

**AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING
ENGLISH AS FOREIGN LANGUAGE MA PESANTREN AL-QAMAR**

BAJENG

(A Descriptive Qualitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of Requirement for
the Degree of English Department*

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Rabu / 24-08-2023		<ul style="list-style-type: none"> -> what type anxiety -> add more fig -> Scope of the research based on the anxiety -> Conceptual Framework 	
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Wed / August, 14 th 2023	I	<ul style="list-style-type: none"> Review the conceptual framework Review the sources used and define Add more explanation in part of research method (explain the both questionnaire and interview used in this study) 	f
Friday / August, 18 th 2023	II	<ul style="list-style-type: none"> Explain the procedure of collecting data in this study using both questionnaire and interview technique Review the technique of data analysis. Describe the way to analyze the collected data from both questionnaire and interview in this study Review the bibliography Review the way to write references 	f

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14 / August 14 th 2023	ii	<ul style="list-style-type: none"> Review the grammatical errors Review the content / description of the paragraphs (the paragraph have to ifent on the answer of each research questions) The factors of students' Anxiety in Speaking English ii. The way to minimize the students' Anxiety in Speaking English 	f.
16 / August 20 th 2023	iv	<ul style="list-style-type: none"> Review the discussions based on the main point explained in the paragraphs Review the references The way to write References Review the Abstract 	f.

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MOTTO AND DEDICATION



Motto

"Just because you take little a longer than the others,

Doesn't mean you're falling"

Dedication

I dedicate this thesis to:

In the name of Allah, I dedicated my thesis to

My beloved parent, my brothers, and my sister that always give motivations, loves, prayers, support that given during the process.

ABSTRACT

DIAN AZWANTI, 2023. An Analysis Of Students' Anxiety In Speaking English As Foreign Language. English Education Department, the Faculty of Teacher Training and Educations, Muhammadiyah University of Makassar. Supervised by Eny Syatriana and Andi Bulki Magfirah Mannong.

The aims of this study were to find out the factors of students' anxiety in speaking English as foreign language and how the students minimize their anxiety in speaking English. The researcher used descriptive qualitative and data collection used questionnaire and interview. The sample of this research was first grade students of MA Pesantren Al-Qamar which consist of 16 students. The researcher gave the questionnaire to the students and then explained how to answer the statement given. The researcher also conducted individual interview by documenting the result of the interview transcribed by the students. The data collected through the distribution of the questionnaire is analyzed using a descriptive method, to analyzed the data of the interview the researcher transcribed the students recording of interview into in written form.

Based on the findings, it was found that students. Based on the result of the questionnaire the researcher found that the most factor anxiety of students speaking English is Fear of Negative Evaluation with 37,7%, meanwhile Communication Apprehension with 31,3%, and Test Anxiety 33%. Based of the interview results, the researcher found that how students minimize or overcoming their anxiety. Mostly of the students try to be calm to minimize or overcome their anxiety in speaking English. They used take a deep breath before speaking English to minimize their anxiety and try to relax themselves. The students prepare their self before speaking English.

Keywords: *Speaking, Anxiety, English, Language*

ABSTRAK

DIAN AZWANTI, 2023. Analisis Kecemasan Siswa Dalam Berbicara Bahasa Inggris Sebagai Bahasa Asing Ma Pesantren Al-Qamar Bajeng. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Andi Bulkis Magfirah Munaong.

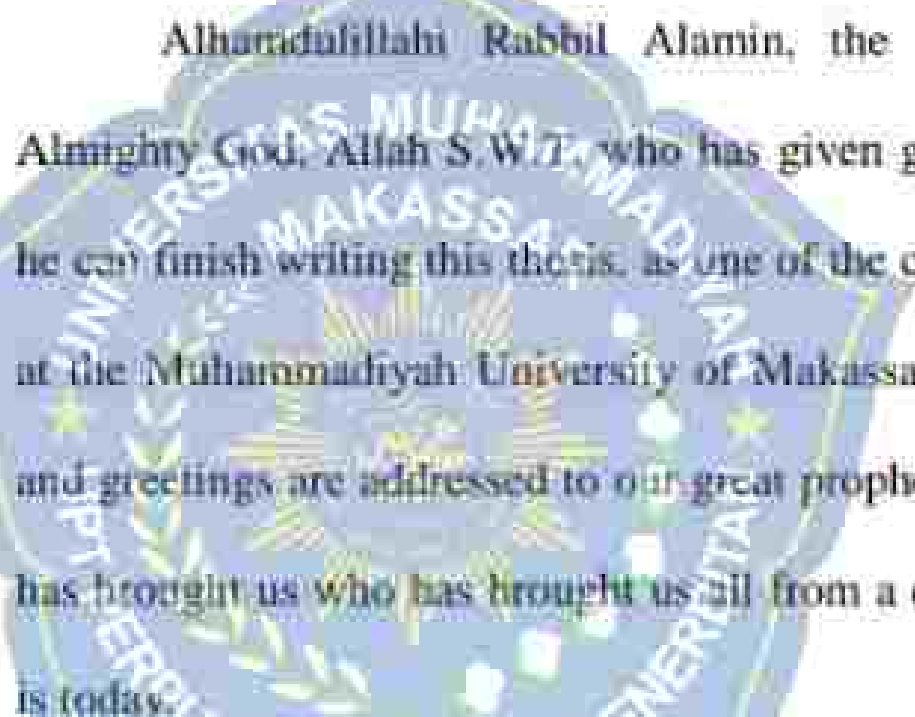
Penelitian ini bertujuan untuk mengetahui faktor-faktor kecemasan siswa dalam berbicara bahasa Inggris sebagai bahasa asing dan bagaimana siswa meminimalisir kecemasan mereka dalam berbicara bahasa Inggris. Peneliti menggunakan deskriptif kualitatif dan pengumpulan data menggunakan kuesioner dan wawancara. Sampel dari penelitian ini adalah siswa kelas satu MA Pesantren Al-Qamar Bajeng yang terdiri dari 16 siswa. Peneliti memberikan kuesioner kepada siswa dan kemudian menjelaskan cara menjawab pernyataan yang diberikan. Peneliti juga melakukan wawancara individu dengan mendokumentasikan hasil wawancara yang ditranskrip oleh siswa. Data yang terkumpul melalui penyebaran kuesioner dianalisis dengan menggunakan metode deskriptif, untuk menganalisis data hasil wawancara peneliti mentranskrip hasil rekaman wawancara siswa ke dalam bentuk tulisan.

Berdasarkan hasil penelitian, ditemukan bahwa siswa. Berdasarkan hasil kuesioner, peneliti menemukan bahwa faktor kecemasan terbesar siswa dalam berbicara bahasa Inggris adalah Fear of Negative Evaluation dengan 37,7%, sedangkan Communication Apprehension dengan 31,3%, dan Test Anxiety 33%. Berdasarkan hasil wawancara, peneliti menemukan bagaimana cara siswa meminimalisir atau mengatasi kecemasan mereka. Sebagian besar siswa mencoba untuk bersikap tenang untuk meminimalisir atau mengatasi kecemasan mereka dalam berbicara bahasa Inggris. Mereka menggunakan cara menarik nafas panjang sebelum berbicara bahasa Inggris untuk meminimalisir kecemasan mereka dan mencoba untuk merilekskan diri mereka. Para siswa mempersiapkan diri mereka sebelum berbicara bahasa Inggris.

Kata Kunci : *Berbicara, Anxiety, Inggris, Bahasa*

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A handwritten signature in black ink, appearing to read 'Dian Azwanti', is written over the printed name.

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CHAPTER I

INTRODUCTION

A. Background

Speaking is asserting communication is the exchange of knowledge, facts, ideas, thoughts, feelings so it must become a conceptual concept and arise from what one can say, or It can also be called ordinary verbal communication. In the process of interaction and agreement in the context of a conversation or rather a verbal exchange. Tarigan (1983): speaking is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings. The Ministry of Education and Culture (1985) defines speaking as conveying one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others.

Based on the competency-based curriculum, speaking is one of the four basic skills that students need to do well. It plays an important role in communication. Speech can be found in the speech cycle, especially in the general text-building phase (Departmen Pendidikan Nasional, 2004). In the practice of oral expression, students encounter certain difficulties, one of which is related to the language itself. In fact, most students have difficulty speaking even if they have an extensive vocabulary and write well. Fear of students making mistakes.

Many English teachers are familiar with the problems their students face in the classroom. The ability to speak well is an effect of fluency. Most of the time, teachers only focus on active students. They rarely encourage students to

express themselves. Teachers often dominate speech in the teaching-learning process. The complexity of speech can cause many students to have a pessimistic perception, making them eager to speak. Students tend to want to speak and explore their own verbal expression in class. This phenomenon basically refers to the psychological construct known as "anxiety". The problem of anxiety has been discovered by a number of researchers around the world. Several methods have been studied, researched and discussed by many experts. A number of therapies have also been specifically developed to address anxiety issues. It is important to seriously consider how anxiety can negatively impact learning.

In general, students face many problems in their language acquisition efforts. There are often errors in teaching methods that make students think that English is difficult and this causes anxiety when applying language in the classroom to interact with each other. In general, anxiety can be defined as a complex concept that depends not only on feelings of self-efficacy but also on judgments regarding potential and perceived threats, inherent in certain situations. A consistent negative correlation has been found between foreign language anxiety and foreign language achievement (Horwitz et al., 1986; Phillips, 1992; Young, 1991). In one study, American students with high anxiety levels while studying French scored lower on test scores than classmates with low anxiety levels (Phillips, 1992). In addition, very anxious students expressed a negative attitude towards the oral exam. The results of Horwitz's research indicate that anxiety is a serious problem in EFL classrooms and can be due to a variety of complex reasons. Despite its significant impact on language learning, EFL

teachers have failed to identify students with anxiety during speaking lessons, or worse, rather than acting. Therefore, anxiety is one of the best documented psychological phenomena.

All English lessons are important. One linguist who thinks learning to speak is important, Scott Thornbury. He reveals the importance of speaking in everyday life, so he suggests learning it if someone wants to master a language. There are many reasons why students are afraid to speak English, another explanation that makes us not confident in speaking English is because our environment does not use English but uses Indonesian and even other languages. local. Anxiety is a feeling of worry or restlessness. Generally, when we face such situation, people can go through it, such as before job interview, before exam, while waiting for exam results, etc.

According to Oxford, "Most language studies show a negative relationship between anxiety and performance." Krashen, suggests that highly motivated learners with confidence, positive self-image, low anxiety levels, and extroversion are better suited for successful second language acquisition. Emotional filters can be increased by low motivation, low self-esteem, anxiety, introversion, and inhibition, and create a mental barrier that prevents understandable responses from being used for constructive purposes. motivation. Thornbury (2005:28) suggested that a lack of vocabulary, incorrect grammar, and a fear of making mistakes are some of the factors that can contribute to speech failure and cause acute feelings of anxiety when speaking.

Every student is in a different psychological state when it comes to learning English. Learners of a second language require more practice in four aspects. Anxiety is one of the most common influences on English learning that students face. Anxiety can be caused by emotional and physical stress in students. In general, when we have to use English in conversation, we sometimes make mistakes. Speaking in front of a class is a natural part of the public speaking experience. However, this becomes problematic when anxiety significantly affects a person's performance. Because when there is a change in individual results. Worried about speaking English is only a problem for students.

The psychological state that prevents students from practicing and getting good results in the test given by the teacher, the researcher intends to investigate students' anxiety and the factors that affect their speaking English. As we know, speaking English is one of the problems many students experience, to find ways to overcome or reduce it we need to look for the factors that cause it.

Anxiety manifests itself as a fear of negative evaluation, apprehension about making mistakes, and concern about other higher mastering languages. This anxiety is related to the study of English as a foreign language especially in speaking. This finding implies that foreign language anxiety is another factor that has an undeniable influence on students' language learning. The fear of speaking English, it makes students difficult to communicate with other students who use the English language. The researcher chooses MA Pesantren Al-Qamar as an object of her research because this school has many students interested in learning English. However, students sometimes have difficulty in learning English.

especially speaking. Therefore, students lack interest in learning English, especially verbal expression. On the other hand, students lack vocabulary and have weak pronunciation. Based on this fact, the researcher is interested to investigate students' under the title "An Analysis Of Students' Anxiety In Speaking English As a Foreign Language". This research is expected to help the teacher to find out one of the students' problems in speaking English and how to minimize or overcome it.

B. Problem Statements

Based on the explanation in the background, the researcher formulate question:

1. What factors contribute to the students' anxiety in speaking English?
2. How do the students minimize anxiety in speaking English?

C. Objective of Study

1. To find out the factors of students' anxiety in speaking English
2. To find out how the students minimize anxiety in speaking English

D. Significance of the Study

The result of the study are hope to give benefits for :

1. Teachers

Through this research, the teacher will be able to increase teaching speaking better, to know The one causes of students problems to speak English. And how students' anticipate reducing their anxiety in speaking English.

2. Students

The result of this research would give them the opportunity to students in improving students speaking skills.

3. The Next Researcher

Researcher this study hopes can give more information and reference for other researchers for their research, regarding students' anxiety in speaking English.

E. Scope of the Study

To avoid misunderstanding the researcher explained, the researcher limits the scope of the research on the factors of students' anxiety speaking English among the 10th-grade students of MA Pesantren Al-Qamar. This research focuses on the factors of students' anxiety (communication apprehension, test anxiety, and fear of negative evaluation) and the way students minimize anxiety in speaking English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Of Related Research Finding

There are several studies that have been conducted by some researchers related to this research.

Vera Abdillah in her research "Students' Anxiety Factors In Speaking English (A Case Study at the 8th Grade of SMP N 16 Semarang) in the Academic Year of 2016/2017". Many things can cause students to become anxious in English class. Additionally, it implied that some elements were derived from both the teacher and the students. At least seven factors were found in this study. The study's researcher claims that teachers' understanding of their students' anxiety is insufficient. Therefore, raising teachers' awareness is essential because anxiety has a big impact on how well students speak. The teacher's approach to the students would undoubtedly change if they were aware of their fear of speaking English.

Putri Mulia Pratiwi in her research "An Analysis of Students' Anxiety in Speaking Performance". This study aims to identify the anxiety-related elements that constrained students' ability to speak. After examining the data, the researcher came to the conclusion that a number of factors contribute to the anxiety that students feel as they learn to speak. Four factors in total influence anxiety, knowledge and beliefs of students, viewpoints of teachers, interactions between teachers and students, and classroom management. In order to help

students manage the factors and reduce their anxiety, teachers are expected to have a greater understanding of the factors themselves.

Siti Kumaeroh "A Study On English Learning Anxiety At The Eleventh Grade Students Of Sma Maarif Nu 04 Kangkung Kendal In The Academic Year Of 2017/2018" The researcher used a qualitative method for this study. The researcher's main method for collecting the data was in-depth interviewing. Then a validity check in the classroom observation comes next. The research conclusion is presented according to the data that has been analyzed. First, almost all participant subjects in this research feel nervous about English lessons. Second, there are two factors that cause anxiety among students, such as internal and external factors. Based on the results of this study, there are a number of suggestions that can be made to reduce anxiety in English classes. First, the teacher should be aware of foreign language anxiety. As for the students, they need to get involved to reduce anxiety in the classroom.

Santriza " (Santriza, 2018)" The research used descriptive qualitative research. The research was conducted by giving questionnaires to students to collect data. The questionnaire consisted of a statement about the students' anxiety about speaking English. The result showed that most of the students admitted that they were getting anxious about speaking English. The percentage of students' responses was also categorized into three types of anxiety, 72% of the students experienced anxiety about the test, 73% of the students felt anxious in communicative apprehension, and 55% of them were anxious in fear of negative evaluation.

The difference between this study and previous research is that there are differences in the use of subjects in the study and the use of research methods in previous researchers.

B. Some Pertinent Ideas

I. The Concept Of Anxiety

3. The Defenition Of Anxiety

Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. Anxiety is one of a popular psychological phenomenon. In general, anxiety appears from the physical body as a response to a specific situation. It also identified as a sense of being threatened, apprehension, tension, or worry. The word anxiety comes from the Latin word *anxietas* which means to show a condition that is uncalm or restless.

According to Jeffrey S Nevid (2003), it is a state of worry or anxiety when complaining that something bad is about to happen. English is a global language that we must master to meet today's challenges. Accordingly, we must understand it by writing, reading and speaking. For some, this last resort can be a curse. The cause may be fear of being wrong or not being understood by others. This should not be allowed so that our capabilities can continue to grow. Suleimenova (2013), Anxiety describes as distress or discomfort of the mind caused by fear of danger or misfortune. It also can be excessive worry about everyday things, constant worry that dominates and interferes with day-to-day functions such as work, school, relationships, and social activities. As far

as foreign language anxiety is concerned, different researchers have approached it from different perspectives.



The psychological symptoms of anxiety, according to Ruffins, include sweaty palms, cold, nervousness, panic, fast breathing, racing heartbeat, or an upset stomach, while the physical symptoms include feeling nervous before a tutorial class, panicking, going blank during a test, feeling helpless while doing assignments, or lack of interest in a difficult subject. According to Spielberger, Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the nervous system.

When speaking English in front of the class, they experience shyness and discomfort. The researcher discovered these symptoms of anxiety in the classroom for this reason. When faced with challenging academic tasks, many students frequently experience anxiety. Students with learning disabilities frequently experience greater anxiety than students in general education (Nelson & Harwood 2011). Tyrrell (2007) argues that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance. For instance, students may feel effortless when they consistently receive low grades for assignments. They should study more to reduce their anxiety so students can achieve their goals. It can be conclude that anxiety gives negative impact to someone personality if he or she cannot manage it. As a result, it has to do with speaking ability because people who are anxious tend to speak hesitantly. When they speak in English, they sound very anxious. As a result, they will speak slowly and frequently repeat words.

during a conversation. In contrast, if the students can handle it, it will make a good impression.

b. The Type Of Anxiety

There is three perspectives from which research studies on anxiety are conducted. They are trait anxiety, state anxiety, and situation-specific anxiety.

1) Trait anxiety, a pattern of learned behavioral predisposition that causes an individual to perceive many objectively non-dangerous situations as threatening and respond to those situations with anxiety-state reactions with Disproportionately intense to the point of being objectively dangerous, anxiety is a relatively long-lasting and stable personality trait.

2) State anxiety is apprehension that is felt at a specific time, like just before an exam. This anxiety can be provoked in the confrontation of the perceived threat. The state perspective is defined as an emotional state. The state of anxiety can also be defined as a feeling of nervousness that can change over time and fluctuate in rigor (Young, 1998). Test anxiety is a specific example of the anxiety state in which students worry about a particular test, though this feeling may change over time. Anxiety has an impact on a person's feelings, thoughts, and behaviors.

3) Situation-specific perspective requires the respondents to ascribe their anxiety to particular sources. Specific situations can offer more understanding of particular anxiety in diverse situations. Situational views emerge at a given time due to a particular situation (Spielberger, 1983). Linguists believe that learning a foreign language is related to anxiety in a

particular situation rather than trait anxiety, because trait anxiety is a stable trait in that Every situation causes anxiety, while situation-specific anxiety is related to specific situations (Oxford and Ehrman), , 1992). According to MacIntyre and Gardner (1991), situation-specific anxiety is a special type of anxiety that manifests itself constantly over time in a particular situation. Although it is persistent over time, it is closely related to particular circumstances where one situation differs from another. Examples of situation-specific anxieties include anxiety and worry. Similar to this, MacIntyre and Gardner (1991) claim that the best research methodology for foreign language anxiety is a situation-specific perspective because language learners encounter anxiety related to various situations in a language class. In conclusion, situation-specific anxiety concentrates on the specific types of anxiety that happen repeatedly over time.

c. Foreign Language Anxiety

Foreign language anxiety, also known as xenoglossophobia, is a feeling of discomfort, anxiety, stress, and apprehension when learning or using a second or foreign language. Feelings can arise from any second language context, whether related to effective speaking and writing skills or receptive reading and listening skills. Foreign language anxiety is a form that psychologists describe as a specific anxiety response. Some people are more prone to anxiety than others and can feel anxious in a variety of situations. However, language anxiety is situation-specific and can therefore also affect people who are not normally anxious in other situations. Research has shown

that foreign language anxiety is a significant problem in language classrooms throughout the world, especially in terms of its strong relationship to the skill of speaking in a foreign or second language. The consequences of Foreign language anxiety even extend beyond the classroom, affecting the continuous use of a second language after leaving school (Dewaele, 2007).

Students in language classes may have negative thoughts about themselves, reflect on poor academic performance, which affect their ability to process information in a foreign language context (Mac-Intyre & Gardner, 1991b). In this regard, foreign language anxiety acts as an emotional filter that renders students insensitive to linguistic input (Krashen, 1980). In addition, students with high levels of foreign language anxiety are more likely to have avoidant behaviors such as skipping school and procrastinating on homework (Horwitz et al., 1986). For many students, a language course can be the most anxiety-provoking course in their curriculum (Campbell & Ortiz, 1991; Horwitz et al., 1986; MacIntyre & Gardner, 1991b). The role of competitiveness as a personality trait in foreign language anxiety is much less well understood, as previous studies have produced mixed results and, therefore, the exact contribution, its need to be evaluated further. Similarly, the social status of the learner's family has also been mentioned as a predictor of foreign language anxiety but has not been studied in detail. In summary, this factor still needs to be studied further.

d. The Symptoms of Anxiety

Anxiety symptoms have four aspects. Specifically, the first emotional symptoms include feelings of tension and apprehension. The second involves cognitive symptoms including anxiety and thoughts about an inability to cope. Third, psychological symptoms, including increased heart rate, muscle tension, and other symptoms of autonomic excitability. Final behavioral symptoms include avoidance of feared situations, decreased task performance, and increased startle response.

e. The Factors of Students' Anxiety

1. Communication Apprehension


According to James McCroskey, communication apprehension is the broad term that refers to an individual's "fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 2001). According to Wu and Chan (2004) communication apprehension arises from someone's fear and shyness if they have to communicate with others. In communication apprehension, people usually afraid of oral communication that is about speaking and listening. It means that, they will get difficulty to understand what people are saying and to make someone understands what they purpose to say. For example, when students must speak in English with the teacher in class, they may feel worried and hesitant to do so, or they may find it difficult to understand what the teacher is saying. Also, because they are hesitant to speak in English, the students won't feel confident when they have to speak to the

others. The fear of judgment from the audience and self-image is what fuels the anxiety. Communication apprehension, CA, can cause a variety of involuntary responses such as “stomach butterflies” which is your body shutting the digestive system down and going into the fight-or-flight response, shaking, nausea, sweating, and forgetting the information, among many others.

2. Test Anxiety

Test anxiety is a combination of physiological symptoms such as excitement, stress, and excessive somatic symptoms, as well as anxiety, fear, fear of failure, and disaster that preceded or occurred in other situations, test case. It is a physiological state in which people experience extreme stress, anxiety, and irritability during and/or before taking a test. This anxiety creates significant barriers to learning and performance. Research shows that high levels of emotional distress are directly correlated with lower academic achievement and higher overall dropout rates. Exam anxiety can have broader consequences, negatively affecting a student's social, emotional and behavioral development as well as their sense of self and school learn.. Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance. Test anxiety is a type of performance anxiety. In situations where the pressure is on and a good

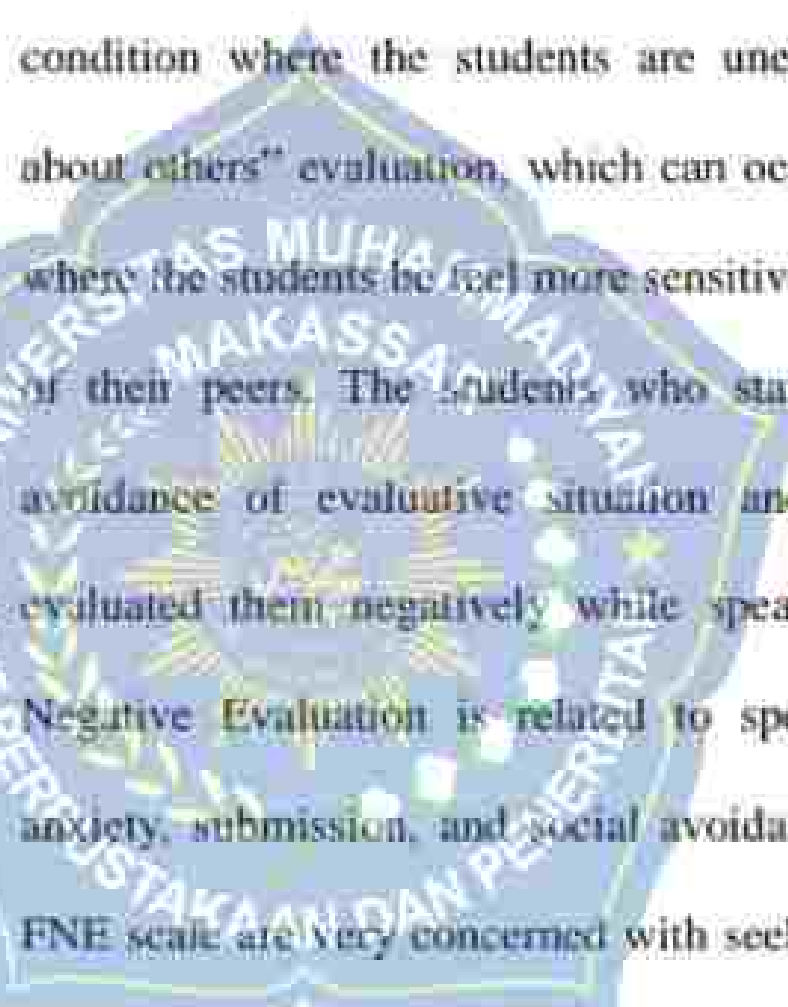
performance counts, people can become so anxious that they are actually unable to do their best.



Test anxiety is actually a type of performance anxiety: the feeling someone might experience in a situation where performance really matters or when the pressure to do well is high. For example, a person may experience performance anxiety right before trying out a school play, singing solo on stage, getting into position on a pitching mound, getting on a podium to lit for a diving competition, or showing up in an important interview. Like other situations where a person may experience performance anxiety, test anxiety can cause feelings of anxiety, stomach upset, or headaches. Some people may feel shaky, sweaty, or feel their heart beat fast while waiting for the test. A student with high levels of exam anxiety may even feel like they are about to faint or vomit. Test anxiety is not the same as doing poorly on a test because your mind is on something else. Most people know that other thoughts in their head - such as a breakup or the death of a loved one - can interfere with their ability to concentrate and keep them from doing their best on the exam.

3. Fear of Negative Evaluation

The next constituent in language anxiety is fear of negative evaluation. This type of anxiety is broader than test-related anxiety. Students feel anxious about the judgment of others; It also avoids negative reviews and expectations. This can happen in any social setting, such as during a job interview. In foreign language classes, evaluation comes from teachers and



peers. According to Horwitz (2012:127) Fear of Negative Evaluation is a condition where the students are uneasiness, apprehension, and tension about others' evaluation, which can occur in any evaluative circumstance where the students feel more sensitive to the evaluations-real or imagined of their peers. The students who stated in fear of negative evaluation avoidance of evaluative situation and the expectation that other will evaluate them negatively while speaking in foreign language. Fear of Negative Evaluation is related to specific personality aspects, such as anxiety, submission, and social avoidance. People who score high on the FNE scale are very concerned with seeking social approval or avoiding the disapproval of others and may tend to avoid situations where they have to undergo assessments. Subjects with high FNE were also more sensitive to situational factors. This has been linked to compliance, social behavior, and social anxiety.

Activities involving speaking can easily make students anxious because they are attempting to communicate with limited skills. They also worry about receiving a poor evaluation from teachers and classmates who point out their flaws. Additionally, in some instances, students frequently make fun of their friends who make mistakes. Students are naturally afraid to make mistakes as a result of this. They would rather remain silent while speaking in order to practice their English because they are afraid of fooling themselves during puberty. According to Price, one of the biggest causes of anxiety is the worry that one will be made fun of by others.

In addition to the previously mentioned factors, anxiety occasionally stems from the students themselves, for instance, their beliefs about speaking. Some students struggle with language because they have been socialized to think that it is difficult. Students, for instance, think they should be able to speak perfectly. Others believe that English is a challenging subject. Anxiety when speaking can result from such beliefs. The tension and frustration among the students in the classroom are also a result of some beliefs about language learning.

In addition to the above factors, anxiety sometimes comes from students themselves, for example from their beliefs about speaking. Some students find this language difficult because they have a habit of believing that the language is difficult. For example, students think they can speak fluently while others think English is a difficult subject, such beliefs can lead to anxiety when speaking. Certain beliefs about language learning also contribute to student stress and frustration in the classroom.

It also turns out that low self-esteem can create anxiety. Price notes that anxious students think their language skills are weaker than all other students. This mainly comes from their word of mouth experience. A stressful speaking experience will enable students to believe that speaking English is difficult. This belief is quite enough to create negative thoughts about those present, therefore anything related to language learning should not include preparation for classroom activities or tests. According to Marwan, lack of preparation is the main cause of student anxiety. Lack of

preparation will inevitably make students nervous. They fear if they can't perform well.

Based on the above theory, the researcher concludes that language anxiety is the feeling of students when learning to use a foreign language other than their mother tongue, whose limited ability should cause excessive anxiety and cause anxiety symptoms such as tremors, difficulty pronouncing words, and tend to shy away from speaking. Then, based on Horwitz's theory, students experiencing speech anxiety can be observed from a number of indicators:

1. Students are silent when asked to speak English
2. Students can't say what they know
3. Students also try to avoid talking in class
4. Some students are less interested in the learning process
5. Students are afraid of poor English communication.
6. Students forget prepared sentences

f. Levels of Anxiety

Based on Oetting's Scale the levels of anxiety can be categorized into five levels; very anxious, anxious, mildly anxious, relaxed, and very relaxed.

a) Very Anxious Level

Very anxious is the highest level of anxiety. The students at this level felt to be the most nervous than the other students when they asked to do a presentation in front of the class. According to Nevid et al. symptoms that are often experienced by students who are at a very anxious level can be

identified with restlessness, nervousness, shaking hands or body, profuse sweating (usually on the face and palms), difficulty breathing or difficulty speaking, heart beating fast, vibrating voice, cold fingers and limbs, chills, upset stomach, red face, certain reactions such as straightening clothes or hair in front of the class (Fabella), and lack of confidence (Darajat,). Based on the Oetting's Scale, the range for this level is from 124-to 165.

b) Anxious Level

This is the second high level of speaking anxiety. The range for this level is from 108-to 123 (Oetting's Scale). The students at this level also experienced anxiety when they were asked to deliver a speech in front of the class but not as much as the students at a very anxious level. According to Wood, students who are at the anxious level can be identified by several symptoms, such as restlessness, tense facial expressions, sweating, difficulty concentrating, cold hands, and a feeling of congestion in the throat.

c) Mildly Anxious

This is the middle level of speaking anxiety. Based on Oetting's Scale the range for this level is from 87-to 107. The students at this level might also feel nervous when they are asked to do a presentation in front of the class but they can handle it and can overcome the feeling of anxiety. Based on Stuart G.W and Laraia students who are at the mildly anxious level can be recognized by several symptoms such as restlessness, but students at this level can motivate themselves to learn and calm down.

d) Relaxed

Based on Oetting's Scale the range for this level is from 66-to 68. The students at this level felt relaxed and calm when they have to deliver a speech in front of the class. According to Stuart G.W and Laraia Students who are at a relaxed level can be recognized by several symptoms such as confidence, and heart palpitations but students can overcome their anxiety, students have the motivation to learn.

e) Very Relaxed

This is the lowest rank of speaking anxiety level. Based on Oetting's Scale the range for this level is from 33-to 65. The students at this level felt very relaxed and calm when they have to do a presentation in front of the class. The students at this level were usually confident in their speaking English ability. Students who are at a very relaxed level can be recognized by several symptoms, such as confidence because they do not have problems with language anxiety. Supported by Thor in Diana et al. such as vibrating eyelids, changes in breathing, and muscle relaxation, to determine what happens to each individual in a "relaxed" state.

To measure the levels of students' anxiety, Horwitz et.al. developed a test called Foreign Language Classroom Anxiety Scale (FLCAS). This test consists of 33 items questionnaire, and the students have to answer the questionnaire by checking one of five points scales (starting from strongly agree to strongly disagree) which is suitable with their answer. By knowing students' levels of anxiety, the teacher can determine what methods can be

used for the students with low anxiety to maintain their confidence. On the other side, they can give special treatment to students who have high anxiety. Indeed, an appropriate method is required to create successful language learning.

II. The Concept Of Speaking

a. Definition Of Speaking

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. Speaking is a human ability that is attained only if the human being has heard others speak. The more we hear others speak, and the greater the vocabulary of those who speak to us, the better we can speak. If we believe that people learn the language best when they're used to doing things and communicating in it, we are already moving in the right direction (Jack Richards, 2006). According to (Bailey, 2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Richards (2008: 19) said that the priorities of many foreign language or second language learners are to mastery speaking skill. So learners have to evaluate their achievement in language learning as equal as the efficiency of their English course rooted in how much they think and they have upgraded in their spoken language proficiency. According to Cameron (2001:41), it is crucial to structure communication so that the audience may comprehend what the speaker has to say. Speaking is important for language learners since speaking is how

communication manifests itself. They must be able to speak English accurately, acceptably, and fluently in order to function in daily life. To talk well in a foreign language, you must put in a lot of practice.

b. The Aspect of Speaking

1) Vocabulary

The group and collection of words that are known and utilized by a given person is defined as vocabulary. A list or collection of terms that are typically sorted alphabetically and described or explained is another definition for it. Other names for vocabulary include wordstock, lexis, and lexicon. Vocabulary is a type of noun that means the words used in a language. When studying a foreign language, the basic vocabulary we have in that language is one of the most important ones to develop. According to Hornby (2006: 1645), vocabulary is all words that a person knows or uses, and it is all words in a particular language. So, to be able to speak English, we need to have the right vocabulary. This is often a valuable item for people who want to speak English well. According to Laufer (1997:54), vocabulary learning is the foundation of both language learning and language use. In fact, it is what gives the language its soul. Speakers of a language cannot express meaning or interact with each other without vocabulary.

According to Edward (1997:149), "Vocabulary is one of the important components of any language teaching; students should continuously learn words while learning the structure and practice of sound

systems," this is true of all languages. It can be difficult to identify words that students use in their vocabulary in terms of meaning, spoken and written form, phrases, connotations, grammatical behavior, etc. (Linse, 2005:12).

2) Pronunciation

Pronunciation refers to the way we make a word sound. In other words, pronunciation is the manner in which a word or language is pronounced. Apart from that, pronunciation includes articulation, accentuation, and intonation. According to Yates (2002, cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds used to make meaning. The main reason why it is important to learn pronunciation is to avoid miscommunication or misunderstanding of a word.

3) Grammar

Grammar is a sentence structure by using the correct structure, a sentence will be perfect. This structure is used in all languages, not just English. Grammar, rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. Grammar is the way we arrange words to make proper sentences. Word level grammar covers verbs and tenses, nouns, adverbs etc. Sentence level grammar covers phrases, clauses, reported speech. Grammar is simply the way we combine words together so that other people can understand us.

At a high level, the definition of grammar is a system of rules that allow us to structure sentences. It includes several aspects of the English language, like:

- 
- a) Parts of speech (verbs, adjectives, nouns, adverbs, prepositions, conjunctions, modifiers, etc.)
 - b) Clauses (e.g. independent, dependent, compound)
 - c) Punctuation (like commas, semicolons, and periods — when applied to usage)
 - d) Mechanics of language (like word order, semantics, and sentence structure)

4) Fluency

Fluency in speech is known as the natural ability to speak spontaneously, quickly, and understandably with a small number of errors that can distract the listener from the speaker's message; when accuracy focuses on the elements of phonology, grammar, and speech in a spoken output. Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situations, in precise words, or the ability to converse or to express a sequence of ideas fluently. Fluency will make it easier for you to socialize with native speakers and avoid misunderstandings. To increase fluency in English, practice every day and try to communicate with someone.

III. English Language Teaching

English Language Teaching, or ELT, refers to the activity and industry of teaching English to non-native speakers. The practice and theory of learning and teaching English for the benefit of people whose first language is not English. Teaching English as a Foreign Language, as it's most commonly referred to, involves teaching English as a foreign language in countries where English is not the primary language.

Fachrurazy (2011) argues that it is important for anyone wishing to learn methods of teaching English to know the basic terms in this field. Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually takes place in the student's home country, in the public school system or at private institutions. TEFL teachers may or may not be native English speakers. TEFL can also refer to a particular method of teaching people whose first language is not English but who need to learn it for work or choose to learn it for pleasure. These students can be adults or children. They can fund the courses themselves or their employers or parents can sponsor them. Many of them are highly motivated, educated and already have language skills. However, many other people are not really motivated because they don't really enjoy learning English. They learn English because certain situations force them to learn. In this situation, the English teacher needs to motivate the children by engaging them in a happy learning environment. The TEFL method is highly developed and the most recent training courses train teachers to use communication methods and a student-centered teaching style. In

these important respects, TEFL courses differ from the way English is taught in most traditional compulsory education programmes. To understand the TEFL method, we need to be familiar with some basic terms, such as first, second, and foreign languages.

A child's first language is the language they learn right away after birth. Mother tongue and native tongue are common terms for first language. The phrase "mother tongue" refers to the language that a mother of a child speaks, which is frequently the first language that a newborn learns. The phrase "native tongue" refers to the language that the youngster is exposed to on a daily basis. It is believed that the language a baby first picks up will be the language of those around them. First language is the language that a youngster learns first. When a child is born in Makassar to Bugis parents who regularly use the language, it's possible that it will be their first language. For the first time, he or she learns Bugisnese. Because their mother speaks Bugisnese, it is her or his mother tongue. Since most of the people in his or her immediate surroundings also speak Bugisnese, it is also their native tongue.

A child learns a second language after mastering their first. A Bugisnese child that speaks Bugisnese as their first language may also speak Bahasa Indonesia. When a language is used as a second language, it implies that it will be used in a more formal setting, like as a teaching tool. English is regarded as a second language in some country like in Kenya, Nigeria, Malaysia, India, and the Philippines. English is widely spoken and utilized as the national language in numerous nations.

A person learns and speaks a foreign language after their first and second languages. The person's regular interactions with the society in which they reside do not involve the language. English is a foreign language to a Bugisnese child who lives in Makassar and whose first language is Bugisnese. English is not widely spoken in Makassar or Indonesia as a whole.

C. Conceptual framework

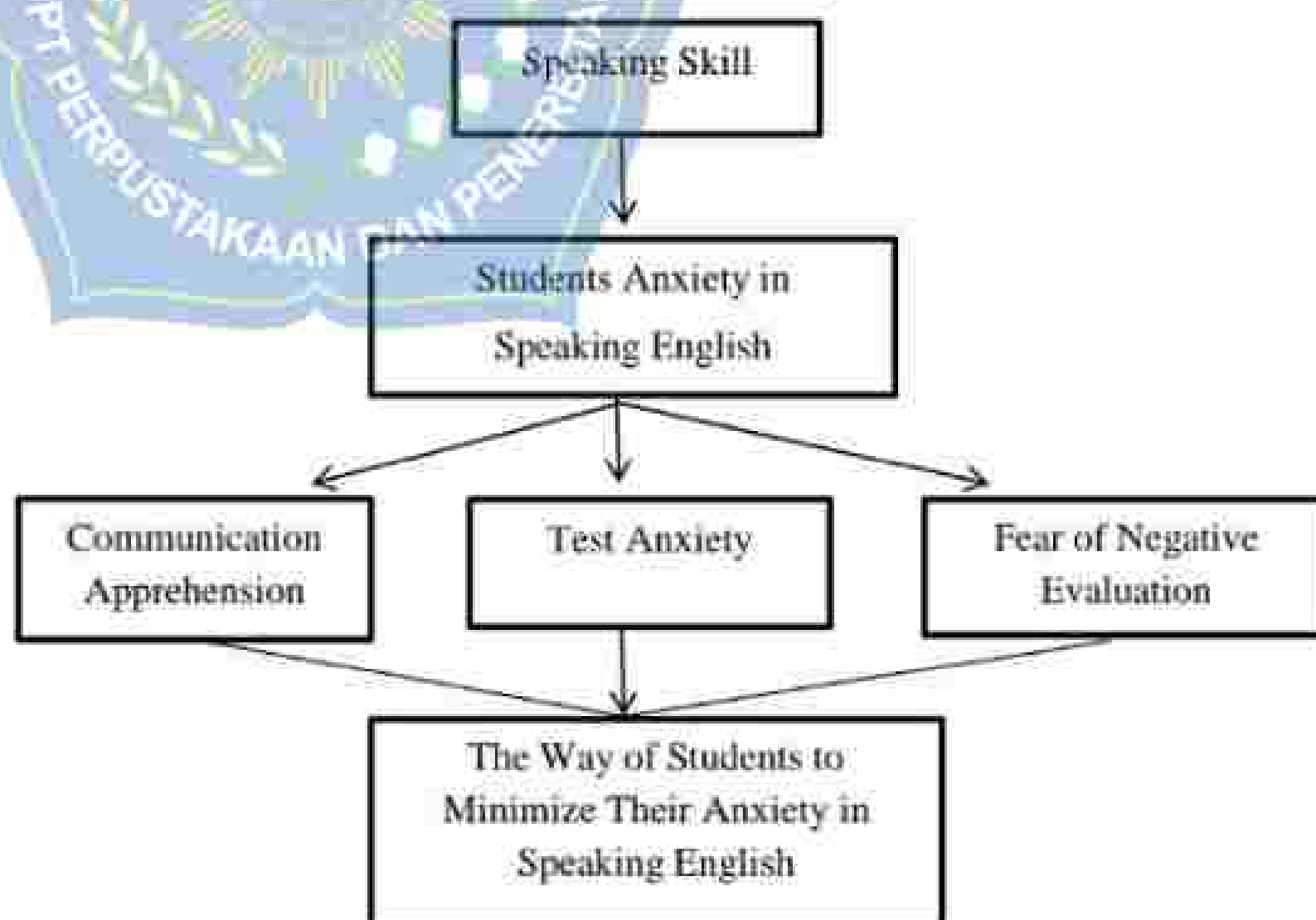
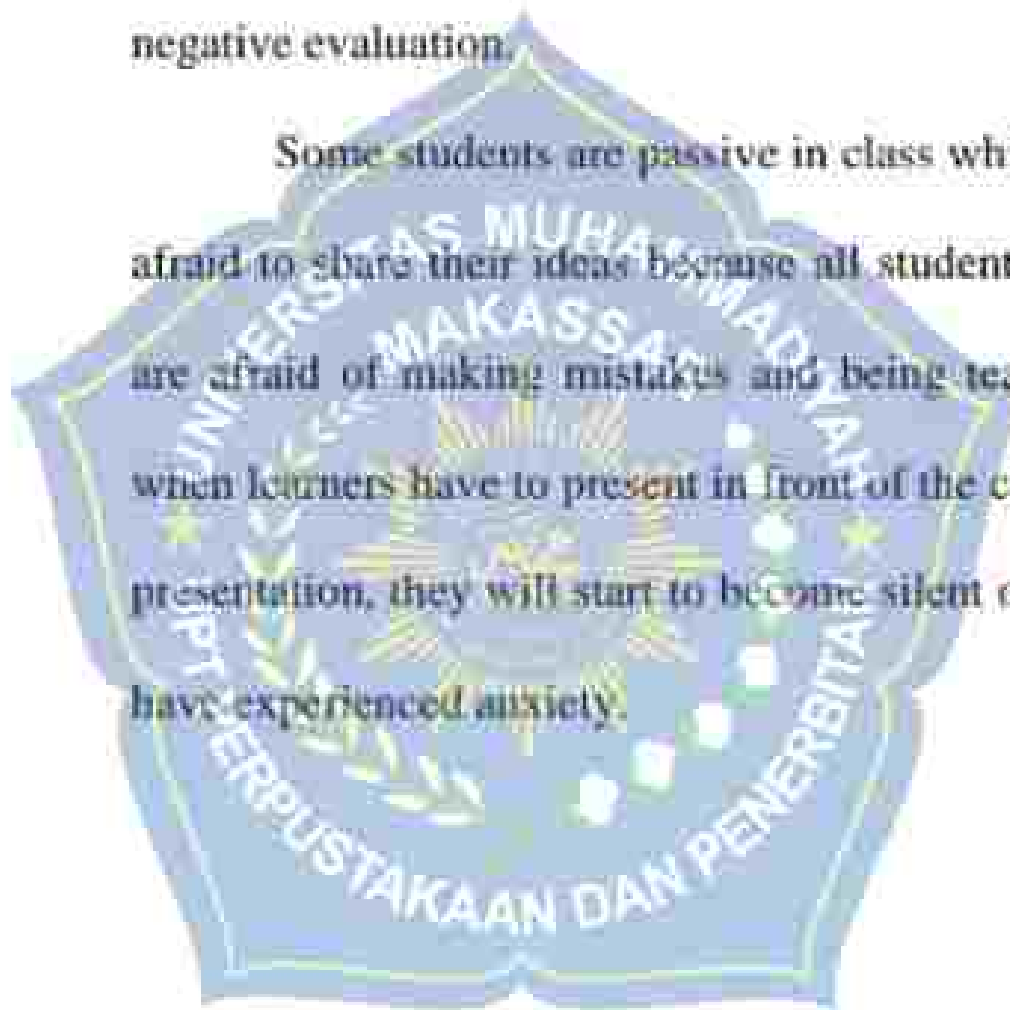


Figure 2.1 Conceptual Framework

Based on the conceptual framework, the researcher would like to use descriptive qualitative research. In this research, the researcher analyzed the factors of students' anxiety in speaking English as foreign language. This study aimed to find out the factors of speaking anxiety. According Horwitz there are

three factors anxiety, communication apprehension, test anxiety and fear of negative evaluation.

Some students are passive in class while learning is taking place. They are afraid to share their ideas because all students should speak in English. Students are afraid of making mistakes and being teased by other students. In addition, when learners have to present in front of the class to speak, such as during a group presentation, they will start to become silent or stutter. This happens because they have experienced anxiety.



CHAPTER III

RESEARCH METHOD

A. Research Design

The study employed a descriptive-qualitative approach. It collects data through two methods: questions and interviews. The used of qualitative methods for the purpose of this study is to provide an overview of cases of language anxiety and communication anxiety. Creswell (2016: 19) describes the concept of qualitative research as follows: The research process for understanding that is based on traditional research, to understand those based on research tradition with a typical way of researching human or societal problems. Researchers use word analysis, detailed reporting of informant viewpoints, and fieldwork to create a complex and comprehensive picture.

When a straightforward explanation of a phenomena is needed, qualitative descriptive research is the best research design since it gives a descriptive overview of common place human experiences. This approach was used in this study to investigate how to describe student anxiety. The aim of qualitative descriptive research, like any other qualitative research design, is to provide a thorough narrative of specific experiences that people or groups of people have experienced. Therefore, to identify language anxiety in high school students, this study employs a descriptive methodology.

B. Research Subject

This research was carried out on First-grade students in senior high school MA Pesantren Al-Qamar. This research was applied a purposive sampling technique. The reason the researcher using purposive sampling technique is because not all sample have criteria that match the criteria studied, by setting considerations or criteria that must be met by the samples use in this research. The researcher already had a target subject with characteristics consistent with the research. The criteria specified in the sampling are as follows:

1. the sample was 16 students first grade in senior high school,
2. the sample was students who have a high score based on the questionnaire result,
3. the research chose 5 students as a subject.

C. Research Instrument

This research used two kinds of the instrument there were questionnaires and interviews. To collect the data needed in testing, the researcher distributed a questionnaire to the respondents, which in this case the questionnaire data was the primary data for the researcher in this study.

1. Questionnaire

A questionnaire is a survey technique used in research to gather information from participants. Respondents were required to answer questions on the questionnaire. The solutions are then compiled, examined, and turned into a theory or judgment. According to Sugiyono (2017: 192), a questionnaire is an instrument for gathering data in which participants or respondents fill out

statements or questions provided by the researcher. Researchers can collect information on respondents' thoughts, feelings, attitudes, beliefs, values, perceptions, personalities, and behaviors through questionnaires. In other words, using a questionnaire, researchers can quantify a variety of qualities.

The questionnaire in this study used a Likert scale. The Likert scale is the most widely used scale in survey research and is a psychometric scale that is frequently used in questionnaires. The scale bears Rensis Likert's name because he wrote a report describing how to use it. The name of this scale is taken from the name of its creator, Rensis Likert, a social psychologist from the United States. Respondents choose one of the available options to indicate how much they agree or disagree with a statement when answering questions on a Likert scale. Moreover, the questionnaire in this study adapted from Horwitz et al. 1986, which includes fifteen statements. In this format, five scale options are typically offered: Strongly agree, Agree, Neutral, Disagree, and Strongly disagree. The researcher gives a Questionnaire to students, in order to know factors of the students speaking anxiety.

2. Interview

Interviews consist of questions and answers between the interviewer and the resource person in order to gather information, data, or opinions on a subject. Interviews are one method to obtain data on children or parents by making direct contact with informants through face-to-face relations. An informative interview is a tool to obtain facts and data from students orally, with the aim of obtaining the data needed for guidance. The purpose of the

interview is to gather information and data accurately, thoroughly, and objectively, as well as to support the interviewer's initial disclosure of information. The interview had 8 questions and the interview guide is adapted from Worde, Horwitz, and Price (2003). This interview aims to find out how students minimize or overcome their anxiety of speaking English. Interviews also enable the emergence of new perspectives on the issues brought up.

D. Procedure Of Collecting Data

The researcher uses teacher and student status as internal and external variables. The researcher also conducted individual interviews by recording the interview results recorded by the students. The researcher collaborated with teachers on classroom exercises before interviewing students, thereby equipping students to learn English in class.

1. Questionnaire

First, the researcher gave a paper questionnaire to the students and then explained how to fill in or answer the statements given. After that the researcher processed the questionnaire data that had been answered by students.

2. Interview

The students with the highest score will be selected for interview, the researcher chose 5 students based on the results of the questionnaire. The researcher was contact the students to meet and be interviewed, interviewed was conducted face to face and by voice recording. The results of the interviews were then transcribed into writing.

E. Procedure Of Data Analysis

This research was basically descriptive research. According to Burhan Bungin, the objectives of this research are: "Social research using a descriptive format aims to describe, summarize various conditions, various situations or various variables that arise in the community that is the object of the research. Then draw the surface as a feature or description of a condition, situation, or certain variables.

Furthermore, the data collected through the distribution of the questionnaire is analyzed using a descriptive method as well, by placing the data in a table according to the question items in the questionnaire, then the percentage of the data was calculated and then interpreted.

The Likert's scoring scale table to measure students' anxiety level, the positive statements scale ranged from 1-5, on the contrary negative statements scale ranged from 5-1 as in the table below:

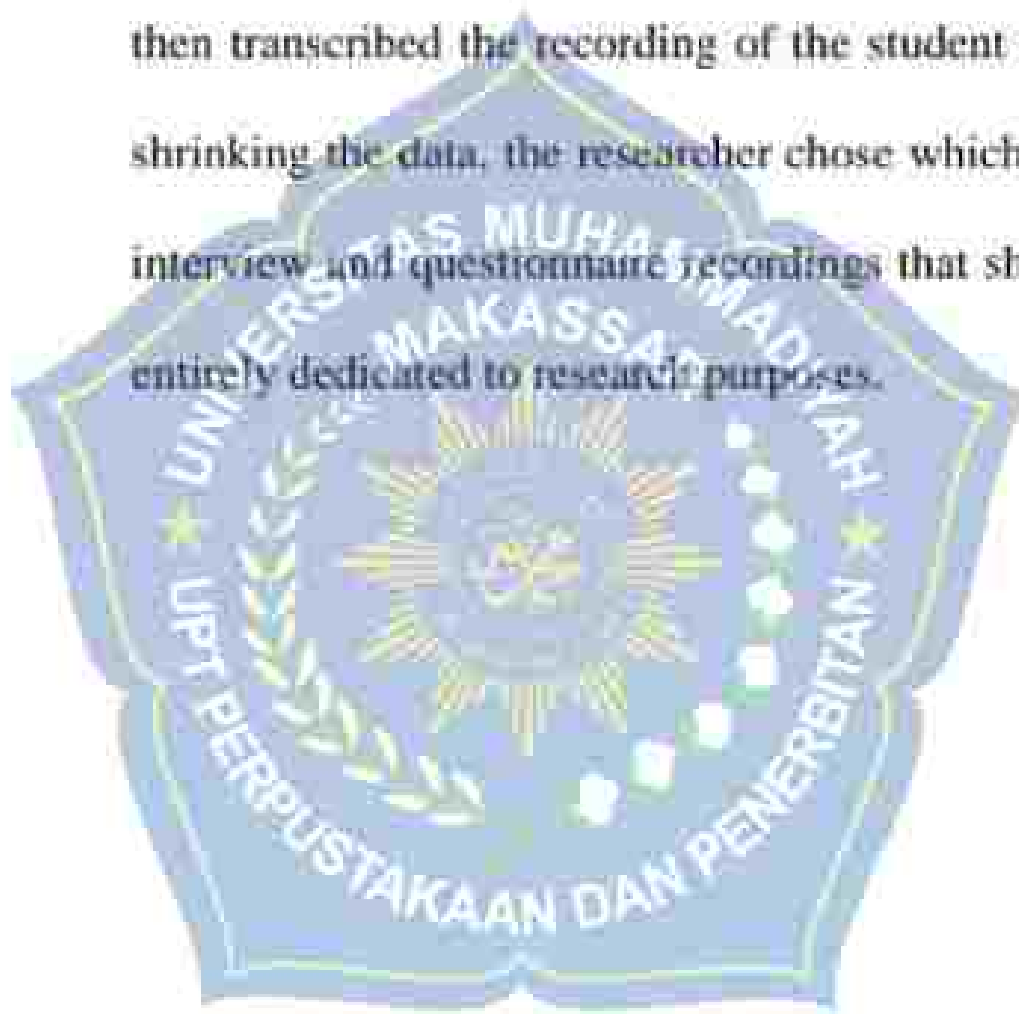
Table 3.1 Likers Scale

Statements	Scoring				
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

(Horwitz et al.(1986))

The collected data will then be sorted and reconfigured. According to Miles and Huberman (1994), data minimization refers to the process of selecting, centralizing, simplifying, abstracting, and transforming data. To analyze the

interview data, the researcher first listened to student recordings. The researcher then transcribed the recording of the student interview into a text format. When shrinking the data, the researcher chose which aspects of the data appeared in the interview and questionnaire recordings that should be emphasized, minimized, or entirely dedicated to research purposes.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter deals with the result of the result which divided into three main section. Those are the data description, the finding of the research and discussion of the research finding.

A. Data Description

The data in this research gained through 2 steps. First, data from questionnaire aimed to found students factors anxiety in speaking English as a subject of research. After getting the students result from that questionnaire the researcher choose 5 students who have high score to do interview as a sample and then the researcher do interview to know how student overcoming or minimize their anxiety in speaking English.

B. Findings

1. The Factors Of Students Anxiety In Speaking English

To know about the factors students speaking anxiety the researcher gave questionnaire . There were 16 participants in this research who were first grade students at MA Pesantren Al-Qamar. According Horwitz, there are three kinds of speaking anxiety factors there are communication apprehension, test anxiety, and fear of negative evaluation.

a. Communication Apprehension

Communication apprehension is a type of shyness characterized by fear and anxiety when communicating with others (Horwitz et al, 1986). At the

same time, Cubukcu (2007) asserts that communicative understanding in foreign language learning stems from the personal perception that a person will almost certainly have difficulty understanding others and making himself understood. This is why many talkative people remain silent in class. In short, it can be said that communication apprehension is transmitted through avoidant actions and also through mental and physical fearful effects.

Table 4.1 The Result Questionnaire Category Communication Apprehension

No.	Statements	Percentage
1	I feel confident when I am speaking in my foreign language class.	38,6%
2	I never feel quite sure of my self when I am speaking in my English class.	54,6%
3	I get nervous and confused when I am speaking in my English class.	66,8%
4	I get nervous when I don't understand every words the English teacher says.	72%
5	I start to panic when I have to speak without preparation in language class.	75%

Findings on the first statement show that the students feel confident when they speaking English (38,6%). It can interpreted that the student quite feel confident when speaking English in their English class. On the statement 2 indicate that the students never feel quite sure of theirself when they speaking English (54,6%). They feel unsure of themselves when it comes to speaking English in English class. Statement 3 and 4 indicate that students get nervous

and confused when speaking English (66,8%) and get nervous when they don't understand what the English teacher says in English class (72%). They get nervous and confused when they must speaking English and when they don't understand every words what their teacher says. This is make students don't talk much in English class, not only because they afraid but maybe they also may not understand what the teacher is explaining or saying. Statement 5 students start to panic when I have to speak without preparation in language class (75%). The average students answered agree on this statement it can be interpreted that students feel panicked when they have to speak in English without preparing anything and make students hasitate to speaking English. Based on the table the result for the most communication apprehension were found on the statement 5.

Reflecting on the above results, the students' social anxiety created uncontrollable anxiety in the body and inability to speak clearly, which then turned into an attempt to avoid speaking English. This hypothesis is supported by (Scott and Rockwell, 1997, cited in Campbell, 2006) that individuals caught in communication tend to adopt avoidance and withdrawal behaviors and are therefore less likely ability to engage in oral communication. (In simpler terms, the figure below depicts how apprehension occurs in students.

Thinking of the above results, students' fear of communication or in other words, the pressure to speak in front of a crowd has created uncontrollable anxiety in the body and inability to speak clearly. affect students. Some

students continue to try to speak English despite their limited skills and occasional mistakes, but others try their best to avoid speaking English.

b. Test Anxiety

Test anxiety refers to a type of performance anxiety resulted from a fear of failure. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as "unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations" (Dusek 1980, cited in Cubukcu, 2007).

Table 4.2 The Result Questionnaire Category Test Anxiety

No	Statements	Percentage
6	I don't worry about making mistake in English class	77,3%
7	I am usually at ease during tests in my English class	49,3%
8	I am afraid that my English teacher is ready correct every mistake I made	66,6%
9	I worry about the consequences of failing in my English class	66,6%
10	The more I study for an English test, the more confuse I get	62,6%

Based on the table above, the result for the most test anxiety found on the statement 6 about feeling worry making mistake in English class with (77,3%). Meanwhile, the result for the least test anxiety were found on the statement 7 about feeling comfortable during the exam in a English class. For

statements 8 and 9 each statements have (66,6%), about feeling afraid when their teacher correcting the mistake they made and students' worries about consequences when they fell they will fail in English class. And for statement 10 (62,6%) students answer the more they learn English the more confused they become.

According to Horwitz (2007), fear of failure can seriously hinder one's performance, test anxiety has a detrimental effect on students' ability and confidence (Tanveer, 2007). The figure above shows how student acceptance is influenced by two main concerns when dealing with test situations. The above case is consistent with what Tanveer (2007) describes: test anxiety has a detrimental effect on students' ability and confidence. Although the effect is temporary, it still causes constant fear in students when they have to take tests in all subjects at school.

c. Fear Of Negative Evaluation

Fear of negative evaluation, Apprehension about others' judgment, avoiding judgmental situations, and expecting others to judge them negatively is the third type of anxiety. This can happen in any situation. Learners can be sensitive to judgments – real or imagined – from their peers. In the case of foreign language learners, fear arises when students have to speak in front of a familiar audience or examiner. Students worry about the opinions of important people like teachers, friends or parents.

Table 4.3 The Result Of Questionnaire Category Fear Of Negative Evaluation

No	Statements	Percentage
11	I tremble when I know that I'm going to be called on in English class	68%
12	I keep thinking that the other students are better at English than I am	57,3%
13	It embarrasses me to volunteer answers in my English class	86,6%
14	I get nervous when the English teacher asks question which I haven't prepared in advance	57,3%
15	I am afraid that the other students will laugh at me when I speak a foreign language.	81,3%

Based on the table above, the result for the most fear of negative evaluation were found on the statement 13 with (86,6%) about the feeling embarrasses to volunteer answer in English class. Meanwhile, the result for the least fear of negative evaluation were found on the statement 12 and 14 with (57,3%) about keep thinking that the other students are better in speaking English then theirsself and feeling nervous when suddenly the teacher ask question that the students have not prepared for the answer. For statement 11 with (68%) students answer they feeling tremble when they know they going to be called in English class. Statement 15 about students feeling afraid that the other students will laugh at them when they speaking English with students answer (81,3%) .

According to Liu (2007), fear of negative assessment is the anxiety a learner feels when they think that their professors, peers, or other observers might not think highly of their language abilities. The students' social interactions in this specific class are more important, though. Peer criticism has a severe detrimental effect on students' motivation and self-worth. Anxiety is embedded in language learning and is significantly more common than anxiety in other subject areas (such as mathematics, research methodology, etc.). claims Tanveer (2007:39).

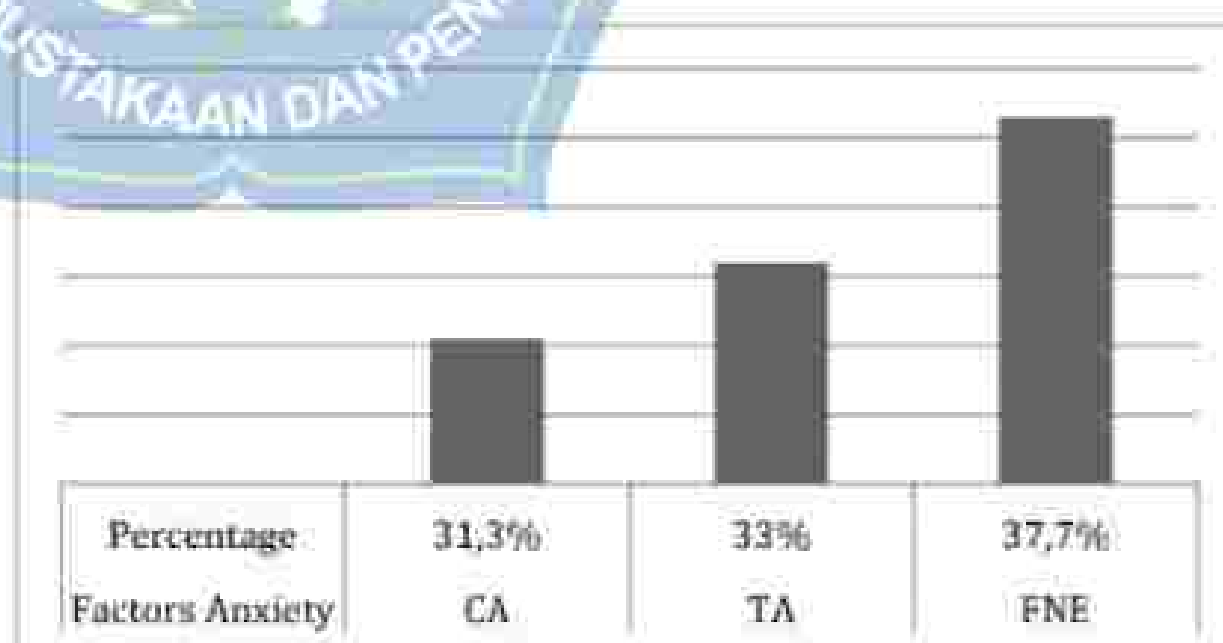


Figure 4.1 Percentage Of Students Factors Anxiety In Speaking English

CA : Communication Apprehension

TA : Test Anxiety

FNE : Fear Of Negative Evaluation

Based on the chart, the result for the most of factors anxiety students in speaking English is fear of negative evaluation with 37,7%, the second is test anxiety with 33% and the last is communication apprehension with 31,3%. The overall results of students' anxiety sources show that most of them tend to be

anxious when speaking English. The English-speaking students in the class seemed nervous and there were three types of anxiety. All three types of anxiety have a similar effect on students. However, they have differences in the initial or trigger factor. In short, these language anxieties occur when learning one of the useful skills of English and have a negative impact on student motivation and engagement.

2. How The Students Minimize Anxiety In Speaking English

In the second step in the process knowing how students minimize their anxiety in speaking English, the researcher conducted interview with students when conducting interview 5 students were chosen based on the category to be subjects or respondents. The number of interview question were eight. The questions answer used as the data to answer how students minimize or overcoming their anxiety in speaking English. From the results of these question, the researcher can get the data how students overcoming their anxiety in speaking English.

a. Self-calming

Three out of five students who were interviewed answered that they tried to calm themselves before speaking English. According to students, this method is a way to reduce their nervousness when they are asked to speak English.

b. Take A Deep Breath

Taking a deep breath before speaking English is also one of the ways students reduce their nervousness. Four out of five students gave the same answer. According to them this way is the way they most often do.

c. Speak Slowly

Two of the five students interviewed answered by speaking slowly. According to the students, besides reducing their nervousness by speaking slowly this way also so they don't forget what they are going to say and can slowly remember what they are going to say.

d. Positive Atmosphere

According to the students, the role of the teacher in teaching in the classroom is also important. Creating a pleasant atmosphere in the classroom can also help students reduce their fear of speaking English. By inviting students to joke while teaching, using the right teaching method, and when students make mistakes the teacher immediately corrects their mistakes so they know where their mistakes are and they can fix them.

3. Types of Foreign Language Anxiety

Based on questionnaires and interviews, it was found that there are two types of anxiety about foreign languages, namely trait anxiety and state/situation anxiety. Both types of anxiety appear in students when they have to perform speaking tasks.

a. Trait Anxiety

It is believed that trait anxiety is a stable stage of anxiety. This type of anxiety can impede language learning because it is ingrained in a person's personality and is therefore permanent. Some students did suffer this kind of anxiousness, according to the questionnaire and interview. The student struggled to deliver the presentation in English and displayed a lot of anxiety throughout the interview. Even at first they refused and hesitated when the researcher told them they would be interviewed.

"I am afraid that the other students will laugh at me when I speak a foreign language" (statement 15)

The statement indicates that the student has a very negative attitude towards the idea of speaking in front of others, no matter what he has to present. In addition, McCroskey (1986) states that individuals who are greeted with a negative response from others to their attempts to communicate develop a sense of silence.

Based on this statement, ten students responded agreeing with this statement while the remaining students answered disagreeing with this statement. Therefore, students with anxiety need to be properly treated to avoid further adverse effects. However, it is important to pay attention to the learning factor. Horwitz (1991) argues that anxiety related to speaking a certain language can affect students' academic performance. So it suggests that teachers can consciously create a community and friendly atmosphere.

b. State/Situational Anxiety

The state of anxiety is related to a temporary change in a person's emotional state due to external factors. Anxiety is a normal physiological response; anxiety eventually subsides and the person feels "normal" again (see Spielberger, 1983). Based on the interview, five students who were used as research subject to be interviewed had this type of anxiety. When the researcher asked them to do the interview at first they refuse to do the interview. Meanwhile the other students offered themselves to be interview. Questionnaire and interviews were conducted to the students, and it is shown that the students tend to have this type of anxiety when they had to speak English.

C. Discussion

1. The Factors of Students' Anxiety in Speaking English

The discussion section aims to answer the questions proposed in this discussion and aims to discuss the findings of the data in order to provide answers to the research questions that will be discussed in the next section, according to. This study addresses student anxiety factors speaking English. The subjects of this study were first-year MA pesantren Al-Qamar students. The researcher conducted the study with 16 students by giving them a questionnaire and conducting interviews with the students.

First, the researcher collects data using a questionnaire. Questionnaire used to find out the anxiety factors of students when speaking English. Data collection for the questionnaire was done directly in the first-year classroom. The researcher gives the questionnaire to the students and then explains and

explains how to fill in the questionnaire by checking the answer column. The questionnaire consists of fifteen questions and has five answer options: strongly agree, agree, disagree nor disagree, disagree, strongly disagree, each answer has its own point of view. . has a value range from one to five. The questions have positive and negative parts, in which positive part, Strongly agree on point 1, agree on point 2, Do not agree nor disagree 3, dia agree 4, Strongly disagree 5 and the answer to the negative is the opposite of the positive answer.

The description of the data was collected through questionnaire as explain in the previous section. The first grade of MA Pesantren Al-Qamar were 16 students. Before the researcher doing interview to students the researcher should know the students anxiety with gave students questionnaire.

Table 4.4 I Feel Confident When I Am Speaking In My Foreign Language Class

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	9	56,25
2	Agree	1	6,25
3	Neutral	6	37,5
4	Disagree	0	0
5	Strong Disagree	0	0
Total		16	100

Based on the table, percentages of data showed that there were 9 students or 56,25% from the total number of the students whose strongly agree with that statements. There 1 student or 6,25% answer agree with the statement, the

other 6 students or 37,5% answer neutral. None of the students answer disagree and strongly disagree with the statements.

Table 4.5 I Never Feel Quite Sure Of My Self When I Am Speaking In My English Class

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	2	12,5
2	Agree	1	6,25
3	Neutral	4	25
4	Disagree	6	37,5
5	Strong Disagree	3	18,75
Total		16	100

Based on the table, percentages of data showed that there were 2 students or 12,5% from the total number of the students whose strongly agree with that statements. There 1 student or 6,25% answer agree with the statement, the other 4 students or 25% answer neutral. 6 of the students or 37,5% answer disagree and 3 of the students or 18,75% strongly disagree with the statements.

Table 4.6 I Get Nervous And Confused When I Am Speaking In My English Class

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	1	6,25
2	Agree	3	18,75
3	Neutral	9	56,25
4	Disagree	3	18,75
5	Strong Disagree	0	0
Total		16	100

Based on the table, percentages of data showed that there were 1 students or 6,25% from the total number of the students whose strongly agree with that

statements. There 3 student or 18,75% answer agree with the statement, the other 9 students or 56,25% answer neutral. There are 3 of the students or 18,75% answer disagree and none of the students strongly disagree with the statements.

Table 4.7 I Get Nervous When I Don't Understand Every Words The English Teacher Says

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	0	0
2	Agree	8	50
3	Neutral	6	37,5
4	Disagree	2	12,5
5	Strong Disagree	0	0
Total		16	100

Based on the table, percentages of data showed that there none students whose strongly agree with that statements. There 8 student or 50% answer agree with the statement, the other 6 students or 37,5% answer neutral. There are 2 of the students or 12,5% answer disagree and none of the students answer strongly disagree with the statements.

Table 4.8 I Start To Panic When I Have To Speak Without Preparation In Language Class

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	5	31,25
2	Agree	5	31,25
3	Neutral	2	12,5
4	Disagree	2	12,5
5	Strong Disagree	2	12,5
Total		16	100

Based on the table, percentages of data showed that there were 5 students or 31,25% whose strongly agree with that statements. There 5 students or 31,25% whose agree with the statement, there 2 students or 12,5% answer neutral. There are 2 of the students or 12,5% answer disagree and there 2 of the students or 12,5% answer strongly disagree with the statements.

Table 4.9 I Don't Worry About Making Mistake In English Class

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	0	0
2	Agree	1	6,25
3	Neutral	9	56,25
4	Disagree	1	6,25
5	Strong Disagree	5	31,25
Total		16	100

Based on the table, percentages of data showed that there none students whose strongly agree with that statements. There 1 students or 6,25% whose agree with the statement, there 9 students or 56,25% answer neutral. There 1 of the students or 6,25% answer disagree and there 5 of the students or 31,25% answer strongly disagree with the statements.

Table 4.10 I Am Usually At Ease During Tests In My English Class

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	4	25
2	Agree	3	18,75
3	Neutral	9	56,25
4	Disagree	0	0
5	Strong Disagree	0	0
Total		16	100

Based on the table, percentages of data showed that there were 4 students or 25% whose strongly agree with that statements. There 3 students or 18,75% whose agree with the statement, there 9 students or 56,25% answer neutral. There none of the students answer disagree and strongly disagree with the statements.

Table 4.11 I Am Afraid That My English Teacher Is Ready Correct Every Mistake I Made

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	1	6,25
2	Agree	2	12,5
3	Neutral	11	68,75
4	Disagree	2	12,5
5	Strong Disagree	0	0
Total		16	100

Based on the table, percentages of data showed that there 1 students or 6,25 whose strongly agree with that statements. There 2 students or 12,5% whose agree with the statement, there 11 students or 68,75% answer neutral. There 2 of the students or 12,5% answer disagree and there none of the students answer strongly disagree with the statements.

Table 4.12 I Worry About The Consequences Of Failing In My English**Class**

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	1	6,25
2	Agree	6	37,5
3	Neutral	6	37,5
4	Disagree	0	0
5	Strong Disagree	3	18,75
Total		16	100

Based on the table, percentages of data showed that there 1 students or 6,25% whose strongly agree with that statements. There 6 students or 37,5% whose agree with the statement, and there 6 students or 37,5% answer neutral. There none of the students answer disagree and there 3 of the students or 18,75% answer strongly disagree with the statements.

Table 4.13 The More I Study For An English Test, The More Confuse I**Get**

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	1	6,25
2	Agree	4	25
3	Neutral	5	31,25
4	Disagree	5	31,25
5	Strong Disagree	1	6,25
Total		16	100

Based on the table, percentages of data showed that there 1 students or 6,25 whose strongly agree with that statements. There were 4 students or 25% whose agree with the statement, there 5 students or 31,25% answer neutral.

There 5 of the students or 31,25% answer disagree and there 1 of the students or 6,25% answer strongly disagree with the statements.

Table 4.14 I Tremble When I Know That I'm Going To Be Called On In English Class

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	4	25
2	Agree	3	18,75
3	Neutral	2	12,5
4	Disagree	6	37,5
5	Strong Disagree	1	6,25
Total		16	100

Based on the table, percentages of data showed that there 4 students or 25% whose strongly agree with that statements. There 3 students or 18,75% whose agree with the statement, there 2 students or 12,5% answer neutral. There 6 of the students or 37,5% answer disagree and there 1 of the students or 6,25% answer strongly disagree with the statements.

Table 4.15 I Keep Thinking That The Other Students Are Better At English Than I Am

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	2	12,5
2	Agree	4	25
3	Neutral	2	12,5
4	Disagree	3	18,75
5	Strong Disagree	5	31,25
Total		16	100

Based on the table, percentages of data showed that there 2 students or 12,5% whose strongly agree with that statements. There 4 students or 25% whose agree with the statement, there 2 students or 12,5% answer neutral. There 3 of the students or 18,75% answer disagree and there 5 of the students or 31,25% answer strongly disagree with the statements.

Table 4.16 It Embrasses Me To Volunteer Answers In My English Class

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	9	56,25
2	Agree	1	6,25
3	Neutral	5	31,25
4	Disagree	0	0
5	Strong Disagree	1	6,25
Total		16	100

Based on the table, percentages of data showed that there were 9 students or 56,25% whose strongly agree with that statements. There 1 students or 6,25% whose agree with the statement, there 5 students or 31,25% answer neutral. There none of the students answer disagree and there 1 of the students or 6,25% answer strongly disagree with the statements.

Table 4.17 I Get Nervous When The English Teacher Asks Question Which I Haven't Prepared In Advance

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	1	6,25
2	Agree	6	37,5
3	Neutral	1	6,25
4	Disagree	3	18,75
5	Strong Disagree	5	31,25
Total		16	100

Based on the table, percentages of data showed that there 1 students or 6,25% whose strongly agree with that statements. There 6 students or 37,5% whose agree with the statement, there 1 students or 6,25% answer neutral. There 3 of the students or 18,75% answer disagree and there 5 of the students or 31,25% answer strongly disagree with the statements.

Table 4.18 I Am Afraid That The Other Students Will Laugh At Me When I Speak A Foreign Language.

No	Opinion	Frequency	Percentage (%)
1	Strong Agree	9	56,25
2	Agree	1	6,25
3	Neutral	2	12,5
4	Disagree	2	12,5
5	Strong Disagree	2	12,5
Total		16	100

Based on the table, percentages of data showed that there 9 students or 56,25% whose strongly agree with that statements. There 1 students or 6,25% whose agree with the statement, there 2 students or 12,5% answer neutral.

There 2 of the students or 12,5% answer disagree and there 2 of the students or 12,5% answer strongly disagree with the statements.

In the questionnaire there was 15 statements based on factor anxiety in speaking English by Horwitz, there are communication apprehension, test anxiety, and fear of negative evaluation. Based on the result of the questionnaire the researcher found that the most factor anxiety of students speaking English is Fear of Negative Evaluation with 37,7%, meanwhile Communication Apprehension with 31,3%, and Test Anxiety 33%.

Of communication apprehension, The students' shyness in communication, or in other words, the pressure to speak in public, created uncontrollable anxiety in the body and made the students unable to speak clearly; then became Try to avoid speaking English. Horwitz says communication anxiety arises when a person has to talk to others in everyday situations. Those arrested will have difficulty speaking in public or listening to oral messages. Above all, they cannot understand others and make themselves understood.

In the context of test anxiety, it has an adverse effect on a student's ability and confidence. students feel nervous when taking the English speaking test. As Horwitz says, the second component of language anxiety refers to test anxiety. When a person is faced with a test situation, they are afraid of failing the test.

Along with the fear of being judged negatively, in the case of foreign language learners, the fear occurs in the situation where the student has to speak in front of a familiar audience or examiner. Fear of negative evaluation

occurs when students feel anxious about the evaluation of others, they also avoid situations of negative evaluation and expect to be judged negatively.

2. How Students' Minimize Their Anxiety In Speaking English

In the second stage, in the process of understanding the students' anxiety factors, the researcher conducted student interviews, face-to-face interviews. The researcher conducts a personal conversation that requires an interview and voice recording. During the interview process, five students were selected as respondents. The number of questions the researcher asked the students was 8 questions. It is a response to how students reduce their anxiety when speaking English. From the results of these questions, the researcher collects data on how students reduce or overcome their anxiety when speaking English.

“What do you do when you feel anxious when you speak English?”

Most of the students answered that they took a deep breath and tried to calm themselves, pause for a moment and then continued.

“How do you overcome your fear when you are asked to speak English?”

Students answered they pause for a moment, took a deep breath, calm themselves and then start speaking slowly.

“What do you think teacher must do to help reduce your worries or afraid in speaking English?”

Students answered with different answers some say the teacher must teach continuously and if something goes wrong it is corrected immediately and with a good way of teaching, while other students said by starting learning slowly and inviting jokes so as to make the class atmosphere fun.

Based of the interview results, the researcher found that how students minimize or overcoming their anxiety. Mostly of the students try to be calm to minimize or overcome their anxiety in speaking English. They used take a deep breath before speaking English to minimize their anxiety and try to relax themselves. The students prepare their self before speaking English.

However, anxiety can come from speaking activities, as Horwitz says, anxiety sometimes comes from classroom activities and methods related to teacher instruction and assignments. For example, speaking often appears as one of the anxiety triggers. Second, assigning tasks such as memorizing too many words can overwhelm students, making them think that learning English is difficult. As Horwitz says, students can also feel anxious about redundant material. They find spoken language lessons very stressful when they don't have enough time to understand the lesson due to too much material.

In addition, according to experts, there are also some ideas about reducing anxiety for students:

- 1). A study group may be a useful tool for resolving issues with English speaking. Students feel more at ease in group projects because they support one another and create a sense of friendship. Another benefit Student interaction increases when they work in groups.
- 2). In the classroom, a both teachers and students discuss the rules and expectations that will be followed, such as establishing a culture of mutual tolerance for classmates' errors and refraining from making fun of classmates' incorrect answers. Students are encouraged to ask for

assistance without fear of humiliation because mistakes are seen as a normal part of learning a foreign language. So that students can share their thoughts and request assistance in class without fear of embarrassment.

3). When a student is speaking, the teacher should offer indirect rather than direct correction. Direct correction can undermine students' confidence and make them fearful of "sounding silly" when attempting to use a new language. Additionally, a teacher should make an effort to persuade anxious students that they should stick with the activity lecture even if they make mistakes.

4). Avoiding activities that can be viewed as threats to kids' social image or potential anxiety-inducing situations helps to protect students' self-esteem in the classroom. Portfolios are used to assess students' progress, whereas test results are kept privately and not shared with the rest of the class. This activity tries to lessen the anxiety associated with receiving poor feedback, which might cause people to avoid engaging in activities that "improve their language skills."

5). Teacher immediacy, verbal activities such as humor, calling students' names, followed by non-verbal activities such as eye contact, positive signals that teachers show are the types of Teachers' immediacy can be used as they can reduce anxiety and create a sense of well-being, positive effect, influence learning motivation.

The reduction of speaking anxiety in efl learners with drama approaches was a journal article produced by Mine Atas from Turkey that

the researchers cited as evidence that the drama method can help students with their speaking fear. Anatolian Kozan Medical Vocational School's 12th-grade students were the subjects of this study. According to the study's findings, drama significantly influenced the students' emotional well-being in English classes. Students feel better, lose their prejudices against English, and then are interested to take in English classes. Drama also lowers students' levels of speaking anxiety. Students begin speaking English without hesitation.



CHAPTER V

CONCLUSION AND SUGGESTION

There are two sections in this chapter: conclusions and suggestions. In his conclusion, the researcher will explain the findings of his investigation into the reasons that cause first-graders at MA Pesantren Al-Qamar's school to experience English language anxiety. The section on advising presents the findings and suggestions of researchers for teachers, students, and new researchers.

A. Conclusion

Based on the data analysis and research results, the researcher can conclude as follows:

1. The factors that cause students speaking anxiety at MA Pesantren Al-Qamar are communication apprehension, test anxiety and Fear of Negative Evaluation.
2. The most factors anxiety in speaking English in first grade MA Pesantren Al-Qamar is Fear of Negative Evaluation
3. The researcher found out how the students reduce or minimize their anxiety when speaking English in English class. Dramatic methods can help students who have speaking anxiety. The reduction of speaking anxiety in efl learners through theatre approaches is the title of a journal article by Turkish researcher Mine Atas that demonstrated the effectiveness of the strategy the researcher used. According to the study's findings, drama significantly influenced the students' emotional well-being in English classes. Students feel better, lose the

prejudice they had against English, and then are enthusiastic to take in English classes.

4. The researcher found that there were several way for students to reduce their anxiety in speaking English, there are calm themselves, take a deep breath, speak slowly and positive atmosphere.

B. Suggestions

It is recommended that teachers continue to encourage and motivate students to use English in the classroom. In addition, teachers should be more aware of their fear and reluctance to speak up in English class. As mentioned above, students' anxiety in English class stems from communication anxiety, test anxiety, fear of being negatively evaluated, etc. Therefore, it is necessary for teachers to pay attention to those factors that make it easier for students to speak. In addition, teachers should be more aware of students' fears and motivate students to express themselves confidently and fluently in English classes. This suggests that teachers must be more creative and better design classroom situations that encourage students to speak up. This will enable students to speak better English in the future.

1. For teachers

To help students overcome their language anxiety and improve their speaking abilities, teachers must from the start acknowledge every fear that his students suffer. After that, the teacher can lighten up the classroom environment to foster a positive mood that will minimize nervousness. Learning will be more enjoyable when the students are content and

comfortable. Humor or motivating phrases can be used into lessons to lighten the mood in the classroom and help students feel less anxious during English class.

2. For students

According to the results, each student undoubtedly experiences to different anxiety. When in class, students who scored highly on the anxiety measure need to relax a bit more. When friends make mistakes, students attempt to support and encourage them to keep going and never give up learning rather than making fun of or laughing at them. Students need to understand that making mistakes in English language classes is common and helps them develop for the future.

3. For researcher

Researchers are aware that the problem at hand is not completely solved by this research. The researcher therefore hopes that this can serve as a resource for other researchers and that they can use this research to inform future investigations.

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APPENDIXES I

Questionnaire sheets

Name :

Class :

Read the statement on the following table. Then, give your response toward the statement by checklist (x) in the response column.

- SA = Strongly Agree,
 A = Agree,
 N = Neutral,
 D = Dissagree,
 SD = Strongly Dissagree

No	Statements	Scale				
		SA	A	N	D	SD
1	I feel confident when I am speaking in my foreign language class. (Saya merasa percaya diri ketika saya berbicara di kelas bahasa asing saya)					
2	I never feel quite sure of my self when I am speaking in my English class. (Saya tidak pernah merasa yakin dengan diri saya sendiri ketika saya berbicara di kelas bahasa Inggris saya)					
3	I get nervous and confused when I am speaking in my English class. (Saya merasa gugup dan bingung ketika saya berbicara di kelas bahasa Inggris saya)					
4	I get nervous when I don't understand every words the English teacher says. (Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris)					
5	I start to panic when I have to speak without preparation in language class. (Saya mulai panik ketika harus berbicara tanpa persiapan di kelas bahasa)					
6	I don't worry about making mistake in English class (Saya tidak khawatir membuat kesalahan di kelas bahasa Inggris)					

7	I am usually at ease during tests in my English class (Saya biasanya merasa nyaman selama tes di kelas bahasa Inggris saya)					
8	I am afraid that my English teacher is ready correct every mistake I made. (Saya takut guru bahasa Inggris saya siap mengoreksi setiap kesalahan yang saya buat)					
9	I worry about the consequences of failing in my English class (Saya khawatir akan konsekuensi dari kegagalan di kelas bahasa Inggris saya)					
10	The more I study for an English test, the more confuse I get (Semakin saya belajar untuk tes bahasa Inggris, semakin saya bingung)					
11	I tremble when I know that I'm going to be called on in English class (Saya gemetar ketika saya tahu bahwa saya akan dipanggil di kelas bahasa Inggris)					
12	I keep thinking that the other students are better at English than I am (Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa Inggris daripada saya)					
13	It embrasses me to volunteer answers in my English class (Saya merasa terhormat bisa menjadi sukarelawan untuk menjawab pertanyaan di kelas bahasa Inggris saya)					
14	I get nervous when the English teacher asks question which I haven't prepared in advance (Saya merasa gugup ketika guru bahasa Inggris mengajukan pertanyaan yang belum saya persiapkan sebelumnya)					
15	I am afraid that the other students will laugh at me when I speak a foreign language. (Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa asing.)					

(Horwitz et al. 1986)

APPENDIXES II

LIST OF QUESTIONS IN THE INTERVIEW

Interview questions to find out how the students minimize or overcome their anxiety. The following questions were asked for the interview:

1. What do you feel when you speak use English?
(Apa yang Anda rasakan ketika berbicara menggunakan bahasa Inggris?)
2. Please tell me something about how you have felt during English classes?
(Tolong ceritakan kepada saya tentang apa yang Anda rasakan selama belajar bahasa Inggris?)
3. What causes you are worried or afraid while speak English?
(Apa yang membuat Anda khawatir atau takut ketika berbicara dalam bahasa Inggris?)
4. How do you think people in your classroom will react if you make a mistake?
(Menurut Anda, bagaimana reaksi orang-orang di kelas Anda jika Anda melakukan kesalahan?)
5. Do you think English is a difficult language to learn?
(Apakah menurut Anda bahasa Inggris adalah bahasa yang sulit untuk dipelajari?)
6. What do you do when you feel anxious when you speak English?
(Apa yang Anda lakukan ketika Anda merasa cemas saat berbicara bahasa Inggris?)

7. How do you overcome your fear when you are asked to speak English?

(Bagaimana Anda mengatasi rasa takut ketika diminta untuk berbicara bahasa Inggris?)

8. What do you think teacher must do to help reduce your worries or afraid in speaking English?

(Menurut Anda, apa yang harus dilakukan guru untuk membantu mengurangi kekhawatiran atau ketakutan Anda dalam berbicara bahasa Inggris?)

(Adapted from Price 2003)



APPENDIXES III

Questionnaire Result

No	Name	Q1	Q2	Q3	Q4	Q5	Q6
1	Muh. Al-Fayini	1	2	3	4	2	5
2	Muh. Arjuna	3	3	2	2	1	3
3	Muh. Aswar	1	1	3	3	5	3
4	Muh. Latfi	1	2	3	4	1	5
5	Muhammad Raihan	1	1	2	3	4	3
6	Najlah Alfiana Syarif	3	3	4	4	5	3
7	Nur Jannah	3	3	3	4	5	3
8	Nur Jumrah Al-Inzani	1	2	3	3	4	5
9	Nurul Hikmah	2	3	3	3	4	3
10	Rohmadani	3	5	4	4	3	4
11	Rasul	1	2	3	4	2	5
12	Rendi	1	2	2	4	5	3
13	Rosmiati	1	2	3	2	4	5
14	Sultan	1	1	3	3	5	3
15	Syahrul Ramadhan	3	4	4	3	3	3
16	Tiara	3	5	5	4	4	2

Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Score	Level
1	3	1	2	2	2	5	2	2	37	Relaxed
3	5	4	2	3	4	3	2	5	45	Mildly Anxious
3	3	3	5	5	1	5	1	5	47	Mildly Anxious
1	3	1	2	2	2	4	1	5	37	Relaxed
3	3	3	3	5	1	5	1	5	43	Mildly Anxious
3	4	4	4	4	4	3	5	5	58	Anxious
3	4	4	4	3	5	3	4	5	56	Anxious
2	2	4	4	2	1	1	4	1	39	Relaxed
2	3	3	3	4	3	3	4	4	47	Mildly Anxious
3	3	5	3	5	5	5	4	3	59	Anxious
1	3	1	2	2	2	5	2	2	37	Relaxed
3	3	3	2	1	4	5	1	5	44	Mildly Anxious
2	2	4	1	2	1	5	4	1	39	Relaxed
3	3	3	3	5	1	5	1	5	45	Mildly Anxious
3	3	3	3	2	3	3	3	3	46	Mildly Anxious
1	3	4	4	4	4	5	4	5	57	Anxious

APPENDIXES IV

TRANSCRIPT INTERVIEW

1. Subject 1 (S1)

I: What do you feel when you speak use English?

S1: What I feel when speaking English is that it is difficult because the language is complicated

I: Please tell me something about how you have felt during English classes?

S1: What I feel when learning English is exiting because I can learn English

I: What causes you are worried or afraid while speak English?

S1: Lack of confident and fear of misspronunciation

I: How do you think people in your classroom will react if you make a mistake?

S1: Well the reaction must have laughed at me

I: Do you think English is a difficult language to learn?

S1: I think you can say it is difficult, you can also say it is not

I: What do you do when you feel anxious when you speak English?

S1: What I do must be silent for a moment and then continue again

I: How do you overcome your fear when you are asked to speak English?

S1: What I do is stay silent for a moment then take a deep breath and calm down first

I: What do you think teacher must do to help reduce your worries or afraid in speaking English?

S1: Teaching continuously and if something goes wrong it is immediately corrected and also with good teaching

2. Subject 2 (S2)

I : What do you feel when you speak use English?

S2 : What I feel when I speaking English I am little nervous because the pronunciation is difficult

I : Please tell me something about how you have felt during English classes?

S2 : Happy even though English is difficult

I : What causes you are worried or afraid while speak English?

S2 : Lack of confidence an afraid that my pronunciation is wrong

I : How do you think people in your classroom will react if you make a mistake?

S2 : Surely they will laugh at me when I make mistake

I : Do you think English is a difficult language to learn?

S2 : yes, it is difficult

I : What do you do when you feel anxious when you speak English?

S2 : Try to calm myself

I : How do you overcome your fear when you are asked to speak English?

S2 : Try to prepare sentences that must be said and speak slowly

I : What do you think teacher must do to help reduce your worries or afraid in speaking English?

S2 : Train us a lot in speaking English

3. Subject 3 (S3)

I: What do you feel when you speak use English?

S3: A little nervous

I: Please tell me something about how you have felt during English classes?

S3: I feel exited

I: What causes you are worried or afraid while speak English?

S3: Afraid of making mistake

I: How do you think people in your classroom will react if you make a mistake?

S3: The reaction is sure to have someone laughing

I: Do you think English is a difficult language to learn?

S3: yes, difficult

I: What do you do when you feel anxious when you speak English?

S3: Take a deep breath until I fell calm

I: How do you overcome your fear when you are asked to speak English?

S3: Try to be calm and confident

I: What do you think teacher must do to help reduce your worries or afraid in speaking English?

S3: Start making the class atmosphere fun

4. Subject 4 (S4)

I: What do you feel when you speak use English?

S4 : Feel cool

I: Please tell me something about how you have felt during English classes?

S4 : Feel so exciting

I: What causes you are worried or afraid while speak English?

S4 : Don't know the English word

I: How do you think people in your classroom will react if you make a mistake?

S4 : usually laugh

I: Do you think English is a difficult language to learn?

S4 : In my opinion, English is difficult

I: What do you do when you feel anxious when you speak English?

S4 : calm myself down

I: How do you overcome your fear when you are asked to speak English?

S4 : take a deep breath to calm down

I: What do you think teacher must do to help reduce your worries or afraid in speaking English?

S4 : encourage their students

5. Subject 5 (S5)

I: What do you feel when you speak use English?

S5 : proud because not everyone can speak English

I: Please tell me something about how you have felt during English classes?

S5 : Exited to learn

I: What causes you are worried or afraid while speak English?

S5 : which makes me afraid of mispronunciation and misinterpretation too

I: How do you think people in your classroom will react if you make a mistake?

S5 : They reaction was laughing and correcting my mistake

I: Do you think English is a difficult language to learn?

S5 : nothing is difficult if we want to learn it

I: What do you do when you feel anxious when you speak English?

S5 : Take deep breaths and speak slowly

I: How do you overcome your fear when you are asked to speak English?

S5 : Prepare yourself and what to say, practice pronunciation in English

I: What do you think teacher must do to help reduce your worries or afraid in speaking English?

S5 : joking around when to start learning English

APPENDIXES V

Documentation





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Jl. Sultan Hassanudin No. 275 Makassar 90223 Telp. (0411) 80872321732 Fax (0411) 808888

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

UPT KELEMBAGAN BEBAS PLAGIAT

(N) Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menyampaikan data mahasiswa yang terdeteksi samanya di bawah ini:

Nama : Han A. Yun
No. : 20211101011
Program Studi : Pendidikan Bahasa Inggris
Dosen Pembimbing :

No	Uji	Nilai	Anting Damar
1 <td>Uji 1</td> <td>10%</td> <td>10%</td>	Uji 1	10%	10%
2 <td>Uji 2</td> <td>22,74</td> <td>25%</td>	Uji 2	22,74	25%
3 <td>Uji 3</td> <td>5%</td> <td>10%</td>	Uji 3	5%	10%
4 <td>Uji 4</td> <td>4%</td> <td>10%</td>	Uji 4	4%	10%
5 <td>Uji 5</td> <td>2%</td> <td>5%</td>	Uji 5	2%	5%

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

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 25 Agustus 2023
Mengantoni

Kepala UPT- Perpustakaan dan Penerbitan,





BAB I Dian Azwanti

105351106716

by Tahap Tutup

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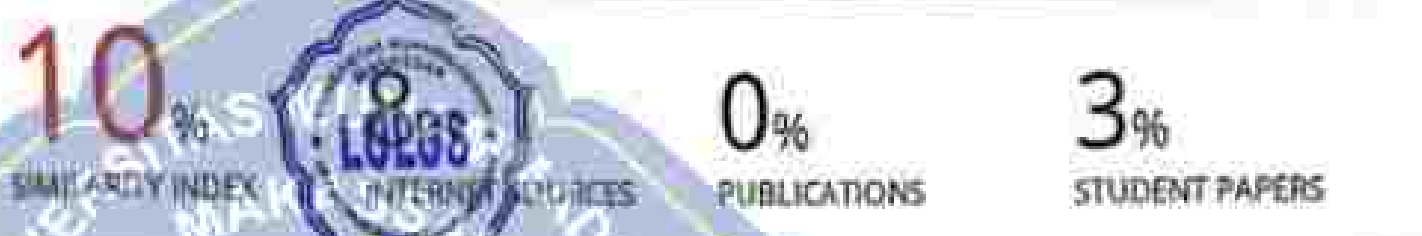
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Dian Azwanti, was born in Salaka, South Sulawesi on May 24th, 1999.

She the first daughter of Muh. Irwan and Hadasari. Elementary school at SD 47 Alitika in 2005 and graduate in 2010. Then, junior high school at MTs Pesantren Al-Qamar in 2011 and graduate. Then continued to senior high school at SMAN 3 Takalar and then continued her study at Muhammadiyah University of Makassar, Department of English Education in 2016. After the end of her study, she was able to finished her thesis entitled "An Analysis of Students' Anxiety in Speaking English as Foreign Language MA Pesantren Al-Qamar (A Descriptive Qualitative Research).