

**STUDENTS' ANXIETY IN SPEAKING ENGLISH AT EIGHTH  
GRADE-B OF MTSN 02 SURAKARTA IN ACADEMIC  
YEAR 2022/2023**

**THESIS**

Submitted as a Partial Requirement  
for The Degree in English Language Education



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Thank you for the attention.

*Wassalamu'alaikumWr.Wb.*

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## RATIFICATION

### RATIFICATION

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## **DEDICATION**

*Alhamdulillah* rabbil'alamin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to people who have always loved and supported me at all times. This thesis is dedicated to:

*The writer's beloved parents,*

***H.Mahfudz (alm)***

*And*

***Hj.Mustabsyroh***

*Thanksfor Everything*

## **MOTTO**

*“Success is not the key to happiness. Happiness is the key to success. If you love  
what you are doing, you will be successful.”*

*- Albert Schweitzer –*

*“Apapun yang menjadi takdirmu, akan mencari jalannya menemukanmu.”*

*-Ali bin Abi Thalib-*

## PRONOUNCEMENT

### PRONOUNCEMENT

Name : Aivi Mufdhia Nabila F  
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I hereby sincerely state that the thesis titled "Students' Anxiety in Speaking English at Eighth Grade – B of MTSN 02 Surakarta in 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.

Sukoharjo, 27 November 2023

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The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 27 November 2023

The researcher,



Aivi Mufilha Nabila F



## ABSTRACT

**Aivi Mufdhia Nabila Faridah.**196121166. “*Students' Anxiety in Speaking English at Eight grade – B of MTSN 02 Surakarta in Academic Year 2022/2023*” Thesis. English Education Department, Cultures and Languages Faculty.

Advisor : Dr.NovianniAngraini.M.Pd.

Key Word : Speaking, English, Levels of Anxiety, Student’s Anxiety

In the exploration of challenges faced by students expressing opinions in a foreign language, a notable hindrance is rooted in the psychological dimension specifically, anxiety. The focal point of the research was to assess anxiety levels among students and pinpoint factors contributing to anxiety in the realm of learning English as a Foreign Language (EFL). The chosen research focus was a Grade Eight-B class at MTSN 02 Surakarta for the academic year 2022/2023, adopting a qualitative descriptive method with a case study approach. Data collection involved two instruments:the Foreign Language Class Anxiety Scale questionnaire developed by Horwitz et al. (1986) and a semi-structured interview. Findings indicated that a majority of students fell into the "Mildly Anxious" category, with none classified as "Very Anxious." Specifically, 33% experienced 'Anxious' levels, 43% displayed a tendency toward being 'Mildly Anxious,' and 23% reported feeling 'Relaxed' among the 30 students who participated in the study.

Additionally, this study identified three factors that potentially contribute to foreign language anxiety. First, the teacher factor is a key point, where ineffective teaching methods, lack of interactivity, and negative experiences in the classroom can trigger student anxiety. Second, material factors also play an important role, especially if the material presented is excessive, unstructured, or difficult to understand. Third, student factors include low self-confidence, negative beliefs about language skills, and lack of preparation and understanding in learning. This research involved ten students who had experienced anxiety as participants, highlighting various aspects that influence students' comfort levels in expressing opinions in a foreign language.

In conclusion, the research not only unveiled the prevalence of mild anxiety among the students but also delved into specific factors influencing their psychological state. This comprehensive analysis contributes to a better understanding of the challenges faced by students in expressing opinions using a foreign language, offering valuable insights for educators and curriculum developers to address these hurdles effectively.

## TABLE OF CONTENTS

COVER.....	i
ADVISOR'S SHEET.....	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO.....	v
PRONOUNCEMENT.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLE.....	xiii
LIST OF PICTURE.....	xiv
LIST OF APPENDIX.....	xv
CHAPTER 1 INTRODUCTION.....	1
A. Background of the study.....	1
B. Identification of problem.....	5
C. Limitation of the problem.....	6
D. Formulation of the problem.....	6
E. Objectives of the Study.....	7
F. Benefits of the Study.....	7
1. Theoretical Benefits.....	7
2. Practical Benefits.....	7
G. Definition of key terms.....	8
1. Speaking.....	8
2. Anxiety.....	8
3. Speaking Anxiety.....	9
4. Student's Anxiety.....	9
CHAPTER II LITERATURE REVIEW.....	11
A. Theoretical Review.....	11

1. Concept of Speaking.....	11
2. Concept of Anxiety.....	14
3. Concept of Speaking Anxiety.....	19
B. Previous Related Studies. ....	23
CHAPTER III RESEARCH METHODOLOGY .....	26
A. Research design .....	26
B. Research Setting .....	26
1. Setting of Place.....	26
2. Time of the Research.....	27
C. Research Subject.....	28
D. Data and Sources data.....	29
1. Primary Data.....	29
2. Secondary data.....	29
E. Research Instruments.....	29
F. Techniques of Collecting the Data .....	30
1. Observation.....	32
2. Questionnaires .....	33
3. Interview.....	34
G. Trustworthiness of the data.....	35
H. Techniques of Analysis the data. ....	36
1. The levels of students' speaking anxiety.....	36
2. The Factors of Students' Speaking Anxiety .....	38
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....	41
A. Research Findings.....	41
1. The Result of Questionnaire .....	41
2. The Students' Anxiety Level .....	48
3. The Result of Interview.....	52
B. Discussion.....	59
1. The Level of Students' Speaking Anxiety.....	59
2. The Factor Contribute to Anxiety.....	61
3. Factors Contribute to Anxiety comes From Teacher.....	61

4. Factors Contribute to Anxiety from Material .....	66
5. Factors Contribute to Anxiety come from Students .....	69
CHAPTER V CONCLUSIONS AND SUGGESTIONS .....	77
A. Conclusion .....	77
B. Suggestion .....	78
1. For the Teacher .....	78
2. For the Student .....	79
3. For Future Researcher .....	79
REFERENCES .....	80
APPENDIX .....	83

## LIST OF TABLE

Table 3. 1 Time of Research .....	28
Table 3. 2 Likert's Scoring Table adopted from Horwitz et al. (1986) .....	38
Table 3. 3 FLCAS Anxiety Scale Adapted from Oetting's ScaleT .....	38
Table 3. 4 List of Codes Factors Contribute to Anxiety .....	39
Table 4. 1 The Summary of Student's Scoring and Categorizing .....	51

## **LIST OF PICTURE**

Picture 2 1 Possible anxiety factors adapted from Worde (2003).....	22
Picture 4. 1 The Summary of Student's Anxiety Level .....	60

## **LIST OF APPENDIX**

Appendix 1 Form of Questionnaire Transcripts .....	84
Appendix 2 from Interview/ Wawancara.....	87
Appendix 3 Transcript Interview .....	88
Appendix 4 Student's Scoring and Categorizing .....	101
Appendix 5 Factors Contribute to Anxiety .....	107
Appendix 6 Documentation, Learning Process.....	112

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Study

Speaking for most people is considered the most difficult skill because it covers many aspects of English speaking skills including pronunciation, listening, grammar, and vocabulary. But, if a person wants to speak, he only needs courage and belief that he can do it. Speaking is one of the skills that must be mastered and really must be practiced in the field with other people rather than talking alone (Astrawan, 2013). Speaking 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 a skill that involves using verbal language to communicate. The most important thing that must be considered in mastering speaking skills is that someone must have confidence in mastering speaking skills (Yanto 2015).

In junior high school, students must dare to express their ideas or they can ask something if they don't understand English because to speak good English students must have good grammar and vocabulary. It will be useless if they are not interested and afraid to speak English (Rayani, 2016). The students may have high anxiety when speaking English in front of many people or even just with their friends. One of the factors is that students are too afraid to speak English because if they do not prepare properly while speaking English, they are afraid of making mistakes, other students will laugh at and ridicule these students and their anxiety will be higher than before (Paramasivam, 2015).



Vivin (2019) means that language anxiety is a problem when learning a foreign language. The anxiety in speaking English can be caused by many factors. It might be both internal and external factors. Internal factors consist of fear of making mistakes, shyness, lack of confidence, and lack of motivation, while external factors consist of embarrassment, a limited vocabulary, and grammatical errors (Putra, 2017). Speaking anxiety consists of several kinds, namely; self-perceptions, beliefs, feelings, and behaviors related to learning in the classroom that arise from the uniqueness of the language learning process (Horwitz., 1998). The process of learning English is a unique process because students are asked to communicate using a language they have not mastered perfectly (Joni & Dharmayanti, 2016). Three components of foreign language anxiety are defined by E. K. Horwitz, Horwitz, and Cope (1986); a) communication anxiety, b) negative assessment, and c) test anxiety. According to Brown (2000), Students who show communication apprehension will feel uncomfortable when speaking in a foreign language in front of other people, due to limited language skills, especially speaking and listening skills. Students who experience fear of negative judgment do not perceive language errors as part of the learning process, but as a threat to themselves (Kim & Mattila, 2011).

Anxiety could make an impact on student's learning. It means that if the students have low anxiety, they will be more successful in acquiring English. Rayani (2016) states that the factors that can increase speaking incorrectly and cause an acute sense of anxiety are the lack of vocabulary, improper grammar, and fear of mistakes. In addition, very limited chance to practice can be caused by

insecurity, shyness, and silence that impede natural communication. If they expect that they are going to fail to acquire English, they will not be able to speak English well. states that speaking is one of the key aspects of learning a second or foreign language. Moreover, the student further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. It can be said that being able to speak fluently is essential in student's language learning to communicate both inside and outside the classroom.

To measure English language anxiety as a foreign language, the foreign language anxiety scale (FLCAS) developed by (Drachler & Kirschner, 2012) that measurements of a high level of anxiety can be seen from negative job expectations, and social comparisons, psychophysiological symptoms, and avoidance behavior. Meanwhile Putra (2017) states that there is a relationship between anxiety and learning motivation, showing that students who are integrative motivated have a lower level of anxiety than students who have instrumental motivation. Meanwhile, in the opinion of Liu and Cheng (2014) states that anxiety and motivation are two separate dimensions with overlapping behavioral consequences. In more detail, Young (1991) states that there are six types of sources of anxiety in language classes, namely personal and interpersonal anxiety, student uncertainty about language lessons, instructional uncertainty about language learning, instructor-student interaction, class procedures, and testing.

The researcher conducted pre-research on January 2023 at MTSN 02 Surakarta by discussing with the English teacher and making initial research observations of VIII-B class students. The researcher only focused on class B because after conducting interviews with the teacher, the researcher got the view that students in class VIII - B experienced difficulties when learning to speak in English learning. In addition, after the researcher observed and studied more deeply, the researcher found a problem with students' anxiety in speaking English when the teacher asked students to present and came to the front of the class to present the results of their discussion. Some students still find it difficult to speak English, they feel embarrassed to speak and are afraid, and nervous to say what they want to say, so that makes them not confident when speaking. Those things make students think that speaking English is not easy because they have to speak a new language with high self-confidence. Furthermore, there are still many students who feel anxious when speaking. Because students' grammar and vocabulary skills are still lacking, their self-confidence is disturbed, and they feel uncomfortable. They are afraid of making mistakes when speaking English because, when they do, their friends will laugh and criticize them. In addition, the students don't have the motivation to speak English. Because of this phenomenon, students cannot achieve minimal learning achievement. The researcher concludes that students' anxiety makes it difficult for them to master speaking skills and makes it difficult for them to achieve minimal learning achievement at school.

The following are some previous studies related to this research: first, the research by Septy Indrianty (2016), has similarities with the methods used in collecting and analyzing data, namely data obtained through observation of class interactions and interviews. The difference in this thesis is the topic of student anxiety which only focuses on anxiety levels and anxiety factors. Previous secondary research was research conducted by Fitriah (2019), the similarity in this study is that the object studied is anxious students with speaking skills. Meanwhile, the difference is that the data collection was collected through FLACS (Foreign Language Classroom Anxiety Scale) from 30 students. The last previous research was research conducted by (Ravica 2015). This research has similarities with the method used in collecting and analyzing data, the data was obtained through observations of class interaction and interviews. And the difference from the topic object is implementing the characteristics of a case study.

Based on some of the facts mentioned above, the researcher wants to conduct the research with the title "**Students' Anxiety in Speaking English at Eight grade - B of MTSN 02 Surakarta in Academic Year 2022/2023**".

#### **B. Identification of problem.**

Based on the background above, it has been identified that this research is focused on Students' Anxiety in Speaking English in Eighth grade - B MTSN 02 Surakarta Academic Year 2022/2023, the problems identified are as follows:

1. Students are only silent when asked to speak in English.
2. Students still use Indonesian in English class, so they rarely practice this

language to communicate with their friends and teachers.

3. The level of English vocabulary is low in some students of class VIII MTS 02 Surakarta.
4. Students still lack confidence when speaking English.
5. Students also try to avoid speaking English in class.
6. Some students are less interested in the learning process.
7. Students are afraid of making miscommunication in English.
8. Students forget the words they have prepared, when they come forward so they have low self-confidence.

#### **C. Limitation of the problem.**

In this study, considering the limitations of this research based on limited knowledge and research time, the researchers focused on Students' Anxiety in Speaking English in Eighth grade B with a total of 30 students at MTS N 02 Surakarta, and the object was students of class VIII-B In Academic Year 2022/2023.

#### **D. Formulation of the problem**

Based on the research background described above, the researcher decided to focus on the following relevant questions, the research objectives were formulated as follows:

1. What is the level of students' anxiety in speaking English at eighth grade - B MTS N 02 Surakarta in the academic year 2022/2023?
2. What are the factors causing the student's anxiety in speaking English in eighth grade - B MTS N Surakarta in the academic year 2022/2023?

### **E. Objectives of the Study**

Based on the research background described above, the researcher decided to focus on the following relevant questions, the research objectives were formulated as follows:

1. What is the level of students' anxiety in speaking English at eighth grade-B MTS N 02 Surakarta in the academic year 2022/2023?
2. What are the factors causing the student's anxiety in speaking English in eighth grade - B MTS N Surakarta in the academic year 2022/2023?

### **F. Benefits of the Study.**

In this study, there are two research interests namely:

#### **1. Theoretical Benefits**

The final results of this study are expected to be input into the teaching and learning process, especially to find out the Students' Anxiety in Speaking English at Eighth grade - B MTS N02 Surakarta in the Academic Year 2022/2023, as well as provide additional information and knowledge to readers, especially to students and teachers in the Department of English Education.

#### **2. Practical Benefits.**

- a. For the headmaster.

From this research can improve the quality of students and teachers in mastering speaking English ability in front of the school.

- b. For the teachers.

Hopefully, the findings of this study can be useful for teachers to

better understand students' problems in speaking English and the factors that cause students' difficulties in speaking English, besides that maybe teachers can use more appropriate teaching methods to improve students' speaking skills.

c. For the students.

Respect each other to create a friendly environment. They should also be able to enjoy learning English as a second language while doing so, and they should be prepared before starting to learn or practice.

d. For the researchers

The researcher hopes that this research can provide new knowledge for the student researcher herself on Students' Anxiety in Speaking English at Eighth grade - B MTSN 02 Surakarta in academic year 2022/2023. The researcher hopes that this can develop writing skills and that this research will be carried out by the researcher as one of the requirements for obtaining a bachelor's degree in English Education, Faculty of Education and Teacher Training, the State Islamic University

## **G. Definition of key terms**

There are many terms used in this study, to avoid misunderstandings and misperceptions about the terms used, it is necessary to define the following terms:

### **1. Speaking**

Speaking is one of the four main English skills taught in junior high schools. According to Brown (2001) the purpose of learning English is to enable students to participate in short conversations, ask and answer

questions, find ways to express ideas, and gather information from others. Nunan, (2003) Speaking is a productive oral skill that consists of compiling systematic verbal utterances to convey meaning. Speaking can also be interpreted as a person's ability to express opinions, thoughts, facts, and feelings verbally to other people, animals, and even oneself.

## **2. Anxiety.**

Anxiety is “a subjective feeling of tension, apprehension, apprehension, and apprehension associated with arousal of the autonomic nervous system. According to (Horwitz et al. in (Chan et al., 2019).

## **3. Speaking Anxiety.**

Speaking anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system. According to Anxiety is anxious that experienced by students in situations of speaking a foreign language, anxiety, embarrassment, and afraid of making mistakes in speaking in front of the class

## **4. Student's Anxiety.**

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



about language anxiety, instructor's beliefs about language learning, instructor-learner interaction, classroom procedure, and testing (Young as cited in Tsiplakides & Keramida, 2009).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

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

##### **1. Concept of Speaking**

###### **a. Definition of Speaking**

According to experts, there are varieties of definitions about speaking. Luoma (2009) states that "speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging.

However, because there are so many factors that influence our 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 According to the description, speaking is an important skill because of the aspect of communication between people and each other and can be improved with knowledge and practice, such as communicating or conversing with others.

Speaking is the method by which we encode and transmit our ideas, thoughts, and emotions. In other words, it indicates that we are communicating with someone verbally (Harris, 1974). Students learn how to construct sentences, arrange concepts, and speak language clearly and simply so that the message being delivered may be comprehended. Lado

(1997, p. 240) contrasts this by defining speech as the capacity to convey or express a series 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.

There are several reasons for expressing ideas and opinions involved in speaking: expressing a desire to do something, negotiating or solving a particular problem, or creating and maintaining sociality and friendship (Shaw, 2003). It can be understood that speaking with certainty and accuracy is the primary purpose of speaking, according to Shaw (2003, p. 134) So, since speech is the primary means of verbal communication and the means of expressing thoughts or opinions directly from our minds, students will exchange messages and convey the information they want by speaking.

From some definitions above, the writer concluded that speaking is a systematic process of constructing meanings, ideas, and thoughts to other people based on the context orally and effectively.

#### b. Goal and Functions of Speaking

Speaking is a way to improve communication. According to Nation & Newton(2008), teachers can utilize a balanced activity strategy that incorporates language input, organized output, and communication output to help students improve their oral communication efficiency. Students should be able to communicate effectively, utilizing their skills to the best of their ability. They should make an effort to avoid sending signals that

could be misunderstood due to poor pronunciation, grammar, or vocabulary, and they should respect any communication situation's social and cultural (Putra, 2017).

There are many functions of speaking such as introducing people, expressing necessity, and gratitude, taking leave, identifying an object, asking for directions, expressing agreement and disagreement, expressing a lack of understanding, making decision, making a purchase, etc.

According to Richards (2002), there are three speaking functions. They are discussed as interaction, transaction, and performance. *The first is speaking as an interaction*, which relates to what we often mean by "conversation" and describes how members of the community communicate with each other. Messages are less important than the speakers and how they want to be seen by each other. The second *function, conversations as transactions*, describes situations where the emphasis is on what is said or done. Instead of participants and groups, they engage with, clear and accurate information focused on the center. emphasis is on obtaining goods or services, such as booking.

The third purpose of speaking is as an *appearance, or speaking in front of an audience* to convey information, for example including speeches, class presentations, and public announcements. The researchers concluded that speaking is used to communicate effectively and smoothly based on the arguments mentioned above. Interaction, speech transactions, and speech performance are the last three speech tasks mentioned.

### c. Elements of speaking

A speaker must understand the elements of speaking. According to Harmer (2001: 343 ), in his book *The Practice of English Language Teaching* the speaker must have competence in speaking skills, those are 4 points of 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 use 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

## 2. Concept of Anxiety

### a. The Nature of Anxiety

The definition of anxiety has been expressed by many experts it is one of the most well-documented psychological phenomena. In general, anxiety arises from the human body in response to certain situations. In general, anxiety can be identified with feeling threatened, afraid, tense, or worried. There are several definitions of anxiety found by researchers.

According to Horwitz(2011), Anxiety is a feeling of fear or doom that is accompanied by certain physiological reactions, such as an accelerated heart rate, sweaty palms, and a feeling of tightness in the stomach. Furthermore, basically, when someone has signs of anxiety they don't do things normally as usual, they will overact, more easily forget the material, lose courage, and so on.

According to Cheng, (2009)the anxiety response consists of emotional components, feelings of tension; cognitive components, worries; physiological responses, increased heart rate and blood pressure; And behavioral responses, avoiding certain situations. From several theories above it can be concluded that the researcher explained the meaning of anxiety, so anxiety is an expression that someone can do anything under normal conditions, they lose their minds more easily, over action, panic, and still many more.

#### b. Levels of Anxiety

There are three levels of speaking anxiety. They are high anxiety, moderate anxiety, and low anxiety. High anxiety is indicated if the scores are above 131 points. Moderate anxiety is indicated if the scores are between 98-131. The last, low anxiety is indicated if the score is below 98. The other measurement test of anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz, Horwitz, and Cope (1986). It consists of thirty items. The thirty items ask the participants to respond to some situations reflecting three components.

They are communication apprehension, test anxiety, and fear of negative evaluation. FLCAS is now widely used by researchers to explore learners' foreign language anxiety.

From a psychological aspect, anxiety is differentiated into three levels, they are mild anxiety, moderate anxiety, and severe anxiety.

#### 1) Mildly Anxiety

Mildly anxiety is a feeling that something is different and people with mild anxiety require special attention. Mild anxiety is associated with the tension of everyday life events. The characteristics of people with mild anxiety are unable to sit still, being a little impatient, tending to be alone, wrinkled face, lips tremble, pulse and blood pressure, etc.

#### 2) Moderate Anxiety

Moderate anxiety is a disturbing feeling caused by something different which makes people with moderate anxiety nervous or agitated. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sensitive, unconscious, sound changes, sweating, headaches, back pain, etc.

#### 3) Very Anxiety

This is the highest level of anxiety. Very anxiety is the feeling caused by the belief that something is different which makes them feel that they are being threatened by their surroundings. This usually comes from the response of fear and distress. The characteristics of people with severe anxiety can be seen from their

behavior or feeling that always want to be free, very anxious, agitated, confused, poor eye contact, withdrawal, denial, the need for increased space, shaking, etc.

### c. Types of Anxiety

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

#### 1) State anxiety

According to Ormrod (2011), “state anxiety is temporary anxiety elicited by a threatening situation.” State anxiety is an unpleasant feeling that 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) states that “state anxiety be 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 is felt by 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(Spielberger, 1996)(Spielberger, 1972). Trait anxiety is a kind of anxiety that comes from the body of a person and it is nature in their body. According toHorwitz, (2011), the nature of anxiety is a pattern of responding to anxiety even in non-threatening situations. Such anxiety is part of one's character. People with trait anxiety tend to worry more than most and feel inappropriately threatened by certain things in the environment. In other words, trait anxiety is a person's tendency to be nervous or anxious regardless of the situation.

### 3) Situation-Specific Anxiety

Situation-specific anxiety refers to specific anxiety types that occur systematically over time (Oteir&Al-Otaibi,2019). Spielberger (1983) states that “Situation-specific anxiety is defined as an individual tendency to be anxious at certain times and situations. Situation-specific anxiety relates to a unique fear of certain situations and events. This is due to certain situations or events such as public speaking, exams, or speeches(Luklua, 2021). Situation-specific anxiety can occur in educational settings. Examples are exam anxiety, public speaking anxiety, writing anxiety, and language anxiety. As a result, sufferers often tend to become more fearful and anxious and then leave or avoid class.

Researchers will use this theory for the types of anxiety experienced by students' anxiety in speaking English in eighth-grade students at

MTSN 02 Surakarta in the academic year 2022/2023.

### **3. Concept of Speaking Anxiety**

#### **a. Definition of Speaking Anxiety**

Anxiety to speak is a condition where a person feels afraid and anxious when talking about something, causing a person to have low motivation and lose self-confidence. In speaking anxiety, students will experience difficulties when speaking. This speaking anxiety makes students have low self-confidence to speak in front of or to others. And because of that, they couldn't understand the teacher's explanation. Abraham in Witt (2011) Due to past negative experiences and perceived lack of external influence of circumstances, speech anxiety persists; some depressed people fear that whatever they try to do in the future will be futile. Students with depressed thoughts, for example, might perceive an upcoming speech performance as doomed to failure, given experience in similar contexts and low internal expectancies for success several factors affect students speaking anxiety. Depressed individuals are likely to make negative internal attributions and blame anticipated or perceived failure on their inability to succeed or in this case, to make an effective public speech.

Lightbown (2003) also discusses speaking anxiety and how it can affect language learning. They claim that anxiety is something that relies more on unique situations and factors that can make you feel awkward, such as an oral presentation in front of a larger group of people, for example. Nonetheless, researchers tend to use the word stress in these

cases. However, Lightbown (2003) argues that one can separate acute anxiety or stress from anxiety that interferes with the learning process of a student. Anxiety that interferes with the learning process affects most speaking tasks and is not simply attributed to particular circumstances, such as oral presentations in front of the entire class.

According to Brown (2000, p.80), Foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning a foreign language. As cited in Horwitz et al (2011, p.128) identifies fear of negative evaluation as "worrying about others", judgment, avoiding evaluative situations, and the expectation that others will judge themselves negatively. "Students tend to have a fear of negative judgment from the teacher as the only fluent speaker in the school class and peers in the context of learning a foreign language.

Based on the 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 Contributing to Speaking Anxiety

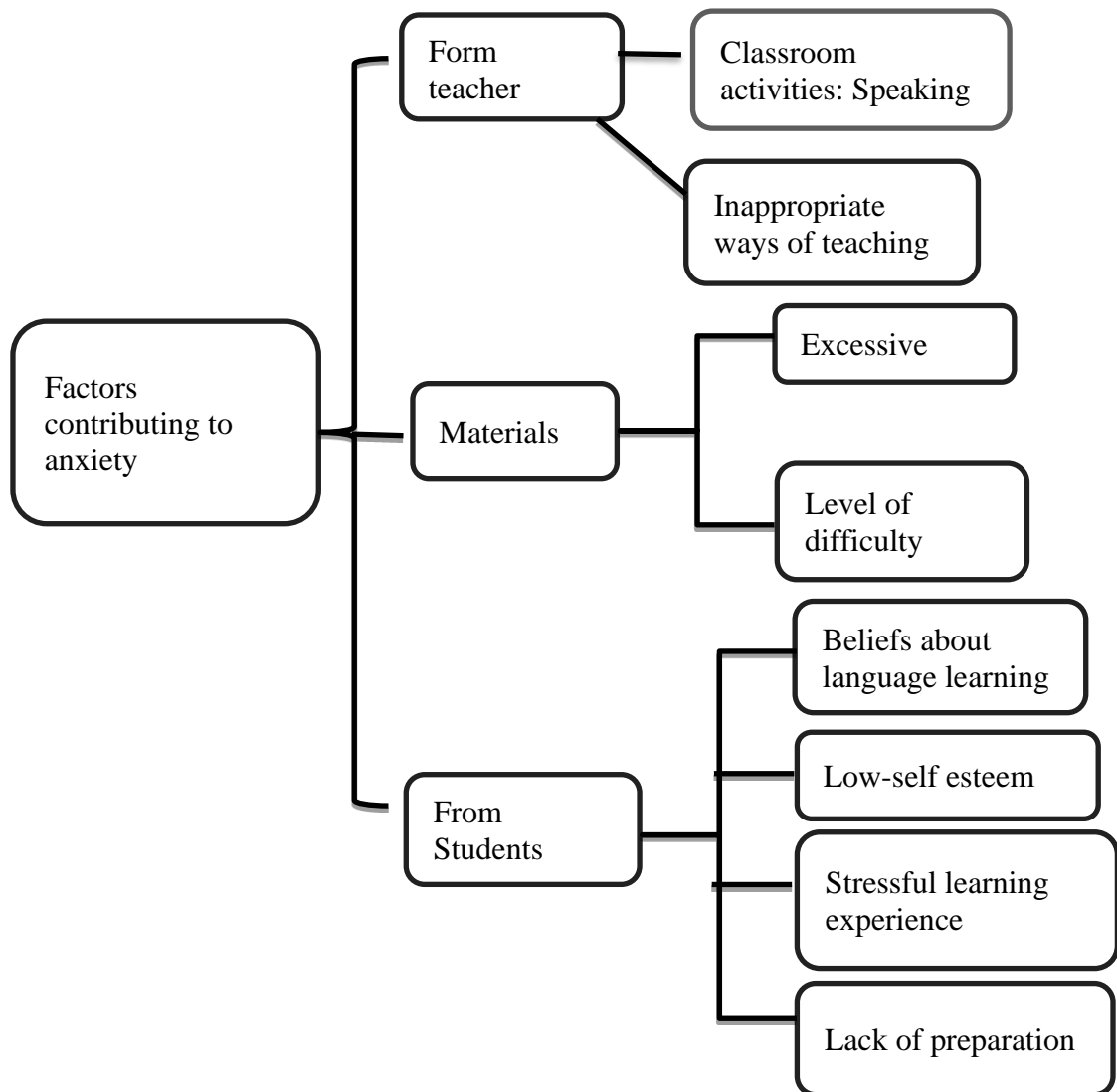
Commonly, anxiety can arise from various sources. Anxiety can be caused by individual and social factors. Individual factor involves students' self-confidence. However, social factors involve teachers' instruction in the teaching and the use of material by the teacher.

Worde (2003) argues that students' fear of misunderstanding what the class says can lead to communication anxiety. In addition, the teaching method can also cause students to feel nervous in the learning process. For this purpose, without threatening to practice speaking English, the teacher must make the class relaxed. The factor from the teacher involves classroom speaking activity and inappropriate ways of teaching. The classroom speaking activity can evoke the fear of negative evaluation by teachers or peers. However, inappropriate ways of teaching are risky to threatening acts and incomprehensible input.

Moreover, in some cases, students often laugh at their peers who make a mistake. It makes students fear of making mistake. Price (1991), found that fear of being laughed at by others is one of the greatest sources of anxiety. They fear making a fool of themselves in public so they prefer to be quiet rather than speak to practice their English.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly.

Here is the illustration of possible factors contributing to anxiety adapted from (Worde, 2003).



Picture 2.1 Possible anxiety factors adapted from Worde (2003)

## **B. Previous Related Studies.**

In this study, researchers conducted research on students' anxiety in speaking English in eighth-grade students of MTS N 02 Surakarta in the 2022/2023 academic year. Several previous researchers have discussed student anxiety, namely:

First, the names of UNS-Postgraduate students Satyawati Eka Wahyuni (2013) with a thesis entitled *Student Anxiety in Speaking Classes and Its Consequences on Speaking Achievement (Case Study of Grade VIII Students in the Bilingual Program at Al Azhar 21 Islamic Middle School, Solo Baru)*. Student Anxiety in Speaking Class and Its Consequences on Their Speaking Achievement. This research was conducted in a bilingual class at SMP Islam Al Azhar 21 Solo Baru from January 2014 to July 2014 using a qualitative case study approach. Researchers used purposive sampling in selecting the participants of this study. The study revealed that; (1) a large number of students experience anxiety when speaking English in class, (2) students are reported to be the most anxious when they take a speaking test, (3) the causes of students' speaking anxiety are student characteristics and class procedures, (4) psycholinguistic symptoms it often happens to students in bilingual programs when they suffer from speaking anxiety, (5) speaking anxiety has a significant impact on speaking achievement 30 students (6) students report that they use preparation as a behavioral strategy to overcome anxiety, (7) teacher maintained a close relationship with students and also use English and Indonesian in the teaching and learning process to overcome students' speaking anxiety.

Second, Student Anxiety in Speaking a Foreign Language: A Case Study in the English Department A student from Lhokseumawe and Al Muslim University Fitriah (2019) with a thesis entitled “Anxiety in Speaking a Foreign Language: A Case Study in the English of a Student from the Department of Iain Lhokseumawe and Al-Muslim University”. Language anxiety is an important area of language teaching and study. This has become a common problem in the EFL context and has profound consequences in language teaching. In addition, several foreign language learners experience feelings of anxiety in their English classes. Therefore, the purpose of this research is to find out some of the factors that influence student anxiety and also to know the type of anxiety experienced by students. Data collection was carried out through FLCAS (Foreign Language Classroom Anxiety Scale) from 30 students of the English Department of IAIN Lhokseumawe and 25 students of Al Muslim University and semi-structured interviews with 6 students as research participants. Data were analyzed descriptively to answer research questions. The results showed that Lhokseumawe IAIN students had a higher level of anxiety than Al Muslim University students. In addition, several factors that cause student anxiety are lack of mental readiness, knowledge of vocabulary, pronunciation, grammar, and previous knowledge about class activities, including anxiety about taking the Anxiety Test.

Third, a student from the Teaching and Education School of the Muhammadiyah University of Surakarta name Septy Indrianty (2016) with a thesis entitled "Student Anxiety in Speaking English (Case Study at a College of

Hospitality and Tourism in Bandung)". students' anxiety in speaking English at one of the College of Hospitality and Tourism in Bandung. This study examines the types of anxiety and sources of anxiety. This study was carried out characteristics from case studies. Data was obtained through observation of class interactions and interviews. Data were analyzed descriptively and interpreted to answer research questions. This study reveals two findings related to the research questions. First, two types of anxiety were demonstrated, namely trait anxiety and situational/state anxiety. Second, students' anxiety in speaking English class comes from three main sources of anxiety, namely communication fear, exam anxiety, and negative evaluation fear. In addition, as revealed by the interview data, lack of vocabulary and lack of preparation also contributed to students' anxiety in speaking.

These findings indicate that teachers need to be more aware of students' anxiety to arouse students' motivation to speak confidently and fluently in English-speaking classes. Therefore, teachers are required to be quite creative in designing better techniques that can encourage students to talk more.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research design**

This research used descriptive qualitative research to analyze students' anxiety in speaking English. Qualitative research is intended to understand what phenomena the research subjects experience. According to Gay et al. (2012), qualitative research involves the collection, analysis, and interpretation of comprehensive narrative and visual (non-numerical) data to gain specific insights about the phenomenon of interest. To validate the data, the researcher presented the results of observations, interviews, and questionnaires of students and teachers which had been analyzed by the researcher.

This research used initial observation techniques before conducting interviews and questionnaires to validate the data collected in this research. Observations are field notes about students during the process of speaking English. Interviews and questionnaires are techniques used by researchers to obtain further information regarding students' anxiety in speaking English. This method is used to explore students' speaking anxiety, including examining the level of anxiety and the factors that influence it in class VIII - B MTS N 02 Surakarta academic year 2022/2023

#### **B. Research Setting**

##### **1. Setting of Place**

This research was conducted at MTS N 02 Surakarta which is located at Jl. Transito, Laweyan District, Surakarta City, Central Java Province. This school

has a large number of students in each class and has 5-6 classrooms. MTS N 02 Surakarta applies the 2013 curriculum and the current full-day school. English lessons at this school are "cross-interest" subjects or as general lessons. Class VIII students of MTS N 02 Surakarta learn English in one week in just two hours. There are also 10 extracurricular activities, namely scouting (compulsory), badminton, football, marching bands, bands music, PMR (*Palang Merah Indonesia*), *Paskibra*, *Karate*, and volleyball. In addition, there are also other school-supporting facilities such as language laboratories, computer laboratories, libraries, UKS rooms (*Unit Kesehatan Sekolah*), BK (*Bimbingan konseling*) rooms, OSIS rooms (*Organisasisiswa intra sekolah*), canteens, cooperatives, and prayer rooms field or yard, parking lot, bathroom, principal's room, teacher's room, TU (*Tata Usaha*) room, and others.

## **2. Time of the Research**

The research was conducted from November 2022 to October 2023, the research schedule can be seen in the table below:

Table 3. 1 Time of Research

Activity	Months												
	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	July 2023	August 2023	September 2023	October 2023	November 2023
Pre-Research													
Proposal Writing													
Consultation and Guidance													
Seminar Proposal													
Conduct research													
Composing Thesis													
Munaqosyah													

### C. Research Subject

In qualitative research, samples are not referred to as respondents, but as sources, participants, informants, and teachers in research (Sugiyono, 2013). The subjects in this study were students of class VIII-B in the 2022/2023 Academic year, and for the English class, the teaching teacher was Mr. Agus, the number of students in class VIII-B was 30 students consisting of 10 male students and 20 female students.

## **D. Data and Sources data**

The purpose of this research is to obtain data. The data in this study came from observations, questionnaires, and interviews. Observation was conducted in the class to be studied. Interviews were conducted with one of the English teachers and all students of class VIII-B MTS N 02 Surakarta. The questionnaire was filled in by all students of class VIII-B MTS N 02 Surakarta.

To collect data, the researcher could require sources. Sugiyono (2013) states that there are two data sources, there are:

### **1. Primary Data**

Research data that directly provides data to researchers is called primary data (Sugiyono, 2013). That is, primary sources provide data related to the research problem. As primary sources, researchers used the results of observations, questionnaires, and interviews from one of the English teachers and students of class VIII B MTs N 02 Surakarta in the 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 Instruments**

The research instrument is a tool or means used by researcher to collect data. Apart from that, some interpret interviews as a form of verbal communication carried out in a structured manner by two or more people, either directly or indirectly.

Instruments can be in the form of observations, questionnaires, and interviews. Researchers are the main instrument in qualitative descriptive research. The main instrument in this research is the researcher himself. Functions to determine the focus of the research, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and conduct data analysis to conclude the findings (Sugiyono, 2013).

In this study, researcher used non-test instruments to obtain data. The non-test instruments used were observation and interviews. Observation in this research is observing or studying carefully and carried out directly at the research location to find out the situation or conditions that occur or to prove the correctness of the research design carried out. Interviews were also used to answer research formulations, related to the aim of student anxiety in speaking English in Class VIII MTS N 02 Surakarta. Unstructured interviews were used by researcher to collect data and researcher asked class VIII students. The researcher started with general guiding questions based on formulas and let students talk freely to avoid misunderstandings. The author explains the nature of the research and that all interviews conducted in Indonesian, the student's first language, to obtain answers without limiting or hindering the students.

#### **F. Techniques of Collecting the Data**

The technique of collecting research data from respondents, this study used two instruments in the form of the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire proposed by Horwitz et al (1986) and semi-structured interviews from students' experiences in learning English. carried out to meet the needs of this research is to find out the factors that might cause their anxiety. anxiety in class VIII-

B MTS N 02 Surakarta.

First, the researcher made observations to find out how their students were and what they felt when they were anxious about speaking a foreign language in the learning process. For this reason, researcher made observations to find data. Researcher are passive participants in this study to get results. The researcher entered the class and followed the teaching method. Researcher observed passively without actively participating in the teaching and learning process in class. Observations were made to obtain data about students' anxiety in the teaching and learning process of speaking. In addition, researcher also used documentation and teaching and learning processes to obtain information. Recording is done using a tape recorder, video recorder, or voice recorder.

Second, the researcher gave the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire for thirty-four seconds to junior high school students. The questionnaires given were collected and data from the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire was analyzed manually using the Oetting scale to categorize students' anxiety levels. The questionnaire that has been analyzed is entered into the table of differentiating percentages of the anxiety levels experienced by the respondents.

The third step is the interview. This is given to look for possible factors that make them feel anxious. Interviews were conducted with ten selected participants. The answers are analyzed based on the theory of several experts and compared with several research results.

## **1. Observation**

According to Sugiyono (2013), observation is a complex process, consisting of various biological processes and psychological processes. According to Sarwono (2006), observation can be used to record activities, behavior, objects seen, and other factors related to research that require assistance. Observation is monitoring the process, and seeing events on the topic, according to the theories above. Researcher make observations to find out how their students are doing and what makes them anxious when speaking a foreign language in the learning process. For this reason, researcher made observations to find data. The researcher is a passive participant in the research to get the results. The researcher entered the class and followed the teaching method. The researcher observed passively without actively participating in the teaching and learning process in the classroom.

Observations were carried out to obtain data about student anxiety in the teaching and learning process of speaking. The researcher also used documentation and the teaching and learning process to obtain information. When carrying out observations the researcher took notes, to verify the information collected, the researcher made a comparison between the notes and the audio. The comprehensive notes take complementary evidence, and the recording in the form of a transcript. Researcher continue to pay attention to what is happening, especially during the teaching and learning process. Researcher paid attention to the difficult students experienced when speaking English.

## 2. Questionnaires

According to Ary (2010), a questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this study, the researcher used a questionnaire to collect data because by using a questionnaire the answers would be well organized. Kahn (2006) A questionnaire is a form that is distributed by researcher and responded to by participants in writing. The questionnaire is structured with closed questions. Theoretically, there are two types of questions in constructing an instrument. These questions are open-ended questions that allow participants to provide their responses, and closed questions that allow researcher to provide response options to participants. Researcher used a closed questionnaire to verify the results of observations and interviews and to find out specific information about students' anxiety in speaking English(Creswell, 2012).

To measure students' anxiety levels, the questionnaire used is an adaptation and translation of the FLCAS (Foreign Language Classroom Anxiety Scale) which was adapted from Spielberger for anxiety types and Horwitz for factors that cause speaking anxiety. This closed questionnaire has been used and validated by many researchers before. FLCAS in its function to measure the level of anxiety felt by foreign language learners has been used by several researcher. This shows high reliability and validity. FLCAS consists of 30 questions with answer choices ranging from 1-5 for each item. Questionnaire with a 5-point Likert scale ranging from “Strongly Agree” (SA), “Agree” (A), “Neither Agree nor Disagree” (NA), “Disagree” (D), and “Strongly Disagree” (SD). The questionnaire was adapted and



translated to suit the respondents.

FLCAS consists of three main types of language anxiety in its questions, those are:

- a. Communication apprehension: 1, 9, 14, 18, 24, 27, 29
- b. Test anxiety: 2, 8, 10, 19, 21
- c. Fear of negative evaluation: 3, 7, 13, 15, 20, 23, 25, 30

### **3. Interview**

Interview is a data collection technique, by interviewing selected individuals as respondents. Furthermore, it is a direct face-to-face effort to obtain a reliable and valid measure in the form of a verbal response from one or more respondents. According to Bungin, (2017) in-depth interviews are a process of obtaining information for research purposes using face-to-face debriefing between interviewers and informants or interviewees, with or without using interview guidelines.

During the initial process with the students, the writer explained the nature of the study and that all interviews would be conducted in Bahasa, the student's first language, to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview.

Each interview took approximately ten minutes and was recorded with the participant's permission. An interview guide focusing on foreign language anxiety. The following questions were asked:

1. Does the unclear presentation of material affect you when practicing speaking? If yes, please explain.

2. Does the teacher's response make you anxious when practicing speaking?  
If yes, please explain
3. How does the level of difficulty of speaking activities in class affect your enthusiasm for learning and comfort? If yes, please explain.
4. Is the material presented not in accordance with the learning module and does this affect your speaking practice? If yes, please explain
5. How do your beliefs about language learning influence your participation in classroom speaking activities? If yes, please explain.
6. Do you feel less confident when practicing speaking in class and does this affect your performance? If yes, please explain.
7. Do anxious learning experiences affect your participation in speaking activities in class? If yes, please explain.
8. Does lack of preparation for speaking activities in class affect your performance and self-confidence? If yes, please explain.?

#### **G. Trustworthiness of the data**

According to Moleong (2018, p. 135) to get appropriate data, being the results of this study are reliable and valid, we need to cross-check data namely data triangulation. Denzin and Lincoln (2017, p. 302) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulation:

1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.

2. Investigator triangulation, refers to the used of more than one researcher in the field to gather and interpret data. Furthermore, investigator triangulation means that the validity of the research in some parts or all can be tested by other researcher. From some researcher' point of view and interpretation of the information obtained and collected in the note, it was hoped there would be the same interpretation that can increase the research validity.
3. Theoretical triangulation, which refers to the used of more than one theoretical position in interpreting data. This is done by comparing the data obtained through methods, such as observation, interviews, and questionnaires.
4. Methodological triangulation, which refers to the used of more than one method for gathering data. Furthermore, methodological triangulation is a triangulation that can be done by the researcher by collecting the same data but using different techniques or methods of collecting data, namely observation, interview, and documentation. Theoretical triangulation was held by the researcher who used the perspective of more than just one theory to discuss the research problem.

## **H. Techniques of Analysis the data.**

To answer the research questions, data analysis is needed that includes the level of anxiety felt by students in speaking English, the sources of their anxiety in speaking English, and the strategies they used to overcome this anxiety. This data analysis aims to understand the extent of students' anxiety levels in speaking English, what makes them feel anxious, and how they try to overcome this anxiety.

### **1. The levels of students' speaking anxiety**

FLCAS consists of two types of statements, namely positive and negative.

The positive statement scale ranges from 1-5 with answers "Strongly Agree" to "Strongly Disagree". Meanwhile, negative statements ranged from 5-1 with answers "Strongly Agree" to "Disagree". There are 8 "positive" statements in the questionnaire, namely numbers 2, 5, 8, 11, 14, 18, 22, and 28. Meanwhile, "negative" statements are numbers 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, and 30.

a. Arrange the Data

So that students are not confused when answering the questionnaire, researchers grouped positive statements and negative statements into two separate groups. So the "positive" statements are numbers 2, 5, 8, 11, 14, 18, 22, and 28 the "negative" statements are numbers 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, and 30.

b. Calculate the Data

The data is calculated manually, and the scores range from 33 to 165. After getting each score from the student's FLCAS results

c. Categorize the Data

The data has been grouped into several levels of anxiety, starting from the highest, namely "Very Anxious," then "Anxious," Mildly Anxious," "Relaxed," and the lowest, namely "Very Relaxed," based on the Oetting scale.

The Likert's scoring scale table to measure students' anxiety level using FLCAS is shown below:

**Table 3. 2 Likert's Scoring Table adopted from Horwitz et al. (1986)**

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

As for the categorization of the anxiety level, the research used an adapted Oetting's scale which consists of 30 items with answers range from 1-5 and a total score of 200.

The following table is the score for each anxiety level perceived by students.

**Table 3. 3 FLCAS Anxiety Scale Adapted from Oetting's ScaleT**

Range	Level
124-165	Very Anxious
165-108	Anxious
107-87	Mildly Anxious
86-66	Relaxed
68-33	Very Relaxed

## 2. The Factors of Students' Speaking Anxiety

The data analysis process can be simplified into three main steps, based on the qualitative analysis framework developed by Miles and Huberman (1994): first, you reduce the data, then you display it, and finally, you draw conclusions.

### a. Data Reduction

The first step in this process involves organizing and significantly transforming the data. The concept of data reduction, as explained by Miles (1994), includes selecting, focusing, simplifying, abstracting, and transforming

data.

In reducing data, the author chose aspects from interview transcriptions and field notes. The author emphasizes, minimizes, or ignores these aspects according to research needs. After that, the author assigns a code to each meaning unit using a code list (table 3.4). Next, the author examines all relevant data sources to create descriptions and themes that will be used in the research findings.

**Table 3. 4 List of Codes Factors Contribute to Anxiety**

<b>Factors Contribute to Anxiety</b>	<b>Code</b>
AF: Factors from teacher	AF-T
AF: Classroom activities: Speaking	AF-CAS
AF: Incomprehensible Input	AF-TII
AF: Factors from Material	AF-M
AF: Excessive	AF-E
AF: Level of difficult	AF-LD
AF: Factors from students	AF-S
AF: Beliefs about learning	AF-SB
AF : Stressful learning	AF-SL/DF
AF: low self-esteem	AF-SB/LO
AF: Lack of preparation	AF-SLK

#### b. Data Display

Data display is the second phase in Huberman's qualitative data analysis model. This phase provides an organized and compressed collection of information that allows conclusions to be drawn. The researcher display data that has been reduced to facilitate the interpretation of the data. This is shown in basic categories such as factors that contribute to language anxiety

c. Conclusion drawing

The conclusions put forward are still temporary and will change if no strong evidence is found that supports the next stage of data collection. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when researchers return to the field to collect data, then the conclusions put forward are credible conclusions.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter has two parts to the report: research findings and discussion. The researcher collected the data through observation, questionnaire, and interview. Researchers conducted a questionnaire and interviewed all students in class Eight – B MTS N 02 Surakarta for the academic year 2022/2023 on 11-15 June 2023. Interviews were conducted based on the flexibility of each student. Researchers conducted questionnaires and interviews in their language so that students understood the meaning.

#### **A. Research Findings**

This chapter consists of research results, data analysis, and discussion. This research was conducted to identify (1) what level of anxiety do students experience in speaking English in class VIII -B MTS N 02 Surakarta in academic year 2022/2023 and (2) what factors do students belief contribute to their anxiety in learning English in class VIII - B MTS N Surakarta in Academic Year 2022/2023. This used descriptive qualitative research method. This research involved 30 students of class VIII MTS N 02 Surakarta. The research data were obtained from questionnaires and interviews.

##### **1. The Result of Questionnaire**

Researchers used a questionnaire called the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire as the first instrument in this research. This questionnaire was adopted from Horwitz, Horwitz, & Cope (1986) which assesses students' anxiety levels during English classes.



The FLCAS consists of a 30-item questionnaire about how anxious foreign language learners feel in the classroom. The respondents for this research were all class VIII students at MTS N 02 Surakarta who answered the questionnaire completely. Apart from that, the complete results of the questionnaire will be attached in Table 4.1 of the results of student questionnaire answers which shows the results of student responses to the FLCAS questionnaire.

**Table 4.1 The Result of Students Questionnaire's Answer**

Respondent	Questionnaire Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	NA	A	NA	A	D	NA	SD	A	A	A	NA	NA	SA	A	A	D
2	A	NA	NA	NA	D	SA	NA	A	NA	D	NA	A	SD	NA	D	D
3	NA	SA	A	SA	A	NA	SA	SD	D	D	A	D	NA	NA	NA	NA
4	D	D	A	D	NA	NA	D	D	D	NA	D	D	D	SA	SA	A
5	SD	A	A	A	NA	NA	A	D	SD	D	SA	NA	NA	D	SD	NA
6	D	SD	A	SD	D	A	NA	A	A	SA	A	SD	SA	NA	NA	SA
7	D	A	A	A	NA	D	D	D	A	NA	NA	A	A	SA	NA	D
8	A	NA	A	SD	SA	NA	SA	NA	D	NA	D	NA	D	SD	D	A
9	D	A	NA	D	NA	SA	NA	D	SA	SA	D	A	A	NA	NA	SD
10	D	A	A	NA	D	SD	NA	NA	NA	D	NA	A	SA	NA	SA	A
11	D	NA	D	D	NA	NA	SA	SD	D	A	A	NA	A	D	SD	NA
12	D	A	A	NA	SA	NA	D	NA	NA	D	A	A	NA	A	NA	A
13	NA	NA	NA	NA	SD	D	SA	NA	D	A	NA	NA	SD	SA	NA	D
14	D	D	NA	SA	A	A	D	D	D	SD	SA	A	NA	D	D	NA
15	NA	NA	D	NA	SA	NA	SA	NA	NA	A	NA	A	D	SA	NA	SA
16	A	SA	A	NA	A	A	SA	SA	D	NA	SA	D	NA	SA	SA	SD
17	NA	SD	A	SA	SA	D	NA	NA	D	D	D	D	SA	NA	SD	NA
18	D	NA	A	SA	D	A	SA	NA	D	NA	A	NA	A	D	NA	NA
19	NA	A	NA	NA	SA	NA	A	SA	NA	SA	A	SD	D	NA	SA	D
20	SA	D	A	SA	SA	NA	D	D	SA	SD	A	A	A	SA	SA	D
21	NA	NA	A	A	NA	NA	NA	SA	SD	NA	A	NA	NA	SD	SD	D
22	D	DA	A	D	A	D	D	NA	NA	NA	A	NA	A	NA	NA	D
23	NA	NA	A	NA	SA	NA	D	NA	NA	D	A	SA	A	D	NA	NA
24	NA	SD	A	NA	NA	A	NA	NA	D	SA	NA	NA	NA	A	SA	NA
25	D	SA	NA	NA	D	NA	A	SA	NA	SA	SA	D	SA	NA	NA	NA
26	NA	SA	SA	SA	NA	D	SA	SA	D	D	S	A	SA	NA	D	A
27	SA	A	NA	NA	SA	A	SD	D	D	NA	SA	NA	D	SA	NA	A
28	NA	NA	NA	NA	SD	SA	NA	SA	D	NA	SA	SA	A	D	SA	D

Respondent	Questionnaire Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
29	D	SA	A	A	SA	A	NA	A	NA	SA	NA	NA	NA	D	NA	NA
30	NA	A	SA	D	A	SA	NA	D	NA	SA	NA	A	SA	NA	SA	A

Respondent	Questionnaire Number															
	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	NA	SA	A	A	D	NA	SD	A	A	A	NA	NA	SA	A		
2	A	NA	NA	NA	D	SA	NA	NA	SA	SD	NA	A	SD	NA		
3	NA	SA	A	SA	A	NA	D	SD	D	D	A	D	NA	NA		
4	D	D	A	D	NA	NA	A	D	D	NA	D	D	D	SA		
5	NA	SA	SA	A	SA	NA	SD	A	SD	NA	SA	NA	NA	D		
6	D	A	A	SD	D	A	A	NA	A	SA	A	SD	SA	NA		
7	D	A	A	A	NA	D	A	D	A	NA	NA	A	A	SA		
8	A	NA	A	SD	SA	NA	NA	NA	D	NA	D	NA	D	SD		
9	D	A	NA	D	NA	SA	A	D	SA	SA	D	A	A	NA		
10	D	A	A	NA	D	SD	A	NA	NA	D	NA	A	SA	NA		
11	D	NA	D	D	NA	NA	SA	SD	D	A	A	NA	A	D		
12	D	A	SA	NA	NA	D	NA	SA	NA	D	SA	A	NA	A		
13	NA	NA	NA	NA	SD	D	SA	NA	D	A	NA	NA	SD	SA		
14	D	D	NA	SA	A	A	SA	SD	D	A	SA	A	NA	D		
15	NA	NA	D	A	A	A	A	A	NA	A	SA	SA	D	SA		
16	A	SA	A	NA	A	A	SA	SA	D	NA	SA	D	NA	SA		
17	NA	SD	A	SA	SA	D	NA	NA	D	A	D	D	SA	NA		
18	D	NA	A	SA	D	A	SA	NA	D	A	A	NA	A	D		
19	NA	A	NA	NA	SA	NA	A	SA	NA	SA	A	SD	D	NA		
20	SA	D	A	SA	SA	NA	D	D	SA	SD	A	A	A	SA		
21	NA	NA	A	A	NA	NA	NA	SA	SD	NA	A	NA	SD	SD		
22	D	DA	A	D	A	D	D	NA	NA	NA	A	NA	A	NA		
23	NA	NA	A	NA	SA	NA	D	NA	NA	D	A	SA	A	D		
24	NA	SD	A	NA	D	SD	NA	NA	NA	D	NA	NA	NA	A		
25	D	SA	NA	NA	D	NA	A	SA	NA	SA	SA	D	SA	NA		
26	NA	SA	SA	SA	NA	D	SA	SA	D	D	S	A	SA	NA		
27	SA	A	NA	NA	SA	A	SD	D	D	NA	SA	NA	D	SA		
28	NA	NA	NA	NA	SD	SA	NA	SA	D	NA	SA	SA	A	D		
29	D	SA	A	A	SA	A	NA	A	NA	SA	NA	NA	NA	D		
30	NA	A	SA	SD	A	SA	NA	D	NA	SA	NA	A	SA	NA		

Yellow columns :Positive Statements NA :Neither Disagree

White columns :Negative Statements D :Disagree  
 SA :Strongly Agree SD : Strongly Disagree  
 A :Agree

To make the readers easy to understanding student's responses, the researcher summarized the result and divided into positive and negative responses as followed in the table below:

**Table4.2 Summarized of Students' Response**

Respondent	Positive Statemen						Negative Statemen					
	SA	A	NA	D	SD		SA	A	NA	D	SD	
1		3	6					15	9			
2	6	1	1		1		1	3	1	3	16	
3	2	3	1	3			5	13	4	2		
4		2	7				1	6	12	5		
5	3	6						14	9	1		
6	5			4			4	6	7	5	2	
7	1	5		3				8		16		
8		7	1	1			1	6	7	10		
9		1	7	1				7	15	2		
10	3	1	2	3			4	8	9	2	1	
11	1	7		1				6	5	11	2	
12		2	7				1	6	11	6		
13		2	7					14	7	3		
14		2	4	3				8	10	6		
15	1	7	1				5	7	11	1		
16	1	6	2		1			15	9			
17	1	2	3	3			6	9	6	3		
18		3	6					15	9			
19	2	3	1	3			5	13	4	2		
20		2	7				1	6	12	5		
21	3	6						14	9	1		
22	5			4			4	6	7	5	2	
23	1	5		3				8		16		
24	6	1	1				1	3	1	3	16	
25	1	7	1				5	7	11	1		
26	1	6	2					8	6	10		
27	1	2	3	3			6	9	6	3		
28		7	1	1			1	6	7	10		
29		1	7	1				7	15	2		
30	3	1	2	3			4	8	9	2	1	
<b>TOTAL</b>	<b>47</b>	<b>131</b>	<b>80</b>	<b>40</b>	<b>2</b>	<b>300</b>	<b>55</b>	<b>225</b>	<b>139</b>	<b>164</b>	<b>40</b>	<b>923</b>

**Positivestatementsarein number:2,5, 8,11,14,18,22, and 28**

**Negativestatementsareinnumber: 1,3,4,6,7,9,10,12,13,15,16,17,19, 20,21, 23,24, 25,26, 27,29, and 30.**

Based on the table above, the researcher found that: positive statements had the highest score of "Agree" (131 responses) and the lowest score of "Strongly Disagree" (2 responses). Then, negative statements have the highest score at "Agree" (225 responses) and the lowest score at "Strongly Disagree" (40 responses).

Further more, the researcher will show other data regarding the percentage of students' preferences for the 30 FLCAS items. This aims to obtain as many student responses as possible to each statement on the FLCAS questionnaire. It is in the following table.

**Table 4.3 The Percentage of Students' Preference**

No	Questionnaire	The Percentage of Students' Preference										Total
		SA	%	A	%	NA	%	D	%	SD	%	
1	I never feel quite sure of myself when I am speaking in my foreign language class.	-	-	22	64%	8	23%	4	11%	-	-	34
2	I don't worry about making mistakes in language class.	6	17%	22	64%	2	5%	4	11%	-	-	34
3	I tremble when I know that I'm going to be called on in language class.	2	5%	8	23%	16	47%	6	17%	2	5%	34
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	-	-	10	29%	14	41%	8	23%	2	5%	34

No	Questionnaire	The Percentage of Students' Preference										Total
		SA	%	A	%	NA	%	D	%	SD	%	
5	It wouldn't bother me at all to take more foreign language classes.	4	11%	16	47%	10	29%	4	11%	-	-	34
6	During language class, I find myself thinking about things that have nothing to do with the course.	-	-	10	29%	14	41%	10	29%	-	-	34
7	I keep thinking that the other students are better at language than I am.	4	11%	16	47%	8	23%	4	11%	2	5%	34
8	I am usually at ease during tests in my language class.	4	11%	12	35%	14	41%	4	11%	-	-	34
9	I start to panic when I have to speak without preparation in language class.	6	17%	12	35%	6	17%	6	17%	4	11%	34
10	During language class, I find myself thinking about things that have nothing to do with the course.	2	5%	18	52%	12	35%	2	5%	-	-	34
11	I don't understand why some people get so upset over foreign language classes.	2	5%	8	23%	14	41%	10	29%	-	-	34
12	In language class, I can get so nervous I forget things I know.	-	-	18	52%	8	23%	6	17%	2	5%	34
13	It embarrasses me to volunteer answers in my language class.	6	17%	6	17%	12	35%	6	17%	4	11%	34
14	I would not be nervous speaking in	6	17%	6	17%	20	58%	2	5%	-	-	34

No	Questionnaire	The Percentage of Students' Preference										Total
		SA	%	A	%	NA	%	D	%	SD	%	
	the foreign language with native speakers.											
15	I get upset when I don't understand what the teacher is correcting.	4	11%	18	52%	10	29%	-	-	2	5%	34
16	Even if I am well prepared for language class, I feel anxious about it.	-	-	18	52%	6	17%	10	29%	-	-	34
17	I often feel like not going to my language class.	-	-	6	17%	10	29%	16	47%	2	5%	34
18	I feel confident when I speak in foreign language class.	6	17%	12	35%	16	47%	-	-	-	-	34
19	I am afraid that my language teacher is ready to correct every mistake I make.	-	-	8	23%	12	35%	12	35%	2	5%	34
20	I can feel my heart pounding when I'm going to be called on in language class.	2	5%	12	35%	12	35%	6	17%	2	5%	34
21	The more I study for a language test, the more confused I get.	6	17%	4	11%	12	35%	10	29%	2	5%	34
22	I don't feel pressure to prepare very well for language class.	4	11%	14	41%	12	35%	2	5%	2	5%	34
23	I always feel that other students speak the foreign language better than I do.	4	11%	14	41%	12	35%	4	11%	-	-	34
24	I feel very self-conscious about speaking the foreign language in front of other students.	2	5%	20	58%	8	23%	4	11%	-	-	34

No	Questionnaire	The Percentage of Students' Preference										Total
		SA	%	A	%	NA	%	D	%	SD	%	
25	Language class moves so quickly I worry about getting left behind.	-	-	10	29%	16	47%	4	11%	4	11%	34
26	I feel more tense and nervous in my language class than in my other classes.	2	5%	12	35%	8	23%	10	29%	2	5%	34
27	I get nervous and confused when I am speaking in my language class.	4	11%	14	41%	8	23%	6	17%	2	5%	34
28	When I'm on my way to language class, I feel very sure and relaxed.	8	23%	10	29%	8	23%	8	23%	-	-	34
29	I get nervous when I don't understand every word the language teacher says.	-	-	14	41%	10	29%	8	23%	2	5%	34
30	I can feel my heart pounding when I'm going to be called on in language class.	2	5%	4	11%	18	52%	8	23%	2	5%	34

## 2. The Students' Anxiety Level

To figure out the level of students' anxiety while in speaking performance, the researcher done the scoring and categorize each student based on their responses in FLCAS questionnaire, as followed by table 4.4 below:

**Table 4.4 The Result of Scoring and Categorizing in Students' Anxiety Level**

Responden	Questionnaire Number															Total Score	Level of Anxiety
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	2	3	2	2	3	3	1	3	2	2	3	3	2	3	2	80	Mildly Anxious

Responden	Questionnaire Number															Total Score	Level of Anxiety
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	2	5	2	2	3	2	2	2	5	3	2	5	2	5		
2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	89	Mildly Anxious
	1	1	1	4	2	2	5	3	5	2	2	1	5	2	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	1	3	2	5	2	5	2	5	2	5	5	1	5	4		
3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	116	Anxious
	5	3	4	4	2	5	5	3	4	5	3	5	5	3	4		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	4	3	3	4	4	3	5	5	5	4	4	4	4	4	4		
4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	89	Relaxed
	1	2	3	3	3	4	2	2	5	3	5	2	3	2	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	2	3	3	1	3	3	3	2	4	5	3	3	4	2		
5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	75	Relaxed
	3	2	4	1	5	3	1	5	1	3	1	3	1	5	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	2	3	2	1	5	1	1	1	5	4	1	3	3	1		
6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	93	Mildly Anxious
	2	1	3	3	2	2	5	3	5	5	5	1	5	2	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	1	3	2	5	3	5	5	3	3	3	2	5	2	1		
7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	98	Mildly Anxious
	1	2	3	3	3	3	4	3	4	3	3	3	4	3	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	4	3	3	4	1	3	3	3	3	4	3	4	5	2	3		
8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	94	Mildly Anxious
	1	1	3	5	3	5	5	1	5	3	2	3	3	1	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	2	1	4	3	4	3	3	4	2	4	4	3	4	4		
9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	106	Anxious
	5	2	2	5	3	3	4	2	3	5	1	2	5	1	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	3	2	5	5	1	4	4	5	3	5	3	4	4	5		
10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	92	Mildly Anxious
	5	1	3	2	5	2	1	5	4	5	3	5	2	1	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	2	1	3	1	2	2	2	5	5	5	4	1	2	3		
11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	112	Anxious
	3	5	2	3	3	3	2	4	3	5	5	3	3	3	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	3	3	3	5	5	5	5	3	3	2	5	3	5	5		



Responden	Questionnaire Number															Total Score	Level of Anxiety
12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	115	Anxious
	3	3	3	4	3	3	3	5	3	3	5	3	3	3	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	3	3	3	5	5	5	3	3	5	5	5	3	5	5		
13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	106	Mildly Anxious
	5	3	3	5	3	2	5	3	4	3	5	3	5	3	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	3	3	5	2	2	3	5	3	3	2	5	3	5	5		
14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	113	Anxious
	3	5	2	3	5	2	3	5	5	5	2	5	2	5	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	2	3	5	2	5	3	3	5	5	5	3	3	5	5		
15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	96	Mildly Anxious
	1	2	3	3	3	3	4	3	4	3	3	3	3	3	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	4	3	3	5	3	3	3	3	3	3	3	4	5	2	3		
16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	109	Anxious
	5	3	3	5	3	2	5	3	4	3	5	3	5	4	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	3	2	5	2	2	4	5	5	3	2	5	3	5	5		
17	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	113	Anxious
	5	5	5	2	3	3	5	4	2	3	2	2	5	2	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	5	5	2	5	2	3	5	3	5	2	5	5	5	5		
18	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	88	Relaxed
	2	3	3	3	3	3	3	5	3	3	3	4	3	3	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	1	3	3	2	4	3	2	3	2	3	3	3	5	3		
19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	86	Relaxed
	3	2	2	3	2	3	4	4	4	3	3	4	2	3	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	2	2	4	2	2	3	3	3	3	3	3	3	3	3		
20	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	83	Relaxed
	4	5	2	3	3	5	3	2	2	3	1	3	1	3	1		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	1	3	1	2	4	3	3	3	5	3	3	2	3	4		
22	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	103	Mildly Anxious
	4	5	5	4	4	4	4	1	1	2	2	1	5	2	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	2	3	2	5	3	5	5	3	3	3	3	3	3	3		

Responden	Questionnaire Number															Total Score	Level of Anxiety
23	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	104	Mildly Anxious
	5	1	4	3	5	5	4	3	4	4	4	4	3	3	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	3	3	5	2	5	4	1	2	3	3	4	3	3	4		
24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	90	Mildly Anxious
	2	3	3	2	3	3	1	5	3	3	3	2	2	5	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	2	1	3	5	2	5	2	3	3	3	3	3	4	5		
25	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	122	Anxious
	5	3	3	5	5	3	4	5	5	4	5	3	5	5	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	4	2	4	4	5	4	2	3	5	4	4	4	5	4		
26	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	97	Mildly Anxious
	4	5	5	5	4	4	4	1	1	2	2	1	5	2	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	1	3	2	5	4	5	5	3	3	3	3	3	3	3		
27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	88	Mildly Anxious
	5	1	4	3	4	3	3	3	4	4	3	4	4	1	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	4	1	1	3	1	1	3	3	3	5	2	3	4	1	4		
28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	102	Anxious
	2	2	1	2	5	1	5	4	4	5	4	3	5	1	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	1	5	5	3	3	5	3	3	5	3	4	3	4	3		
29	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	111	Anxious
	3	2	5	4	5	2	4	3	4	4	1	5	5	5	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	2	3	4	5	5	2	4	3	4	5	2	3	5	2		
30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	79	Relaxed
	2	3	2	2	3	3	1	4	3	3	4	3	2	3	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	2	5	2	2	3	2	2	2	5	3	2	2	2	2		

The following is a summary of the results of the researchers' anxiety level scoring:

**Table 4. 5 The Summary of Student's Scoring and Categorizing**

Range	Level	Result
165 – 124	VeryAnxious	-
123 – 108	Anxious	Anxious :10 Respondents (33%)

107 – 84	MildlyAnxious	MildlyAnxious:13 Respondents (44%)
68–66	Relaxed	Relaxed:7 Respondent (23%)
65–33	VeryRelaxed	-
<b>Jumlah</b>		30 Respondent

### 3. The Result of Interview

The data were gathered through structured interview with the participants who considered to be anxious in English class. The table below is a data display compiled from the interview. It shows what factors that might contribute to the students' anxiety.

**Table 4.6 Factors Contribute to Anxiety**

<b>Respondent</b>	<b>Factors</b>	<b>Participants Answers/Factors Contribute to Anxiety (AF)</b>
1 <sup>st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TSP] Sudden request from the teacher to speak.</li> <li>• [AF-TII] unclear explanation.</li> <li>• [AF-TP] Perception of threatening attitudes from teachers</li> <li>• [AF-SR] Fear of being ridiculed by peers.</li> <li>• [AF-SB/LO] Feels that other students are better.</li> <li>• [AF-SB/DF] Perception that English is difficult.</li> </ul>

		<ul style="list-style-type: none"> <li>• [AF-TII] Difficulty understanding unclear material.</li> <li>• [AF-SB/LO] Limited vocabulary in the material</li> </ul>
<sup>2st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TII] Unclear material</li> <li>• [AF-TP] Unsupportive teacher response</li> <li>• [AF-SL/DF] Lack of confidence in language learning.</li> <li>• [AF-SLK] Anxiety from the learning experience inhibits speaking participation.</li> <li>• [AF-LD] Difficulty in speaking.</li> <li>• [AF-TII] Material inconsistency with the module</li> </ul>
<sup>3st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p>	<ul style="list-style-type: none"> <li>• [AF-T] Material is unclear and difficult to speak.</li> <li>• [AF-TII] The material does not match the module, making you less confident.</li> <li>• [AF-TP] Teacher feedback makes me anxious.</li> <li>• [AF-S] Lack of confidence, reluctant to speak.</li> <li>• [AF-SB] Lack of preparation, lack of confidence.</li> </ul>

	Material Factors	<ul style="list-style-type: none"> <li>• [AF-SL/DF] Activities are difficult, and enthusiasm for learning decreases.</li> <li>• [AF-SLK] Anxiety inhibits speaking participation.</li> <li>• [AF-M] Inappropriate material, lack of confidence.</li> <li>• [AF-LD] Difficulty speaking.</li> <li>• [AF-TII] The material does not match the module.</li> </ul>
<sup>4</sup> st Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-T] The material is unclear, difficult to pronounce.</li> <li>• [AF-TP] Teacher feedback makes me anxious.</li> <li>• [AF-TII] Understand the material.</li> <li>• [AF-T] Difficult to pronounce.</li> <li>• [AF-TII] difficulty understanding material, difficulty forming words.</li> <li>• [AF-TII] Too much material</li> </ul>
<sup>5</sup> st Respondent	Teacher Factors:	<ul style="list-style-type: none"> <li>• [AF-T] The material is unclear, difficult to pronounce.</li> <li>• [AF-TP] The teacher's response made me anxious.</li> <li>• [AF-TII] The presentation of the material is unclear which affects speaking practice.</li> </ul>

	<p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-S] Lacks self-confidence</li> <li>• [AF-SLK] Lack of confidence, difficulty conveying ideas well.</li> <li>• [AF-SB] Lack of preparation reduces performance and confidence.</li> <li>• [AF-TII] The material does not match the module so it makes you less confident.</li> <li>• [AF-LD] speaks.</li> <li>• [AF-M] The material is not suitable, it is difficult to form words</li> </ul>
<sup>6st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TII] Material is not clear.</li> <li>• [AF-TP] The teacher's response made me anxious.</li> <li>• [AF-LD] Difficulty speaking.</li> <li>• [AF-TII] The material does not match the learning module, it is difficult to apply concepts.</li> <li>• [AF-S] Lack of confidence when you don't understand the material.</li> <li>• [AF-SLK] Anxious learning experiences affect participation and concentration.</li> <li>• Material Factors:</li> <li>• [AF-TII] finds it difficult to apply learning concepts.</li> </ul>



9 <sup>st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TII] Insufficient Clarity in Instructional Delivery</li> <li>• [AF-TP] Teacher Response Not Supportive</li> <li>• [AF-S] Beliefs about Learning</li> <li>• [AF-SLK] Anxiety from Learning Experiences Inhibits Speaking Participation</li> <li>• [AF-LD] Difficulty Speaking</li> <li>• [AF-TII] Material Inconsistency with Module</li> <li>• Student:</li> </ul>
10 <sup>st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TII] Clarity of Teaching Lost</li> <li>• [AF-TP] Teacher Response Not Supportive</li> <li>• [AF-SL] Difficulty Speaking</li> <li>• [AF-E] Material Inconsistency with Module</li> <li>• [AF-S] Beliefs about Learning</li> <li>• [AF-SLK] Learning to Inhibit Speaking Participation</li> </ul>

Meanwhile, to collect data through structured interviews, researchers chose



participants who experienced anxiety in English classed. The full interview transcript can also be seen in Appendix, furthermore, it can be seen that unclear explanations and speaking activities were the aspects that bothered the participants the most about English classes. They also spoke of their fear of making mistake and being ridiculed by peers.

Further/then, when asked why feel so anxious, the participants responded that they feel anxious when do not understand what teacher said and do not prepare enough. Again, they also spoke fear of being ridicule by peers so they became anxious. Moreover, they thought that they feel anxious because only had limited vocabulary and grammar knowledge. They also felt that other students are better than them. while asked how people react if someone make a mistake, they all responded that their peers will laugh. The writer also examined the participants' beliefs about English language. Most of the participants also admitted that English was difficult. They thought that they need to know every word to understand what being said in English. They also thought that other students were better than them. Further the participants also asked how teacher influenced their feelings. They responded that the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. Last, the participants suggested that the teacher should teach more slowly and comprehensible by using English moderately. They also wanted the teacher to encourage them and not forced them to practice. Moreover, they argued that group learning and extra time to absorb the lesson would be very helpful.

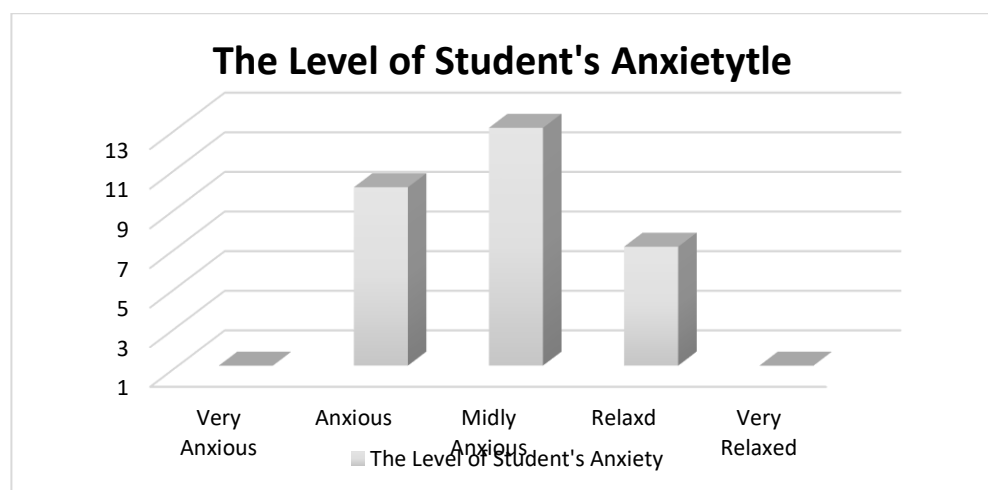
## B. Discussion

In this section, the researcher discussed the result of questionnaire and interview. The writer used qualitative approach in analyzing the results.

### 1. The Level of Students' Speaking Anxiety

Based on the 30 statement items in the FLCAS questionnaire, there were various responses from all respondents. The researcher found that there were 30 students who had different levels of anxiety in learning skills. [1] There are 10 students who experience the "Anxiety" level, and the score range for the "Anxious" level starts from 108-123. [2] There were 13 students who were at the "Mildly Anxious" level, meaning that half of the respondents were in the score range of 87-107. [3] There are 7 students who have the "Relaxed" level, and the score range for this level starts from 66-86. The researcher found that there were no respondents who were at the "Very Anxious" and "Very Relaxed" levels in this study.

To understand more clearly, the researcher presents chart 4.1 which depicts the percentage of students' anxiety levels, which can be seen below:



#### Picture 4.1 The Summary of Student's Anxiety Level

Based on Picture 4.1, it can be seen that the total 30 respondents, only 10 students (33) experienced the "Anxious" level and the most of the respondents are in the normal level of anxiety. This is the highest level of anxiety. Severe anxiety is the feeling caused by the believes that something is different which makes them feel that they are being threaten by their surroundings. This usually comes from the response of fear and distress. The characteristics of people with severe anxiety can be seen from their behavior or feeling that always want to be free, very anxious, agitated, confused, poor eye contact, withdrawal, denial, the need for increased space, shaking, etc.

Later on, more than half of the 13 students (44%) are at the level of "Mildly anxious". It can be a normal condition when many people also feel tense or nervous when they have to perform something in front of other people (especially the lecturer/teacher). Moderate anxiety is disturbing feelings caused by something different which makes people with moderate anxiety become nervous or agitated. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sensitive, unconscious, sound changes, sweating, headaches, back pain, etc.

Meanwhile, there are 7 students (23%) which in the level of "Relaxed" and "Very Relaxed" and their score are in the satisfactory and excellent category. It means they have no problem with their anxiety level. They have low stress level in performing speaking, so that their English productions are good. Mild anxiety is a feeling that something is different and people with

mild anxiety requires special attention. Mild anxiety is associated with the tension of everyday life events. The characteristics of people with mild anxiety are unable to sit still, a little impatient, tend to be alone, wrinkled face, lips tremble, pulse and blood pressure increased, etc.

## **2. The Factor Contribute to Anxiety**

The finding suggested several factors that possibly contribute to the students' anxiety in their English class. It also indicated that those factors were not only come from the teacher but also the students. Based on the findings, the factors that contribute to anxiety could be classified as follows:

### **3. Factors Contribute to Anxiety comes From Teacher**

#### **a. Inappropriate ways of teaching**

Five of the participants (50%) students expressed feeling very worried about having to speak in front of the class. Most of them said that this fear often arises when teachers ask us to practice speaking in front of the class. They feel anxious and lack self-confidence, especially if the teacher's delivery of material is inadequate.

At the same time, there were also other students who expressed their anxiety when they had to speak English. For them, this is a tense moment and makes them feel awkward. Some even admitted that they panicked to the point of sweating when the teacher suddenly asked a question, because they felt they weren't ready or weren't confident in understanding the material.

One student even reported that just being called on by the teacher

caused considerable anxiety. All of this shows that poor delivery of material can have a negative impact on students' anxiety levels, whether when speaking in front of the class, speaking in English, or when asked by the teacher to participate spontaneously. This anxiety factor was proven through observation and confirmed through interviews with the following statements:

*“Saya itu bosan kak, ketika guru hanya membaca dari buku teks tanpa memberikan contoh yang konkret atau menjelaskan dengan cara yang menarik, saya mungkin kehilangan minat dan tidak dapat menyampaikan kembali informasi tersebut dengan baik. Selain itu, jika suasana kelas tidak mendukung dan tidak interaktif, saya mungkin merasa canggung atau takut, Kadang sampai malu takut salah, belum lagi di tambah panik mau berbicara apa nantinya sudah bingung duluan, apalagi kosa kata saya sangat sedikit kak, dan saya kurang pandai berbicara bahasa inggris untuk berbicara di depan teman-teman.” ( Responden 2)*

*“hemmmm gimana ya kak, Kalo materinya gak disampaikan dengan cara yang menarik, kadang aku jadi kehilangan minat buat dengerin. Nah, ini bisa berpengaruh pas kita diminta sharing di depan kelas. Aku jadi agak minder dan bingung gimana caranya biar yang aku sampaikan bisa lebih menarik. Jadi, menurutku, cara guru ngajar itu penting banget buat ngebuat suasana kelas jadi lebih asik dan aku lebih PD waktu ngomong. ( Responden 7)*

*“menurutku berpengaruh sih kak,karena Kadang-kadang, kalo*

*guru menyampaikan materi terlalu blibet, aku jadi kurang semangat dengerinnya. Pas ngomong di depan kelas, susah deh nyari kata yang bikin orang pada ngeh apa yang aku mau sampaikan. Jadi, menurutku, kalo cara ngajar guru nggak bikin mata lebih melek dan hati lebih antusias, bisa bikin aku lebih grogi waktu presentasi” (Responden 4).*

Based on the experiences of students interviewed, it appears that the inadequate way teachers present material can affect students' anxiety levels when speaking in front of the class. Material that is presented in a way that is less interesting or difficult to understand makes students less confident and tends to feel nervous when speaking. This creates an atmosphere that makes students feel anxious, especially because of evaluations from teachers and peers.

Observations also show that these students' anxiety is manifested in various behaviors, such as lowering their voices, reading faster, or even avoiding teachers and peers. Some students even refuse teachers' instructions to practice speaking skills in front of the class, perhaps in an effort to avoid the humiliation or embarrassment that could result from being called on to speak. In this context, special attention needs to be paid to the delivery of material in order to create a supportive environment and minimize students' anxiety levels when speaking in front of the class.

According to Horwitz et al (1986) difficulty in listening to or learning a spoken message are manifestations of communication apprehension. Worde (2003) also noted that incomprehension provoked

considerable amount of anxiety. Moreover, similar result was found by Iizuka (2013) that difficulty in following teachers' talk lead to anxiety.

b. Classroom activities

The results of the interview, most of (50%) students answered the teacher's response or response and received negative criticism which also caused their anxiety in learning English. Interviews with students also showed that some participants felt a bit nervous when they were asked to speak English because they afraid of getting negative criticism from their teachers or peers. they also said that the response from the teacher was negative, he also realized that maybe it was the student's lack of preparation, then the students also added that I realized that the teacher is someone who wants to help us learn and develop, not to assess or judge. So, now I try to see every opportunity to speak in front of teachers as an opportunity to learn and improve my speaking skills. I learned more about the topics being discussed and also developed my communication skills as time went by. This is proven by the results of the interview below.

*“Agak deg-degan sih kak. Kadang-kadang saya khawatir tentang apa yang akan saya katakan, takut salah, atau malah nggak bisa menjawab pertanyaan guru. Jadi, bisa dibilang, saya agak cemas gitu. Tapi, ya, kadang juga seru sih, setelahnya ngerasa lebih percaya diri, dan kadang dapat pujian dari guru. Tapi tetep aja, rasanya cemas itu selalu ada waktu kelas berbicara”. ( Responden 1)*

*“Ah, iya, jadi, kalau misalnya guru menyuruh saya untuk*

*berbicara di depan kelas, rasanya campur aduk deh. Di satu sisi, excited sih, karena bisa nunjukin apa yang saya tahu. Tapi di sisi lain, ada rasa gugupnya juga. Takut salah atau nggak bisa jawab pertanyaan guru, kemudian ada rasa takut dapet pujian negatif juga kak. Jadi, kayak ada perasaan campur aduk gitu, antara excited dan nervous. Tapi, lama-lama sih, setelah udah mulai ngomong, biasanya sih enak dan jadi lebih nyaman” (Responden 2)*

From the statements, it can be seen that some students stated that I had mixed feelings when asked to speak in front of the class. There were also students who added that they felt happy because they could share knowledge, but also felt worried and worried about the possibility of making mistakes or not being able to answer the teacher's questions. Even though initially there was tension, fear of getting an unpleasant response so they were embarrassed to do it, there were also students who, after starting the conversation, felt comfortable and confident. This shows that the experience of speaking in front of a class can bring a variety of feelings, but also provide opportunities for growth and learning.

Similar results were found by Iizuka (2013) that students experienced anxiety in several contexts. One context is speaking in front of the class. This finding is also in line with Koch and Terrel as quoted in Oxford (1999) that oral presentations are the activity that causes the most anxiety. He added that being asked to respond verbally also causes anxiety (Horwitz et al 1986:129). It is also known that students are very self-



conscious about speaking a foreign language in front of other students, this feeling often causes fear or even panic. Apart from that, according to them, difficulty speaking in pairs, groups or in public is a manifestation of communication concerns.

#### **4. Factors Contribute to Anxiety from Material**

##### **a. Excessive**

The factor that plays a big role in this is that the material presented by the teacher is too much and less structured. More than half of the respondents said the same thing. Anxiety when studying and practicing speaking arises because there is an excess of information in the learning material and a lack of connection with previous modules. It feels difficult to process all the information and apply it when practicing speaking. Therefore, increasing structure in the delivery of material and linking it to previous learning can be the key to reducing anxiety levels and making the learning process more effective. This anxiety factor was evidenced in observations and confirmed in interviews with the following statements:

*“Aku merasa agak cemas kak waktu belajar karena terlalu banyak materi yang harus dihadapi, dan kadang materinya gak nyambung saking banyaknya sama yang udah kita pelajari sebelumnya. Jadi, rasanya jadi susah banget buat nangkep semuanya. Terus, waktu latihan ngomong, suka mikir, "Ini kok jadi ribet ya?". Kalo materinya diajarin lebih rinci dan sesuai urutannya, mungkin bisa bantu banget buat ngurangin rasa cemas dan bikin lebih nyaman waktu praktik speaking.” ( Responden 7)*

*“Aku rasa ya kak terlalu over materinya, yang bikin aku jadi agak gelisah waktu belajar itu karena terlalu banyak materi yang tidak sesuai. Kadang-kadang, materi yang diajarkan kayaknya beda banget sama yang udah kita pelajari sebelumnya. Jadi, agak sulit deh buat nangkep semuanya. Nah, pas lagi latihan ngomong, suka kesulitan ngebayangin gimana caranya ngegabungin semua pengetahuan itu. Kayaknya kalo materinya diajarin lebih rapi dan sesuai urutan, bisa bantu banget buat ngurangin rasa grogi dan bikin lebih gampang pas kita praktekin ngomong.” ( Responden 5)*

Overall, the anxiety that often arises when learning and practicing speaking is caused by excess information in the learning material and incompatibility with previous modules. as students feel anxious because sometimes the material taught is too complex and not related to what we have learned previously. This makes students feel overwhelmed and find it difficult to understand and relate these concepts when practicing speaking.

This discomfort especially arises when students practice speaking, because it is felt that students find it difficult to apply the knowledge they have gained from material that is too dense. Inadequate understanding of the material makes students hesitant and anxious when they have to speak in front of other people. Therefore, a more structured learning approach, tailored to the previous level of understanding, can be very helpful in reducing anxiety and increasing confidence in speaking

b. Level of difficulty

The level of speaking difficulty that is difficult in speaking activities in class really affects students' enthusiasm for learning and comfort. When students find it difficult to convey their opinions or ideas in front of friends, what students face is feelings of anxiety and lack of self-confidence which also often appear. This makes students less motivated to actively participate in class discussions or presentations. On the other hand, when speaking activities are more tailored to students' understanding and a more measurable level of difficulty, students' enthusiasm for learning will increase, and students will feel more comfortable communicating in front of classmates. This is also proven in the following interview.

*“kalua berbicara tingkat kesulitan dalam kegiatan berbicara di kelas ya kak itu sangat mempengaruhi semangat belajar dan kenyamanan saya kak. Saat tugas berbicara terlalu sulit, saya cenderung merasa stres dan kurang yakin untuk berpartisipasi aktif. Ini seringkali membuat saya merasa minder dan kurang termotivasi dalam mengikuti pelajaran. Sebaliknya, ketika tugas berbicara lebih sesuai dengan kemampuan saya dan mendukung proses pembelajaran, saya merasa lebih antusias, semangat belajar meningkat, dan rasa nyaman untuk berbicara di depan teman-teman pun lebih terjaga”*( Respondent 4)

*“Kalau soal tingkat kesulitan waktu berbicara di kelas, itu banget deh nyentuh mood belajar dan rasa nyaman aku. Kadang kalo tugasnya terlalu susah, aku jadi merasa grogi dan nggak pede buat ngomong di*

*depan teman-teman. Ya berasa kayak di atas panggung gitu, deh. Tapi kalo tugasnya pas, nggak terlalu sulit atau gampang, aku jadi lebih semangat belajarnya. Rasa nyaman buat ngomong juga muncul, jadi lebih enjoy deh dalam belajar dan berinteraksi di kelas” ( respondent 6)*

This can be confirmed that overall, the influence of the level of difficulty in speaking activities in class is very pronounced on students' enthusiasm for learning and comfort. When students are faced with speaking tasks that are too difficult, such as requiring understanding of complex concepts or high speaking skills, they tend to feel pressure and anxiety. This can result in a decrease in enthusiasm for learning and a lack of comfort when speaking in front of friends.

In contrast, when speaking assignments are organized so that they match students' ability levels, they are better able to overcome the challenge. Challenging yet accessible assignments make students feel motivated to learn and speak up in class. A sense of comfort and self-confidence grows when students feel they can handle the speaking task well. Therefore, adjusting the level of difficulty of speaking assignments is key in creating a learning environment that supports and increases student participation and enthusiasm for learning in class

## **5. Factors Contribute to Anxiety come from Students**

### **a. Low-self esteem**

The lack of speaking practice in class makes students less confident. This is influenced by concerns about peer judgment and fear of making

mistakes when speaking. This condition has an impact on student performance, where feeling nervous and nervous often makes it difficult for students to convey ideas or answers well. then there was another student who added that realizing that I could not overcome this lack of confidence, students' performance in presentations in class could improve, and I could enjoy the experience of speaking in front of my friends more. This is also proven by the results of student interviews as follows:

*“gimana ya kak, kadang-kadang aku merasa agak kurang pede waktu lagi praktek berbicara di kelas. Rasanya kayak ada perasaan grogi gitu, apalagi kalo tiba-tiba disuruh ngomong di depan temen-temen. Itu bisa bikin jantung berdebar-debar. Dan iya, pasti berpengaruh pada performa aku. Aku jadi mikir terlalu banyak, kadang lupa apa yang seharusnya diomongin, atau malah jadi gugup dan suaranya jadi gemeteran. Padahal sebenarnya aku tahu materinya, cuma kecemasan itu kayaknya ngeganggu banget “(Respondent 1)”*

*“jelasinnya bingung kak. Kadang-kadang aku merasa kurang yakin diri waktu lagi praktek berbicara di kelas, takut di ejek teman kalau salah ngomong. Efeknya tuh langsung keliatan, deh, pada performa aku. Suka bingung sendiri, kadang-kadang malah jadi salah omong. Kayaknya kalo bisa lebih pede, performa aku pasti bisa lebih oke dan bisa nunjukin pengetahuan yang udah aku punya dengan lebih baik sih kak “(Respondent 7)”*

Overall, what can be concluded is that the influence of the level of

difficulty in speaking activities in class is very pronounced on students' enthusiasm for learning and comfort. When students are faced with speaking tasks that are too difficult, such as requiring understanding of complex concepts or high speaking skills, they tend to feel pressure and anxiety. This can result in a decrease in enthusiasm for learning and a lack of comfort when speaking in front of friends.

In contrast, when speaking assignments are organized so that they match students' ability levels, they are better able to overcome the challenge. Challenging yet accessible assignments make students feel motivated to learn and speak up in class. A sense of comfort and self-confidence grows when students feel they can handle the speaking task well. Therefore, adjusting the level of difficulty of speaking assignments is key in creating a learning environment that supports and increases student participation and enthusiasm for learning in class.

#### b. Students' Beliefs about the Language Learning

Certain belief were also found as factor that may contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Six of the participants (60%) felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were way better than them. In other word they had a low self-esteem. This can be seen in one of the respondent's statemen below.

*“Jujur, kadang-kadang saya merasa kurang percaya dirikak ketika diminta untuk berbicara di kelas. Awalnya, rasanya agak gugup dan khawatir akan membuat kesalahan, apalagi saya pikir pelajaran bahasa inggris itu sulit. Meskipun terkadang perasaan ini dapat sedikit memengaruhi fokus belajar saya seperti karena kurangnya vocabulary saya kurang, tapi saya selalu berusaha belajar untuk mengatasi rasa gugup tersebut dan semakin nyaman berbicara di depan teman-teman dan guru. Pengalaman ini sebenarnya membantu meningkatkan kemampuan belajar saya, meskipun awalnya memerlukan sedikit waktu untuk melewati rasa tidak percaya diri.” ( Responden 2)*

*“kalau di bilang sulit ya sulit, malah terbilang sulit banget, menurut saya nih kak, cara bicarannya sih bisa ya tapi kalau sudah bikin kalimat pakek bahasa inggris itu yang susah, apalagi saya kosa katanya masih sedikit sekali, takut salah” (Respdnen 1).*

Furthermore, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with their vocabulary. They believed that in order to understand what being said in English they must understand every word.

Moreover, during observation it also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do. These findings were consistent with Horwitz et al (1986), that certain beliefs about language learning also contribute to the

students' tension and frustration in the classroom. In addition, Price found that anxious students believed their language skill were weaker than any other students. He added that unsuccessful language learner often have lower self-esteem than successful language learner. Similar result was found by Marwan that lack of confidence is one of the primary causes of students' anxiety.

c. Stressful learning experience

Learning that causes feelings of anxiety or depression can greatly affect students' speaking activities in class. for example (50%) students answered spontaneously that assignments that they felt were difficult or that they might fail when speaking in front of them felt like they were constantly being reminded of them, and this made students even more nervous. Then they also added that when there is such a burden on their minds, sometimes students become more reluctant to actively speak in class, only wanting to speak when told to do so. Especially if you previously felt that you were considered incapable of speaking, the effect is fear of being wrong or not being considered anymore. So, experiences that make you anxious can greatly affect students' courage and enthusiasm to take part in speaking activities in class. This was also mentioned in the participant interviews below:

*“Jelas banget, sih! Pengalaman belajar yang bikin gelisah atau tekanan itu pasti berdampak pada cara aku berbicara di kelas kak. Misalnya, kalo lagi dapet tugas yang rasanya sulit banget, itu langsung*



*bikin deg-degan. Terus, kadang-kadang, kalo pernah gagal waktu ngomong di depan, rasanya kayak trauma gitu. Jadinya, kalo udah tugas berbicara lagi, langsung keingetan pengalaman buruk itu. Bikin jadi ragu buat ngomong, takut salah, takut diomelin temen-temen atau guru. Jadi, yah, pengalaman belajar yang nggak enak itu beneran bisa ngaruh sama semangat dan keberanian aku buat berbicara di kelas” (Respondent 3)*

*“Iya nih mbak, sering banget sih kaya gitu. Kalo lagi ada tugas yang susah atau pernah dikritik pas ngomong, langsung deh ngerasa kayak beban berat. Itu bisa langsung ngaruh sama semangat buat ikutan berbicara di kelas. Rasanya kayak udah dipenuhi sama kekhawatiran aja, takut salah, takut dilihatin aneh, gitu. Terus, pasti mikirnya berulang kali sebelum ngomong, dan kadang malah jadi bingung sendiri. Jadi, pengalaman belajar yang ngasih tekanan itu bener-bener bisa bikin partisipasi aku dalam kegiatan berbicara di kelas jadi kurang maksimal”.( Respondent 10)*

As a result of the interviews, it is clear that learning experiences that cause anxiety or pressure have a significant impact on a student's participation in speaking activities in class. Difficult experiences or previous failures can make students feel reluctant and anxious when facing speaking assignments. The fear of being wrong or not being considered by friends and teachers is an additional burden that affects students' enthusiasm and courage to actively speak in front of the class.

In this context, it is important for educators and education systems

to understand that positive and supportive learning experiences can help build students' self-confidence. Providing a conducive atmosphere, providing constructive feedback, and providing support when students face difficulties can help overcome the negative impacts of anxious learning experiences. This can spur more active participation and increase students' comfort in speaking in class, building a strong foundation for the development of better speaking skills.

d. Lack of Preparation

The findings indicated that lack of preparation was also a factor that contributed to the students' anxiety (3 respondents). Few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. This can be clearly seen in a statement below.

*“Iya, banget nih kak! Kalau lagi kurang persiapan buat kegiatan berbicara di kelas, rasanya kayak lagi nggak siap menghadapi dunia. Aku jadi bingung sendiri, suka terbata-bata, dan ngerasa kurang percaya diri. Kadang-kadang, aku malah jadi nggak fokus dan lupa sama apa yang seharusnya aku omongin. Itu bener-bener ngaruh pada kinerja aku waktu ngomong di depan kelas” (Respondent 2)*

*“gimana ya kak, kurangnya persiapan juga bikin kepercayaan diri aku langsung merosot. Aku jadi mikir terlalu banyak tentang apa yang orang lain bakal pikirkan atau apakah mereka ngerasa aku nggak serius. Rasa malu dan takut salah itu suka muncul, dan itu bikin aku jadi nggak*

*enjoy dalam berbicara. Jadi, persiapan itu emang kunci banget buat kinerja dan kepercayaan diri waktu kita berbicara di kelas” (responden 3)*

From the results of the interview it can be concluded that lack of preparation in speaking activities in class has a significant impact on performance and self-confidence. Without adequate preparation, students tend to have difficulty organizing their thoughts, conveying ideas clearly, and maintaining focus when speaking in front of the class. This has a direct impact on their performance, leaving them stuttering and lacking confidence.

Moreover, lack of preparation also harms students' self-confidence. They become vulnerable to shame, fear of making mistakes, and worry about judgment from peers and teachers. Thus, preparation is not only the key to improving performance in speaking in class, but also to building students' self-confidence, providing a solid foundation for more active and positive participation in learning.

Similar result was found by Marwan (2011) that lack of preparation was the major contributor of students' anxiety. In addition, Iizuka (2013) also found that participating in class without enough preparation often lead to anxiety.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This section provides conclusions and recommendations regarding the study of foreign language anxiety experienced by junior high school students in EFL classes, regarding the level of anxiety and factors that might cause this anxiety.

#### A. Conclusion

Based on the data analysis and the result of the study, it can be concluded as follows:

1. “The research findings revealed that while the majority of students fell into the 'Mildly Anxious' category, there were no students in the 'Very Anxious' category. Specifically, 10 students (33%) experienced a level of 'Anxious', 13 students (44%) showed a tendency towards “Mildly Anxious', and 7 students (23%) reported feeling 'Relaxed'. There are a total of 30 students. The results showed that more than half of the students (44%) experienced a mild level of anxiety from a psychological perspective, 10 students (33%) were at an anxious level, and 7 students (23%) experienced a relaxed level of anxiety. Many students face challenges in overcoming anxiety when learning English, which negatively impacts their performance. Therefore, it is imperative for English teachers to understand and overcome the anxiety experienced by their students.
2. In the results of this research, three main factors were found that contributed to foreign language anxiety. First, the teacher factor is a key point, where less effective teaching methods, lack of interactivity, and negative experiences in

the classroom can trigger student anxiety. Second, material factors also play an important role, especially when the material presented is excessive, unstructured, or difficult to understand. Third, student factors include low self-confidence, negative beliefs about language abilities, and lack of preparation and understanding in learning. By understanding the complex interactions between these factors, this research aims to improve foreign language learning strategies and reduce students' anxiety levels.

## B. Suggestion

Although this research involved a limited number of participants over a short period of time, the findings still provide valuable information that can be utilized by students, teachers, and researchers in the future. This information can help improve the quality of English language teaching and learning, especially in the development of speaking skills.

### 1. For the Teacher

The teachers must understand the importance of recognizing anxiety in foreign language learning, such as English (EFL), because anxiety can significantly affect students' learning progress. Therefore, teachers should identify students' anxiety levels from the start so that they can provide special attention and support students during the learning process. Teachers' awareness of students' anxiety will significantly influence their approach to teaching English. Good recognition of student anxiety will certainly influence the way teachers teach English. Doing FLCAS (Foreign Language Class Anxiety Scale) at the beginning of the semester will help teachers

understand each student's anxiety level. Thus, teachers can identify and implement strategies to reduce anxiety. In addition, teachers can adapt teaching materials to suit students, which will ultimately improve the quality of the English learning process

## **2. For the Student**

Every student has a different level of anxiety when studying. For students who feel very anxious, it is important to involve them in reducing anxiety in class. Collaboration between students is very necessary to create a comfortable classroom environment. Students with lower levels of anxiety should not bully or make fun of other students who are highly anxious; instead, they should help their friends when they face difficulties. It is also important for all students to realize that making mistakes when learning a foreign language is normal and a natural part of the learning process.

## **3. For Future Researcher**

Due to the limitations of this study, researchers hope that future researchers will conduct better research on language anxiety in various skill areas such as writing, reading, and listening. Problems about language anxiety will never end, because most foreign language learners definitely face this problem. Therefore, further investigation is necessary about certain methods that can help students reduce their anxiety in learning English is very necessary.

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# APPENDIX

Appendix 1 Form of Questionnaire Transcripts

**KUISIONER KECEMASAN BERBICARA BAHASA INGGRIS**

Nama :

Kelas :

Jenis kelamin :

Laki-laki/ perempuan \* (coret yang tidak perlu)

Semua keterangan yang diberikan dalam kuesioner ini semata-mata digunakan untuk kepentingan akademis yang berkaitan dengan penelitian dalam rangka penyusunan tugas akhir. Keterangan yang diberikan akan saya jaga kerahasiaannya, oleh karena itu mohon kesediaan adik-adik untuk memberikan keterangan sebenar-benarnya.

Atas bantuannya saya ucapkan terima kasih.

• Keterangan:

- a. STS = Sangat Tidak Setuju
- b. TS = Tidak Setuju
- c. N = Netral/ Ragu-Ragu / Kurang Setuju
- d. SS = Sangat Setuju
- e. S = Setuju

• Petunjuk Pengisian

1. Tulis terlebih dahulu nama, kelas, dan jenis kelamin pada tempat yang telah disediakan.
2. Beri tanda centang (√) pada jawaban yang adik-adik anggap paling sesuai dengan keadaan adik-adik pada jawaban yang telah tersedia, yaitu:
3. Jawablah dengan jujur, cermat, dan teliti karena jawaban tersebut tidak mempengaruhi hasil belajar adik-adik di sekolah.

4. Telitilah pekerjaan adik-adik sebelum dikumpulkan.

Pernyataan tentang tingkat kecemasan dalam Berbahasa Inggris

No.	Pertanyaan	STS	TS	N	SS	S
1	Saya tidak pernah merasa yakin dengan diri saya sendiri Ketika saya berbicara di kelas menggunakan Bahasa asing.					
2	Saya tidak khawatir akan membuat kesalahan berbahasa di kelas.					
3	Saya gemetar ketika saya tahu bahwa saya akan dipanggil untuk maju kedepan dan berbicara dengan Bahasa asing.					
4	Saya takut ketika saya tidak mengerti apa yang guru katakan dalam bahasa asing.					
5	Sama sekali tidak mengganggu saya untuk mengambil lebih banyak kelas Bahasa asing					
6	Selama kelas bahasa, saya mendapati diri saya berpikir tentang hal-hal yang tidak ada hubungannya dengan kursus.					
7	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya					
8	Saya biasanya merasa nyaman selama tes dalam bahasa asing di kelas.					
9	Saya mulai panik ketika saya harus berbicara tanpa persiapan di kelas bahasa					
10	Saya khawatir tentang konsekuensi dari kegagalan saya dalam kelas bahasa asing					
11	Saya tidak mengerti mengapa beberapa orang begitu marah/ tidak senang atas kelas bahasa asing.					
12	Saya merasa malu untuk memberikan jawaban secara sukarela di kelas bahasa.					
13	Di kelas bahasa, saya bisa sangat gugup sampai lupa hal-hal yang aku tahu.					
14	Saya tidak akan gugup berbicara dalam bahasa asing bahasa dengan penutur asli.					
15	Saya kesal ketika saya tidak mengerti apa yang guru sedang Terangkan.					

16	Meskipun saya telah mempersiapkan diri dengan baik untuk mengikuti kelas bahasa, saya merasa cemas tentang hal itu.					
17	Saya sering merasa tidak ingin pergi ke kelas bahasa					
18	Saya merasa percaya diri ketika berbicara dalam bahasa asing dikelas.					
19	Saya bisa merasakan jantung saya berdebar-debar ketika saya akan dipanggil di kelas bahasa					
20	Semakin banyak saya belajar untuk tes bahasa, semakin banyak Aku bingung.					
21	Saya tidak merasa tertekan untuk mempersiapkan diri dengan baik untuk kelas bahasa.					
22	Saya selalu merasa bahwa siswa lain berbicara dalam bahasa asing yang lebih baik daripada saya					
23	Saya merasa lebih tegang dan gugup di kelas bahasa saya daripada di kelas saya yang lain.					
24	Saya merasa gugup dan bingung ketika saya berbicara di kelas bahasa saya.					
25	Ketika saya dalam perjalanan ke kelas bahasa, saya merasa sangat yakin dan santai.					
26	Saya merasa gugup ketika saya tidak memahami setiap kata kata guru Bahasa yang di ajarkan.					
27	Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa asing					
28	Saya mungkin akan merasa nyaman berada di sekitar orang asli penutur bahasa asing.					
29	Saya merasa gugup ketika guru bahasa bertanya pertanyaan yang belum saya persiapkan sebelumnya					
30	Saya merasa cemas ketika saya berbicara Bahasa asing dengan tidak lancar, kemudian teman saya menertawakannya.					

## Appendix 2 from Interview/ Wawancara

### **Name:**

Peneliti ingin Responden Menjawab pertanyaan yang peneliti ajukan dengan kondisi yang sedang dalam keadaan tidak terpaksa, dan Responden( siswa kelas VIII alami, dengan seksama dan jujur.

Pertanyaan-pertanyaan berikut diajukan:

1. Apakah penyampaian materi yang kurang jelas mempengaruhi anda ketika praktek berbicara?
2. Apakah respon atau tanggapan dari guru membuat anda cemas ketika praktek berbicara? Jelaskan
3. Bagaimana tingkat kesulitan dalam kegiatan berbicara di kelas mempengaruhi semangat belajar dan kenyamanan anda? Jika iya, Jelaskan
4. Apakah materi yang di sampaikan tidak sesuai dengan modul pembelajaran dan apakah itu berpengaruh ketika anda praktek speaking? jelaskan
5. Bagaimana keyakinan anda tentang pembelajaran Bahasa mempengaruhi partisipasi anda dalam kegiatan berbicara di kelas? Jika ada jelaskan
6. Apakah anda merasa kurang percaya diri ketika praktek berbicara di kelas dan apakah itu berpengaruh pada perform anda? Jelaskan
7. Apakah pengalaman belajar yang menimbulkan gelisah mempengaruhi partisipasi anda dalam kegiatan berbicara di kelas? Jika iya... jelaskan
8. Apakah kurangnya persiapan dalam kegiatan berbicara di kelas dapat mempengaruhi kinerja dan kepercayaan diri anda? jelaskan

## Appendix 3 Transcript Interview

**TRANSCRIPT INTERVIEW**

Penulis:	Apakah penyajian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan I:	Iya, banget! Penyajian materi yang kurang jelas beneran bisa ngaruh pada aku saat lagi berlatih berbicara. Misalnya, kalo guru nggak ngejelasin materi dengan baik atau nggak punya struktur yang jelas, rasanya jadi susah buat aku ngerti dan nangkep poin-poin pentingnya. Pas lagi berlatih berbicara, aku jadi bingung mau fokus ke mana, dan kadang materinya jadi kayak pusatnya ilang gitu. Akhirnya, aku jadi nggak pede dan kurang siap buat praktek berbicara karena belum nyampe gitu sebenarnya apa yang seharusnya aku sampaikan
Penulis :	Apakah respon guru membuat anda cemas saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan I:	Awalnya sih iya kak, kalo diminta guru buat ngomong depan kelas, suka deg-degan sih. Takut salah atau ditertawain temen. Tapi lama-lama, aku ngerasa guru tuh bantuin, bukan nge-judge aja. Jadi sekarang, kalo disuruh ngomong, aku coba fokus ke materi aja dan nggak terlalu mikirin apa yang orang lain pikirin. Setiap kali salah, ya belajar lagi. Pokoknya, sekarang udah nggak se-cemas dulu lagi.
Penulis :	Bagaimana tingkat kesulitan kegiatan berbicara di kelas mempengaruhi semangat belajar dan kenyamanan Anda? Jika ya, tolong jelaskan.
Partisipan I:	Tingkat kesulitan kegiatan berbicara di kelas itu punya pengaruh besar pada semangat belajar dan tingkat kenyamanan aku. Kalo tugasnya terlalu sulit, rasanya kayak langsung down gitu semangatnya. Aku jadi ngerasa overwhelmed dan susah buat stay

	<p>focused. Ini pasti nyebabin kurangnya semangat buat belajar dan ngomong di kelas.</p>
Penulis :	<p>Apakah materi yang disampaikan tidak sesuai dengan modul pembelajaran dan apakah hal ini berpengaruh pada saat anda berlatih berbicara? Jika ya, tolong jelaskan.</p>
Partisipan I:	<p>ya, kalo materi yang disampaikan nggak sesuai dengan modul pembelajaran, itu bisa berpengaruh pada latihan berbicara aku. Misalnya, kalo materinya beda sama yang udah diajarin sebelumnya atau nggak sesuai dengan modul, aku jadi bingung dan kurang siap buat praktek berbicara. Rasanya kayak kurang lengkap gitu pengetahuanku, jadi waktu berlatih, aku jadi ragu-ragu dan kurang yakin. Jadi, kesesuaian materi dengan modul pembelajaran itu penting banget buat membantu aku dalam berlatih berbicara.</p>
Penulis :	<p>Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam aktivitas berbicara di kelas? Jika ya, tolong jelaskan.</p>
Partisipan I:	<p>keyakinan saya tentang pembelajaran bahasa memiliki dampak langsung pada partisipasi saya dalam aktivitas berbicara di kelas. Jika saya percaya bahwa pembelajaran bahasa adalah proses yang mendukung, positif, dan memberikan kesempatan untuk pengembangan keterampilan berbicara, saya cenderung lebih bersemangat dan aktif dalam kegiatan berbicara. Sebaliknya, jika keyakinan saya tentang pembelajaran bahasa negatif atau tidak mendukung, hal tersebut dapat mengurangi motivasi dan partisipasi saya dalam aktivitas berbicara di kelas. Jadi, keyakinan pribadi tentang pembelajaran bahasa memainkan peran penting dalam membentuk sikap dan keterlibatan saya dalam kegiatan berbicara.</p>



Penulis :	Apakah pengalaman belajar yang mencemaskan mempengaruhi partisipasi Anda dalam kegiatan berbicara di kelas? Jika ya, tolong jelaskan.
Partisipan I:	Iya, pasti. Pengalaman belajar yang mencemaskan bisa langsung mempengaruhi partisipasi saya dalam kegiatan berbicara di kelas. Jika saya memiliki pengalaman belajar yang membuat saya merasa cemas atau tidak percaya diri, itu bisa menghambat kemauan saya untuk berbicara di depan teman-teman atau guru. Rasanya seperti ada beban ekstra yang membuat saya ragu dan enggan untuk ikut serta dalam diskusi atau aktivitas berbicara lainnya. Jadi, pengalaman belajar yang mencemaskan bisa berdampak negatif pada partisipasi saya dalam kegiatan berbicara di kelas.
Penulis :	Apakah kurangnya persiapan dalam kegiatan berbicara di kelas mempengaruhi kinerja dan kepercayaan diri Anda? Jika ya, tolong jelaskan
Partisipan 1:	Iya kak, kurangnya persiapan dalam kegiatan berbicara di kelas langsung mempengaruhi kinerja dan kepercayaan diri saya. Tanpa persiapan yang memadai, saya cenderung kurang yakin dan kesulitan menyampaikan ide dengan jelas, yang berdampak negatif pada kinerja berbicara saya. Selain itu, kurangnya persiapan juga membuat saya merasa kurang percaya diri, meningkatkan risiko kesalahan, dan mengurangi rasa nyaman saat berbicara di depan kelas.
Penulis:	Apakah penyajian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 2:	Pasti! Kalo guru nggak ngeshare materi dengan baik, rasanya

	susah buat aku paham dan praktekin saat latihan berbicara. Jadi, bisa-bisa aku malah bingung sendiri dan nggak yakin saat harus ngomong di depan.
Penulis :	Apakah respon guru membuat anda cemas saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 2:	sering, sih! Kalo gurunya kurang memberi dukungan atau malah cuek sama usaha kita, itu bisa bikin ngerasa down dan cemas buat ngomong lagi di depan kelas
Penulis :	Bagaimana tingkat kesulitan kegiatan berbicara di kelas mempengaruhi semangat belajar dan kenyamanan Anda? Jika ya, tolong jelaskan.
Partisipan 2:	Iya kak. Kalo tugas berbicara terlalu sulit, semangat belajar langsung turun. Rasanya kayak ada beban berat, dan jadi kurang enjoy waktu belajar.
Penulis :	Apakah materi yang disampaikan tidak sesuai dengan modul pembelajaran dan apakah hal ini berpengaruh pada saat anda berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 2:	Iya, kadang! Kalo materi nggak sesuai dengan modul pembelajaran, jadi bingung sendiri dan sulit buat menerapkan saat berlatih berbicara.
Penulis :	Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam aktivitas berbicara di kelas? Jika ya, tolong jelaskan.
Partisipan 2:	kalo keyakinan tentang kemampuan belajar bahasa kurang, jadi enggan buat berbicara dan kurang PD waktu kelas berlangsung.

Penulis :	Apakah pengalaman belajar yang mencemaskan mempengaruhi partisipasi Anda dalam kegiatan berbicara di kelas? Jika ya, tolong jelaskan.
Partisipan 2:	Kalau punya pengalaman belajar yang bikin cemas, jadi langsung ngerasa kurang PD buat berbicara di depan kelas. Malah sering mikir dua kali buat ikut diskusi atau presentasi.
Penulis:	Apakah penyampaian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 3:	banget! Kadang kalo materinya nggak jelas, pas lagi latihan berbicara berasa kayak naik sepeda tanpa lampu, gelap banget. Jadi, sulit banget buat aku ngehandle materi dan nyambunginnya sama praktik berbicara.
Penulis:	Apakah respon atau tanggapan dari guru membuat anda cemas ketika praktek berbicara? Jika ya, tolong jelaskan.
Partisipan 3:	Yaaa, Kalo gurunya ngasih feedback yang nggak jelas atau malah nunjukin kekurangan kita tanpa solusi, itu beneran bikin cemas buat berlatih berbicara.
Penulis:	Bagaimana tingkat kesulitan kegiatan berbicara di kelas mempengaruhi semangat belajar dan kenyamanan Anda? Jika ya, tolong jelaskan.
Partisipan 3:	Pasti! Kalo kegiatan berbicara terlalu sulit, semangat belajar langsung drop. Jadi mikir dua kali buat ikut diskusi atau presentasi di depan kelas.
Penulis :	Apakah materi yg disampaikan tidak sesuai dengan modul pembelajaran dan apakah itu berpengaruh ketika anda praktek speaking? Jika iya, tolong jelaskan

Partisipan 3:	betul! Kesenjangan antara materi dan modul bisa bikin kurang percaya diri waktu berlatih berbicara. Susah ngaitinnya jadi sering bikin grogi.
Penulis	Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam kegiatan berbicara di kelas? Jika ya, tolong jelaskan.
Partisipan 3:	Kalo keyakinan tentang kemampuan belajar bahasa kurang, jadi enggan buat berbicara dan kurang PD waktu kelas berlangsung.
Penulis :	Apakah anda merasa kurang percaya diri ketika praktek berbicara di kelas dan apakah itu berpengaruh pada perform anda? Jika iya, tolong jelaskan
Partisipan 3:	Keyakinan kan sama saja seperti percaya diri ya kak jadi itu point utama yang harus kita persiapkan Ketika kita akan berbicara
Penulis :	Apakah kurangnya persiapan dalam kegiatan berbicara di kelas dapat mempengaruhi kinerja dan kepercayaan diri Anda? Jelaskan
Partisipan 3:	Iya kaka heheh sangat berpengaruh dan nantinya jika tidak ada keispaan sama sekali
Penulis:	Apakah penyampaian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 4:	Mempengaruhi kaka hmmm solanya nanti jika tidak paham kita sulit buat rollplay
Penulis:	Apakah respon atau tanggapan dari guru membuat anda cemas ketika praktek berbicara Jika ya, tolong jelaskan.
Partisipan 4:	Iya kaka soalnya takut jika nantinya akan di respond tidak enak

Penulis :	Bagaimana tingkat kesulitan kegiatan berbicara di kelas mempengaruhi semangat belajar dan kenyamanan Anda? Jika ya, tolong jelaskan.
Partisipan 4:	Emmm tingkat keusulitan saya yaitu Ketika aku kurang Menyusun kata” saat akan berbicara nantinya
Penulis :	Apakah penyajian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 4:	Iya kak berpengaruh soalnya nanti akan tidak dapat memahami materinya
Penulis	Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam kegiatan berbicara di kelas? Jika ya, tolong jelaskan.
Partisipan 4:	Percaya diri sama keyakinan kan sama ya ka jdi haru bener” menyiapkan hal itu semuanya
Penulis :	Apakah anda merasa kurang percaya diri ketika praktek berbicara di kelas dan apakah itu berpengaruh pada perform anda? Jika iya, tolong jelaskan
Partisipan 4:	Iya kak itu sangat mempengaruhi performane saya dikarenakan’ Akan membuat hasil pembicaraan saya kurang efisien
Penulis :	Apakah kurangnya persiapan dalam kegiatan berbicara di kelas dapat mempengaruhi kinerja dan kepercayaan diri Anda? Jelaskan
Partisipan 4:	Iya kak, membuat saya grogi dan tidak focus karena bingung mau ngomong apa
Penulis:	Apakah penyampaian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 5:	Pasti! Kalo guru nggak ngeshare materi dengan baik, rasanya

	susah buat aku paham dan praktekin saat latihan berbicara. Jadi, bisa-bisa aku malah bingung sendiri dan nggak yakin saat harus ngomong di depan.
Penulis:	Apakah respon atau tanggapan dari guru membuat anda cemas ketika praktek berbicara Jika ya, tolong jelaskan.
Partisipan 5:	Sering, sih! Kalo gurunya kurang memberi dukungan atau malah cuek sama usaha kita, itu bisa bikin ngerasa down dan cemas buat ngomong lagi di depan kelas.
Penulis :	Apakah penyajian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 5:	Iya kak, mempengaruhi sekali. Apalagi gurunya yang biasanya cuek gitu
Penulis	Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam kegiatan berbicara di kelas? Jika ya, tolong jelaskan.
Partisipan 5:	Kalo keyakinan tentang kemampuan belajar bahasa kurang, jadi enggan buat berbicara dan kurang PD waktu kelas berlangsung.
Penulis :	Apakah anda merasa kurang percaya diri ketika praktek berbicara di kelas dan apakah itu berpengaruh pada perform anda? Jika iya, tolong jelaskan
Partisipan 5:	Iya, kadang-kadang aku merasa kurang percaya diri saat praktek berbicara di kelas. Rasa kurang yakin itu seringkali mempengaruhi performa saya, membuat saya menjadi lebih gugup dan kadang sulit untuk menyampaikan ide dengan baik di depan teman-teman dan guru.
Partisipan 5:	tentu saja, kurangnya persiapan dalam kegiatan berbicara di kelas bisa sangat mempengaruhi kinerja dan kepercayaan diri

	saya. Tanpa persiapan yang memadai, saya cenderung kurang yakin, sulit mengorganisir pikiran, dan kadang terbata-bata saat berbicara di depan kelas, yang pada gilirannya mengurangi performa dan kepercayaan diri saya.
Penulis:	Apakah penyampaian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 6:	Ya, jika penyampaian materi kurang jelas, saya merasa kurang percaya diri dalam praktek berbicara karena sulit memahami konsep yang diajarkan.
Penulis :	Apakah respon guru membuat anda cemas saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 6:	Iya, respon atau tanggapan guru dapat membuat saya cemas. Kritik yang kurang mendukung bisa mengurangi kepercayaan diri saya saat praktek berbicara.
Penulis :	Bagaimana tingkat kesulitan kegiatan berbicara di kelas mempengaruhi semangat belajar dan kenyamanan Anda? Jika ya, tolong jelaskan.
Partisipan 6:	Tingkat kesulitan dalam kegiatan berbicara dapat mempengaruhi semangat belajar dan kenyamanan saya. Jika terlalu sulit, saya cenderung merasa stres dan kurang yakin.
Penulis :	Apakah materi yang disampaikan tidak sesuai dengan modul pembelajaran dan apakah hal ini berpengaruh pada saat anda berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 6:	Ya, jika materi tidak sesuai dengan modul pembelajaran, hal itu sangat memengaruhi praktek speaking saya. Sulit mengaplikasikan

	konsep yang tidak sesuai atau tidak terstruktur.
Penulis :	Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam aktivitas berbicara di kelas? Jika ya, tolong jelaskan.
Partisipan:	Keyakinan saya tentang pembelajaran bahasa memengaruhi partisipasi saya. Jika saya yakin bisa memahami dan berkembang, saya lebih aktif dalam kegiatan berbicara di kelas.
Penulis :	Apaakah anda kurang percaya diri ketika praktek berbicara di kelas dan apakah itu berpengaruh pada perform anda? jelaskan
Partisipan 6:	Iya, saya kurang percaya diri kak, ketika tidak paham materi yg di sampaikan oleh guru.
Penulis :	Apaakah pengalaman belajar yang menimbulkan gelisah mempengaruhi partisipasi anda dalam kegiatan berbicara di kelas? Jelaskan
Partisipan 6:	Iya betul kak. Menimbulkan gelsah dan kurang focus.
Penulis :	Apakah kurangnya persiapan dalam kegiatan berbicara di kelas dapat mempengaruhi kinerja dan kepercayaan diri anda? Jelaskan
Partisipan 6:	Betuul kak. Jika diri kita kurang siap. Bingung nih nanti ketika di suruh presentasi. Mkah jadi grogi sendiri.
Penulis:	Apakah penyampaian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 7:	Iya, kalo guru nggak jelas ngasih materi, suka bingung sendiri pas praktek berbicara. Susah ngerti konsepnya.



Penulis :	Apakah respon guru membuat anda cemas saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 7:	Kadang iya, kalo guru kritik nggak baik, jadi kurang PD buat ngomong di depan. Lebih suka kalo dikasih dukungan.
Penulis :	Bagaimana tingkat kesulitan kegiatan berbicara di kelas mempengaruhi semangat belajar dan kenyamanan Anda? Jika ya, tolong jelaskan.
Partisipan 7:	Kalo kegiatan berbicara terlalu susah, jadi males belajar dan kurang nyaman. Pengen yang pas-pas aja biar semangat.
Penulis :	Apakah materi yang disampaikan tidak sesuai dengan modul pembelajaran dan apakah hal ini berpengaruh pada saat anda berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 7:	Kalo materinya nggak nyambung sama modul, praktek speaking jadi ribet. Sulit menerapkan yang nggak sesuai atau nggak teratur.
Penulis :	Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam aktivitas berbicara di kelas? Jika ya, tolong jelaskan.
Partisipan7:	Kalo yakin bisa belajar, semangat buat ikut berbicara lebih tinggi. Keyakinan itu bantu banget.
Penulis :	Apaakah anda kurang percaya diri ketika praktek berbicara di kelas dan apakah itu berpengaruh pada perform anda? jelaskan
Partisipan 7:	Iya, kadang kurang PD pas praktek berbicara. Pengaruh banget sama performa dan jadi agak grogi.
Penulis :	Apakah pengalaman belajar yang menimbulkan gelisah mempengaruhi partisipasi anda dalam kegiatan berbicara di kelas? jelaskan

Partisipan 7:	Kalo pengalaman belajar bikin gelisah, bisa jadi malas dan kurang antusias buat berbicara di kela
Penulis :	Apakah kurangnya persiapan dalam kegiatan berbicara di kelas dapat mempengaruhi kinerja dan kepercayaan diri anda? Jelaskan
Partisipan 7:	Kalo kurang persiapan, bisa bikin bingung, suka lupa omong apa, dan kurang PD. Persiapannya penting banget.
Penulis:	Apakah penyampaian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 8:	Iya, jika materi kurang jelas, saya kesulitan memahami dan merasa kurang percaya diri saat berbicara. Saya butuh pemahaman yang lebih baik untuk dapat berlatih dengan efektif.
Penulis :	Apakah respon guru membuat anda cemas saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 8:	Kadang iya, respon guru bisa membuat saya cemas, terutama jika kritiknya kurang membangun. Saya lebih termotivasi jika mendapatkan dukungan positif dan saran konstruktif.
Penulis :	Bagaimana tingkat kesulitan kegiatan berbicara di kelas mempengaruhi semangat belajar dan kenyamanan Anda? Jika ya, tolong jelaskan.
Partisipan 8:	Jika kegiatan berbicara terlalu sulit, semangat belajar saya bisa menurun, dan saya mungkin merasa kurang nyaman. Saya lebih termotivasi saat kegiatan berbicara sesuai dengan tingkat pemahaman saya.
Penulis :	Apakah materi yang disampaikan tidak sesuai dengan modul pembelajaran dan apakah hal ini berpengaruh pada saat anda

	berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 8:	Ya, jika materi tidak sesuai dengan modul pembelajaran, saya kesulitan menerapkan konsep dalam praktek berbicara. Ini mempengaruhi efektivitas latihan saya karena kurangnya konsistensi..
Penulis :	Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam aktivitas berbicara di kelas? Jika ya, tolong jelaskan.
Partisipan 8:	Kalo yakin bisa belajar, semangat buat ikut berbicara lebih tinggi. Keyakinan itu bantu banget.
Penulis :	Apaakah anda kurang percaya diri ketika praktek berbicara di kelas dan apakah itu berpengaruh pada perform anda? jelaskan
Partisipan 8:	Iya, Pengaruh banget sama performa dan jadi agak grogi.
Penulis :	Apaakah pengalaman belajar yang menimbulkan gelisah mempengaruhi partisipasi anda dalam kegiatan berbicara di kelas? jelaskan
Partisipan 8	Iya sangat mempengaruhi karena itu nantinya ke mood kita, kurang semangat belajarnya.

Penulis:	Apakah penyampaian materi yang kurang jelas mempengaruhi Anda saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 9:	Iya, kalo guru nggak jelas ngasih materi, suka bingung sendiri pas praktek berbicara. Susah ngerti konsepnya, jadi kayak baca komik yang nggak ngerti ceritanya gitu
Penulis :	Apakah respon guru membuat anda cemas saat berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 9:	Kadang iya, kalo guru kritik nggak baik, jadi kurang PD buat ngomong di depan. Lebih suka kalo dikasih dukungan, biar semangatnya tetap nyala kayak lampu malam minggu.
Penulis :	Bagaimana tingkat kesulitan kegiatan berbicara di kelas mempengaruhi semangat belajar dan kenyamanan Anda? Jika ya, tolong jelaskan.
Partisipan 9:	Kalo kegiatan berbicara terlalu susah, jadi males belajar dan kurang nyaman. Pengen yang pas-pas aja biar semangat, jangan kayak ujian matematika yang bikin pusing.
Penulis :	Apakah materi yang disampaikan tidak sesuai dengan modul pembelajaran dan apakah hal ini berpengaruh pada saat anda berlatih berbicara? Jika ya, tolong jelaskan.
Partisipan 9:	Kalo materinya nggak nyambung sama modul, praktek speaking jadi ribet. Susah menerapkan yang nggak sesuai atau nggak teratur, kayak ngejelasin resep masakan yang nggak sesuai bahan.
Penulis :	Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam aktivitas berbicara di kelas? Jika ya, tolong jelaskan.

Partisipan 10:	Kalo yakin bisa belajar, semangat buat ikut berbicara lebih tinggi. Keyakinan itu bantu banget, kayak dapet jajanan favorit di kantin.
Penulis :	Apaakkah anda kurang percaya diri ketika praktek berbicara di kelas dan apakah itu berpengaruh pada perform anda? jelaskan
Partisipan 10:	Iya, kadang kurang PD pas praktek berbicara. Pengaruh banget sama performa dan jadi agak grogi, kayak mau ketemu crush di kantin.
Penulis :	Apaakah pengalaman belajar yang menimbulkan gelisah mempengaruhi partisipasi anda dalam kegiatan berbicara di kelas? Jelaskan
Partisipan 9:	Kalo pengalaman belajar bikin gelisah, bisa jadi malas dan kurang antusias buat berbicara di kelas. Lebih enak kalo belajar kayak main game, seru tanpa bikin gelisah
Partisipan 10:	Apakah penyampaian materi dari yang kurang jelas mempengaruhi anda ketika praktek berbicara? Jelaskan!
Penulis :	Iya, karena penyampaian materi serta persiapan sebelum penyampaian sangat berpengaruh pada praktik berbicara. Karena materi yg kurang maksimal menjadikan performa dalam berbicara menjadi berkurang sehingga dalam proses berbicara menjadi terhambat.
Partisipan 10:	Apakah respon atau tanggapan dari guru membuat anda cemas ketika praktek berbicara? Jelaskan!
Penulis :	Iya, karena jika respon yg guru berikan kurang baik maka saya merasa tidak percaya diri dan takut. Sehingga respon guru sangat berpengaruh pada saya.

Partisipan 10:	Bagaimana tingkat kesulitan dalam kegiatan berbicara di kelas memengaruhi semangat belajar dan kenyamanan Anda? Jika iya. Jelaskan
Penulis :	Iya, karena jika saya mengalami kesulitan saya merasa tidak nyaman berada di dalam kelas dan kecemasan saya menjadi meningkat.
Partisipan 10:	Apakah materi yg disampaikan tidak sesuai dengan modul pembelajaran dan apakah itu berpengaruh ketika anda praktek speaking? Jelaskan
Penulis :	Iya, karena jika praktik tidak sesuai modul saat pembelajaran atau melenceng dari modul pasti saya akan mengalami kebingungan dan menjadi grogi.
Partisipan 10:	Bagaimana keyakinan Anda tentang pembelajaran bahasa memengaruhi partisipasi Anda dalam kegiatan berbicara di kelas? Jika ada.. jelaskan
Penulis :	Yakin karena pembelajaran bahasa identik dengan praktik berbicara.

Appendix 4 Student's Scoring and Categorizing

Responden	Questionnaire Number															Total Score	Level of Anxiety
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	80	Mildly Anxious
	2	3	2	2	3	3	1	3	2	2	3	3	2	3	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	2	5	2	2	3	2	2	2	5	3	2	5	2	5		
2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	89	Mildly Anxious
	1	1	1	4	2	2	5	3	5	2	2	1	5	2	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	1	3	2	5	2	5	2	5	2	5	5	1	5	4		
3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	116	Anxious
	5	3	4	4	2	5	5	3	4	5	3	5	5	3	4		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	4	3	3	4	4	3	5	5	5	4	4	4	4	4	4		
4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	89	Relaxed
	1	2	3	3	3	4	2	2	5	3	5	2	3	2	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	2	3	3	1	3	3	3	2	4	5	3	3	4	2		
5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	75	Relaxed
	3	2	4	1	5	3	1	5	1	3	1	3	1	5	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	2	3	2	1	5	1	1	1	5	4	1	3	3	1		
6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	93	Mildly Anxious
	2	1	3	3	2	2	5	3	5	5	5	1	5	2	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	1	3	2	5	3	5	5	3	3	3	2	5	2	1		
7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	98	Mildly Anxious
	1	2	3	3	3	3	4	3	4	3	3	3	4	3	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	4	3	3	4	1	3	3	3	3	4	3	4	5	2	3		
8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	94	Mildly Anxious
	1	1	3	5	3	5	5	1	5	3	2	3	3	1	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	2	1	4	3	4	3	3	4	2	4	4	3	4	4		
9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	106	Anxious
	5	2	2	5	3	3	4	2	3	5	1	2	5	1	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	3	2	5	5	1	4	4	5	3	5	3	4	4	5		
10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	92	Mildly Anxious
	5	1	3	2	5	2	1	5	4	5	3	5	2	1	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	2	1	3	1	2	2	2	5	5	5	4	1	2	3		

Responden	Questionnaire Number															Total Score	Level of Anxiety
11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	112	Anxious
	3	5	2	3	3	3	2	4	3	5	5	3	3	3	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	3	3	3	5	5	5	5	3	3	2	5	3	5	5		
12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	115	Anxious
	3	3	3	4	3	3	3	5	3	3	5	3	3	3	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	3	3	3	5	5	5	3	3	5	5	5	3	5	5		
13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	106	Mildly Anxious
	5	3	3	5	3	2	5	3	4	3	5	3	5	3	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	3	3	5	2	2	3	5	3	3	2	5	3	5	5		
14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	113	Anxious
	3	5	2	3	5	2	3	5	5	5	2	5	2	5	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	2	3	5	2	5	3	3	5	5	5	3	3	5	5		
15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	96	Mildly Anxious
	1	2	3	3	3	3	4	3	4	3	3	3	3	3	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	4	3	3	5	3	3	3	3	3	3	3	4	5	2	3		
16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	109	Anxious
	5	3	3	5	3	2	5	3	4	3	5	3	5	4	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	3	2	5	2	2	4	5	5	3	2	5	3	5	5		
17	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	113	Anxious
	5	5	5	2	3	3	5	4	2	3	2	2	5	2	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	5	5	2	5	2	3	5	3	5	2	5	5	5	5		
18	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	88	Relaxed
	2	3	3	3	3	3	3	5	3	3	3	4	3	3	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	1	3	3	2	4	3	2	3	2	3	3	3	5	3		
19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	86	Relaxed
	3	2	2	3	2	3	4	4	4	3	3	4	2	3	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	2	2	4	2	2	3	3	3	3	3	3	3	3	3		
20	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	83	Relaxed
	4	5	2	3	3	5	3	2	2	3	1	3	1	3	1		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	1	3	1	2	4	3	3	3	5	3	3	2	3	4		



Responden	Questionnaire Number															Total Score	Level of Anxiety
22	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	103	Mildly Anxious
	4	5	5	4	4	4	4	1	1	2	2	1	5	2	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	2	3	2	5	3	5	5	3	3	3	3	3	3	3		
23	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	104	Mildly Anxious
	5	1	4	3	5	5	4	3	4	4	4	4	3	3	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	3	3	5	2	5	4	1	2	3	3	4	3	3	4		
24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	90	Mildly Anxious
	2	3	3	2	3	3	1	5	3	3	3	2	2	5	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	2	1	3	5	2	5	2	3	3	3	3	3	4	5		
25	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	122	Anxious
	5	3	3	5	5	3	4	5	5	4	5	3	5	5	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	4	2	4	4	5	4	2	3	5	4	4	4	5	4		
26	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	97	Mildly Anxious
	4	5	5	5	4	4	4	1	1	2	2	1	5	2	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	3	1	3	2	5	4	5	5	3	3	3	3	3	3	3		
27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	88	Mildly Anxious
	5	1	4	3	4	3	3	3	4	4	3	4	4	1	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	4	1	1	3	1	1	3	3	3	5	2	3	4	1	4		
28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	102	Anxious
	2	2	1	2	5	1	5	4	4	5	4	3	5	1	3		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	1	5	5	3	3	5	3	3	5	3	4	3	4	3		
29	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	111	Anxious
	3	2	5	4	5	2	4	3	4	4	1	5	5	5	5		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	5	2	3	4	5	5	2	4	3	4	5	2	3	5	2		
30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	79	Relaxed
	2	3	2	2	3	3	1	4	3	3	4	3	2	3	2		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	2	2	5	2	2	3	2	2	2	5	3	2	2	2	2		

## Appendix 5 Factors Contribute to Anxiety

Respondent	Factors	Participants Answers/Factors Contribute to Anxiety (AF)
1 <sup>st</sup> Respondent	Teacher Factors:  Student Factors:  Material Factors	<ul style="list-style-type: none"> <li>• [AF-TSP] Sudden request from the teacher to speak.</li> <li>• [AF-TII] unclear explanation.</li> <li>• [AF-TP] Perception of threatening attitudes from teachers</li> <li>• [AF-SR] Fear of being ridiculed by peers.</li> <li>• [AF-SB/LO] Feels that other students are better.</li> <li>• [AF-SB/DF] Perception that English is difficult.</li> <li>• [AF-TII] Difficulty understanding unclear material.</li> <li>• [AF-SB/LO] Limited vocabulary in the material</li> </ul>
2 <sup>st</sup> Respondent	Teacher Factors:  Student Factors:  Material Factors	<ul style="list-style-type: none"> <li>• [AF-TII] Unclear material</li> <li>• [AF-TP] Unsupportive teacher response</li> <li>• [AF-SL/DF] Lack of confidence in language learning.</li> <li>• [AF-SLK] Anxiety from the learning experience inhibits speaking participation.</li> <li>• [AF-LD] Difficulty in speaking.</li> <li>• [AF-TII] Material inconsistency with the module</li> </ul>

<sup>3</sup> st Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-T] Material is unclear and difficult to speak.</li> <li>• [AF-TII] The material does not match the module, making you less confident.</li> <li>• [AF-TP] Teacher feedback makes me anxious.</li> <li>• [AF-S] Lack of confidence, reluctant to speak.</li> <li>• [AF-SB] Lack of preparation, lack of confidence.</li> <li>• [AF-SL/DF] Activities are difficult, and enthusiasm for learning decreases.</li> <li>• [AF-SLK] Anxiety inhibits speaking participation.</li> <li>• [AF-M] Inappropriate material, lack of confidence.</li> <li>• [AF-LD] Difficulty speaking.</li> <li>• [AF-TII] The material does not match the module.</li> </ul>
<sup>4</sup> st Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p>	<ul style="list-style-type: none"> <li>• [AF-T] The material is unclear, difficult to pronounce.</li> <li>• [AF-TP] Teacher feedback makes me anxious.</li> <li>• [AF-TII] Understand the material.</li> <li>• [AF-T] Difficult to pronounce.</li> </ul>

	Material Factors	<ul style="list-style-type: none"> <li>• [AF-TII] difficulty understanding material, difficulty forming words.</li> <li>• [AF-TII] Too much material</li> </ul>
<sup>5st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-T] The material is unclear, difficult to pronounce.</li> <li>• [AF-TP] The teacher's response made me anxious.</li> <li>• [AF-TII] The presentation of the material is unclear which affects speaking practice.</li> <li>• [AF-S] Lacks self-confidence</li> <li>• [AF-SLK] Lack of confidence, difficulty conveying ideas well.</li> <li>• [AF-SB] Lack of preparation reduces performance and confidence.</li> <li>• [AF-TII] The material does not match the module so it makes you less confident.</li> <li>• [AF-LD] speaks.</li> <li>• [AF-M] The material is not suitable, it is difficult to form words</li> </ul>
<sup>6st</sup> Respondent	Teacher Factors:	<ul style="list-style-type: none"> <li>• [AF-TII] Material is not clear.</li> <li>• [AF-TP] The teacher's response made me anxious.</li> <li>• [AF-LD] Difficulty speaking.</li> </ul>

	<p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TII] The material does not match the learning module, it is difficult to apply concepts.</li> <li>• [AF-S] Lack of confidence when you don't understand the material.</li> <li>• [AF-SLK] Anxious learning experiences affect participation and concentration.</li> <li>• Material Factors:</li> <li>• [AF-TII] finds it difficult to apply learning concepts.</li> </ul>
7 <sup>st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TP] Prefer ambient support.</li> <li>• [AF-LD] Difficulty speaking.</li> <li>• [AF-S] Lack of confidence when practicing speaking.</li> <li>• [AF-SLK] Effect on performance and nervousness.</li> <li>• [AF-SL/DF] Lazy and lacks enthusiasm.</li> <li>• [AF-TII] Too much material.</li> </ul>

8 <sup>st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TII] Insufficient Clarity in Instructional Delivery</li> <li>• [AF-TP] Teacher Response Not Supportive</li> <li>• Material: <ul style="list-style-type: none"> <li>• [AF-S] Beliefs about Learning</li> <li>• [AF-SLK] Anxiety from Learning Experiences Inhibits Speaking Participation</li> </ul> </li> <li>• [AF-LD] Difficulty Speaking</li> <li>• [AF-TII] Material Inconsistency with Module</li> </ul>
9 <sup>st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TII] Insufficient Clarity in Instructional Delivery</li> <li>• [AF-TP] Teacher Response Not Supportive</li> <li>• [AF-S] Beliefs about Learning</li> <li>• [AF-SLK] Anxiety from Learning Experiences Inhibits Speaking Participation</li> <li>• [AF-LD] Difficulty Speaking</li> <li>• [AF-TII] Material Inconsistency with Module</li> <li>• Student:</li> </ul>

10 <sup>st</sup> Respondent	<p>Teacher Factors:</p> <p>Student Factors:</p> <p>Material Factors</p>	<ul style="list-style-type: none"> <li>• [AF-TII] Clarity of Teaching Lost</li> <li>• [AF-TP] Teacher Response Not Supportive</li>   <li>• [AF-SL] Difficulty Speaking</li> <li>• [AF-E] Material Inconsistency with Module</li>   <li>• [AF-S] Beliefs about Learning</li> <li>• [AF-SLK] Learning to Inhibit Speaking Participation</li> </ul>
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#### Appendix 6 Documentation, Learning Process



