FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH SPEAKING PRACTICES AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

(A Descriptive Qualitative Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirements for the Degree of Education in English Department

FEBRIAN RIFALDI

105351103419

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2024

LEMBAR PENGESAHAN

بسـمـــــــــــــ اللهِ الرّحمٰنِ الرّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Febrian Rifaldi** NIM **105351103419**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 261 Tahun 1446 H/2024 M, tanggal 22 Safar 1446 H/27 Agustus 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 31 Agustus 2024**.

Makassar, 26 Safar 1446 H
31 Agustus 2024 M

Panitia Ujian:

1. **Pengawas Umum** : Dr. D. H. Abd. Rakhim Nanda, S.T., M.T., IPU (.......................)

2. **Ketua** : Erwin Akib, S.Pd., M.Pd., Ph.D. (.......................)

3. **Sekretaris** : Dr. H. Baharullah, M.Pd. (.......................)

4. **Dosen Penguji** : 1. Erwin Akib, S.Pd., M.Pd., Ph.D (.......................)

2. Ismail Sangkala, S.Pd., M.Pd. (.......................)

3. Sulkifli, S.Pd., M.Pd. (.......................)

4. Muhammad Zia Ul Haq, S.Pd., M.TI (.......................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

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APPROVAL SHEET

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

APPROVAL SHEET

Title	:	Factor Analysis of Students' Anxiety in English Speaking Practices at SMA Muhammadiyah 1 Unismuh Makassar
Name	:	**Febrian Rifaldi**
Reg. Number	:	**105351103419**
Program	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

After being checked and observed this **Thesis** had been fill qualification to be examined

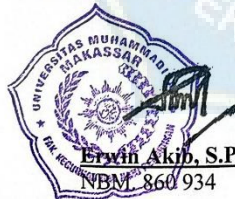Makassar, 07 September 2024

Approved By,

Consultant I

Erwin Akib, S.Pd., M.Pd., Ph.D
NIDN. 0901107602

Consultant II

Sulkifli, S.Pd., M.Pd.
NIDN. 0907069102

Dean of Faculty of Teacher Training & Education
Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

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COUNSELING SHEET I

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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PRODI PENDIDIKAN BAHASA INGGRIS

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Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	Febrian Rifaldi
NIM	:	105351103419
Department	:	English Education Department
Title	:	FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH SPEAKING PRACTICES AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
Consultant 1	:	Erwin Akib, S.Pd., M.Pd., Ph.D

Day / Date	Chapter	Note	Sign
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	-	Data temuan disesuaih dengan problem Stntements!	
	-	Bonus Abstract	

Makassar, ...July.......2024

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977/807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

iv

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COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Febrian Rifaldi**
NIM	:	**105351103419**
Department	:	**English Education Department**
Title	:	**FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH SPEAKING PRACTICES AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR**
Consultant I	:	**Erwin Akib, S.Pd., M.Pd., Ph.D**

Day / Date	Chapter	Note	Sign
13/07/2024		- References nya di perbanyak pada tulis! - Keywords di tambahkan pada kata!	

Makassar, ...July.........20.24

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

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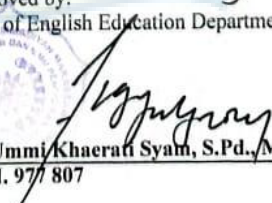|		
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Consultant II	:	Sulkifli, S.Pd., M.Pd.

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Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بسم الله الرحمن الرحيم

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Consultant II	:	**Sulkifli, S.Pd., M.Pd.**

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24/06/24	IV	- *external factor* *Cause student's Anxiety* - *transcribe or include flow observation process* - *focus answer Chapter IV*	f

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Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

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Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama   : **FEBRIAN RIFALDI**

NIM   :105351103619

Jurusan   : Pendidikan Bahasa Inggris

Judul skripsi : Factor Analysis of Students' Anxiety in English Speaking Practices at SMA Muhammadiyah 1 Unismuh Makassar

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Yang membuat pernyataan

FEBRIAN RIFALDI
105351103419

SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini:

Nama   : **FEBRIAN RIFALDI**

NIM   : 105351103419

Jurusan   : Pendidikan Bahasa Inggris

Judul skripsi: Factor Analysis of Students' Anxiety in English Speaking Practices at SMA Muhammadiyah 1 Unismuh Makassar

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Yang membuat pernyataan

FEBRIAN RIFALDI
105351103419

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MOTTO AND DEDICATION

MOTTO

"Tempat dimana ada orang-orang yang memikirkanmu, disitulah tempat untuk

pulang"

-Naruto Uzumaki-

DEDICATION

I dedicated this thesis for my mother and my father, my two sisters, and my

friends. Thank you very much for all the support in compiling this thesis.
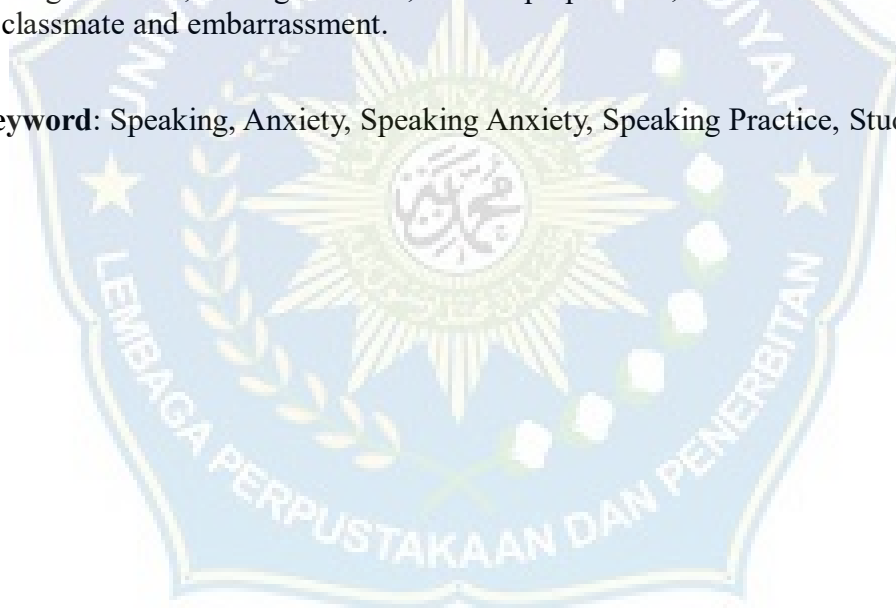
ABSTRACT

Febrian Rifaldi, 2024. *Factor Analysis of Students' Anxiety in English Speaking Practices at SMA Muhammadiyah 1 Unismuh Makassar*. Guided by Erwin Akib, S.Pd., M.Pd., Ph.D as the First Consultant and Sulkifli, S.Pd., M.Pd. as the second consultant.

This research aims to find the types of anxiety and also the factors that cause students' anxiety during speaking practice at SMA Muhammadiyah 1 Unismuh Makassar.

The method used in this study is descriptive qualitative. This research method displays data, namely the results of observations and interviews with 10 students of SMA Muhammadiyah 1 Unismuh Makassar as respondents (the respondent was chosen using purposive sampling technique).

The findings of this research show that there are two types of anxiety in speaking, namely trait anxiety and state anxiety. Of the two types of anxiety categories, researchers found that there were 7 most dominant factors that caused students' anxiety about speaking English. These factors are lack of confidence, fear of making mistakes, feeling insecure, lack of preparation, limited vocabulary, friend or classmate and embarrassment.

Keyword: Speaking, Anxiety, Speaking Anxiety, Speaking Practice, Students.

ABSTRAK

Febrian Rifaldi, 2024. *Factor Analysis of Students' Anxiety in English Speaking Practices at SMA Muhammadiyah 1 Unismuh Makassar*. Dipandu oleh Erwin Akib, S.Pd., M.Pd., Ph.D sebagai Konsultan Pertama dan Sulkifli, S.Pd., M.Pd. sebagai konsultan kedua.

Penelitian ini bertujuan untuk menemukan jenis kecemasan dan juga faktor-faktor yang menyebkan munculnya kecemasan siswa selama praktik speaking di SMA Muhammadiyah 1 Makassar.

Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Metode penelitian ini menampilkan data, yaitu dari hasil observasi dan wawancara dengan 10 siswa di SMA Muhammadiyah 1 Makassar sebagai responden (responden dipilih menggunakan teknik purposive sampling).

Temuan penelitian ini menunjukkan adanya dua jenis kecemasan dalam speaking yaitu trait anxiety dan state anxiety. Dari dua Jenis kategori kecemasan tersebut peneliti menemukan adanya 7 faktor paling dominan yang menyebabkan kecemasan siswa berbicara dalam Bahasa Inggris. Faktor -faktor ini adalah kurang percaya diri, takut melakukan kesalahan, merasa insecure, kurang persiapan, kosakata terbatas, teman atau teman sekelas, dan perasaan malu.

Kata kunci: Berbicara, Kecemasan, Kecemasan Berbicara, Latihan Berbicara, Siswa.

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In the process of compiling this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciation to:

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3. **Dr. Ummi Khaerati Syam, S.Pd., M.Pd**. as the Head of English Education Department.

4. **Erwin Akib, S.Pd., M.Pd., Ph.D**. as the first consultant and **Sulkifli, S.Pd.** as the second consultant, thank you for guiding the researcher with patience, wisdom, providing direction, and always encourage researcher to do her best in completing her study.

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10. Researchers hope Allah gives abundant gifts to people who have assisted researchers during the research process.

The researcher knows that this thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis. Finally, the researcher hopes this research was helpful for the future and the interests of readers and future researchers.
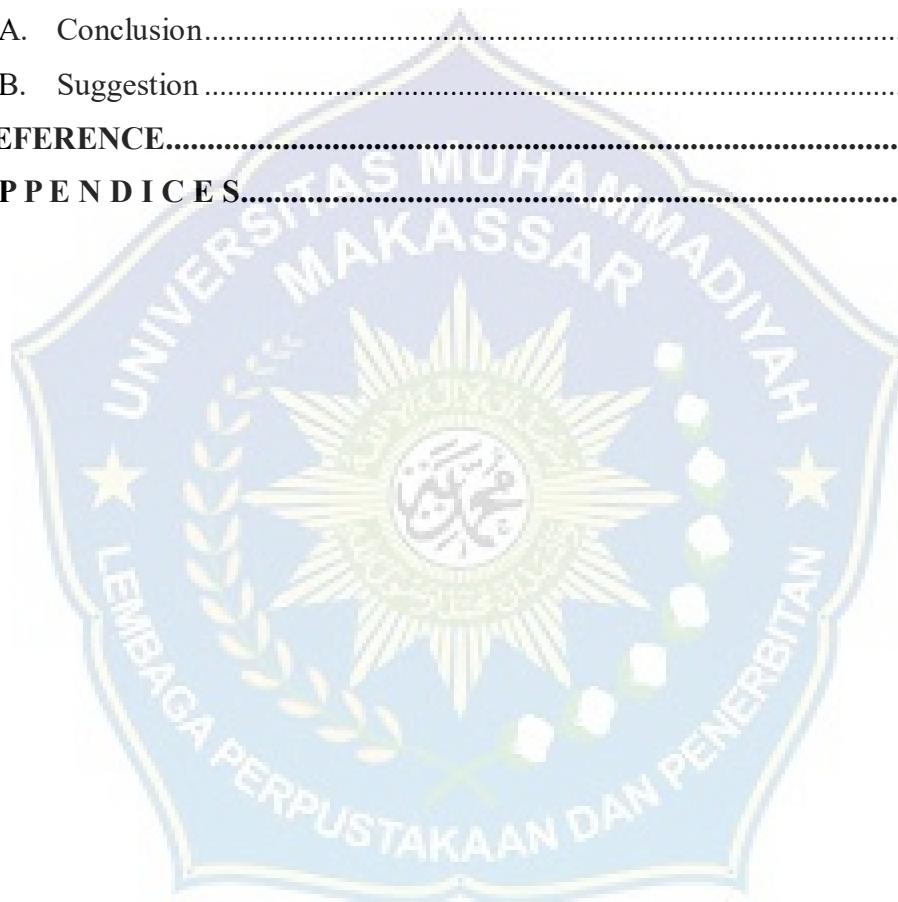
Makassar, 17 August 2024

Febrian Rifaldi

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CHAPTER I

INTRODUCTION

A. Background

Language is the most reliable and efficient means of communication for people to coexist in a community. That is why language is an everyday tool used by humans because language is very important for all aspects of human existence. According to Arisandy, et al (2019), language is a medium or communication tool used to provide or convey explanations to the person you are talking to so that the conversation can run smoothly. The goal of language use in communication is accomplished if it can be understood, at the very least, in terms of the speaker's goals and purposes. All talks in official settings have to adhere to a set format. The fundamental context that speakers need to consider when analyzing specific goals and objectives in verbal and written communication is whether or not the linguistic goal can be attained.

According to Azzahra, (2021), Spoken language production involves three main processing levels: conceptualization, formulation, and articulation. Conceptualization, also known as conceptual preparation, is the deliberate production of speech acts that connect the intended idea to a particular set of uttered words. The second step involves creating the language form needed to convey the intended meaning. The formulation along with grammatical coding, morphophonological coding, and phonetic coding. The process of choosing the right word or syntactic entry is known

as grammatical coding. The process of breaking down words into individual syllables in order to expresses in open speech is known as morphophonological coding. Meanwhile, phonetic coding relates to the activation of articulation movements based on the selected syllables in the morphophonological process. In the last step is the application of articulating by tongue, lips, jaw, glottis, larynx, lungs, or other components of the vocal tools that make speech thus enabling a person to be able to speak properly.

One of the human abilities to communicate with others through language is speaking. Speaking is one type of speech act because the sound of the vocal organ is accompanied by facial expressions and body movements. Rao, P. S. (2019) believes that speaking is the most crucial of the four language skills for effective communication in the modern, globalized world. One essential ability for developing communication is speaking. Speaking is a fundamental ability needed in develop communication. Therefore, it is very important to develop the speaking skills of every individual in society, especially mastery of English, which is used for most international communications. Since English is the lingua franca, it serves as a channel of communication between speakers of other languages around the world.

Speaking is the end result or one of the outputs of language learning where students who learn the language which aims to be mastering a certain language. Speaking skill is considered as an important skill because the

increase in language ability is based on students' skills in verbal activities. According to Wael (2018), spoken English proficiency is a prerequisite for increased English proficiency among pupils. Stated differently, the proficiency level of students in English ability affects the parameters of students' English ability. Therefore, students must be able to display their speaking skills to show whether they have good English skills or not. However, there are still many students who still have difficulty speaking English. Even in the English education department, many of them experience feelings of anxiety and even fear when asked to speak English.

In senior high schools, there are still many students who have difficulty learning foreign languages. The students tend to hate foreign language subjects. This is due to their limited ability to practice the delivery of foreign languages orally. According to Rao, P. S. (2019), speaking appears to be the most challenging of the four fundamental English language abilities as speakers must come up with sentences on the spot. Learners of foreign or second languages may struggle to form sentences without gaining the necessary grammatical structures and vocabulary.

As a result, EFL/ESL English language learners encounter several challenges when speaking correct English. Speech talents are a crucial component of communication thus people desire to develop these skills so they can communicate effectively with others all over the world. There are many factors that make learning English difficult to improve. Fitri (2019) found in her preliminary research that many students cannot perform

speaking in front of many people, it is challenging to deal with oral performance. When asked to speak by the teacher, students will usually look panicked, nervous, even afraid they stammered and often refuses to speak in English. Students prefer to be silent than to speak. These characteristics indicate the presence of symptoms of anxiety.

Anxiety is not only experienced by adulta, anxiety is also experienced by every student under certain conditions. Symptoms like this will certainly greatly interfere with the activities of students in studying. According to Jendra and Sugiyo (2020) excessive anxiety, especially when it becomes a disorder, will hamper a person's function in life. This can affect the process and results of student learning so that it has an impact on the speaking ability of each student. It should be noted that the emergence of anxiety when learning a language is not without reason because students are also sometimes unable to control things that bother themselves.

This problem should not be allowed to continue because it will affect their performance in mastering foreign languages, especially English, so that appropriate measures or treatment are needed, both by the teacher and by the students themselves. From this problem, the researcher is interested in analyzing the factors of student anxiety in speaking English. So that in this study the researcher will conduct a study entitled "Factor Analysis of Students' Anxiety In English Speaking Practice At SMA Muhammadiyah 1 Unismuh Makassar"

B. Problem Statement

From the background of this problem, researchers want to analyze several problems:

1. What are the types of student anxiety in speaking practice at SMA Muhammadiyah 1 Unismuh Makassar?

2. What factors cause student anxiety in speaking practice at SMA Muhammadiyah 1 Unismuh Makassar?

C. Objective of The Research

This study aims to analyze what types of anxiety do students feel when practicing English speaking and that cause students' anxiety in speaking English practice.

D. Significance of The Research

1. Theoritical significance

It is hoped that the results of this study can provide new information to students who are interested in or are currently learning about English so that they can get an idea of this speaking anxiety.

2. Practical significance

a. For the student

The results of this research are expected to be able to provide knowledge to students about speaking anxiety so that they can find ways to overcome the speaking anxiety they experience.

b. For the teacher

The results of this research are expected to help teachers overcome speaking anxiety experienced by students.

E. Scope of The Research

Based on the formulation of the problem above, the researcher determines several limitations including, there is no specific information regarding the level of speaking anxiety experienced by students and this research only aims to analyze the types and causes of students' anxiety in speaking, not to find solutions to problems experienced by students.
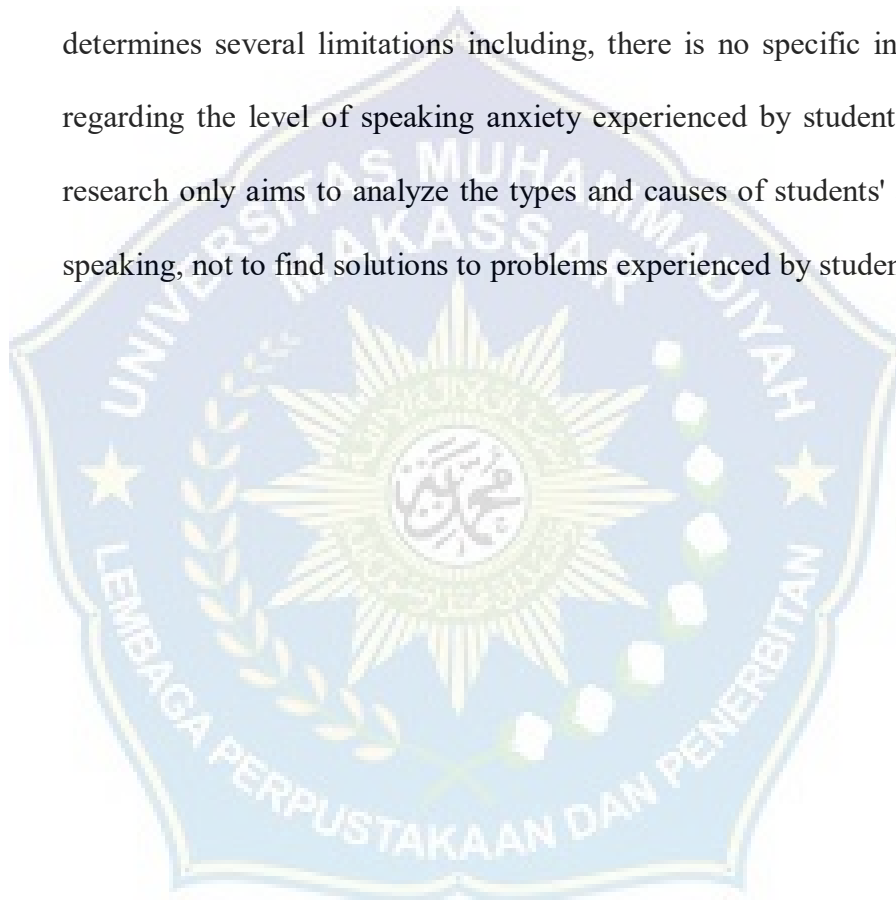
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present a literature review related to the research findings of several pertinent ideas and conceptual framework.

A. Review Related Research Findings

Listiyaningsih (2018) in her thesis, "Students' Anxiety in Speaking English Class at the Eleventh Grade of MAN 4 Bantul in the Academic Year of 2017/2018". 33 individuals from the MAN 4 Bantul eleventh grade participated in the study, which was a descriptive qualitative research project employing data gathered through observation, questionnaires, and interviews. According to research findings, lack of preparation was the main cause of speaking anxiety, which was then followed by learner views about language instruction, fear of making mistakes, fear of classmates, and personal and interpersonal anxiety. The researcher also discovered the techniques employed by students to lessen nervousness, included planning, seeking out others, thinking positively, avoiding eye contact with the audience, relaxing, and giving up.

Fitri (2019), "The Correlation between Anxiety and Students' Speaking Performance in The EFL Classroom." The goal of this study was to find out whether speaking performance is impacted by students' anxiety. A total of 31 participants from SMA PGRI 56 Ciputat students in the tenth grade participated in this study using a method that was quantitative. Researchers measured students' levels of anxiety using the FLCAS and the

Five Likert Scale, and they evaluated speaking skills using oral assessments. The findings indicated that a student's level of anxiety had an impact on their speaking abilities. Students' speaking abilities are negatively impacted by student anxiety to a greater extent.

Putra (2018) in his thesis, "An Analysis of Students' Anxiety in English Speaking Classroom (A Case Study at the Third Semester Students of English Education Department in Muhammadiyah University of Makassar". This study used the descriptive qualitative method, collecting data through questionnaires and observations. He discovered that motivation was the main cause of students' speaking anxiety, followed by shyness, a lack of vocabulary, a lack of self-confidence, grammatical errors, and friends or classmates. The fear of making mistakes was found to be the least common anxiety among students in class 3E at the third semester of the English Education Department at Muhammadiyah University of Makassar.

Fadhilah, I. (2022) in his research entitled "Faktor Kecemasan Siswa Dalam Berbicara Bahasa Inggris pada Mahasiswa Universitas Muhammadiyah Jakarta" Draws the conclusion that Students at Universitas Muhammadiyah Makkasssar who are majoring in English Education in their fifth semester experience anxiety when learning English for a variety of reasons. This student of English education worries when they pronounce words incorrectly and feel intimidated while speaking in front of the class since they believe there are still many areas that need improvement,

including vocabulary and self-confidence. Students in their fifth semester often have speaking anxiety due to a lack of vocabulary, poor grammar, fear of making mistakes in front of others, embarrassment, lack of confidence, and other factors.

Basri, M. (2019), in his research entitled "Faktor Kecemasan Siswa Dalam Berbicara Bahasa Inggris pada Mahasiswa Universitas Ahmad Dahlan Yogyakarta". The findings based on the conclusions in this study state that students at universitas Ahmad Dahlan in their third semester experience anxiety when learning English for various reasons or causes. In order to communicate their subject matter effectively, these English Education students often avert their eyes from their peers, worry about their pronunciation, and feel nervous when speaking in front of the class. Students in the third semester often experience speech anxiety due to lack of vocabulary, bad grammar, fear of making mistakes in front of others, shyness, or lack of confidence.

Based on the findings from several studies above, researchers found that in general anxiety is a feeling of uncontrollable and excessive worry or worry about many things. There are various signs, ranging from excessive sweating, heart beating faster, and difficulty breathing. This condition can happen to anyone, but is more common in adults aged 30 years and over. The majority of sufferers find it difficult to express the reasons why they feel excessively worried or anxious.

Another finding from the opinions of these researchers is that even though the research was conducted using different subjects and research instruments, the answers or final results of the research were not much different. Conclusions regarding the factors that cause speaking anxiety can be categorized into two factors. First, researchers found that the level of success in speaking practice is based on a person's personality, which in this case concerns the student's internal factors such as self-confidence, fear of making mistakes and speaking skills. The second factor is external influences, for example the audience and also anxiety that arises as a result of ability assessments or oral tests.

B. Some Pertinent Ideas

1. Concept of Speaking

a. The Understanding of Speaking

One of the four language skills that is important for responding to and interacting with others and enabling understandable verbal interactions is speaking. According to Purwanti, N. K. R. et al. (2022), speaking skills are linked to comprehension, pronunciation, grammar, vocabulary, fluency, and intonation or expression. However, speaking skills can be considered quite difficult when learning English as a foreign language due to the large mix of skills students have to apply when speaking English. The mother tongue of many students has an impact, and shyness and nervousness can prevent students from

expressing themselves. These students may understand the topic of the lecture, but they may choose not to participate.

b. The Speaking Performance

Speaking performance, according to Ladouse (1991), is the ability to speak clearly, record actions or situations in appropriate language, and discourse or express a series of concepts well. Speaking performance is a speaking activity that can be seen; in this case, the speaker speaks or conveys information in front of the audience. Examples include telling stories, speaking in front of groups, role playing, or even giving presentations. In learning English speaking performance is often used to teach and improve students' English skills as well as to measure students' competency level with oral tests.

c. Types of Classrooms Speaking Performance

According to Brown (2000: 271), there are six simililar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

1) Imitative

For the purpose of meaningful interaction, imitation focuses on a certain linguistic feature. Speaking classes in imitative categories may properly be used to create "a human tape recorder" speech. Such drilling gives the pupils the chance to listen to and repeat aloud particular linguistic segments that may present some linguistic challenge, either phonologically or grammatically.

2) Intensive

Any speaking performance that aims to practice a certain phonological or grammatical component of language is considered intensive. It may be self-initiated or a component of a pair-work activity where the students are reviewing particular linguistic structures.

3) Responsive

Short responses to questions or comments posed by the teacher or students are encouraged by the classroom activity. Typically, these responses are adequate and do not continue into conversations.

4) Transactional (Dialogue)

Language used in transactions that are intended to exchange or transmit specific information. Such conversations might lean more toward negotiation than response communication.

5) Interpersonal (Dialogue)

Interpersonal categories and maintaining social relationships were the goals of the classroom activity. It has many purposes than only conveying information and facts.

6) Extensive (Monologue)

Intermediate and advanced students are required to deliver lengthy monologues in the form of oral reports, summaries, or maybe brief speeches.

d. Five Components of Speaking

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1) Pronunciation

By speaking words out clearly, students can communicate more effectively. Even with limited vocabulary and grammar, a learner can communicate effectively if they have proper pronunciation and intonation. Pronunciation is the use of words in a traditional or customary fashion.

2) Grammar

Grammar is essential if students are to arrange suitable sentences in written and spoken conversation. Grammar is defined as an organized method of identifying and forecasting the perfect language ability of a speaker or listener. This is accomplished by applying a set of rules or principles to generate every properly formed or grammatically accurate sentence in that language

3) Vocabulary

Possessing a large vocabulary can also facilitate the communication of our thoughts, feelings, and ideas both in writing and verbally. Proper diction or the most crucial element in a language, particularly while speaking, is characterized as

vocabulary. When communicating, people frequently utilize generic, everyday words.

4) Fluency

Fluency is the capacity for accurate, fluid, and communicative communication. One common definition of fluency is the capacity for smooth, continuous speech.

5) Comprehension

The ability to identify and decipher speech and to create mental models of word meanings is known as comprehension.

e. Obstacle in Speaking

Taryono (1999: 68) states that there are two factors inhibiting speaking skills, namely internal factors and external factors. Internal obstacles come from yourself, not from other people or outside yourself. These obstacles are divided into three, namely as follows:

1) Internal obstacles of a physical nature, such as imperfect speech organs, unhealthy physical conditions, and so on.

2) Internal barriers of a psychological nature consist of two parts.

   a) Temporary obstacles are feelings of anxiety, fear, nervousness, doubt and nervousness.

   b) Latent obstacles, namely restlessness, having a habit of muttering.

3) Other internal barriers for example, lack of mastery of language rules, lack of experience in speaking, lack of attention, and the presence of bad habits.

2. Concept of Anxiety

a. The Understanding of Anxiety

Everyone has experienced anxiety and worry at some point in their life. Everyone may have some level of anxiety. According to Albab, R. U. (2022), anxiety is a response to events that are considered threatening, or to pressures that can cause a person to become agitated. Anxiety is a natural feeling of anxiety or worry that a person experiences when confronted with events they perceive as dangerous, such as during job interviews, class presentations, public speaking, and performing tasks they believe they cannot. These factors have the potential to produce exaggerated anxiety feelings.

b. Types Of anxiety

Based on the opinion of (Suyantini, 2010:9) there are three types of anxiety, namely:

1) Anxiety caused by guilt or feelings of sin. For example, a person may act in a way that goes against his or her moral code or beliefs. This usually happens when the student realizes that the teacher crossed him when the student copied his friend's work.

2) Anxiety arises because he sees threats and dangers that befall him. For example, if the brakes on the car you are driving stop, you may worry that you caused the accident.

3) Anxiety in a less clear form, what is feared is not balanced, even what is feared is a harmless thing/object. Fear is actually a normal/natural action if there is something to be afraid of and is balanced. If the fear is very, extraordinary and inappropriate towards the object that is feared, it is actually pathological, it is called a phobia. Phobia is a very or excessive fear of something whose cause is unknown.

c. **Anxiety Symptoms**

Symptoms of anxiety can generally be divided into two things, namely physical and psychological. According to Wood et al (2007: 186) there are several physical symptoms of anxiety, namely restlessness, aches, twitching of the eyelids, tense facial expressions, sweating, dry mouth, continuous urination, difficulty concentrating, often sweaty hands, stomach disorders, palpitations, feeling of blockage, in the throat. Furthermore, the symptoms are psychological: Fear, confused thoughts and feeling miserable.

3. **Concept of Speaking Anxiety**

a. **Foreign Language Anxiety**

Some people's anxiety can have a negative effect on several of different aspects of their life. One of them relates to learning languages.

One of the most difficult aspects of learning a foreign language is language anxiety. (MacIntyre, in Zheng & Cheng 2018) state language anxiety as stimulated by concern and adverse emotional reaction when studying or using a second language. The level of language proficiency among students is significantly influenced by their anxiety when learning a foreign language. Children's ability to perform well in language is negatively correlated with their anxiety levels. In other words, the child's experience of language proficiency as a result of language anxiety.

According to Sadiq (2017), anxiety is one form of an emotional problem that could positively affect the academic performance of EFL Learners. The theory provided above leads to the conclusion that language anxiety is a common negative emotion that students experience when learning a foreign language, such as anxiety or fear. This emotion often shows up when students are under pressure, such as while speaking in the language they are studying. It can be challenging for students to overcome their anxiety about learning a foreign language, and this can have a negative effect on the development of their language skills.

b. **Symptoms of Speaking Anxiety**

According to William et al in Damayanti (2016: 18), anxiety can be recognized through bodily, emotional, behavioral and verbal

symptoms. The following are indicator or symptoms of anxiety that are felt through the body:

1) Increased heart rate.

2) Dizziness and body feeling light.

3) Mouth and throat that feel dry.

4) Stomach ache.

5) Feeling hot and sweaty or feeling cold and shaky.

Apart from the symptoms felt by the body, anxiety can also be recognized through emotional states, as follows.

1) Feeling scared for no reason and worrying about many things.

2) Feeling that many people are watching you.

3) Feeling like running away and getting away from that place or current situation.

4) Concentration lost.

5) Forgetting what you want to talk about or going blank.

Meanwhile, the characteristics of anxiety when viewed from a person's behavior are as follows.

1) The facial expression changes.

2) Avoid eye contact.

3) Smile.

4) Cry.

5) Changes in body gestures.

Then the verbal symptoms when experiencing speaking anxiety are as follows.

1) Fall silent.

2) Voice change.

3) Speak haltingly.

4) The grammatical structure is confused.

5) The tempo of speaking is too fast or too slow.

It can be concluded that there are four types of symptoms in speaking anxiety, namely bodily, emotional, behavioral and verbal symptoms.

c. **Types of Speaking Anxiety**

MacIntry and Gardner (1989: 259) state that anxiety about speaking in a foreign language can be divided into two types as follows.

1) Trait Anxiety is a person's tendency to feel nervous or anxious for no apparent reason, even though they are in a situation they want. This anxiety is part of a person's character, so it is difficult to deal with removed.

2) State Anxiety is a person's tendency to feel nervous or anxious in certain situations. This kind of anxiety is not permanent. This anxiety is a specific response to stimuli that do not originate from oneself. These feelings arise because someone is in a special situation that makes them feel stressed.

d. Factors causing anxiety in speaking

Acoording to Nur, et al., (2021), The causes of speaking anxiety are divided into two factors:

1) Internal factor

   a) Lack of confidence

   A student's self-confidence is largely based on their experiences and strengthened by their success in social, emotional, intellectual, and many more areas. For some students, self-confidence in class comes naturally, but there are quite a few who feel less confident in class.

   Those who are confident, can and dare to answer, speak in front of their classmates during the lesson. However, for those who do not have high self-confidence, they tend to be afraid of speaking wrongly or just answering questions from the teacher or their classmates. For those who lack self-confidence, it is a very difficult thing to do. In fact, it can cause anxiety and frustration for students if they are forced to be confident.

   b) Shyness

   The emotion of shame often arises when we feel that we do not meet the standards expected of others. Children become more susceptible to such experiences as they learn to interact with others and find their place in their environment. Shyness is hesitation to take the lead or do something.

c) Fear of making mistake

Students who are afraid to speak will usually show a passive attitude in class. They are less visible to teachers because students actively cover themselves when they don't talk or interact much during the learning process. Students who struggle with anxiety often experience these symptoms. One of the reasons why they prefer to be inactive from class activities and feel reluctant to show their skills is because they are afraid of making mistakes when speaking and receiving unfavorable responses from teachers or classmates.

d) Feeling insecure

Not everyone has high self-confidence so when speaking in front of many people they will feel embarrassed or inferior. People who feel inferior or embarrassed think that they are the laughing stock of other people and even feel like they are not liked by other people. Someone who is insecure will usually find it difficult to interact with other people, even worse, is that they always want to avoid social interactions. This is because someone who is insecure does not believe in himself and does not want to be the center of other people's attention.

2) External factor

a) Lack of preparation

Someone who has little experience and skills or no experience and skills at all in dealing with public speaking situations will be more likely to experience anxiety when faced with public speaking situations than someone who has experience and has skills related to it. speaking in public.

b) Limited vocabulary

Choosing and using the right words will create a conducive atmosphere and prevent misunderstandings in communication. Apart from that, the choice of words must also be adapted to the listener or reader so that it is easier to understand and there are no misperceptions.

c) Friend or classmate

The conditions and situations felt by students in class also greatly influence students' speaking anxiety levels. Students often get laughed at by their friends when they make a mistake. Apart from that, the feeling that his abilities are below those of his friends is always a common problem.

d) Embarrassment

In general, this factor needs to be a concern for teachers and parents. Anxiety often arises when students receive bad responses from their friends during presentations and so on. This

can also have a long-term impact on the student's personality if it is not addressed immediately. Embarrassed means feeling embarrassed about something. You feel this emotion when someone humiliates you because of something or something unusual happens that makes you ashamed of yourself.

e) Teacher characteristic

Teacher characteristics also greatly influence students' anxiety levels because teachers play an important role in motivating and increasing students' self-confidence. Apart from that, teachers must be able to create a comfortable learning environment and use appropriate learning methods which in this case facilitate students so that they are not stressed during learning.

e. **The Effect of Students Speaking Anxiety**

Sutarsyah (2017) wrote on the impact of speaking performance on students' anxiety in her research. She discovered that pupils' speaking abilities were impacted by speaking anxiety. According to her research, students with low levels of anxiety perform better in speaking tasks than students with high levels of anxiety. Therefore, the role of the teacher is very necessary, not only as an instructor but also someone who can guide students.

Additionally, Horwitz et al., (1986) discuss how anxiety affects language learning. They separated the effects into two categories as follows:

1) Second language studies.

   According to Howitz and Cope (1986), many language studies have investigated the impact of students' anxiety on their proficiency in the English language, particularly in speaking. According to other academics, there is no connection between pupils' English proficiency and anxiety. However, several of them found that worry had significant effects on students' English language proficiency. They claimed that students with high levels of language anxiety generally stay clear of various forms of advanced or challenging communication, both in their own conversations and in the messages they receive.

2) Clinical experience.

   According to an analysis of clinical experience by Horwitz and Cope (1986), anxiety in students can make it difficult for them to focus while studying. Students will experience forgetting the things that make it difficult for them to use the second language competencies they have successfully developed. In addition, students with anxiety disorders will be affected by physiological problems including sweating and palpitations. In certain situations,

the result of this anxiety can cause students to skip classes to avoid

the anxiety they experience while studying.

C. Conceptual Framework

The conceptual frame work underlying in third research is given in

the following:

```
┌─────────────────────────┐
│    English Speaking      │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│   Speaking Performance   │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ Speaking Anxiety Symptoms│
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    Types of Speaking     │
│         Anxiety          │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│     Factors Causing      │
│   Anxiety in Speaking    │
└─────────────────────────┘
       │             │
       ▼             ▼
┌──────────────┐ ┌──────────────┐
│Internal      │ │External      │
│Factors       │ │Factors       │
└──────────────┘ └──────────────┘
```

Figure 2.1: Conceptual Framework

Based on a conceptual framework, this research aims to analyze the factors that cause or influence students' speaking anxiety. This research will analyze the types and factors that cause anxiety felt by students during the speaking practice learning process. Speaking practice in English is the variable that will be studied, so researchers will rely on each student's speaking performance. To find out students' speaking anxiety, it is necessary to look at the visible symptoms and find out how they feel when practicing speaking. From here the researcher was able to determine the type of anxiety and factors that cause students' anxiety when practicing speaking in English.
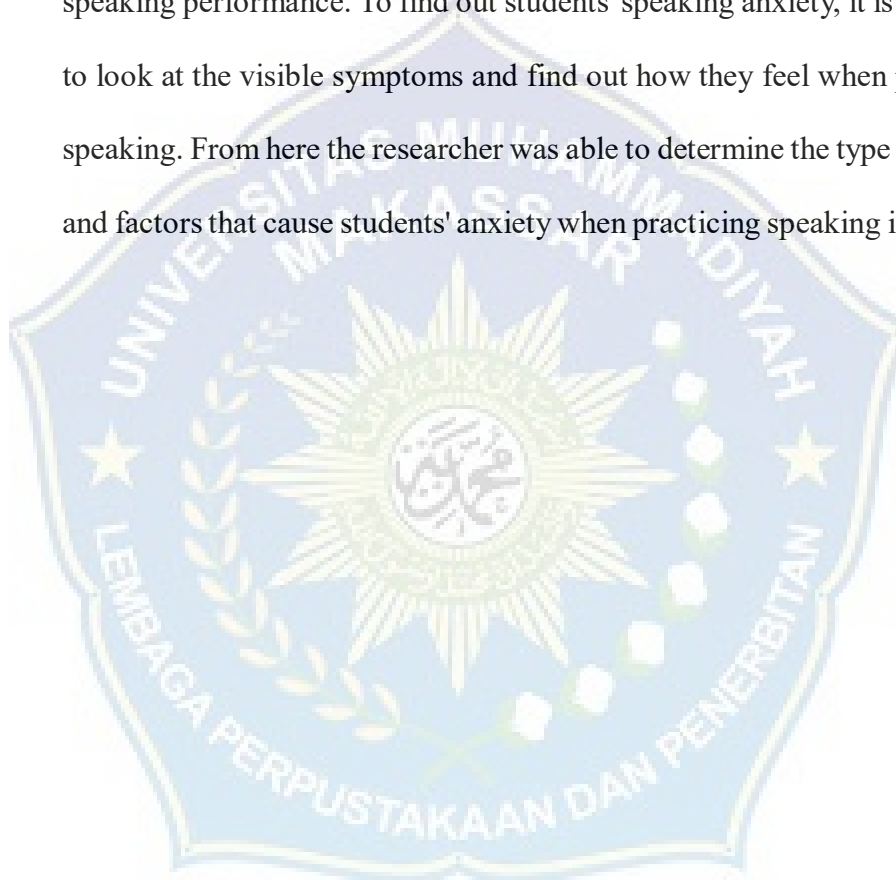
CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a qualitative research design. Nasution, A. F. (2023) explains a study approach known as qualitative research design bases thinking on the postpositivist philosophy. It is applied to natural object conditions and uses the researcher as the primary instrument. Purposive and snowball sampling is used to gather data, and sources and data are triangulated. Inductive data analysis is employed, and the research findings prioritize meaning over generalization. Nasution, A. F. (2023) added that the facts gathered during field research serve as the basis for qualitative research data collecting rather than theoretical guidance. This explained why the data analysis used in qualitative research is inductive, based on existing facts, and develops into theories and hypotheses. This research is of the descriptive qualitative variety, with the goal of providing a comprehensive picture of a condition that arises in a social setting.

In this study, researcher analyzed a phenomenon that is common in the world of education, namely students' anxiety in speaking English that occurs in high school students. This research focused on the types and factors of students' anxiety in speaking English based on real situations experienced by students and described according to what really happened or displaying data as it is without engineering.

B. Research Variable and Indicators

This research had several important objects studied. These objects are factors that are useful for researchers to draw a conclusion. Timmermans & Tavory, (2022), explain that research variables are the elements that make up this study. Because they are the subject of research studies, variables are the most important factor in locating a study. The variables in this study are: factors causing students' speaking anxiety and types of speaking anxiety experienced by students.

The indicators in this research are based on 2 aspects, namely: Physical Aspects and Psychological Aspects. Apart from these symptoms or aspects, other indicators are theories about the types of foreign language anxiety in the classroom and theories about the factors that cause anxiety in speaking.

C. Research Subjects

The subjects in this study refer to those involved. This study was conducted at SMA Muhammadiyah 1 Unismuh Makkassar which took place in class 11 IPS with a total of 17 subjects. From these 17 subjects, observations were made to determine subjects that fit the criteria. From these observations, 10 subjects were determined to be interviewed. Subjects were determined during observation using purposive sampling techniques. Subjects were selected by considering criteria that match indicators or symptoms of speaking anxiety. The selected subjects act as informants who provide information related to the data that the researcher wants.

D. Research Instrument

1. Observation

Observation is the first instrument used to collect data. According to (Anufia, B., & Alhamid, T2019), In one study, observation is described as focusing attention on an object and using all the senses to gather information. The use of observation techniques also aims to make it easier for researchers to determine the required subjets. Observations in research function as a tool to determine students who meet the criteria required to be used as research subjects. Apart from that, observation also functions as a tool to directly monitor the subjects being studied during speaking practice in class, making it easier for researchers to obtain information about visible physical aspects.

2. Interview

According to (Anufia, B., & Alhamid, T 2019), A form of dialogue conducted by researchers to obtain information from respondent is called interview. Interview is one technique that is often used. The purpose of interviews can vary, for example to find out someone's background, clarify information that has been previously obtained, or to find out someone's views or opinions about something so that it is very suitable for use in this research. The interviews in this research were conducted to obtain direct information from students, to obtain clearer information by asking questions related to psychology about what students felt directly when practicing speaking in class.

E. Data collection

The process of obtaining information from all pertinent sources is known as data collection. The researcher employed the following techniques based on the research instruments:

1. Procedures of collecting data for observation

   a) Before joining the class, the researcher first asked permission to conduct an observation.

   b) The researcher entered the class and informed the students that the researcher was joining the class for the purpose of conducting an observation.

   c) Next, the researcher observed the students who were practicing speaking to find out the types of students' speaking anxiety and external factors of students' speaking anxiety.

2. Procedures of collecting data for interview.

   a) Before conducting observations with students, the researcher first explained about speaking anxiety and the purpose of the researcher's interview.

   b) Next, the researcher selected 10 students who met the criteria to be interviewed.

   c) During the interview, the researcher recorded the interview process with the students with a recorder, camera, and notebook to support this research.

d) Finally, the data converted into written form after being transcribed and then analyzed.

F. Data Analysis

The researcher used qualitative descriptive in analyzing the data. Based on Miles & Huberman, (1994) There are three stages in analyzing qualitative data:

1. Data reduction

This stage known as method of choosing, concentrating, simplification, abstraction, and transformation of the data. At this point, researchers divide the factors that cause students' speaking anxiety into two types of categories. These factors are indicators of internal and external factors of anxiety in speaking. After determining the types of students' speaking anxiety, the researcher then determined the interview data based on theory and observational data. This is done by researchers to make it easier to draw conclusions or results from the information provided by students during interviews.

2. Data display

Is a form of data presentation that is arranged systematically and is easy to understand. At this stage the researcher provides a collection of information that will be used as a conclusion. Researchers present data in the form of narrative text which is arranged in such a way. Here researchers display indicators and then determine the types of speaking anxiety. Then after that it displays observation data and interviews.

3. Conclusion and drawing verification

      At this stage, researchers determined the types and factors that cause students' anxiety in speaking. Researchers drew conclusions by determining the types of student anxiety and then concluding data from observations and interviews as factors that cause student anxiety in speaking practice. This data is also based on existing theory to strengthen the conclusions of the research results.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the results of research which is divided into two categories, namely research findings and discussion. The findings present the results of data analysis obtained by observation checklist and interviews while discussions are presentations of research findings.

A. Findings

The results of data analysis are presented in this section. Data was collected using two research instruments, namely observation and interviews to obtain more accurate and valid data.

1. Types of speaking anxiety

In determining the type of speaking anxiety experienced by students, researchers need to know the symptoms or indicators that appear during the speaking practice process in class. These symptoms can be a benchmark for researchers so that researchers are able to see the type of student speaking anxiety. The instrument used by researchers in determining the type of student speaking anxiety is through the observation method in the classroom.

According to William et al in Damayanti (2016:18), anxiety can be recognized through behavioral and verbal symptoms. The following are indicators or symptoms of anxiety felt through the behavioral and verbal symptoms.

Table 4.1 Indicators of speaking anxiety

Indicators of speaking anxiety	
Symptoms of behavior	**Symptoms of verbal**
The facial expression changes	Fall silent
Avoid eye contact	Voice change
Smile	Speak haltingly
Cry	The grammatical structure is confused
Changes in body gestures	The tempo of speaking is too fast or too slow

From the indicators above, the following are the researcher's findings from observations using several indicators used to determine the types of students' speaking anxiety during speaking practices.

Table 4.2 Result of observation

Observed Aspect	Indicators	Result	
		Yes	**No**
The characteristics of anxiety when viewed from a person's behavior	The Facial Expression Changes	√	
	Avoid Eye Contact	√	
	Smile	√	
	Cry		√
	Changes In Body Gestures	√	
The verbal symptoms when experiencing speaking anxiety	Fall Silent	√	
	Voice Change	√	
	Speak Haltingly	√	
	The Grammatical Gesture is Confused	√	
	The Tempo of Speaking is Too Fast or Too slow	√	

From the findings above, the researcher realized that almost all symptoms or indicators appeared except for the symptom of crying. Based on these findings, the researcher classified the types of students' speaking anxiety into two types, namely trait anxiety and state anxiety. The researcher's reason is because the symptoms that appear in students are able to represent both types of anxiety.

2. **Factors causing students' speaking anxiety**

a) **Result of observation**

Data collection through an observation checklist was carried out by researchers to observe students' physical appearance and behavior in speaking practice in class.

The researcher's findings during observation were: Before carrying out speaking practice in front of the class, in the previous meeting the teacher first gave them the task of writing a narrative about "What students like and why they like it" for them to then tell in front of the class. Learning takes place with the teacher checking all the assignments that have been completed by all students. In accordance with their assignment, the teacher appoints students one by one to come forward to speak or convey the narrative they have written. Some of the students appointed to the front were able to speak well, but some students were not. This happens because many of these students still have problems with vocabulary.

There are also those who lack self-confidence and always feel embarrassed when in front of them, even when they are pointed at, they feel reluctant to come forward and point to another friend to go first. Another reason is that they still lack preparation, these students have not fully mastered the narrative that will be delivered, this can be seen by the fact that some students are still confused and there are also students who have to look at their text again. The final cause is due to the influence or interference of friends. The usual disturbance from classmates is that they are sometimes noisy even though their friends are talking in front of them. Not only that, some even laugh at their friends when they make mistakes.

The observation checklist consists of five statements that will be assessed by the researcher, namely about the physical aspects of students. According to Nur, et al., (2021), there are five external factors that cause anxiety in speaking. Of these five factors, researchers use them as observation indicators to assess students' anxiety when practicing speaking. The indicators are as follow:

Table 4.3 Indicators of observation checklist

Indicators	
External factors cause student's speaking anxiety	Lack of preparation
	Limited vocabulary
	Friend or classmate
	Embarrassment
	Teacher Characteristic

From the several indicators above, the results of the observation checklist can be seen in the following table:

Table 4.4 Findings of observation checklist

Indicators	Happen		Frequency		
	Yes	No	Very often	Often	Seldom
1. Lack of preparation by students	√			√	
2. Limited vocabulary	√		√		
3. Because of friend or classmate	√			√	
4. Embarrassment	√				√
5. Teacher characteristic		√			

The table above shows that in this class, almost all students experienced all factors of speaking anxiety. In this case, some students seem often lack preparation before being appointed to the front of the class to speak, students tend to often look at the text they are going to speak.

The next problem is that students' vocabulary is still very minimal, for example students are often confused about the sentences they are going to say so they have to ask the teacher or look at the textbook.

Another cause is the influence of classmates. This problem actually rarely occurs and some students who are practicing speaking don't really care about the influence of their classmates who sometimes laugh or make noise.

Next is the issue of self-confidence. For some students, when called to the front of the class, they are confident and immediately appear when appointed, but there are also students who are embarrassed to appear, sometimes they even point and also tell their friends to appear first.

Regarding the problem of teacher characteristics, researchers found that teachers are not the cause of students' poor performance when performing, but instead play a role in helping students with the difficulties they often face.

b) **Result of interview**

In this interview, the researcher focused on finding data on internal and external factors of students' anxiety in speaking and through this interview helped confirm the observation data. To obtain appropriate data, the researcher has prepared appropriate indicators:

Table 4.5 Indicators of interview

Indicator	
Internal Factors	**External Factors**
Fear of making mistake	Lack of preparation
Lack of confidence	Limited Vocabulary
Feeling insecure	Friend or classmate
Shyness	Embarrassment
	Teacher Characteristic

From several aspects or indicators above, researchers have prepared several appropriate questions to find the desired answers.

The following are student findings or answers that represent several indicators that researchers have used:

1) **Fear of making mistake**

The fear of making mistakes is one of the main factors causing problems for some students in speaking practice. Most students feel anxious because they always think about how they will appear in front of the class. This ultimately causes students' self-confidence to decrease and they are not confident in their own abilities.

Extract 1:

S2: ...Maybe it's because I'm afraid of making a mistake so I feel anxious

---

Extract 2:

S3: ...What I'm worried about is fear of making mistakes

Extract 3:

S8: ...Because I am afraid of making mistakes

2) **Lack of confidence**

Lack of self-confidence is also one of the causes of feelings of anxiety. Some students underestimate themselves too much. They realize that their abilities are inferior compared to their friends.

Extract 4:

S3: ...Nervous, then unsure of myself.

Extract 5:

S4: ...Because I'm not confident when speaking in front of many people.

Extract 6:

S7: ... Maybe because I lack self-confidence

3) Feeling insecure

Insecurity is a condition when a person's level of self-confidence decreases accompanied by feelings of anxiety, restlessness, and fear in facing or doing something.

> *Extract 7:*
>
> *S5: ...I don't know but suddenly embarrassed when in front of many people.*

> *Extract 8:*
>
> *S6: ...Because I am a person who is easily insecure and sometimes less confident.*

> *Extract 9:*
>
> *S7: ...Embarrassed, sometimes I think it will be wrong if I speak*

4) Lack of preparation

A person who has little or no experience and skills in dealing with matters such as public speaking will most likely experience feelings of anxiety.

> *Extract 10:*
>
> *S2: ...It's a little difficult, sometimes I don't convey what I think. The problem is because I'm not used to speaking in front of many people.*

Extract 11:

S6: ... I'm nervous, especially since I rarely practice my speaking skills.

Extract 12:

S8: ... It's a little difficult because I'm not used to appearing in front of other people

5) Limited vocabulary

The next factor that is often found in students is a lack of vocabulary. Most students feel that the most difficult thing to learn in English is vocabulary. Students admit that sometimes they just don't know the meaning in English so they think speaking is difficult.

Extract 13:

S5: ...It's difficult for me because my vocabulary is not very broad.

Extract 14:

S6: ...Personally, I think it's difficult, especially having to understand all the meanings in English.

> *Extract 15:*
>
> *S9: ... It's very difficult because I still don't have enough English vocabulary. Yes, as far as I know, the basics are that we have to have a good vocabulary so that we can easily master speaking skills.*

6) Friend or classmate

The reason students lack focus when speaking is due to influence or interference from classmates. This certainly disturbs students' concentration so that students feel they have failed to show their best in front of the class.

> *Extract 16:*
>
> *S4: ...Usually when it's noisy, it makes it hard for me to focus.*

> *Extract 17:*
>
> *S9: ... For example, things that bother me are when my friends start making noise while I'm talking.*

> *Extract 18:*
>
> *S10: ...The cause is friends, they were very noisy when I was explaining.*

7) Embarrassment

Anxiety often arises when students receive bad responses from their friends during presentations and so on.

> ***Extract 19:***
>
> ***S1:*** *... Actually, I don't mind being laughed at, but sometimes I'm embarrassed too.*

> ***Extract 20:***
>
> ***S4:*** *... Embarrassed because I was laughed at while I was trying. This makes me confused.*

> ***Extract 21:***
>
> ***S5****: ... Embarrassed But just a little.*

B. Discussions

1. Types of students' speaking anxiety

MacIntry and Gardner (1989: 259), Explains in his research that speaking anxiety is divided into two categories. The first is Trait anxiety, this type of anxiety usually feels anxious even without a clear reason. This type of anxiety will be difficult to overcome because it is a person's innate nature. Next is State anxiety, this type of anxiety occurs in someone when something disturbs them or they

are in a situation they don't want. This type of anxiety is common and can happen to all humans.

The following is the researcher's explanation regarding the theory and findings.

a) Trait Anxiety

From the data findings, this type of anxiety is a type of anxiety that refers to the internal factors of students. Students who experience this type of anxiety are usually characterized by a tendency to feel nervous or anxious even without a definite cause. This can happen because it has become their character and is difficult to eliminate.

b) State anxiety

From these findings, researchers stated that this type of anxiety refers to external factors of students. Students with this type of anxiety tends to experience nervousness or anxiety in certain circumstances and is only temporary. This kind of anxiety is a reaction to external stimuli that a person experiences when they are in a certain situation that makes them stressed.

2. **Factors causing student anxiety in speaking practice**

Based on the statement of Nur, et al., (2021), Anxiety in speaking can be caused by two factors. These factors include internal factors and external factors.

This internal factor is generally something that originates from within a person. What is meant in this case is that this speaking anxiety arises because it is caused by problems from within the person themselves. The causes include lack of confidence, shyness, fear of making mistakes, and feeling insecure. Therefore, in this study, the researcher used an interview instrument to be able to find out things that only each student knows.

In contrast to internal factors, external factors of speaking anxiety are caused by external influences. The causes include lack of preparation, limited vocabulary, friend or classmate, embarrassment, and teacher characteristics. Because the cause comes from outside, the researcher uses observation techniques because the cause is visible visually. In addition, it is supported by interviews to validate the researcher's findings.

a) Lack of confidence

Based on the results of interviews, researchers found that as many as five out of ten students admitted that the cause of anxiety in speaking practice was a lack of confidence.

b) Shyness

Based on the results of interviews with students, researchers found that no students experienced speaking anxiety factors like this.

c) Fear of making mistake

Based on the results of interviews with students, researchers found that five out of ten students stated that the reason they experienced anxiety in speaking practice was because they were afraid of making mistakes.

d) Feeling insecure

From the interview results, as many as three out of ten students who experienced anxiety in speaking practice were due to feeling insecure.

e) Lack of preparation

From the results of observations, the researchers found that this factor occurred with a frequency that was often. Observation data was also supported through interviews and it was found that as many as four students experienced this factor.

f) Limited vocabulary

From the results of observations, researchers found that this factor occurs very often. Observation data was also supported through interviews and it was found that as many as three students experienced this factor.

g) Friend or classmate

Based on researchers' findings through observation, the friend or classmate factor often occurs. Apart from that, the researcher also stated in his findings through interviews that

there were eight students who stated that one of the causes of anxiety in speaking was friends or classmates.

h) Embarrassment

Based on the researchers' findings through observation, the embarrassment factor occurs with a rare frequency. Apart from that, the researcher also stated in his findings through interviews that there were four students who stated that one of the causes of anxiety in speaking was due to embarrassment.

i) Teacher Characteristic

Based on the researchers' findings through observation, factors due to teacher characteristics did not occur during observation. This data was also supported through student interviews where no students felt that the teacher's characteristics were the cause of anxiety in speaking practice.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

At this stage the researcher presents conclusions and suggestions which are of course based on the findings and discussion of the data that has been analyzed.

There are two types of student anxiety in speaking practice, namely trait anxiety and state anxiety. In trait anxiety, it refers to the internal factors of students. The factors include, namely lack of confidence, fear of making mistakes and feeling insecure. While state anxiety refers to external factors of students, meaning factors that are physically visible. These factors include, lack of preparation, limited vocabulary, friend or classmate, and embarrassment. Based on previous findings and discussions, the researcher concluded that the two types of students speaking anxiety are interrelated with the factors that cause student anxiety during speaking practice.

There are seven factors that cause student anxiety in speaking practice, including lack of confidence, fear of making mistakes, feeling insecure, lack of preparation, limited vocabulary, friend or classmate and embarrassment.

B. Suggestion

The suggestions given by researchers are based on conclusions, the researchers' suggestions are:

1. Students who experience speaking anxiety must be able to overcome their own speaking anxiety. The way to do this is by finding out the cause or also by asking teachers or parents for help to overcome their anxiety problems.

2. Teachers must also be able to recognize students who experience speaking anxiety, so that teachers can help direct students to overcome their own anxiety problems.

3. For future researchers, this thesis can be a reference if they want to develop further, namely how to overcome speaking anxiety.
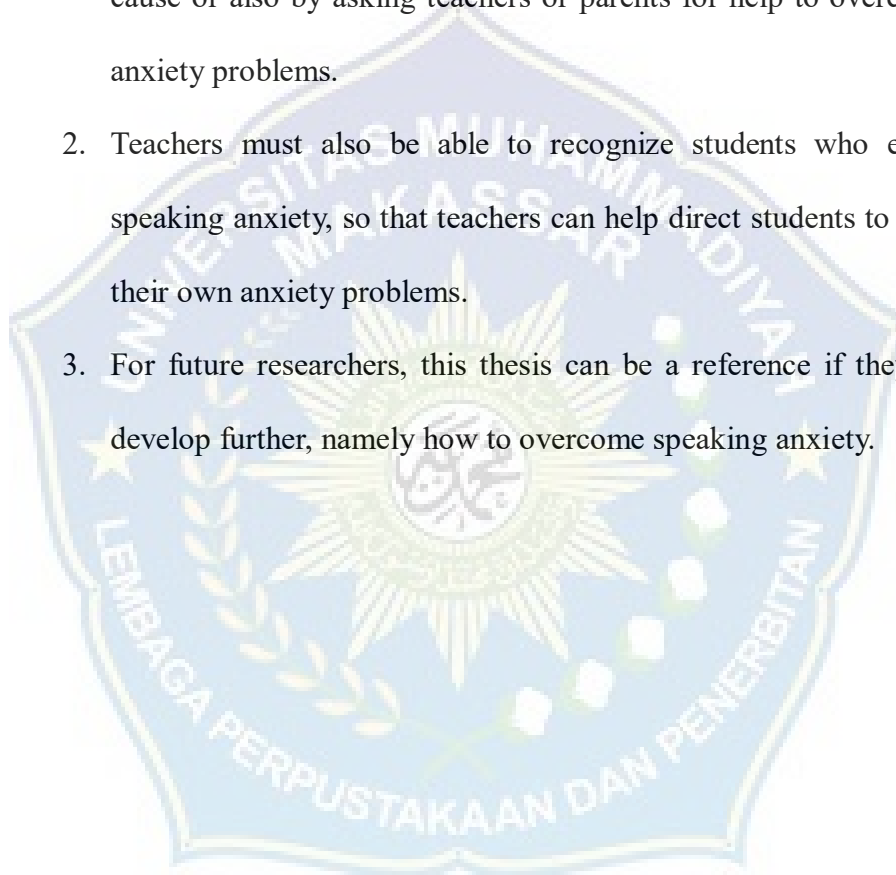
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APPENDICES

APPENDIX A

Observation Checklist A

Observed Aspect	Indicators	The Existence	
		Yes	No
The characteristics of anxiety when viewed from a person's behavior	The Facial Expression Changes		
	Avoid Eye Contact		
	Smile		
	Cry		
	Changes In Body Gestures		
The verbal symptoms when experiencing speaking anxiety	Fall Silent		
	Voice Change		
	Speak Haltingly		
	The Grammatical Gesture is Confused		
	The Tempo of Speaking is Too Fast or Too slow		

(Adopted and modified from Nur'aini, 2021)

APPENDIX B

Observation Checklist B

Observed Aspect	Happen		Frequency		
	Yes	No	Very often	Often	Seldom
1. Lack of preparation by students					
2. Limited vocabulary					
3. Because of friend or classmate					
4. Embarrassment					
5. Teacher characteristic					

(Adopted and modified from Nur'aini, 2021)

APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDELINES

INTERVIEW GUIDELINES

FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH

SPEAKING PRACTICES AT SMA MUHAMMADIYAH 1 UNISMUH

MAKASSAR

I.   Interview Schedule:
       Date and day:
       Start and end time:
II.   Identify of Informant Gender:
       Name:
       Sex:
       Age:
       Class:
       Education units:
III. Research Question:
       1. Please tell me what you felt when speaking in front of the class?
       2. What is the most annoying thing when you speak in front of the class? And why?
       3. Do you know the reason you feel anxious? Explain why?
       4. What do you think about your friends' reactions when you make a mistake?
       5. Is speaking really that hard to learn? explain why?
       6. Does the teacher also play a role in the emergence of the

(Adopted and modified from Nur'aini, 2021)

APPENDIX D

Transcribe

A. Observation

Observation Checklist A

Observed Aspect	Indicators	The Existence	
		Yes	No
The characteristics of anxiety when viewed from a person's behavior	The Facial Expression Changes	√	
	Avoid Eye Contact	√	
	Smile	√	
	Cry		√
	Changes In Body Gestures	√	
The verbal symptoms when experiencing speaking anxiety	Fall Silent	√	
	Voice Change	√	
	Speak Haltingly	√	
	The Grammatical Gesture is Confused	√	
	The Tempo of Speaking is Too Fast or Too slow	√	

Observation Checklist B

Observed Aspect	Happen		Frequency		
	Yes	No	Very often	Often	Seldom
1. Lack of preparation by students	V			V	
2. Limited vocabulary	V		V		
3. Because of friend or classmate	V			V	
4. Embarrassment	V				V
5. Teacher characteristic		V			

B. Interview

1. Student 1

Name: Cinta

Date, day: Monday, 12 February 2024

Start time:13.35

Sex: Female

Age: 17

Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan terlebih dahulu mengenai speaking anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	Sedikit grogi terus takut nanti salah-salah.
2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Biasa toh kak kayak ada yang lain juga ngobrol dan biasa juga kek terganggu sekali kurasa.

3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Karna khawatir kak maksudnya kayak khawatir nda sessuai keinginan sama takut diketawai.
4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Sebenarnya toh kak nda masalahji kalo diketawai tapi kadang malu juga.
5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Mungkin sebenarnya nda susahji kalo saya karna masih lumayanji Bahasa Inggrisku. Intinya harus sering sering tampil biar nda grogi pas dipanggung.
6	Pertanyaan terakhir. Apakah karakter guru dikelas memberiakan dampak pada munculnya perasaan cemas tersebut?	Biasaji karna tugasnya memang guru sebagai tenaga pendidik.

2. **Student 2**

   Name: Farel

   Date, day: Monday, 12 February 2024

   Start time:14.50

   Sex: Male

   Age: 16

   Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan terlebih dahulu mengenai speaking	Gugup,kadang lupa apa mau dibilang.

	anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	
2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Takut diketawai teman.
3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Mungkin karna takutka bikin kesalahn jadi cemaska begitu.
4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Saya jadikan saja motivasi kak.
5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Susah susah gampang, kadang kurang tersampaikan apa yang dipikiranta'. Masalahnya memamng nda terbiasaki juga bicara didepan orang-orang.
6	Pertanyaan terakhir. Apakah karakter guru dikelas memberiakan dampak pada munculnya perasaan cemas tersebut?	Ndakji kak,biasa nakasihki contoh yang benar.

3. **Student 3**

    Name: Aisya

    Date, day: Monday, 12 February 2024

    Start time:14.57

    Sex: Female

    Age: 16

    Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan terlebih dahulu mengenai speaking anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	Grogi, terus tidak yakin sama diri sendiri.
2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Kek toh mauki menjelaskan tapi toh tiba2 blank ki,baru dibawah bikin grub sendiri.
3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Yang ku cemaskan karna takutki salah-salah.

4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Kesal, agak jengkel kak.
5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Iya kak sulit karna harus piki terbiasa pake Bahasa Ingrris sehari-hari.
6	Pertanyaan terakhir. Apakah karakter guru dikelas memberiakan dampak pada munculnya perasaan cemas tersebut?	Nda terlalu ji kak.

4. Student 4

Name: abdilla

Date, day: Monday, 12 February 2024

Start time:15.06

Sex: Female

Age: 16

Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan terlebih dahulu mengenai speaking anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan	Kalau berjalan lancar ji aman ji tapi kalo suadah salah salah kadang panik sendiri.

	perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	
2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Biasanya kalo ribut begitu susahki focus.
3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Karena tidak pede(percaya diri) kalo bicara didepan orang banyak.
4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Malu-malu kak,masa diketawaiki na sedang berusahaki, ya pasti ngebanlank ki.
5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Biasanya nda terlalu susah, karena kadang pd ja kak kalo memang dikuasaimi.
6	Pertanyaan terakhir. Apakah karakter guru dikelas memberiakan dampak pada munculnya perasaan cemas tersebut?	Jarang ji kak kalo itu.

5. **Student 5**

Name: Bibi

Date, day: Monday, 12 February 2024

Start time:15.11

Sex: Female

Age: 16

Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan terlebih dahulu mengenai speaking anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	Kadang grogi kalo kurang persiapan terus takut salah-salah.
2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Kalo ada yang bicara dibawah itu biasanya mengganggu fokus.
3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Nda tau tapi tiba-tiba malu kalo didepan banyak orang.
4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Ya malu tapi sedikitji.
5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Susah kalo saya kak karna nda terlalu luaski penguasaan kosa kata ku.

6	Pertanyaan terakhir. Apakah karakter guru dikelas memberiakan dampak pada munculnya perasaan cemas tersebut?	Kalo saya nda ji sih karena tugasta memang belajar toh.

6. Student 6

Name: Fandi

Date, day: Monday, 12 February 2024

Start time:15.18

Sex: Male

Age: 16

Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan terlebih dahulu mengenai speaking anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	Grogi sih apalagi jarang kulatih skill speakingku.

2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Biasanya teman suka mengganggu kalo kita sedang fokus.
3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Saya itu kak nda pede ka, kadang juga minder
4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Sebenarnya biasa saja tidak sampai malu juga tapi lumayan menggangu konsentrasi.
5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Kalo menurut saya pribadi sulit apalagi harus ditau semua artinya dalam Bahasa Inggris.
6	Pertanyaan terakhir. Apakah karakter guru dikelas memberiakan dampak pada munculnya perasaan cemas tersebut?	Belumpi sampai ada yang bikin seperti itu kak.

7. **Student 7**

   Name: Ifal

   Date, day: Monday, 12 February 2024

   Start time:15.25

   Sex: Male

   Age: 17

   Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan	Malu, kadang kurasa bakalan salah salah kalo bicara.

	terlebih dahulu mengenai speaking anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	
2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Nda adaji kayaknya.
3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Nda tau, tapi kayaknya karna memang nda pede ku ji.
4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Biasaji sih.
5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Susah sekali,biasanya saya haruski kuhapalkan teksku kak.
6	Pertanyaan terakhir. Apakah karakter guru dikelas memberikan dampak pada munculnya perasaan cemas tersebut?	Tidak terlaluji kak karena jarangji marah.

8. **Student 8**

    Name: Ayat

    Date, day: Monday, 12 February 2024

    Start time:15.30

    Sex: Male

    Age: 16

    Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan terlebih dahulu mengenai speaking anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	Yang pastinya grogi kak.
2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Teman kak biasanya suka ribut terus suka mengganggu.
3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Takutki bikin kesalahan tapi sedikitji.

4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Yang pasti malu kak,mengganggu.
5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Susah sedikit karena tidak biasa tampil didepan, sama susah itu penyebutannya.
6	Pertanyaan terakhir. Apakah karakter guru dikelas memberikan dampak pada munculnya perasaan cemas tersebut?	Tidak. Justru nabantu ki kak kalo salah-salah ki.

9. Student 9

Name: Indi

Date, day: Monday, 12 February 2024

Start time:15.35

Sex: female

Age: 16

Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan terlebih dahulu mengenai speaking anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan	Grogi terus gemetar kak.

	perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	
2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Kalo menggangu itu paling kalo mulaimi ribut sedangakan kita sedang berbicara juga.
3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Tahu. Karna jarang dilatih.
4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Sebenarnya biasaji, kalo saya tapi tetap menggganguki.
5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Susah sekali karena masih kurang saya kosa kata Bahasa Inggrisku. Iyye setahuku memang dasarnya itu harus bagus Vocabulary nya kita supaya gampangki kuasai tentang skill speaking.
6	Pertanyaan terakhir. Apakah karakter guru dikelas memberikan dampak pada munculnya perasaan cemas tersebut?	Kalo saya tidakji karena memang mauki nakasi pintar.

10. Student 10

Name: Zahra

Date, day: Monday, 12 February 2024

Start time:15.39

Sex: Female

Age: 16

Class: 11 IPS

No	Question	Answer
1	Assalamualaikum warahmatullahi wabarakatuh, perkenalkan nama saya Febrian Rifaldi, baik sebelumya saya akan menjelaskan terlebih dahulu mengenai speaking anxiety. Jadi Speaking anxiety merupakan gangguan atau perasaan gelisah dan tidak menggenakkan yang muncul pada saat berbicara yang biasanya ditandai dengan perasaan takut, gelisah dan juga berkgemetar. Oke langsung saja ke pertanyaan yang pertama. Perasaan apa yang kamu rasakan pada saat berbicara di depan teman sekelasmu?	Grogi kak kadang juga panik.
2	Oke, pertanyaan selanjutnya yaitu apa hal yang paling mengganggu pada saat berbicara?	Teman kak, ribut sekali kalo menjelaskanki.
3	Lanjut ke pertanyaan ketiga. Apakah kamu tahu alasan perasaan cemas ini muncul?	Nda pede terus takuk takut bikin kesalahan
4	Oke, lalu bagaimana perasaanmu Ketika temanmu bereaksi atau tertawa ketika kamu melakukan kesalahan?	Mengganggu kak tapi nda terlalu kupermasahkanji.

5	Lanjut ke pertanyaan kelima. Apakah berbicara (Speaking) sulit untuk dipelajari?	Susah sedikit tapi kalo latihanji sebelum kedepan pasti gampangmi.
6	Pertanyaan terakhir. Apakah karakter guru dikelas memberikan dampak pada munculnya perasaan cemas tersebut?	Kalo itu kayaknya tidakji karena jarangji marah guruku.

APPENDIX E (Surat Keterangan Bebas Plagiat)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Febrian Rifaldi

Nim   : 105351103419

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	7 %	10 %
2	Bab 2	12 %	25 %
3	Bab 3	5 %	15 %
4	Bab 4	5 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 19 Juli 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

Nursihani, S.Hum,SM.I.P
NBM 864 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

BAB I Febrian Rifaldi - 105351103419

by Tahap Tutup

BAB I Febrian Rifaldi - 105351103419

BAB II Febrian Rifaldi - 105351103419

by Tahap Tutup

BAB II Febrian Rifaldi - 105351103419

BAB III Febrian Rifaldi - 105351103419

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BAB III Febrian Rifaldi - 105351103419

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BAB IV Febrian Rifaldi - 105351103419

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BAB V Febrian Rifaldi - 105351103419

by Tahap Tutup

BAB V Febrian Rifaldi - 105351103419

APPENDIX F (Pengantar Penelitian Fakultas)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : 15132/FKIP/A 4-II/XI/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat:
Ketua LP3M Unismuh Makassar
Di -
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Febrian Rifaldi
Stambuk	:	105351103419
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Barat Onto / 11-11-2000
Alamat	:	Jl. Borong Jambu 7 No 27, Bangkala, Kec. Manggala, Kota Makassar, Sulawesi Selatan 90234

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH SPEAKING PRACTICES AT SENIOR HIGH SCHOOL

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*

Wassalamu Alaikum
Warahmatullahi Wabarakatuh

Makassar, 6 Jumadal Ula 1441 H
15 Nopember 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM 860 934

APPENDIX G (Surat Izin Penelitian)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2780/05/C.4-VIII/XI/1445/2023   16 November 2023 M
Lamp   : 1 (satu) Rangkap Proposal   01 Jumadil awal 1445
Hal   : Permohonan Izin Penelitian

Kepada Yth,
Kepala Sekolah
SMA Muhammadiyah 1 Unismuh
di –
Makassar
السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15132/FKIP/A.4-II/1445/2023 tanggal 15 Nopember 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **FEBRIAN RIFALDI**
No. Stambuk : **10535 1103419**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH SPEAKING PRACTICES AT SENIOR HIGH SCHOOL"

Yang akan dilaksanakan dari tanggal 23 Januari 2024 M s/d 23 Maret 2024 M.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

06-24

APPENDIX H (Kontrol Pelaksannan Penelitian)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	: Febrian Rifaldi
NIM	: 105351103419
Judul Penelitian	: FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH SPEAKING PRACTICES AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
Tamggal Ujian Proposal	: 4 Agustus 2023
Tempat/Lokasi Penelitian	: SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Sabtu/3 Februari 2024	Penyampaian surat penelitian dari kampus kepada kepala sekolah	Sitti Muhajirah, S.Pd	
2	Sabtu/3 Februari 2024	Menyampaikan tujuan penelitian pada guru pamong	Sitti Muhajirah, S.Pd	
3	Senin/5 Februari 2024	Menjelaskan tujuan penelitian kepada siswa sebelum memulai penelitian dikelas	Sitti Muhajirah, S.Pd	
4	Senin/5 Februari 2024	Observasi dikelas	Sitti Muhajirah, S.Pd	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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5	Senin/12 Februari 2024	Wawancara dikelas	Sitti Muhajirah, S.Pd	
6	Senin/12 Februari 2024	Penelitian selesai	Sitti Muhajirah, S.Pd	
7				
8				
9				
10				

Makassar, 6 juni 2024

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977.807

Pimpinan/Kepala sekolah/Instansi

DRS. Amir MR. HM.
NIP/ID

APPENDIX I (Surat Selesai Penelitian)

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
MUHAMMADIYAH KOTA MAKASSAR
SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
LABSCHOOL UNISMUH TERAKREDITASI A UNGGUL
Alamat: Jln. Sultan Alauddin No. 259 Makassar Telp. 081241840935
Email: smichi703@gmail.com Website: https://smamuhammadiyah1unismuhmksr.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 376/SKP/SMA Muh. 1-UM/VI/2024

Assalamu'alaikum Warahamtullahi Wabarakatuh

Yang bertanda tangan dibawah ini :

Nama	: Drs. Amir MR., M.M
Jabatan	: Kepala Sekolah
Unit Organisasi	: SMA Muhammadiyah 1 Unismuh Makassar
Alamat	: Jl. Sultan Alauddin No. 259 Makassar

Dengan ini menerangkan bahwa :

Nama	: Febrian Rifaldi
No. Stambuk	: 10535 1103419
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan
Jurursan	: Pendidikan Bahasa Inggris

Benar telah melaksanakan observasi/pengumpulan data pada 23 Januari 2024 sampai dengan 23 Maret 2024 dalam rangka penulisan skripsi dengan judul :

"Factor Analysis Of Students' Anxiety in English Speaking Practices At Senior High School."

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya. *Jazakumullah Khaeran Katsiraan.*

Wassalamu'alaikum Warahmatullahi Wabaraktuh

Makassar, 6 Juni 2024
Kepala Sekolah,

Drs. Amir MR., M.M
NBM. 792813

Sinergi, Unggul, Cerdas, dan Islami

APPENDIX J (Letter of Acceptence)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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Web   : bg.fkip.unismuh.ac.id

بســـــم اللـه الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0912/BG-FKIP/LOA/B/VIII/1446/2024

Dear FEBRIAN RIFALDI

It is our pleasure to inform you that, after reviewing your paper:

FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH SPEAKING
PRACTICES AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

The manuscript ID: 1563

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics,**
ISSN 2961-8622 (paper) ISSN 2962-4363 (online). We appreciate your
contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
ijp@bg.unismuhmakassar.ac.id

Makassar, 22 August 2024 M
18 Shafar 1446 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
BAN-PT   LAMDIK

APPENDIX K (berita Acara Perubahan Judul)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259
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Telp : 0411-860837/08121355247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بســــم اللـه الرحمن الرحيــم

BERITA ACARA
Perubahan Judul Penelitian Mahasiswa

Kepada Yang Terhormat, **Ketua Program Studi Pendidikan Bahasa Inggris**, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat.

Assalamualaikum Warahmatullahi Wabarakatuh,
Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.
Pada hari ini, tanggal 28 bulan Oktober, tahun 2023. kami selaku pembimbing tugas akhir mahasiswa (Proposal/Skripsi), dengan identitas:

Pembimbing 1 : Erwin Akib, S.Pd., M.Pd., Ph.D
NIDN : 0901107602
Pembimbing 2 : Sulkifli, S.Pd., M.Pd.
NIDN : 0907069102

Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:

Nama Mahasiswa : Febrian Rifaldi.
Nomor Induk Mahasiswa : 105351103419
Judul lama:

FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH SPEAKING PRACTICES AT SENIOR HIGH SCHOOL

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan *(theoretical/practical)*	Paraf
	FACTOR ANALYSIS OF STUDENTS' ANXIETY IN ENGLISH SPEAKING PRACTICES AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR	Pada saat ujian proposal, penguji menyarankan untuk mencantumkan tempat atau nama sekolah pada judul penelitian	Pembimbing 1:

Pembimbing 2: |

(gunakan lembar tambahan jika tidak cukup)

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.

Coret yang tidak sesuai

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

APPENDIX L (documentantion)

1. Observation.

2. Interview.

CURRICULUM VITAE

The researcher, **Febrian Rifaldi** was born in Barat Onto on 11th November 2000. He is the youngest of three siblings. In 2012, he graduated from SDI Bonto-Bonto No.65 kep. Selayar then continued his study at SMP Negeri 2 Selayar and graduated at 2015. In the same year, he continued his study at SMA Negeri 2 Selayar and graduated in 2018. One year later, he enrolled his study at Universitas Muhammadiyah Makassar, he accepted in English Education Department of Teacher Training and Education Faculty. At the completion of her studies, he was able to complete his thesis entitled **"Factor Analysis of Students' Anxiety in English Speaking Practices at SMA Muhammadiyah 1 Unismuh Makassar."**