

AN ANALYSIS OF STUDENTS ANXIETY IN SPEAKING ENGLISH AT SMAN 1

JENANGAN PONOROGO

THESIS



By

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ABSTRACT

MAULANI, SANDRINA. 2022. *An Analysis of Students Anxiety in Speaking English at SMAN 1 Jenangan Ponorogo*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor: Dra. Aries Fitriani, M.Pd.

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Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Anxiety is one of the affective variables in mastering a speaking skill. A lot of students who learn a foreign language experience anxiety in the classroom and impact their speaking skill. The condition makes the anxiety in English speaking performance important to be investigated. Anxiety is a kind of disadvantage that makes students unable to perform their competence.

The purposes of this research were to find out the factors cause students anxiety in speaking English at SMAN 1 Jenangan Ponorogo and the students' strategies to overcome anxiety in speaking English at SMAN 1 Jenangan Ponorogo.

This research applied qualitative approach with descriptive qualitative design. It was conducted to the eleventh grade students of SMAN 1 Jenangan academic year 2021/2022. The data were collected by observation, interview, and documentation. The researcher used interview to find out the factors caused students anxiety and the students' strategies to overcome their anxiety. The researcher also used observation to observe the condition of students in the classroom and used documentation to get additional data. The data were analyzed using three steps of data analysis technique by Miles and Huberman namely data reduction, data display and conclusion and verification.

The result of this research showed that the factors caused students anxiety in speaking English were communication apprehension where the students have low intellectual skill and low speech skill, test anxiety where students feel anxious during the speaking test because fear of failure, fear of negative evaluation where students are anxious because they are afraid of being laughed at by friends/teachers when they make mistakes and self perception where students feel anxious because they feel they are weak in English. While the strategies were used by students at SMAN 1 Jenangan to overcome anxiety when speaking English are preparation strategy, relaxation strategy, positive thinking and peer seeking strategy

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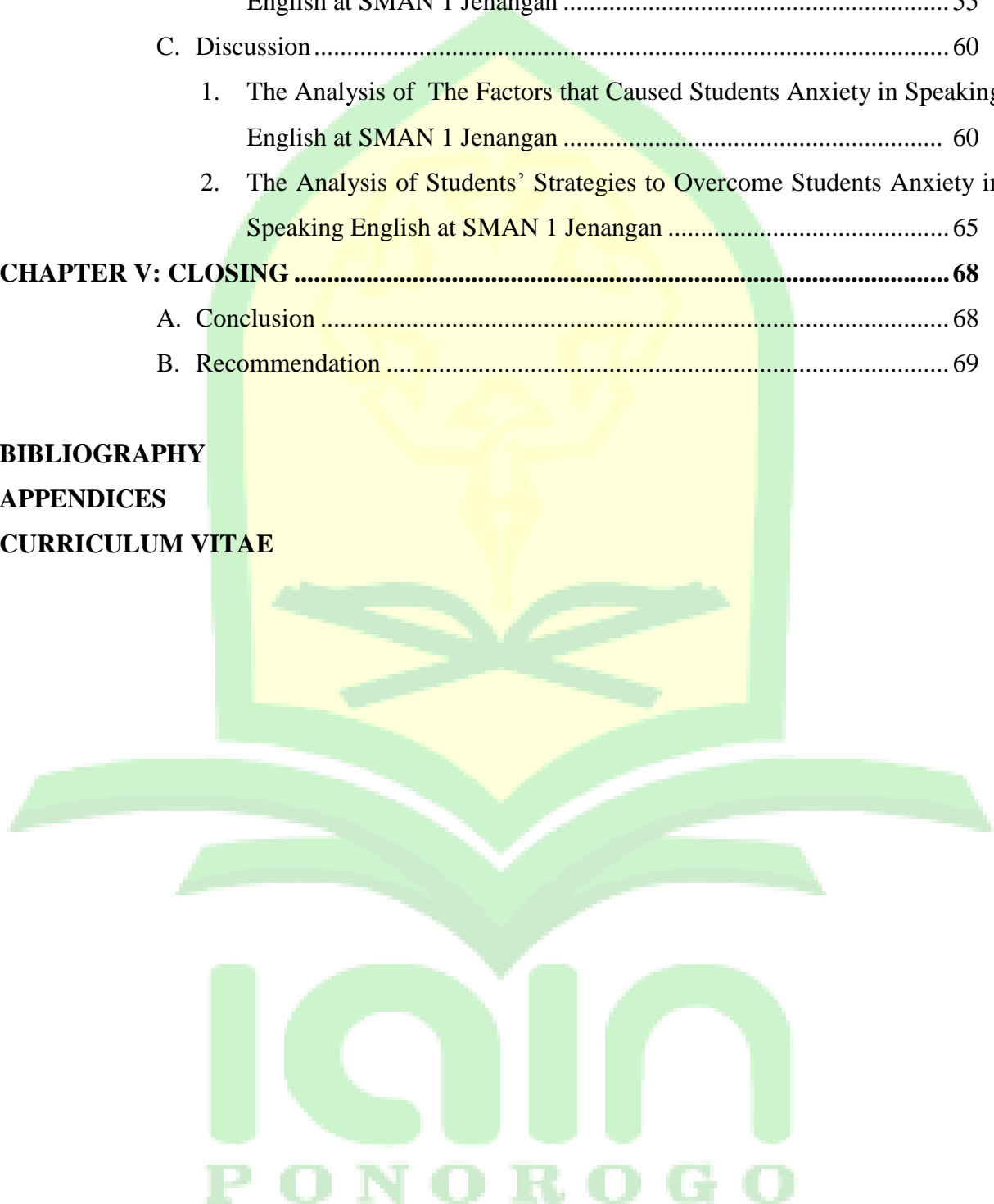
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CHAPTER I

INTRODUCTION

A. Background of the Study

In the current era of globalization, English is very easy to find in everyday life. We can find English in various forms on the internet, movies, game, book, various websites, and youtube content. Learning English is one of the prerequisites to be able to successfully participate in many academic and cultural activities, trade, technology, and worldwide communication. Related to the importance of mastery of foreign language especially English, learning and mastering English is a necessary. Therefore, English has become one of the most critical subjects in the educational system in Indonesia.¹ It can be said that English should be the second language to be mastered after Indonesia language.

In learning English, students should master four basic skills; there are listening, speaking, reading, and writing. Speaking is one of the most important skills to be mastered by students of English as a foreign language (EFL). English-speaking is a foreign language should be mastered by every learner from elementary school, junior high school, senior high school, and up to university level.² The way to communicate with other people by conveying ideas, feeling, creating and build the information is speaking. Speaking is defined as an interactive process of constructing

¹ Ahmad and Riyaz Syaik, "Importance of English Communication Skills, International Journal Of Applied Research, Vol. 2, Issue. 3, (2016): 478-480, ISSN 2394 – 7500.

² Fitriyah & Hayatul Muna, *Foreign Language Speaking Anxiety: Case Study At English Department Students Of IAIN Lhokseumawe And Al Muslim University*, Jurnal Ilmiah DIDAKTIKA, Vol. 19, No. 2, (2019) 140-158

meaning that involves producing, receiving, and processing information.³ It means that students, especially in senior high school, should brave to express their idea, feeling, opinion or they can ask something if they do not understand in English. However, learning English, particularly speaking is not easy for foreign language learners to be practiced.

According to Tanveer, a lot of EFL students express inability when it comes to speaking because speaking is a challenging skill to be mastered.⁴ The students may be good in other English skills, but they mostly have a mental block when trying to learn speaking in a foreign language. Students attempt their best in learning English and make an effort to improve their speaking skill in many ways. There are many factors that make students unable to improve their speaking ability.

One of the factors is anxiety, because of language anxiety, students mostly fear making mistakes in speaking, not being confident, and getting low achievement in English learning. The students convey that they experience a high level of anxiety during English speaking activities and experience more anxiety in speaking tests than in other skills.⁵ It means that between the four basic skills in learning English, the students may have a high level of anxiety when they try to speak in English in front of their friends or other people.

³ Pryla Rochmawati, *Task-Based Active Learning In EFL Speaking Class*, (Jl. Pramuka 165 Ponorogo: STAIN Ponorogo Press, 2014) 9

⁴ Tanveer, M, 2007, Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language (Master's thesis). University of Glasgow, England. Retrieved December 22, 2017

⁵ Rajitha K, A and Dr.C.Alamelu, *A Study of Factors Affecting and Causing Speaking Anxiety*, *Procedia Computer Science*, Vol 172, (2020), 1053-1058

Horwitz defined anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.⁶ Furthermore he suggested that anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful. It means that a lot of students who learn a foreign language experience anxiety in the classroom and impact their speaking skill. Actually students know something about what they have to say but cannot show it due to anxiety. The researcher noticed that anxiety really happen in English speaking class. This condition makes students unable to perform their speaking fluently.

Rayani states that the factors that can increase speaking incorrectly and cause an acute sense of anxiety are the lack of vocabularies, improper grammar, and fears of mistakes.⁷ Moreover, she also adds that the minimal chance to practice can be the causes of being not confident, shyness, and silence that impede natural communication. It means that there are several factors makes students feel anxiety when trying to speak in English. This condition makes the students anxiety in speaking English important to be investigated.

Nunan states that speaking is one of the key aspects of learning a second or foreign language.⁸ It can be said that being able to speak fluently is essential in students language learning, especially, students in Senior High School to communicate both in

⁶ Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety*, Jstor(1986), 125

⁷ Rayani. R., *Students' Anxiety In English Learning (a Study at the Eight Grade of SMPN 1 Tambusai)*”.(2012),

⁸ David Nunan, *Language Teaching Methodology.*, (Malaysia: Pearson Ltd. 2000), 39

inside or outside the classroom. Many students have difficulties in speaking, this problem also appear in to the students of SMAN 1 Jenangan.

SMAN 1 Jenangan is one of the senior high schools in Ponorogo, which only has two major classes, namely science and society. In fact, most of students are not courage enough to envolve in speaking learning process. Based on the researcher's observation and interview on 24 January 2022 with Mrs. Rahajeng Dwi, the English teacher of SMAN 1 Jenangan, students usually feel anxiety when the teacher asks them to speak in English in the classroom. Its because the students feel shy, nervous, not confident and afraid of friends. Moreover, the teacher said that the students preferred to be quiet and sit passively because they were afraid of making mistakes.⁹

Anxiety could also make an impact on students learning. It means that if the students have low anxiety, they will be more successful in acquiring English. The students who have a high level of anxiety will have difficulty learning English. Anxiety can make students feel insecure and have difficulty speaking English in the classroom.

Numerous researchers have shown that anxiety is a significant factor that impacts students' speaking skill. Anxiety makes students not confident when they speak in english. For this reason, the researcher chose the students of eleventh grade, especially XI IPA 1, because the students got difficulties in learning English speaking. Based on the interview with Mrs. Rahajeng, between the other clases, the students in XI IPA 1 have high anxiety about speaking using english in the classroom. From the researcher observation on 27 January 2022 found that a lot of students showed signs

⁹ Rahajeng Dwi, English teacher of SMAN 1 Jenangan, January 2022

of anxiety when speaking in English, such as trembling, nervous, worried and avoiding eye contact with the teacher.

It can be seen from their behavior, they were shy and afraid when practicing speaking in English because they were worried about making mistakes. Some of them also believe that speaking English is a difficult skill and don't have the motivation to learn English. Most of the students had a problem with pronunciation and vocabulary mastery. They were confused because of the different pronunciations of letters in English. Furthermore, due to lack of vocabulary, they get difficulty in understanding the material and teacher when speaking English.

A similar study about students' anxiety in speaking English was discussed by Rumiwati and Seftika, with the title is "Anxiety Of Speaking English In English Foreign Language (EFL) Class". The result showed that EFL students generally were anxious in speaking English. Thirty-nine students have high anxiety, the factors of students anxiety includes three aspects such as communication apprehension, test anxiety, and fear of negative evaluation.¹⁰

Based on the explanation above, the researcher is interested to know what factors that cause students anxiety in SMAN 1 Jenangan. Therefore to find out the reason why students feel anxiety when trying to speak in English and the teacher strategies to overcome students anxiety in speaking English, the researcher will conduct this research by choosing a title "*An Analysis of Students Anxiety in Speaking English at SMAN 1 Jenangan Ponorogo*"

¹⁰ Rumiwati and Seftika, *Anxiety of Speaking English in English Foreign Language (EFL) Class*, Journal of English Education Literature and Linguistics, Vol. 1, No. 1, E- ISSN 2621-3680, 2018, 46

B. Research Focus

Based on the background of the study above this research focuses to find out the factors caused student anxiety in speaking english and the teacher strategies to overcome the students anxiety in speaking English at SMAN 1 Jenangan Ponorogo. The class to conduct this research is the Eleventh Grade I Science (XI IPA I) of SMAN 1 Jenangan in Academic Year 2021/2022.

C. Statement of Problem

Based on the research problem above the research question can be stated:

1. What are the factors that caused the students anxiety in speaking English at SMAN 1 Jenangan?
2. What are the students strategies to overcome anxiety in speaking English at SMAN 1 Jenangan?

D. Objectives of the Study

According to the statement of problem, the objective of this research as follows:

1. To find out the factors caused students anxiety in speaking English at SMAN 1 Jenangan Ponorogo
2. To find out the students strategies to overcome anxiety in speaking English at SMAN 1 Jenangan

E. Significances of the Study

The finding of this research is expected to give contribution theoretically and practically, those are:

1. Theoretical Significance

The result of this study are expected to be input in practicing and learning process especially for knowing the students anxiety in speaking English at SMAN 1 Jenangan.

2. Practical Significance

a. For the Teacher

The researcher hopes that this study can give some suggestion for classroom interaction in English class especially in speaking skill. The teacher should realize there are some students have anxiety in speaking English. For this reason, the teacher should be able to face the students' anxiety by applying interesting and creative learning in English speaking class.

b. For the Students

The finding of this research hopefully can be used to help students, particularly the students of SMAN 1 Jenangan Ponorogo to overcome their anxiety problem in speaking English.

c. For the Institution

Institution will receive useful information about students anxiety in speaking English as a foreign language. The information will help to design

effective teaching methods that can help to improve students motivation and reduce language anxiety and also to create less stressful learning atmosphere.

d. For the Reader

The researcher hope to give contribution to readers, particularly students and teacher of SMAN 1 Jenangan Ponorogo itself to be input in practicing and learning process especially for knowing the students anxiety in speaking English.

e. For the Future Researcher

The researcher believes that this research is far from perfect. Therefore, some weaknesses could be found in this paper. Hopefully, other researcher could make better equivalent research in the future and this study will be useful as a reference to the next researcher about students anxiety in speaking English.

F. Organization of the Study

To make the readers know and understand the research content easily this research divided into five chapters and each chapter is related to one another.

The first chapter is introduction. This chapter explains the background of the study and the reason for conducting this research. The introduction also consists of research focus, statement of the problem, research objective, significance of the study and organizations of the study

The second chapters are theoretical framework and previous research findings. This chapter consist of the previous study and some supporting theories about the

definition of anxiety, kinds of anxiety, student's anxiety, definition of speaking, and other theories related to the research.

The third chapter is the research method. This chapter contains research design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity, and research procedure.

The fourth chapter is research findings and discussion. This chapter includes the research finding and discussion which is present the data. The data that will appear are the description of SMAN 1 Jenangan, like the location, the structure of an organization, vision and mission, the list of teacher and the list of students ar participant of this study. This chapter also contains the information about data that will analyze by the researcher. Therefore, the result of the research based on data will appear in this chapter clearly.

The fifth chapter is closing. This chapter confirms the conclusion of the research and the suggestion for further study. It is also as the end discussion content series of the thesis.

CHAPTER II

THEORITICAL FRAMEWORK AND PREVIOUS RESEARCH FINDINGS

A. Theoritical Background

1. Students Anxiety

a. Definition of Anxiety

Anxiety is one of the affective variables in mastering a language. It relates to a psychological phenomenon where the effect of this situation works well in the human body's response. According to Horwitz, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.¹¹

According to Brown, foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning a foreign language.¹² In addition, Oxford defines the language anxiety is fear or apprehension occurring when a learner is expected to perform in the target language.¹³ Moreover, MacIntyre and Gardner assume that language anxiety showed some potential issues for foreign language learner due to the way they acquire the language which impacts the production of new language.¹⁴

¹¹ Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety*, Jestor(1986) 125

¹² Brown, H. D, *Principles of Language Learning and Teaching*, (New York, NY: Addison Wesley Longman, 2000), 5.

¹³ Oxford, R.L, *Anxiety And The Language Learner: New Insights*. In J.Arnold (Ed.). *Affect In Language Learning*, (Cambridge: Cambridge University Press, 1999), 60

¹⁴ MacIntyre, P. D., & Gardner, R. C. "The Subtle Effects Of Language Anxiety On Cognitive Processing In The Second Language Learning.", *Language learning*, Vol 44, No.2,(1994), 287.

Thus, it can influence the quality of oral production and their proficiency toward the target language. Even though some learners think that they need much time to learn a new language, Horwitz affirms that it does not take much time to master the target language.¹⁵ Two years or less is sufficient for mastering the language for one who has a great belief about it.

b. Language Anxiety

Language anxiety is the unease feeling, nervousness or a kind of fear due to individual's perception in learning or using a second language. It is an expression of fear, a feeling of disturbance, an emotional conflict during specific language performing situation. Many students suffer from language anxiety due to various reasons. According to Horwitz et al., it is a distinct complex of self-perceptions, beliefs, feelings and behaviour related to classroom language teaching arising from uniqueness of the language learning process. MacIntyre defined language anxiety as the worry and negative emotional reaction aroused when learning or using a second language. The language anxiety is known as situation-specific anxiety.

Speaking anxiety is the one of the most important affective variable that influences foreign language learning, often has a detrimental effect on the students' oral performance of English. Speaking anxiety can be from slight feeling of "nervousness" to high level of fear. Hand shaking, shivering, sweating, fear, forgetfulness, blankness, butterflies in the stomach, dry mouth and throat, fast heart beat and squeaky voice are the most common symptoms

¹⁵ Horwitz, E. K, "Language Anxiety and Achievement," *Annual Review of Applied Linguistics*, 21 (2001) p.117

of speaking anxiety. The anxiety level varies from person to person according to the physical and psychological condition and specific situational demands.

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Difficulty in speaking in class is the most frequently cited concern of the anxious foreign language students seeking help at the LSC. Anxious language learners also complain of difficulties discriminating the sounds and structures of a target language message. Anxious students also have difficulty grasping the content of a target language message. And foreign language anxiety frequently shows up in testing situations.¹⁷

Fear of testing is another source of anxiety stemming from classroom environment, where learners are constantly being evaluated. Students put down a wrong answer because of their nervousness during the test. According to Young, “in language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced”. Since students with high levels of foreign language anxiety exhibit avoidance behavior, it is essential to find out the causes of foreign language anxiety and reduce the undesired effects in foreign language teaching to create a low anxiety classroom for the learners.¹⁸

“Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students are focused on both the task at hand and their reactions to it. For example, when responding to a question in a class,

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¹⁶ Rajitha K, A and Dr.C.Alamelu, *A Study of Factors Affecting and Causing Speaking Anxiety*, *Procedia Computer Science*, Vol 172, (2020), 1054

¹⁷ Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety*, *Jestor* (1986) 126.

¹⁸ Şenel Elaldi, “ *Foreign Language Anxiety Of Student Studying English Language And Literature : A Sample From Turkey*”, *Academic Journals*, Vol. 11, No. 6, (2016), 221

the anxious students are focused on answering the teacher's question and evaluating the social implications of the answer while giving it."¹⁹

The statement above describes how anxiety can interfere the process of language learning as a cognitive activity. Considering that anxiety has a high influence in language learning construct, SLA (Second Language Acquisition) researchers have tried to investigate some factors that language anxiety can come from both academic and social contexts, and have suggested a variety of strategies to cope with it.

c. Indication of Anxiety

When we are anxious, we feel nervous, worried, and fearful, we struggle, tremble, perspire, and our heart beats quickly. According to Suleimenova, The students actually show symptoms every time they feel anxious. The symptoms can be classified into two kinds which are observable symptoms and non-observable symptoms. Observable symptoms such as squirming, playing with hair or clothing, nervously touching objects, stuttering or stammering, getting sweaty, vomiting, and trembling.²⁰ The students who feel anxious in speaking also experience non observable symptoms which cannot be seen. Based on Suleimenova (2013), fidgeting, headache, experiencing tight muscle, nervous, worried, fearful, and heart beats quickly and feeling unexplained pain or tension in any part of the body can be experienced by the anxious students

¹⁹ MacIntyre, P. D., & Gardner, R. C. "The Subtle Effects Of Language Anxiety On Cognitive Processing In The Second Language Learning." *Language learning*, Vol 44, No.2 (1995) 96

²⁰ Zia Sh Suleimenova, "Speaking anxiety in a foreign language classroom in Kazakhstan", *Procedia - Social and Behavioral Sciences* 93 (2013), 1861-1862

According to Stuart & Laraia (2005) there are two kinds of responses of anxiety which is experienced by someone when they experience the anxiety:

1). Philological Response

- a). Cardio vascular: increased blood pressure, heart palpitations, increased pulse rate, pulse rate, pulse pressure decreased, shock
- b). Respiration: rapid breathing, feeling depressed on the chest, choking feeling.
- c). Skin: hot or cold feeling on the skin pallot, sweating all over the body, burning sensation in the face, palms sweating, itching.
- d). Gastrointestinal: anorexia, abdominal discomfort, a burning sensation in the epigastria, diarrhea
- e). Neuromuscular: increased reflexes, reactions of surprise, eyes blinking, insomnia, seizures, tense faces, slow movements.

2). Psychological Response

- a). Behavior: restlessness, nervousness, rapid speech, dodge.
- b). Cognitive: attention disorders, lost concentration, forgetfulness, misinterpretation, confusion, excessive worry, objective decreases.
- c). Affective: impatient, tense, nervous outstanding, very nervous.²¹

²¹ Ebi Ratna Wati, *The Effect of English National Examination on The Level of Students' Anxiety at SMA Muhammadiyah 18 Jakarta*, (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 721

d. Types of Anxiety

There are some types of anxiety in learning the language which is related to psychology domain. In this case, Ellis classifies anxiety into three categories, namely: trait anxiety, state anxiety and situation-specific anxiety.²²

1). Trait Anxiety

Trait anxiety is one of person's personality trait and behavior that typically adhered to a person which is permanent and difficult to change. Incapability to express feeling, emotion, idea and thought enable students to involve in this category since they cannot control their nervousness. Thus, their involvement in classroom activities is questionable in increasing their speaking ability. They tend to keep silence rather than speak or give some ideas in front of the class. It also happens in any situation or subjects in the school.

2). State Anxiety

State anxiety is a tentative feeling of anxiety due to the change of one's emotional state caused by an external factor. It occurs because the learners are exposed to particular emotion, stress, and pressure during taking the class. Moreover, controlling an idea and emotion may leads the students to enjoy the classroom activities. Regarding this situation, Spielberger says that state anxiety is a feeling of anxiety which is part of normal psychology response

²² Ellis, R, *The Study of Language Acquisition*, (Oxford: Oxford University Press, 1994), 479

that will disappear along with the good emotional response rebuild toward target language.²³

3). Specific-situation Anxiety

Specific-situation anxiety is a feeling of anxiety caused by the particular situation or event in learning the target language. In this case, the situation is likely when the students take the examination, joining in class participation, English Community club and public speaking.

e. The Cause of Anxiety

According to Horwitz et al., three causes of anxiety related to performance anxieties are (1) communication apprehension (CA), (2) test anxiety, (3) fear of negative evaluation. This description will be used to investigate the causes of student's anxiety in speaking English (foreign language) in this study.²⁴

1). Communication Apprehension

Communication apprehension is a kind of anxiety concerns about learners' incapability to sufficiently express the thought and build communication with other individuals and make them understand what the speaker said. It is accordance with Masood as cited from Cubukcu says that communication apprehension in foreign language classroom comes out from the extent of individual knowledge which has difficult to understand one's

²³ Spielberger, C. D, *Manual for the State Trait Anxiety Inventory*, (California: Consulting Psychologists Press, 1983).

²⁴ Horwitz, E. K. and Dolly, J. Young, *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc, 2011), 127

speech and make other understood.²⁵ In other words, the difficulties in conveying a message through speaking activities and listening to the English course become as one of the communication apprehensions.

On the other hand, Tanveer defines communication apprehension as a type of shyness characterized by fear or anxiety about communication with other people.²⁶ In this situation, the communication apprehension occurred since teachers and peers in language classroom monitored the speaker. The communication apprehension is closely related to students' less confidence. In this case, the students are less confidence to perform in front of their mate because they fear of making mistake and worry to their message will not be understood by others.

Students' personality traits such as shyness, quietness, and reticence are considered frequently precipitate CA. The feeling of shyness is different from one individual to another individual, and from situation to situation. According to McCroskey and Bond (1980 as cited in Tan Veer, 2007), there are seven factors that could result in students' quiet: (1) Low intellectual skills, (2) low speech skill, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, and (7) ethnic/cultural divergence in communication norms.

²⁵ Masood. M, "Investigating Foreign Language Speaking Anxiety Within The EFL Learner's Interlanguage System: The Case Of Iranian Learners" *Journal Of Language Teaching And Research*, Academy Publisher, Vol.3 No.3,(2012) 468

²⁶ Tanveer, M, 2007, *Investigation Of The Factors That Cause Language Anxiety For ESL/EFL Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language* (Master's thesis).

2). Test Anxiety

Another source of anxiety is related to a test. Test is also relevant to the discussion of foreign language anxiety. Test anxiety, as explained by Hotwitz et al. , refers to a type of performance anxiety stemming from a fear of failure. In learning a foreign language, a learner may experience test anxiety that prevent his or her performance.

3). Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test taking situations, but, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class. It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well.

Regarding the fear of negative evaluation, as Young argues that students pay more attention to their mistake rather than error correction that should be administered. Being worry of negative evaluation occurred because of one's response or comment toward their peer's ability. Thus, foreign language learners should have a positive impression on others. The fear of negative evaluation may happen in any social situation, such as interviewing a job, taking a foreign language class and joining the competition. In this situation, Tanveer assumes that the role of teachers not only evaluate the students' performance but also perceive the other students' reaction as well. In addition, Kitano asserts that the students whose personalities and attitude tend

to negative feeling will experience high anxiety feeling in the speaking classroom activities.²⁷

Many other different factors can contribute to emergence of such feeling of language anxiety present in the foreign language classroom. They are closely linked to oral-oriented activities, competitiveness, isolation, the feeling of being judged and losing control, teachers' characteristics²⁸

2. Speaking

a. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.²⁹ According to Harris, speaking is a complex skill requiring the simultaneous use of number of different abilities which develop at different rates. Either four components are generally recognize in analyses of speech process: grammar, vocabulary, fluency, and comprehension.³⁰

Not only that, speaking is also one of the productive activities in daily life and is the most important language skill because it is the main skill needed to carry out a conversation. Besides, speaking is an interactive process for constructing and receiving information. Specifically, the mastery of speaking is a priority for students in schools and universities.³¹

²⁷ Kitano, K, *Anxiety in the College Japanese Language Classroom*, The Modern Language Journals. 85, No.4, 2001, p. 562

²⁸ Anna Gatkowska, *Sources of Language Anxiety in the Foreign Language Classroom*, (<http://www.anglisci.pl/publikacje/source-of-language-anxiety-in-the-foreignlanguageclassroom.html>)

²⁹ Pryla Rochmawati, *Task-Based Active Learning In EFL Speaking Class*, (Jl. Pramuka 165 Ponorogo: STAIN Ponorogo Press, 2014), 9

³⁰ David P Harris, *Testing English a Second Language*, Tata Megraw Hill Publishing Company ltd, 125

³¹ M. Afrizal, *A Classroom Action Research : Improving Speaking Skills Through Information Gap Activities*, Almuslim University, Bireuen, English Education Journal (EEJ), 6(3), (July 2015) 343

Speaking consist of producing systematic verbal utterances to convey meaning (Utterance are simply things people say). Florez point out that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, evolving.³²

From the definition above, we can conclude that speaking is a desire or a wish of person to express ideas, opinions and feelings to others, to negotiate, to solve some problems in order to make and to maintain interaction, social relationship, and friendship. The essential in speaking is practice the language, because practices makes perfect. This skill is used by everyone to communicate in daily life whether at school or outside school. It is can be done by two or more people to communicate, to share information or oppinion and to achieve a particular goals.

b. The Components of Speaking

Many students have difficulties in speaking. There are many elements of speaking that must be mastered by students in order to be a good speaker:

1). Connected Speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress

³² Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: The Mc. Graw Hill, 2005), 5.

patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2). Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3). Lexis and Grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4.) Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need ask for clarification when we are listening to someone else talk.³³

³³ Jeremy Harmer, *The Practice of English Language Teaching*. (Pearson Education Limited, England: 2002) 269

c. Evaluation Components in Speaking

The evaluation component is what aspect influencing how well people speak English. According to H. Douglas B, speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, fluency, pronunciation, and comprehension.

1). Grammar

Grammar is theoretically to have short conversation where each utterance consist of nothing but a single word or sort phrase, as in this invented.³⁷The grammar of a language is the description of the ways in which word can change their form and can be combined into sentences in that language.

2). Vocabulary

One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (Willid,). So, vocabulary means the appropriatediction which is used in communication.

3. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Fluency is the capacity to speak fluidly, confidently, and at rate consistent with the norms of the relevant native speech community.

4. Pronunciation

Pronunciation is the way in which a language was spoken, the way in which a word was pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that was pronounced. Work on pronunciation is important for two main reasons: to help the students understand the spoken English they hear and to help them make their own speech more comprehensible and meaningful to other.

5. Comprehension

Comprehension was the ability to understand completely and be familiar with a situation or facts. Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener. For oral communication it certainly takes the subject to respond to speech as well as initiate.

d. The Problem of Speaking Activities

There are some problem in speaking activities. Some problem in speaking activities are:³⁴

³⁴ Ur. Penny, *A Course in Language Teaching: Practice and Teory*, (New York: Cambridge University Press, 1996), 120.

1). Inhibition

Speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts

2). Nothing to Say

Even if they are not inhibited and often hear learners complain that they cannot think of anything to say. It has no motive to express them beyond the guilty feeling that they should be speaking.

3). Low or un Even Participation

Only one participant can talk at a time if they are to be heard. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4). Mother-tongue Use

The learner some mother tongue, they may tend to use it: because it is easier, it feels unnatural to speak to one another in a foreign language, and they feel less exposed if they are speaking their mother tongue. It can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep the target language.

e. What Makes Speaking Difficulty

Spoken language that makes listening skills somewhat difficult to acquire, these same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learner is now producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult.³⁵

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

2) Redudancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced form

Contraction, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilled, bookish quality so speaking that in turn stigmatizes them.

³⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language pedagogy* (New York: Longman, 2001), 271.

4) Performance Variable

One of advantages of spoken language is that the process of thinking as we speak allows us to manifest a certain number of performance hesitations, pause and hesitate

5) Colloquial Language

Make students are reasonably well acquainted with the word, idiom, and phrase of colloquial language and that they get practice in producing these forms.

6) Stress, Rhytem, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-time rhythm of spoken English and its intonation patterns convey important messages.

7) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum speaking skill of its richest component: the creativity of conversational negotiation. It always needed in teaching process.

3. Strategies in Overcome Anxiety in Speaking English

Brown states that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for

controlling and manipulating certain information.³⁶ According to Kondo there are five strategies used by the students to overcoming their anxiety in speaking English, namely relaxation strategy, Preparation Strategy, positive thinking strategy, peer seeking strategy and resignation strategy.

a. Preparation

Preparation refers to attempts at controlling the impending threat by improving learning and study strategies. There are several typical items such as : try to get used to using english study hard, prepare self better, peruse the material before called on the teacher, ask for help from friends, check dictionary, ask the teacher some questions, practice english in mind, think carefully about where having trouble, concentrate 16 on the class, listen carefully to what classmates say in class, try to perform the best, try to read carefully, ask the teacher to speak more slowly, try to guess the meaning of a difficult passage, try to obtain good summaries of lecture notes, try to make a habit of studying English every day.

Use of these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class.

b. Relaxation

Relaxation is involves tactics that aim at reducing somatic anxiety symptoms. There are several typical items such as : take a deep breath, try to

³⁶ Brown, H. D, *Principles of Language Learning and Teaching*, (New York, NY: Addison Wesley Longman, 2000), 113.

relax, try to calm down, close eyes, pretend to be calm, shake body, touch hair, play with hands, look at watch, write “people” on palm and swallow it.

c. Positive Thinking

Positive Thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students’ anxiety. The items of positive thinking are ; try to be confident, tell our self that english is not so important, try to think positively, tell our self that we will be ok, try not to think of people around, believe in our self, try to enjoy the tension, think of favorite song, cheer up, imagine our self 17 giving a great performance, tell our self that we can do it, tell our self that we be better than the others. These strategies is intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student.

d. Peer Seeking

Peer Seeking is distinguished by students’ willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

The typical items of peer seeking are : tell our self that difficult problems for us are also difficult for the others, tell our self that the others must also be anxious, look for others who are having difficulty understanding the class, look for others who are having difficulty controlling their anxiety, ask

students around us if they understand the class, talk with friends around us, look around and deliberately perform poorly.

e. Resignation

This category is characterized by students' reluctance to do anything to alleviate their language anxiety. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. The typical items of 18 resignation are : give up, don't make useless resistance, accept the situation, just try to put up with the situation, sleep in class and stop paying attention.³⁷

B. Previous Research Finding

On this previous study, the researcher will confirm previous research which ever conducted by other researchers before about students anxiety in speaking english.

Firstly the thesis by Santriza in 2018 entitled An Analysis of Students' Anxiety in Speaking Performace. This study is focused on identifying the factor of students' anxiety in speaking performance. This research used descriptive qualitative research. In collecting data, the writer used questionnaire which was given to the 17 respondent. Based on the result, the factors of students' anxiety in speaking English is categorized into three major type of anxiety, namely test anxiety, communicative apprehension, and fear of negative evaluation.³⁸

³⁷ Kondo, D.S., & Ying – Ling, Y. Strategies For Coping With Language Anxiety: The Case Of Students' Of English Japan. *ELT Journal* volume 58/ 3, Oxford University Press, (July, 2004) 258-265.

³⁸ Santriza, An Analysis Of Students Nxiety In Speaking Performance, (Thesis Ar-Raniry State Islamic University, 2018)

Secondly the thesis by Nur Amalia Huda, with the title *Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)* . This study was purposed to investigate speaking anxiety of English Department Students in UIN Walisongo during presentation. The method used in this study was descriptive qualitative method. The data were gathered through questionnaire. The result of factors that contribute to students' speaking anxiety during presentation were overthinking, lack of preparation, bad experience, low proficiency, low selfconfidence, afraid of making mistakes, and test.³⁹

Next, the thesis by Nur Isnaini entitled *An Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) at The Fifth Semester English Department of Uin Raden Intan Lampung Academic Year Of 2018/2019*. This research aimed to find out the cause of Speaking Anxiety in English Foreign Language at the Fifth Semester English Department.. The researcher applied descriptive method and giving questionnaire in collecting the data. The result of this research shows that the causes of students' speaking anxiety that students' were unconfident to speak English, fear to make mistakes when speaking, anxiety when teacher asked to speak up, and shy to perform in front of class.⁴⁰

This research has similarity and difference with the three previous studies. The similarity is those three previous research and this research use descriptive qualitative method. While the differences are the objective and the instrument used. The previous studies only aimed to find out the factors that cause students anxiety, this research aim

³⁹ Nur Lina Amalia Huda, *Speaking Anxiety In The Presentation Of EFL Students*, (Thesis, Walisongo State Islamic University Semarang, 2018)

⁴⁰ Nur Isnaini, *An Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) at the Fifth Semester English Departmen of UIN Raden Intan Lampung Academic Year 2018/2019*.

to find out the cause of students anxiety in speaking English and the strategies to overcome students anxiety in speaking English. The other difference is the previous studies use questionnaire as instrument and this research use interview as main instrument.



CHAPTER III

RESEARCH METHODS

A. Research Design

To conduct this research, the researcher will use descriptive qualitative approach as research design. A descriptive approach incorporates a detailed description of people and place to carry the narrative. A study in this mode might convey a typical day in the life of an individual.⁴¹ Descriptive research is a study which has purpose to explain, specify, describe, and explore the occurred phenomenon without experimental manipulation

Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information description and themes.⁴²

Qualitative research focuses on understanding social phenomena from perspective of human participants in the study. It can be implied that this study involves human to give description toward the event. In other words, qualitative research as a kind of category of study that is used to analyze the natural event. Then, the final result of the study is described in written words. In this study, the writer analyzed the factor of students' anxiety in speaking performance by describing the result in written words.⁴³

⁴¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), 274.

⁴² Ibid 626

⁴³ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2016), 8.

B. Researcher's Role

The role of the researcher in this research is as a planner, data collector, data analyzer, and finally as the founder of the research. Qualitative research emphasizes that the researcher alone or with the help of the others is the main data collection tool.

In this study, the researcher determines each step, whether the researcher continues the participation in the activity or not. Researchers also determine the data needed while in the field, participating basically means making observations by listening as carefully as possible to the smallest possible extent. Observations participate as research that is characterized by social interactions that take a long time between researchers and subjects in the subject's environment.⁴⁴

C. Research Setting

In this research the researcher has chosen SMAN 1 Jenangan Ponorogo as a place for the study conduct. SMAN 1 Jenangan is an educational unit categorized as High School level located in Semanding village, Jenangan regency, Ponorogo. The reason why researcher conduct the reasearch in this school because from the preliminary observation the students in eleventh grade experience anxiety when try to speak in English.

D. Data and Source of Data

1. Data

According to Ralston and Reily, data are defined as facts or what is said to be the result of an observation of natural phenomena. As a result of direct observation of events or facts from phenomena in the real world, data can be in the form of writing or

⁴⁴ Emzir, *Metodologi Penelitian Kualitatif: Analisis Data* (Jakarta; PT.Raja Grafindo Perkasa, 2011), 117

pictures that are equipped with certain values.⁴⁵ The main data sources in qualitative research are words and actions, the rest data are additions such as documents, recordings, photos and others. For this reason, the data collection techniques used are participant observation, in-depth interviews and documentation.⁴⁶ In this research, the researcher will analyze the cause of students anxiety and the strategies to overcome students anxiety in speaking English, after that the data will described in written word.

2. Source of Data

The data source can be got from person, something, place that can provide the information for a research. It can be obtained from primary and secondary data. The primary data on this study are people who have a correlation with the research focus, they are students at SMAN 1 Jenangan. This study will take the subject of eleventh grade. There are 4 classes in eleventh grade, XI IPA I, XI IPA II, XI IPS I and XI IPS II. The participants of this study are XI IPA 1 students in SMAN 1 Jenangan academic year 2021/2022.

The secondary data is gotten from observation and from books or documents references and picture which are relevant with this research. The data should answer the statement of the problem of this research. In this research the secondary data were books, journals, and previous studies related to the students anxiety in speaking English. In addition, geographical location, the structure of the organization, the condition of the teacher and students were included as secondary data that obtained from documentation.

⁴⁵ Safrudin Chamidi, *Kaitan Antara Data Dan Informasi Pendidikan Dengan Perencanaan Pendididak*. Jurnal pendidikan dan kebudayaan, 2004. Vol 10. 311-328

⁴⁶ Sugiyono, *Metode Penelitian, Pendekatan Kualitatif, Kuantitatif, dan RD* (Bandung: Alfabeta, 2005), 305

E. Data Collection Technique

In this research the researcher uses three data collection techniques to collecting the data. It aims to get a valid information about the factors that influence students anxiety in speaking English at SMAN 1 Jenangan. The following instrument are:

1. Observation

Observation represent a frequently used form of data collection with the researcher able to assume different roles in the process. Observation is the process of gathering open-ended, first hand information by observing people and places at research site.⁴⁷ In this observation the researcher observe the condition of students in the classroom. It aimed to know how the students attitude during speaking class and learning process in class XI IPA I. This observation also aims to determine the characteristics of students who experience anxiety when in speaking class. After that, the researcher will make field notes and write down all the actions and activities that occur in the classroom during the English lesson during the speaking material.

2. Interview

An interview is a conversation to obtain information from a situation that is happening now.⁴⁸ An interview is a technique of data collection by holding communication with the data sources. It is done by dialogue orally either directly

⁴⁷ Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 213

⁴⁸ Syamsyuddin and Vismaia Damayanti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: Remaja Rosdakarya, 2012), 94.

or indirectly. Interview is used to gather data from people about opinions, beliefs, and feelings about the situation. The interview technique used in this study is an in-depth interview, meaning that the researcher asks in-depth questions related to the focus of the problem.

In this study, the researcher uses open interviews because this method is in accordance with qualitative research which is usually open-minded, so the subjects or perpetrators of the incident know that they are being interviewed and also know what the purpose of the interview is. From the explanation above the researcher intend to interview several informants who will be used as data sources in this study. The purpose of the interview in this research to interrogate the students and identify the cause of students' anxiety in speaking English and the strategy to overcome anxiety in speaking English. The informants who will be interviewed in this research are the students XI IPA 1 students in SMAN 1 Jenangan academic year 2021/2022 and the English teacher.

3. Documentation

The last technique of collecting data is documentation. Documentation is a record of past events in the form of writing, drawing, or monumental work of a person.⁴⁹ A valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study and they can include newspaper, minutes of meeting, personal journal and letters.⁵⁰

⁴⁹ Imam Gunawan, *Metode penelitian kualitatif: Teori & Praktik*, (Jakarta: PT Bumi Aksara, 2015), 176

⁵⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012). 223

In this study, the documentation is used to collect the photos during the speaking English material at XI IPA I SMAN 1 Jenangan. The researcher will collect pictures of condition while teaching and learning process, school documents (the structure of school, vision and mission, teacher's schedule, and the school profile), and the written sources (field note), that related to research. The documentation will help the researcher to get additional data.

F. Data Analysis Technique

According to Miles and Huberman analysis as consisting of three concurrent flows of activities; data reduction, data display, and conclusion drawing/ verification.⁵¹

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. The data reduction/ transforming process continues after fieldwork, until a final report is completed.

2. Data Display

Generically, a display is organized, compressed assemble of information that permits conclusion drawing and conclusion. Displays help us to understand what is happening and to do something either analyze further or take action, base on that understanding.

⁵¹ Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (United State: SAGE Publications, 1994), 10

3. Conclusion and Verification

After the data is presented which is also in a series of data analysis, the next process is drawing conclusions or verifying data. In this implication, the researcher makes a conclusion. The conclusion is the answer of the research problems that have been formulated.

G. Checking Validity of Findings

Validity findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation.

⁵² Some versions of validity regard it as essentially a demonstration that a particular instrument in fact measure what it intends, purports or claims to measure, that an account accurately represent those features that it is intended to describe, explain or theories. Other definitions state that validity is the extent to which interpretations of data are warranted by theories and evidence used.⁵³

The researcher confirm the valid data through checking some components.

1. The Strenously Observation

The strenously observation which means the researcher finding the characteristics and elements in this situation that relevant with the chosen issue.⁵⁴

The following elements are:

⁵² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012). 259

⁵³ Louis Cohen, Lawrent Manion & Keith Morrison, *Research Methods in Education (Eight Edition)*, Routledge (2018), 245.

⁵⁴ Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung:PT. Remaja Rosda Karya, 2000), 171

- a. Observing the students attitude and activity in XI IPA 1 classroom at SMAN 1 Jenangan .
- b. Study in-depth until researcher find a valid data

2. Triangulation

Qualitative inquirers triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals(e.g principal and a student), types data(e.g observational and interview), or methods of data collection(e.g documents and interview) in descriptions and themes in qualitative research.⁵⁵

According to Denzin, triangulation has 4 types, those are:⁵⁶ data triangulation (involving time, space, persons), investigator triangulation (involving multiple researchers in an investigation), theory triangulation (involving more than one theoretical scheme in the interpretation of the phenomenon) and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaires and documents). The other hand, the data that is checked using this triangulation will be more detail and it will be balanced in the situation of this research.

In this part of checking validity, the researcher used one of four types triangulation named methodological triangulation. Methods triangulation is the use of multiple methods to study a situation or phenomenon.⁵⁷ The intention is to

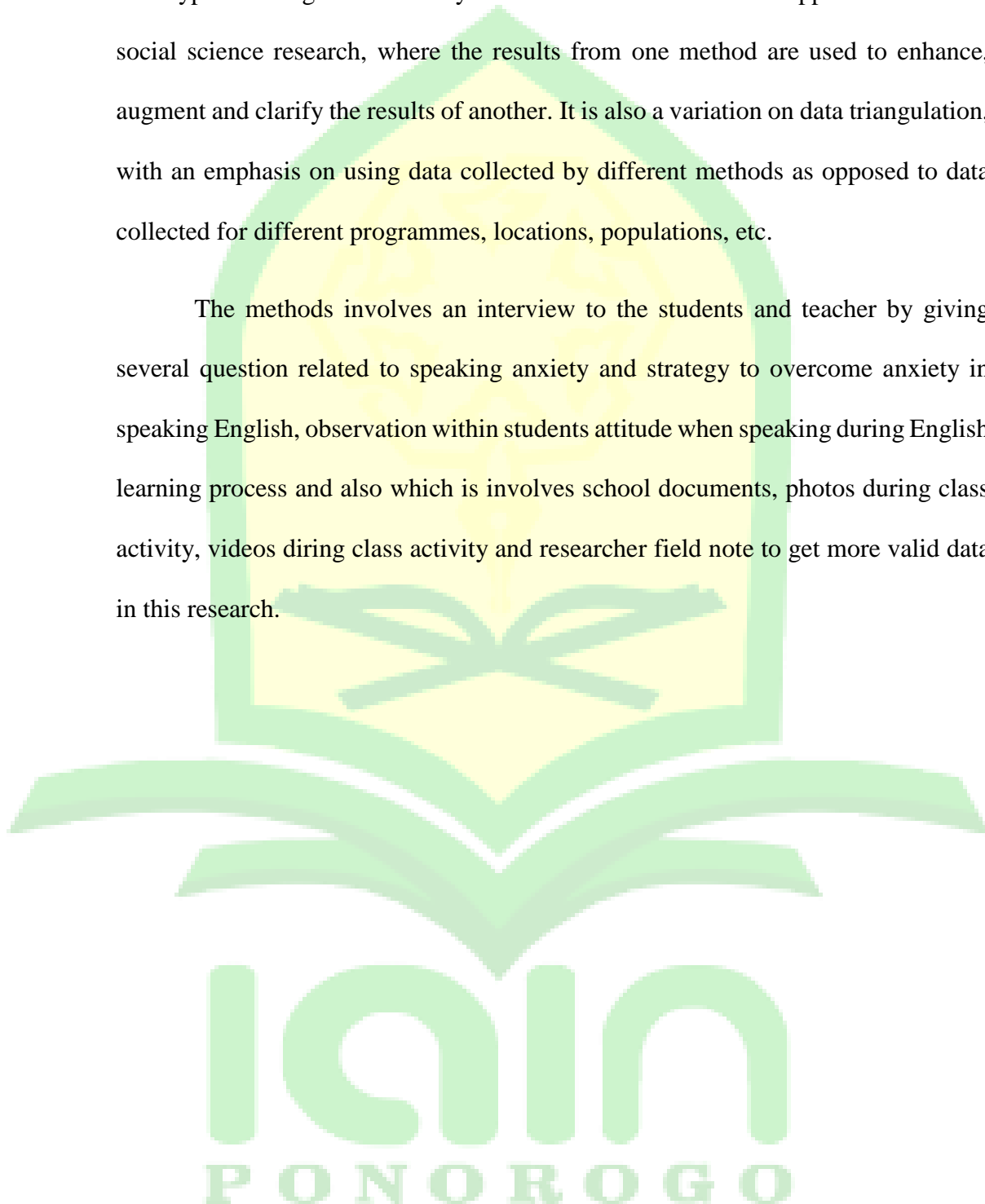
⁵⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), 259

⁵⁶ Denzin, *Sociological Methods: A Sourcebook Fifth Edition*, Aldine Transaction ISBN 978-0-202-36840-1, 2006.

⁵⁷ David Hales, *An Introduction to Triangulation*, (Switzerland: UNAIDS, 2010) 14

decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another. It is also a variation on data triangulation, with an emphasis on using data collected by different methods as opposed to data collected for different programmes, locations, populations, etc.

The methods involves an interview to the students and teacher by giving several question related to speaking anxiety and strategy to overcome anxiety in speaking English, observation within students attitude when speaking during English learning process and also which is involves school documents, photos during class activity, videos diring class activity and researcher field note to get more valid data in this research.



CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

1. History of SMAN 1 Jenangan

SMA Negeri 1 Jenangan was established based on the Letter of the Regent of Ponorogo regarding Approval of Establishment Number 425/828/405.51/2003 dated March 1st, 2003 under the name SMA Negeri Jenangan and accepted new students in the 2003/2004 academic year. At the beginning of its establishment, this school carried out teaching and learning activities in the afternoon at SDN 2 Semanding and was led by Plt. Principal Mr. Drs. Suroto from SMAN 1 Mlarak. In October 2003 SMAN 1 Jenangan was handed over to the definitive principal, Drs. Djoko Susilo, S.Pd, M. Hum.

In 2005, SMAN 1 Jenangan occupied a new building on Jl. Raya Ngebel Semanding, Jenangan District, Ponorogo Regency and teaching and learning activities are carried out in the morning and some are carried out in the afternoon. Since October, Mr. Drs. Djoko Susilo, S.Pd, M.Hum led SMAN 1 Jenangan until 2010. In the middle of his tenure, he was gradually able to add new classrooms so that all teaching and learning activities could be carried out in the morning. In addition, it succeeded in cooperating in the construction of a mosque as a means of worship for all school residents. In 2010 there was a change of Principal and SMAN 1 Jenangan was led by the Principal, Mr. Drs. Subandi, M.Pd. While led by Mr.

Drs. Subandi, M.Pd, SMAN 1 Jenangan has undergone many changes and developments, starting from adding new classrooms, adding laboratory rooms, and improving other infrastructure, especially SMAN 1 Jenangan being able to have their own water source as an indispensable facility. Mr. Drs. Subandi, M.Pd led SMAN 1 Jenangan until he retired from duty in February 2015.

Because there has been no appointment of a new Principal, Tutut Erliena, M.Pd, who at that time served as Principal of SMAN 1 Babadan, carried out his duties as Plt. The principal until May 2016. During his leadership, SMAN 1 Jenangan received additional facilities from the Ponorogo district government, namely rehabilitation assistance and the addition of a new classroom. Because at that time he also carried out the duties of Plt. The Head of the Ponorogo Regency Education Office, henceforth SMAN 1 Jenangan was handed over to Drs. Sugeng Subagyo, M.Pd as Plt. The principal at that time was still the principal of SMAN Sambit. Mr. Drs. Sugeng Subagyo, M.Pd led SMAN 1 Jenangan for only 9 months, until mid-January 2017. Even though he became Plt. The principal was only 9 months old but he managed to help get infrastructure assistance from the central government, namely the construction of 4 new classrooms.

With the appointment of a new Principal, on January 13, 2017, the handover of the position of Principal from Plt Mr. Drs. Sugeng Subagyo, M.Pd to the definitive Principal Mr. Mursid, S.Pd, M.Pd. So that for the next SMAN 1 Jenangan led by Mr. Mursid, S.Pd, M.Pd until now. On June 13rd, 2020, the handover of the position of the Principal of the School from Plt Mr. Mursid, S.Pd., M.Pd to the new Principal, namely Mr. Setyo Utomo, S.Pd., M.Pd. And for now SMAN 1 Jenangan is led by Mr. Setyo Utomo, S.Pd., M.Pd. In September 2021, the leadership of

SMAN 1 Jenangan was handed over to Mr. Mursid, S.Pd., M.Pd to replace Mr. Setyo Utomo until now.⁵⁸

2. Vission, Mission, and Goals of SMAN 1 Jenangan

a. Vission

The realization of a culture of achievement, environmental insight, life skills and noble character based on science technology, also faith and piety.

b. Mission

- 1) Instiling discipline through a clean culture, orderly culture, and work culture
- 2) Cultivating the character of school residents who are religious, intelligent, disciplined to develop the potential of the school in order to preserve the environment
- 3) Increase understanding of the religious teachings adopted so that they become the basis for thinking, acting, behaving noble, and polite (akhlakul karimah)
- 4) Develop active, creative and innovative learning by utilizing science and technology and love for the environment
- 5) Develop students' potential, talents, and interests through extracurricular programs
- 6) Develop life skills through environmental education and entrepreneurship

⁵⁸ See appendix 01/D/17 III/2022 of documentation transcript

c. Goals

- 1) Serve scientific-based learning actively, creatively and innovatively by utilizing science and technology and the environment
- 2) Improving the quality of human resources for all school members through various habituation activities in all aspects so that they can compete both locally and globally
- 3) Provide adequate educational infrastructure in accordance with the development of science and technology
- 4) Improving extracurricular programs effectively and efficiently in accordance with the potential, talents and interests of students as a means of self-development through empowering school resources with environmental insight
- 5) Increase the quantity and quality to continue to a higher level of education.⁵⁹

3. Profile of SMAN 1 Jenangan

- a. School Name : SMAN 1 Jenangan
- b. NPSN : 20510145
- c. Status : Negeri
- d. School Address : Jln. Raya Ngebel
Village : Semanding

⁵⁹ See appendix 02/D/17 III/2022 of documentation transcript

Sub-district : Jenangan

Regency : Ponorogo

Pos Code : 63492⁶⁰

4. The Organization Structure of SMAN 1 Jenangan

The organization structure of SMAN 1 Jenangan as follows:

- a. Headmaster : Mursid, S. Pd. M. Pd
- b. Head of Administration : Mukholiq Ihsan, ST
- c. Co. Curriculum : Farida Kristianawati, S. Pd
- d. Co. Students : Esti Suprapti Binti Afifah M, S. Pd
- e. Co. Infrastrucure : Suyono, M. Pd
- f. Co. Public Relations : Drs. Puguh⁶¹

5. Teachers and Staff of SMAN 1 Jenangan

The existance of teacher in education environment is very important. They are the components of learning activities. Teaching students at school is the main task of a teacher. Teacher also play roles in the classromm as facilitator, motivator and mentor for students. In SMAN 1 Jenangan, there are 24 teachers. It consist of 18 female teachers and 6 male teachers. In addition there are 8 administration staff, there are 6 female staff and 2 male staff.

⁶⁰ See appendix 03/D/17 III/2022 of documentation transcript

⁶¹ See appendix 04/D/17 III/2022 of documentation transcript

6. Students of SMAN 1 Jenangan

The total number of students in SMAN 1 Jenangan Ponorogo in academic year 2021/2022 are 254 both male and female students. There are 89 students in tenth grade, 83 students in eleventh grade and 82 students in twelveth grade. The detail of the students can be seen in appendix.

7. Infrastructure of SMAN 1 Jenangan

Infrastructure are supporting facilities to support the learning process. All forms of facilities and infrastructure can be enjoyed by all school member. The procurement of these facilities and infrastructure is used to improve the quality of student learning. This shows how important infrastructure as support in educational institutions. The information about infrastructure of SMAN 1 Jenangan is attached.⁶²

B. Specific Data

1. The Factors Caused Students Anxiety in Speaking English at SMAN 1 Jenangan

The described data were collected through observation and interview. Before the research time, the researcher did preliminary observation and interview on 27 January 2022 and 17 February 2022 with the English teacher. It aimed to know whether the students experience anxiety when speaking english and chose the class to conduct the research based on sugesstion from English teacher.

⁶² See appendix 04/D/17 III/2022 documentation transcript

The researcher conducted this research in March using observation and interview. The researcher observing the speaking activity in class and did interview on 24 March 2022 with 10 students of XI IPA 1 SMAN 1 Jenangan. Beside that, the researcher also did an interview with English teacher to get more information about students anxiety.

These data findings are related to the factors that caused students anxiety in speaking English at SMAN 1 Jenangan. Based on observation and interview with the subject of the study, the researcher found the factors that cause the students in eleventh grade have anxiety in speaking English.

a. Communication Apprehension

From the interviews, some students said they felt anxiety when speaking because of a low intellectual skills and low speech skill. They don't know some words in english when they want to say something. As Ahmad Thoifu said:

He often has difficulty speaking English because his vocabulary is limited, sometimes he already knows what he wants to say but because he doesn't know what the words in English remain silent or stutters when he speak.⁶³

The same statement also said by Fransiska, she finds it easier to express opinions in Indonesian because she uses it every day and finds it difficult to speak English because she doesn't know the meaning:

It is easy to express opinions in Indonesian because it is used in everyday life. While she is not used to speak English because it's not used every day so she doesn't know the certain vocabulary. So it is

⁶³ See the appendix: 01/W/24-3/2022 interview transcript

difficult to speak because many words do not know their meaning in English.⁶⁴

Another student who finds it difficult because of her limited vocabulary is Anita Lutvia, her limited vocabulary makes her confused when she wants to speak English, she states:

When she speaks English she struggles to find the right words to convey her ideas. This makes her confused when she wants to speak English because of her limited vocabulary.⁶⁵

Wahyu Jesen also said the same thing, he state that he can speak fluently when speaking in Indonesian, but he has difficulty speaking English because his vocabulary is limited. He said that:

He can speak fluently and express ideas in Indonesian. But he cant answer corectly in English because he did not know the correct vocabulary in English.⁶⁶

From the statement above the students' XI IPA 1 feel anxious because they lack vocabulary. They do not use English daily, so it is difficult to remember vocabulary. In addition to lack of vocabulary, some students in XI IPA 1 also feel anxious when speaking because of the grammar arrangement in English. Nurul Hidayah state that:

She worried because English usually uses tenses and there are so many tenses. When she talks we also have to think about the grammar and that's difficult for me.⁶⁷

⁶⁴ See the appendix: 02/W/24-3/2022 interview transcript

⁶⁵ See the appendix: 05/W/24-3/2022 interview transcript

⁶⁶ See the appendix: 06/W/24-3/2022 interview transcript

⁶⁷ See the appendix: 07/W/24-3/2022 interview transcript

Besides Nurul Hidayah, other students also feel anxious because they have difficulty arranging the right words in English sentences, Frassisca added that:

English is sometimes reversed in the order of words, I have a hard time putting it together and maybe one word has a different meaning depending on its pronunciation and place in the sentence, so it's difficult to express it.⁶⁸

Other students also feel that grammar makes them anxious because they find it difficult and often make grammar errors when speaking, according to Anggi:

When speaking, she finds it difficult to compose correct sentences. He also feels anxious because he often makes grammar mistakes when speaking, such as using Verb1 and Verb2.⁶⁹

From the statement above, we can know that students feel anxious when speaking because they are worried about English grammar such as tenses and wording correctly. They feel that English is difficult and different from their first language, namely Indonesian. In addition to grammar and vocabulary, students also have difficulty with pronunciation so they feel anxious about writing and speaking differently. Anggi Anggraini said that:

When speaking, the writing and pronunciation are different, so if she wants to say words, she is afraid of being mispronounced, so she is more silent.⁷⁰

⁶⁸ See the appendix: 02/W/24-3/2022 interview transcript

⁶⁹ See the appendix: 03/W/24-3/2022 interview transcript

⁷⁰ See the appendix: 03/W/24-3/2022 interview transcript

Other students also stated that they often forget their vocabulary because they are anxious, Anita also added:

When she sat down, she could do it, but when she was in front of the class she was worried that the vocabulary that had been well prepared would be forgotten, all grammar and tenses were forgotten because she was nervous.⁷¹

From the statement above it can be known that students have difficulties to making the other people understand what they are saying. They have problems in speaking such as a lack of vocabulary, grammar and pronunciation. Some students also said that they don't understand when the teacher explains the material in English. According to Rara Dwi :

When the teacher explains in English, sometimes she gets anxious because she doesn't understand what the teacher saying. Every day she doesn't use English so she is not used to what is being said.⁷²

The other students said that he doesn't understand when the teacher speak English because she speak too fast, Ahmad Thoifu state:

The teacher often uses English when explaining, sometimes he understands some things, and sometimes he don't understand at all. Because the teacher explaining it too fast so he can't follow what's being explained.⁷³

The statement above is supported by the result of an interview with the English teacher of XI IPA 1, Mrs. Rahajeng said that:

The students often feel anxious because of a lack of pronunciation and vocabulary, in fact they don't really pay attention when the teacher explains the material because they don't understand. So when she teaches English, she mixed between Indonesian and English language,

⁷¹ See the appendix: 05/W/24-3/2022 interview transcript

⁷² See the appendix: 09/W/24-3/2022 interview transcript

⁷³ See the appendix: 01/W/24-3/2022 interview transcript

because she knows that not all students can understand if she use all English.⁷⁴

From the data above it can be known that the students did not understand well when the teacher speak in English because they don't know the words and the teachers speak too fast.

b. Test Anxiety

Another factor that causes students to be anxious based on the results of the interview is the task given by the teacher. Test anxiety is one of the factors that cause anxiety among students when they feel pressure to speak in English because they are afraid if they fail. Some of the tasks given by the teacher such as storytelling, role play and expressing opinions in English after reading a text made them panic. Anxiety about bad grades affects their performance when speaking. As Fransisca said:

During the speaking test, she was worried because she was afraid that her score would be bad.⁷⁵

Another student said that the reason he was anxious during the test was that he was afraid that his grades would be bad which would affect his report card, he felt less worried when it was just a regular speaking practice, as Ahmad Thoif said:

When the teacher said that she was taking grades for speaking, he was worried. If it was just regular practice, he might not be too worried. When it was the middle test, he was really nervous because of fear of bad grades and affecting the report card.⁷⁶

⁷⁴ See the appendix: 11/W/24-3/2022 interview transcript

⁷⁵ See the appendix: 02/W/24-3/2022 interview transcript

⁷⁶ See the appendix: 01/W/24-3/2022 interview transcript

One of the students also said that he was anxious during the test because he felt he had no friends to practice with because usually the test tests individual abilities, Anggara Fahrul also added:

He worries about certain tasks. When it was a dialogue/roleplay test, he wasn't worried, because we have a partner. When the test is an individual speaking test. He is more worried because if he has a partner he can practice together, if he is alone he can't do that.⁷⁷

From the data from several interviews above, it can be seen that students feel anxious when there are assignments and speaking tests from the teacher. The reason is that they are afraid of failure and their grades will be bad. In addition, they feel anxious because they do not have friends to practice with.

c. Fear of Negative Evaluation

Based on the interview, the students said that they are also afraid of other friends' comments on their speaking abilities and performance. The students feel anxiety when they have to speak in front of their classmates, teacher or a familiar audience. The reason for this anxiety is they are afraid of being laughed by their friends, As Anggara said:

He feels anxious when friends see him, because he is afraid of being judged, and being laughed at when making some mistake. When his friends laughed at him, he can lose concentration and get more anxious when in front of the class.⁷⁸

Other students also feel the same way, she is afraid of being laughed at by her friends when she makes a mistake, Nurvia dwi states::

⁷⁷ See the appendix: 04/W/24-3/2022 interview transcript

⁷⁸ See the appendix: 04/W/24-3/2022 interview transcript

She is afraid of making mistakes and then being laughed at by her friends. She is afraid they will respond badly when she makes a mistake.⁷⁹

Yopilia argues that she feels anxious because she is afraid that her classmates will make fun of her when she can't speak well, she states that:

She is afraid to make mistakes when speaking because her friends will think that she can't speak well in English and yell something bad at her⁸⁰

From some of the statements above, it can be concluded that students experience anxiety because of fear of negative evaluation. they are afraid of making mistakes when speaking and being laughed at by their friends. This can make them lose concentration in front of the class.

d. Self Perception

Moreover, some students said they were worried because of their self-perception which caused them not to be confident. They felt unable and not good at English so they did not perform optimally when speaking as Anggara said:

He worried because of self-suggestion. He feels that he is not very good at English so he often feels insecure and shy. Even though according to the teacher, making mistakes is okay as long as he always practices.⁸¹

Besides Anggara who feels insecure and embarrassed, another student, Anita also states that she feels insecure and is not confident in her abilities:

⁷⁹ See the appendix: 08/W/24-3/2022 interview transcript

⁸⁰ See the appendix: 10/W/24-3/2022 interview transcript

⁸¹ See the appendix: 04/W/24-3/2022 interview transcript

Sometimes she feels insecure with other friends. The other friends are good at speaking, she feels inferior and not confident with herself.⁸²

The other students Yopilia Putri also said that she doesn't really like speaking and feels that English is very difficult for her:

She feels that English is a difficult subject among other subjects, so she doesn't really like it. When speaking, he was already pessimistic before trying. He felt that even if he tried his speaking performance would still be bad.

The opinion of the students above which states that they feel insecure and overthinking before speaking is supported by the statement of the English teacher Mrs. Rahajeng:

Most of the students, before trying speaking, had overthinking first, what if it's not good, what if they make a mistake This causes them to be anxious and insecure. Even though when they perform, they can actually speak well. Even though some pronunciation is still wrong, she will help correct it. They can do that, but are afraid to try. She is sure they will get used to it with lots of practice and won't be anxious anymore when speaking.⁸³

From the data above, students feel anxious when speaking because they do not believe in their abilities. They are insecure about their friends, overthinking their abilities and feel that they are not good at English. The teacher also said the same thing, but she tried to help the students to continue to improve their speaking. The observation results also show that the teacher is very helpful for students when speaking. When a student makes a mistake she will tell the student's mistake and correct it. And when some students laugh

⁸² See the appendix: 05/W/24-3/2022 interview transcript

⁸³ See the appendix: 11/W/24-3/2022 interview transcript

at their friends when they are wrong and don't pay attention to their friends, the teacher will reprimand the students and ask them to be quiet and pay attention.

The statement above is same with the results of observations made on 10 March 2022 – 17 March 2022 in class XI IPA 1. In the process of observation, the teacher explains the material in English mixed with Indonesian. The teacher gives the task of making a dialogue about "cause and effect" to students and then presenting it in front of the class. Before being presented, the teacher gives a few minutes to prepare students to come to the front of the class. When perform in front of the class, the researcher saw students who came the front of the class anxious and afraid. They also tend to speak quickly.

The researcher also found that students had difficulty expressing their ideas in front of the class. When performing speaking students made mistakes, and some other students laughed. However, the teacher immediately reprimanded those who laughed. After all students perform their speaking, the teacher reviews the material provided and evaluates students' speaking.⁸⁴

At the second meeting, the teacher gave assignments to students to translate texts that were still related to the cause and effect material. Then the teacher gives time for students to understand the contents of the text. After that, the teacher gave direct questions in English and students also answered directly. From observation when trying to give answers in English, it was seen that the students had difficulty speaking due to lack of vocabulary, and there

⁸⁴ See the appendix 01/O/10-III/2022 observation transcript

were still some students whose pronunciation was not clear. Some students also answered in Indonesian because they were confused about answering in English.⁸⁵

2. The Students Strategies to Overcome Students Anxiety in Speaking English at SMAN 1 Jenangan

Anxiety makes students unable to speak fluently. After knowing some of the factors that cause students to feel anxiety when speaking English, the researcher wants to know what strategies students use to minimize their anxiety. Each student has their strategy to overcome anxiety. From the results of the interviews, several students said they had to prepare before speaking in front of the class.

a. Preparation Strategy

With practice they can reduce anxiety before going to the front of the class, as said by one of the students, Fransisca:

When the teacher gives time for preparation before speaking, it helps so that the speaking can be fluent when moving forward. She can read the material first.⁸⁶

The same statement was also given by Nurul Hidayah, with preparation she can minimize anxiety when speaking English in front of friends, she states:

Preparation helps to reduce anxiety because she can practice with her friends and practice speaking repeatedly before performing. Preparation and practice help her to be more confident when speaking in front of the class.⁸⁷

⁸⁵ See the appendix 02/O/10-III/2022 observation transcript

⁸⁶ See the appendix: 02/W/24-3/2022 interview transcript

⁸⁷ See the appendix: 07/W/24-3/2022 interview transcript

Besides Fransisca and Nurul Hidayah, other students also said the same thing, with preparation they became braver when performing speaking, as said by Nurvia Dwi:

Preparation before speaking makes him more courageous. He practiced by repeating difficult vocabulary so that his pronunciation could be better and he can memorized the text perfectly.⁸⁸

The student's statement is supported by the statement of the English teacher Mrs. Rahajeng said:

She actually gave time for preparation and practice for speaking. Usually about 10-15 minutes before the lesson starts or before the speaking test. So students are not surprised and there is preparation. But sometimes they ask for more time to practice.⁸⁹

This can also be seen from the results of observations, the teacher gives time before the students perform in front of their friends. They used the limited time to practice with their friends and asked the teacher some difficult vocabulary.

b. Relaxation Strategy

In addition to preparation, student XI IPA 1 thought that another strategy used was to try to relax before performing. As Anggi said:

Before performing speaking, she tried to calm down by closing her eyes and taking a deep breath. Trying to stay calm can reduce the speaking anxiety she experiences.⁹⁰

⁸⁸ See the appendix: 08/W/24-3/2022 interview transcript

⁸⁹ See the appendix: 11/W/24-3/2022 interview transcript

⁹⁰ See the appendix: 03/W/24-3/2022 interview transcript

The same thing was done by Anita Lutvia, she always applied this strategy before performing speaking to reduce the anxiety she experienced, she said:

She usually tries to calm down and relax before perform in front of the class. Trying to relax keeps her calm and doesn't panic when she makes a mistake. Try to relax also makes it easy for her to remember sentences in English even though she was nervous.⁹¹

Apart from Anggi and Anita, another student who minimizes anxiety by trying to calm down is Rara Dwi, she said that:

When shaking and nervous she tried to inhale and exhale slowly to calm her down. Trying to be calm allows her to speak without haste, because when she is anxious he feels like he speaks quickly.⁹²

Another students said the same thing, Anggara feels that try to relax help him less anxious, he said that

He always try to relax and calm down when performing speaking. He usually do this before perform in front of a lot of people. He pretends that no one watching him so he can relax and calm down.⁹³

c. Positive Thinking

The other strategy use by student is try positive to positive thinking. When they get an assignment to speak and the teacher tells them to come forward students will try positive thinking as Ahmad Thoifu said:

Positive thinking helps to reduce anxiety while speaking. When we think about positive things such as thinking about giving the best appearance, it makes us more confident when speaking.⁹⁴

⁹¹ See the appendix: 05/W/24-3/2022 interview transcript

⁹² See the appendix: 09/W/24-3/2022 interview transcript

⁹³ See the appendix: 04/W/24-3/2022 interview transcript

⁹⁴ See the appendix: 01/W/24-3/2022 interview transcript

Other students also said that positive thinking could make them feel more confident, as Wahyu Jesen said:

Before performing speaking, he usually tries to suggest himself that he can do it. Think everything will be fine and it's okay to make mistakes, because school is a place to learn.⁹⁵

Another student who tries to think positively is Anggi. She said that positive thinking can make her more courageous when performing speaking, she said that:

She was trying to be positive thinking that everything would be okay. It's okay to make mistakes, it's okay to feel anxious because it's normal and as students we have to practice being brave and always believe that all processes are important.⁹⁶

This is also supported by observations in class, the teacher motivates students before and after they perform. During the interview the teacher also said;

Speaking is a difficult skill, but speaking can be practiced and you can learn from the mistakes you make. Don't be afraid to make mistakes, making mistakes is normal. Believe in your abilities and believe in yourself.⁹⁷

d. Peer Seeking Strategy

Based on the results of the interview, another strategy that students use to overcome their anxiety is peer seeking. They feel better they are have a friends who also have same anxiety. As Yopilia said:

When feeling anxious, she thought that her classmates must be feeling the same. They will also get their turn to come forward and speak

⁹⁵ See the appendix: 06/W/24-3/2022 interview transcript

⁹⁶ See the appendix: 03/W/24-3/2022 interview transcript

⁹⁷ See the appendix: 11/W/24-3/2022 interview transcript

English. So there was no reason to be afraid because all the classmates experienced what she felt as well.⁹⁸

Rara also said the same thing, she felt calm when other friends also felt the same anxiety when speaking, Rara said that:

When she feels anxious, she usually looks for other friends who also feel the same anxiety. They can share stories and strengthen each other so that the anxiety they feel can be reduced.⁹⁹

Ahmad Thoifu also said that the other friends will also feel the same feeling as him:

Other friends also feel the same anxiety. Seeing his friends performing speaking felt the same anxiety, he thought that anxiety was normal and all his friends in his class experienced it too.¹⁰⁰

From the observations result, the researchers saw how students of class XI IPA 1 made preparations before performing speaking such as repeating difficult words, reading texts over and over and some were practicing with their classmates to reduce anxiety when moving forward. Some students also try to calm down before coming forward to perform speaking, they take a deep breath and try to calm down. The results of the observations can be seen in the transcript of observations.¹⁰¹

The teacher also gives time for students to prepare and practice. The teacher helps correct students who make mistakes. After students perform speaking, the teacher will provide feedback and evaluation to students as a

⁹⁸ See the appendix: 10/W/24-3/2022 interview transcript

⁹⁹ See the appendix: 09/W/24-3/2022 interview transcript

¹⁰⁰ See the appendix: 01/W/24-3/2022 interview transcript

¹⁰¹ See the appendix 01/O/10-III/2022 observation transcript

whole and individually. From the researcher's perspective, it can be seen that the teacher also motivates students so that they continue to practice and do not give up. The teacher also said that mistakes are not to be regretted but as lessons for the future

C. Discussion

1. The Analysis of The Factors that Caused Students Anxiety in Speaking English at SMAN 1 Jenangan

Anxiety is the emergence of excessive worry about a thing or condition. One of the conditions that cause anxiety is speaking English. According to students at SMAN 1 Jenangan, English lessons are one of the most difficult lessons, especially speaking. This makes students feel anxious and worried when speaking English in front of friends/or teachers. Based on the findings, there are several factors that cause students in XI IPA 1 SMAN 1 Jenangan feel anxious when speaking English.

The factor that causes students to feel anxiety is that they cannot convey their ideas and opinions because they do not know how to pronounce them in English. The reason is low intellectual skill and low at speech skill such as lack of vocabulary, grammar factor and poor pronunciation. Vocabulary is very important to express ideas and opinions. Students cannot express ideas if they have limited vocabulary. Have a limited vocabulary affect their performance in speaking English. The students become anxious because they cannot find the right words to express their ideas. Students said that they tend to be silent when speaking class, they are more comfortable using their first language, and they often confused because they don't know some English vocabulary when speaking in class.

Besides vocabulary, grammar is one of the factors that makes XI IPA 1 students feel anxious when speaking English. Some of the mistakes that are often made by students are the use of tenses, the arrangement of the right words and the use of the right verbs. Students feel anxious because they are afraid to make grammatical errors. Students are confused when they want to say something because of difficulties with grammar. Because with grammatical errors, the ideas/opinions that students want to express will become mixed meanings and their friends/teachers don't understand what they are saying.

Another factor that causes students to be anxious when speaking is pronunciation. Pronunciation is the way in which a word was spoken/pronounce. Pronunciation is a factor that causes students to feel anxious when speaking English. The difference in writing and speaking in English sentences makes students confused. This anxiety also makes students more silent when speaking in class. They choose silence rather than make a mistake in pronunciation.

In this research analysis, the researcher uses Horwitz theory. Horwitz suggested that the causes of student anxiety in foreign language classes were communication apprehension, test anxiety and fear of negative evaluation.¹⁰² Several factors that cause anxiety when speaking English were found in the eleventh grade of SMAN 1 Jenangan such as vocabulary, grammar and pronunciation called communication apprehension. According to Horwitz, communication apprehension makes the students has difficulty to understand others and make the others understood what they are saying. They want to convey their ideas and opinions but can't because they have difficulty composing sentences

¹⁰² Horwitz, E. K. and Dolly, J. Young, *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc, 2011), 127

in English. Students also find it difficult when the teacher explains in English, so when in class the teacher uses a mix language between Indonesian and English.

Another factor found by researchers that causes students to feel anxious when speaking is the test. From the results of the interview, the eleventh grade students of SMAN 1 Jenangan feel anxious during the speaking exam/test. They feel anxious during the test because they are afraid of failing and the score on the exam will be bad. Because of this anxiety, some students tend to speak quickly when performing speaking which causes their pronunciation to be unclear. Indicators like this in Horwitz's theory are called test anxiety. Horwitz states that test anxiety is a feeling of anxiety when students face exams/tests when speaking.¹⁰³ He also states that test anxiety is a type of performance anxiety stemming from a fear of failure.

The researcher found that students who experienced test anxiety were students who did not dare to perform speaking on their own. Usually during the exam the teacher will give an individual test to facilitate the assessment. Students who are used to pairing up when speaking such as roleplay and reading dialogue will be anxious. Students are not used to performing alone so they are anxious and afraid that their grades will be bad. At the time of the interview with the teacher, the teacher already knew that students felt anxious during the speaking test and worked around it by giving students a grid before the exam. Even though the teacher had given the grid, the students were still anxious and worried excessively about the results of the exams.

¹⁰³ Horwitz, E. K. and Dolly, J. Young, *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc, 2011), 127

The next factor that causes students to feel anxiety when speaking is that students are afraid of other people's responses.. They are afraid of being laughed at when they make mistakes when speaking in front of the class. When they are laughed at while speaking they will lose concentration while speaking and forget what they want to say. Seen in the observation when students perform speaking, other students who do not perform will pay attention to their friends. They will laugh and ridicule their friends who make mistakes. This makes students anxious and afraid of such a response.

In Horwits' theory this is called the fear of negative evaluation. Fear of negative evaluation is an extension of the test anxiety of foreign language anxiety because it may occur in any social, evaluative situation, like speaking in second foreign language class.¹⁰⁴ Students in eleventh grade at SMAN 1 Jenangan experienced fear of negative evaluation because they were afraid of the responses of friends and teachers

In addition to several factors that cause anxiety above, the researchers found another factor that caused students to feel anxious when speaking English, namely self-perception. In class XI IPA 1, some students stated that the anxiety they experienced actually came from their own thoughts. They feel weak in English subjects. They feel insecure with other friends who they think are good at English. This makes them not confident and afraid to speak English.

Confident is very important when speaking because students can practice speaking English without fear when they are confident. According to Rajitha the

¹⁰⁴ Horwitz, E. K. and Dolly, J. Young, *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc, 2011), 127

self-confidence level of the students is essential to speak a language without anxiety or fear.¹⁰⁵ Students with low self-confidence will give poor performance when speaking. This is because they have given up and surrendered first. Students feel they do not master English and feel English is a difficult subject to learn.

Some students who experience anxiety because of their own perceptions are mostly introverted children in class, they tend to be quiet when learning and are not as active as other students. Low level of self-confidence also hampers the student learning process. Students with low self-confidence are embarrassed to practice with other friends so that when they perform speaking students look less in preparation and stutter when speaking.

Horwitz suggested that the causes of student anxiety in foreign language classes were communication apprehension, test anxiety and fear of negative evaluation.¹⁰⁶ In class XI IPA 1 SMAN 1 Jenangan, an additional factor causing anxiety was found, namely self-perception. Students feel insecure, overthinking and do not believe in their own abilities when speaking English. This is because they feel that they are weak in English lessons so they are afraid and think that they cannot.

From the discussion above, the researcher can interpret that there are several factors caused anxiety in eleventh grade SMAN 1 Jenangan, they are communication apprehension such as lack of vocabulary, grammar, poor pronunciation, test anxiety where students feel anxious during the speaking test for

¹⁰⁵ Rajitha K, A and Dr.C.Alamelu, *A Study of Factors Affecting and Causing Speaking Anxiety*, *Procedia Computer Science*, Vol 172, (2020), 1053-1058

¹⁰⁶ Horwitz, E. K. and Dolly, J. Young, *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc, 2011), 127

fear of failure , fear of negative evaluation where students are anxious because they are afraid of being laughed at by friends/teachers when they make mistakes and self perception where students feel anxious because they feel they are weak in English.

2. An Analysis of The Students' Strategies to Overcome Students Anxiety in Speaking English at SMAN 1 Jenangan

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. In dealing with anxiety, each student has their own strategy. This strategy is used to reduce/overcome anxiety when speaking English.

Learning strategies are defined as specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving one self encouragement to tackle a difficult language task used by students to enhance their own learning.¹⁰⁷ When the learner consciously chooses strategies that fit his or her learning style, these strategies become a useful toolkit for active, conscious, and purposeful self regulation of learning.

From the results of observations and interviews, there are several strategies used by eleventh grade students of SMAN 1 Jenangan to deal with anxiety when speaking English. First, the students use preparation strategy to overcome their anxiety. Students prepare to perform speaking in front of the class by practicing

¹⁰⁷ Oxford, R.L, Language Learning Strategies: What Every Teacher Should Know, (Boston: Heinle & Heinle, 1990) 63

speaking repeatedly, reading material before going to the front of the class, and practicing speaking with close friends.

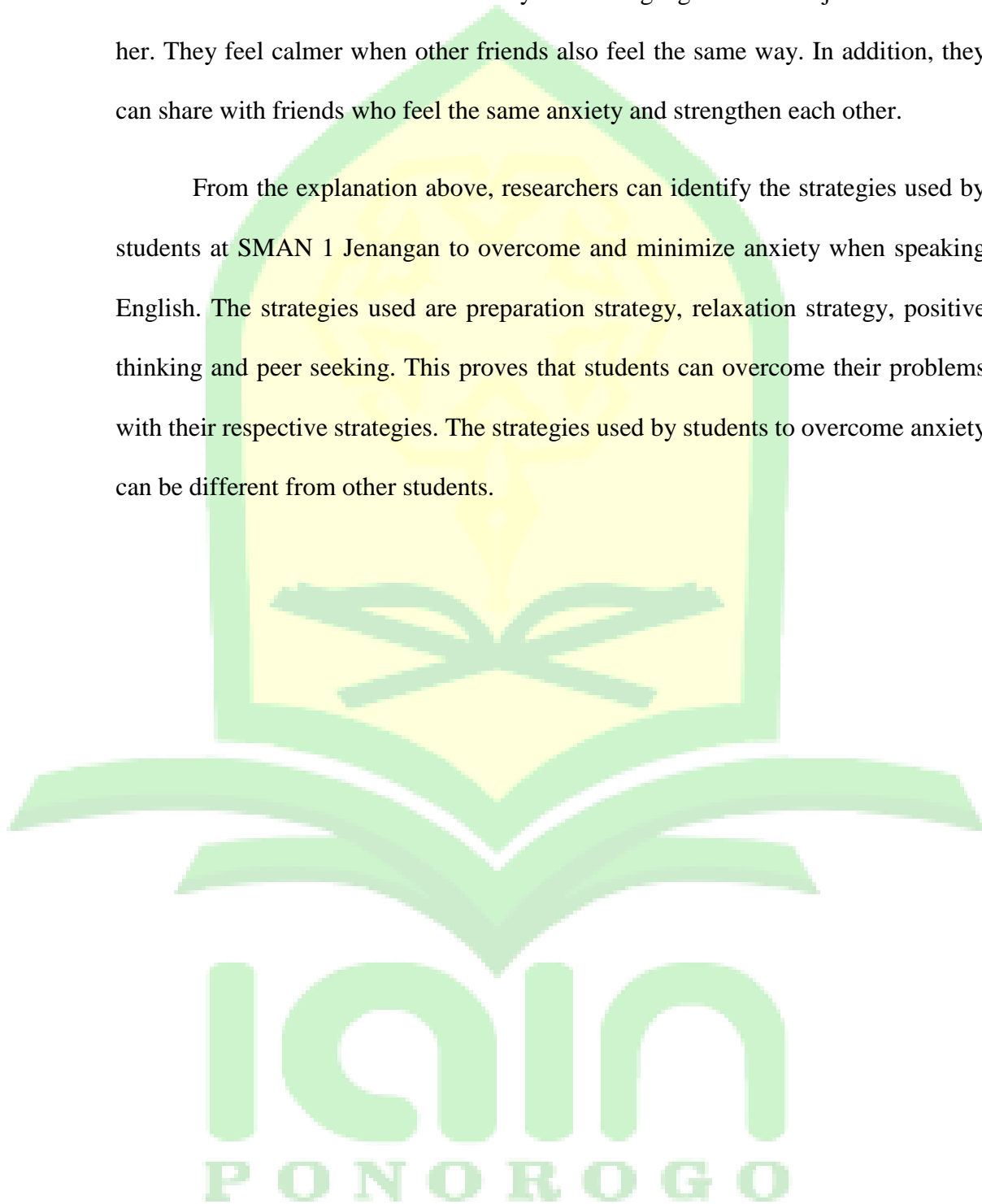
Preparation students become more courageous and confident. They will feel more anxious if they are not prepared at all. The teacher also gives time before the students perform speaking to prepare them mentally before performing in front of their classmates. Even though the observations showed that many students often asked for additional time to practice again because they felt that the time given by the teacher for preparation was not enough.

The second strategy used by students to overcome anxiety is relaxation. When in front of the class most students will feel panicked because they are seen by their friends and teachers. They try to calm down to deal with anxiety such as taking deep breaths and exhaling slowly, trying not to panic when they make a mistake. By trying to relax students feel calmer, not in a hurry when speaking and it is easier to remember English sentences even though they are being watched by many people. Based on the results of the interview, this strategy is not only used by students when they are anxious when speaking English, but students also often do this when they are in a stressful situation. Trying to stay calm can help students when they face difficult exam questions to think better.

The next strategy used by students is positive thinking. They try to think positively like imagining that they will give their best performance, convince themselves that they can and think of fun things so they don't get nervous. Students feel more courageous and confident when they think positively when performing speaking.

The last strategy used by students to overcome English language anxiety is peer seeking. Peer seeking is characterized by the learners' willingness to look for others who seem to suffer from anxiety in the language classroom just like him or her. They feel calmer when other friends also feel the same way. In addition, they can share with friends who feel the same anxiety and strengthen each other.

From the explanation above, researchers can identify the strategies used by students at SMAN 1 Jenangan to overcome and minimize anxiety when speaking English. The strategies used are preparation strategy, relaxation strategy, positive thinking and peer seeking. This proves that students can overcome their problems with their respective strategies. The strategies used by students to overcome anxiety can be different from other students.



CHAPTER V

CLOSING

This chapter consist of conclusion and recommendation:

A. Conclusion

Reffering to the research findings and discussion in the previous chapter, it can be conclude that:

1. There are 4 factors that caused students anxiety in speaking English at SMAN 1 Jenangan. They are communication apprehension when the students have low intellectual skills and low speech skill; test anxiety where students feel anxious during the speaking test because fear of failure; fear of negative evaluation where students are anxious because they are afraid of being laughed at by friends/teachers when they make mistakes and self perception where students feel anxious because they feel they are weak in English.
2. The students' of eleventh grade at SMAN 1 Jenangan Ponorogo applied four strategies to overcome anxiety when speaking English. They are preparation strategy such as practicing the material, reading the material before performing, and practice speaking with close friends, relaxation strategy such as taking deep breaths and exhaling slowly, trying not to panic when they make a mistake, positive thinking strategy when the students try to think positively like imagining that they will give their best performance and pretend to be fine so they don't get nervous and the last strategy used by students is peer seeking. They look for others students who seem to suffer same anxiety in the classroom.

B. Recommendation

After getting the result of the study in this research, the researcher would like to give some suggestion as follow:

1. For the English teacher

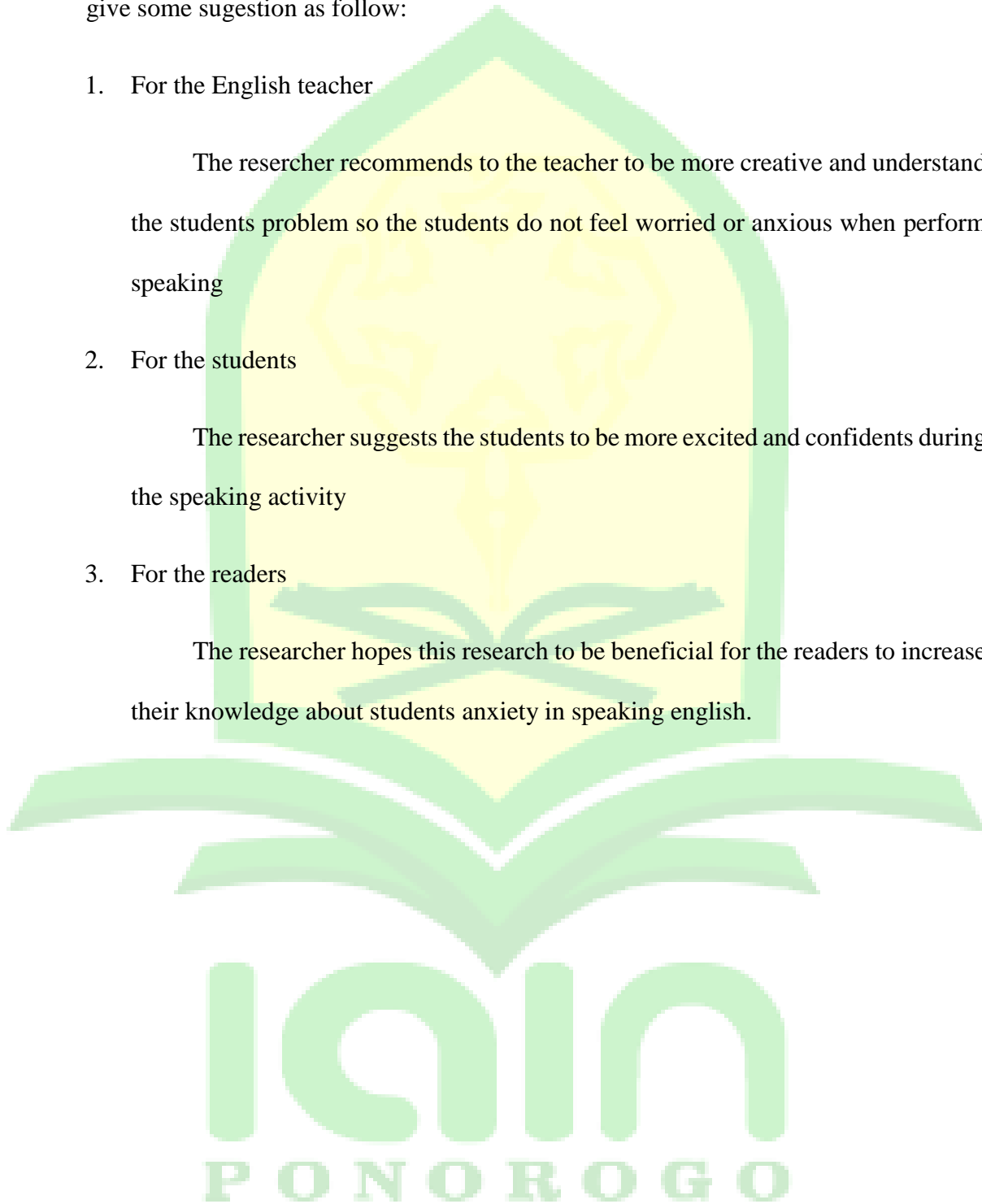
The resercher recommends to the teacher to be more creative and understand the students problem so the students do not feel worried or anxious when perform speaking

2. For the students

The researcher suggests the students to be more excited and confidents during the speaking activity

3. For the readers

The researcher hopes this research to be beneficial for the readers to increase their knowledge about students anxiety in speaking english.



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