AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN THE TENTH GRADE OF SMK N 1 KLEGO ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of *sarjana*

By:

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Assalamu'alaikum Wr.Wb

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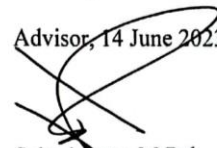Title : An Analysis Students' Speaking Anxiety in the Tenth Grade of SMK N 1 Klego Academic Year 2022/2023

Has already fulfilled the requirements to be presented before The Board of Examiners *(munaqasyah)* to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

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DEDICATION

The thesis is dedicated to:

1. Allah SWT

2. My beloved family

3. My beloved big family

4. My beloved friends

5. My alma mater Raden Mas Said State Islamic University of Surakarta

MOTTO

"Apapun yang menjadi takdirmu, akan mencari jalannya menemukanmu."

(Ali bin Abi Thalib)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "An Analysis of Students' Speaking Anxiety in the Tenth Grade of SMK N 1 Klego Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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The researcher,

Siwi Apri Astuti

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ABSTRACT

Siwi Apri Astuti. 2023. *An Analysis of Students' Speaking Anxiety in the Tenth Grade of SMK N 1 Klego Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

This research is about the analysis of students' speaking anxiety at tenth grade students of SMK N 1 Klego. The objectives of this research are: (1) to investigate the types of students' anxiety in speaking English at tenth grade students of SMK N 1 Klego academic year 2022/2023, and (2) to investigate cause factors of students' anxiety in speaking English at tenth grade students of SMK N 1 Klego Academic Year 2022/2023.

The researcher used descriptive qualitative research. The subject of this research are students at tenth grade of DPIB 2 at SMK N 1 Klego. The techniques of collecting the data were observation, questionnaire, and interview. Technique of analyzing the data, there are data reduction, data display, and conclusion drawing/verification. The researcher used the triangulation method to ensure the trustworthiness of the data.

In the types of anxiety from the questionnaire results, most respondents experienced trait anxiety. This shows that the majority of respondents in this class have a tendency to feel anxious in general. This is because they feel anxious and worried in various situations in the classroom in general. While the results of the factors that affect students' anxiety in speaking English, factors such as communication apprehension, test anxiety, and fear of negative evaluation have a significant influence on students' anxiety level in speaking English in front of the class. Understanding these factors can help teachers in creating a supportive learning environment, helping students overcome anxiety and improve their speaking effectively.

Keywords: Speaking, Anxiety, Speaking Anxiety

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the language skills must be mastered in learning English. Speaking is one of the basics of communication. According Bailey (2005) Speaking skill seems more difficult than any others skills, this happens for two reasons. The first, unlike reading or writing, speaking happens instantly, usually the person you are talking to is waiting for you to talk immediately. Second, when you speak, cannot change or revise what you want to say, as if you are writing. Speaking is productive skill in the oral mode. It's like other skills, it's more complicated than usual and involves more than just pronunciation (Bashir et.al, 2016).

Speaking is a way of communicating and conveying information from one person to another. This way of communication is commonly used by people in everyday life. Speaking is skills involves using verbal language to communicate. At this time speaking skill is an advantage that must be honed and continuously developed. One of them is communication in an international language, namely English which is very popular and worldwide. This statement supported by Brown, "English as an International Language (EIL)" (Brown, 2007). Being able to communicate using English is an advantage to be able to adapt in this era or in the world of work. Speaking requires the use intonation and body language to convey meaning. Speaking is an interactive process of constructing meaning that

involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Learning to speak also demans a lot of practice and attention; we learn to speak mother tongue by listening and repeating. The teacher can adopt the same natural way, asking short questions and use of short dialogues in the classroom to develop this skill, (Blich & Trager: 1942).

Speaking English is the skill to communicate with others in the native language. When you speak English, there is a target language. The target language is that the learner language hopes to become a competent speaker. This process of learning English speaking is unique because the learners are wants them to communicate in a language they don't know very well.

Not all the goals of learning English, especially the ability to speak can be achieved. Many English teachers are aware of the problem faced by their students in the class. Students speaking anxiety is a common problem among students. Many students are pessimistic about speaking because they are affected by the complexity of the language, so that it makes students anxious to speak. They avoid speaking in front of the audience because the lack of mastering the topic, thinking about being embarrassed by friends, having a bad time, feeling nervous, feeling afraid of accents, having an annoying physique, having poor memorization, thinking too much about the audience's attention (Mitha et al., 2019). The cause of anxiety is not because of our brain but it is caused by factors that creates anxiety, such as: lack of

knowledge, low of preparation, fear of making mistakes and difficulty to understand the teacher instruction (Antoro, 2015).

Anxiety is considered a base negative emotion, anger, sadness, hatred and perhaps others (Zeidner & Matthews, 2011). Horwitz (1986) define language anxiety to be "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process". Anxiety is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behaviour such as pacing back and forth, somatic complaints, and rumination (Fauzi et al., 2021).

There are two types of anxiety depending on the specific situation and the characteristics of the feeling itself (Rogińska, 2016). The first is *trait anxiety,* which refers to a constant feeling that describes the learner's desire to perform in the classroom (or beyond class) regardless of the specific task, topic or purpose of the interaction. The second is *state anxiety,* this type of anxiety can be called as a state of self-esteem it's generated by reference the situation the learner is about to face (Rogińska, 2016).

At vocational school level, English lessons are available, such as at SMK N 1 Klego. This vocational school is well-known school in Boyolali. Often wins prestigious competitions at the district and provincial levels. One of the goals of vocational school is to produce individuals who have quality in their work. In the world of work, especially in large companies, there are interviews using English. So that the researchers chose SMK N 1 Klego to

be more aware of English especially in speaking English. Without the desire to speak English, students will not get a successful language learner but some students, especially from SMK N 1 Klego were anxiety to speak English in the classroom. The researcher uses class X because it is a transition from junior high school to senior high school. At this level, students still need to adjust, so that researcher is right to choose the tenth grade to pay attention from the first level.

The researcher conducted pre-research on October 11 2022 by interviewing Mrs. Eny Permata Sulistyari, who teaches English at X Desain Permodelan dan Informasi Bangunan (DPIB) 2. Learning English is having 2 meeting in one week. The researcher found most of the students still got difficulties in expressing their opinion. They were afraid and shy to practice speaking. Many of the students also have problem with vocabulary, this regard made them get difficulty in understanding the materials. The researcher focuses on what the types of students speaking anxiety and the cause factors of students speaking anxiety.

The following are some previous studies related to this research: the research by Sinaga (2020) et al. "Students' Speaking Anxiety in English Class" from English Education Study Program, University of Bengkulu. The purpose of the study is to define the level of students' speaking anxiety in English class and the most dominant factors that caused students' speaking anxiety faced by third grade students of Junior High School in SMPN 15 Bengkulu. The method of this research is descriptive quantitative.

The researcher used third grade of SMPN 15 Bengkulu with totally is 7 classes. The total number of populations is 163 students. Students may be afraid to speaking in front of the class because they think that other students will laugh and judge the student that speak in front of the class. This might make the students speaking anxiety arise and make them to silent instead of speaking (Sinaga et al., 2020)

Next research was conducted by Huda (2018) entitled "Speaking Anxiety in the Presentation of EFL Students", from Education and Teacher Training Faculty, Walisongo State Islamic University. The goal of this study is to investigate speaking anxiety of English Department Students in UIN Walisongo during presentation. This research applies qualitative method. The reasons of speaking anxiety in presentation of English Department Students of UIN Walisongo are overthinking, lack of preparation, bad experience, low proficiency, low self-confidence, afraid of making mistakes, and test.

From the previous studies above, it is possible to state that this research different because this study also discusses the types of speaking anxiety. Then, the first previous study used junior high school for the population and the second previous study used collages students in the first year. Meanwhile, this study used subject in the tenth grade of vocational school at SMK N 1 Klego, so the levels are already different. These are the things that distinguish this research from others research. The researcher believe that this study will be beneficial for the reasons stated above. As a

result, the researcher wants to conduct a study titled **"An Analysis of Students' Speaking Anxiety in the Tenth Grade of SMK N 1 Klego Academic Year 2022/2023".**

B. **Identification of the Problems**

Based on the background of the study above, the researcher would like to identify the problem of this research. The problems as follows:

1. The students at tenth grade state that speaking is one of the skills that are difficult to learn, especially when learning in English class.

2. The students at tenth grade were show signs of not confident in speaking when learning in English class.

3. The students were worried about making mistake in speaking English.

C. **Limitation of the Problems**

To limit the study of this research, the researcher made limitation only in the classroom at tenth grade students of SMK N 1 Klego in the Academic year of 2022/2023. The researcher selected the students at X *Desain Pemodelan dan Informasi Bangunan or DPIB* (Building Modeling and Information Design) 2, which consist of 23 students including 15 male and 10 female students. The focus of the study is concerns to analyse what the types and cause factors of students' anxiety in speaking English.

D. Formulations of the Problems

The problem statement is as follows, taking into consideration the background of the study:

1. What types of anxiety do the students experience in speaking English in the tenth grade of SMK N 1 Klego academic year 2022/2023?

2. What are the factors causing the students' anxiety in speaking English in the tenth grade of SMK N 1 Klego academic year 2022/2023?

E. Objectives of the Study

The following are the study's objective, which are based on the aboved mentioned formulation of the problem:

1. To investigate the types of students' anxiety in speaking English at tenth grade students of SMK N 1 Klego academic year 2022/2023.

2. To investigate the factors causing the students' anxiety in speaking English at tenth grade students of SMK N 1 Klego Academic Year 2022/2023.

F. Benefits of the Study

1. Theoretical Benefit

The problem of speaking anxiety being studied has increased in recent years. The results of this study hopefully will be a useful

description for research references and information related to speaking anxiety.

2. Practical Benefit

   a. For the Readers

     This study will be of great interest to readers as it will provide insight into the causes of speaking anxiety experienced by students and how they can help overcome anxiety.

   b. For the Students

     Practically, this research is expected to provide benefits for first year students where they know what makes them feel anxious. So that they are more comfortable and believe that mistakes are part of their learning process.

   c. For the Researcher

     Hopefully, this research can be a useful source of information about types of speech anxiety and factors that cause anxiety in speaking English in tenth grade students of SMK N 1 Klego.

G. Definitions of Key Terms

Some of the key terms used to describe the research in relation to this study's title.

1. Speaking

     Speaking is the goal of English because speaking is the foundation of communication and becomes functional learning (Parmawati, 2018).

2. Anxiety

   According to Carlson and Buskist (1997), anxiety is "a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach."

3. Speaking Anxiety

   Speaking anxiety is a factor that has a significant impact on their self-confidence because it frequently, causes students to feel like they have failed when they are unable to speak and demonstrate what they know (Asysyfa et al., 2019).

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Review**

1. **Concept of Speaking**

   a. **Definition of Speaking**

   According to experts, there are varieties of definitions about speaking. Luoma (2009) state that "Speaking skills are an important part of the curriculum in language teaching, and this make them an important object of assessment as well. Assessing speaking is challenging, however because there are so many factors that influence out impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose". Based on the description, speaking is an important skill because of the aspect of communication between people and each other and can be improve with knowledge and practice such as communicate or converse with others.

   Speaking as the encoding the process by which we communicate our ideas, thoughts and feelings. And other words, it means that we are sending a spoken message to someone (Harris, 1974). In speaking, students learn how to make sentences, organize ideas, and express language through spoken well and easily understood so that message conveyed can be received. Meanwhile, Lado (1997, p. 240) defines speaking as an ability to communicate or express a sequence of ideas

effectively. This means that process of speaking there must be at least two people, one is the speaker and the other is the listener.

Donough and Shaw state, "There are some reasons for expressing ideas and opinion involved in speaking: expressing a desire to do something, negotiating or solving a particular problem, or creating and maintaining social relations and friendships. Beside fluency, accuracy, and confidence are important goal in speaking" (Shaw, 2003, p. 134). So, by speaking students will exchange messages and share the information they want because speaking is the main verbal communication tool and a way to express ideas or opinions directly from our minds.

Based on the previous above, the researcher is able to summarize that speaking is an important skill because speaking is the main verbal communication tool by at least two people to get the message and get the information. In speaking, there is a process of arranging sentences, organizing ideas and opinion, and expressing language through spoken that with well and fluent so they are easy to understand when communicating. This can be improved by the knowledge and practice of communicating with others.

b. Goal and Functions of Speaking

The goal of speaking is communicative efficiency. Nation and Newton (2008) suggested that, in helping students improve their communicative efficiency in speaking, teachers can use a balanced

activity approach that mixes languages input, structured output, and communicative output. Students should be able to make themselves understood, using their own abilities to the best of their ability. They have to try and avoid confusing messages because of incorrect pronunciation, grammar, or vocabulary, and to respect the social and culture norms that are used in every communication situation (Putra et al., 2017).

There are many functions of speaking such as to introduce people, to express necessity, gratitude, to take leave, to identify an object, to ask for directions, to express agreement and disagreement, to express a lack of understanding, to make a decision, to make a purchase and etc.

According J. Richards there are three functions of speaking. They are talk about as interaction, talk transaction, and talks performance (Richards, 2002). The first is *talk as interaction*, this function of speaking refers to what we usually mean by "conversation" and describes the interaction relationships of society. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The second is *talk as transaction,* this function refers to situation where the focus is on what is said or done. Information that is well understood and precise is focus on the center, rather than the participants and the group they interact with each other. The focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. The third function is *talk as performance,* this refers

to public talk, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

From the explanation above, the researcher conclude that goal of speaking is to achieve efficient communication and communicate fluently. Then, there are three functions of speaking they are talk as interaction, talk transaction, and talk performance.

c. Elements of Speaking

A speaker must understand the elements of speaking. According to Harmer in his book *The Practice of English Language Teaching* that the speaker must have competence in speaking skills, those are 4 points language features:

1) Connected Speech, is the modification of the speech in the production of utterances when people speaking. It consists of modifying (assimilation), omitting (elision), adding (linking), or weakening (through contradiction and stress patterning).

2) Expressive devices are stresses and variations in producing utterances to express the true meaning of the message intended by the speaker. These involve variations in volume and speed of speech. By the used of these tools people will be able to show what and how they feel to the other person.

3) Grammar and lexis are described as people who live in different ways, places and environments that cause different

mindsets. For this reason, teachers need to equip their students with various of phrases for different functions in classroom speaking activities.

4) The language of a negotiation is a clarification of speech. It is the use of language about how to clarify and show what the speaker meant. Sometimes, people do not listen or understand what the other person is saying. Therefore, is needed to have the right language on how to clarify to avoid any mistake between the speaker and he listener.

Furthermore, Harmer states about other elements in speaking that a successful speaker needs to have. These elements are mental or social abilities and quick processing skills that involve language processing, interaction, and information processing.

d. Aspects of Speaking

In speaking, there are some aspects that must be fulfilled by the learners. There are some aspects should be recognized by learner in learning speaking (Brown, 2003):

1) Vocabulary, the first modal for people to speak. It appears in every language skill. Vocabulary is about choice of word which is used appropriately based on the context of speaking. Vocabulary is core component of language skills and provides much of the foundation for how to better comprehend, speak,

listen, and write. In other word vocabulary is supply of expressive, means repertoire of communication (Halomoan & Hasibuan, 2019). The learners are able to make a sentence or communicate what they want to say effectively. It is very important because we can't say anything without vocabulary in mind.

2) Grammar, the students must follow the rules of grammar to get good results, students can also find grammar rules in pronunciation, morphology, and syntax (Bohari, 2020). Grammar as a process of word structure and sentence arrangement. Grammar is not only about making words into sentences, but grammar also explains that a word becomes a certain situation (Huda, 2018). It is needed for students to arrange a correct sentence in conversation.

3) Fluency, can be defined as the ability to speak fluently and accurately. Fluency is used to determine whether someone is able or unable to speak. Fluency refers to the ease and speed of the flow of the speech (Harris, 1969). A fluent speaker is not only able to speak quickly, but is also able to pause when they speaking appropriately (Huda, 2018). It refers to one's ability to speak smoothly and easily. Fluency is how a person speaks the language without any problems such as misinterpreting confusing words, etc.

4) Comprehension, is the skill to understand and process a sequence of topics in learning English, to formulate a phrase meaning statement. It requires a person to automatically understand what another speaker is saying in oral communication (Indriyanti, 2021). Oral communication requires a subject to respond the conversation as well as to initiating it (Hafidhoh, 2014). Comprehension is a students' competence to comprehend all of the speaker says to them. It can be said that the students understand what the teacher said and give responses it means they are able to comprehend or understand what is heard.

5) Pronunciation, is one of the important in the speaking because pronunciation has purpose to produce of words, phrases, clauses, sentences, and dialogues orally by using articulation correctly (Halomoan & Hasibuan, 2019). It is also very important to be improved, the students should be able to master good pronunciation to produce very clear words or very clear speech that others can easily understand. Thornbury (2005) states that pronunciation refers to the students' ability to produce comprehensible utterances to fulfil the task requirements. Mispronunciation can cause misunderstandings or the person in the conversation may feel offended.

e. **Speaking Difficulties**

The meaning of speaking difficulties is the factors that cause students to lack speaking skills. According to Ur (1996) there are many factors that cause difficulty in speaking, and they are as follows: *Inhibition*, students are worried about making mistakes, afraid of being criticized, or embarrassed. *Nothing to say*, students have no motivation to express themselves. *Low or uneven participation,* only one learner can speak at one time because of the size of the class and the tendency of some learners to dominate, while others speak very little or not at all. *Mother-tongue use*, learners who share the same mother tongue tend to use them because it is easier and because learners feel less likely to be exposed if they speak in their mother tongue. In addition, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going.

Ur (1996) stated that one of the most important factors causing speech difficulties is psychology. They are scared of making mistakes (low self-confidence). They sometimes don't have nothing to say (poor ideas) and this makes students not participate in the

speaking learning process. This eventually causes students to have difficulty speaking in real context.

Based on the description above, it can be concluded that the main students' speaking difficulties are psychological category, linguistic category, and social category.

2. **Concept of Anxiety**

a. **Definition of Anxiety**

Anxiety is a feeling of discomfort or distress in the mind caused by fear of danger or misfortune. Anxiety and panic are a combination of mind and body responses that every individual around the world has experienced especially when they are speaking in front of a large audience. The Oxford Advanced Learner's Dictionary described anxiety as "a state of feeling nervous or worried that something bad is going to happened". It means anxiety is excessive and frequent worrying about everyday things. So, basically when someone has experienced anxiety, they do not something normally as usual, they will get over action, easier forget the, material, loss of courage and etc.

The concept of anxiety relates to the psychological state of a learner. Leary (1988) define that "Anxiety refers to a cognitive-affective response characterized by physiological arousal (indicate of sympathetic nervous system activation) and prehension regarding a potentially negative outcome than the individual perceives as impending". A number of physiological behavioural and knowledge

related responses that accompany an individual's feelings as a result of his or her own negative expectations and of failure in terms of negative performance related to foreign language learning (Abood & Abu-Melhim, 2015). It means that anxiety is a negative way to present human feelings and. Furthermore, anxiety is a feeling and related to a person's psychological system that who experiences an uncomfortable feeling of anxiousness of worry about something that is happening or may happen in the future.

Anxiety itself is described by Spielberger (1972) as "an unpleasant emotional state or condition state or condition, which is characterized by subjective feelings of tension, apprehension, nervousness, and worry". Therefore, Horwitz (1986) state that "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". It can be concluded when we anxious, we feel nervous, worried, fearful, we struggle, tremble and our hearts beat quickly.

From the different explanation above, it can be said that anxiety is a feeling related to the psychological system that unpleasant and causes fear, tension, worry, and feeling anxious that something bad will happen which causes a person to be unable to convey a message perfectly in front of an audience.

b. Levels of Anxiety

According to Videbeck (2006) anxiety has four levels: mild, moderate, severe, and panic.

1) Mild Anxiety

Mild anxiety is the feeling that something is different and requires special attention. Mild anxiety often motivates people to make changes or engage in purposeful activities. For example, it helps students to focus on studying for exams. The characteristics of people with mild anxiety are that they cannot sit still, are a little bit impatient, tend to be alone, facial wrinkles, lip trembling, increased heart rate and blood pressure, and others.

2) Moderate Anxiety

Moderate anxiety is an uncomfortable feeling that something is not right; the person becomes nervous or anxious. Moderate anxiety allows a person to focus on what is important and crucial and important and push others to the side, so a person experiences selective attention and does something more focused. Characteristics of people with moderate anxiety are feeling uncomfortable, sensitive, unconsciousness, voice changes, sweating, headache, back pain, etc.

3) Severe Anxiety

Severe anxiety seriously reduces the perception area of the person who tends to focus on details and specifics and cannot think of anything else. This is the all behaviour aimed at reducing anxiety and requires a lot of direction to focus. The characteristics of people who experience severe anxiety can be seen from behaviours or feelings that always want to be free, very anxious, restless, confused, poor eye contact, withdrawal, denial, need for more space, trembling, etc.

4) Panic

Panic related to the fear of losing control. Individuals who experiencing panic are unable to do anything even with direction. This panic condition if persisted for a long time will cause death.

c. **Types of Anxiety**

Based on Spielberger (1996) anxiety could be classified in three types: *state anxiety, trait anxiety, and situation-specific anxiety.*

1) State Anxiety

According to Ormrod (2011), "state anxiety is temporary of anxiety elicited by a threatening situation." State anxiety is an unpleasant feeling which can seriously disturb the individual's ability to react to any situation and in a certain environment. While, Spielberger (C. D.

Spielberger, 1972, p.489) state that "state anxiety tobe the emotional reaction or pattern of response that occurs in an individual who perceives a particular situation as personally dangerous or threatening, irrespective of the presence or absence of objective danger". Someone who experienced a state anxiety is more likely has the feeling of stress and nervousness or unable to confront any event. Thomas stated that "State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger". It means that state anxiety is an anxious feeling that felt by the people only when they face a specific situation and in a short time.

2) Trait Anxiety

Trait anxiety can be defined as the possibility of an individual being anxious in any situation (C. Spielberger, 1983). Trait anxiety is kind of anxiety which is come from the body of person and it is nature in their body. Anxiety in this category is more about the individual's personality that has the potential for anxiety than other individuals. According to Horwitz (2011) trait anxiety is pattern of responding with anxiety even in nonthreatening situations. In other words, trait anxiety is the tendency of an individual to become nervous of feel anxious regardless of the situation.

3) Situation-Specific Anxiety

Situation-specific anxiety refers to specific anxiety types that happen systematically over time (Oteir & Al-Otaibi, 2019). According to Spielberger (1983) state that "Situation-specific anxiety is defined as an individual tendency to be anxious in a particular time and situation". Situation specific anxiety is related to apprehension unique to specific situation and events. This is because of certain situations or events such as public speaking, exams or recitations (Luklua, 2021). Situation-specific anxiety can occur in educational settings. For examples are: math anxiety, test anxiety, public speaking anxiety, writing anxiety, or language anxiety. As a result, sufferers often tend to be more afraid by leaving or avoiding the class.

3. **Concept of Speaking Anxiety**

a. **Definition of Speaking Anxiety**

Speaking anxiety is a condition where a person feels fear and anxious when talking about something. In speaking anxiety, students will get some difficulties while speaking. This speaking anxiety makes the students have low self-confident to speak in front of or to others. And because of this, they cannot understand the teacher's explanation well. Abraham in Witt (2011) states that speaking anxiety hold because of previous negative experiences and or perceived lack of control over

external circumstances; some depressed individuals feel that whatever they attempt to do in the future will be futile. Students have thoughts of fear and depression when speaking because previous experiences that seem unsuccessful, this can be a factor that affects' students' anxiety.

Speaking anxiety by MacIntyre (1989) define that the anxious and unpleasant emotional response that come with learning and using a second language. It means anxious students tend to avoid independently answering and participating in verbal activities, also avoid speaking in the classroom. According to Basic (2011) speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing. It means that students who experience speaking anxiety resulting in failure, he or she is likely to remain silent rather than risk failing again.

Based on description above, it could be said that speaking anxiety is a negative feeling of uneasiness, nervousness, worry, and fear of failure experienced when learning or using a foreign language, causing students to become passive in the classroom.

b. Factors Affecting of Speaking Anxiety

Horwitz et.al (1986) state that there are three main factors that trigger speaking anxiety which are communication apprehension, test anxiety, and fear of negative evaluation. Communication Apprehension refers to the fear or anxiety individuals experience when communicating

with others. It can manifest in various contexts, such as public speaking, group discussions, or even one-on-one conversations. According to Horwitz (1986), CA is influenced by several factors, including personality traits, self-perception, past experiences, cultural background, and the specific communication situation. High levels of CA can hinder effective communication and lead to avoidance behaviours. Test Anxiety refers to the fear or distress individuals experience in evaluative situations, particularly during examinations or tests. Horwitz (1986) suggests that test anxiety is a form of communication apprehension specific to the academic setting. It can be caused by various factors, such as fear of failure, perfectionism, high stakes, time pressure, or lack of preparation. Test anxiety can negatively affect performance by impairing concentration, memory recall, and cognitive processing, leading to lower test scores. Fear of Negative Evaluation refers to the fear individuals have of being judged, criticized, or negatively evaluated by others. It is closely related to social anxiety and self-consciousness. In the context of communication and performance, FNE can lead to a heightened concern about making mistakes, appearing incompetent, or being embarrassed in front of others. This fear can significantly impact individuals' willingness to communicate, express their opinions, or take risks in social or evaluative situations.

According Liu (2007) stated that speaking anxiety is caused by some factors such as lack of vocabulary, low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, fear of losing face, fear of being the focus of attention, inability to express ideas, memory dissociation.

Another source of speaking anxiety come from internal and external factors (Ernawati & Fatma, 2012). The internal factors consist of fear of mistakes, shyness, lack of confidence, and lack of motivation. While the external factors consist of language factor, pronunciation factor, lack of vocabulary, lack of grammatical, peer factor, and the equipment which is needed in learning to speak.

From the explanation above, it can be summed up that there are three main factors affecting speaking anxiety. These are communication apprehension, test anxiety, and fear of negative evaluation. In additions factor affecting speaking anxiety comes from internal and external factors.

B. Previous Related Studies

To demonstrate the originality of this study, the researcher discusses some previous studies, focusing from students' speaking anxiety in the tenth grade.

The first research was conducted by Uli Modesta Siagian and Adam at Journal Anglo-Saxon, "An Analysis of Students' Anxiety in Speaking". The goal of this study is to define the factors of students' speaking anxiety and how

students' strategies to overcome speaking anxiety in the classroom. The method of this research is descriptive qualitative research, involve collecting data in order to answer the question concerning with the status of the subject of the study. The subject in this study is tenth grade of SMK Indomalay School Batam in Academic year 2015/2016. The results showed that students were anxiety to speak English in class were caused by: Lack of familiarity of task , fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence and then low English proficiency (Adam, 2021). The researcher conducted by Uli Modesta Siagian and Adam has similarities with this research on goals, methods and subjects. The differences are technique of collecting the data and the research setting. Uli and Adam used observation and documentation in collect the data, while this research used observation, interviews and questionnaire. Furthermore. The research setting of Uli and Adam at the SMK Indomalay School Batam, while this research conduct in SMK N 1 Klego. In addition, this research will also discuss the solutions of students' speaking anxiety in the classroom.

The second research was conducted by Putri Indriyanti of State Islamic University of North Sumatra Medan, "An Analysis of Students' Speaking Anxiety in Speaking English at Tenth Grade Students of Mas Radhatul Akmal". This study aims to determine the students' anxiety level and to find out what factors can cause students' anxiety in speaking English. This was used qualitative descriptive survey and used observation, questionnaire, and interview to collect the data. The subject in this research are the all students of

MAS Raudhatul Akmal. Based on the result of the research, showed that most of the students' admitted that they were getting mildly anxious in speaking English and so many various factors that may contribute to students anxiety such as they feel anxious when speaking in front of the class, felt uneasy because all of the students pay attention to them, being laughed at by others, fear of making mistake, unclear explanation and lack of preparation (Indriyanti, 2021). The research by Putri Indrayanti has similarities with this research on goals and methods, and technique of collecting the data. The differences are research setting and subject. Putri Indrayanti's research was conducted at MAS Raudhatul Akmal and used all of the students as subjects. While this study is conducted in SMK N 1 Klego at tenth grade students of DPIB 2. For techniques of collecting the data, Putri Indrayanti used observation, questionnaire, and interview. Furthermore, this research will also discuss the solutions of students' speaking anxiety in the classroom.

The third research is conducted by Najla Annisa Zuhri, Kisman Salija, & Geminastiti Sakkir at Journal of Technology in Language Pedagogy (JTechLP), "The Impact of Speaking Anxiety on Students' Learning Process". The main goal of this study is to determine the level of student anxiety from the factors that cause anxiety and the impact of speaking anxiety on the students learning process. This research applied mixed methods research design. The data collected from the questionnaire and interview. Second grade students in science and social students of SMA Negeri 1 Parepare are the subject. Based on the result of the research, the students' speaking anxiety is overall mildly

anxious and the researchers found that the impact of speaking anxiety on students learning is low motivation to learn in a foreign language. It has a negative impact on students by causing them to blank, stammer, be afraid, nervous, and stumble (Zuhri et al., 2022). The research conducted by Zuhri et al have similarities with this research on focus and collecting the data. The differences are goals, method, subject, and research setting. The goals of reseatch Zuhri et. al specific on the level of speaking anxiety and the impact of speaking anxiety on the learning process at second grade students in science and social students of SMA Negeri 1 Parepare, while this research on the factors of students' speaking anxiety and types of speaking anxiety at tenth grade in DPIB 1 of SMK Negeri 1 Klego. Furthermore, method of Zuhri et al used mixed methods research design, the data collected from the questionnaire and interview. While in this research use qualitative method and for the collecting the data use observation, questionnaire, and interview.

The fourth research was conducted by Budi Utomo from Muhammadiyah University of Makassar, "Students' Anxiety in Speaking English". The research aims to explain factors students' anxiety in speaking English. The qualitative descriptive research design was utilized in this research and used questionnaire to collected the data. The subject is the second semester students of English Education Department of Muhammadiyah University of Makassar. The findings show that there are two factors influencing students' anxiety in speaking English that is internal and external factors. The internal factors students' anxiety in speaking English, namely afraid of making mistakes, lack

of self-confidence, shyness, and lack of motivation. And the external factors, namely lack of preparation, limited vocabulary, grammatical error, friend/classmate, and embarrassment (Utomo, 2018). The research conducted by Budi Utomo has similarities with this research on goal and method. The differences are research setting, subject, and technique of collecting data. Budi Utomo's research was conducted at English Education Department of Muhammadiyah University of Makassar and used the second semester students as subjects. While this research is conducted in SMK Negeri 1 Andong at tenth grade students of DPIB 1. Furthermore, technique of collecting the data, Budi Utomo used questionnaire, whereas this research observation, questionnaire, and interview.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study the researcher used a qualitative descriptive method. Qualitative research methods are research methods that based on the philosophy of post-positivism, used to research on natural object conditions, (in contrast to experiments) where the researcher is the key instrument, data collection techniques are carried out triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2013). Qualitative focuses on understanding of social phenomena from the perspective of the participants in a natural setting (Ary et al., 2010).

The researcher conducted observations before carrying out the interviews and questionnaire to validate the data collected in this study. A description of students' speaking anxiety was explored using this method. The researcher described the types of anxiety and factors that influence students' speaking anxiety in the tenth grade of SMK Negeri 1 Klego.

B. Research Setting

1. Setting of Place

The research takes place at SMK N 1 Klego. This school is one of the favourite schools in Boyolali which is strategic because it is located on the side of the highway so it is easy to access. It is located on Jl. Cepresan-Klewor KM.

1,5 Sidorejo, Karangmojo, Klego, Boyolali, and Central Java. There are 5 expertise competencies at SMK Negeri 1 Klego, namely: *Bisnis Kontruksi dan Properti* (Construction and Property Business), *Desain Pemodelan dan Informasi Bangunan* (Building Modeling and Information Design), *Teknik Instalasi Tenaga Listrik* (Electrical Power Installation Engineering), *Teknik Pemesinan* (Mechanical Engineering), *Tata Busana* (Fashion Design). And there are also 10 extracurricular activities, namely scouts (mandatory), badminton, soccer, marching band, band, music, PMR *(Palang Merah Indonesia)*, Paskibra, pencak silat, and volleyball. In addition, there are other infrastructure facilities that support the school, as lamguage laboratory, computer laboratory, library, UKS room *(Unit Kesehatan Sekolah)*, BK room *(Bimbingan Konseling)*, OSIS room *(Organisasi Siswa Intra Sekolah)*, canteen, cooperative, mosque, field or yard, parking area, bathroom, principles room, teacher room, TU room *(Tata Usaha)*, and others.

2. Time of the Research

The research was conducted at SMK N 1 Klego in the academic year 2022/2023.

Table 3.1 Time of the Research

No.	Activity	Septem.	October	Novem.	Decem.	Jan.23	Feb.23	Mar.23	April 23	May 23	June 23
	Title	■									

		1	2	3	4	5	6	7	8	9	10
	Consultation	█									
	Asking Permission	█									
	Pre-Research		█								
	Writing Proposal			█	█	█	█				
	Proposal Seminar							█			
	Do the Research								█		
	Analyzing data								█		
	Consultation and Guidance								█	█	
	Munaqosyah										█

C. Research Subject

In qualitative research, samples are not referred to as respondents, but as sources, or participants, informants, friends and teachers in the research (Sugiyono, 2013). The subject in this research is the students at tenth grade of SMK N 1 Klego in the Academic year of 2022/2023. The researcher selected the students at X *Desain Pemodelan dan Informasi Bangunan or DPIB* (Building Model and Information Design) 2, which consist of 25 students including 15 male and 10 female students.

D. Data and Source of the Data

The goal of the research is to get the data. The data in this study are from observations, questionnaire, and interview. Observations will be made in the classroom to be studied. The interviews will be conducted with one of the English teachers and all students in the DPIB 2 class of SMK Negeri 1 Klego. The questionnaire will be conducted with all of the students in the DPIB 2 class of SMK Negeri 1 Klego.

In order to collect data, the researcher could require sources. Sugiyono (2013) state that there are two data source, there are:

1. Primary Data

    Research data that directly provides data to researchers is called primary data (Sugiyono, 2013). It means, primary sources provide data related to the research problem. For primary sources, the researcher used the result of observations and interviews from one of the English

teachers and tenth grade students DPIB 2 at SMK Negeri 1 Klego Academic Year 2022/2023.

2. Secondary Data

Secondary data comes from various sources that do not directly provide data to data collectors, for example other people or documents (Sugiyono, 2013). Secondary data is useful for supporting primary data. This secondary data is in the form of books, journals, theses or previous research related to this research.

E. Research Instrument

The researcher is the most important instrument in qualitative research. Therefore, researchers as instruments must be "validated" to what extent qualitative researchers are able to do the research. Qualitative researchers as human instruments, function to determine the focus of research, selecting informants as data sources, conducting data collection, assessing data quality, analysis data, interpreting data and making data analysis for conclusions on the findings (Sugiyono, 2013). In this study, the research instrument that uses is observations and interviews. The researcher in this study analysis what types of anxiety do students experience in speaking English and what are cause factors of students' anxiety in speaking English in the tenth grade of SMK N 1 Klego academic year 2022/2023.

F. Techniques of Collecting the Data

In this study, the researcher used observations, interviews, and questionnaire as the techniques of collecting the data.

1. Observation

   According to Sugiyono (2013), observation is a complex process, consisting of various biological processes and psychological processes. Sarwono (2006) states that observation to document the activities, actions, objects in view and other things in the study that need help. Based on the theories above, observation is process monitoring, see the phenomena in subject place.

   The researcher conducted observations to find out how the students are and what they feel anxious about when speaking a foreign language in the learning process. For this reason, researchers make observations to find data. The researcher was a passive participant in this study to get the results. The researcher enters the classroom and follows the teaching method. The researcher observed passively without actively participating in the teaching and learning process in the classroom.

   Observation was conducted to get data about students' anxiety in the teaching and learning process of speaking. In addition, the researcher also used documentation and the teaching learning process to get information. Recording was done by using a recording device, video recorder or voice recorder. Before the class started, the researcher prepared the recording device. Before the class started, the researcher prepared the recording device.

   During the observation, the researcher personally conducted the notes. Finally, the researcher compared the notes and recordings to

confirm the data collected. The recordings are in the form of transcripts and the complete notes taken will be additional evidence. The researcher observed what happened, especially in during the teaching and learning process. The researcher observed the difficulties that students experienced when speaking English.

2. Questionnaire

Ary (2010) stated that questionnaire and interview can be used to collect information from groups of subjects in a study. Survey or questionnaire is the main tool or instrument commonly used to collect data in descriptive survey research (Lodico et al., 2010). According Creswell (2005) stated that an Open-Ended Questions on Questionnaires, means on questionnaires, you may ask some questions that are closed ended some that are open ended. The researcher will use a closed questionnaire to verify the results of observations and interviews and to find out students' specific information about English speaking anxiety.

The questionnaire adapted from the Spielberger for types of anxiety and Horwitz for factors causing speaking anxiety. The score of questionnaires by Likert scale that was categorized into strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD).

The questionnaire consists of thirty statements that the students replied. Statements from the questionnaire by Horwitz & Cope (1986) and Spielberger (1966) are in the following table.

Table 3.2 Questionnaire Blueprint

Aspects	Indicators	Statements
Types of anxiety by Spielberger (1966)	State anxiety	1, 2, 3, 4, 5
	Trait anxiety	6, 7, 8, 9, 10
	Specific-situation	11, 12, 13, 14, 15
Factors causing speaking anxiety by Horwitz (1986)	Communication Apprehension	16, 17, 18, 19, 20
	Test Anxiety	21, 22, 23, 24, 25
	Fear Negative Evaluation	26, 27, 28, 29, 30

To determine the types of speaking anxiety, the researcher scored and categorized each student based on their answers in the questionnaire. The score range of 1-20 included the anxiety type of state anxiety, the score range of 21-40 included the trait anxiety, and the score range of 41-60 included the specific situation anxiety type. Following is the classification range for each anxiety factor: Communication Apprehension (CA): Low (score 5-10) Medium (score 11-15), High (score 16-20). Test Anxiety (TA): Low (score 5-10), Medium (score 11-15), High (score 16-20). Fear of Negative Evaluation (FNE): Low (score 5-10), Medium (score 11-15), High (score 16-20).

3. Interview.

An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be capable of conveying the meaning of a specific topic (Sugiyono, 2013). In this study, researchers will use unstructured interviews, where researchers interview informants freely and only use an outline of the issues to be asked. Unstructured interviews are used by researchers to get data about how challenges and what causes students to feel anxious when speaking English. The researcher conducted the interview according to conditions of the research subject. In this interview, the researcher will ask students with several questions that lead to the subject to be studied.

Table 3.3 Interview Blueprint

No.	Indicators	Questions
1.	Types of Anxiety by Spielberger (1966): State anxiety, Trait Anxiety, Specific-situation anxiety.	1. Do you often feel anxious and worried when speaking English in class? If yes, why? 2. Do you tend to feel anxious and worried

		in general in class? If yes, why?
		3. Are there certain situations that make you feel anxious or worried when speaking in front of the class? If yes, how do you deal with the anxiety and what do you do to feel more confident?
2.	Factors affecting speaking anxiety by Horwitz (1986): communication apprehension, test anxiety, and fear negative evaluation.	4. Do you feel nervous when you don't understand every word the teacher says in English? If yes, why?
		5. Do you tremble when you know that you will be called on to

| | | speak English? If yes, why? |
| | | 6. Are you afraid that other students will laugh at you when you speak in English? If yes, why? |

G. Trustworthiness of the Data

The use of trustworthiness is necessary in this study to reduce bias and the opinion of the researcher. Data can be classified as good data in qualitative analysis if the data is real. Triangulation is used in qualitative research to check data credibility or trustworthiness. The use of triangulation to track differences between data obtained from one informant with other informants. Triangulation can be defined as the use of two or more data collection techniques to examine several aspects of human behaviour. Therefore, a technique is needed that can integrate these differences in data so that accurate and precise conclusions can to be drawn. In credibility testing, triangulation is interpreted as checking data from various sources with different techniques and different times (Sugiyono, 2013).

According to Denzin as cited in (Miles & Huberman, 2014), Triangulation can be categorized into four categories, namely:

1. Data Source triangulation

   Data source triangulation is a type of triangulation that is used to check the validity of data from various sources, such as people, time, and location.

2. Method triangulation

   Triangulation of methods, using various methods to check the accuracy of information and confirm the accuracy of the information, such as: observation, interview documents, etc.

3. Researcher triangulation

   Researcher triangulation, comparing the data collected with other researchers, such as researcher A, B, etc.

4. Theory triangulation

   Triangulation theory is used to compare information from different theoretical points of view.

Based on the types of triangulations mentioned, in this study the researcher will used method triangulation. It will do by comparing the data obtained from the method, such as observation, interview, and questionnaire.

H. Techniques of Analysis the Data

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, breaking it down into units, synthesizing, arranging into patterns, selecting the most important ones to be studied, and making conclusions so that the data can be easily understood by themselves and others

(Sugiyono, 2013). Miles and Huberman 1984 in Sugiyono (2013) suggest that activities in qualitative data analysis are carried out interactively and ongoing continuously until completion, so that the data is saturated. Activities in data analysis namely data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Data reduction is a sensitive thinking process that requires a high degree of intelligence, depth and breadth of insight. Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns. By data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data, and search for it if needed.

2. Data Display

In qualitative research, data presentation can be done in form of brief descriptions, charts, relationships between categories, flowcharts and the similar. In this case Miles and Huberman (1984) state "the most frequent form of displaying data for qualitative research data in the past has been narrative text". The most often used to present data in qualitative research is with narrative text. By displaying the data, it will be easier to understand about what happened, plan further work based on what has been understood.

3. Conclusion Drawing/Verification

Conclusions are still tentative, and will change if there is no found strong evidence to support the next stage of data collection. But if the conclusions put forward at an early stage supported by valid and consistent evidence when researchers return to the field collecting data, then the conclusions put forward is a credible conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, there are two parts to the report: research findings and discussion. The researcher collected the data through observation, questionnaire, and interview. The researcher did questionnaire and interview with all of students at tenth grade of Building Model and Information Design 2 at SMK N 1 Klego in the academic year 2022/2023 on the 22-26 of May 2023. Interviews were conducted based on the flexibility of each student. The researcher conducted the questionnaire and interview in *Bahasa* in order to the students to understand the meaning of it.

A. Research Findings

1. Types of anxiety do students experience in speaking English in the tenth grade of SMK N 1 Klego academic year 2022/2023.

Data for this one research goal was gathered through questionnaire and interviews. There are fifteen statement of questionnaire and three questions of interviews based on the theory from Spielberger (1996) about types of anxiety, including (1) State Anxiety, (2) Trait Anxiety, (3) Specific Situation Anxiety.

Researchers used questionnaires for students to support the results of interviews. Fifteen questionnaires were given to all students in the tenth grade DPIB 2 class consisting of twenty-five students. The aimed to get deeper understanding of the types of anxiety in speaking anxiety.

Table 4.1 The Result of Students Questionnaire's

No	Code of Participants																					
	AS	BAP	DEA	DA	FKS	GOP	GPA	H	IS	KBP	LHS	MAN	MAP	MBA	MRS	MS	NNP	NN	RSK	RND	SIO	SQ
1	A	A	D	D	SA	D	A	D	A	D	A	D	A	A	SD	A	A	A	A	A	A	A
2	D	D	D	D	SA	A	D	A	D	D	D	D	D	SD	SD	D	D	A	SD	A	A	D
3	A	A	D	A	A	SA	A	SA	A	D	A	A	A	SA	SD	A	SA	A	A	SA	A	SA
4	D	D	A	D	SA	D	D	D	D	A	SD	D	D	A	SD	D	D	D	A	A	A	D
5	D	A	D	D	A	D	A	D	A	A	A	D	A	A	SD	D	A	A	A	D	A	A
6	D	A	D	D	SA	SD	D	D	A	D	A	D	SD	D	SD	D	A	A	D	D	A	A
7	D	D	D	D	D	D	A	D	D	D	A	D	D	SA	SD	D	A	D	D	D	D	D
8	A	A	A	D	D	D	A	D	SD	A	SA	D	A	SD	SD	D	A	D	SD	A	SA	A
9	A	A	SD	A	D	A	A	D	A	A	SA	D	A	SD	SD	A	A	A	D	SA	A	A
10	A	A	SD	A	D	A	A	A	D	D	SA	D	A	SA	SD	A	SA	D	SA	A	D	A
11	A	A	A	A	A	A	A	D	A	A	A	D	A	A	SD	D	A	D	A	D	D	A
12	SA	A	SD	A	A	D	D	D	D	A	SA	D	A	D	SD	A	A	A	A	D	A	A
13	A	A	D	A	A	A	A	D	D	A	SA	D	A	D	SD	A	A	A	A	A	A	A
14	A	A	D	D	A	D	A	D	A	D	A	D	A	SA	SD	D	SA	D	A	D	D	A
15	D	D	D	D	D	D	D	D	D	D	A	SD	A	SD	SD	D	SD	SD	SA	SD	SD	D

SA   : Strongly Agree

D   : Disagree

A   : Agree

SD   : Strongly Disagree

To make the readers easy to understanding students' responses, the researcher summarizes the result and divided into positive and negative responses. The positive statements are in number 2 and 4. Meanwhile, negative statements are in number 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 15.

Table 4.2

The Result of Scoring and Categorizing in Students' Anxiety Types

Respondent	Questionnaire Number					Total Score	Types of Anxiety
AS	1	2	3	4	5	40	Trait Anxiety
	3	2	3	2	2		
	6	7	8	9	10		
	2	2	3	3	3		
	11	12	13	14	15		
	3	4	3	3	2		
BA	1	2	3	4	5	40	Trait Anxiety
	2	2	3	2	3		
	6	7	8	9	10		
	3	2	3	3	3		
	11	12	13	14	15		
	3	3	3	3	2		
DE	1	2	3	4	5	30	Trait Anxiety
	2	2	2	3	2		
	6	7	8	9	10		
	2	2	3	1	1		
	11	12	13	14	15		
	3	1	2	2	2		
DA	1	2	3	4	5	30	Trait Anxiety
	2	2	3	2	2		
	6	7	8	9	10		
	2	2	2	3	3		
	11	12	13	14	15		
	3	3	3	2	2		
FK	1	2	3	4	5	44	Specific-Situation
	4	4	3	4	3		
	6	7	8	9	10		
	4	2	2	2	2		
	11	12	13	14	15		
	3	3	3	3	2		
GO	1	2	3	4	5	35	Trait Anxiety
	2	3	4	2	2		
	6	7	8	9	10		
	1	2	2	3	3		
	11	12	13	14	15		
	3	2	3	2	2		
GP	1	2	3	4	5	39	Trait Anxiety
	2	2	3	2	3		
	6	7	8	9	10		
	2	3	3	3	3		
	11	12	13	14	15		
	3	2	3	3	2		
H	1	2	3	4	5	34	Trait Anxiety
	2	3	4	2	2		
	6	7	8	9	10		
	2	2	2	2	3		
	11	12	13	14	15		
	2	2	2	2	2		
IS	1	2	3	4	5	35	Trait Anxiety
	2	2	3	2	3		
	6	7	8	9	10		
	3	2	1	3	2		
	11	12	13	14	15		
	3	2	2	3	2		

	1	2	3	4	5		
KB	2	2	2	3	3	37	Trait Anxiety
	6	7	8	9	10		
	2	2	3	3	2		
	11	12	13	14	15		
	3	3	3	2	2		
	1	2	3	4	5		
LH	3	2	3	1	3	47	Specific-Situation
	6	7	8	9	10		
	3	3	4	4	4		
	11	12	13	14	15		
	3	4	4	3	3		
	1	2	3	4	5		
MA	2	2	3	2	2	30	Trait Anxiety
	6	7	8	9	10		
	2	2	2	2	2		
	11	12	13	14	15		
	2	2	2	2	1		
	1	2	3	4	5		
MAP	1	2	3	2	3	38	Trait Anxiety
	6	7	8	9	10		
	1	2	3	3	3		
	11	12	13	14	15		
	3	3	3	3	3		
	1	2	3	4	5		
MB	2	1	4	3	3	37	Trait Anxiety
	6	7	8	9	10		
	2	4	1	1	4		
	11	12	13	14	15		
	3	2	2	4	1		
	1	2	3	4	5		
MR	1	1	1	1	1	15	State Anxiety
	6	7	8	9	10		
	1	1	1	1	1		
	11	12	13	14	15		
	1	1	1	1	1		
	1	2	3	4	5		
MS	2	2	3	2	2	35	Trait Anxiety
	6	7	8	9	10		
	2	2	2	3	3		
	11	12	13	14	15		
	2	3	3	2	2		
	1	2	3	4	5		
NNP	3	2	4	2	3	44	Trait Anxiety
	6	7	8	9	10		
	3	3	3	3	4		
	11	12	13	14	15		
	3	3	3	4	1		
	1	2	3	4	5		
NN	2	3	3	2	3	39	Trait Anxiety
	6	7	8	9	10		
	3	2	2	3	2		
	11	12	13	14	15		
	3	3	3	4	1		
	1	2	3	4	5		
RS	2	1	3	3	3	39	Trait Anxiety
	6	7	8	9	10		
	2	2	1	2	4		
	11	12	13	14	15		
	3	3	3	3	4		

RN	1	2	3	5	39	Trait Anxiety
	3	3	4	2		
	6	7	8	10		
	2	2	3	3		
	11	12	13	15		
	2	2	3	1		
SI	1	2	3	5	40	Trait Anxiety
	3	3	3	3		
	6	7	8	10		
	3	2	4	2		
	11	12	13	15		
	2	3	3	1		
SQ	1	2	3	5	42	Trait Anxiety
	3	2	4	3		
	6	7	8	10		
	3	2	3	3		
	11	12	13	15		
	3	3	3	2		
VW	1	2	3	5	44	Trait Anxiety
	3	2	3	3		
	6	7	8	10		
	3	3	3	3		
	11	12	13	15		
	3	3	3	3		
ZF	1	2	3	5	46	Specific-Situation
	2	1	4	3		
	6	7	8	10		
	3	4	3	3		
	11	12	13	15		
	3	4	3	3		
ZN	1	2	3	5	38	Trait Anxiety
	2	2	3	3		
	6	7	8	10		
	2	2	2	3		
	11	12	13	15		
	3	3	3	2		

In the table 4.6 shows the result of scoring and categorizing in students' anxiety types. There are 25 respondents who have filled out the questionnaire, 21 of whom fall into the trait anxiety category, 3 respondents experience situation specific anxiety, and there is one respondent who experiences state anxiety.

Interviews were conducted to add to the completeness of the data from the questionnaire about the type of anxiety experienced by students. There were 3 questions based on Spielberger's theory asked to students. Question

number one is about state anxiety, question number two is about trait anxiety, and question number three is about situation specific anxiety. The table below is a display of some of the respondents' answers from the data collected from the interviews.

Table 4.3 Result of Interviews

Respondent	Questions of Interview	Answer of Interview
RN	Apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa inggris di kelas? Jika Ya, kenapa?	"Ya, mbak karena takut diketawain sama temen-temen. Takut jawabannya salah juga. Jadi males buat berpendapat di kelas."
ZN	Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika Ya, kenapa?	"Iya sih mbak, cuman kalo pelajaran bahasa Inggris kaya ngga yakin sama diri sendiri jadi aku jarang aktif dikelas."
ZF	Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi	"Kadang-kadang mbk, kaya ngerasa khawatir kalo salah ngomong dan bingung mau ngomong apa pas di depan. Untuk mengatasinya biasanya aku belajar dulu sih sebelum di

	kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?	panggil ke depan buat ngomong. Jadi engga bingung mau ngejawab apa kalau ditanya."

The students stated that they felt anxious when suddenly asked to speak English, as they had little vocabulary and were confused. Most students pay less attention when the teacher uses full English. They will understand if it has been translated into Indonesian. The interview results showed that 12 respondents experienced trait anxiety, 9 respondents experienced specific situation anxiety, and 4 respondents experienced state anxiety.

2. **The factors causing the students' anxiety in speaking English in the tenth grade of SMK N 1 Klego academic year 2022/2023.**

This data was collected from observation, questionnaire, and interview. Interview was conducted by interviewing all of students in the DPIB 2. There are three questions of interviews and fifteen statements questionnaire based on theory from Horwitz et.al (1986) about factors affecting of speaking anxiety, including (1) Communication Apprehension, (2) Test Anxiety, (3) Fear of Negative Evaluation. The researcher conducted three times observations. The following are field notes from the results of researcher observations.

The first meeting researcher was conducted on Monday, 8 May 2023 at 08.45 until 10.00 am. The teacher begins to enter the classroom. The class leader began to organize his friends to sit down immediately because the teacher was already in the classroom. Then the teacher asked the class leader to lead the prayer. After that, the teacher opened with greetings and asked "how are you" in English. Spontaneously, the students answered compactly. The teacher gave a little motivation about the importance of English in the current era properly and correctly. The teacher gave a question to start the discussion about the material of this first meeting. The questions given by the teacher are "are you interested in signs/symbols?" and "have you ever seen signs/symbols?". Students were silent when the teacher asked in English. When the teacher translated the question, students began to answer but in Indonesian. After answering the questions, the teacher asks students to read the examples of memos, menus, signs, and schedules in the learning book. Students are guided by the teacher to start a discussion about the meaning and structure of memos, menus, signs, and schedules. Students in the class are divided into groups to collect information/data about what are the structures of memos, menus, signs, and schedules. The teacher gives time for students to complete their assignments. After the time was up, the teacher asked each group to read out their work. During the presentation process, almost every group was confused about who would read their work. They pointed to each other to read the results. Some groups read confidently. There were groups that read

hesitantly and quietly. Some read quickly but made many mistakes in pronunciation. After all groups read their work, the teacher gave appreciation to all groups. The teacher gave an evaluation about today's learning, students were asked to continue to hone their skills again in speaking English and dare to express their opinions. Before closing the lesson, the teacher asked the students if there were any questions about today's lesson, but no one wanted to ask. Then, the teacher asked the class leader to lead the prayer before going home. After praying together, the teacher closes the lesson with a greeting.

The second meeting researcher was conducted on Monday, 15 May 2023 at 08.45 until 10.00 am in the morning. In the observation process, the teacher reviewed the previous lesson on Memo, Menu, Schedule, and Signs. Then the teacher started the lesson, after that the teacher immediately asked the students to read some examples of memo, menu, signs and schedule using English in front of the class. After that, the students were guided by the teacher to discuss identifying the linguistic rules of memo, menu, signs and schedule. The students in groups discuss about analysing the language of memo, menu, signs and schedule. After that, they check whether their work is appropriate or not. Next, the representatives presented the results of their discussion. The researcher observed and analysed the students' speaking ability through their performance in front of the class. The students feel nervous, shy, hesitant, and worried. Then the researcher found that the students seemed inhibited

to try to speak in English and it was difficult to express what should be and difficult to express what they were supposed to say. After finishing, the teacher closed the lesson by repeating and giving examples of the material that had been learned. Students were also asked to communicate to the teacher if there was still some material that was not well understood. The teacher asked them to be more self-controlled when going to the front of the class and motivate them to be more energetic in the next meeting. Finally, the teacher closed the lesson by asking one of the students to lead the prayer.

The third meeting was on May 22, 2023 from 8:00 to 10:00 am. The teacher entered the classroom according to the schedule. Once in the classroom, the class leader told his classmates to get ready in their seats. The teacher asked the class leader to lead the prayer. After the prayer, the teacher opened with greetings and a how are you question. The teacher takes attendance and asks where the absent students are. The teacher motivates the students to be enthusiastic in learning, especially in English. Next, the teacher starts the lesson by asking the students to read some examples of memo, menu, signs, and schedule in the learning book. Students are guided by the teacher to discuss about how to compose memo, menu, signs, and schedule. The teacher makes another group to discuss about composing memo, menu, signs and schedule text. Each group can choose one of the memos, menus, signs, and schedules with a predetermined time. After the time is up, each group presents the results

of their discussion in class. There were groups whose work was not finished. They were still confused and afraid of making mistakes when making sentences or words in English. Almost all of the groups that had finished, they presented their group work in front of the class shyly and did not dare to look at the front of the class. There were only two children who were confident and read their group results fluently. The unfinished groups were asked to finish and collect in the next meeting. The teacher gave appreciation to the groups that had completed their work and then gave evaluation or feedback to the groups that had presented. So that the next meeting will be better. The teacher uses English and then translates it into Indonesian so that all students understand what is being explained. Because when the teacher fully uses English, many students do not understand and pay less attention. After giving input and motivation, the teacher asks if there is still material that is unclear or there are other questions. Some students answered in Indonesian and English. After making sure there were no questions, the teacher closed the lesson with a prayer led by the class leader. After praying, the teacher closes with a greeting and returns to the teacher's office.

This questionnaire is used to find out the factors that affect speaking anxiety according to Horwitz's theory. There are 15 statements. Statement number 16-20 about communication apprehension, statement number 20-25 about test anxiety, and statement number 26-30 about fear negative evaluation.

Table 4.4

The Result of Scoring Factors Affecting Students' Speaking Anxiety

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
BA	2	3	3	3	3	3	3	3	2	2	2	2	3	3	3
DE	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1
DA	3	3	3	2	2	3	2	2	3	2	2	3	3	2	3
FK	4	4	4	4	4	3	4	3	4	4	4	4	1	1	1
GO	2	3	1	2	3	3	2	4	4	4	2	2	3	2	4
GP	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3
H	3	3	2	2	3	4	2	3	3	2	2	2	3	3	3
IS	2	3	2	2	2	2	1	2	2	1	2	3	2	2	2
KB	2	4	1	2	4	1	3	1	4	1	1	3	4	2	4
LH	4	4	3	2	4	4	4	4	2	2	4	4	4	4	4
MA	3	2	2	2	2	2	2	2	2	2	3	2	3	2	3
MAP	3	2	3	2	2	2	3	3	3	2	2	3	3	3	2
MB	4	2	2	1	2	3	1	2	2	3	2	2	3	1	2
MR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
MS	3	3	3	2	4	3	2	3	3	2	3	3	2	2	3
NNP	3	3	3	3	3	3	3	2	3	3	3	4	4	3	3
NN	3	3	2	2	3	2	3	2	3	3	3	3	2	4	4
RS	3	3	2	1	2	3	2	3	2	2	1	3	2	2	2
RN	1	3	2	3	3	3	3	2	2	1	3	3	4	4	4
SI	3	3	2	2	3	2	3	2	3	2	3	3	3	3	3
SQ	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3
VW	3	4	2	2	3	3	4	3	3	2	2	4	3	3	4
ZF	3	3	2	4	3	3	3	2	2	2	2	2	3	3	4

Table 4.5

The Results of Total Score and Categorization of Speaking Anxiety Factors

Code	Score	Communication Aphrension	Score	Test Anxiety	Score	Fear Negative Evaluation
AS	12	Medium	14	Medium	16	High
BA	14	Medium	13	Medium	13	Medium
DE	7	Low	5	Low	5	Low
DA	13	Medium	12	Medium	13	Medium
FK	20	High	14	Medium	11	Medium
GO	14	Medium	17	High	13	Medium
GP	13	Medium	15	Medium	15	Medium
H	13	Medium	14	Medium	13	Medium
IS	11	Medium	8	Low	11	Medium
KB	13	Medium	10	Low	14	Medium
LH	17	High	16	High	20	High
MA	12	Medium	10	Medium	13	Medium
MAP	12	Medium	13	Medium	13	Medium
MB	11	Medium	11	Medium	10	Low
MR	5	Low	5	Low	5	Low
MS	15	Medium	13	Medium	13	Medium
NNP	15	Medium	14	Medium	17	High
NN	13	Medium	13	Medium	16	High
RS	11	Medium	12	Medium	10	Low
RN	12	Medium	11	Medium	18	High
SI	13	Medium	12	Medium	15	Medium
SQ	14	Medium	14	Medium	15	Medium
VW	16	High	15	Medium	16	High
ZF	15	Medium	12	Medium	14	Medium
ZN	12	Medium	12	Medium	16	High

The results of the table of Total Score Results and Categorization of Speaking Anxiety Factors show that there are 2 respondents who have communication apprehension with a low level, on average from the number of respondents most have a level of communication understanding with a medium value where there are 20 respondents, and from all respondents there are as many as 3 respondents have a high level in the communication apprehension factor. Further results, there are 4 respondents who have a low level of test anxiety factor, 19 respondents have a medium level of test anxiety, and 2 respondents have a high level of test anxiety factor. And for the last result speaking anxiety with fear

negative evaluation factor. There were 4 respondents with low scores, 14 respondents had medium scores, and 7 respondents had high scores in fear negative evaluation.

Based on the explanation of each factor of speaking anxiety above, it can be concluded that the respondents, on average, have a medium level of speaking anxiety in terms of communication apprehension, test anxiety, and fear of negative evaluation.

The researcher aims to find out the factors of students' speaking anxiety based on interviews from students' opinions. There were 3 questions based on Horwitz's theory to asks students. Questions number one about communication apprehension, question number two about test anxiety, and number three about fear negative evaluation. The table below is a display of the data collected from some the interviews.

Table 4.6

The Result of Interview

Respondent	Questions of Interview	Answer of Interview
MS	Apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika Ya, kenapa?	"Iya mbk, ngga ngerti yang diucapin bu Eny sebelum diterjemahin ke Indonesia. Ngang ngong karna ngga tau artinya dan sebenernya takut tertinggal

		pelajaran karna kan ngga ngerti pas dijelasin"
H	Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika Ya, kenapa?	"Iya lumayan sih mbak, takut gabisa jawab pertanyaan yang dikasih guru sama pake bahasa Inggris."
GP	Apakah kamu takut siswa lain akan menertawakan kamu ketika kamu berbicara dalam bahasa Inggris? Jika Ya, kenapa?	"Iya mbk, biasanya pada diketawain kalo pada maju kedepan terus ngga bisa ngomong pake bahasa Inggris"

Based on table 4.6, the researchers found that the most factors speaking anxiety for respondents in English class is feeling incapable of speaking English in class and in front of their friends. They also talked about concerns that their friends would laugh at them when they make mistakes. Additionally, they feel less confident in their abilities. They think that their other friends are better than them.

B. Discussion

In this section, the researcher will discuss the research findings. There are two issues in this study. The first discussion about the types of speaking anxiety

experienced by students, and the second focuses on the factors that contribute to students' speaking anxiety.

1. **Types of anxiety do students experience in speaking English in the tenth grade of SMK N 1 Klego academic year 2022/2023.**

    According to the research findings, the researcher will discuss the types of anxiety according to Spielberger's theory, which include state anxiety, trait anxiety, and specific situation anxiety that found in the tenth grade of DPIB 2. In the questionnaire, it was found that 21 respondents experienced trait anxiety, 3 respondents experienced specific situation anxiety, and a respondent experienced state anxiety.

    a. State anxiety according to Spielberger (1972) is a type of anxiety that is temporary and specific to a particular situation. State anxiety is temporary anxiety that comes about in certain situations and usually goes away after the situation has ends. Individuals experiencing state anxiety may feel restless, tense and worried in certain situations. However, this anxiety does not last for a long period of time and does not significantly affect the individual's daily life. In the questionnaire results, 1 out of 25 respondents reported experiencing state anxiety. This indicates that the individual is likely to experience temporary anxiety in certain situations.

    b. Trait anxiety can be defined as the possibility of an individual being anxious in any situation (C. Spielberger, 1983). Trait anxiety is anxiety that is more persistent and inherent to an individual's personality characteristics. Individuals with trait anxiety tend to have a tendency to feel anxious and

worried in general, not just in certain situations. This anxiety can affect various aspects of an individual's daily life. In the questionnaire results, 21 out of a total of 25 respondents reported experiencing trait anxiety. This suggests that the majority of respondents in this class have a tendency to feel anxious in general.

c. According to Spielberger (1983) state that "Situation-specific anxiety is defined as an individual tendency to be anxious in a particular time and situation". Situation-specific anxiety is anxiety related to a specific situation or object. Individuals who experience this anxiety may feel anxious or worried when they are in certain situations, such as public speaking, facing an exam, or interacting with strangers. In the questionnaire results, 3 respondents reported experiencing specific situation anxiety. This suggests that a small proportion of this class experience anxiety that is limited to specific situations, compared to the more generalized trait anxiety.

Then based on the interview, the researcher will discuss the types of anxiety according to Spielberger's theory, which include state anxiety (situational), trait anxiety (personality characteristics), and specific situation anxiety. Next, the researcher will compare these findings with the results of interviews conducted with 25 respondents. In the interviews, it was found that 12 respondents experienced trait anxiety, 9 respondents experienced specific situation anxiety, and 4 respondents experienced state anxiety.

a. State anxiety according to Spielberger (1972) is a type of anxiety that is temporary and specific to a particular situation. State anxiety, also known as situational anxiety, is anxiety that arises in response to a specific situation and tends to pass after the situation has ended. To explore state anxiety, the first question asked to respondents based on Spielberger's theory was, "Do you often feel anxious and worried when speaking English in class? If yes, why?". In the interview results, 4 out of 25 respondents reported experiencing state anxiety when speaking English in class. Some of the reasons mentioned were the fear of making mistakes that affect their grading, feeling unconfident in communicating in English, or concerns about classmates' responses. This shows that the situation of speaking English in class triggers state anxiety in a minority of the respondents.

b. Trait anxiety can be defined as the possibility of an individual being anxious in any situation (C. Spielberger, 1983). Trait anxiety is anxiety that is more persistent and inherent to an individual's personality characteristics. To explore trait anxiety based on Spielberger's (1983) theory, the second question posed to the respondents was, "Do you tend to feel anxious and worried in general in class? If so, why?". In the interview results, 12 respondents reported experiencing generalized trait anxiety in the classroom. Some of the reasons mentioned were pressure to achieve good results, feeling insecure about actively participating in class discussions, or fear of judgment from classmates. This suggests that most of the

respondents in this sample group have a tendency to feel generalized anxiety and worry in the classroom.

c. According to Spielberger (1983) state that "Situation-specific anxiety is defined as an individual tendency to be anxious in a particular time and situation". Specific situation anxiety is anxiety related to a specific situation or object. To explore specific situation anxiety based on Spielberger's theory, the third question asked to the respondents was, "Are there specific situations that make you feel anxious or worried when speaking in front of the class? If so, how do you deal with the anxiety and what do you do to feel more confident?". In the interview results, 9 respondents reported experiencing specific situation anxiety when speaking in front of the class. Some of the situations mentioned included presentations, speeches or large group discussions. Respondents who experienced this anxiety noted various coping strategies, such as thorough preparation beforehand, intensive practice, or the use of relaxation techniques. This shows that specific situations when speaking in front of a class trigger anxiety in some respondents, but they also find ways to overcome the anxiety and increase their confidence.

2. **Factors causing the students' anxiety in speaking English in the tenth grade of SMK N 1 Klego academic year 2022/2023.**

After discussing the research findings regarding the types of anxiety experienced by students in speaking English, the researcher now presents the findings regarding the factors that cause students' anxiety in speaking

English based on Horwitz et.al (1986) which states that there are three main factors that trigger speaking anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation. The researcher obtained the data of this finding from observation, questionnaires and interviews.

Based on the results of observations of each factor of student speaking anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation based on Horwitz's theory found in this class. Based on the data from the first, second and third meetings provided, the researcher will discuss the presence of these factors in the context of English learning activities.

Based on the data of the first meeting that has been taken, there are indications of the speculation anxiety factors according to Horwitz. Communication apprehension was seen in the students' silence when asked in English, while fear of negative evaluation was seen in the confusion in the groups about who would read out their work. The test anxiety factor was not evident in the context of this meeting. In the context of English learning, it is important for teachers to understand and address these speaking anxiety factors, so that students can feel more confident in communicating in English and expressing their opinions.

Based on observations in the second meeting, there are factors of speculation anxiety that affect students. The anxiety such as nervousness, embarrassment, doubt, and worry, as well as difficulty in expressing ideas, indicate the presence of communication apprehension in students. These

factors can affect students' ability to speak in English and hinder them in expressing their thoughts and ideas. It is important for teachers to understand and address these speculation anxiety factors, as well as provide motivation and support to students so that they can feel more confident and motivated to speak in English in the next meeting.

Based on Horwitz's theory, the factors of speculation anxiety that emerged in the third meeting, such as communication apprehension, fear of negative evaluation, and test anxiety, were in accordance with the predictions of the theory. It was seen that some students experienced communication apprehension, which is anxiety or fear when communicating in English in front of the class. In addition, there is also a fear of negative evaluation from others. Although not directly related to the test, in the context of learning English in front of the class, some students showed symptoms of test anxiety. They feel anxious and worried when asked to read and present their group work in front of the class. They feel pressure to perform well and avoid mistakes. This factor reflects the presence of test anxiety in students. This can be seen from the attitude of students who are afraid of making mistakes when speaking in English. They feel worried that they will be judged or evaluated negatively if they make mistakes in speaking. This shows that speculation anxiety is a common phenomenon among students in learning English in front of the class. It is important for teachers to understand and accommodate these factors so that students can overcome anxiety and develop their speaking skills better.

Based on the results of the Total Score and Categorization of Speaking Anxiety Factors table, it can be seen that there are several factors that affect students' speaking anxiety based on Horwitz's theory, namely communication apprehension, test anxiety, and fear of negative evaluation.

a. According Horwitz (1986) Communication apprehension as a type of shyness characterized by fear or anxiety that happens when a person communicates with others. Based on the data, there are 2 respondents who have a low level of communication apprehension, 20 respondents have a medium level of communication apprehension, and 3 respondents have a high level of communication apprehension. The communication apprehension factor reflects students' anxiety or fear in communicating in English in front of the class. This is in accordance with Horwitz's theory which identifies communication apprehension as one of the factors affecting speaking anxiety. The students who experience communication apprehension may feel nervous, embarrassed, hesitant, or reluctant to speak in English in front of the class.

b. According Horwitz (1986) test anxiety is defined as a type of performance anxiety that comes from the fear of failure in foreign language acquisition. Based on the data, there were 4 respondents with low test anxiety levels, 19 respondents with medium test anxiety levels, and 2 respondents with high test anxiety levels. The test anxiety factor reflects students' anxiety towards evaluations or tests. In the context of English learning in front of the class, students who experience test anxiety may feel anxious and worried when

asked to read or present their work. They may feel pressure to perform well and avoid mistakes. This is in line with Horwitz's theory which identifies test anxiety as a factor influencing speaking anxiety.

c. According Horwitz (1986) fear of negative evaluation is defined as the act of avoiding evaluation situations. Based on the data, there were 4 respondents with low scores, 14 respondents with medium scores, and 7 respondents with high scores in the fear negative evaluation factor. The fear negative evaluation factor reflects students' fear of negative evaluation from others. Students who experience fear negative evaluation may feel afraid of making mistakes or being judged if they speak in English in front of the class. This is in accordance with Horwitz's theory which identifies fear negative evaluation as a factor affecting speaking anxiety.

Based on the results of the three interview questions that have been conducted, it can be seen that the factors of communication apprehension, test anxiety, and fear of negative evaluation play a role in causing anxiety in speaking English in front of the class. This factor is in line with Horwitz's theory.

In answering the first question about communication apprehension, some respondents stated that they felt nervous when they did not understand every word spoken by the teacher in English. This indicates anxiety in dealing with difficult or unfamiliar communication situations. The communication apprehension factor in this context can be related to the fear of difficulty understanding and responding to conversations in English.

Uncertainty and worry about making mistakes or not understanding correctly can increase this anxiety.

The second question on test anxiety highlights whether respondents tremble when they know they will be called upon to speak English. Some respondents felt anxiety and fear before or when asked to speak in front of the class. Test anxiety in this context relates to the fear of evaluation or judgment that may occur when speaking English. A sense of pressure to perform well and worry about making mistakes can increase this level of anxiety.

The third question revealed whether respondents were afraid that other students would laugh at them when speaking English. This reflects the fear of negative evaluation from others, which can affect the level of confidence in speaking English. Some students said the fear of being bullied or poor judgment from classmates can trigger anxiety in speaking situations in front of the class especially speaking English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This conclusion indicates that speaking anxiety can various from one individual to another. Most students tend to experience trait anxiety, which reflects their general tendency to feel anxious and worried in classroom speaking situations. Some students also experience specific situation anxiety, which means they feel anxious and worried in certain situations when speaking in front of the class. In addition, there are also stduent who experience state anxiety, which indicates that they experience anxiety in certain situations at specific times.

The results showed that observation, questionnaire, and interview in tenth grade of DPIB 2 students in SMK N 1 Klego of was carried out effectively. In conclusion, factors such as communication apprehension, test anxiety, and fear of negative evaluation have a significant impact on students' anxiety level in speaking English in front of the class. Understanding these factors can help teachers and related parties to create a supportive learning environment, which can help students overcome anxiety and improve their speaking ability effectively.

B. Suggestions

There are several suggestions based on the findings of the research mentioned above. The researcher hopes that these suggestions can useful for

students, future researchers, and institutions in general. The following are the details:

1. For Students

    Awareness of anxiety factors in speaking English is very important. Making an effort to identify and understand the source of personal anxiety can help in overcoming and managing such anxiety. Improve English speaking skills, such as practicing speaking with classmates or using online resources to deepen English comprehension and vocabulary.

2. For Future Researcher

    For future researchers, dig deeper into the factors that influence English speaking anxiety in a larger classroom context, involving more respondents and a variety of learning contexts.

3. For Institution

    Create a fun and supportive learning environment for students to develop their speaking skills especially english. Giving opportunities to practice speaking in a structured way and give good feedback. Organize training programs or workshops for English teachers that provide strategies and resources to help students overcome English speaking anxiety.

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APPENDICES

Appendix 1 Form of Questionnaire Transcripts

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama :

No. Absen :

No. HP/WA :

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	**Setuju**	**Tidak Setuju**	**Sangat Tidak Setuju**
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.				
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.				
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.				
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.				
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.				
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas				
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.				

8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.				
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.				
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.				
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.				
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.				
13.	Saya sering mengalami kecemasan yang signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.				
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.				
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.				
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.				
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris				
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi				
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.				

20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.				
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.				
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.				
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.				
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.				
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.				
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.				
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.				
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.				
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.				
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.				

Terimakasih sudah berpartisipasi menjawab ☺

Appendix 2 Questionnaire Transcripts

Student 1

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama : Andre setiawan

No. Absen : 01

No. HP/WA : 0854 - 3296 - 6273

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.		✓		
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.			✓	
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.		✓		
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.			✓	
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.			✓	
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas			✓	
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.			✓	
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.		✓	.	
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.		✓		
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.		✓		
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.		✓		
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.	✓			
13.	Saya sering mengalami kecemasan yang				

No.	Pernyataan					
	signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.		✓			
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.		✓			
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✓		
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.		✓			
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris		✓			
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi					✓
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.			✓		
20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.		✓			
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.		✓			
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.		✓			
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.			✓		
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.		✓			
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.		✓			
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.		✓			
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.		✓			
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.			✓		
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.	✓				
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.	✓				

Terimakasih sudah berpartisipasi menjawab ☐

Students 2

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama : Bustofa Aufi P.

No. Absen : 02

No. HP/WA : 0882 - 1484 - 0177.

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.		✔		
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.			✓	
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.		✓		
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.			✓	
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.		✓		
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas		✓		
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.			✓	
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.		✓		
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.		✓		
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.		✓		
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.		✓		
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.		✓		
13.	Saya sering mengalami kecemasan yang				

	signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.		✓	
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.		✓	
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✓
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.			✓
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris	✓		
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi	✓		
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.	✓		
20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.	✓		
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.	✓		
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.	✓		
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.	✓		
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.		✓	
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.		✓	
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.		✓	
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.		✓	
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.	✓		
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.	✓		
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.	✓		

Terimakasih sudah berpartisipasi menjawab ☐

Student 3

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama   : Dafa Eka Ardianto

No. Absen : 03

No. HP/WA : 0858 0294 3905

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.			✓	
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.			✓	
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.			✓	
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.		✓		
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.			✓	
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas			✓	
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.			✓	
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.		✓		
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.				✓
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.				✓
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.		✓		
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.				✓
13.	Saya sering mengalami kecemasan yang			✓	

	signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.				
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.			✓	
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✓	
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.				✓
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris				✓
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi				✓
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.	✓			
20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.				✓
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.				✓
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.				✓
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.				✓
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.				✓
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.				✓
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.				✓
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.				✓
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.				✓
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.				✓
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.				✓

Terimakasih sudah berpartisipasi menjawab □

Student 4

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama   : Dicky Ardiyansyah

No. Absen   : 04

No. HP/WA : 0813 - 9014 - 4787

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.			✓	
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.			✓	
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.	✓			
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.			✓	
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.			✓	
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas			✓	
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.			✓	
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.			✓	
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.	✓			
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.	✓			
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.	✓			
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.	✓			
13.	Saya sering mengalami kecemasan yang				

	signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.	.	✓		
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.			✓	
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✓	
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.	'	✓		
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris		✓		
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi		✓		
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.			✓	
20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.			✓	
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.		✓		
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.			✓	
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.			✓	
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.		✓		
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.			✓	
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.			✓	
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.		✓		
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.		✓		
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.			✓	
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.		✓		

Terimakasih sudah berpartisipasi menjawab □

Student 5

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama : Faril Kurnia. S.

No. Absen : 05

No. HP/WA : 0882-0032-48280.

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.	✓			
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.	✓			
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.		✓		
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.	✓			
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.		✓		
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas	✓			
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.			✓	
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.			✓	
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.			✓	
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.			✓	
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.		✓		
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.		✓		
13.	Saya sering mengalami kecemasan yang				

		signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.		✔		
14.		Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.		✔		
15.		Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✔	
16		Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.	✔			
17.		Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris	✔			
18.		Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi	✔			
19.		Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.	✔			
20.		Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.	✔			
21.		Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.		✔		
22.		Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.	✔			
23.		Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.		✔		
24.		Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.	✔			
25.		Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.	✔			
26.		Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.	✔			
27.		Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.	✔			
28.		Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.				✔
29.		Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.				✔
30.		Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.				✔

Terimakasih sudah berpartisipasi menjawab ☐

Student 6

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama : Galih Okta Prayoga

No. Absen : 06

No. HP/WA : 0813 - 9014 - 4787

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.			✓	
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.		✓		
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.	✓			
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.			✓	
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.			✓	
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas				✓
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.			✓	
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.			✓	
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.		✓		
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.		✓		
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.		✓		
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.			✓	
13.	Saya sering mengalami kecemasan yang				

No.	Pernyataan				
	signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.		✓		
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.			✓	
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✓	
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.			✓	
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris		✓		
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi				✓
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.			✓	
20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.		✓		
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.		✓		
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.			✓	
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.	✓			
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.	✓			
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.	✓			
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.			✓	
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.			✓	
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.		✓		
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.			✓	
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.	✓			

Terimakasih sudah berpartisipasi menjawab ☐

Student 7

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama : Guruh Pandu A

No. Absen : 07

No. HP/WA : 0821 4310 6679

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.		✓		
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.			✓	
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.		✓		
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.			✓	
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.		✓		
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas			✓	
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.		✓		
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.		✓		
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.		✓		
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.		✓		
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.		✓		
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.			✓	
13.	Saya sering mengalami kecemasan yang				

	signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.		✓		
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.		✓		
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✓	
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.		✓		
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris		✓		
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi			✓	
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.			✓	
20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.		✓		
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.		✓		
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.		✓		
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.		✓		
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.		✓		
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.		✓		
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.		✓		
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.		✓		
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.	✓			
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.	✓			
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.	✓			

Terimakasih sudah berpartisipasi menjawab ☐

Student 8

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama : Hartini

No. Absen : 08

No. HP/WA : 0812 3687 9847

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.			√	
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.		√		
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.	√			
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.			√	
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.			√	
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas			√	
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.			√	
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.			√	
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.			√	
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.		√		
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.			√	
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.			√	
13.	Saya sering mengalami kecemasan yang				

	signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.			✓	
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.			✓	
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✓	
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.		✓		
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris		✓		
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi			✓	
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.			✓	
20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.		✓		
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.	✓			
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.			✓	
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.		✓		
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.		✓		
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.			✓	
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.			✓	
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.			✓	
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.		✓		
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.		✓		
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.		✓		

Terimakasih sudah berpartisipasi menjawab

Student 9

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama : Ibnu Sofiyan

No. Absen : 09

No. HP/WA : 0858 00 616 832

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.		✓		
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.			✓	
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.		✓		
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.			✓	
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.		✓		
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas		✓		
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.			✓	
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.				✓
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.		✓		
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.			✓	
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.		✓		
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.			✓	
13.	Saya sering mengalami kecemasan yang				

No.	Pernyataan				
	signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.			✓	
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.	✓	✗		
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✓	
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.			✓	
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris	✓			
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi			✓	
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.			✓	
20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.			✓	
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.	-		✓	
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.			✗	✓
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.			✓	
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.			✓	
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.				✓
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.			✓	
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.		✓		
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.			✓	
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.			✓	
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.			✓	

Terimakasih sudah berpartisipasi menjawab ☐

Student 10

KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS

Nama : kano Brata Dikara E.P.M

No. Absen : 10

No. HP/WA : 0812-1540-2707

Silahkan mengisi kuisioner di bawah ini dengan mencentang salah satu kolom respon yang sudah disediakan dengan sejujur-jujurnya!! Jangan khawatir keamanan identitas dan jawaban akan terjaga dengan baik.

Selamat menjawab.

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya cenderung merasa cemas dan khawatir berbicara bahasa inggris di dalam kelas.			✓	
2.	Saya dapat berbicara bahasa Inggris di depan teman sekelas saya.			✓	
3.	Saya kurang percaya diri ketika berbicara bahasa Inggris di depan kelas.			✓	
4.	Saya mudah mengambil keputusan ketika berbicara bahasa Inggris di kelas.		✓		
5.	Saya merasa tidak mampu berbicara bahasa Inggris di depan teman sekelas.		✓		
6.	Saya cenderung merasa cemas dan khawatir berbicara secara umum di dalam kelas			✓	
7.	Saya cenderung merasa tegang dan gugup berbicara secara umum ketika berada di kelas.			✓	
8.	Saya sering merasa khawatir dengan penilaian dan pendapat orang lain secara umum terhadap saya di kelas.		✓		
9.	Saya merasa kurang percaya diri dan tidak yakin dengan kemampuan berbicara saya di kelas secara umum.		✓		
10.	Saya sering merasa cemas dan ragu-ragu ketika harus menyampaikan pendapat atau berbicara di depan kelas secara umum.			✓	
11.	Saya merasa cemas dan khawatir saat harus berbicara bahasa inggris memimpin diskusi di depan kelas.		✓		
12.	Saya merasa sangat khawatir dan gugup ketika harus melakukan percakapan dalam bahasa Inggris di depan teman sekelas.		✓		
13.	Saya sering mengalami kecemasan yang				

No.	Pernyataan				
	signifikan saat harus berbicara bahasa inggris di depan kelas yang jumlah siswanya banyak.		✓		
14.	Saya merasa sangat khawatir ketika harus menjawab pertanyaan dalam bahasa Inggris di depan kelas.			✓	
15.	Saya mengalami kecemasan khusus dalam situasi berbicara bahasa inggris di depan kelas membuat saya mengurangi partisipasi dalam kegiatan kelas.			✓	
16	Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara dalam bahasa Inggris di kelas.			✓	
17.	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa Inggris	✓			
18.	Saya merasa kesal ketika saya tidak mengerti apa yang guru koreksi			·	✓
19.	Saya merasa percaya diri ketika saya berbicara bahasa Inggris dalam pelajaran bahasa Inggris.			✓	
20.	Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.	✓			
21.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk berbicara bahasa Inggris.				✓
22.	Saya khawatir tentang konsekuensi dari kegagalan saya berbahasa Inggris di kelas.	·	✓		
23.	Semakin saya belajar untuk tes berbicara bahasa Inggris, saya semakin bingung.				✓
24.	Kelas bahasa Inggris bergerak begitu cepat sehingga saya khawatir tertinggal.	✓			
25.	Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di kelas lainnya.				✓
26.	Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan kata yang saya buat.			·	✓
27.	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya.		✓		
28.	Saya merasa malu untuk memberikan jawaban secara sukarela dengan bahasa Inggris di kelas.	✓			
29.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris.			✓	
30.	Saya merasa gugup ketika guru bahasa mengajukan pertanyaan dengan bahasa inggris yang belum saya persiapkan sebelumnya.	✓			

Terimakasih sudah berpartisipasi menjawab ☐

Appendix 3 Interview Transcripts

Student 1

Name : SA

Time   : Monday, 15 May 2023, at 09.00 am

Researcher   : *"Hai, good morning"*

SA   : *"Morning"*

Researcher   : *"Siap ya tak tanya 5 pertanyaan, ngga usah tegang"*

SA   : *"Agak tegang mbk hehehe"*

Researcher   : *"Gapapa, mulai dari pertanyaan nomor 1 ya"*

SA   : *"Iya mbk"*

Researcher   : *"Apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa inggris di kelas? Jika Ya, kenapa?*

SA   : *"Iya mbk, karna ngga bisa bahasa inggris"*

Researcher   : *"Perasaan kamu gimana pas suruh ngomong bahasa inggris?"*

SA   : *"Deg-degan mbk, soale gatau meh ngomong apa"*

Researcher   : *"Kalau pas ngomong di depan kelas menggunakan bahasa Indonesia tegang ngga?"*

SA   : *"Lumayan sih mbk"*

Researcher   : *"Alasannya kenapa?"*

SA   : *"Karna aku ngga pernah belajar jadi ngga tau materinya gimana"*

Researcher   : *"Pernah disituasi tertentu ngerasain cemas atau khawatir ngga pas ngomong di depan kelas?*

SA   : *"Kayanya pernah mbk"*

Researcher   : *"Terus caranya gimana biar kamu percaya diri dan ngga khawatir?"*

SA   : *"Eumm gimana ya? Paling memberanikan diri aja sih mbk gatau bener apa salah yang penting nyoba ngomong".*

Researcher : *"Okee, selanjutnya apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika Ya, kenapa?"*

SA : *"Iya mbk, lha gatau gurunya ngomong apa jadinya kan gapaham materinya, apalagi kalau ulangan pake bahasa inggris mbk. Tambah gugup aku".*

Researcher : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika Ya, kenapa?"*

SA : *"Iya mbk, karena takut salah ngomong dan kurang paham bahasa inggris jadi ya gitu deh".*

Researcher : *"Apakah kamu takut siswa lain akan menertawakan kamu ketika kamu berbicara dalam bahasa Inggris? Jika Ya, kenapa?"*

SA : *"Iyaa mbk, temen-temen tu suka ngejek kalo pada maju kedepan apalagi kalo melalukan kesalahan tambah-tambah ngejeknya".*

Researcher : *"Untuk mengatasi semua itu kamu melalukan apa?"*

SA : *"Paling ya cuek aja sih mbk, yang penting maju dan dapet nilai".*

Researcher : *"Okee, terimakasih ya sudah mau diwawancara. Semoga bisa lebih baik lagi dan bertemu dilain waktu"*

SA : *"Oke, sama-sama mbk".*

Student 2

Name : **BA**

Time : **Monday, 15 May 2023, at 09.17**

Researcher : *"Hai, apa kabar?"*

BA : *"Alhamdulilah baik mbk"*

Researcher : *"Terima kasih sudah bersedia untuk diwawancarai. Pertanyaan pertama adalah, apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas? Jika ya, kenapa?"*

BA : *"Iya mbk, saya sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas. Saya khawatir bahwa saya akan membuat kesalahan grammar atau pengucapan yang salah".*

Researcher : *"Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika ya, kenapa?"*

BA : *"Iya mbk, saya juga cenderung merasa cemas dan khawatir di dalam kelas secara umum. Saya khawatir bahwa saya tidak akan dapat menjawab pertanyaan dengan benar".*

Researcher : *"Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?*

BA : *"Saya merasa cemas saat harus berbicara di depan kelas ketika saya tidak yakin dengan kemampuan bahasa Inggris saya. Untuk mengatasi biasanya saya meminta bantuan teman saya yang lebih pintar".*

Researcher : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika ya, kenapa?"*

BA : *"Iya mbk, saya sering merasa gemetar ketika saya tahu bahwa akan dipanggil untuk berbicara bahasa Inggris. Ketakutan saya adalah membuat kesalahan atau tidak bisa mengekspresikan diri dengan baik, dan itu membuat saya gugup dan gemetar".*

Researcher : *"Apakah kamu takut siswa lain akan menertawakan kamu ketika kamu berbicara dalam bahasa Inggris? Jika ya, kenapa?"*

BA : *"Ya mbk, saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris. Saya khawatir bahwa mereka akan melihat kelemahan saya dan mencemooh atau mengejek saya."*

Researcher : *"Terimaksih ya sudah menjawab dengan baik. Semoga dengan berlatih semua kecemasanmu dapat berkurang."*

BA : *"Terimakasih juga mbk".*

Student 3

Name : DE

Time   : Monday, 15 May 2023, at 12.30

Researcher   : *"Good afternoon"*

DE   : *"Afternoon, mbk"*

Researcher   : *"Siap ya untuk interview hari ini".*

DE   : *"Iya mbk, insyaallah".*

Researcher   : *"Pertanyaan yang pertama apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas? Jika ya, kenapa?*

DE   : *"Engga sih mbk, tapi aku gabisa ngomong bahasa inggris hehehe"*

Researcher   : *"Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika ya, kenapa?"*

DE   : *"Engga mbk, aku pemberani og hahaha"*

Reseacher   : *"Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?"*

DE   : *"Kadang mungkin mbk, soale bahasa inggris ku jelek. Untuk mengatasinya ya saya tetep nekat aja yang penting maju dan percaya diri gitu".*

Researcher   : *"Apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika ya, kenapa?"*

DE   : *"Iya kadang mbk, bingung aja dengan bahasa yang asing di telinga. Kaya ngomong apa sih gitu".*

Researcher   : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika ya, kenapa?"*

DE   : *"Gimana ya mbk, kadang dipanggilnya acak. Jadi kaya cemas pas lagi ga dengerin terus suruh maju hehe".*

Researcher   : *"Apakah kamu takut siswa lain akan menertawakan kamu ketika kamu berbicara dalam bahasa Inggris? Jika ya, kenapa?"*

DE   : *"Iya lumayan sih mbk, rodok malu aja hehehe."*

Researcher   : *"Okee well. Terimaksih ya sudah menjawab pertanyaan wawancaranya dengan baik. Semoga percaya dirinya bertambah dan lebih baik lagi. Aamiin".*

DE   : *"Siap mbk, makasih".*

Student 4

Name : DA

Time : Monday, 15 May 2023, at 12.45

Researcher : *"Hi, siap ya buat menjawab 5 pertanyaan? Pertanyaan pertama adalah, apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas? Jika ya, kenapa"*

DA : *"Insyaallah mbk"*

DA : *"Iya mbk, takut salah ngomong aja dan belibet pengucapannya"*

Researcher : *"Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika ya, kenapa?"*

DA : *"Terkadang saya merasa tertekan dengan siswa lain dan ekspektasi yang tinggi. Padahal kan belum tentu saya bisa".*

Researcher : *"Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?"*

DA : *"Ada mbk, pas saya tidak yakin dengan kemampuan saya dan saya malu. Untuk mengatasinya apa yaa, biasanya saya terus mencobanya aja sih mbk terus nanti juga bisa percaya diri lama kelamaan".*

Researcher : *"Apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika ya, kenapa?"*

DA : *"Iya sih mbk, takut gapaham materinya aja"*

Researcher : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika ya, kenapa?"*

DA : *"Kadang iya, kadang engga mbk. Tergantung mood saya dan pemahaman materi yang saya tau".*

Researcher : *"Apakah kamu takut siswa lain akan menertawakan kamu ketika kamu berbicara dalam bahasa Inggris? Jika ya, kenapa?"*

DA : *"Hahaha, iya sih mbk, soalnya temen-temen belum mulai ngomong aja udah diketawain apalagi pas ngomong dan salah lagi".*

Researcher : *"Baik, pertanyaan sudah habis. Terimakasih sudah menjawa dengan baik ya. Semoga semakin baik lagi kedepannya. Aamiin".*

DA : *"Iya mbk, makasih juga".*

Student 5

Name : FK

Time : Monday, 15 May 2023, 15.45

Researcher : *"Halo, terima kasih sudah bersedia untuk diwawancarai. Langsung saja ya. Pertanyaan pertama adalah, apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas? Jika ya, kenapa?*

FK : *"Ya mbk, saya sering merasa cemas dan khawatir ketika harus berbicara bahasa Inggris di kelas. Saya khawatir karena kalo buat kesalahan dalam grammar atau pengucapan yang salah, dan takut jika teman sekelas atau guru menilai kemampuan bahasa Inggris saya."*

Researcher : *"Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika ya, kenapa?"*

FK : *"Ya, saya cenderung merasa cemas dan khawatir secara umum di dalam kelas. Saya khawatir saya ngga bisa menjawab pertanyaan dengan baik atau memberikan penjelasan yang jelas".*

Researcher : *"Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?"*

FK : *"Ya mbk, terutama ketika saya harus berbicara di depan kelas yang penuh dengan teman sekelas saya. Saya merasa khawatir bahwa mereka mungkin menertawakan jika saya membuat kesalahan jadi saya ya malu ya khawatir. Untuk mengatasinya saya mencoba mengubah cara berpikir saya dan memahami bahwa setiap kesalahan adalah kesempatan untuk belajar."*

Researcher : *"Apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika ya, kenapa?"*

FK : *"Iya mbk, Saya khawatir bahwa ketidakpahaman saya akan menghambat pemahaman materi pelajaran dan membuat saya tertinggal."*

Researcher : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika ya, kenapa?"*

FK : *"Iyaa mbk, saya sering merasa gemetar ketika saya tahu bahwa akan dipanggil untuk berbicara bahasa Inggris. Saya merasa terbebani untuk tampil baik dan memberikan respon yang tepat padahal kadang saya ngga tau harus ngomong apa karna tidak menguasai materi dan tidak banyak kosa kata yang saya tau".*

Researcher : *"Apakah kamu takut siswa lain akan menertawakan kamu ketika kamu berbicara dalam bahasa Inggris? Jika ya, kenapa?"*

FK : *"Iyaa mbk, saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa Inggris. Saya khawatir mereka akan mengejek saya. Itu membuat saya merasa tidak nyaman dan kurang percaya diri saat berbicara bahasa Inggris di depan teman sekelas."*

Researcher : *"Terima kasih atas jawaban-jawabanmu yang jujur. Semoga dengan berlatih dan mendapatkan dukungan, kecemasanmu dapat berkurang dan kepercayaan dirimu dalam berbicara bahasa Inggris semakin meningkat."*

FK : *"Aamiin, terimakasih Kembali mbk".*

Student 6

Name : GO

Time : Tuesday, 16 May 2023, at 15.30

Researcher : *"Halo, siap saya wawancara sebentar ya?"*

GO : *"Oke mbk".*

Researcher : *"Pertanyaan pertama adalah, apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas? Jika ya, kenapa?"*

GO : *"Engga mbk, tapi rada malu aja sih hehe"*

Researcher : *"Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika ya, kenapa?"*

GO : *"Engga mbk"*

Researcher : *"Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?"*

GO : *"Kadang sih mbk, pas lagi ngga paham materinya dan kurang belajar. Jadi gatau apa yang harus diomongkan. Untuk mengatasinya paling buka buku dulu terus baru disampaikan pendapatnya".*

Researcher : *"Apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika ya, kenapa?"*

GO : *"Kalo itu iya sih mbk, nanti ketinggalan materi dan kaya plongaplongo kalo ditanya"*

Researcher : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika ya, kenapa?"*

GO : *"Kadang iya mbk, pas lagi ngga ada persiapan apa-apa dan tiba-tiba disuruh maju".*

Researcher : *"Oke makasih ya atas jawabannya, semoga lebih baik dan bisa berkurang rasa cemasnya".*

GO : *"Oke mbk, sama-sama".*

Student 7

Name : GP

Time   : Tuesday, 16 May 2023, at 15.45

Researcher   : *"Hi, bis akita mulai wawancaranya?"*

GP   : *"Bisa mbk".*

Researcher   : *"Pertanyaan pertama adalah, apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas? Jika ya, kenapa?"*

GP   : *"Iya mbk, aku khawatir nek diejek sama temen-temen karena salah waktu ngomong pake bahasa inggris".*

Researcher   : *"Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika ya, kenapa?"*

GP   : *"Iya mbk, aku kaya ngga PD gitu pas ngomong di depan orang banyak. Takut gabisa ngomong dan salah. Nervous pas diliatin banyak orang."*

Researcher   : *"Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?"*

GP   : *"Tentu iya mbk, aku ngerasa cemas ketika harus berbicara didepan kelas pas presentasi atau diskusi gitu mbk. Untuk biar bisa lebih PD mungkin aku harus belajar lagi supaya yakin pada diri sendiri".*

Researcher   : *"Apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika ya, kenapa?"*

GO   : *"Iya mbk, aku takutnya karena ngga paham terus ketinggalan materi pelajaran".*

Researcher   : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika ya, kenapa?"*

GO   : *"Iya lah mbk, pasti nanti kalo salah diketawain sama temen-temen"*

Researcher   : *"Baik, terimakasih sudah bersedia menjawab ya. Semoga dengan latihan dan belajar bisa meningkatkan kepercayan diri kamu dalam berkomunikasi menggunakan bahasa inggris."*

GO   : *"Iya mbk, makasih juga yaa."*

Student 8

Name : Hartini

Time   : Tuesday, 16 May 2023, at 16.15

Researcher   : *"Halo, selamat sore"*.

H   : *"Selamat sore mbk"*.

Researcher   : *"Siap ya langsung dengan pertanyaan pertama"*.

H   : *"Bismillah, insyaallah siap mbk"*.

Researcher   : *"Pertanyaan pertama adalah, apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas? Jika ya, kenapa?"*

H   : *"Ya mbk, karna ya takut aja bakalan salah jawab gitu. Takut bakal dimarahin dan bakal malu kan mbk"*

Researcher   : *"Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika ya, kenapa?"*

H   : *"Sebenarnya, aku ngga merasa cemas dan khawatir secara umum di dalam kelas. Tapi pas berbicara bahasa Inggris, kaya was-was dan tegang gitu mbk"*.

Researcher   : *"Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?"*

H   : *"Oiya mbk, terutama pas diminta untuk presentasi di depan kelas. Aku cemas karena perhatian semua orang tertuju padauk hehe. Untuk mengatasi kecemasan tersebut, aku berlatih dengan baik, merencanakan presentasi dengan matang, dan mempersiapkan diri dengan menguasai materi secara mendalam sih mbk. Mungkin itu."*

Researcher   : *"Apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika ya, kenapa?"*

H   : *"Iya mbk kadang, karna banyak kata yang asing ditelinga jadi kurang paham. Takutnya gabisa mengikuti materi pelajaran dengan baik."*

Researcher   : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika ya, kenapa?"*

H   : *"Pastilah mbk, pasti bakal tegang dan panik. Apalagi kalau ngga persiapan apa-apa. Di depan bakal ngang ngong gatau mau ngomong apa"*.

Researcher : *"Apakah kamu takut siswa lain akan menertawakan kamu ketika kamu berbicara dalam bahasa Inggris? Jika ya, kenapa?"*

H : *"Iya mbk, malu banget kalo pas maju terus diketawain sama temen-temen. Apalagi yang cowo-cowo".*

Researcher : *"Baik, terimakasih ya sudah mau menjawab dengan jujur. Semoga bisa lebih baik lagi dari sebelumnya untuk beromunikasi bahasa inggrisnya dan kepercayan dirinya.*

H : *"Aamiin, makasih juga mbk".*

Student 9

Name : IS

Time   : Wednesday, 17 May 2023, at 09.30

Researcher   : *"Hi, selamat pagi".*

IS   : *"Pagi mbk"*

Researcher   : *"Siap ya untuk wawancara hari ini?"*

IS   : *"Insyaallah mbk".*

Researcher   : *"Pertanyaan pertama adalah, apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas? Jika ya, kenapa?"*

IS   : *"Iya mbk, alasannya karena takut salah dan takut respon negative dari guru juga temen-temen yang lain."*

Researcher   : *"Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika ya, kenapa?"*

IS   : *"Iya mbk, aku tuh kurang PD dan banyak takutnya. Takut kalo ngomongnya salah di depan orang banyak".*

Researcher   : *"Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?"*

IS   : *"Ada mbk, biasanya pas disuruh presentasi ke depan. Takut ngga sesuai yang direncanakan, lupa kata-katanya, dan nilai kelompok jadi jelek deh. Cara mengantisipasinya ya dengan berlatih terus menerus dan berpikiran positif mbk".*

Researcher   : *"Apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika ya, kenapa?"*

IS   : *"Iya mbk, gugupnya pas bu guru ngomongnya cepet dan banyak kata yang ngga aku ngerti."*

Researcher   : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika ya, kenapa?"*

IS   : *"Tergantung persiapannya mbk, kalo persiapannya kurang ya bakal gemeter ahahhaha".*

Researcher   : *"Apakah kamu takut siswa lain akan menertawakan kamu ketika kamu berbicara dalam bahasa Inggris? Jika ya, kenapa?"*

IS : *"Iya mbk, temen-temen tu pada rese tapi sering ngetawain kalo temennya maju ato keliatan bingung gitu".*

Researcher : *"Owalah gitu, oke baik. Cukup ya wawancaranya, terimakasih banget udah mau menjawab pertanyaan dengan jujur".*

IS : *"Oke mbk, sama-sama".*

Student 10

Name : KB

Time : Wednesday, 17 May 2023, at 09.45

Researcher : *"Halo, selamat pagi"*

Researcher : *"Langsung saya mulai ya. Untuk pertanyaan pertama adalah, apakah kamu sering merasa cemas dan khawatir ketika berbicara bahasa Inggris di kelas? Jika ya, kenapa?"*

KB : *"Iya mbk hehe, lha aku gapaham sama bahasa inggris mbk"*

Researcher : *"Apakah kamu cenderung merasa cemas dan khawatir secara umum di dalam kelas? Jika ya, kenapa?"*

KB : *"Engga sih mbk, pas pelajaran bahasa inggris aja kayanya."*

Researcher : *"Apakah ada situasi tertentu yang membuat Anda merasa cemas atau khawatir saat berbicara di depan kelas? Jika ya, bagaimana Anda mengatasi kecemasan tersebut dan apa yang Anda lakukan agar merasa lebih percaya diri?"*

KB : *"Eumm ada kayanya mbk, pas suruh mimpin diskusi atau presentasi dikelas. Kan aku gapaham yam bk, bingung mau ngomong apa. Mana pake bahasa inggris lagi. Mau ngga mau ya harus belajar dan berlatih dulu mbkkalo ngga males hehe".*

Researcher : *"Apakah kamu merasa gugup ketika tidak mengerti setiap kata yang diucapkan guru dalam bahasa Inggris? Jika ya, kenapa?"*

KB : *"Dikit mbk, sisanya bingung karna gatau artinya".*

Researcher : *"Apakah kamu gemetar ketika tahu bahwa akan dipanggil untuk berbicara bahasa Inggris? Jika ya, kenapa?"*

KB : *"Lumayan sih mbk, apalagi kalo ngga merhatiin dari awal. Jadi gabisa ngomong apa-apa pas di depan".*

Researcher : *"Apakah kamu takut siswa lain akan menertawakan kamu ketika kamu berbicara dalam bahasa Inggris? Jika ya, kenapa?"*

KB : *"Kadang sih mbk, kadang ya PD aja walaupun ada kesalahan".*

Researcher : *"Oke sudah selesai. Makasih ya sudah mau diwawancara. Semoga tambah baik kedepannya dan lancar berkomunikasi dikelasnya menggunakan bahasa inggris".*

KB : *"Oke mbk siap".*

Appendix 4 Learning Process