

**EFL STUDENTS' STRATEGIES TO OVERCOME FEAR
OF NEGATIVE EVALUATION IN SPEAKING PERFORMANCE
AT SMK PGRI 2 PONOROGO**

THESIS



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2023

**IAIN
PONOROGO**

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OF NEGATIVE EVALUATION IN SPEAKING PERFORMANCE
AT SMK PGRI 2 PONOROGO**

THESIS

**Presented to State Islamic Institute of Ponorogo in Partial Fulfillment of the
Requirement for the Degree of *Sarjana* in
English Language Teaching Department**



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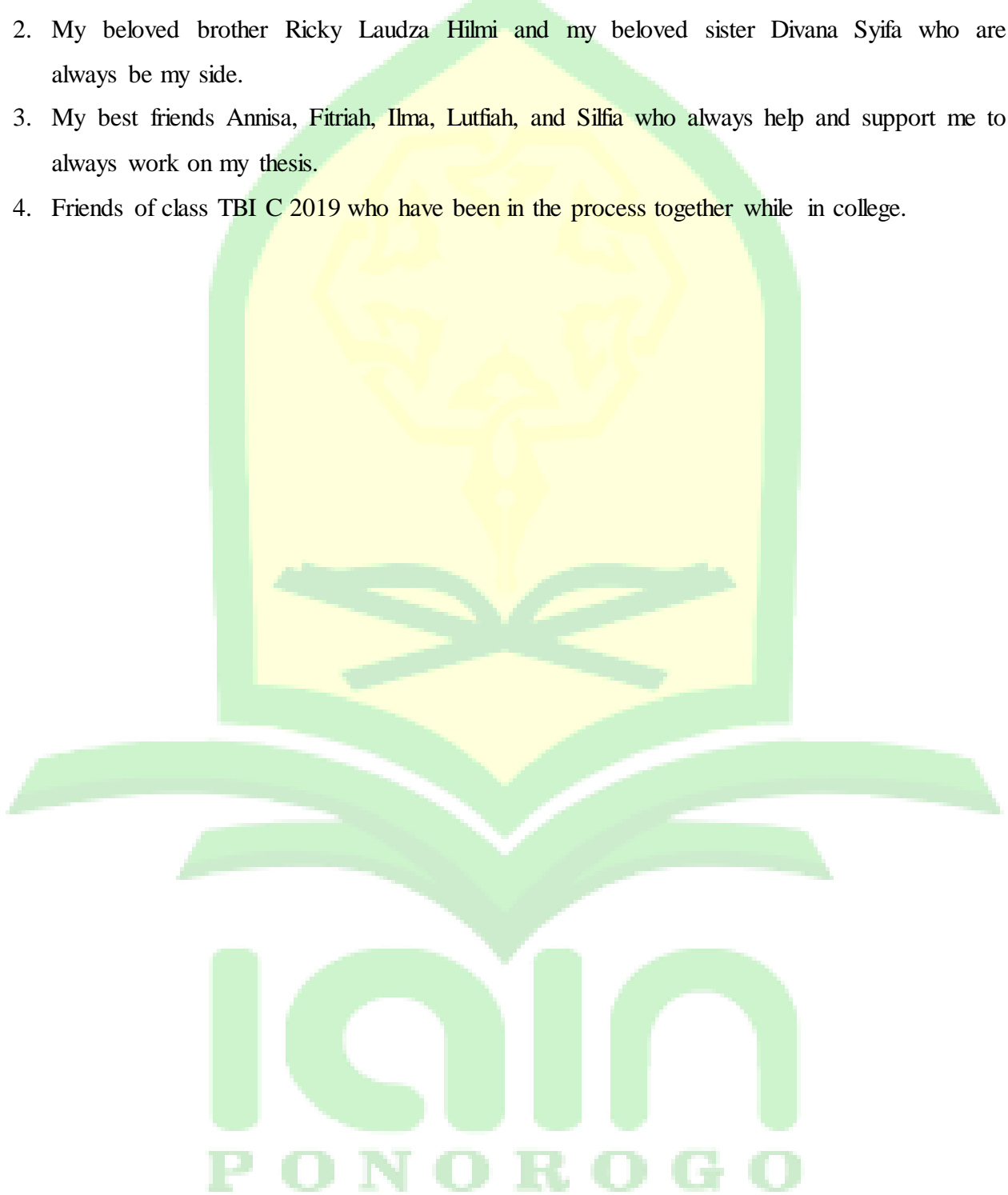


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DEDICATION

All praises Allah STW who has given mercy and grace so that I can finish this thesis. Researcher dedicated this thesis to:

1. My parents: Sugeng Haryono and Heru Susillowati, who always pray and support me.
2. My beloved brother Ricky Laudza Hilmi and my beloved sister Divana Syifa who are always be my side.
3. My best friends Annisa, Fitriah, Ilma, Lutfiah, and Silfia who always help and support me to always work on my thesis.
4. Friends of class TBI C 2019 who have been in the process together while in college.



MOTTO

فَلَا تَخْشَوْهُمْ وَاخْشَوْنِي وَلِأَتِمَّ نِعْمَتِي عَلَيْكُمْ وَلَعَلَّكُمْ تَهْتَدُونَ

fa lā takhsyauhum wakhsyaunī wa li`utimma ni`matī `alaikum wa la`allakum tahtadun

Translation : Do not be afraid of them, but fear Me so that I may complete My favor on you and so that you may be guided.¹

Al-Baqarah (150)



¹ Al-Baqarah: 150.

ABSTRACT

Zada, Alya Talitha. 2023. *EFL Students' Strategies to Overcome Fear of Negative Evaluation in Speaking Performance at SMK PGRI 2 Ponorogo*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Fenty Andriani, M.Pd.

Key Word: Fear of Negative Evaluation, Speaking Performance, Students' Strategies.

Fear of negative evaluation is the fear experienced by someone in certain situations where the person is not fully proficient in using a foreign language. Fear of negative evaluation is a learner's fear of being judged negatively by others, such as friends or teachers. This phenomenon occurs in learning English in the classroom during speaking performances. The fear of negative evaluation in speaking experienced by students in class will have an impact on their speaking skills. Thus, the application of appropriate strategies is needed. This condition makes the fear of negative evaluation in speaking appearance important to study. This study describes a fear of negative evaluation in speaking performance in class X Welding Engineering (TPL) at SMK PGRI 2 Ponorogo in the 2022/2023 academic year.

The aims of this research are 1) To investigate the students' fear of negative evaluation in speaking performance. 2) To find out the factors causing fear of negative evaluation in speaking performance. 3) To explore the kind of strategies used by the students to overcome fear of negative evaluation in speaking performance.

This research was designed using a qualitative method, a case study type. The subjects of this study were 28 students of class X Welding Engineering (TPL) SMK PGRI 2 Ponorogo. Data collection in this study was carried out through observation, questionnaires, and interviews.

The results of this study showed that students experience fear of negative evaluation by having the following characteristics: nervousness, feeling embarrassed, making grammar mistakes, and using face expressions. Factors that caused students to fear negative evaluations were they often worry that they would say or did the wrong things. The strategies applied by students to overcome fear of negative evaluation are memory strategies by reviewing well, cognitive strategies by analyzing and reasoning, compensation strategies by overcoming limitations in speaking and writing, metacognitive strategies by centering their learning, affective strategies by lowering anxiety, and social strategies by of asking questions.



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In the name of Allah, the compassionate, and the Merciful. Shalawat and Salam for our prophet, Muhammad SAW, who has given his life to be mercy and blessing. The researcher realizes that without the support, cooperation, assistance, and encouragement from various parties, this thesis would not have been completed. The researcher would like to thank all parties who have helped in the process of completing this thesis, namely to:

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8. All the students of X Welding Engineering (TPL) who have helped the researcher to finish this research.

Researcher realize that the results of this study are still not perfect and have deficiencies. Therefore, the researcher would really appreciate constructive criticism from readers for the perception of this research project.

Ponorogo, 24th March 2023

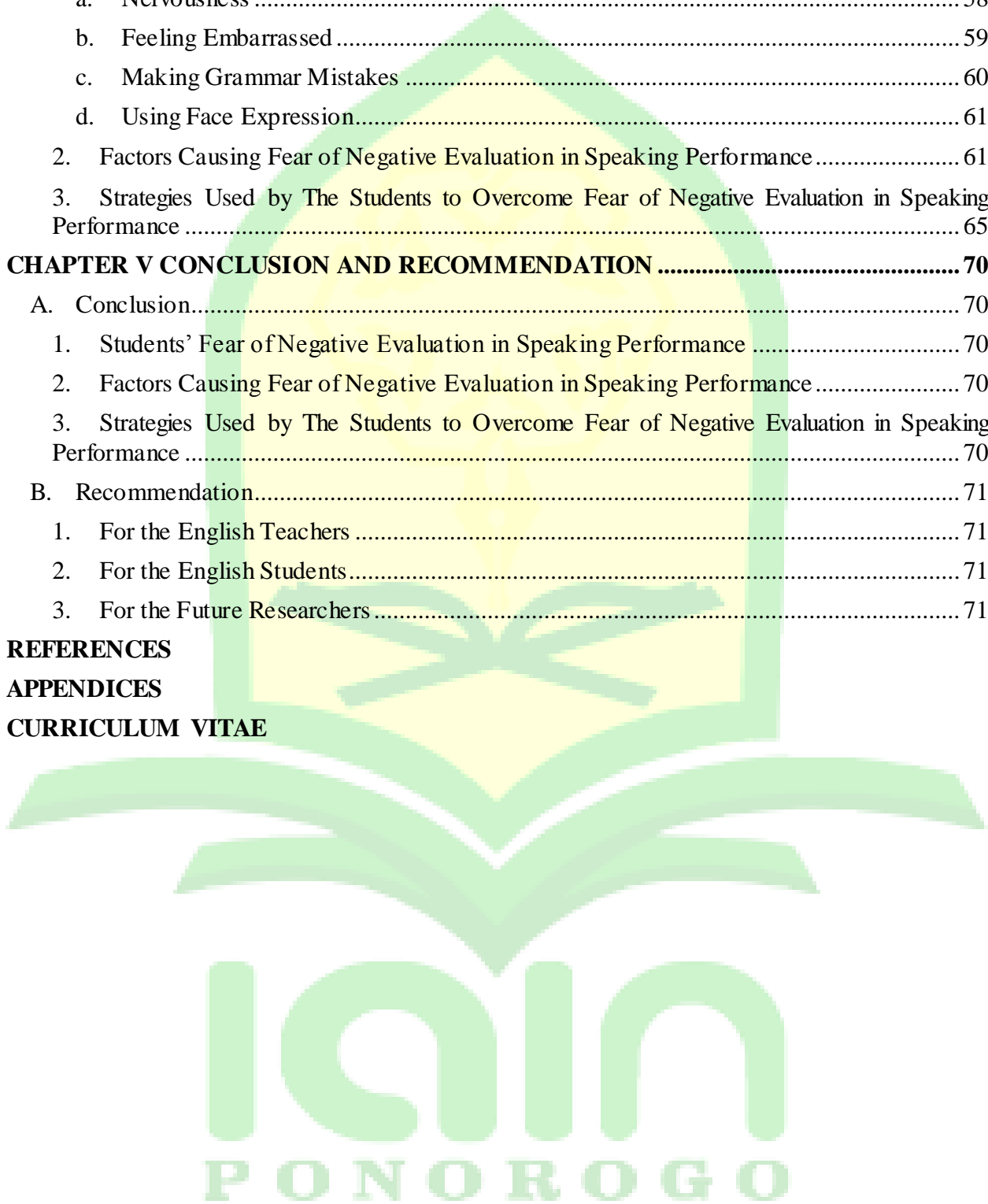
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TABLE OF CONTENT

THESIS	i
APPROVAL SHEET	ii
RATIFICATION	iii
STATEMENT OF PUBLICATION	iv
STATEMENT OF AUTHENTICITY	v
DEDICATION	vi
MOTTO	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	x
LIST OF TABLES	xiii
LIST OF FIGURE	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Focus	6
C. Statements of the Problem	6
D. Objectives of the Study	7
E. Significances of the Study	7
1. Theoretical Significance	7
2. Practical Significance	7
F. Organization of the Thesis	8
CHAPTER II LITERATURE REVIEW	10
A. Theoretical Review	10
1. Speaking	10
a. Definition of Speaking	10
b. Components of Speaking	11
c. Types of Speaking Performance	13
d. Speaking Difficulties in Foreign Language Learning	14
e. Psychological Problems in Speaking	15
2. Dialogue	18
a. Definition of Dialogue	18
b. Dialogue in Language Learning	19
c. Criteria of a Good Dialogue	20
3. Fear of Positive Evaluation	20
4. Fear of Negative Evaluation	21
a. Definition of Fear of Negative Evaluation	21

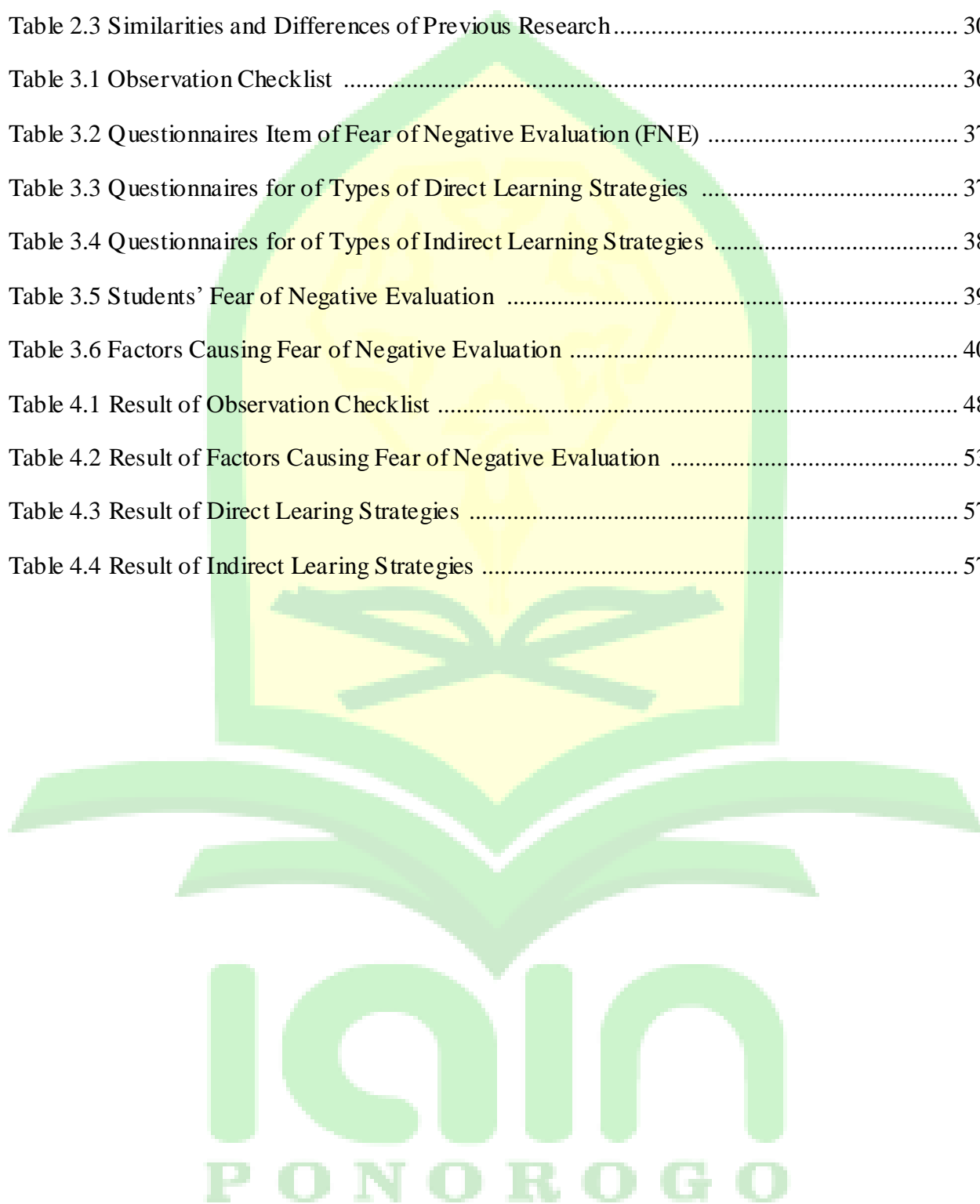
b.	Factors Cause Fear of Negative Evaluation	22
c.	Characteristics of Students' Fear of Negative Evaluation	23
d.	Impact of Fear of Negative Evaluation in Speaking	24
5.	Learning Strategies	24
a.	Definition	24
b.	Types of Learning Strategies	25
B.	Previous Research Findings	28
C.	Theoretical Framework	31
CHAPTER III RESEARCH METHODS		33
A.	Research Design and Approach	33
B.	Researcher's Role	34
C.	Research Setting	34
D.	Data and Source Data	35
E.	Data Collection Technique	35
1.	Observation	35
2.	Questionnaire	36
3.	Interview	39
F.	Data Analysis Technique	40
1.	Data Reduction	40
2.	Data Display	41
3.	Conclusion and Verification	41
G.	Data Validation	41
H.	Research Procedure	42
CHAPTER IV FINDINGS AND DISCUSSION		43
A.	General Data	43
1.	History of SMK PGRI 2 Ponorogo	43
2.	Vision, Mission and Objectives of SMK PGRI 2 Ponorogo	44
3.	Profile of SMK PGRI 2 Ponorogo	45
4.	The Organization Structure of SMK PGRI 2 Ponorogo	46
5.	Teachers and Staff of SMK PGRI 2 Ponorogo	46
6.	Students of SMK PGRI 2 Ponorogo	46
7.	Infrastructure of SMK PGRI 2 Ponorogo	47
B.	Specific Data	47
1.	Students' Fear of Negative Evaluation in Speaking Performance	47
a.	Nervousness	49
b.	Feeling Embarrassed	50
c.	Making Grammar Mistakes	51
d.	Using Face Expression	51
2.	Factors Causing Fear of Negative Evaluation in Speaking Performance	53

3. Strategies Used by the Students to Overcome Fear of Negative Evaluation in Speaking Performance	56
C. Discussion	58
1. Students' Fear of Negative Evaluation in Speaking Performance	58
a. Nervousness	58
b. Feeling Embarrassed	59
c. Making Grammar Mistakes	60
d. Using Face Expression	61
2. Factors Causing Fear of Negative Evaluation in Speaking Performance	61
3. Strategies Used by The Students to Overcome Fear of Negative Evaluation in Speaking Performance	65
CHAPTER V CONCLUSION AND RECOMMENDATION	70
A. Conclusion	70
1. Students' Fear of Negative Evaluation in Speaking Performance	70
2. Factors Causing Fear of Negative Evaluation in Speaking Performance	70
3. Strategies Used by The Students to Overcome Fear of Negative Evaluation in Speaking Performance	70
B. Recommendation	71
1. For the English Teachers	71
2. For the English Students	71
3. For the Future Researchers	71
REFERENCES	
APPENDICES	
CURRICULUM VITAE	



LIST OF TABLES

Table 2.1 Classification of Direct Learning Strategies	26
Table 2.2 Classification of Indirect Learning Strategies	27
Table 2.3 Similarities and Differences of Previous Research.....	30
Table 3.1 Observation Checklist	36
Table 3.2 Questionnaires Item of Fear of Negative Evaluation (FNE)	37
Table 3.3 Questionnaires for of Types of Direct Learning Strategies	37
Table 3.4 Questionnaires for of Types of Indirect Learning Strategies	38
Table 3.5 Students' Fear of Negative Evaluation	39
Table 3.6 Factors Causing Fear of Negative Evaluation	40
Table 4.1 Result of Observation Checklist	48
Table 4.2 Result of Factors Causing Fear of Negative Evaluation	53
Table 4.3 Result of Direct Learning Strategies	57
Table 4.4 Result of Indirect Learning Strategies	57



LIST OF FIGURE

2.1 Theoretical Framework	32
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LIST OF APPENDICES

The Organization Structure of SMK PGRI 2 Ponorogo

Teachers and Staff of SMK PGRI 2 Ponorogo

Students of SMK PGRI 2 Ponorogo

Infrastructure of SMK PGRI 2 Ponorogo

Student' Interview Transcript 1

Student' Interview Transcript 2

Student' Interview Transcript 3

Student' Interview Transcript 4

Student' Interview Transcript 5

Student' Interview Transcript 6

Student' Interview Transcript 7

Student' Interview Transcript 8

Student' Interview Transcript 9

Student' Interview Transcript 10

Permission Letter

Letter of Completion

Validation

Title Change Information



CHAPTER I

INTRODUCTION

This chapter is an introduction. It contains a description of the background of the study and the reason for conducting this research, research focus, statement of the problem, objectives of the study, significances of the study, organization of the thesis.

A. Background of the Study

Understanding multiple languages is crucial for a person's survival in the modern world. To communicate with other people, humans use language. A person will find it difficult if he does not master the language. A person will find it difficult to do all activities without language. Language is used by humans as a means of communication about what is thought. Language also makes it possible to give and receive information from others. One of the languages that must be mastered is English, because everyone frequently communicates using it because it is a universal language. English is not only used as the language of instruction in international companies but also in education. In Indonesia, learning English starts in elementary school and continues through university. There are four skills that must be mastered by students in learning English: listening, speaking, reading, and writing.

Among the four skills, speaking is a skill that must be mastered well by students. Many students consider speaking as an important skill in learning a foreign language, and it is believed that success in language learning is assessed by performance in verbal communication.² Speaking is a crucial skill for students because it makes it easier for them to interact with others and with one another. Speaking also refers to the skill of using spoken language to probe the ideas, thoughts, intentions, and feelings of others in order to make them understandable to the listener. Speaking plays an important role in activities or daily life because it is used to communicate with

² Nafisa Sultana dan Bedoura Jamin, "Overcoming Fear to Improve English Speaking Skill," *International Journal of Research and Innovation in Social Science* 05, no. 12 (2021): 17–27, <https://doi.org/10.47772/IJRISS.2021.51202>.

other people. Speaking requires knowledge of a language's sounds, vocabulary, structures, and cultural subsystems.³ In speaking, there must be at least two people, namely the speaker and the listener. The person who delivers the message or information is called the speaker. The person who absorbs the information from the speaker is the listener. Speaking is used to provide information orally. Speaking is a way of conveying thoughts that is built and developed according to the needs of the listener.⁴ The speaker can be said to be successful if the listener or interlocutor accepts or understands the message conveyed by the speaker well. According to Syakur in Masbiran speaking is a difficult skill because it involves at least four components: vocabulary, pronunciation, grammar, and fluency.⁵ In order to establish good communication between individuals, good speaking skills are needed. To communicate fluently and well with other people, students must be able to speak English well.

There are many activities for purposeful speaking practice to develop students' English speaking skills. One of the speaking activities that can make a great contribution to students' learning and developing the basics of interactive skills is dialogue practice. Dialogue is the textual representation of the spoken word and dialogue in most creative writings. It is one of the resources that can help students in language classes develop their communicative abilities. Additionally, dialogue is a component of language that is crucial to learning a language. The benefit of dialogue is to help students comprehend proper English grammar. Besides, students can learn new vocabulary, grammar rules, and pronunciations through dialogue that they can then use to verbally communicate their ideas. Additionally, it provides students with tools for discussing vocabulary and grammar. English dialogue is very simple and easy to implement in a class. English learners rarely practice speaking outside of the classroom because it takes a lot of

³ Ilham Ilham, Muhammad Fauzi Bafadal, dan Muslimin Muslimin, "An Analysis of Students' Speaking Ability on Specific Purpose of Learning," *Linguistics and ELT Journal* 7, no. 1 (21 Januari 2020): 23, <https://doi.org/10.31764/leltj.v7i1.1013>.

⁴ Elnida Saldaria, Vina Anggia Nastitie Ariawan, dan Isah Cahyani, "Speaking Skill of Elementary Students Reviewed by Gender," *Jurnal Prima Edukasia* 7, no. 1 (28 Januari 2019): 20–27, <https://doi.org/10.21831/jpe.v7i1.20363>.

⁵ Gunaldi Masbiran dan Andi Fauzi, "Speaking Skill In Using Community Language Learning (CLL)," *Indonesian Journal of Integrated English Language Teaching* 3, no. 2 (5 Maret 2018), <https://doi.org/10.24014/ijelt.v3i2.4844>.

time to practice speaking outside the classroom and the time in the classroom is very limited. In line with the research that was carried out by the researcher on students' speaking skills through an English dialogue carried out in front of the class.

One of the student activities is to convey information to their friends by speaking in front of the class. Where in the class there are other students and teachers. By speaking in front of the class, other students or listeners can provide feedback directly or verbally to the speaker. In the foreign language classroom, there is usually involves inspection or evaluation by others. Therefore, the activity of speaking in front of the class can cause fear for students. Halgin and Withbourne describe fear as a natural alert response to dangerous situations.⁶ Fear can happen anywhere, anytime, and by anyone. When learning a foreign language, students experience fear of negative evaluation (FNE). Fear of negative evaluation is the student's fear that others, such as friends or teachers, will criticize him negatively.⁷ Students' fear of negative evaluation occurs when they are learning a foreign language and are not proficient in that language. People who fear negative evaluation rarely initiate conversations and engage little in learning.

According to Lynch, Correia, Cunningham in Perveen.⁸ Students who have a fear of negative evaluation in public speaking are more likely to miss social events and gatherings. They are reluctant to take oral communication courses. The fear of negative evaluation in speaking experienced by students in class will have an impact on their speaking skills. Actually, students know something about what they are saying but cannot show it for fear of speaking in front of the class. Fear of speaking performance really occurs in English class. This condition makes students unable to speak fluently.

⁶ Supriyani Supriyani dan Fitriani Dwi Kartikasari, "Students' Anxiety Factors In Speaking English," *Journal of English Language and Literature (JELL)* 7, no. 1 (28 Februari 2022): 1–10, <https://doi.org/10.37110/jell.v7i1.137>.

⁷ Adaninggar Septi Subekti dan Kezia Marcellova Glory, "Fear of Negative Evaluation Factors from Ought-to L2 Self among Indonesian High School EFL Learners," *Pedagogy: Journal of English Language Teaching* 10, no. 1 (29 Juni 2022): 25, <https://doi.org/10.32332/joelt.v10i1.4536>.

⁸ Kausar Perveen, Yamna Hasan, dan Abdur Rahman Aleemi, "Glossophobia: The Fear Of Public Speaking In Female And Male Students Of University Of Karachi," *Pakistan Journal of Gender Studies* 16, no. 1 (8 Maret 2018): 57–70, <https://doi.org/10.46568/pjgs.v16i1.115>.

Based on the preliminary observations conducted by the researcher at SMK PGRI 2 Ponorogo in class X Welding Engineering (TPL), the researcher found that students experienced fear of negative evaluation when speaking in front of the class, they were worried that peers or teachers would give them negative evaluations, like making fun of them, laughing at them, etc. This was proven when the teacher asked students to do a speaking performance in front of the class, the students tried to avoid being asked to come forward. The fear of negative evaluation will affect students' speaking abilities, so this is very interesting to study. The researcher chose the research location at SMK PGRI 2 Ponorogo because it was the location for internships 1 and 2 conducted by the researcher, so the researcher knows the conditions, culture, and phenomena of the students well. Apart from SMK PGRI 2 Ponorogo, it is one of the most popular vocational high schools in the Ponorogo area, and its name is even known outside Ponorogo Regency. SMK PGRI 2 Ponorogo is also an industrial school based on Islamic boarding schools and cares about and is cultured in the environment. This school teaches very strict discipline to its students, so that they can train their mentality, character, and behavior when one day they enter the world of work.⁹

Based on the phenomenon found by the researcher, the researcher is interested in exploring the fear of negative evaluation and the factors that influence students' speaking fear of negative evaluation, as well as strategies applied by students in overcoming the fear of negative evaluation in their speaking performances. Chamot considers language learning strategies to be human thoughts and actions consciously used to achieve learning goals. Language learning strategies are not just methods and specific actions, language learning strategies are more thoughts and actions with a conscious nature.¹⁰

There are some related studies regarding the fear of negative evaluation. The first is a research conducted by Rahmat et al. under the title "Oral Presentation: Is there a Relationship

⁹ <https://smkpgri2ponorogo.sch.id/sejarah/> (Accessed 24 December 2022, 11:29)

¹⁰ Trinanda Mahdiyah Lestari dan Sitti Fatimah, "An Analysis Of Language Learning Strategies Used By Efl Student Teachers At English Language Education Program In Universitas Negeri Padang" 9, no. 1 (2020): 13.

between Fear of Negative Evaluation and Cause of Fear?” in 2022.¹¹ This study explains that many students are fear of doing oral presentations, especially in English because they experience fear, especially fear of negative evaluation. Their fear of negative evaluation arising from internal and external factors. This study shows that there are interesting implications of researching fear of negative evaluation in oral presentation, namely providing information to teacher about how students experience fear of negative evaluations. After the teacher knows the causal factors, the teacher can apply appropriate strategies.

The second is a research conducted by Alif Viana Furry Agata et al. under the title “Exploring Fear of Negative Evaluation in Foreign Language Anxiety: Photovoice of Undergraduates in Speaking Class.”¹² In this study, it was stated that in public speaking class, students experienced fear of negative evaluation. What causes students to have these feelings is that students feel unprepared, fear that cannot be suppressed because there is an audience and the thought will get a negative evaluation from friends or teachers. The implications that can be drawn from this research are that, after knowing the factors that cause fear of negative evaluation in public speaking classes, the teacher can facilitate students by creating a class that is comfortable for students but still conducive so that it can help overcome anxiety and fear of getting negative evaluations in foreign language learning.

Researcher implications from research on fear of negative evaluation in speaking performance. Fear of negative evaluation is experienced by many people, one of which is in learning English in speaking performance. Therefore, this topic is very interesting to discuss. The fear of negative evaluation must be detected in students as to what factors cause it and what strategies are used to overcome the fear of negative evaluation. If this continues, it will affect students’ English speaking skills. Thus, this research provides interesting benefits, especially in

¹¹ Noor Hanim Rahmat dkk., “Oral Presentation: Is There a Relationship between Fear of Negative Evaluation and Cause of Fear?,” *International Journal of Academic Research in Business and Social Sciences* 12, no. 7 (23 Juli 2022): Pages 1259-1270, <https://doi.org/10.6007/IJARBS/v12-i7/14254>.

¹² Anindyastuti Wardhani, “Exploring Fear of Negative Evaluation in Foreign Language Anxiety: Photovoice of Undergraduates in Speaking Class,” *JSSH (Jurnal Sains Sosial dan Humaniora)* 3, no. 1 (13 Agustus 2019): 1, <https://doi.org/10.30595/jssh.v3i1.3843>.

learning English in speaking performance for teachers. Because it provides information about the factors that cause fear of negative evaluations experienced by students as well as student strategies for overcoming fear of negative evaluations. After knowing the causal factors and strategies that tend to be applied by students, the teacher can adjust learning in the classroom. This research will also give birth to new research that are very relevant or commonly felt by many people.

Based on the above description, the researcher is interested in conducting research entitled **“EFL Students’ Strategies to Overcome Fear of Negative Evaluation in Speaking Performance at SMK PGRI 2 Ponorogo.”**

B. Research Focus

This research focuses on investigating the students’ fear of negative evaluation in speaking performance, the factors causing fear of negative evaluation, and the kind of EFL students’ strategies to overcome fear of negative evaluation in speaking performance in front of the class. This study focuses on english dialogue performance. the subject of the study is x Welding Engineering (TPL) at SMK PGRI 2 Ponorogo in Academic Year 2022/2023.

C. Statements of the Problem

The statement of the problem in this study are as follows:

1. How are the students’ fear of negative evaluation in speaking performance at SMK PGRI 2 Ponorogo?
2. What are the factors causing fear of negative evaluation in speaking performance at SMK PGRI 2 Ponorogo?
3. What are the strategies used by the students to overcome fear of negative evaluation in speaking performance at SMK PGRI 2 Ponorogo?

D. Objectives of the Study

The objectives in this study are as follows:

1. To investigate the students' fear of negative evaluation in speaking performance at SMK PGRI 2 Ponorogo.
2. To find out the factors causing fear of negative evaluation in speaking performance at SMK PGRI 2 Ponorogo.
3. To explore the kind of strategies used by the students to overcome fear of negative evaluation in speaking performance at SMK PGRI 2 Ponorogo.

E. Significances of the Study

The result of this research is expected to provide theoretical and practical significance, namely as follows:

1. Theoretical Significance

The results of this study are expected to be used in practice and in the learning process, especially in learning English, to find out students' fear of negative evaluations in speaking performances, especially at SMK PGRI 2 Ponorogo.

2. Practical Significance

There are some practical significance in this study, as follows:

a. For the Teacher

The researcher hopes the study will provide some inspiration in relation to English classroom interactions, especially speaking skills. Teachers need to realize that some students are fear of negative evaluation in speaking performance in front of the class. For this reason, teachers need to be able to face their students' fears by applying interesting and creative learning in the English classroom.

b. For the Student

This research is expected to be useful for students to find out factors causing fear of negative evaluation among EFL learners. This study provides new information about

the strategies that students apply in overcoming the fear of negative evaluation in speaking performance in front of the class.

c. For the Future Researcher

The results of this study can be used as a reference for further research and will provide useful information about students' strategies to overcome the fear of negative evaluation when speaking English as a foreign language. The researcher thinks the study is far from perfect. Therefore, some weaknesses could be found in this paper. Hopefully, other researchers will do better equivalent studies in the future.

d. For the Institution

This research will provide useful information for the institution about students' strategies to overcome fear of negative evaluation in speaking foreign language. The information from this research will help to design effective teaching methods that can improve student motivation and reduce fear of negative evaluation, and create an enjoyable learning atmosphere.

e. For the Reader

The researcher hopes this research give contribution to readers, particularly students and teachers of SMK PGRI 2 Ponorogo to be input in practicing and learning process, especially to find out the students' strategies to overcome fear of negative evaluation in speaking performance.

F. Organization of the Thesis

To facilitate the reader's understanding of the research content, this research is divided into five chapters, each of which is related to each other.

Chapter I : The first chapter of this study is an introduction. This chapter contains everything that led to the writing of this study. The contents of this introduction include: research background, research focus, problems

statement, research objectives, research significances and thesis organization.

Chapter II : The second chapter in this research is a literature review, this chapter discusses several literature reviews related to research.

Chapter III : The third chapter in this research is research methods. This chapter describes the procedures followed to carry out this study. It presents the research design, research setting and time, data and data source, data collection procedure, data collection technique, data analysis technique, checking data validity, and research procedure.

Chapter IV : This chapter is a findings and discussion, it contains (1) a brief summary of the profile of SMK PGRI 2 Ponorogo, where this study was carried out, (2) the findings of observations, questionnaires, and interviews about X Welding Engineering (TPL) students' fear of negative evaluation, and (3) a research discussion.

Chapter V : Chapter V is an conclusion and recommendation. It is also the last chapter in this thesis.

CHAPTER II

LITERATURE REVIEW

The second chapter in this research is a literature review, this chapter discusses several literature reviews related to research.

A. Theoretical Review

Theoretical review contains supporting theories about speaking, fear negative evaluation, learning strategies, and other theories related to the research.

1. Speaking

In this theory of speaking, the researcher discusses the definition of speaking, components of speaking, types of speaking performance, speaking difficulties in foreign language learning, and psychological problems in speaking.

a. Definition of Speaking

Four skills listening, speaking, reading, and writing must be mastered by students in learn English. According to Jeremy Harmer, the four abilities are divided into types. Receptivity is a term applied to reading and listening, the skills that extract meaning from the discourse. Productive skill is competencies are speaking and writing terms, the skills that students actually need to create the language themselves.¹³

Speaking is a type of oral communication that involves using vocal techniques to speak words to convey information.¹⁴ Speaking is a language skill or means of communication that enables a person to verbally express ideas and information to another person. This is a complex language skill as it involves finding ideas and information and organizing them well. Harmer stated that speaking is the ability to

¹³ Jeremy Harmer, *The Practice of English Language Teaching: With DVD*, 4. ed., 8. impression, Always Learning (Harlow: Pearson Education, 2007).

¹⁴ Saldaria, Ariawan, dan Cahyani, "Speaking Skill of Elementary Students Reviewed by Gender."

communicate clearly, which calls for the quick processing of language and knowing the characteristics of the language.¹⁵

Brown claims that speaking is a collaborative process that entails the creation, reception, and processing of information. In other words, communicating through speech involves both the speaker and the listener; the speaker must encode the message he wants to convey, and the listener must interpret it.¹⁶ Speaking is the act of creating and conveying meaning through the use of both verbal and nonverbal symbols in a variety of situations.¹⁷

Based on the explanation above, the researcher draws the conclusion that speaking is a communication process between a person and another person that includes a person's desire to express ideas, feelings, and opinions to others. Language practice is crucial to improving speaking abilities because practice makes perfect. Speaking skills are used by everyone to communicate in everyday life both at school and outside of school.

b. Components of Speaking

If a speaker wants to speak, he has to recognize some speech components. When measuring a student's speaking ability, it is important to know the components of speaking. Knowledge, confidence and manner of speaking are essential components of effective speaking. So experts make some claims about language components. Speaking is a complex skill, according to Syakur in Masbiran, and there are four components: grammar, vocabulary, pronunciation, and fluency.¹⁸ According to Brown, there are four aspects of speaking that students can take into account when speaking.¹⁹ There are:

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 3. ed., completely rev. and updated, 8. impr (Harlow: Longman, 2006).

¹⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006).

¹⁷ Ilham, Bafadal, dan Muslimin, "An Analysis of Students' Speaking Ability on Specific Purpose of Learning."

¹⁸ Masbiran dan Fauzi, "SPEAKING SKILL IN USING COMMUNITY LANGUAGE LEARNING (CLL)."

¹⁹ Brown, *Language Assessment*, 2006.

1) Pronunciation

A language is spoken using its pronunciation, the way words are pronounced, or the way people pronounce words in that language. Therefore, this pronunciation determines how sounds and patterns differ in a language. This component is also related to how people pronounce the words they pronounce. Pronunciation work is important for two main reasons: Help students understand the English they hear and help them make their language more understandable and meaningful to others.

2) Grammar

Speakers and writers can use their skills and understanding of grammar to communicate and convey their message clearly and meaningfully. According to Hamer, a language's grammar explains how words change within it and how they can be put together to form sentences. It helps learners put words together to form sentences correctly. When speaking, grammar helps learners distinguish between formal and informal expressions, or between polite and rude expressions.²⁰

3) Fluency

Fluency is a person's ability to speak accurately and fluently while communicating. Fluency usually means free, uninterrupted verbal expression. If a teacher wants to assess a student's language skills during the teaching and learning process, they will give them free rein to speak their minds without being interrupted. The intention is for students to speak clearly and easily. Teachers are not quick to correct, but the idea is that too many corrections disrupt the flow of the conversation.

4) Vocabulary

Vocabulary is a fundamental aspect of language learning that a learner should master. Vocabulary is an important part of learning English.²¹ Without a large

²⁰ Harmer, *The Practice of English Language Teaching*, 2006.

²¹ Esra Elisabeth Panjaitan, Exsanti Jumina Sibarani, dan Erikson Saragih, "Vocabulary Teaching Strategies By Efl Teachers Of Junior High School Level," *IDEAS: Journal on English Language Teaching and*

vocabulary, we are unable to use the structures and functions we have learned to communicate in a natural way when using a second language. The key to communication is the power of words. can be said in Vocabulary means the expression or command of the right language, especially when speaking. Also, knowing a lot of vocabulary will help you to express your thoughts, feelings and thoughts easily both orally and in writing. In spoken language, vocabulary is more familiar and commonplace. This implies that the vocabulary used in communication should be very common and simple to use in casual conversations.

The words you use when speaking or reading are part of your spoken vocabulary. Words that are understood when written or read aloud constitute the written vocabulary. These are important differences because most of the words a beginner knows are colloquial expressions. As they learn to read, literacy vocabulary plays an increasingly larger role than spoken language. In addition, vocabulary is a set of lexemes that includes single words, compound words, and idioms.

c. Types of Speaking Performance

Brown stated there are five types of speaking performance, those are.²²

1) Imitative

Imitation is the ability to repeat (imitate) words or phrases or perhaps sentences. Even though this is only imitation, a number of language features such as prosody, lexical, and grammatical can be included in the performance criteria. by imitation, it can help teachers evaluate their students' pronunciation skills. Such imitation is done to emphasize a certain aspect of the form of language rather than engage in meaningful conversation.

2) Intensive

Intensive speech is an action that requires understanding meaning even when there is little interaction with the other person. Intensive assessment includes directed response tasks such as sentence completion, reading aloud, and dialogue completion.

3) Responsive

The majority of student speaking in class is responsive. It consists of succinct responses to queries or remarks raised by the teacher or a student. Typically, these responses are adequate and do not continue into dialogues. Such speech may be genuine and meaningful.

4) Interactive

Interactive is an interaction that is quite long and sometimes even includes many participants. The purpose of this communication is to exchange certain information or to improve interpersonal relationships in order to maintain social relationships. An example of this interactive is certain or everyday dialogue, but in everyday dialogue usually someone uses slang, humor, everyday language, etc.

5) Extensive

Extensive is an oral production task in which verbal interaction with listeners is very limited. style of language conveyed in the extensive type tends to be more organized. examples of activities that are extensive are speeches, storytelling, oral presentations, monologues.

d. Speaking Difficulties in Foreign Language Learning

There are some difficulties in foreign language learning. Some difficulties in foreign language learning are.²³

²³ Penny Ur, *A course in language teaching: practice and theory*, Cambridge teacher training and development (Cambridge [England] ; New York: Cambridge University Press, 1996).

1) **Inhibition**

Speaking demands direct eye contact with the audience, unlike reading, writing, and listening. Students are frequently reluctant to speak in class when speaking a foreign language because they are worried about making a mistake, being embarrassed or discredited, losing face, or just being made to feel uncomfortable.

2) **Nothing to Say**

In class, teachers frequently hear students complain that they have nothing to say because, aside from feeling guilty for not speaking, they have no desire to do so.

3) **Low or uneven Participation**

Only one person can speak at a time when speaking, unless the conversation wants to be heard and then everyone takes turns. And in big groups, that means that nobody gets to speak for very long. The fact that some students tend to dominate discussions while others speak only briefly or not at all exacerbates this issue.

4) **Mother-tongue Use**

They may use it because it is simpler, they find it awkward to communicate with each other in a foreign language, or they feel more comfortable speaking in their mother tongue in the classroom where all or some students of the same mother tongue are frequently found. It is frequently very challenging to get the class to speak the target language when speaking in small groups, especially with those who lack discipline and motivation to do so.

e. **Psychological Problems in Speaking**

Psychological problems is the problem that influences the language learning
There are psychological problems in speaking:²⁴

²⁴ Ninuk Krismanti dan Maria Margaretha Siregar, "Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin," *Lentera: Jurnal Pendidikan* 12, no. 2 (4 Desember 2017), <https://doi.org/10.33654/jpl.v12i2.356>.

1) Lack of Confidence

Self-confidence is a very influential factor in learning. The idea of self-confidence is closely related to that of self-esteem, according to Dornyei, who also noted that both concepts center on how people view their own abilities as human beings. They argued that a combination of intrapersonal and interpersonal self-esteem is formed in childhood. According to He and Chen, who were cited by Juhana, students' low self-confidence is primarily caused by their inability to communicate in English. When they can't speak English well, students become self-conscious and feel bad. Brown stated that teachers also influence students' speaking confidence. Teachers who don't encourage their students may be able to do so make students are not confident in speaking English.

2) Lack of Motivation

According to Zua in Juhana, learning requires motivation. Students who are motivated are more interested in learning. Researchers believe that motivation is one of the indicators of the success of communication. Thus, students will speak English more fluently thanks to the teachers' motivational skills.

3) Shyness

When asked to speak in front of the class, many students experience shyness, it is an emotional issue. This suggests that students' learning processes, particularly in speaking classes, can be hampered by shyness. According to Saurik in Juhana, most English language learners are shy when speaking because they think they make mistakes. They also worry about being teased by their peers. Nobody wants to appear foolish in front of others. so that a person is more likely to remain silent than embarrass himself.

4) Fear of Mistake

According to many experts, students are increasingly reluctant to speak English in class because they are afraid of making mistakes. According to Ur, students frequently worry about speaking a foreign language because they are afraid of making mistakes. It is important for teachers to convince students that making mistakes is neither bad because they can learn from them.

5) Anxiety

According to the Oxford Advanced Learner's Dictionary, Anxiety is a person's feeling of worry that something bad will happen. This is the most common psychological problem that affects students' foreign language learning. According to Brown, one of the biggest challenges students face when learning to speak is the fear of saying something stupid, offensive, or inappropriate. Speaking skills decline in students who are anxious. In some cases, anxiety does not lead to a nervous breakdown if the student cannot speak at all.

a) Causes of Foreign Language Anxiety

Howitz et al. emphasizes that foreign language anxiety is caused by three factors related to performance.²⁵

(1) Test Anxiety

Test-related anxiety is yet another trigger. The subject of foreign language anxiety also applies to the test. Specific types of performance anxiety, such as test anxiety, are brought on by a fear of failing. A learner of a foreign language could develop test anxiety that hinders performance.

²⁵ E. K. Horwitz, M. B. Horwitz, & J. Cope, *Foreign Language Classroom Anxiety*, *The Modern Language Journal*, 70(2), 125-132.

(2) Fear of negative evaluation

Fear of negative evaluation is the feeling of being concerned about other people's evaluations, avoiding situations where they are being evaluated, and expecting negative evaluations from others.

(3) Communication Apprehension (CA)

Communication apprehension is a form of situational anxiety related to interpersonal communication and oral expression, and thus may be related to foreign language anxiety. When learning a foreign language, learners may experience test anxiety that affects their performance.

2. Dialogue

In this theory of dialogue the researcher discusses the theory of definition of dialogue, dialogue in language learning, criteria of a good dialogue.

a. Definition of Dialogue

According to Oxford Dictionary, dialogue refers to a conversation between two or more characters or people as part of a book, play, or film.²⁶ Dialogue is an oral discussion between individuals according to the subject matter or how the conversation occurs in the classroom. Dialogue is one of the most effective English lessons.

Dialogue is a conversation that is useful for collaboration, training individuals for mutual understanding of different points of view with others, training to maintain stable or strong results. Dialogue can unite between individuals at various levels of interaction in every conversation.

Martin & Rogers state dialogs provide a way to contextualize important constructs, show how certain structures can be used, and highlight some of the cultural aspects of the target language. with dialogue, a student can emphasize the correct

²⁶ Maurice Waite, ed., Paperback Oxford English Dictionary, 7th ed (Oxford: Oxford University Press, 2012.).

pronunciation, rhythm, stress, and intonation. Dialogue practice as well as listening is essential for effective conversation. Dialogue is used for:²⁷

- 1) Use the proper grammar
- 2) Help with Conversation This may entail explaining grammar, but there are also exercises for using the language specifically, such as strategies and the use of formulaic expressions and speech. Strategies and formal expressions or language are common phrases or multi-word units that help develop fluency in adults and children.
- 3) Offer recreation, such as a play. These conversations are bridging exercises that allow learners to apply knowledge impromptu.

From the explanation above, it can be concluded that conversation between two or more people is referred to as dialogue which the intention is to exchange ideas or thoughts.

b. Dialogue in Language Learning

Free use of language requires a long process of learning it. In learning activities students are expected to communicate freely with other people and understand what other people convey through communication or dialogue. There are five ways to make and learn dialogue:

- 1) Use a variety of background scenes to pique students' interest in the dialogue's subject matter and make it easier for them to comprehend the language. As an illustration, consider acting out a conversation with the appropriate props or using pantomime, or discussing the dialogue's contents while using images from slides, flash cards, maps, and airplanes.
- 2) You can direct students' attention to the significance of exchange by using a variety of techniques. To practice their listening comprehension skills for the intentions conveyed in the dialogue, students might be asked to listen to dialogue from movies.

²⁷ Kenneth N. Cissna dan Rob Anderson, "The 1957 Martin Buber-Carl Rogers Dialogue, as Dialogue," *Journal of Humanistic Psychology* 34, no. 1 (Januari 1994): 11–45, <https://doi.org/10.1177/00221678940341003>.

- 3) Manipulated dialogue material, such as topic-specific dialogue or guided discussion, using expressions helpful for facilitating conversational dialogues or morphological and syntactic elements in introductory discussions of grammar. chain conversation for the introduction to grammar.
- 4) Analysis of the rules outlined in the material, followed by extensive practice using a variety of oral exercises. The dialogue component can be used for casual conversations in which students respond to personal questions either truthfully or in an impersonative manner. A situation is started by a teacher or student making a statement, to which another student responds with an appropriate insult or refutation.
- 5) There are several ways to use dialogue materials to create new utterances and new dialogues that express the student's own whims, feelings and ideas.

c. Criteria of a Good Dialogue

Dialogue plays an important role in teaching the target language. Almost all language lessons start with a dialogue. Building a good dialogue requires the following considerations:

- 1) Keep conversations brief.
- 2) A dialogue can only have three characters in it.
- 3) New grammar should be repeated in the dialogue.
- 4) The context should be interesting for language learners. In the dialog, previous vocabularies and grammar should be used.

3. Fear of Positive Evaluation

Fear of positive evaluation is defined as fearing others' favorable social appraisal. It was positively associated with discomfort in response to receipt of positive social feedback and negatively associated with perceived accuracy of the feedback received. Furthermore, the FPES correlated significantly with several measures related to social anxiety, and lower correlations with measures. Wallace and Alden (1995, 1997) have reported that socially

anxious individuals worry that positive evaluation of their performance raises the social standards by which they will be evaluated in the future, whereas they do not believe that their typical performance will change for the better. As a result, they predict that positive evaluation by others will ultimately result in failure. The Fear of Positive Evaluation Scale (FPES; Weeks, Heimberg, & Rodebaugh, 2007) was developed in order to test the assumption that fear of evaluation in general is important in social anxiety disorder, including fears of positive, as well as negative, evaluation.

4. Fear of Negative Evaluation

In this theory of Fear of negative evaluation the researcher discusses the theory of definition of fear of negative evaluation, factors cause fear of negative evaluation, characteristics of students' fear of negative evaluation, impact of fear of negative evaluation in speaking.

a. Definition of Fear of Negative Evaluation

The fear of being judged negatively, according to Watson and Friend is the judgment of others, distress over their negative evaluations, and expectations of others judging themselves negatively.²⁸ Fear of negative evaluation is observed frequently when foreign language students feel unable to do something properly and correctly, they will have a fear of evaluation by other people and avoid evaluative situation.

Fear of negative evaluation according to Gardner and MacIntyre, is the fear experienced by someone in certain situations where the person is not fully proficient in using a second language.²⁹ Brief scale the fear and negative evaluation, created by Leary, in a condensed form often used to measure fear of negative evaluation.³⁰ Leary version is a shorter and more suitable version of the Negative Evaluation Scale developed by

²⁸ David Watson dan Ronald Friend, "Measurement of Social-Evaluative Anxiety.," *Journal of Consulting and Clinical Psychology* 33, no. 4 (1969): 448–57, <https://doi.org/10.1037/h0027806>.

²⁹ R. C Gardner dan MacIntyre P. D, *On The Measurement of Affective Variables in Second Language Learning*, Language Learning.

³⁰ Mark R. Leary, "A Brief Version of the Fear of Negative Evaluation Scale," *Personality and Social Psychology Bulletin* 9, no. 3 (September 1983): 371–75, <https://doi.org/10.1177/0146167283093007>.

Watson and Friend that is widely used in personality and social psychology studies. Fear of negative evaluation was found to be very strongly correlated with the original scale, and has almost the same psychometric properties as the full-length scale.³¹ Fear of negative evaluation arises as a result of someone's concern if they are considered weak and leave a negative impression on a community.³²

b. Factors Cause Fear of Negative Evaluation

Leary cites a few factors that contribute to students' fear of negative evaluations in speaking performance.³³

- 1) Worry about what other people will think even when know it doesn't make any difference
- 2) Frequently afraid of other people noticing their shortcomings
- 3) Afraid others will not approve
- 4) Afraid that people will find fault
- 5) Worry about what they may be thinking about them
- 6) Worried about what kind of impression that make
- 7) Concerned with what other people think of me
- 8) Will say or do the wrong things

Other factors that cause fear of negative evaluation in speaking performance according to Sultana and Jamin. The factors that cause students to feel fear when doing speaking performance are:³⁴

- 9) Feel that lack of practice
- 10) Lack of preparation

³¹ María José Gallego Pitarch, "Brief Version of the Fear of Negative Evaluation Scale – Straightforward Items (BFNE-S): Psychometric Properties in a Spanish Population," *The Spanish Journal of Psychology* 13, no. 2 (November 2010): 981–89, <https://doi.org/10.1017/S1138741600002626>.

³² Mohammad Bagher Shabani, "Levels and Sources of Language Anxiety and Fear of Negative Evaluation among Iranian EFL Learners," *Theory and Practice in Language Studies* 2, no. 11 (22 November 2012): 2378–83, <https://doi.org/10.4304/tpls.2.11.2378-2383>.

³³ Mark R. Leary, "A Brief Version of the Fear of Negative Evaluation Scale," *Personality and Social Psychology Bulletin* 9, no. 3 (September 1983): 371–375, <https://doi.org/10.1177/0146167283093007>.

³⁴ Sultana dan Jamin, "Overcoming Fear to Improve English Speaking Skill."

- 11) Lack of vocabulary
- 12) Low motivation
- 13) Fear of being judged by others
- 14) Problems with pronunciation, grammatical errors

c. Characteristics of Students' Fear of Negative Evaluation

According to Horwitz, the characteristics of students who have a high fear of negative evaluation will show a certain attitude, namely:³⁵

1) Nervousness

Nervousness is a natural response shown by students in the form of tension, anxiety, nervousness, and worry caused by autonomic nerves. Students are nervous when doing a speaking performance because they are afraid they will get a negative evaluation by their peers or the teacher. Usually students try to avoid when speaking in front of the class was requested or they show an uneasy attitude. Students feel uncomfortable being in front of the class because they are the center of attention, besides that sometimes they also sound stuttering when speaking.

2) Feeling Embarrassed

Someone who experiences fear of negative judgment usually feels embarrassed to interact and communicate with many people orally, let alone communicate in a foreign language. So that these students tend to be silent and look passive rather than speaking in a foreign language that they have not yet mastered, the attitude shown by their students was not daring to look at the other person, lowering their voice for fear of making mistakes when speaking.

3) Making Grammar Mistakes

With a fear of negative evaluations that students have, it will have an impact when performing speaking performances. People who have a negative fear of

³⁵ Elaine K Horwitz, Michael B Horwitz, dan Joann Cope, "Foreign Language Classroom Anxiety,"

evaluation will have an impact on their speaking, which is inhibited and lacks confidence. In addition, the lack of mastery of the English language also causes students to make grammatical errors. Students may experience grammatical errors and even wrong pronunciation in a foreign language.

4) Using Face Expression

The inability to control stage fright can lead to unwanted chaos during a speaking performance. Students who experience a high fear of negative evaluation can activate motor emotions, such as forming a smile or other facial expressions.

d. Impact of Fear of Negative Evaluation in Speaking

Someone will have a large negative influence because of the fear of negative evaluation. Fear of negative evaluation can interfere with someone's communication. Fear of negative evaluation causes people to feel insecure when speak a foreign language in public. Because they feel they are speaking in a foreign language be a challenge for the individual concerned. Because of concerns about the use of inappropriate words when conversing in another language. Fear of negative evaluation can also affect a person's performance. Someone who experiences high fear of negative evaluation is usually not confident in presenting something.³⁶ People with FNE do not have the confidence to present their true self so that his self-assessment has a large bias.³⁷

5. Learning Strategies

In this theory of learning strategies the researcher discusses the theory of definition of learning strategies, types of learning strategies.

a. Definition

Brown, provides a simple definition of learning strategies, namely processes that can make a direct contribution to learning. Chamot attempts to define learning strategies

³⁶ Hevi Mulia Putri, "Analisis Faktor Risiko Fear of Negative Evaluation," 2015.

³⁷ Stephanos Ph. Vassilopoulos, "Social Anxiety and the Vigilance-Avoidance Pattern of Attentional Processing," *Behavioural and Cognitive Psychotherapy* 33, no. 1 (Januari 2005): 13–24, <https://doi.org/10.1017/S1352465804001730>.

as the methods, procedures, philosophies, and practices that students use to memorize linguistic areas and information content and facilitate learning. Oxford defines learning strategies as specialized activities that help students learn in ways that are simpler, more efficient, more enjoyable, quicker, more independently, and more effectively transferable to new situations. Students use learning strategies to learn something more successfully. To put it another way, learning strategies are the techniques that students use to acquire knowledge to become actively involved in controlling their own learning, to make their own language learning as successful as possible. One very important part of the learning strategy is the language learning strategy. Language learning strategies play an important role in the learning process.³⁸

Rubin explained that language learning strategies are the learning methods learners use to acquire knowledge. Chamot considers language learning strategies to be human thoughts and actions consciously used to achieve learning goals. Language learning strategies are not just methods and specific actions, language learning strategies are more thoughts and actions with a conscious nature. Griffiths argues that language learning strategies are not limited to conscious processes, as language learning strategies are conscious or unconscious mental and physical processes. Based on the above explanations by some experts, can be summarized as the definition of a language learning strategy is all specific mental and physical behaviors that are consciously selected and automated to achieve a better language learning process.³⁹

b. Types of Learning Strategies

There are three strategies developed by O'Malley and Chamot, namely:⁴⁰

- 1) Metacognitive strategies (selective attention, planning, monitoring, evaluation learning activities)

³⁸ Abdalmaujod A. Hardan, "Language Learning Strategies: A General Overview," *Procedia - Social and Behavioral Sciences* 106 (Desember 2013): 1712–26, <https://doi.org/10.1016/j.sbspro.2013.12.194>.

³⁹ Trinanda Mahdiyah Lestari dan Sitti Fatimah, "An Analysis Of Language Learning Strategies Used By Efl Student Teachers At English Language Education Program In Universitas Negeri Padang" 9, no. 1 (2020): 13.

⁴⁰ Hong Shi, "Learning Strategies and Classification in Education" 1 (2017).

- 2) Cognitive strategies (rehearsal, organizing, reasoning, summarizing, reducing, imagining, communicating, elaborating)
- 3) Social/affective strategies (cooperation, questioning for clarification, and self-talk).

Oxford has divided language learning strategies into two categories, which are direct and indirect strategies.⁴¹

Table 2.1 Classification of Direct Learning Strategies

Direct Strategies		
Kind of Strategy	Strategy Use	Step to Implement the Strategy
Memory strategies (Help learners store and retrieve new information)	Creating mental linkages	<ul style="list-style-type: none"> • Grouping • Associating/elaborating • Put new words into context
	Applying images and sounds	<ul style="list-style-type: none"> • Using imagery • Semantic mapping • Using keywords • Representing sounds in memory
	Reviewing well	<ul style="list-style-type: none"> • Structured reviewing
	Employing action	<ul style="list-style-type: none"> • Using physical response or sensation • Using mechanical techniques
Cognitive strategies (That enable learners to understand and generate new languages)	Practicing	<ul style="list-style-type: none"> • Repeating • Formally practicing with sounds and writing systems • Recognizing and using formulas and patterns • Recombining • Practicing naturalistically
	Send and receive messages	<ul style="list-style-type: none"> • Getting the idea quickly • Using resources for receiving and sending messages
	Analyzing and reasoning	<ul style="list-style-type: none"> • Reasoning deductively • Analysing expressions • Analysing contrastively • Translating • Transferring
	Creating structure for input and output	<ul style="list-style-type: none"> • Taking notes • Summarizing • Highlighting
Compensation Strategies (Allow learners to use the new language for comprehension)	Guessing Intelligently	<ul style="list-style-type: none"> • Using linguistic clues to guess meaning • Using other clues

⁴¹ Marcela Lilian Jalo, "Language Learning Strategies," 2005.

and production despite their limited knowledge, and are used to compensate for "an inadequate repertoire of grammar, especially vocabulary.")	Overcoming limitations in speaking and writing	<ul style="list-style-type: none"> • Switching to the mother tongue • Getting help • Using mime or gesture • Avoiding communication partially or totally • Selecting the topic • Adjusting or approximating the message • Coining words • Using a circumlocution or synonym
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Table 2.2 Classification of Indirect Learning Strategies

Indirect Strategies		
Kind of Strategy	Strategy Use	Step to Implement the Strategy
Metacognitive strategies (Selective attention, planning, monitoring, evaluation learning activities)	Centering your learning	<ul style="list-style-type: none"> • Overviewing and linking new information with already known material • Paying attention • Delaying speech production to focus on listening
	Arranging and planning your learning	<ul style="list-style-type: none"> • Finding out about language learning • Organizing • Setting goals and objectives • Identifying the purpose of a language task • Planning for a language task • Seeking practice opportunities
	Evaluating your learning	<ul style="list-style-type: none"> • Self-monitoring • Self-evaluating
Affective strategies (Help learners deal with their own emotions, motivations and attitudes)	Lowering your anxiety	<ul style="list-style-type: none"> • Using progressive relaxation, deep breathing, or meditation • Using music • Using laughter
	Encouraging yourself	<ul style="list-style-type: none"> • Making positive statements • Taking risks wisely • Rewarding yourself
	Taking your emotional temperature	<ul style="list-style-type: none"> • Listening to your body • Using a checklist • Writing a language learning diary • Discussing your feelings with someone else
Social strategies (Refers to how a learner learns a language through interaction with a native speaker or target)	Asking questions	<ul style="list-style-type: none"> • Asking for clarification or verification • Asking for correction
	Cooperating with others	<ul style="list-style-type: none"> • Cooperating with peers • Cooperating with proficient

language)		users of the new language
	Empathising with others	<ul style="list-style-type: none"> • Developing cultural understanding • Becoming aware of others' thoughts and feelings

B. Previous Research Findings

In this study there were several previous studies used by researcher, including:

First is a research conducted by Rahmat et al. under the title “Oral Presentation: Is there a Relationship between Fear of Negative Evaluation and Cause of Fear?” in 2022. Examining the causes fear of oral presentation, particularly fear about receiving a poor grade, is the goal of this study. This study also examines the connections between the three constructs fear of negative evaluation, external causes, and internal causes. Data was collected through the Fear of Negative Evaluation (FNE) questionnaire. The result is weak positive associations between fear of negative evaluation and both external and internal factors. There is a strong positive relationship between outside and inside.⁴²

Second is a research conducted by Alif Viana Furry Agata et al. under the title “Exploring Fear of Negative Evaluation in Foreign Language Anxiety: Photovoice of Undergraduates in Speaking Class” in 2019. The purpose of this study is to investigate whether Indonesian students have foreign language anxiety problems in speaking classes. Researcher collected and processed the data on Photovoice. The obtained data from observation and interviews. The results of this study indicate that students experience fear of negative evaluation when public speaking, this is caused by the tense from the audience, lack of preparation before performing the speech, and the possible negative evaluation from the teacher.⁴³

Thrid is a research conducted by Rafek et al. under the title “Fear of Negative Evaluation in Second Language Learning” in 2015. The putpouse of the study was to to determine the fear of negative evaluation level of second language learner. This study uses a quantitative method where data collection uses a questionnaire was adapted from the measurement scale of foreign

⁴² Rahmat dkk., “Oral Presentation.”

⁴³ Wardhani, “Exploring Fear of Negative Evaluation in Foreign Language Anxiety.”

language anxiety called FLACS. The results in this study indicate that students have a high level of anxiety due to negative evaluation factors. Anxiety and fear of negative evaluation is the cause of students' English proficiency being hampered.⁴⁴

Fourth is a research conducted by Amna Iqbal et al. under the title "Fear of Negative Evaluation and Social Anxiety in Young Adults" in 2018. The purpose of the study was to find out the relationship between fear of negative evaluation and social anxiety, the difference between fear of negative evaluation and social anxiety. Not only between female and male, but also among undergraduate and post graduate students. The method of this study is quantitative, data collected through questionnaires taken from the Brief Fear of Negative Evaluation (BFNE), and Liebowitz Social Anxiety Scales (LSAS). Female students are more fear of negative evaluation than male students. Female are more worried about what other people think or judgments about their behavior, especially negative behavior evaluation of peer groups than boys.⁴⁵

Fifth is a research conducted by Misdi et al. under the title "Students' Anxieties Toward Their Negative Evaluation and Mistakes in Task Completion" in 2022. The purpose of the study was to find out the experience of anxiety in completing tasks in speaking activities. This research is a case study. Data collected through interviews with students. The results of this study state that anxiety about getting negative evaluations occurs in language classes, this is because students feel unprepared.⁴⁶

⁴⁴ Mahfuzah Binti Rafek, Rafidah Binti Abd Karim, dan Farahidatul Akma Binti Awaludin, "Fear of Negative Evaluation in Second Language Learning (Sub-Theme: 15)," t.t.

⁴⁵ Amna Iqbal dan Amna Ajmal, "Fear of Negative Evaluation and Social Anxiety in Young Adults," *Peshawar Journal of Psychology and Behavioral Sciences (PJPBS)* 4, no. 1 (17 Februari 2019): 45–53, <https://doi.org/10.32879/picp.2018.4.1.45>.

⁴⁶ Misdi, Diana Rahmawati Rozak, dan Qori Safira, "Students' Anxieties Toward Their Negative Evaluation and Mistakes in Task Completion" 9, no. 1 (20 Mei 2022), <https://doi.org/10.30605/25409190.373>.

Table 2.3 Similarities and Differences of Previous Research

No.	Title	Similarities	Differences	
			Previous Research	This research
1.	Oral Presentation: Is there a Relationship between Fear of Negative Evaluation and Cause of Fear?	<ul style="list-style-type: none"> • Similar topic: Fear of Negative Evaluation • Similar theory used was Leary's theory. 	<ul style="list-style-type: none"> • Discussed about were fear of negative evaluation influence oral presentations. • Using quantitative methods. • Speaking performance was oral presentation. 	<ul style="list-style-type: none"> • Students' fear of negative evaluation in speaking performance. • Using qualitative method • Speaking performance studied by researcher was English dialogue.
2.	Exploring Fear of Negative Evaluation in Foreign Language Anxiety: Photovoice of Undergraduates in Speaking Class	<ul style="list-style-type: none"> • Similar topic: Fear of Negative Evaluation 	<ul style="list-style-type: none"> • Collected data through photovoice or more towards qualitative research. • The speaking performance was public speaking class. • It was only to find out what caused students to experience fear of negative evaluation during public speaking class 	<ul style="list-style-type: none"> • Collected data from observation, questionnaires and interviews. • The speaking performance that was examined, it was English dialogue. • It discussed what factors and strategies students used to overcome fear of speaking in speaking performance.
3.	Fear of Negative Evaluation in Second Language Learning	<ul style="list-style-type: none"> • Similar topic: Fear of Negative Evaluation 	<ul style="list-style-type: none"> • To determine the severity of fear of negative evaluations using the FLCAS questionnaire. • Only discussed the fear of negative evaluation in second language learning. • It only measured the level of fear of negative evaluation. 	<ul style="list-style-type: none"> • Using the FNE Scale by Leary. • Discussed the fear of negative evaluation in speaking performance. • Discussed the strategies used by students to overcome fear of negative evaluation in speaking performance.
4.	Fear of Negative Evaluation and Social Anxiety in Young Adults	<ul style="list-style-type: none"> • Similar topic: Fear of Negative Evaluation 	<ul style="list-style-type: none"> • Examining the level of fear of negative evaluation and anxiety. • Collecting data from previous studies using questionnaires. 	<ul style="list-style-type: none"> • Examined the level and factors of fear of negative evaluation, as well as strategies to overcome fear of negative evaluation in speaking performance. • Collecting data using observation, questionnaires, and interviews.

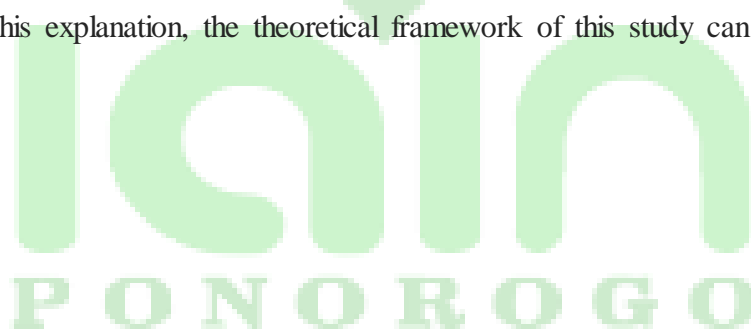
5.	Students' Anxieties Toward Their Negative Evaluation and Mistakes in Task Completion	<ul style="list-style-type: none"> • Similar topic: Fear of Negative Evaluation • Case study. 	<ul style="list-style-type: none"> • Discussed anxiety and fear of negative evaluation in task completion. • Data collection through interview. 	<ul style="list-style-type: none"> • Discussed fear of negative evaluation in speaking. • Strategy for overcoming the fear of negative evaluations in speaking performance comes from the students themselves. • Data collection through observation, questionnaires and interviews.
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C. Theoretical Framework

There are various ways to practice students' English skills. One example is EFL students practice their English skills through speaking performances in front of the class. In speaking performance, there are obstacles by students, namely students experience fear of negative evaluation.

There are some characteristics of how they experience this, causal factors, and strategies used by students in overcoming the fear of negative evaluations. This research is rooted in Leary, he expresses the fear of negative evaluation that is obtained from the feelings of what the audience thinks about him, and he also reveals the causal factors. Furthermore, there are several characteristics of fear of negative evaluation expressed by Horwitz, and according to Oxford, there are strategies used to overcome fear of negative evaluation that are direct strategies and indirect strategies.

Based on this explanation, the theoretical framework of this study can be described as the diagram below:



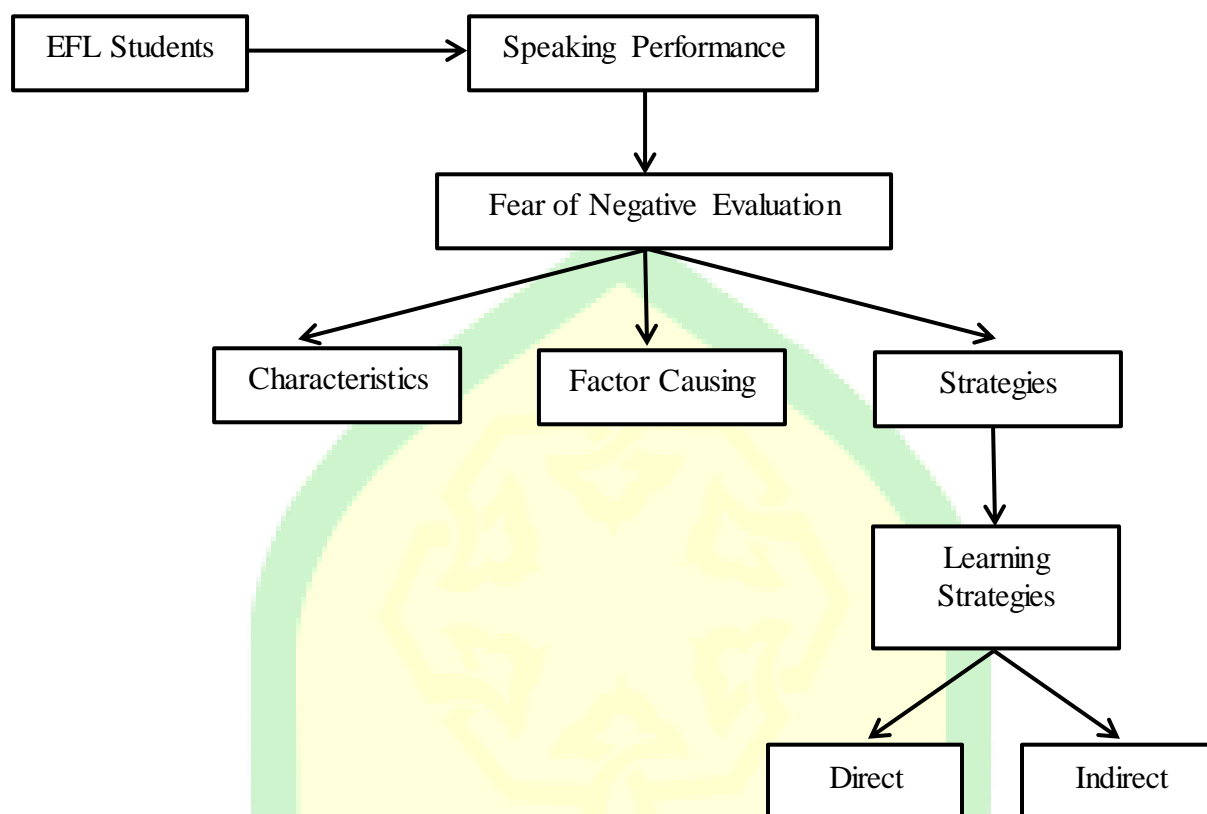


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODS

The third chapter in this research is research methods. This chapter describes the procedures followed to carry out this study. It presents the research design, research setting and time, data and data source, data collection procedure, data collection technique, data analysis technique, checking data validity, and research procedure.

A. Research Design and Approach

Qualitative research was employed in this study. An evolving model in a natural setting that enables the researcher to develop specifics that relate to real-world experiences is another way to define qualitative research.⁴⁷ In-depth and/or ongoing interaction with participants is used in qualitative research to examine the ordinary and/or extraordinary lives of people, groups, societies, and organizations.⁴⁸ Qualitative research is research that aims to obtain a deep understanding of human and social problems. This meant that the researcher had to get involved in the teaching and learning processes of the students in this study, which was carried out in actual life circumstances, in order to obtain reliable and valid data. This was a case study. According to Tellis, case studies help explain the phenomenon results through complete observation, reconstruction, and analysis of the phenomenon cases studied. To get to know a person or small group of people, researchers who use the case study to conduct in-depth, detailed research.⁴⁹ The case study approach enables researcher to closely examine data in a particular context. To explain the research's findings and attempt to paint a complete picture of the situation, this study deliberately uses a case study methodology. This was chosen because the phenomenon being studied was a case that called for a detailed descriptive analysis, that was to

⁴⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012).

⁴⁸ Matthew B. Miles, A. M. Huberman, dan Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).

⁴⁹ Zaidah Zainal, "Case Study as a Research Method," 2007.

find out fear of negative evaluation in speaking performance, starting from the characteristics, causal factors, and strategies applied.

B. Researcher's Role

In this study, the steps taken by the researcher were as follows:

Researcher observed students' learning English in class X Welding Engineering (TPL) in September 2022. Researcher found a phenomenon, namely students experienced a fear of negative evaluation in their speaking performance. The second observation was carried out by the researcher on February 6, 2023, the researcher used a checklist observation to observe the students. The third observation was carried out by the researcher on February 7, 2023. After the researcher made the observation, on February 8, 2023 the researcher distributed two questionnaires, namely factors causing fear of negative evaluation and strategies to overcome fear of negative evaluation. On the same day, the researcher conducted in-depth interviews with students of class X Welding Engineering (TPL). Interview and questionnaires data were processed and analyzed by the researcher

C. Research Setting

This research took place at SMK PGRI 2 Ponorogo located on Jl. Soekarno Hatta, Kertosari, Babadan District, Ponorogo Regency, East Java Province. The researcher chose this location because SMK PGRI 2 Ponorogo is one of the most popular vocational high schools in Ponorogo Region, and its name is even known outside Ponorogo Regency. SMK PGRI 2 Ponorogo is also an industrial school based on islamic boarding schools and cares about and is cultured in the environment. This school teaches very strict discipline to its students, so that they can train their mentality, character, and behavior when one day they enter the world of work.⁵⁰ This research was conducted on students of class X Welding Engineering (TPL) because students in that class experienced fear of negative evaluations in speaking.

⁵⁰ <https://smkpgri2ponorogo.sch.id/sejarah/> (Accessed 27 December 2022, 14:03)

D. Data and Source Data

There are two data sources in this study, that are:

1. Primary Data Source

Primary data is the collection of information in an interesting way so that research will create a unique character. There are several techniques for gathering important information. In this study, the researcher collected primary data through observation, questionnaire, and interview. To answer the problem statements, the researcher used observation in the classroom during English lesson, after getting sufficient data from observation the researcher shared questionnaire's link and conducted interviews to the students.

2. Secondary Data Source

Secondary data is data that has gone through statistical analysis and has been collected by other people. Primary data and secondary data are collected in different ways, primary data is collected from the start, while secondary data is arranged in a simple manner. Journals, articles, books, and previous studies that were relevant to this study were used to gather secondary data. The researcher used journals, articles, books and previous studies related to fear of negative evaluation. These data aimed to support the primary data that the researcher got during the observation, questionnaire and interview responses.

E. Data Collection Technique

In this study, researcher collected data using three data collection techniques. The instrument were as follows:

1. Observation

Observations are a commonly used form of data collection, and researcher can play different roles in the process. The act of direct observation involves keeping a close eye on people and environments while conducting research. In this observation, the researcher observed the condition of the students in the class. The purpose of this observation was to find out how students behave during speaking classes and the learning process at the X

Welding Engineering (TPL). This observation also aimed to determine the characteristics of students who experienced fear of negative evaluation in speaking.

In this study, and to answer the first statement of the problem, the researcher used checklist observations. The checklist observation was a list of important items that served as a reference for facilitating the researcher. The checklist contained points that must be observed by the researcher based on the characteristic theory of students' fear of negative evaluation developed by Horwitz. This list is created by observers.⁵¹ The observation checklist used was as follows:

Table 3.1 Observation Checklist

Indicator				
Student	Nervousness	Feeling Embarrassed	Making Grammar Mistakes	Using Face Expression

2. Questionnaire

In this research, there were 2 questionnaires used by the researcher, that were fear of negative evaluation (FNE) and closed-endend questionnaires, which contained direct and indirect learning strategies:

a. Fear of Negative Evaluation (FNE)

The questionnaire used in collecting data was fear of negative evaluation (FNE) scale developed by Leary, because this questionnaire was standardized by experts, the researcher did not validate it again. This questionnaire was to answer the second statement of the problem, to find out the factors causing fear of negative evaluation in speaking performance, as well as to measure the level of fear of negative evaluation. in

⁵¹ Rebecca K Frels dkk., "The Use of a Checklist and Qualitative Notebooks for an Interactive Process of Teaching and Learning Qualitative Research" 11, no. 1 (2011).

this questionnaire, the researcher chose 8 from 12 statements related to the variable of speaking:

Table 3.2 Questionnaires Item of Fear of Negative Evaluation (FNE)

No.	Statements	1	2	3	4	5
1.	I worry about what other people will think of me even when I know it doesn't make any difference.					
3.	I am frequently afraid of other people noticing my shortcomings.					
5.	I am afraid others will not approve of me.					
6.	I am afraid that people will find fault with me.					
8.	When I am talking to someone, I worry about what they may be thinking about me.					
9.	I am usually worried about what kind of impression I make.					
11.	Sometimes I think I am too concerned with what other people think of me.					
12.	I often worry that I will say or do the wrong things.					

Description : 1 = Not at all characteristic of me

2 = Slightly characteristic of me

3 = Moderately characteristic of me

4 = Very characteristic of me

5 = Extremely characteristic of me

b. Closed-ended Questionnaires

The second questionnaire was a closed questionnaire, this questionnaire was used to answer the third statement of the problem, to explore the kind of strategies used by the students to overcome fear of negative evaluation in speaking performance. The questions from this questionnaire had been adapted to the types of learning strategies developed by Oxford, because this questionnaire was standardized by experts, the researcher did not validate it again.

Table 3.3 Questionnaires for of Types of Direct Learning Strategies

Direct Strategies					
No	Kind of Strategy	Strategy Use		Yes	No
1.	Memory strategies	Creating mental linkages (Grouping, associating/elaborating, put new words into context)			

		Applying images and sounds (Using imagery, semantic mapping, using keywords, representing sounds in memory)		
		Reviewing well (Structured reviewing)		
		Employing action (Using physical response or sensation, using mechanical techniques)		
2.	Cognitive strategies	Practicing (Repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically)		
		Send and receive messages (Getting the idea quickly, using resources for receiving and sending messages)		
		Analyzing and reasoning (Reasoning deductively, Analysing expressions, analysing contrastively, translating, transferring)		
		Creating structure for input and output (Taking notes, summarizing, highlighting)		
3.	Compensation Strategies	Guessing Intelligently (Using linguistic clues to guess meaning, using other clues)		
		Overcoming limitations in speaking and writing (Switching to the mother tongue, getting help, using mime or gesture, using a circumlocution or synonym)		

Table 3.4 Questionnaires for of Types of Indirect Learning Strategies

Indirect Strategies				
No	Kind of Strategy	Strategy Use	Yes	No
4.	Metacognitive strategies	Centering your learning (Overviewing and linking new information with already known material, paying attention, delaying speech production to focus on listening)		
		Arranging and planning your learning (Finding out about language learning, organizing, planning for a language task, seeking practice opportunities)		
		Evaluating your learning (Self-monitoring, self-evaluating)		
5.	Affective strategies	Lowering your anxiety (Using progressive relaxation, deep breathing, or meditation, using music, using laughter)		
		Encouraging yourself (Making positive statements, Taking risks wisely, rewarding yourself)		
		Taking your emotional temperature (Listening to your body, using a checklist, writing a language learning diary, discussing your feelings with someone else)		
6.	Social strategies	Asking questions (Asking for clarification or verification, asking for correction)		

		Cooperating with others (Cooperating with peers, cooperating with proficient users of the new language)		
		Empathising with others (Developing cultural understanding, becoming aware of others' thoughts and feelings)		

3. Interview

An interview is a technique for collecting data through communication with an informant. This is done directly or indirectly through oral dialogue. Interviews are used to collect data from people about their opinions, beliefs, and feelings about situations. The interview technique used in this study is an in-depth interview. This means that researcher ask detailed questions that relate to the focus of the problem. The researcher conducted interviews with the students.

There were two interview points in this study, the first for supporting data for the first problem formulation, the interview instrument was as follows:

Table 3.5 Students' Fear of Negative Evaluation

Research Question	Objective	Questions
How are the students' fear of negative evaluation in speaking performance	To find out the reason of the students feel fear of negative evaluation	<ol style="list-style-type: none"> 1. When you have a feeling of fear of being evaluated negatively and the teacher asks you to do a speaking performance, how do you feel? 2. What makes you feel nervous? 3. What are you embarrassed about? 4. What causes you to make grammar mistakes when speaking English? 5. Why do you show different facial expressions when experiencing fear of negative evaluation?

The second interview in this study were used as supporting data for the second statement of the problem.

Table 3.6 Factors Causing Fear of Negative Evaluation

Research Question	Objective	Questions
What are the factors causing fear of negative evaluation in speaking performance at SMK PGRI 2 Ponorogo?	To find out the factors causing fear of negative evaluation in speaking performance.	<ol style="list-style-type: none"> 1. What make you worry about what other people will think of you even when you know it doesn't make any difference? 2. What shortcomings are you afraid of being noticed by others? 3. What makes you afraid others will not approve of you? 4. What fault make you afraid that others will find out? 5. What makes you worry about what they think of you? 6. What kind of impression makes you worried about what other people think of you? 7. What causes you to care too much about what other people think of you? 8. What wrong things make you worry when speaking?

F. Data Analysis Technique

According to Miles and Huberman, data reduction, data display, and conclusion drawing or verification are the three analysis technique.⁵²

1. Data Reduction

The process of choosing, aligning, condensing, abstracting, and changing the information that is presented in written notes or transcripts is known as data reduction. After the fieldwork is finished, the data reduction or transformation process continues until the full report is ready. the researcher got information from the students through doing observation, filling questionnaire and answering the questions in an interview session. After doing all the process, the researcher got sufficient data. The data was chosen and aligned to the information that had the same category to make it easier when condensing and abstracting

⁵² Matthew B. Miles dan A. M. Huberman, *Qualitative data analysis: an expanded sourcebook*, 2nd ed (Thousand Oaks: Sage Publications, 1994).

process to get the final answer. After getting the final answer, the researcher could transform the data into written notes or transcript that became data source and proof of the research.

2. Data Display

In general, it is condensed set of data that makes it possible to draw conclusions. Displays helped the researcher to understand what was going on and then analyze it, or acted on that understanding. The researcher displayed the data by displaying the important data in a simple way, it was aimed to make the researcher understand when drawing conclusion to get the research's results.

3. Conclusion and Verification

For qualitative research, conclusion and validation constitute the final analysis. After presenting the data, which was also a series of data analyses, the next step was to draw conclusions or verify the data. Researcher made conclusions from this implication. The conclusion was the answer to the formulated research problems.

G. Data Validation

Researcher did observations, the observation points used by researcher had been validated by experts, so researcher did not conduct validity tests anymore. An open questionnaire was used in this study and validated by many researchers. The FNE scale was used to measure the factors that caused fear of negative evaluation of EFL students. This questionnaire had been validated by an expert, namely Leary, so the researcher does not validate it anymore. This shows its high reliability and validity. To build "trust" in a study or to verify the accuracy of data, findings, and interpretations, researcher conduct in-depth interviews with students. The interview question instrument had been validated by the lecturer and English teacher at the place where the researcher conducted the research, and was suitable for use. Interview data were transcribed manually without changes to avoid bias in interpreting the data later. Researcher gave freedom to students to tell their point of view. The researcher also checked the members to ensure that the data findings were correct.

H. Research Procedure

First, the researcher observed the how students were being taught and upsetting classroom circumstances that might provoke students to be fear of negative evaluation in speaking. Observations were made on September 5, 2022.

Second, the researcher made a second observation on 20 September, 2022. The researcher observed their speaking performance in front of the class when learning English.

Third, the researcher made a second observation on February 6, 2023 using an observation checklist related to a phenomenon that occurred in class X Welding Engineering (TPL), namely fear of negative evaluation in speaking performance. The researcher made observations for the fourth time on February 7, 2023 using an observation checklist to observe more deeply the phenomena that occur in that class.

On February 8, 2023 the researcher distributed questionnaires in the class. There were two questionnaires distributed by the researcher, namely a questionnaire to find out the factors causing fear of negative evaluation in speaking and a questionnaire to find out strategies to overcome fear of negative evaluation. On the same day, the researcher conducted in-depth interviews with X Welding Engineering (TPL) students.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is a findings and discussion, it contains (1) a brief summary of the profile of SMK PGRI 2 Ponorogo, where this study was carried out, (2) the findings of observations, questionnaires, and interviews about X Welding Engineering (TPL) students' fear of negative evaluation, and (3) a research discussion.

A. General Data

The general data describes a general description of the school which includes history, vision, mission, objectives, profile, the Organization Structure, teachers, staff, students, and infrastructure.

1. History of SMK PGRI 2 Ponorogo

SMK PGRI 2 Ponorogo was founded in 1984 by Mr. H.S. Pirngadi, B.A, which was previously known as STM PGRI Ponorogo and took place at SD Keniten 1 and SD Keniten 2 which were used to study theory, while for practice it was carried out at ST Negeri Ponorogo (SMPN 5 Ponorogo). At its inception, this private school opened 3 Expertise Programs namely Mechanical Engineering, Electrical Engineering, and Building Engineering. In 1987 STERIDAPO carried out Accreditation with the "Recognized" level. In 1990 the school location was moved from SD Keniten to ST Negeri Ponorogo, then moved again to its own land which was built in Kertosari Village, Babadan, Ponorogo, to be precise south of the Buana Snow Ice Factory. In 1991/1992 the School opened an Automotive major and accepted 5 classes. In 1992, he received funding from the Nurtanio Aircraft Industry (IPTN), which is now known as PT. Indonesian Aerospace, which at that time was led by President B.J. Habibie. In 2000/2001 it changed its name to SMK PGRI Ponorogo and was accredited with "Equalized" status. In 2002, he received practical equipment assistance from Austria with a nominal value of 2.4 billion Rupiah. In 2005 got volunteer teaching staff from Korea. In 2006/2007, he received

Accreditation A. In 2011/2012 it was recognized as an International Standard School by the International Accreditation Body, namely TUV Nord Indonesia.⁵³

2. Vision, Mission and Objectives of SMK PGRI 2 Ponorogo

The vision, mission and objectives of SMK PGRI 2 Ponorogo are as follows:⁵⁴

a. Vision

“Faithful and devoted to God Almighty, intelligent, skilled, competent, professional, superior character and environmentally cultured.”

b. Mission

Preparing Graduates:

- 1) Faith and piety to God Almighty.
- 2) Able to keep abreast of current and future developments in science and technology.
- 3) Able to master the competencies according to the package of expertise.
- 4) Competency certified and professional certified.
- 5) Physically and mentally healthy, highly disciplined and have noble character.
- 6) Ready to be competent and choose a career to develop yourself.
- 7) Able to fill the needs of the business / industrial world in the present and the future.
- 8) Having the carrying capacity to preserve nature through preservation and prevention of environmental damage.

c. Objectives

- 1) To produce graduates who have faith and piety to God Almighty.
- 2) Producing graduates who are able to keep up with current and future developments in science and technology.
- 3) Producing graduates who are able to master competencies according to the expertise package.
- 4) Producing graduates with competence certificates and professional certificates.

⁵³ <https://smkpgri2ponorogo.sch.id/sejarah/> (Accessed 12 February 2023, 11:12)

⁵⁴ <https://smkpgri2ponorogo.sch.id/sejarah/> (Accessed 12 February 2023, 11:12)

- 5) Producing graduates who are physically and spiritually, highly disciplined and have noble character.
- 6) Producing graduates who are ready to compete and choose careers to develop themselves.
- 7) Producing graduates who are able to fill the needs of the business/industrial world in the present and in the future.
- 8) Producing graduates who have the carrying capacity to preserve nature through conservation and prevention of environmental damage.

3. Profile of SMK PGRI 2 Ponorogo

School Name : SMK PGRI 2 Ponorogo

Address : JL. SOEKARNO HATTA, Kertosari, Kec. Babadan, Kab. Ponorogo Province.

East Java

Status : Private

NPSN : 20510106

Decree of Establishment : 678/32.U/1988

Operational Permit SK : 421.5 / 4204 / 405.08 / 2016

Telephone Number : (0352) 461821

Curriculum: K13 Revision 2018

Accreditation : A

Implementation: Full Day / 5h

Postal Code : 63491

Land Area : 13,505 m²

Electrical Power: 42,000 W

Major / Competency Expertise :

Light Vehicle Engineering (TKR)

Computer and Network Engineering (TKJ)

Motorcycle Engineering and Business (TBSM)

Machining Engineering (TPM)

Heavy Equipment Engineering (TAB)

Multimedia (MM)

Software Engineering (RPL)

Automotive Body Repair Technique (TPBO)

Welding Engineering (TPL)⁵⁵

4. The Organization Structure of SMK PGRI 2 Ponorogo

- a. School Quality Assurance Consultant : H.S. Pirngadi, BA
- b. Headmaster : Syamhudi Arifin, SE., MM
- c. Head of Administration : Wahyu Setiono, S.Kom
- d. Co. Curriculum : Andy Dwi Restyawan, S.T
- e. Co. Students : Edy Priono, S.Pd
- f. Co. Infrastructure : Sutikno, S.T⁵⁶

5. Teachers and Staff of SMK PGRI 2 Ponorogo

The presence of teachers in the educational environment is very important. They are the component of learning activities. Teaching students in school is the main job of teachers. Teachers also act as facilitators, motivators, and mentors to their students in the classroom. There are 152 teachers in this school.⁵⁷

6. Students of SMK PGRI 2 Ponorogo

The total number of students in SMK PGRI 2 Ponorogo in academic year 2022/2023 are 2.520 both male and female students. There are 906 students in tenth grade, 675 students in eleventh grade and 939 students in twelveth grade.⁵⁸

⁵⁵ <https://smkpgri2ponorogo.sch.id/sejarah/> (Accessed 12 February 2023, 11:12)

⁵⁶ See the appendix: 01/D/2023 documentation transcript

⁵⁷ See the appendix: 02/D/2023 documentation transcript

⁵⁸ See the appendix: 03/D/2023 documentation transcript

7. Infrastructure of SMK PGRI 2 Ponorogo

Every educational institution must have facilities to support learning activities. This institution has facilities which include: Cupboards, Trash Cans, Wall Clocks, Bookcases, Leadership Chairs, Leadership Tables, Guest Chairs and Tables, Blackboards, and so on. All educational institutions must have an educational infrastructure, and SMK PGRI 2 PONOROGO is no exception. In this institution, educational infrastructure includes, School facility SMK PGRI 2 Ponorogo has facilities to support learning facilities including theoretical, practical and laboratory buildings as well as other supports such as libraries and places of worship. The status of the land owned is property rights. The land area is approximately 13,505 m².⁵⁹

B. Specific Data

This section is a presentation of data obtained by researcher through observation, questionnaires, and interviews.

1. Students' Fear of Negative Evaluation in Speaking Performance

Speaking performance was a form of English language practice carried out by students. In speaking performance, there were obstacles faced by students, namely students experience fear of negative evaluation. To investigate the students' fear of negative evaluation in speaking performance, the researcher observed English learning activities in class X Welding Engineering (TPL). The data was obtained through observation and an interview.

The researcher made an initial observation on September 5, 2022, made a second observation on September 20, 2022. The third observation was on February 6, 2023, and the fourth observation on February 7, 2023. The researcher observed students' English speaking activities, especially in their English dialogue performances in front of the class. Researcher observed important points according to the characteristics of students who experienced fear

⁵⁹ See the appendix: 04/D/2023 documentation transcript

of negative evaluation, researcher used an observations checklist in this study. In observations made by the researcher, students experienced nervousness, felt embarrassed, made grammatical mistakes, and used facial expressions. The researcher observed and wrote down the activities during the speaking performance. The following was the results of the observations checklist:

Table 4.1 Result of Observation Checklist

Indicator				
Student	Nervousness	Feeling Embarrassed	Making Grammar Mistakes	Using Face Expression
AHS	√	√	√	√
AR	√	√	√	√
ABS	√	√	√	√
ADA	√	√	√	√
AKF	√	√	√	√
AFAP	√	√	√	
BP	√		√	√
BDCG	√	√	√	√
CF	√		√	√
DLBD	√	√	√	
DAP	√		√	√
FNF	√		√	√
FSSA	√	√		√
FDP	√		√	
FS	√	√		√
FES	√		√	√
GBPW	√	√		
IEM	√	√	√	√
IAS	√		√	√
IMP	√	√	√	√
MNAP	√	√		√
MN	√	√	√	√
NBEM	√		√	√

NFM	√	√	√	√
RSAB	√	√	√	√
RH	√	√	√	√
RAS	√	√	√	√
SA	√	√	√	√

From observations made by the researcher, it appeared that students were nervous when the teacher asked them to perform speaking in front of the class, this was proven by some students who tried to avoid performing speaking performances, and it could also be seen from their attitude, for example, feeling nervous during speaking performances, some students also stuttered in conveying their speaking points, and they also looked uncomfortable because they were the center of attention. Students felt embarrassed when they made speech appearances, it was proven that students did not dare to pay attention to their other classmates, students tended to be silent and passive because they were afraid of making mistakes, these students also acted in a lack of confidence such as fear of being negatively evaluated by their friends, some students also lowered their voice during the speaking performance. Students made grammar mistakes because of their could not control of fear of negative evaluation, which made them less focused on what they wanted to convey, the result was that they were confused and made mistakes in English grammar during their speaking performances. Students also used facial expressions when speaking, as evidenced by the look on their faces that could not control stage fright.

From the results of interviews conducted by the researcher, show that there were similarities between what the researcher observed and their feelings during the fear of negative evaluation in speaking performance. The following were the results of interviews obtained from students:

a. Nervousness

The first question, the researcher asked whether the students felt nervous, and the students' answers were as follows, as expressed by AHS:

He has not mastered English well, he admits that he feels nervous during speaking performances. He feels the lack of preparation make him afraid of being laughed at by his friends.⁶⁰

Lack of preparation and not mastering English was the same reason expressed by

AKF student:

He feels unprepared or lacked practice so he didn't believe in his abilities, he realizes that his English skills are still lacking, so he needs longer practice, besides that he was nervous if he is the center of attention by his friends.⁶¹

Dislike being the center of attention by other people, and the longer training process was the same reason given by BDCG:

He afraid of being evaluated negatively during speaking performance. What make him feels nervous He doesn't like to be noticed by many people, he realizes that his English is not that good, so it takes longer to practice compared to other friends.⁶²

From the student's statement, it could be concluded that students felt nervous because they felt that their English proficiency was still low. In addition, the lack of preparation also made them feel nervous because they felt they did not master the material well, they needed more practice or preparation time than other students, they did not really like being the center of attention of their friends so that it made them nervous.

b. Feeling Embarrassed

The second question was that the researcher asked the students how they felt when they were fear of negative evaluations, did they feeling embarrassed and what caused it, according to the BDCG expressed as follows:

He feels embarrassed if his friends laugh at him when he makes a mistake in a speaking performance.⁶³

This was in accordance with IEM the reason for feeling embarrassed during a speaking performance:

He feels embarrassed if he makes mistakes in pronunciation or grammar during speaking performances, he is embarrassed if his friends laugh at him.⁶⁴

In line with RH's reasons, as follows:

⁶⁰ See the appendix: 01/W/08-2/2023 interview transcript.

⁶¹ See the appendix: 05/W/08-2/2023 interview transcript.

⁶² See the appendix: 08/W/08-2/2023 interview transcript.

⁶³ See the appendix: 08/W/08-2/2023 interview transcript.

⁶⁴ See the appendix: 04/W/08-2/2023 interview transcript.

He feels embarrassed if his friends realize that he made a mistake in speaking performance whether it's a mistake in grammar or pronunciation, he is afraid of being laughed at by his friends, he embarrassed if create a bad impression.⁶⁵

From these student statements it could be concluded that students felt embarrassed because they were fear of making mistakes during speaking performance, such as pronunciation or grammar mistakes, so they were embarrassed if their classmates laughed at them and embarrassed if they created a bad impression.

c. Making Grammar Mistakes

The third question, the researcher asked the students whether they realized if they made mistakes in grammar when they felt afraid of negative evaluations in speaking performance, and what were the reasons. According to AR:

He feels that his English proficiency is still low, so he is confused in compiling good and correct English grammar.⁶⁶

This was in line with the reasons stated by BDCG:

He feels that his ability is still low, his mind is less focused on the topic that will be conveyed because he is burdened with thoughts of fear of being laughed at by friends.⁶⁷

Lack of focus was also the same cause for IMP:

He feels burdened in his own thinking that my friends will laugh at him if he makes a mistake, so that it makes him less focused, besides that he also doesn't really master English grammar patterns.⁶⁸

From the interview results obtained, it could be concluded that making grammar mistakes really happened and was experienced by students. The reason was because they did not focus because they could not control their own thoughts which had feelings of fear of being negatively evaluated by their friends, besides that they felt they were not proficient in English so they were confused in preparing good and correct grammar.

d. Using Face Expression

The fourth question was why do students use face expressions during fear of negative evaluations, according to the NFM as follows:

⁶⁵ See the appendix: 07/W/08-2/2023 interview transcript.

⁶⁶ See the appendix: 02/W/08-2/2023 interview transcript.

⁶⁷ See the appendix: 08/W/08-2/2023 interview transcript.

⁶⁸ See the appendix: 06/W/08-2/2023 interview transcript.

He gives a different facial expression because he can't control his stage fright, he looks confused and scared.⁶⁹

Unable to control stage fright was also expressed by ABS:

He notices that he often looks flustered in front of the class when he speaks English because He can't control his stage fright.⁷⁰

The same thing was expressed by AHS that not being able to control stage fright was the reason for him:

He realizes that sometimes his expression changes can't be controlled, he covers up those feelings by pretending to laugh or he can even look very confused, that's because he can't recognize stage fright.⁷¹

According to NFM, he can't control stage fright, felt nervous and confused as the reason he used face expressions:

His expressions are different because he can't control stage fright. If he feels afraid of being evaluated negatively, his expression will change slightly to look confused and scared.⁷²

According to RSAB, as follows:

He can't control the fear of being negatively evaluated by his peers, so his expression changes.⁷³

Using face expression could be concluded that, students admitted that they did feel confused, embarrassed, and unable to control their stage fright, so their facial expressions changed, for example, to laugh, in fact, this was intended to cover up their fear of negative evaluations.

From the results of the interview above, it could be concluded that students experienced nervousness, embarrassment, and made mistakes in grammar because they had not mastered English, they were aware that their abilities were still low, and they were afraid of being judged negatively by their friends, such as being laughed at and ridiculed. Because their minds were affected by the fear of negative evaluation, they do not focus on what they were saying and, as a result, made grammar mistakes. They also

⁶⁹ See the appendix: 09/W/08-2/2023 interview transcript.

⁷⁰ See the appendix: 03/W/08-2/2023 interview transcript.

⁷¹ See the appendix: 01/W/08-2/2023 interview transcript.

⁷² See the appendix: 09/W/08-2/2023 interview transcript.

⁷³ See the appendix: 10/W/08-2/2023 interview transcript.

showed different facial expressions because they couldn't control their stage fright and were confused.

2. Factors Causing Fear of Negative Evaluation in Speaking Performance

Data was collected through questionnaires and interviews with students. The researcher distributed questionnaires and conducted interviews on the same day, on February 8, 2023. It aimed to find out the factors causing fear of negative evaluation in speaking performance. The results of the questionnaire were factors causing students fear of negative evaluations. The researcher distributed questionnaires and calculated the total and average number of results from the questionnaire. As follows:

Table 4.2 Result of Factors Causing Fear of Negative Evaluation

No.	Statements	Total	Mean
1.	I worry about what other people will think of me even when I know it doesn't make any difference.	77	2,75
3.	I am frequently afraid of other people noticing my shortcomings.	83	2,96
5.	I am afraid others will not approve of me.	85	3,03
6.	I am afraid that people will find fault with me.	78	2,78
8.	When I am talking to someone, I worry about what they may be thinking about me.	84	3,00
9.	I am usually worried about what kind of impression I make.	83	2,96
11.	Sometimes I think I am too concerned with what other people think of me.	78	2,78
12.	I often worry that I will say or do the wrong things.	91	3,25

From the results of the questionnaire, the factors most frequently chosen by students were, they were worry that they would say or did the wrong things.

Based on the results of the questionnaire containing the factors that caused fear of negative evaluation in speaking performance, to support the data from the questionnaire the researcher conducted interviews with the students to ask their reasons for what caused them to have this fear of negative evaluation factor. The following was the result of the interview conducted by the researcher:

According to AHS, he revealed the reasons for these factors as follows:

He feels that lack of practice makes him worry about what other people think of him, he feels lacking in vocabulary so he is afraid of being noticed by others, he is also afraid of being judged by his friends, he is afraid of creating an impression who are bad at speaking English in front of the class, fear of making pronunciation mistakes, and grammatical errors are one of the reasons for fear of being evaluated negatively.⁷⁴

This was in line with IEM's statement, he was afraid of making grammatical errors, pronunciation, and lack of vocabulary:

He lacks of confidence in his abilities and lacks practice so he cares too much about what other people think of him, besides that he is also lacking in English vocabulary, afraid of making mistakes in pronunciation and grammar.⁷⁵

The same statement was also expressed by the AR, he felt a lack of practice and lack of preparation, causing him to have feelings of fear and negative evaluation. According to him as follows:

He was worried about what other people think of him, he admitted that he has thought like that because he feels a lack of practice, he feels he is not good at English pronunciation so he is afraid of being noticed by other people, he is afraid of being judged by other people when other people disagree with his words, he is afraid of making mistakes in pronunciation and grammar is afraid of being laughed at by others.⁷⁶

According to AKF as follows:

He is afraid that if what is conveyed is not in accordance with the specified topic, he feels lacking in vocabulary and lacks confidence in the abilities he has.⁷⁷

This was in accordance with the statement of RSAB, according to him a lack of practice and a lack of mastery of grammar were the reasons for having a feeling of fear of negative evaluation. According to the him as follows:

He is afraid of being judged by his friends when he speaks English, because his lack of preparation makes him worry about what other people will think of him, he feels he is not good at English pronunciation so that makes him afraid Being noticed by other people, he is afraid of creating a bad impression due to lack of practice, and he is also afraid of making mistakes in pronunciation, vocabulary, and grammar when speaking English in front of the class.⁷⁸

According to IMP, the reasons for having a fear of negative evaluation factor were as follows:

He feels that he lack of practice, which made him not confident in his abilities, he feels that he lack of vocabulary, and he is afraid of making pronunciation and grammatical mistakes which cause him to be laugh at by his friends.⁷⁹

⁷⁴ See the appendix: 01/W/08-2/2023 interview transcript.

⁷⁵ See the appendix: 04/W/08-2/2023 interview transcript.

⁷⁶ See the appendix: 02/W/08-2/2023 interview transcript.

⁷⁷ See the appendix: 05/W/08-2/2023 interview transcript.

⁷⁸ See the appendix: 10/W/08-2/2023 interview transcript.

⁷⁹ See the appendix: 06/W/08-2/2023 interview transcript.

Vocabulary deficiencies were indeed one of the reasons students have a fear of negative evaluations like ABS statement:

He is afraid of being judged by his friends because lack of practice, he is worried about what other people think of him, he feels that he lacks English vocabulary so he is afraid of being noticed by other people, lack of practice and preparation make him worry about creating bad impression when speaking in front of the class, he is afraid of making mistakes in pronunciation, grammar, and vocabulary.⁸⁰

According to BDCG, he also had the same reasons as the other students, such as lack of practice, and not mastering pronunciation, grammar, and vocab in English. According to the him as follows:

He is afraid of being judged by other people and worried about what other people will think of him, because he was not confident with the preparation he has, he feels that he does not understand grammar well. He is afraid of making a bad impression due to lack of preparation and practice, he is afraid of making mistakes in English pronunciation, vocabulary and grammar.⁸¹

According to RH, his reasons are as follows:

He feels a lack of practice, afraid of being laughed at and evaluated if the topics present are not appropriate to the discussion.⁸²

According to NFM, as the last student who conveyed his reasons, he had the following factors causing fear of negative evaluation:

He feels a lack of practice so he is afraid of creating a bad impression besides that he is also afraid of making pronunciation and grammatical mistakes that would cause him to be evaluated or laughed at by his friends.⁸³

From the interview results, it could be concluded that the reason students had factors that caused fear of negative evaluation in speaking performance was because they were feeling of lack of practice, lack of preparation, lack of vocabulary, fear of being judged by others, They were afraid that the topics they discussed would deviate from what had been determined, they were afraid of creating a bad impression and having problems with pronunciation and grammatical errors.

⁸⁰ See the appendix: 03/W/08-2/2023 interview transcript.

⁸¹ See the appendix: 08/W/08-2/2023 interview transcript.

⁸² See the appendix: 07/W/08-2/2023 interview transcript.

⁸³ See the appendix: 09/W/08-2/2023 interview transcript.

3. Strategies Used by the Students to Overcome Fear of Negative Evaluation in Speaking Performance

Fear of negative evaluation made students less optimal in speaking English, they already known what factors caused fear of negative evaluation and the reasons, so a strategy was needed to overcome this, each student had a different strategy, the researcher used a questionnaire. Researcher distributed questionnaires on February 8, 2023. It aimed To explore the kind of strategies used by the students to overcome fear of negative evaluation in speaking performance.

From the results of the questionnaire there were direct strategies, namely Memory strategies, from the memory strategy reviewing well (structured reviewing) was a strategy that many students chose to overcome the fear of negative evaluation, namely memorizing by repeating words so that they were easier to memorize. Cognitive strategies, of this strategy analyzing and reasoning (Reasoning deductively analysing expressions, analyzing contrastively, translating, transferring) was the strategy that most students chose, namely the strategy of understanding the material or discussing it by analyzing the text, then translating it into Indonesian and then practicing it using English. Compensation strategies, from this strategy, overcoming limitations in speaking and writing was the strategy chosen by most students in this class, namely by way of overcoming the limitations of English students usually switched to their mother tongue for words that were not yet known by English, asked friends/teachers about these words, understood the meaning of words spoken by other people through expressions/gestures, using synonyms for words that were not yet known.

Indirect strategies, namely metacognitive strategies, From this strategy, most students chose centering your learning to overcome the fear of negative evaluation, namely by selecting the focus and reducing conversations with other people to understand the intent of the material. Affective strategies, From this strategy students chose to lower their anxiety by taking deep breaths, calming themselves through music or something else. The last strategy

was social strategy the students asked friends or teachers to evaluate their speaking skills before coming to the front of the class were strategies implemented by students in overcoming fear of negative evaluations in speaking performance. Following were the results of the direct and indirect strategy tables:

Table 4.3 Result of Direct Learning Strategies

Direct Strategies				
No	Kind of Strategy	Strategy Use	Yes	No
1.	Memory strategies	Creating mental linkages (Grouping, associating/elaborating, put new words into context)		
		Applying images and sounds (Using imagery, semantic mapping, using keywords, representing sounds in memory)		
		Reviewing well (Structured reviewing)	√	
		Employing action (Using physical response or sensation, using mechanical techniques)		
2.	Cognitive strategies	Practicing (Repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically)		
		Send and receive messages (Getting the idea quickly, using resources for receiving and sending messages)		
		Analyzing and reasoning (Reasoning deductively, Analysing expressions, analysing contrastively, translating, transferring)	√	
		Creating structure for input and output (Taking notes, summarizing, highlighting)		
3.	Compensation Strategies	Guessing Intelligently (Using linguistic clues to guess meaning, using other clues)		
		Overcoming limitations in speaking and writing (Switching to the mother tongue, getting help, using mime or gesture, using a circumlocution or synonym)	√	

Table 4.4 Result of Indirect Learning Strategies

Indirect Strategies				
No	Kind of Strategy	Strategy Use	Yes	No
4.	Metacognitive strategies	Centering your learning (Overviewing and linking new information with already known material, paying attention, delaying speech production to focus on listening)	√	
		Arranging and planning your learning (Finding out about language learning, organizing, planning for a		

		language task, seeking practice opportunities)		
		Evaluating your learning (Self-monitoring, self-evaluating)		
5.	Affective strategies	Lowering your anxiety (Using progressive relaxation, deep breathing, or meditation, using music, using laughter)	√	
		Encouraging yourself (Making positive statements Taking risks wisely, rewarding yourself)		
		Taking your emotional temperature (Listening to your body, using a checklist, writing a language learning diary, discussing your feelings with someone else)		
6.	Social strategies	Asking questions (Asking for clarification or verification, asking for correction)	√	
		Cooperating with others (Cooperating with peers, cooperating with proficient users of the new language)		
		Empathising with others (Developing cultural understanding, becoming aware of others' thoughts and feelings)		

C. Discussion

The results of the research were discussed according to the findings found by the researcher through observation, questionnaires and interviews.

1. Students' Fear of Negative Evaluation in Speaking Performance

From the results of observations and interviews that had been conducted by researcher with students, the researcher have found a phenomenon where these students experienced fear of negative evaluations in their speaking performances. The researcher observed and recorded the characteristics of each student during the speaking performance, as follows:

a. Nervousness

The first characteristic that students showed was that they felt nervous, this attitude could be seen because when the teacher asked students to do a speaking performance in front of the class, students who tried to avoid performing speaking performances, and it could also be seen from their attitude, for example feeling nervous

during speaking performances, some students also stuttered in conveying their speaking points and they also looked uncomfortable because they were the center of attention. This really happened and was experienced by students as evidenced by the results of interviews with students who stated the reasons they were nervous as follows: students felt nervous because they felt that their English proficiency was still low. In addition, the lack of preparation also made them felt nervous because they felt they did not master the material well. They tried to avoid it and sought reasons not to do it.

From the results of observations and interviews conducted by researcher, this was in line with the theory put forward by Horwitz, he stated that students were nervous when doing a speaking performance because they were afraid they would get a negative evaluation by their peers or the teacher. Usually students tried to avoid when speaking in front of the class was requested or they showed an uneasy attitude. Students felt uncomfortable being in front of the class because they were the center of attention, besides that sometimes they also sounded stuttering when speaking.⁸⁴

b. Feeling Embarrassed

The second characteristic obtained was they felt embarrassed during the speaking performance. It was evidenced by the attitude of the students, they felt embarrassed when they made speech appearances, it was proven that students did not dare to pay attention to their other classmates, students tended to be silent and passive because they were afraid of making mistakes. These students also acted in a lack of confidence such as fear of being negatively evaluated by their friends, some students also lowered their voice during the speaking performance. To support the observation results, the researcher conducted interviews with students, the result of which was that it was true that students felt embarrassed for the following reasons: students felt embarrassed because they were fear of making mistakes during speaking performance, such as pronunciation or grammar

⁸⁴ Elaine K Horwitz, Michael B Horwitz, dan Joann Cope, "Foreign Language Classroom Anxiety,".

mistakes, so they were embarrassed if their classmates laughed at them and embarrassed if they created a bad impression.

From the findings above in accordance with Horwitz's theory, someone who experienced fear of negative judgment usually felt embarrassed to interact and communicate with many people orally, let alone communicate in a foreign language. Students tended to be silent and looked passive rather than speaking in a foreign language that they had not yet mastered, the attitude shown by their students was not daring to look at the other person, lowering their voice for fear of making mistakes when speaking.⁸⁵

c. Making Grammar Mistakes

The findings of the researcher regarding the characteristics of students experiencing fear of negative evaluation, namely, that during speaking performances they often made mistakes in grammar. It really happened and was experienced by students. They did not focus because they could not control their own thoughts which had feelings of fear of being negatively evaluated by their friends. Besides they felt they were not proficient in English so they are confused in preparing good and correct grammar.

Based on the findings above, according to the theory put forward by Horwitz, With a fear of negative evaluations that students had, it would have an impact when performing speaking performances. People who have a negative fear of evaluation will have an impact on their speaking, which is inhibited and lacks confidence. In addition, the lack of mastery of the English language also caused students to make grammatical errors. Students might experience grammatical errors and even wrong pronunciation in a foreign language.⁸⁶

⁸⁵ Elaine K Horwitz, Michael B Horwitz, dan Joann Cope, "Foreign Language Classroom Anxiety,".

⁸⁶ Elaine K Horwitz, Michael B Horwitz, dan Joann Cope, "Foreign Language Classroom Anxiety,".

d. Using Face Expression

The last characteristics of the fear of negative evaluation of student were that they showed different facial expressions before and during speaking performances, such as being unable to control stage fright, being confused, being nervous, and laughing to cover up their fear. From the results of the interviews, students admitted that they did feel confused, embarrassed, and unable to control their stage fright, so their facial expressions changed, for example, to laugh, in fact, this was intended to cover up their fear of negative evaluations.

This is in line with the theory put forward by Horwitz about students who experienced fear of negative evaluation in speaking performance. According to him, students who experienced a fear of negative evaluation could activate motor emotions, such as forming a smile or other facial expressions.⁸⁷

2. Factors Causing Fear of Negative Evaluation in Speaking Performance

Fear of negative evaluation is the emergence of excessive fear of a thing or condition, fear of being insulted or laughed at by others. One of the conditions that raised the fear of negative evaluation was speaking English. According to SMK PGRI 2 Ponorogo students, learning English was one of the most difficult subjects, especially speaking. This made students felt fear of negative evaluation when speaking English in front of the class. Based on the findings, there were several factors that cause class X students of Welding Engineering (TPL) SMK PGRI 2 Ponorogo to feel fear of negative evaluation when speaking English. In the analysis of this study, the researcher used Leary's theory. Leary revealed that there were eight factors that cause fear of negative evaluation related to speaking, including: Worry about what other people would think even when knowing it didn't make any difference, frequently afraid of other people noticing their shortcomings, afraid others would not approve, afraid that people would find fault, worry

⁸⁷ Elaine K Horwitz, Michael B Horwitz, dan Joann Cope, "Foreign Language Classroom Anxiety,".

about what they might be thinking about them, worried about what kind of impression that make, concerned with what other people think of me, would say or did the wrong things.⁸⁸

Some of the causal factors were found by researcher in class X Welding Engineering (TPL) SMK PGRI 2 Ponorogo, as follows:

1. I worry about what other people will think of me even when I know it doesn't make any difference [Salin](#)
28 jawaban

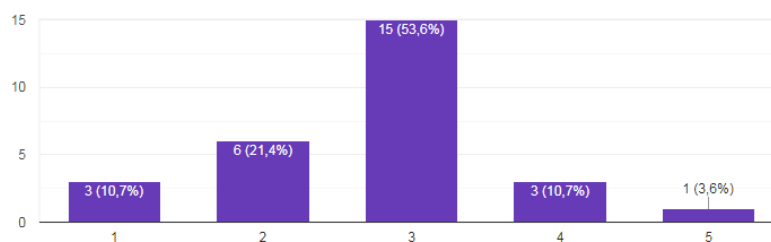


Chart 4.1 FNE Item 1

Chart 4.1 shows that 53.6% is the highest percentage chosen by students. This showed that many students felt anxious about the perceptions given by their friends to them. They worried about what other people would think of them. This condition made students less good at exploring their speaking skills. The reason why students had this factor was because they felt less practice and less preparation.

3. I am frequently afraid of other people noticing my shortcomings [Salin](#)
28 jawaban

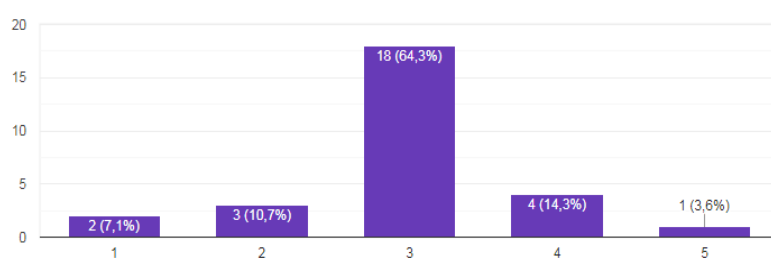


Chart 4.2 FNE Item 3

Chart 4.2 showed the highest percentage, which was 64.3%. This showed that students focused on mistakes when speaking performance in front of the class, they were afraid that their deficiencies would be discovered and noticed by others. This could be caused students

⁸⁸ Leary, "A Brief Version of the Fear of Negative Evaluation Scale," September 1983.

not to believe in their abilities. The reason why students had this factor was because they felt lacking in vocabulary, were afraid of making grammatical and pronunciation mistakes.

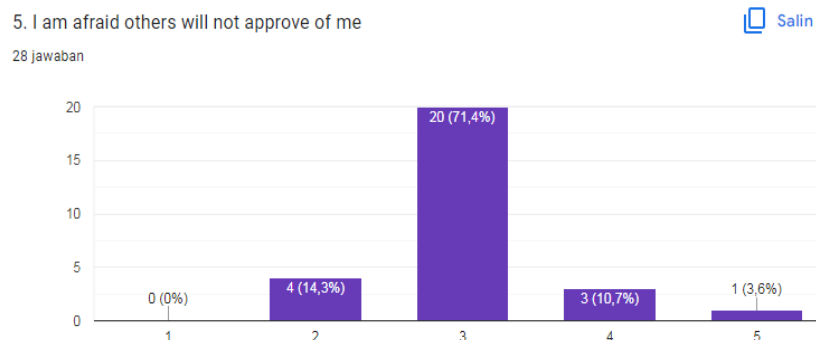


Chart 4.3 FNE Item 5

Chart 4.3 showed the highest percentage, which was 71.4%. This showed that students were afraid of making mistakes during speaking performance. They thought that every word that was said by themselves would be corrected in depth by the teacher and their friends and they did not agree with what students say. The reason why students had this factor was because they were afraid that what was being discussed deviated from the topic discussed, and other people did not understand it.

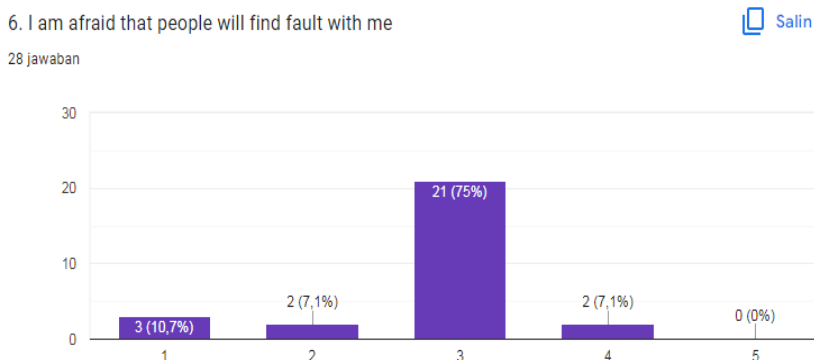


Chart 4.4 FNE Item 6

In chart 4.4 the highest percentage showed 75%, students answered “Moderately characteristic of me”. These results indicate that students were afraid of other people would find fault when speaking English in front of the class. The reason why students had this factor was because they were afraid that other people would find mistakes in pronunciation, grammar, and they felt they lack vocabulary in English.

8. When I am talking to someone, I worry about what they may be thinking about me [Salin](#)
28 jawaban

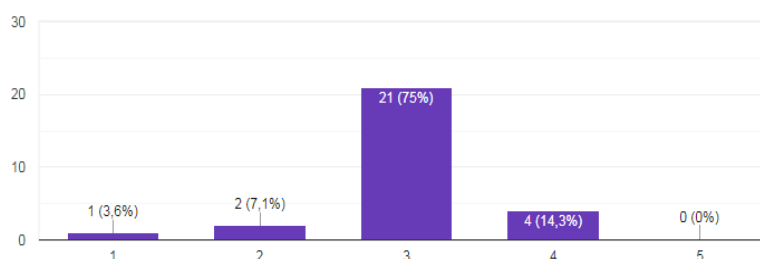


Chart 4.5 FNE Item 8

On chart 4.5 the highest percentage showed 75% students answered “Moderately characteristic of me?”. Students felt worried about what their peers might think of them during speaking performance. The reason why students had this factor was because they were afraid of being ridiculed or laughed at by their friends.

9. I am usually worried about what kind of impression I make [Salin](#)
28 jawaban

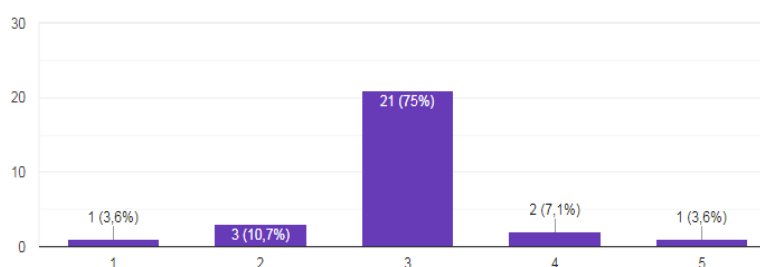


Chart 4.6 FNE Item 9

On chart 4.6 the highest percentage showed 75%. Students felt worried about what kind of impression they would make during a speaking performance. They were afraid of making a bad impression. The reason why students had this factor was because they were afraid of creating a bad impression when speaking.

11. Sometimes I think I am too concerned with what other people think of me [Salin](#)
28 jawaban

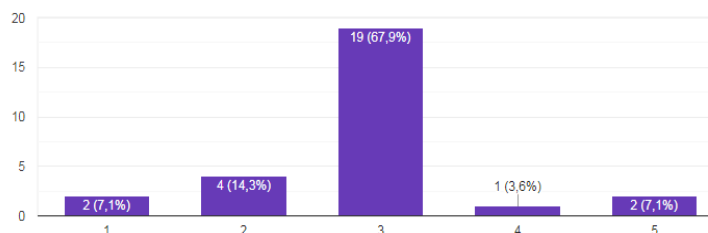


Chart 4.7 FNE Item 11

In chart 4.7 the highest percentage showed 67.9% answering “Moderately characteristic of me” this shows that students were too concerned with what other people thought about them during speaking performance. The reason why students had this factor was because they felt less confident with their own abilities because they felt less prepared too.

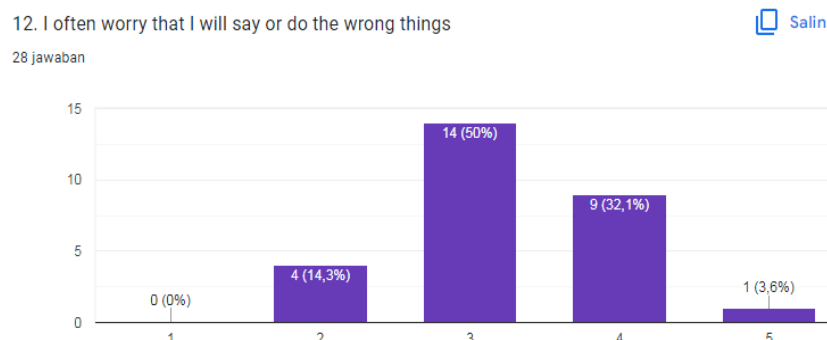


Chart 4.8 FNE Item 12

On Chart 4.8 shows 50% of students had the answer “Moderately characteristic of me”. The reason why students had this factor was because they were afraid to say things that deviated from the subject matter, besides that they were afraid of making pronunciation mistakes, grammar in speaking performance.

3. Strategies Used by The Students to Overcome Fear of Negative Evaluation in Speaking Performance

A strategy was a specific method of dealing with a problem or task, that was used to achieve a specific goal. In dealing with the fear of negative evaluation in speaking performances, each student had their own strategy. There were six strategies that could be used by students to overcome their fear of negative evaluation in speaking performance, from the results of the questionnaire given to students, the results were as follows:

DIRECT STRATEGIES

1. Memory strategies

Salin

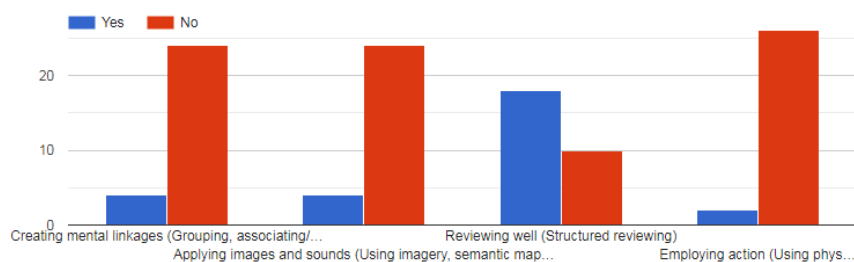


Chart 4.9 Oxford Strategies 1

The first strategy was memory strategies, this strategy was used by students to remember material about speaking, memory strategies were the ones most often used by students, according to Chart 4.9. Reviewing well was the highest result applied by students, namely, remembering the material by one word in English by repeating the word or sentence.

2. Cognitive strategies

Salin

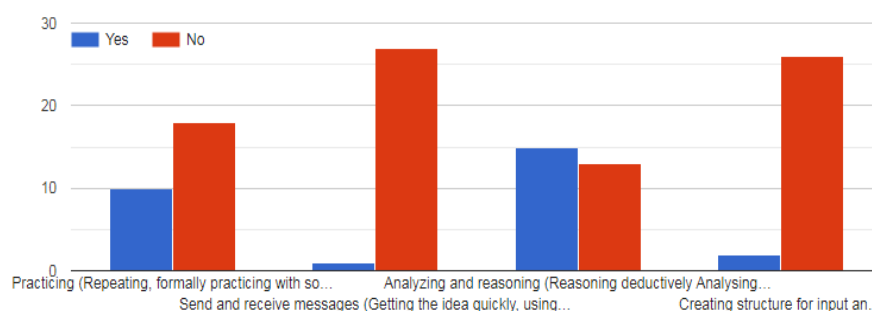


Chart 4.10 Oxford Strategies 2

The second strategy was cognitive strategies, this strategy was used by students to overcome the fear of negative evaluation by preparing, studying, and understanding the material before doing a speaking performance, from chart 4.10 the highest results were analyzing and reasoning, which meant students understand the material they were analyzing. The text was translated into Indonesian and practiced using English.

3. Compensation Strategies

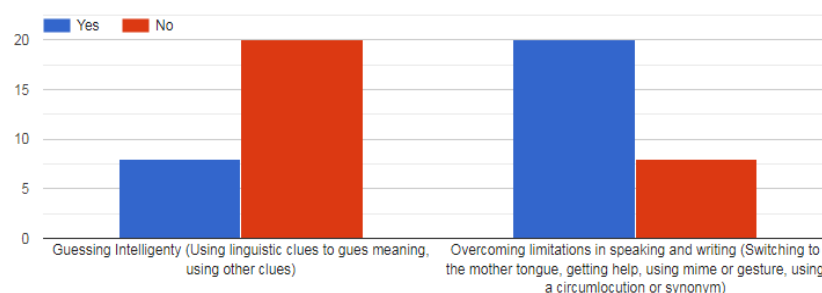


Chart 4.11 Oxford Strategies 3

The third strategy was compensation strategies, namely, trying to use a foreign language more in various situations, which could make them more confident. From chart 4.11, it showed that overcoming limitations in speaking and writing had high results that were chosen by students, meaning that to overcome the limitations of English, students usually switched to their mother tongue for words they did not know in English, asked friends or teachers about these words, understood the meaning of words spoken by other people through expressions or gestures, and use synonyms for words that are not yet known.

INDIRECT STRATEGIES

4. Metacognitive strategies



Chart 4.12 Oxford Strategies 4

The fourth strategy was metacognitive strategies, students evaluated their own learning. According to chart 4.12, students chose centering your learning. Students paid attention/focus on the material being discussed, they preferred to listen and understood the intent of the material and reduced conversations with other people.

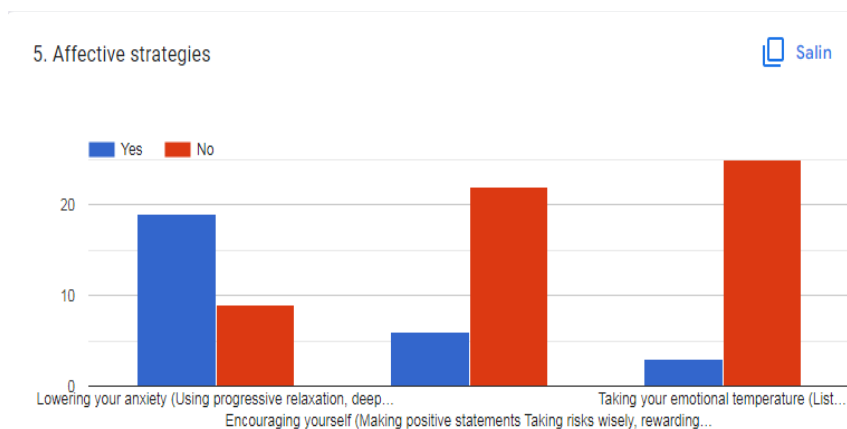


Chart 4.13 Oxford Strategies 5

The fifth strategy was affective strategies, this strategy was useful for controlling students' attitudes and emotions when doing speaking performances. From the results of chart 4.13, students chose lowering anxiety to overcome anxiety or fear when speaking in front of the class. They built a conducive atmosphere within themselves by calming down, meditating, or listening to music to focus more on studying.

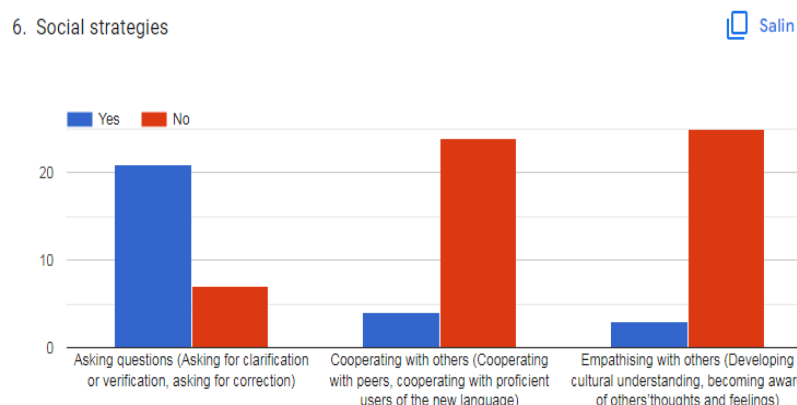


Chart 4.14 Oxford Strategies 6

The sixth strategy was social strategies, students involved other people in this strategy. From the results of chart 4.14, students chose asking questions. Students asked friends or teachers to evaluate their speaking skills before coming to the front of the class.

In this research analysis, the researcher used Oxford theory. Oxford divided language learning strategies into two classes, that were direct and indirect strategies.⁸⁹ Based on the theory used and the findings obtained by researcher, it showed continuity. From the results of the questionnaire above, the strategy used by students of class X Welding Engineering

⁸⁹ Jalo, "Language Learning Strategies."

(TPL), SMK PGRI 2 Ponorogo were memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies.



CHAPTER V

CONCLUSION AND RECOMMENDATION

Chapter V is a conclusion and recommendation. It is also the last chapter in this thesis.

A. Conclusion

Based on the research results that had been processed and the discussion that had been described, it could be concluded that:

1. Students' Fear of Negative Evaluation in Speaking Performance

Class X Welding Engineering (TPL) students experienced characteristics of fear of negative evaluation in speaking performance, namely students experiencing nervousness, feeling embarrassed, making grammar mistakes, and using face expressions.

2. Factors Causing Fear of Negative Evaluation in Speaking Performance

There were eight factors that caused students to fear negative evaluations in speaking performance, such as worry about what other people would think even when knowing it didn't make any difference, frequently afraid of other people noticing their shortcomings, afraid others would not approve, afraid that people would find fault, worry about what they might be thinking about them, worried about what kind of impression that make, concerned with what other people think of me, would say or do the wrong things. These eight factors caused fear of negative evaluation in speaking performance but the most prominent factor chosen by students was they often worry that they would say or did the wrong things. The reason students had factors that caused fear of negative evaluation in speaking performance was because they feeling of lack of practice, lack of preparation, lack of vocabulary, fear of being judged by others and having problems with pronunciation and grammatical errors.

3. Strategies Used by The Students to Overcome Fear of Negative Evaluation in Speaking Performance

From the results of the study, the strategies applied by class X Welding Engineering (TPL) students to overcome fear of negative evaluation in speaking performance were

memory strategies by means of reviewing well, cognitive strategies by means of analyzing and reasoning, compensation strategies by overcoming limitations in speaking and writing, metacognitive strategies by centering your learning, affective strategies by lowering anxiety, and social strategies by asking questions.

B. Recommendation

After getting the results of this study, the researcher would like to provide the following suggestions:

1. For the English Teachers

Fear of negative evaluation often occurred among students learning English, it is important for teachers to know the factors that cause fear of negative evaluation in students and what student strategies have succeeded in overcoming it, so teachers can adjust learning in class.

2. For the English Students

The students must apply appropriate strategies to themselves in order to reduce the fear of negative evaluation and improve their English speaking skills.

3. For the Future Researchers

The results of this study can be a reference for further research and will receive useful information about students' strategies to overcome the fear of negative evaluation in speaking English as a foreign language. It will be more interesting if the future researcher examines in different skills such as listening, reading and writing.

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