousness during the running of the test, which causes them to lose memory and they will give the wrong answer in the test, even though they know the correct answer. Anxiety tests can make students anxious because students are not very familiar with pronunciation, grammar, and vocabulary in English. They are afraid that when they want to answer a question or when asked to speak they will not be able to answer because of this limitation.

3) Fear of Negative Evaluation

The last is the fear of negative evaluations from others. This makes students avoid speaking or hide their abilities causing fear of the evaluations that will be given by people around them. This is because if the students make mistakes in speaking English, they will get negative evaluations from their friends and they are afraid of negative evaluations that might make students confidence decrease, so students are reluctant to try speaking English again. From this explanation, we can conclude that students can experience anxiety due to external factors such as fear of other people's evaluation.

f. The Impact of Anxiety

Anxiety about speaking a foreign language can make students distracted no doubt. It supported the statement by Bailey, Daley, and Onwuegbuzie (1999) cited from Damayanti and Listiyani (2020) argue that the presence of student anxiety in foreign languages can affect

students' speaking and learning activities and these negative impacts need to be handled so as not to interfere with the student learning process. In another statement, Agbalizu (2006) and Nimat (2013) found that "language anxiety can reverse the language performance of students who are shown by the negative correlation between language anxiety levels and students". This shows that anxiety is one of the serious problems in speaking foreign languages. Its existence invites other problems such as disruption of student learning and speaking activities.

Educators have long recognized anxiety as a problem often encountered in learning foreign languages. Students who experience anxiety tend to be more difficult to learn because anxiety affects the processing of cognition. It is as Ormrod said that anxiety can interfere with some aspects of the learning process. Students with anxiety are often distracted from paying attention to what to learn, lacking the ability to process information effectively and implement previously learned skills. In other words, language anxiety is weakening because it can be the core factor causing the inhibition of learning activities. In addition, Oxford describes that Anxiety can harm learners through their worries and doubts, resulting in a lack of student participation and avoidance of the target language. It can be concluded that anxiety can affect students' speaking performance. As stated by Christie and Listyani (2018) argue that "unmotivated students who lack self-confidence and have extremes anxiety of not being able to achieve their goals in speaking skills"

From the statement above, it can be concluded that anxiety can affect student learning activities, especially in its implementation through speaking. Unsurprisingly, a student with anxiety will avoid speaking in a foreign language, which affects the decline in student interest in speaking practice.

g. How to Cope With Anxiety

Kondo and Ling (2004) stated that there are five strategies for reducing speaking anxiety. There are, preparation, relaxation, positive thinking, peer seeking, and resignation, explained as follows:

1) Preparation

Before going to speak in English and avoid anxiety in it the thing we need to do is make preparations. Preparation is the first step before we decide to speak. The preparation step that we can do is to study hard and practice English before interacting with people. We can prepare our pronunciation, enrich our vocabulary, and study grammar. Doing this strategy would be expected to increase our confidence and overcome anxiety about speaking English foreign language.

2) Relaxation

The second strategy is relaxation According to Grasha (1987) cited in Ravnica (2016: 2) states that an effective way to reduce tension is to take the breath out and in for three to five minutes. This is claimed to relieve tension and try to fight anxiety. Students should do this way before performing their speech. It also can help students

forget about anything that can make them feel nervous and uncomfortable.

3) Positive Thinking

The third strategy is positive thinking. This is one way of easing anxiety about what we are about to face, By thinking positively that what happens in the future will be fine. Sure if we can deal with that anxiety. If we think negatively, it will come through. It is because of what you think will come to you. From that, we can learn that we need to positively think about anything that would happen. Students must think that they can fight with anxiety and believe that everything is fine. Even though the reality is not as expected, we must still think positively. As well as realizing that nothing has to go perfectly. Perfection is only an impossibility, and perfection is not a requirement for success (Tseng, 2012).

4) Peer Shaking

The fourth strategy is Peer Seeking, This strategy is carried out by the student with their willingness to look for friends who seems to have some anxiety problems to help control the anxiety. This makes their emotional regulation that makes students with other anxiety problems feel better because they find friends with similar problems and they felt more comfortable their anxiety will be reduced because of it.

5) Resignation

The final strategy is Resignation. This is characterized by the presence of students who are already reluctant to carry out any strategies to overcome their language anxiety. Perhaps the intention is to minimize anxiety by avoiding the problems that will be encountered and reluctance to perform (for example: giving up or sleeping in class), (Kondo, 1997). This is the most extreme way students do—because they want to get away with the anxiety they're experiencing and hope it won't happen again. But if this only relieves anxiety temporarily, then anxiety will reappear if facing the problem.

B. Previous Study

Andriyani Dwi Fera (2020) with the title Students' Anxiety on Speaking Performance at the Eight Grade of MTS Negeri 5 Karanganyar. The result of this research is the researcher has found some factors which caused student anxiety when speaking performance. These are personal and interpersonal anxieties, learners' beliefs about language learning, instructor beliefs about language testing, instructor-learners interaction, classroom procedures, and language testing. But factors of the research use are from the statement of Shen and Chiu. The factors of students speaking anxiety are divided into three parts. The first is communication apprehension, the second is test anxiety and the third is fear of negative evaluation. The research also found some strategies that were used by students to overcome their anxiety in speaking performance. Those are preparation, relaxation, positive thinking, peer seeking, and resignation. The strategy most used by students in eighth grade is to overcome

their anxiety in speaking by using relaxation and positive thinking. This has similarities with the research method for reducing students' speaking anxiety.

The differences between this previous study and this research are: first, the subject of the research. The subject of this previous study is students Eight grade. But the subject of this research is the second-semester Faculty of Islamic Economics and Business. The second is the techniques of collecting data, the techniques of collecting data in this previous study are interviews and questionnaires. But, this research uses observation, interviews, and documentation.

The second previous study is from Isnaini Nur (2018), with the title Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) In the Fifth Semester English Department of UIN Raden Intan Lampung Academic year 2018/2019. This research aims to know the factors students believe contributed to their anxiety in speaking English foreign language. The result of this previous study such as factors that caused anxiety the students had over self-prediction, irrational faith to say something in English, the sensitivity of anxiety, wrong attribution of body signals because they cannot express their ideas in English and kind of anxiety is the students had unconfident, fear of mistake, shyness, worry, scared, panic when having signs of anxiety are heart breathing, short breath that hinders them from practicing their speaking in English.

The difference is the subject, the subject in this previous study is students in English Department but the subject of this study is non-English

Department students that are Faculty of Islamic Economics and Business Islam. The next difference is the way of collecting the data, this previous study uses interviews, observation, and questionnaires. But, this research uses observation, interviews, and documentation.

The third is a previous study from Salsabila Shafira (2021), with the title *Speaking Anxiety on an EFL Undergraduate Students*. This previous study aims to describe what are the causes of English foreign language in speaking. The result of this previous study stated that high levels of anxiety are caused by several matters such as fear of negative evaluation from peers and teachers, communication apprehension, low self-confidence, test anxiety, feeling and form of anxiety, and teacher's correction.

The difference is the subject of this previous study is undergraduate students, but this study used non-English Department students at the Faculty of Islamic Economics and Business. The similarity is the way of collecting data, this previous study and this study use interviews and documents

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative research. Because the researcher analyzes the condition of a phenomenon related to behavior, action, and attitudes. Moloeng (2007: 6) States that qualitative research is a study to understand phenomena in social reality experienced by participants. By prioritizing the process of interaction between researchers and participants who experience the phenomenon. According to Creswell J.W, (2017), this study examines human and social problems. Then the researcher reports the research results by the data and analysis obtained in the field. Qualitative methods rely on text and image data as well as the uniqueness of the steps in data analysis. The way for Collected data in a variety of ways, including interviews, observations, documents or archives, and questionnaires.

This research refers to non-mathematical data, namely data in the form of descriptions in the form of spoken words from an informant who experienced the phenomenon we are researching (Bogdan& Taylor,1975:5). So this research doesn't include numeric data, counting dan mathematical data. The interpretation of the data is the description of the phenomenon experienced by the participants. According to Sugiyono (2007), the three stages of qualitative research are the stages of description or orientation, reduction, and the last stage of selection.

This research used qualitative research because In this case, the researcher conducted research related to attitudes, habits, and motivations, namely about students' anxiety in speaking English and the factors that influence the emergence of anxiety in English-speaking students' Faculty of Islamic Economics and business and how they overcome anxiety in English speaking at UIN Surakarta

B. Research Setting

1. Place of the research

This research was carried out at UIN Raden Mas Said Surakarta. Which was located at Pandawa Street, Dusun IV, Pucangan, Kartasura district, Sukoharjo Regency, Central Jawa province

2. Time of Research

This research was conducted in the academic year 2022/2023. This research started in November 2022.

Table 3.1 Activities Schedule Researcher

No	Activities	December	January	February	March	April	Mei	June
1.	Pre-Research							
2.	Designing Proposal							
3.	Presenting Proposal							

4.	Collecting Data							
5.	Analyzing Data							
6.	Submitting The Report							

C. Subject of The Research

The subjects of this research are the second-semester student's Faculty of Islamic Economics and Business at UIN Raden Mas Said Surakarta academic year 2022\2023. The researcher chose the subject because students of the Faculty of Economics and Islamic Business are considered to have the opportunity to have broad relationships. After all, economics and business themselves have an unlimited network. But behind this opportunity, many non-English students found anxiety in practicing English.

D. Source of The Data

The data in this study was obtained from the results of the analysis of phenomena that occur without the slightest manipulation. The data obtained comes from informants who are the students Faculty of Islamic Economics and Business students at UIN Raden Mas Said Surakarta who will be asked for their opinions through interviews and documents. So the source of the data is observation, informant, and document.

1. Observation

In supporting data sources and strengthening facts obtained from interview activities, the researcher also make observations in class 2C majoring in sharia business management 1 time. Researchers enter the class during class hours to obtain field data according to conditions that occur at that time. The data obtained is in the form of field notes from observations.

2. Informant

Informants are people who provide information related to the phenomenon you are researching. The informants are students from class 2A majoring in sharia business and management, Faculty of Islamic Economics and Business. Who will be interviewed about their anxiety about speaking English as a foreign language

3. Document

Yusuf (2014) states that documentation is data collection by recording existing data. Documentation can be in the form of data about a group of people, events, or social situations that can support research activities. According to Ulfatin (2014), Documents are a complement to interview data or observations that have been made by the researcher. Documents can be drawings, writings, or monumental works of the object under study.

E. Research Instrument

Darmadi (2011: 85) stated that the definition of the instrument is a tool used by researchers to measure information or collect data. In this study, the

researcher used several research. The main instrument in conducting the research is a human. Sugiyono (2019) Humans are the main instruments of research. Because the researcher will determine the focus of the research, the research procedure, the hypothesis used, and the results of the study. Because everything is still uncertain so the researcher is the only instrument to achieve all that. In this qualitative research, data is obtained from sources directly. This data instrument is divided into two: The main instrument is humans, as a planner, and data collector, who analyzes data. The second is a supporting instrument, namely interview guides, books, pens, laptops, mobile phones, internet connections, dictionaries, etc. Researchers also use some documentation to strengthen data or evidence that researchers have conducted research. This research uses these instruments to support data collection and data analysis

F. Technique of collecting Data

In collecting the data the researcher used Interviews and questionnaires. As in the study, the researcher used the data collection method as follows:

1. Observation

Abdussamad Zuchri (2021) in his book states that observation is a data collection technique carried out systematically and deliberately by observing the state of the subject to be studied along with the problems experienced by related subjects. For supporting the data the researchers use observation, to observe the real condition during the class. From

observation, the researcher can directly know about the students' anxiety in speaking English during the class.

2. Interview

The first is an interview. Is a data collection that is carried out using communicating orally. The interview can be conducted individually or in groups. In conducting interviews, interviewers can conduct interviews in a directive. That is by directing the conversation according to the focus of the problem to be solved. Or it can also be nondirective if you want to explore a problem (Yusuf, 2014). This method is used to obtain information for research purposes. Interviews are one of the researchers' ways to obtain orientation information data. The interview also aims to record opinions, feelings, and emotions.

The interview was conducted by researchers to obtain data on speaking problems experienced by students in the second semester of the Faculty of Islamic Economics and Business in the 2022/2023 academic year. Researchers will interview 15 students to answer interview questions about the factors students experience in speech anxiety and how they cope with it.

There is the interviews question from the researcher that adopted the theory from Tanveer (2007) about the factor that causes students' anxiety in speaking English :

Interviews Guideline

1. Apakah kamu mengalami kecemasan (Anxiety) saat berbicara Bahasa Inggris?

2. Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?
 3. Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?
 4. Apakah kecemasan berkomunikasi merupakan faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa?
 5. Apakah takut mendapatkan evaluasi negatif dari orang lain terhadap bagaimana kamu berbicara Bahasa Inggris?
 6. Apakah tes lisan membuatmu cemas ? Mengapa kamu cemas menghadapi tes ini?
 7. Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?
 8. Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?
 9. Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?
 10. Apakah kamu akan berpositif thinking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?
 11. Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?
 12. Apakah kamu akan resignation untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?
3. Document

In addition to interviews and observations, we can also obtain data through field facts that we store in the form of records, photo documentation, activity journals, etc. Documentation comes from the word document, which means written goods, the documentation method is a way of collecting data by recording existing data. Yusuf (2014) stated that documents regarding a group of people, events, and conditions of social situations are very meaningful in qualitative research. The statement of Ulfatin (2014) states that documents in qualitative studies serve as a complement to interview data and observations that have been carried out. Documents can be images, writing, or works.

G. Trustworthiness Data

Moleong (1990: 178) stated that in research, especially in data analysis, researchers need to compare or check the data concerned. Denzin (in Moleong, 1990: 178), Distinguishing triangulation as a technique Data validity checks are in four types, namely: (1) Triangulation by using the source. Source triangulation is triangulation that directs researchers to explore data from various sources so that the truth of the data is more accurate. For example, comparing what is said publicly with what is thought privately or comparing the results of interviews with issues recorded in related documents. (2)Triangulations by using the method. Sutopo (2006: 80) states that method triangulation is triangulation that can use different methods taken by digging similar data. According to Patton (in Moleong, 1990: 178), in There are two types of triangulation methods, the first is checking the degree of confidence

in the discovery of results research through several techniques, and the second is checking the Degree of confidence of multiple data sources with the same method. (3) Triangulations by using the researcher, researcher triangulation is checking data through other researchers to check the validity of the data. This utilization greatly helps reduce the negligence of researchers in data collection. This triangulation can also be reached by road by comparing the results of the first investigator's analysis with other researchers. (4) Triangulation by using the theory. Triangulation theory is the triangulation that is taken by using several relevant theories in data analysis activities. Data were analyzed with a specific theory and then analyzed with another theory. So a steady conclusion was found.

From the explanation above, the researcher use the triangulation method. In collecting data, researchers use methods by compiling interviews, observations, and documentation. Researchers obtain data from observations made during learning activities and conditions in class. After that, the researcher compiled the data by conducting interviews with 8 students of Sharia Business Management and taking some photo documentation to strengthen the data obtained. This makes the data obtained more valid and strong evidence to guarantee the truth of the data we get.

H. Technique of Analysis Data

According to Huberman dan Miles (1994) cited by Abdussamad Zuchri (2021), data analysis included reducing data, displaying data, and drawing conclusions.

1. Reduction of data

After the primary and secondary data have been collected by sorting data, categorizing, focusing the data according to the field, compiling the data, and making a summary in a unit of analysis. After that, the data will be checked again, and group the data according to the problem to be studied. After reducing the data according to the purpose of the study, it will be described in the form of sentences so that an overview of the problem in the study will be seen.

2. Displaying data

The second is the presentation of data. The data will be presented in the form of a narrative. Researchers will describe the results of the data findings in the form of Chart sentences and the relationships between categories in order and systematically

3. Drawing conclusions

The last is concluding. After carrying out the two steps above, the last one is to conclude. Although the conclusion is already in the data reduction section, that alone is sufficient and not yet permanent. Because it allows additional or subtraction to occur. At this stage, the conclusions drawn are already based on valid and accurate evidence according to the field evidence. At this stage, we need to do data collection, data selection, data triangulation, data categorization, data description, and finally a new conclusion. The data we get from interview activities must be presented in strong language to avoid bias.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter's research findings and discussion section discuss the answer from the formulation of the problems mentioned in chapter one. The result of this research was presented from the data obtained by the researcher through interviews, observation, and documentation. In this study there are two objectives 1) To find out the factors that contributed to the student's Faculty of Islamic Economics and Business speaking English, and 2) To know the strategies from the student's Faculty of Islamic Economics and Business to overcome their anxiety in speaking English.

The researcher uses code for analyzing the interview and also to read this research easier. The coding in this research are :

Dat : Data
Int : Interview
Q-1 : Question 1
S-1 : Student 1

A. Research Findings

The research findings were discussed about the data found by the researcher has researched from the object of this study. The researcher conducted interviews with students in class 2A Sharia Business Management Faculty of Islamic Economics and Business At UIN Raden Mas Said Surakarta. The participant was 8 students, and the interview questions are about the factors

that cause students' anxiety in speaking English and how to overcome this problem. The researcher also has an observation in class, to know the real condition of students' learning process. Based on the result of observation and interviews with the subject of the study, the researcher got the data and information about factors of students' anxiety and the strategies to overcome anxiety speaking English at the Second-semester student of Islamic business management in class A UIN Raden Mas Said Surakarta.

1. Factors of the Students' anxiety In Speaking English :

In this section, researchers describe several findings related to the factors that cause students' anxiety in speaking English. According to Tanveer (2007), he stated that three factors cause students' anxiety in speaking English. There is Communication apprehension fear of negative evaluation and test anxiety. This finding was obtained from interview data conducted by researchers with 8 students of class 2C majoring in Sharia Business Management, Faculty of Economics and Islamic Business about the several factors that cause students anxiety in speaking English. From the interview, researchers found several findings as follows:

a. Communication Apprehension

Communication apprehension is , feeling shyness which then causes anxiety and panic when communicating with others. They are embarrassed to talk to their teachers and friends because they feel that someone will intimidate them if they make a mistake.

Communication apprehension also be caused by factors of shyness and lack of confidence.

Table 4.1 Interview Result Factors Cause Students' Anxiety In Speaking English (Communication Apprehension)

Indicator	Students	Statement	
		Agree	Disagree
Communication Apprehension	S1	V	
	S2	V	
	S3		V
	S4	V	
	S5	V	
	S6	V	
	S7	V	
	S8	V	

Table 4.1 shows the result of the first statement to find out the first statement shows that 7 students agree and 1 student disagrees. Based on the result of the interview section fear of communicating is also one aspect that causes anxiety in students. 7 out of 8 students, agreed with the statement that communication apprehension is a cause of anxiety. The following are some of the answers from students' interviews:

Q4 : *Apakah kecemasan berkomunikasi merupakan faktor penyebab kecemasan berbicara*

Bahasa Inggris? Mengapa kamu cemas

berkomunikasi dengan Bahasa Inggris? (Is communication apprehension a contributing factor to English-speaking anxiety? Why are you anxious about communicating in English?)

S2 : *“Iya sih mba, karena kekurangan saya tentang pelafalan, kurang kosakata apalagi grammar.” (“Yes, sis, because of my lack of pronunciation, lack of vocabulary let alone grammar”)* (Dat/Int/Q-4/S-2)

S5 : *“Iya kak agak cemas untuk berkomunikasi, karena takut salah pengucapan ” (“Yes, sister is a little anxious to communicate, for fear of mispronunciation.”)* (Dat/Int/Q-4/S-5)

Communication apprehension can be caused by any factors. It is caused by the lack of pronunciation lack of vocabulary or, grammar. This can make the students more attracted when they require to speak in class. It is also supported by another answer from the interview students 1 and 8 with the different factors. There are :

S1 : *“Iya kak, karena kurang percaya diri dan gugup.” (“Yes, sis, because of lack of confidence and nervousness.”)* (Dat/Int/Q-4/S-1)

S8 : *“Iya kak, Karena aspek listening yang mungkin*

kurang baik dan juga minim kemampuan dalam membangun komunikasi dalam bahasa inggris..”

("Yes, sis, because the listening aspect may not be good and also lack the ability to build communication in English.) **(Dat/Int/Q-4/S-8)**

From the answer to the interview above, students stated the cause behind the communication apprehension is nervousness, lack of confidence, and listening aspects that are not too good. It makes them afraid to speak because they don't believe in their ability.

From the answer to interview question number 4, most students felt that communication apprehension is one of the factors causing anxiety. As stated by Tanver (2007) that the fear of communicating can occur in everyday life and can even be an anxiety for some people when in public. It can be characterized by shyness, tension, and fear that cause concern when communicating. This is shown by students' anxiety when asked to communicate using English, they will feel nervous due to several factors such as lack of vocabulary, lack of pronunciation, and lack of understanding of grammar. This was revealed by students in response to questions related to communication apprehension as a factor causing students' anxiety in speaking English.

b. Fear of Negative Evaluation

Fear of negative evaluation is feeling fear of negative evaluation from other people. Students afraid if their English get bad evaluation from their friends, lecturer, or others. It will make them afraid to show their ability and make their confidence go down. The table below, shows the students agreement about fear of negative evaluations as the caused of their anxiety in speaking.

Table 4.2 Interview Result Factors Cause Students' Anxiety In Speaking English (Fear of Negative Evaluation)

Indicator	Students	Statement	
		Yes	No
Fear of negative evaluation	S1	V	
	S2	V	
	S3		V
	S4	V	
	S5	V	
	S6	V	
	S7	V	
	S8	V	

Table 4.2 shows that the result of the second statement shows that 7 from 8 students agree that fear of negative evaluation is the factor that caused students' anxiety in speaking English. The following are some of the answers from students' interviews:

Q5 : *“Apakah takut mendapatkan evaluasi negatif dari*

orang lain merupakan faktor penyebab kecemasan berbicara Bahasa Inggris?.” (“Is fear of negative evaluations from others a contributing factor to English-speaking anxiety?”)

S 4 : Iya mba, karena kurangnya pemahaman grammar dan yang lain itu bikin saya takut dikoreksi oleh dosen dan teman (“Yes, sis, because of the lack of understanding of grammar and others it makes me afraid of being corrected by lecturers and friends.”)

(Dat/Int/Q-5/S-4)

S8 : *“Ya, itu merupakan salah satu faktor mengapa cemas dalam berbahasa dan berkomunikasi dalam bahasa inggris. Karena takut untuk dikoreksi jika saya melakukan kesalahan.”* (“Yes, it is one of the factors why anxiety about speaking and communicating in English. For fear of being corrected if I make a mistake.”) **(Dat/Int/Q-5/S8)**

The interview above shows that fear of negative evaluation has been the one of factors causing students' anxiety. Correction can actually be a learning for students for the mistakes they make can also be a contributing factor to speech anxiety. This can also be due to embarrassment in receiving input, seeing another student can speak

better, fear of being laughed at by friends, or loss of confidence to try to speak on other occasions. It's supported by another argument by Student2 and Student7

S2 : “ *Iya kak, mungkin lebih takut jika ditertawakan oleh teman.* ” (“ Yes, sis, maybe more afraid if laughed by friends.”) **(Dat/Int/Q-5/S-2)**

S7 : “ *Mungkin lebih ke malu mba, apalagi kalau teman teman pada bisa, tetapi saya tidak.* ” (“ Maybe it's more about feeling embarrassed sis, especially if friends can do it, but I don't.”) **(Dat/Int/Q-5/S-7)**

Foreign language practices, it is not free from mistakes. Either from pronunciation, grammar, or vocabulary. This makes students feel afraid of the evaluation given by others. It is also caused by afraid of getting corrections from the lecturer, cause it will make them embarrassed. In addition, this also happens because seeing the ability of other friends is better, in the sense that other friends can talk better than those who are afraid of being evaluated will become increasingly afraid of receiving evaluations. Aziza (2019) stated that fear of negative evaluation is fear of negative evaluation of others, this evaluative situation is also avoided by many students because these factors make students anxious. This also makes students think twice about showing their abilities, fearing they will get negative evaluations from teachers or classmates. It is agreed by 7 out of eight

students that fear of negative evaluation is one of the causes of students' anxiety in speaking English. From the interview data, it can be concluded that fear of negative evaluation is one of the factors causing anxiety. Followed by a lack of understanding related to grammar, pronunciation, and poor vocabulary. This makes students afraid of getting bad evaluations from people around them.

c. Test Anxiety

Test anxiety is the one of factors that cause anxiety, it's based on Tanveer's(2007) statement. Test anxiety is the factor causing anxiety because students fear the oral tests. Actually, students know the right answer but anxiety lead them to answer the false. The table below shows the students' agreement about test anxiety being the factors that cause anxiety.

Table 4.3 Interview Result Factors Cause Students' Anxiety In Speaking English (Test Anxiety)

Indicator	Students	Statement	
		Yes	No
	S1	V	
	S2	V	
	S3	V	
	S4	V	
	S5	V	
	S6	V	

	S7		V
	S8	V	

The 4.3 table shows that 7 out of 8 students feel anxious when they faced an anxiety test. Seven students agree that test anxiety is the factor that caused students' anxiety in speaking English.

Test anxiety is a fear caused by the fear of failure that will be faced by students. Facing tests often makes students anxious. Horwitz and Cope's statement (1986) quoted from Aziza (2019) states that students often experience forgetfulness when nervous which causes memory loss or some memory that makes them give wrong answers during tests, even though behind that students already know the correct answer. This is evidenced by 8 students who agreed that test anxiety is one of the factors causing students' anxiety in speaking English. The following are some of the answers from students' interviews:

Q6 : *“Apakah tes lisan membuatmu? Mengapa kamu cemas menghadapi tes ini?”* (“Does the oral test make you? Why are you anxious about this test?.”

S1 : *“Iya kak, karena pelafalannya yang masih kurang tepat, kosakata yang masih kurang sama grammar yang juga belum terlalu faham.”* (“ Yes, sis, because the pronunciation is still not right, the

vocabulary is still not the same grammar which is also not too understood.”) **(Dat/Int/Q-6/S-1)**

S6 : “ *Cemas sih mba kalau tidak ada persiapan, karena kan memang perlu mempersiapkan karena saya masih sangat kurang sama ketiga hal tadi (Grammar, kosakata dan pelafalan)*”(“ Anxious, sis, if there is no preparation because it is necessary to prepare because I am still very lacking in the same three things (Grammar, vocabulary, and pronunciation).”) **(Dat/Int/Q-6/S-6)**

The interviews shows that lack of vocabulary, lack of grammar and pronunciation is one of the obstacles that cause student anxiety in anxiety tests. However, the majority of them are afraid of mistakes when pronouncing answer sentences when carrying out tests. This is due to the low knowledge of students about how to pronounce correctly, besides that test situations that usually cause anxiety and nervousness sometimes also cause students to make mistakes when speaking. It is stated that oral tests can make students anxious. Students are concerned about mistakes that might be made when answering questions or speaking in English.

2. Students’ Strategies to Overcome the Their Anxiety In Speaking English :

In this section, the researcher focused on the students' strategies to overcome students' anxiety in speaking English. Kondo and Ling (2004) stated that there are five strategies to overcome students' anxiety in speaking English. There are preparation, relaxation, positive thinking, peer shaking, and resignation.

a. Preparation

Preparation is the way of preparing to face something challenging. If we want to perform something we must prepare ourselves first so that our performance will be good enough, than not preparing anything. It's confirmed by Kondo and Ling (2004) stated that preparation is the way to overcome anxiety. The table below show the students' agreement about preparation be the way to overcome anxiety .

Table 4.4 Interview Students' Strategies to Overcome Their Anxiety In Speaking English (Preparation)

Indicator	Students	Statement	
		Yes	No
Preparation	S1	V	
	S2	V	
	S3	V	
	S4	V	
	S5	V	
	S6	V	

	S7	V	
	S8	V	

Table 4.4 shows that the result from the first statement shows that 8 out of 8 students agree that preparation can overcome their anxiety in speaking English. Preparation is one of the actions taken by students before a speaking performance. This is done to support fluency in speaking and is considered one of the anxiety relief factors. The following are some of the answers from students' interviews:

Q7 : “ *Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?*.” (“How can you avoid getting anxious when asked to speak English?.”)

S2 : “ *Saya akan mempersiapkan diri untuk belajar terlebih dahulu.* ” (“I will prepare myself to study in advance.”) **(Dat/Int/Q-7/S-2)**

Q8 : “ *Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?*.” (“Are you preparing so as not to experience anxiety in speaking English?.”)

S4 : “ *Pastinya, agar ngga terlalu cemas.* ” (“Definitely, so as not to be too anxious.”) **(Dat/Int/Q-8/S-4)**

S8 : “ *Ya, bisa berlatih speaking dengan*

pronunciation yang tepat.” (“ Yes, you can practice speaking with the right pronunciation.”)

(Dat/Int/Q-8/S-8)

From the data obtained, 8 students stated that one of their ways to overcome their anxiety problems was to prepare. Students with enough preparation will be more confident in speaking. At least they do not worry cause the preparation later. Students with no preparation will be more panic or nervous when they are suddenly told to speak. It shows the importance of having preparation before English class. Yes, you can practice speaking with proper pronunciation, grammar, and add to your vocabulary collection.

b. Relaxation

Relaxation is the one way for students to be more calmer when they ask to speak English. It is one of five strategies stated by Kondo and Ling (2004). Relaxation makes students better to begin their performance in speaking, because it can reduce nervousness. Below is the students agreement about relaxation is the one strategy to overcome anxiety.

Table 4.5 Interview Students’ Strategies to Overcome Their Anxiety In Speaking English (Relaxation)

Indicator	Students	Statement	
		Yes	No
	S1	V	

Relaxation	S2	V	
	S3	V	
	S4	V	
	S5	V	
	S6	V	
	S7	V	
	S8	V	

Table 4.5 shows that the result of the second statement shows all the students agree that relaxation is the way to overcome their anxiety in speaking English. The following are some of the answers from students' interviews:

Q9 : “ *Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?*.” (“ Do you do relaxation to overcome anxiety in speaking English?”

S3 : “ *Iya agar lebih tenang.*” (“ Yes to be calmer.”)
(**Dat/Int/Q-9/sxdxdsS-3**)

S8 : “ *yaa, sebagai salah satu bentuk persiapan guna mengurangi kecemasan.*” (“ Yes, as a form of preparation to reduce anxiety.”) (**Dat/Int/Q-9/S-8**)

From the data obtained, 8 students did relaxation as a way to overcome their anxiety. Grasha (1987) cited in Ravica (2016:2)

suggests that taking deep breaths for three to five minutes can reduce tension. If you prepare well but still feel tense, students can relax so that anxiety disappears. Relaxation methods are also used by students in overcoming anxiety when asked to speak English. This can be done by taking a deep breath or closing your eyes briefly. Relaxation can be done when students are suddenly asked to speak in English. We recommend that before answering or speaking do relaxation, because according to the interview section in this study relaxation can help students in overcoming anxiety problems. No need to be too hasty in answering, because this will only make you look more nervous and can even affect your speaking.

c. **Positive Thinking**

Kondo and Ling (2004) stated that positive thinking is the way to overcome anxiety. It is combined with relaxation, we can relax ourselves first with think positively. Because, what we think is what will come. So, we must always be positive thinking to attract positive things also that come to us. Below is the table shows students' agreement about positive thinking is one of the way to overcome anxiety.

Table 4.6 Interview Students' Strategies to Overcome Their Anxiety In Speaking English (Positive Thinking)

Indicator	Students	Statement	
		Yes	No

Positive Thinking	S1	V	
	S2	V	
	S3	V	
	S4	V	
	S5	V	
	S6	V	
	S7	V	
	S8	V	

Table 4.6 shows the result of the third statement showing that all the students agree that positive thinking is the way to overcome their anxiety in speaking English. Positive thinking is one way to overcome anxiety problems in various foreign languages. This is marked by 8 student arguments that state they are positive thinking to overcome their anxiety problems. Here are the interview answers from students:

Q10 : “ *Apakah kamu akan berpositif thinking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?.*” (Would you be positive thinking about overcoming anxiety in speaking English?)

S3 : “ *Iya selalu, karena kalua negative thinking akan berpengaruh pada speaking kita nanti,jadi berpositif thinking agar tidak membuat speaking kita*

terpengaruhi kak.” (“ Yes, always, because negative thinking will affect our speaking later, so positive thinking so as not to make our speaking affected. “) **(Dat/Int/Q-10/S-3)**

S6 : “ *Iya yakin harus positif thinking kalau saya bisa .*” (“ Yes, sure you have to be positive thinking Sis, if I can.”) **(Dat/Int/Q-10/S-6)**

From the data obtained by researchers show that positive thinking can be one method for overcoming speaking anxiety. Positive thinking can be combined with the second strategy, relaxation. The key to self-relaxation is when we can control what we think. When the mind is chaotic or full of negativity, anxiety will be increasingly uncontrollable. This shows the necessity of students in controlling their minds to keep thinking positively, because if students think negatively it will affect their ability to speak.

d. Peer Shaking

Peer shaking is carried out by the student with their willingness to look for friends who seems to have some anxiety problems to help control the anxiety. This makes their emotional regulation that makes students with other anxiety problems feel better because they find friends with similar problems and they felt more comfortable their anxiety will be reduced because of it. Below is the table that shows

the students' agreement about peer shaking as the one of strategy to overcome anxiety.

Table 4.7 Interview Students' Strategies to Overcome Their Anxiety In Speaking English (Peer Shaking)

Indicator	Students	Statement	
		Yes	No
Peer Shaking	S1	V	
	S2	V	
	S3	V	
	S4	V	
	S5	V	
	S6		V
	S7	V	
	S8	V	

Table 4.7 shows the result of the fourth statement from students shows that 7 out of 8 students agree that peer shaking can overcome their anxiety in speaking English. One child disapproves of it because he only focuses on his abilities. He didn't try to figure out his friend's problem, because he realized he was still struggling with speaking. This was confirmed by 7 respondents. The following are interview answers from students:

Q11 : “ *Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga*

mengalami kecemasan saat berbicara Bahasa

Inggris?.” (“ Do you feel less anxious if you know that another friend of yours also has anxiety when speaking English?.”)

S5 : “ *Berkurang kak, karena jadi lega tidak sendirian, karena setidaknya kalau tidak bisa ada temannya.* ”

(“Less sis, because it's relieved not to be alone, because at least if you can't have friends.”)

(Dat/Int/Q-11/S-5)

S8 : “ *Ya, mengetahui fakta bahwa saya tidak sendiri*

dalam belajar untuk berbicara dan berkomunikasi

dalam bahasa inggris dapat mengurangi kecemasan

saya karena memang semuanya perlu belajar dan

perlu mempraktekan apa yang mereka pelajari

ini. Practice makes perfect. ” (“ Yes, knowing the fact

that I am not alone in learning to speak and

communicate in English can reduce my anxiety

because indeed all of them need to learn and need

practice what they have learned so far. Practice

makes perfect..” **(Dat/Int/Q-11/S-8)**

The interviews above show that meeting friends who have similar anxiety problems in speaking is also one way to overcome speaking anxiety. According to Kondo and Ying-Ling (2004: 262), Peer

Seeking is a student's willingness to look for other students who have the same problem. This is due to anxious students. Peer shaking is also an emotional regulation with social comparisons that make students feel at least others also have the same obstacles. Peer shaking is one way for students to convince themselves that they are not alone. This is very common because indeed, sometimes someone will be stronger if they face a problem together.

e. Resignation

The last strategy is resignation. It is confirmed by Kondo and Ling (2004). Resignation is the way to overcome anxiety with doing a resignation to avoid anxiety. It is an extreme way because students choose to give up in the face of their anxiety. Below is the table that shows the students' agreement about resignation as the one strategy to overcome anxiety.

Table 4.8 Interview Students' Strategies to Overcome Their Anxiety In Speaking English (Resignation)

Indicator	Students	Statement	
		Yes	No
Resignation	S1		V
	S2	V	
	S3		V
	S4		V
	S5		V

	S6	V	
	S7		V
	S8	V	

Table 4.8 shows the result of the fifth statement shows 3 out of 8 students using resignation to overcome their anxiety in speaking English. 5 of the other students did not resign because they were aware of the importance of learning English. This way is done by students to avoid using foreign languages when asked to answer or speak using the language. The following are interview answers from students:

Q12 : “ *Apakah kamu akan melakukan resignation untuk mengurangi kecemasan dalam berbicara Bahasa Inggris.*” : (“ Will you do a resignation to reduce anxiety inspeaking English.”)

S4 : “ *Mungkin istirahat mba kalau menyerah tidak,karena menurut saya Bahasa inggris itu penting jadi saya akan terus mencoba,apalagi manajemen bisnis itu banyak sekali kosakata asing,jadi saya akan terus belajar..*” (“Maybe rest sis. not give up, because I think English is important so I will continue to try, especially business management is a lot of foreign vocabulary, so I will continue to learn. “)(Dat/Int/Q-12/S-4)

S8 : “ *Mungkin saya akan mengambil jeda dulu tapi saya akan tetap mencoba belajar, saya percaya bahwa belajar merupakan suatu serangkaian proses yang pasti akan menjumpai kegagalan dan hal tersebut merupakan bagian dari proses tersebut..*”
 (“ Maybe I will take a break first but I will still try to learn, I believe that learning is a series of processes that are bound to encounter failure and that is part of the process.”) **(Dat/Int/Q-12/S-8)**

From the data obtained by the researchers. Students do not do extreme resignations. Students only pause or take a short break amid the anxiety they experience. From the interview above, it shows that there is a temporary resignation by students. This is done, usually done to avoid anxiety or oversaturation with learning problems. So it is not uncommon for students to resignate by taking a break, to provide a little gap for rest before returning to study again.

B. Discussion

This part presents the discussion of the research findings. There were two research questions proposed in this study. This research focused on the students' anxiety factors and how to overcome anxiety in speaking English second-semester students in Sharia Management Business major, Faculty of Islamic Economics and Business UIN Raden Mas Said Surakarta. In the findings of the research conducted by the researcher students feels anxiety in speaking English.

1. Factors causing students' anxiety in speaking

Three factors caused anxiety. It's explained by Tanveer (2007), three factors that cause students' anxiety in speaking English are communication apprehension, fear of negative evaluation, and test anxiety. Based on observation and interview the researcher founds the problems faced by second-semester students in the Department of Sharia Business Management in speaking English. The first is communication apprehension. This factor can be caused by a lack of self-confidence and shyness. This happens because students do not trust their ability to speak English. From the interview data obtained, most of the students felt less confident and felt that they did not have enough ability in English. This is related to the lack of vocabulary, and lack of understanding of grammar and pronunciation, which makes students reluctant to speak and prefer silence. The second is fear of negative evaluation. This factor is related to the communication apprehension factor. Students are afraid of getting negative comments or evaluations from teachers, friends, or people around them. This triggers speaking anxiety when asked to speak a second language because negative evaluation can also make them down and give up trying to speak a second language. Fear of negative evaluation is also inseparable from their lack of understanding of grammar, vocabulary, and pronunciation. This makes students afraid of their mistakes that will be made fun of by others. The last factor is the anxiety test. In facing oral tests, students are often nervous and anxious. This can happen because

students are uncomfortable with the condition. Despite all the learning and preparation, sometimes students still make mistakes when talking about their second language. This happens because of their anxiety in facing the test, but this can also happen because of their understanding of their second language. Such as lack of grammar, pronunciation, and vocabulary. This is confirmed through interview data obtained by researchers, 7 out of 8 students expressed feeling anxious when facing oral tests. From the data obtained, of the three factors that cause speaking anxiety of grade 2C students of Sharia business management at UIN Raden Mas Said Surakarta, all of these factors are equally strong causes of student anxiety in speaking English. In interviews conducted 7 out of 8 students stated that speech anxiety was caused by communication apprehension, the second fear of negative evaluation also found 7 out of 8 students expressed anxiety due to this factor, and the last was the anxiety test with the highest percentage of 8 students feeling anxious when facing the anxiety test.

2. How students overcome anxiety

To speak well, students have several coping strategies for anxiety when speaking English. The theory of Kondo and Ling (2014) states that there are five strategies to overcome anxiety in various ways, including preparation, relaxation, positive thinking, peer shaking, and resignation.

a. Preparation

From the interview data obtained, most students make preparations first to overcome the problem of anxiety in speaking.

Based on Kondo and Ling (2004) stated that preparation is one of the ways of students for preparing themselves before performing their abilities. There are 8 out of 8 students who prepare before speaking in front of the class. Most of them emphasize preparing how to pronounce, but also learning about other aspects of the language such as grammar.

b. Relaxation

The second is relaxation, one way to overcome anxiety in speaking English. The second way, based on Kondo and Ling (2004) statement is relaxation. Relaxation is the way to make yourself calmer for facing something that is challenging. Taking deep breaths, calming down, and giving time to stay still for a while is one way to control overcoming anxiety. This can make students calmer before speaking. Because the key to overcoming problems is calmness, if we are too anxious then this will affect our speaking performance.

c. Positive Thinking

The third way is positive thinking, it's stated by Kondo and Ling (2004) as one of the ways to cope with anxiety. Positive thinking is the way to think positively in order to get good enough in performing something challenging. Most students agree that positive thinking can control their anxiety. Positive thinking is one way to motivate students in their speaking learning activities. In this way, students become more comfortable in dealing with anxiety conditions. Students believe

that positive thinking will affect our confidence level, because if we think negatively it will make the things we assume happen to us.

d. Peer Shaking

The fourth is peer shaking. It is stated by Kondo and Ling (2004) that peer shaking is the fourth way to overcome anxiety, In this way ,students try to find others friends with the same problem with them. This method is also believed by students to reduce their anxiety when speaking English. When they find out their peers have the same anxiety, it makes them a little relieved. As students realize, do not experience this problem themselves. With friends who have the same problem, it can make fellow of them share the problems experienced or support each other. Sometimes we are stronger in facing problems together than alone

e. Resignation

The latter is a resignation. The last way to overcome anxiety is based on Kondo and Ling's (2004) statement. It is the most extreme way to overcome anxiety, cause in this way students choose to do a resignation to overcome their anxiety. It is the last resort of students when they are anxious and give to facing anxiety problems in speaking. According to interview data, 4 out of 8 students took a break to reduce their anxiety. However, students do not stop to study, they just take time to rest so as not to be too anxious.

From the explanation above, it can be concluded that indeed these five ways are the right way to overcome student problems in anxiety. Based on the statement of Kondo and Ling (2004), 8 out of 8 students make preparations before speaking in front of the class, in addition to preparing students also do relaxation combined with positive thinking to calm themselves from feelings of anxiety. In addition, peer shaking is also a way to make students calmer in dealing with anxiety problems because students feel they are not alone in facing their anxiety. Resignation is the last way which is an extreme way for students to overcome their anxiety problems. This is done by avoiding or stopping to learn English, which is believed to prevent students from feeling anxious. But some of them choose to take a break, before starting to study again.

In conclusion, there are three factors that caused students' anxiety in speaking English based on Tanveer's (2007) statement. There are communication apprehension, test anxiety, and fear of negative evaluation. Those factors are caused because of students' poor vocabulary, lack of pronunciation, and lack of grammar. Students anxiety about speaking English because they don't have enough ability in English. It can trigger their performance in speaking. The second is the strategies to overcome students' anxiety in speaking English. There are five strategies based on Kondo and Ling's (2004) statement. Those strategies are preparation, relaxation, positive

thinking, peer shaking, and resignation. Those factors are used by students in class 2C Sharia Business and Management to overcome their anxiety in speaking English. Some of them used this way and feel more comfortable speaking English. This study aims to know the factors and strategies to overcome students' anxiety in speaking English. The explanations above are the findings of this study. This study is also expected to be a reference for other researchers to conduct research on the same topic.

The differences between this study and the first previous study with the title "Students' Anxiety on Speaking Performance At The Eighth Grade of MTS Negeri 5 Karanganyar". This previous study has used five factors for students' anxiety. Meanwhile, this study has used three factors in students' anxiety. The five factors in the previous study are based on Ohata's (2005) statement. There are; anxiety such as personal and interpersonal anxieties, learners' belief about language learning, instructor belief about language teaching, classroom procedures, and language testing. Meanwhile, the factors used in this study are based on Tanveer's (2007) statement. There are; communication apprehension, test anxiety, and fear of negative evaluation. This study found that most of the students have anxiety because of their lack of pronunciation, poor vocabulary, and lack of grammar. The researcher found 7 out of 8 students have anxiety because of communication apprehension, anxiety test, and fear of negative evaluation. Those factors are contributed by a lack of pronunciation, poor vocabulary, and lack of grammar. But, in the first previous study, the research found anxieties were caused by personal and interpersonal anxieties there were 19 students from

32 students happened because that they lost confidence when speaking in front of others.

The similarity is both of these studies used the same theory about the strategies to overcome anxiety. The theory from Kondo and Ling (2004). There are five strategies to overcome students' anxiety, there are; Preparation, relaxation, positive thinking, peer shaking, and resignation. This research found that 7 students used peer shaking to overcome their anxiety. Meanwhile, in this first previous study no student peer shaking to overcome their anxiety.

The differences between this study and the second previous study titled "Speaking Anxiety of An EFL Undergraduate Student" this study used these factors, there are is communication apprehension; lack of vocabulary, grammar, and pronunciation; low self-confidence; nervousness; and teacher's negative corrections. This previous study used six factors that identified the cause of the students' anxiety. There are communication apprehension, test anxiety, fear of negative evaluation, low self-confidence, nervousness, and teacher correction. Meanwhile, this study just used three factors, there are the same factors, communication apprehension, test anxiety, and fear of negative evaluation. This previous study, This previous study is not about how to overcome the problem of anxiety. But in this study, researchers examined how students cope with anxiety. This is in accordance with the opinion of Kondo and Ling (2004), namely there are five ways to overcome anxiety, including, preparation, relaxation, positive thinking, peer shaking, and resignation. Researchers are concerned with how to overcome anxiety problems in accordance with the way in this study.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result in chapter four, the researcher can conclude that students' anxiety in speaking English at Class 2A Sharia business management of UIN Raden Mas Said Surakarta that students' experience is caused by communication apprehension, fear of negative evaluations, and test anxiety. Those factors are triggers students at speaking activities. Communication apprehension. Due to the fear of students making mistakes because of speaking the information conveyed makes others misunderstand. This also affects students' fear of other people's evaluations, because mistakes made become ridiculed by friends or people around. In addition, test anxiety is another cause of anxiety, this is due to fear of failure or making mistakes when speaking in a second language.

The second is the way students cope with anxiety in speaking. In overcoming anxiety problems in speaking, students have five ways including preparation, relaxation, positive thinking, peer shaking, and resignation. The first is preparation. Most of them prepare for English tests or classes, this is indicated to reduce anxiety, because with the preparation students are more confident in their appearance. The second is relaxation, relaxation is done to make students become calmer and controlled emotions, and this can also reduce anxiety about what will happen. The third is positive thinking, this has to do with relaxation because another way of relaxation is not to think about things

that may not necessarily happen in the future. The fourth is peer shaking, this makes students feel relieved because around them there are friends who also have the same anxiety. The last is resignation, this is done to overcome anxiety by doing resignation, which is avoiding speaking activities, but most of the students choose to take a break to overcome their anxiety.

B. Suggestion

1. For Lecturers

From how many anxiety factors experienced by students behind it there is a way for them to deal with anxiety. Realizing that anxiety is the main cause of lack of speaking performance from students because anxiety makes students not trust their ability to speak English. Lectures, which determine how learning runs, it is expected to help students in facing these obstacles. This is because the role of educators is a determinant of how the learning system runs. Thus, it is expected that the system will be run by existing conditions. Therefore, as educators, lecturers must be able to determine the right material to be given to the students. In addition, lecturers are also expected to be able to support students in overcoming their speech barriers. This can be realized by creating learning activities that are comfortable and friendly to students

2. For Students

In their efforts to learn English, students are expected to speak well. Anxiety can make students' performance levels in speaking reduced. This will affect all aspects of student speaking. So, to get good speaking skills,

students must prepare first, besides that students are also expected to be able to control their anxiety well so as not to adversely affect their speaking. Students must also be more confident and not afraid to get negative evaluations, evaluations can be used as learning in the future. Realize that nothing is perfect, so it's okay if everything doesn't go as we expected.

3. For Others Researchers

Researchers realize that this study is not perfect. There are still many shortcomings in his theory and method. Researchers hope that other researchers can contribute suggestions or developments to this research. Researchers also believe that this study can be useful in the future, as a reference for subsequent researchers in conducting research that has the same case as this study. Other researchers are expected to further develop this research to make it even better.

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APPENDIX 1

APPENDIX 1**FIELD NOTE OF OBSERVATION**

Researcher : Aninda Shinta Fatimatus Siha

Date : 13 May 2023

Time : 10.20-12.00

Location : UIN Raden Mas Said Surakarta

Note : Class Observation

On Saturday, 13 May 2023 at 10.20 am the researcher entered class 2C sharia management business. The lesson starts with the lecturer entering the class. In the first step, the lecturer opens the learning by saying greetings, al-Fatihah-fatihah together after that the teacher asks about the student's condition and checks attendance. Then the lecturer conveyed information related to UAS which will be held on May 29. The lecturer bilingually to convey this related information. Then, lecturers began to enter the material stage. The lecturer told the material on this day was an article. Dose gives a lighter sentence related to the material to be studied, the lecturer asks students what an article is. But, no one answered. Most of the students avoid eye contact with the lecturer and try to look down so as not to be asked to answer the question. The lecturer continues to provide an explanation related to the article material, Regarding the structure of the article, but all the

students remained silent. The lecturer asked one of the students to answer his question. "Mas bagus, do you know how the structure of the aristhistlele" inEnglish a good answer using Indonesian "No Miss". Then the lecturer continued his explanation and gave an example article about the business. While reading the examples given, the lecturer asked students to explain what an introduction is in the article. There was one person who claimed "Background Miss". Using Indonesian. Then there is another "Introduction miss". It also uses Indonesian. After the lecturer heard several answers, he explained the real meaning contained in the introduction to the conclusion. After all the material has been explained in detail, the lecturer again asks "Any questquestionsar". Simultaneously students shouted "No miss". Because it was enough to provide material and explanation, the lecturer left the session of giving material. After the material is completed, students are asked to submit the assignments given in the previous week. Only then did the lecturer provide a grid related to the final semester test. Af?, er that, the lecturer closed the class by praying together and saying greetings While reading the examples given, the lecturer asked students to explain what an introduction is in the article. There was one person who claimed "Background Miss". Using Indonesian. Then there is another "Introduction miss". It also uses Indonesian. After the lecturer heard several answers, he explained the real meaning contained in the introduction to the conclusion. After all the material has been explained in detail, the lecturer again asks "Any questions so far". Simultaneously students shouted "No miss". Because it was enough to provide material and explanation, the lecturer left the session of giving material. After the material is completed, students are asked to submit the

assignments given in the previous week. Only then did the lecturer provide a grid related to the final semester test. After that, the lecturer closed the class by praying together and saying greetings, then the lecturer left the class.

Learning process

a. Opening

Learning activities begin when the lecturer enters the classroom. In the opening, the lecturer began learning by saying greetings, inviting students to pray together, asking about student conditions, checking student attendance, and telling the material to be studied that day at the meeting.

1. Greeting and asking the students condition :

- | | |
|----------|---|
| Lecturer | : Assalamualaikum wr. wb |
| Students | : Wa'alaikumsalam wr. wb |
| Lecturer | : Lets start our meeting by reading al Fatihah together |
| Students | : (Reading al-Fatihah) |
| Lecturer | : Okay, good morning students, how are you today? |
| Students | : Moorning Miss, I'm fine, thankyou. And you? |
| Lecturer | : I'm fine too. |

2. Cheeking students attendance :

- | | |
|----------|---|
| Lecturer | : Any body absent today? Ada yang absen tidak hari ini? |
|----------|---|

- Students : Bagas Miss
- Lecturer : O iya, saya dengar ada yang izin katanya
saudaranya wisuda
- Students : Iya miss, saudaranya SMA

3. Telling the material that will learn to the students

To start the teaching and learning process the lecturer usually told the students about the material that would be learned by the students in the meeting.

- Lecturer : Okay, today we will have to learn about the
article Does anyone know what is article?
- Students : (The students keep quiet)
- Lecturer : Mas Aji, tau nggak article?
- Students (Aji) : Belum miss

b. Main Activity

The main activity is the core activity in learning, in this activity the lecturer explains the material that will be taught by students. But before explaining the material they will learn, the lecturer gives questions related to the material to students.

1. Explain the material

- Lecturer : Okay guys, I will explain what is article.
Artikel adalah suatu karya tulis lepas
berisikan sebuah opini tentang suatu
masalah terhadap suatu objek yang bersifat

aktual. Tujuan dari artikel ini untuk memberitahu, meyakinkan dan mempengaruhi pembaca. Next ada yang tau bagaimana struktur dari artikel ?

Students : Belum miss

Lecturer : Okay, the structure of article. Yang pertama ada pendahuluan. Anyone know, ap aitu pendahuluan?

Students : Latar belakang Miss?

Lecturer : Iya, bisa disebut juga introduction, yaitu berisi pengenalan masalah dari artikel tersebut. Yang kedua ada metode itu ada dua ada yang tau?

Students : Kualitatif dan kuantitatif miss

Lecturer : Ya, benar. Untuk yang ketiga hasil keempat pembahasan, dan yang terakhir conclusion. Anyone know what is conclthe usion?

Students : Kesimpulan miss

Lecturer : Yes, conclusion adalah kesimpulan dari sebuah penelitian. If you wanna see some article you can read on google scholar, caranya seperti ini. (The lecturer give practice how to search for articles). Ini

bisa dilihat jurnalnya sinta 1 atau sinta 2.

Bisa dilihat juga tahunnya.

Lecturer : So far, Any questions?

Students : No Miss

2. Give an example abstract of an article

Lecturer : Okay there is an example of an abstract of an article. Abstract is summary atau ringkasan dari keseluruhan isi jurnal atau article.

Example abstract of an article

Example Abstract of an article

The industry development of green cosmetic products in Indonesia encourages the prominence of studies related to green purchase behavior. This study aimed to determine the factors encouraging consumers to make green purchase intention which then lead to green purchase behavior for cosmetic products among millennials in Indonesia. Millennials were chosen because nowadays they dominate the population in Indonesia and are the largest users of cosmetic products, so they are considered influential in the cosmetic industry. Besides, millennials are also considered to have the most awareness of environmental issues. This research was conducted by collecting primary data through the distribution of online surveys to 100 people who had purchased green cosmetic products and were millennials seen from their age. Validity and reliability tests were carried out to ensure that the data was suitable for use, followed by the design of the structural model to test the hypothesis. Based on the results of this study, the factor of environmental concern had a significant positive effect on green purchase intention, while the factor of personal norms had no positive effect on green purchase intention. Green purchase intention also had a positive effect on green purchase behavior. The findings in this study can be used as a reference for companies, particularly marketers, to be able to consider environmental aspects in their business processes so that they can increase competitive advantage and as an effort to overcome the issues on environmental sustainability that are being faced at the moment.

Lecturer : Okay yang red itu introduction atau pendahuluan, yang blue itu metodenya, yang green hasil and then the last is the conclusion. Saya bedakan warnanya biar kalian tau, the structure of articlenya. Gimana? Any question?

Students : No miss

Lecturer : Okay, now Collect last week's assignments,
yes, kumpulkan kedepan

Students : Yes miss

c. Closing

In this section, the lecture closed the class because the meeting was finished.

Lecturer : Okay, I think that is enough for our meeting today,
thank you for your attention, See you,
Wassalamualaikum wr wb

Students : See you too Miss, Waalaikumsalam wr.wb

Material

Bahasa Inggris

Reading Abstract of an article

Artikel

Do you know article?

Apakah sudah pernah menulis artikel?

Mungkin ada yang pernah menulis artikel ilmiah?

Artikel adalah suatu karya tulis lepas berisikan sebuah opini seseorang yang sudah mengetahui secara jauh tentang masalah atau objek yang bersifat aktual, dengan tujuan untuk memberitahukan, menghibur, memengaruhi, dan meyakinkan pembaca.

Bahdin Nur Tanjung dan Ardial, (2009: 7), artikel jurnal ilmiah adalah karya tulis yang dirancang untuk dimuat dalam jurnal atau buku kumpulan artikel yang ditulis dengan tata cara ilmiah dan mengikuti pedoman atau konvensi ilmiah yang telah disepakati atau ditetapkan.

Sistematika Penulisan Artikel Ilmiah

Judul (Maksimum 12 kata)

Identitas Penulis.

Abstrak Bahasa Indonesia dan Bahasa Inggris (250 Kata)

Keywords (3-5 kata)

1. PENDAHULUAN
2. METODE
3. HASIL
4. PEMBAHASAN
5. KESIMPULAN.

Example Abstract of an article

The industry development of green cosmetic products in Indonesia encourages the prominence of studies related to green purchase behavior. This study aimed to determine the factors encouraging consumers to make green purchase intention which then lead to green purchase behavior for cosmetic products among millennials in Indonesia. Millennials were chosen because nowadays they dominate the population in Indonesia and are the largest users of cosmetic products, so they are considered influential in the cosmetics industry. Besides, millennials are also considered to have the most awareness of environmental issues. This research was conducted by collecting primary data through the distribution of online surveys to 100 people who had purchased green cosmetic products and were millennials seen from their age. Validity and reliability tests were carried out to ensure that the data was suitable for use, followed by the design of the structural model to test the hypothesis. Based on the results of this study, the factor of environmental concern had a significant positive effect on green purchase intention, while the factor of personal norms had no positive effect on green purchase intention. Green purchase intention also had a positive effect on green purchase behavior. The findings in this study can be used as a reference for companies, particularly marketers, to be able to consider environmental aspects in their business processes so that they can increase competitive advantage and as an effort to overcome the issues on environmental sustainability that are being faced at the moment.

Artikel adalah suatu karya tulis lepas berisikan sebuah opini seseorang yang sudah mengetahui secara jauh tentang masalah atau objek yang bersifat aktual, dengan tujuan untuk memberitahukan, menghibur, memengaruhi, dan meyakinkan pembaca.

Bahdin Nur Tanjung dan Ardial, (2009: 7), artikel jurnal ilmiah adalah karya tulis yang dirancang untuk dimuat dalam jurnal atau buku kumpulan artikel yang ditulis dengan tata cara ilmiah dan mengikuti pedoman atau konvensi ilmiah yang telah disepakati atau ditetapkan.

THANKS

Sistematika Penulisan Artikel Ilmiah

APPENDIX 2

Interviews Guideline

13. Apakah kamu mengalami kecemasan (Anxiety) saat berbicara Bahasa Inggris?
14. Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?
15. Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?
16. Apakah kecemasan berkomunikasi merupakan faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa?
17. Apakah takut mendapatkan evaluasi negatif dari orang lain terhadap bagaimana kamu berbicara Bahasa Inggris?
18. Apakah tes lisan membuatmu cemas ? Mengapa kamu cemas menghadapi tes ini?
19. Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?
20. Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?
21. Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?
22. Apakah kamu akan berpositif thinking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?
23. Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

24. Apakah kamu akan resignation untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

APPENDIX 3

Keterangan Nama

S1 : Lina Febriana Khoirunisa

S2 : Muhammad Rizal Saputra

S3 : Angelica Dyah

S4 : Muhammad Aji

S5 : Haykal Fikri

S6 : Iwan Ikhwanudin

S7 : Hanina

S8 : Icha Pangesti

INTERVIEW TRANSCRIPT

Transcript Interview 1

R: Researcher

S1 : (Student 1) Lina Febriana Khoirunisa

R : Pagi dek, boleh minta waktunya buat interview mengenai speaking anxiety sebentar ya?

S1 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah kamu mengalami kecemasan (anxiety) saat berbicara Bahasa Inggris?

S1 : Kadang kak

R : Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?

S1 : Kalau itu saya akan mencoba berbicara,walaupun dengan keadaan cemas kak

R : Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?

S1: Kurang fasih dalam pelafalan ,kurangnya kosakata, kurang dan grammar kak

R : Apakah kecemasan berkomunikasi merupakan faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa kamu cemas berkomunikasi dengan Bahasa Inggris?

S : Iya kak, tapi kurang percaya diri dan gugup

R : Apakah takut mendapatkan evaluasi negatif dari orang lain merupakan faktor penyebab kecemasan berbicara Bahasa Inggris?

S1 : Iya kak,takut apa yang saya ucapkan salah tidak sesuai grammar dan pelafalan

R : Apakah tes lisan membuatmu cemas? Mengapa kamu cemas menghadapi tes ini?

S1 : Iya kak, karena pelafalannya yang masih kurang tepat, kosakata yang masih kurang sama grammar yang juga belum terlalu faham

R : Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?

S1 : Mungkin dengan mempersiapkan diri untuk belajar pengucapan, kosakata atau grammar kak

R : Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?

S1: Iya kak

R : Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S1: Iya kak

R : Apakah kamu akan berpositif thingking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S1 : Iya,positif thingking

R : Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

S1 : Iya jadi agak berkurang

R : Apakah kamu akan melakukan resignation untuk mengurangi kecemasan dalam berbicara Bahasa Inggris?

S1 : Ngga sih kak,akan terus belajar, mungkin hanya butuh support sistem saja

R: Researcher

S2 : (Student 2) Muhammad Rizal Saputra

R : Pagi dek, boleh minta waktunya buat interview mengenai speaking anxiety sebentar ya?

S2 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah kamu mengalami kecemasan (anxiety) saat berbicara Bahasa Inggris?

S2 : Iya kak

R : Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?

S2 : Agak gugup, malu juga kak

R : Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?

S2 : Logatnya masih jawa banget, terus susunan kalimatnya yang belum terlalu saya pahami

R : Apakah kecemasan berkomunikasi merupakan faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa kamu cemas berkomunikasi dengan Bahasa Inggris?

S2 : Iya kak, merasa gugup karena pelafalan yang belum tepat dan belum paham susunan kalimatnya

R : Apakah takut mendapatkan evaluasi negatif dari orang lain merupakan faktor penyebab kecemasan berbicara Bahasa Inggris?

S2 : Iya kak, mungkin lebih takut jika ditertawakan oleh teman

R : Apakah tes lisan membuatmu cemas? Mengapa kamu cemas menghadapi tes ini?

S2 : Pasti, Karena belum menguasai grammar , pelafalan dan kosakata kak

R : Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?

S2 : Saya akan mempersiapkan diri untuk belajar terlebih dahulu

R : Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?

S2 : Iya, pasti saya akan mempersiapkan diri untuk belajar dulu

R : Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S2 : Iya kak, agar lebih tenang

R : Apakah kamu akan berpositif thinking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S2 : iya kalo positif thinking bisa

R : Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

S2 : Iya berkurang ,karena setidaknya saya mempunyai masalah kecemasan tidak sendiri

R : Apakah kamu akan melakukan resignation untuk mengurangi kecemasan dalam berbicara Bahasa Inggris?

S2 : Mungkin saya akan berhenti sejenak untuk memulai berbicara

Transcript Interview 3

R: Researcher

S3 : (Student 3) Angelica Dyah

R : Pagi dek, boleh minta waktunya buat interview mengenai speaking anxiety sebentar ya?

S3 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah kamu mengalami kecemasan saat berbicara Bahasa Inggris?

S3 : Sebenarnya engga, tapi mungkin ada beberapa kosakata yang aku ngga tau

R : Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?

S3 : Akan mencoba tapi harus ada pemanasan dulu kak

R : Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?

S3 : Cuman khawatir dengan kosakata yang belum aku ketahui sih kak

R : Apakah kecemasan berkomunikasi merupakan faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa kamu cemas berkomunikasi dengan Bahasa Inggris?

S3 : Tidak kak, hanya khawatir dengan kurang kosakata

R : Apakah takut mendapatkan evaluasi negatif dari orang lain faktor penyebab kecemasan berbicara Bahasa Inggris?

S3 : Enggak,karena dengan evaluasi membuat kita tau dimana letak kekurangan kita kak, tapia gak khawatir ada Sebagian kosakata yang ngga tau

R : Apakah tes lisan membuatmu cemas ? Mengapa kamu cemas menghadapi tes ini?

S3 : Mungkin gugup,tapi berusaha tenang, gugup karena takut ada kosakata yang tidak saya ketahui

R : Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?

S3 : Persiapan dulu kak sama relaksasi

R : Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?

S3 : Kalau persiapan pasti kak

R : Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S3 : Iya kak, biar tidak cemas

R : Apakah kamu akan berpositif thingking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S3 : Iya selalu, karena kalau negative thinking akan berpengaruh pada speaking kita nanti, jadi berpositif thinking agar tidak membuat speaking kita terpengaruhi kak

R : Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

S3 : Iya pastinya, karena dengan itu saya mungkin bisa berdiskusi tentang kecemasan ini

R : Apakah kamu akan melakukan resignation untuk mengurangi kecemasan dalam berbicara Bahasa Inggris?

S3 : Menyerah engga, mungkin butuh istirahat dulu atau jeda

Transcript Interview 4

R: Researcher

S1 : (Student 4) Muhammad Aji

R : Pagi dek, boleh minta waktunya buat interview mengenai speaking anxiety sebentar ya?

S1 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah kamu mengalami kecemasan (anxiety) saat berbicara Bahasa Inggris?

S4 : Iya kak

R : Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?

S4 : Berani mencoba dulu kak untuk berbicara

R : Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?

S4 : Kurangnya grammar, kosakata atau pronouncation

R : Apakah kamu kecemasan berkomunikasi faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa kamu cemas berkomunikasi dengan Bahasa Inggris?

S4 : Iya takut sih mba, karena kekurangan saya tentang pelafalan, kurang kosakata apalagi grammar

R : Apakah takut mendapatkan evaluasi negatif dari orang lain faktor penyebab kecemasan berbicara Bahasa Inggris?

S4 : Iya mba, karena kurangnya pemahaman grammar dan yang lain itu bikin saya takut dikoreksi oleh dosen dan teman

R : Apakah tes lisan membuatmu? Mengapa kamu cemas menghadapi tes ini?

S4 : Iya, karena kalau saya belum paham betul dengan grammar, pelafalan dan kosakata ya membuat saya cemas

R : Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?

S4 : Mungkin persiapan dulu

R : Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?

S4 : Pastinya , agar ngga terlalu cemas

R : Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S4 : Iya,agar lebih tenang

R : Apakah kamu akan berpositif thingking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S4 : Iya pasti kalau positif thinking, biar tidak terlalu gugup

R : Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

S4 : Iya lega mba kalo ada temannya, jadi tenang karena ngga menghadapi masalah sendirian

R : Apakah kamu akan melakukan resignation untuk mengurangi kecemasan dalam berbicara Bahasa Inggris?

S4 : Mungkin istirahat mba kalau menyerah tidak,karena menurut saya Bahasa inggris itu penting jadi saya akan terus mencoba,apalagi manajemen bisnis itu banyak sekali kosakata asing,jadi saya akan terus belajar

Transcript Interview 5

R: Researcher

S5 : (Student 5) Haykal Fikri

R : Pagi dek, boleh minta waktunya buat interview mengenai speaking anxiety sebentar ya?

S5 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah kamu mengalami kecemasan (anxiety) saat berbicara Bahasa Inggris?

S5 : Iya sedikit cemas kak

R : Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?

S5 : Agak cemas,tapi akan me tetap mencoba dulu

R : Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?

S5 : Mungkin takut salah pengucapannya kak

R : Apakah kecemasan berkomunikasi faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa kamu cemas berkomunikasi dengan Bahasa Inggris?

S5 : Iya kak agak cemas untuk berkomunikasi, karena takut salah pengucapan

R : Apakah takut mendapatkan evaluasi negatif dari orang lain faktor penyebab kecemasan berbicara Bahasa Inggris?

S5 : Iya kak takut , tapi bisa buat pembelajaran juga sih kak

R : Apakah tes lisan membuatmu cemas? Mengapa kamu cemas menghadapi tes ini?

S5 : Iya pasti cemas,karena takut pengucapannya salah kak

R : Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?

S5 : Lebih ke persiapan yang sekiranya kurang seperti pengucapannya yang benar

R : Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?

S5 : Iya kak,persiapan dulu

R : Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S5 : Iya

R : Apakah kamu akan berpositif thinking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S5: Iya kak,berpositifthinking

R : Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

S5 : Berkurang kak, karena jadi lega tidak sendirian, karena setidaknya kalau tidak bisa ada temannya

R : Apakah kamu akan melakukan resignation untuk mengurangi kecemasan dalam berbicara Bahasa Inggris?

S5 : Tidak kak, tetap belajar terus

Transcript Interview 6

R: Researcher

S6 : (Student 6) Iwan Ikhwanudin

R : Pagi dek, boleh minta waktunya buat interview mengenai speaking anxiety sebentar ya?

S6 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah kamu mengalami kecemasan (anxiety) saat berbicara Bahasa Inggris?

S6 : Cemas mbak, malu juga

R : Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?

S6 : Pasti gagap mba, malu, tapi pas tetap harus mencoba mbak

R : Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?

S6 : Kurang kosakata, grammar sama pelafalan itu mbak

R : Apakah kecemasan berkomunikasi faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa kamu cemas berkomunikasi dengan Bahasa Inggris?

S6 : iya mba, Takut sih mba, takut salah jawab, karena kan memang belum terlalu memahami kosakata, pelafalan sama grammar itu mbak

R : Apakah takut mendapatkan evaluasi negatif dari orang lain faktor penyebab kecemasan berbicara Bahasa Inggris?

S8 : Mungkin lebih ke malu mba, apalagi kalau teman teman pada bisa,tetapi saya tidak

R : Apakah tes lisan faktor membuatmu cemas? Mengapa kamu cemas menghadapi tes ini?

S6 : Cemas sih mba kalau tidak ada persiapan,karena kan memang perlu mempersiapkan karena saya masih sangat kurang sama ketiga hal tadi (Grammar, kosakata dan pelafalan)

R : Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?

S6 : Pasti mempersiapkan dulu mbak,hal yang mungkin saya kurang pahami

R : Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?

S6 : Kalau persiapan pasti mbak

R : Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S6: Iya mbak

R : Apakah kamu akan berpositif thingking untuk mengatasi kecemasan dalam berbicara Bhasa Inggris?

S6 : Iya yakin harus positif thinking mbak,kalau saya bisa

R : Apakah kamu merasa kecemasanmu berkurang jika mngetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

S6 : Kalau itu sih engga mba, karena saya focus sama saya sendiri

R : Apakah kamu akan menyerah dalam berbicara Bahasa Inggris untuk mengurangi kecemasan dalam berbicara Bahasa Inggris?

S6 : Mungkin untuk jangka pendek pasti saya akan mungkin istirahat dulu, tapi tetap berusaha belajar

Transcript Interview 7

R: Researcher

S7 : (Student 7) Hanina

R : Pagi dek, boleh minta waktunya buat interview mengenai speaking anxiety sebentar ya?

S7 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah kamu mengalami kecemasan (anxiety) saat berbicara Bahasa Inggris?

S7 : Terkadang cemas kak

R : Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?

S7 : Boleh aja dicoba, berusaha dulu

R : Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?

S7 : lebih ke kurang pemahaman grammar sih

S7 : Kurang terbiasa, karena biasa menggunakan Bahasa Indonesia

R : Apakah kecemasan berkomunikasi faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa kamu cemas berkomunikasi dengan Bahasa Inggris?

S7 : Iya cemas kak, karena grammarnya masih kurang

R : Apakah takut mendapatkan evaluasi negatif dari orang lain faktor penyebab kecemasan berbicara Bahasa Inggris?

S7 : Iya sih mba, tapi diambil baiknya aja

R : Apakah tes lisan membuatmu? Mengapa kamu cemas menghadapi tes ini?

S7: Enggak mba

R : Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?

S7 : Persiapan dulu mungkin

R : Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?

S7 : Iya,persiapan sih kak baca sekilas-sekilas

R : Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S7 : Iya

R : Apakah kamu akan berpositif thinking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S7 : iya

R : Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

S7: Iya,ada temen

R : Apakah kamu akan melakukan resignation untuk mengurangi kecemasan dalam berbicara Bahasa Inggris?

S7: Engga kak

Transcript Interview 8

R: Researcher

S8 : (Student 8) Icha Pangesti

R : Pagi dek, boleh minta waktunya buat interview mengenai speaking anxiety sebentar ya?

S8 : Iya, Silahkan kak

R : . Kita mulai pertanyaan pertama ya . Apakah kamu mengalami kecemasan (anxiety) saat berbicara Bahasa Inggris?

S8 : Ya, saya cukup mengalami kecemasan saat berbicara dalam bahasa inggris kak

R : Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?

S8 : Cukup cemas, namun tetap berusaha untuk meningkatkan kepercayaan diri untuk berbicara dalam bahasa inggris.

R : Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?

S8 : Kesalahan grammar, kosa kata yang mungkin belum diketahui, dan respon orang lain terhadap aksen/pronunciation yang mungkin terkesan aneh bagi mereka.

R : Apakah kamu setuju kecemasan berkomunikasi penyebab kamu cemas berbicara Bahasa Inggris? Mengapa ?

S8 : Iya kak, Karena aspek listening yang mungkin kurang baik dan juga minim kemampuan dalam membangun komunikasi dalam bahasa inggris.

R : Apakah takut mendapatkan evaluasi negatif dari orang lain faktor penyebab kecemasan berbicara Bahasa Inggris?

S8 : Ya, itu merupakan salah satu faktor mengapa cemas dalam berbahasa dan berkomunikasi dalam bahasa inggris. Karena takut untuk dikoreksi jika saya melakukan kesalahan

R : Apakah tes lisan membuatmu cemas? Mengapa kamu cemas menghadapi tes ini?

S8 : Cukup cemas, karena kurangnya kosa kata yg dipahami

R : Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?

S8 : Meningkatkan kepercayaan diri

R : Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?

S8 : Ya, bisa berlatih speaking dengan pronunciation yang tepat

R : Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S8 : yaa, sebagai salah satu bentuk persiapan guna mengurangi kecemasan

R :Apakah kamu akan berpositif thingking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S8: ya, tentu saja.

R : Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

S8 : Ya, mengetahui fakta bahwa saya tidak sendiri dalam belajar untuk berbicara dan berkomunikasi dalam bahasa inggris dapat mengurangi kecemasan saya karena memang semuanya perlu belajar dan perlu mempraktekan apa yang mereka pelajari selama ini. Practice makes perfect.

R : Apakah kamu akan melakukan resignation untuk mengurangi kecemasan dalam berbicara Bahasa Inggris?

S8 : Mungkin saya akan mengambil jeda dulu tapi saya akan tetap mencoba belajar, saya percaya bahwa belajar merupakan suatu serangkaian proses yang pasti akan menjumpai kegagalan dan hal tersebut merupakan bagian dari proses tersebut.

APPENDIX 4

TABLE DATA INTERVIEW TRANSCRIPT

Q1 : Apakah kamu mengalami kecemasan (anxiety) dalam berbicara bahasa Inggris?

S1	Kadang kak
S2	Iya kak
S3	Sebenarnya engga, tapi mungkin ada beberapa kosakata yang aku ngga tau
S4	Iya kak
S5	Iya sedikit cemas kak
S6	Cemas mbak,malu juga
S7	Terkadang cemas kak
S8	Ya, saya cukup mengalami kecemasan saat berbicara dalam bahasa inggris kak

Q2 : Bagaimana jika kamu diminta untuk berbicara Bahasa Inggris dikelas?

S1	Kalau itu saya akan mencoba berbicara,walaupun dengan keadaan cemas kak
S2	Agak ugup,malu juga kak
S3	Akan mencoba tapi harus ada pemanasan dulu kak
S4	Berani mencoba dulu kak untuk berbicara
S5	Agak cemas,tapi akan me tetap mencoba dulu

S6	Pasti gagap mba,malu, tapi pas tetap harus mencoba mbak
S7	Boleh aja dicoba, berusaha dulu
S8	Cukup cemas, namun tetap berusaha untuk meningkatkan kepercayaan diri untuk berbicara dalam bahasa inggris.

Q3 : Apa yang membuat kamu cemas dalam berbicara Bahasa Inggris?

S1	Kurang fasih dalam pelafalan ,kurangnya kosakata, kurang dan grammar kak
S2	Logatnya masih jawa banget, terus susunan kalimatnya yang belum terlalu saya pahami
S3	Cuman khawatir dengan kosakata yang belum aku ketahui sih kak
S4	Kurangnya grammar, kosakata atau pronouncation
S5	Mungkin takut salah pengucapannya kak
S6	Pasti gagap mba,malu, tapi pas tetap harus mencoba mbak
S7	Boleh aja dicoba, berusaha dulu
S8	Cukup cemas, namun tetap berusaha untuk meningkatkan kepercayaan diri untuk berbicara dalam bahasa inggris

Q4 : Apakah kecemasan berkomunikasi merupakan faktor penyebab kecemasan berbicara Bahasa Inggris? Mengapa kamu cemas berkomunikasi dengan Bahasa Inggris?

S1	Iya kak, karena kurang percaya diri dan gugup
S2	Iya kak, merasa gugup karena pelafalan yang belum tepat dan belum paham susunan kalimatnya
S3	Tidak kak, hanya khawatir dengan kurang kosakata
S4	Iya sih mba, karena kekurangan saya tentang pelafalan, kurang kosakata apalagi grammar
S5	Iya kak agak cemas untuk berkomunikasi, karena takut salah pengucapan
S6	iya mba, Takut sih mba, takut salah jawab, karena kan memang belum terlalu memahami kosakata, pelafalan sama grammar itu mbak
S7	Iya cemas kak, karena grammarnya masih kurang
S8	Iya kak, Karena aspek listening yang mungkin kurang baik dan juga minim kemampuan dalam membangun komunikasi dalam bahasa inggris.

Q5 : Apakah takut mendapatkan evaluasi negatif dari orang lain merupakan faktor penyebab kecemasan berbicara Bahasa Inggris?

S1	Iya kak, takut apa yang saya ucapkan salah tidak sesuai grammar dan pelafalan
S2	Iya kak, mungkin lebih takut jika ditertawakan oleh teman
S3	Enggak, karena dengan evaluasi membuat kita tau dimana letak kekurangan kita kak, tapi gak khawatir ada Sebagian kosakata yang

	ngga tau
S4	Iya mba, karena kurangnya pemahaman grammar dan yang lain itu bikin saya takut dikoreksi oleh dosen dan teman
S5	Iya kak takut, tapi bisa buat pembelajaran juga sih kak
S6	Mungkin lebih ke malu mba, apalagi kalau teman teman pada bisa, tetapi saya tidak
S7	Iya sih mba, tapi diambil baiknya aja
S8	Ya, itu merupakan salah satu faktor mengapa cemas dalam berbahasa dan berkomunikasi dalam bahasa inggris. Karena takut untuk dikoreksi jika saya melakukan kesalahan

Q6 : Apakah tes lisan membuatmu? Mengapa kamu cemas menghadapi tes ini?

S1	Iya kak, karena pelafalannya yang masih kurang tepat, kosakata yang masih kurang sama grammar yang juga belum terlalu faham
S2	Pasti, Karena belum menguasai grammar , pelafalan dan kosakata kak
S3	Mungkin gugup,tapi berusaha tenang, gugup karena takut ada kosakata yang tidak saya ketahui
S4	Iya, karena kalau saya belum paham betul dengan grammar, pelafalan dan kosakata ya membuat saya cemas
S5	Iya pasti cemas,karena takut pengucapannya salah kak
S6	Cemas sih mba kalau tidak ada persiapan,karena kan memang perlu mempersiapkan karena saya masih sangat kurang sama ketiga hal tadi

	(Grammar, kosakata dan pelafalan)
S7	Enggak mba
S8	Cukup cemas, karena kurangnya kosa kata yg dipahami

Q7 : Bagaimana cara agar kamu tidak cemas saat diminta untuk berbicara Bahasa Inggris?

S1	Mungkin dengan mempersiapkan diri untuk belajar pengucapan, kosakata atau grammar kak
S2	Saya akan mempersiapkan diri untuk belajar terlebih dahulu
S3	Persiapan dulu kak sama relaksasi
S4	Mungkin persiapan dulu
S5	Lebih ke persiapan yang sekiranya kurang seperti pengucapannya yang benar
S6	Pastinya mempersiapkan dulu mbak,hal yang mungkin saya kurang pahami
S7	Persiapan dulu mungkin
S8	Meningkatkan kepercayaan diri

Q8 : Apakah kamu melakukan persiapan agar tidak mengalami kecemasan dalam berbicara Bahasa Inggris?

S1	Iya kak
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S2	Iya,pasti saya akan mempersiapkan diri untuk belajar dulu
S3	Kalau persiapan pasti kak
S4	Pastinya , agar ngga terlalu cemas
S5	Iya kak,persiapan dulu
S6	Kalau persiapan pasti mbak
S7	Iya,persiapan sih kak baca sekilas-sekilas
S8	Ya, bisa berlatih speaking dengan pronunciation yang tepat

Q9: Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S1	Iya kak
S2	Iya kak, agar lebih tenang
S3	Iya kak, biar tidak cemas
S4	Iya agar lebih tenang
S5	Iya
S6	Iya mbak
S7	Iya
S8	yaa, sebagai salah satu bentuk persiapan guna mengurangi kecemasan

Q10: Apakah kamu akan berpositif thinking untuk mengatasi kecemasan dalam berbicara Bahasa Inggris?

S1	Iya,positif thingking
S2	iya kalo positif thinking bisa
S3	Iya selalu, karena kalua negative thinking akan berpengaruh pada speaking kita nanti,jadi berpositif thinking agar tidak membuat speaking kita terpengaruhi kak
S4	Iya pasti kalau positif thinking, biar tidak terlalu gugup
S5	Iya kak,berpositif thinking
S6	Iya yakin harus positif thinking mbak,kalau saya bisa
S7	Iya
S8	Ya, tentu saja

Q11 : Apakah kamu merasa kecemasanmu berkurang jika mengetahui ada temanmu yang lain yang juga mengalami kecemasan saat berbicara Bahasa Inggris ?

S1	Iya jadi agak berkurang
S2	Iya berkurang ,karena setidaknya saya mempunyai masalah kecemasan tidak sendiri
S3	Iya pastinya,karena dengan itu saya mungkin bisa berdiskusi tentang kecemasan ini
S4	Iya lega mba kalo ada temannya, jadi tenang karena ngga menghadapi masalah sendirian
S5	Berkurang kak, karena jadi lega tidak sendirian, karena setidaknya

	kalau tidak bisa ada temannya
S6	Kalau itu sih engga mba, karena saya focus sama saya sendiri
S7	Iya,ada temen
S8	Ya, mengetahui fakta bahwa saya tidak sendiri dalam belajar untuk berbicara dan berkomunikasi dalam bahasa inggris dapat mengurangi kecemasan saya karena memang semuanya perlu belajar dan perlu mempraktekan apa yang mereka pelajari selama ini. Practice makes perfect.

Q12 : Apakah kamu akan melakukan resignation untuk mengurangi kecemasan dalam berbicara Bahasa Inggris

S1	Ngga sih kak,akan terus belajar, mungkin hanya butuh support sistem saja
S2	Mungkin saya akan berhenti sejenak untuk memulai berbicara
S3	Menyerah engga, mungkin butuh istirahat dulu atau jeda
S4	Mungkin istirahat mba kalau menyerah tidak,karena menurut saya Bahasa inggris itu penting jadi saya akan terus mencoba,apalagi manajemen bisnis itu banyak sekali kosakata asing,jadi saya akan terus belajar
S5	Tidak kak, tetap belajar terus
S6	Mungkin untuk jangka pendek pasti saya akan mungkin istirahat dulu,

	tapi tetap berusaha belajar
S7	Engga kak
S8	Mungkin saya akan mengambil jeda dulu tapi saya akan tetap mencoba belajar, saya percaya bahwa belajar merupakan suatu serangkaian proses yang pasti akan menjumpai kegagalan dan hal tersebut merupakan bagian dari proses tersebut.

APPENDIX 5





