

**STUDENTS' ANXIETY IN ENGLISH SPEAKING CLASS AT
THE TENTH GRADE STUDENTS OF MAN 3 MADIUN IN
THE ACADEMIC YEAR OF 2022/2023**

THESIS



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FACULTY OF TARBIYAH AND TEACHER TRAINING
P O N O R O G O
STATE ISLAMIC INSTITUTE OF PONOROGO**

2023

**STUDENTS' ANXIETY IN ENGLISH SPEAKING CLASS AT THE TENTH
GRADE STUDENTS OF MAN 3 MADIUN IN THE ACADEMIC YEAR OF
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THESIS

Presented to State Institution of Ponorogo

in Partial Fulfilment of the Requirement for Degree of *Sarjana*

in English Language Department



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STATE ISLAMIC INSTITUTE OF PONOROGO
2023**


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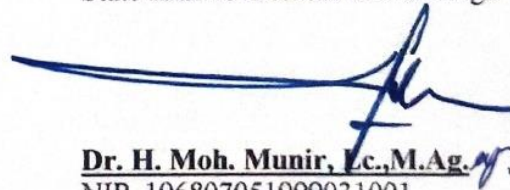
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Date : 13th September 2023

And has been accepted as the requirement for the degree the *Sarjana* pendidikan on:

Day : Monday
Date : 18th September 2023

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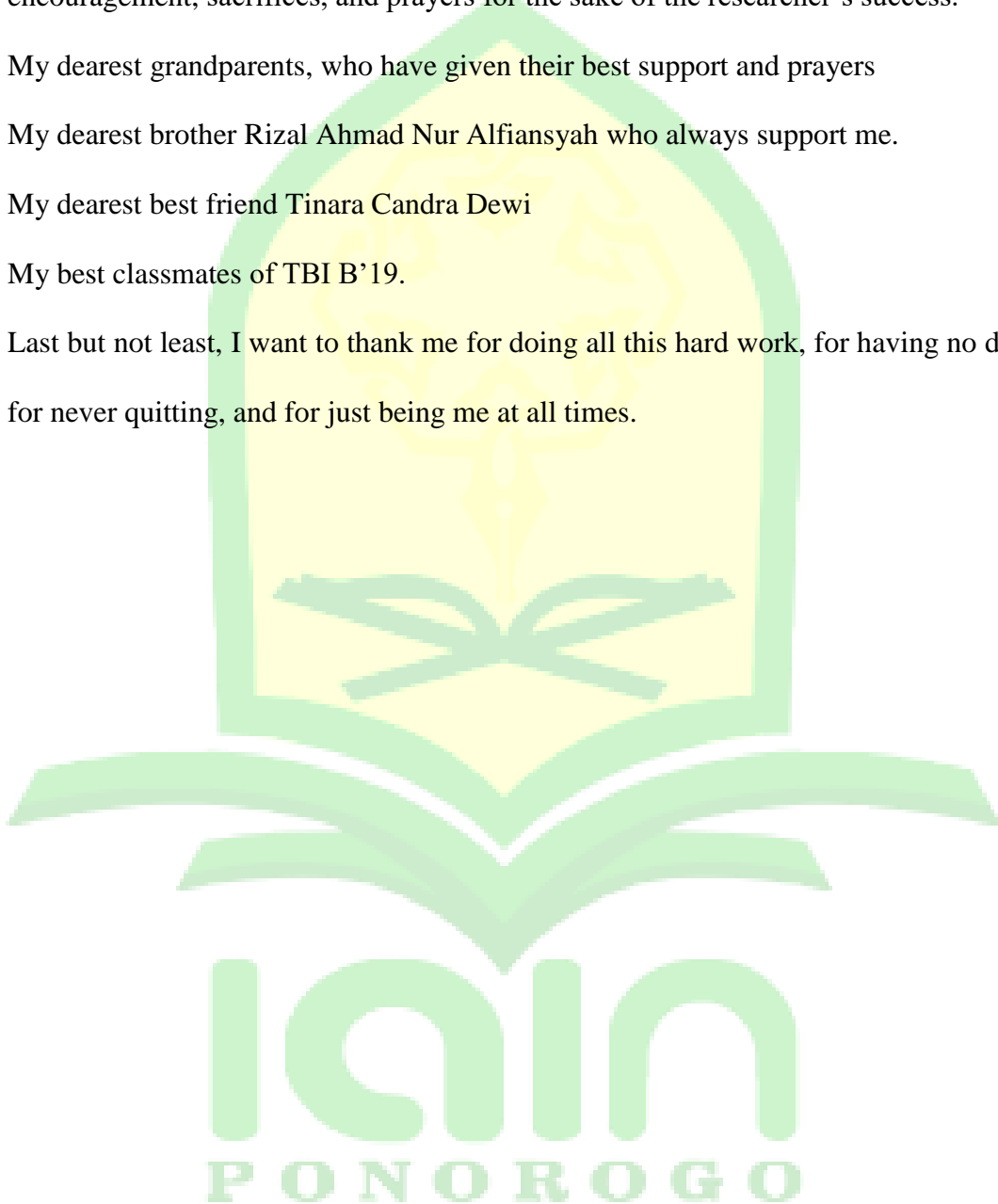
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DEDICATION

With gratitude Alhamdulillah, all sincerity and humility I dedicate this thesis to:

1. My parents, Mr. Supriyadi and Mrs. Ina Rahmawati, for the endless support, encouragement, sacrifices, and prayers for the sake of the researcher's success.
2. My dearest grandparents, who have given their best support and prayers
3. My dearest brother Rizal Ahmad Nur Alfiansyah who always support me.
4. My dearest best friend Tinara Candra Dewi
5. My best classmates of TBI B'19.
6. Last but not least, I want to thank me for doing all this hard work, for having no days off, for never quitting, and for just being me at all times.



MOTTO

رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاخْلُ عُقْدَةً مِنْ لِسَانِي يَفْقَهُوا قَوْلِي

Meaning: "My Lord, expand for me my breast, and ease for me my task, and untie the knot from my tongue. That they may understand my speech."(Surah Taha - Verse 25)¹



¹ Al-Qur'an, 20: 25

ABSTRACT

Rosidah, Ulfatul. 2023. *Students' Anxiety in English Speaking Class at the Tenth Grade Students of MAN 3 Madiun in the Academic Year of 2022/2023.* Sarjana's Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dedi Hasnawan, M.Pd.

Keywords: Anxiety, English Speaking, Speaking Skill

Learning English is one aspect of supporting successful participation in many academic and cultural activities, commerce, technology and world communication. Given the importance of learning a foreign language, especially English, learning and mastering English is essential. Therefore, English has become one of the most important subjects in the Indonesian education system. Due to the importance of English to be mastered by the community, formal education in Indonesia from various levels makes English one of the subjects. Therefore, the mastery of speaking skills should also be owned by all students. Speaking is one of the basic skill that must be mastered by all students in elementary school, middle school, high school, and college. One problems in speaking is anxiety. Anxiety can occur in social situations, study, exams, and careers. In tenth grade student of MAN 3 Madiun, the researcher found out the phenomena that students felt anxious in English speaking practice.

The objectives of this study are to (1) find out the type of students' anxiety in English class at the tenth grade students of MAN 3 Madiun and (2) find out factors causing students' anxiety in English speaking class at tenth grade students of MAN 3 Madiun.

This research applied qualitative method with case study design. Data collection is collected through observation, interview, and documentation. Participant came from the English teacher of MAN 3 Madiun and some students from class X of B in MAN 3 Madiun. The researcher used interview to find out the type on anxiety and factors caused students anxiety. The researcher also used observation to observe the condition of students in the classroom and used documentation to gets additional data. The data analysis was carried out using three steps of data analysis technique by Miles and Huberman namely data reduction, data display and conclusion and verification.

The result of this research showed that the types of students 'anxiety in speaking English tenth grade at MAN 3 Madiun are including three factors. There are trait anxiety, state anxiety, and specific-situation anxiety. In the other hand, factors causing students' anxiety in speaking English tenth grade at MAN 3 Madiun are communication apprehension (CA), test anxiety, and fear of negative evaluation.

ACKNOWLEDGEMENT

First of all, the researcher would like to say thanks to Allah who always leads and grants her blessing and mercy so that she is able to finish her thesis. Secondly, may Sholawat and Salam praise to our prophet Muhammad SAW, who has guided us from darkness to the Islamic era.

After a long struggle, the researcher finally can finish and present her thesis. The researcher realizes her studies would be impossible to finish without other peoples' help. Therefore, in this good occasion, the researcher would like to say thanks to:

1. Dr. Hj. Evi Muafiah, M.Ag., as Rector of State Institute of Islamic Studies Ponorogo.
2. Dr. H. Moh. Munir, Lc, M.Ag., as Dean of Tarbiyah and Teacher Training of State Institute of Islamic Studies Ponorogo.
3. Dr. Esti Yuli Widayanti, M.Pd., as the Head of English Education Department of State Institute of Islamic Studies Ponorogo.
4. Dedi Hasnawan, M.Pd., as the advisor who has been patient and sincere in guiding the researcher in the process of working on this thesis.
5. MAN 3 Madiun for willingness to be my place for conducting my thesis research.

Finally, the researcher expects that this thesis will be useful for the readers. Any criticism and valuable suggestions would be appreciated.

The researcher,

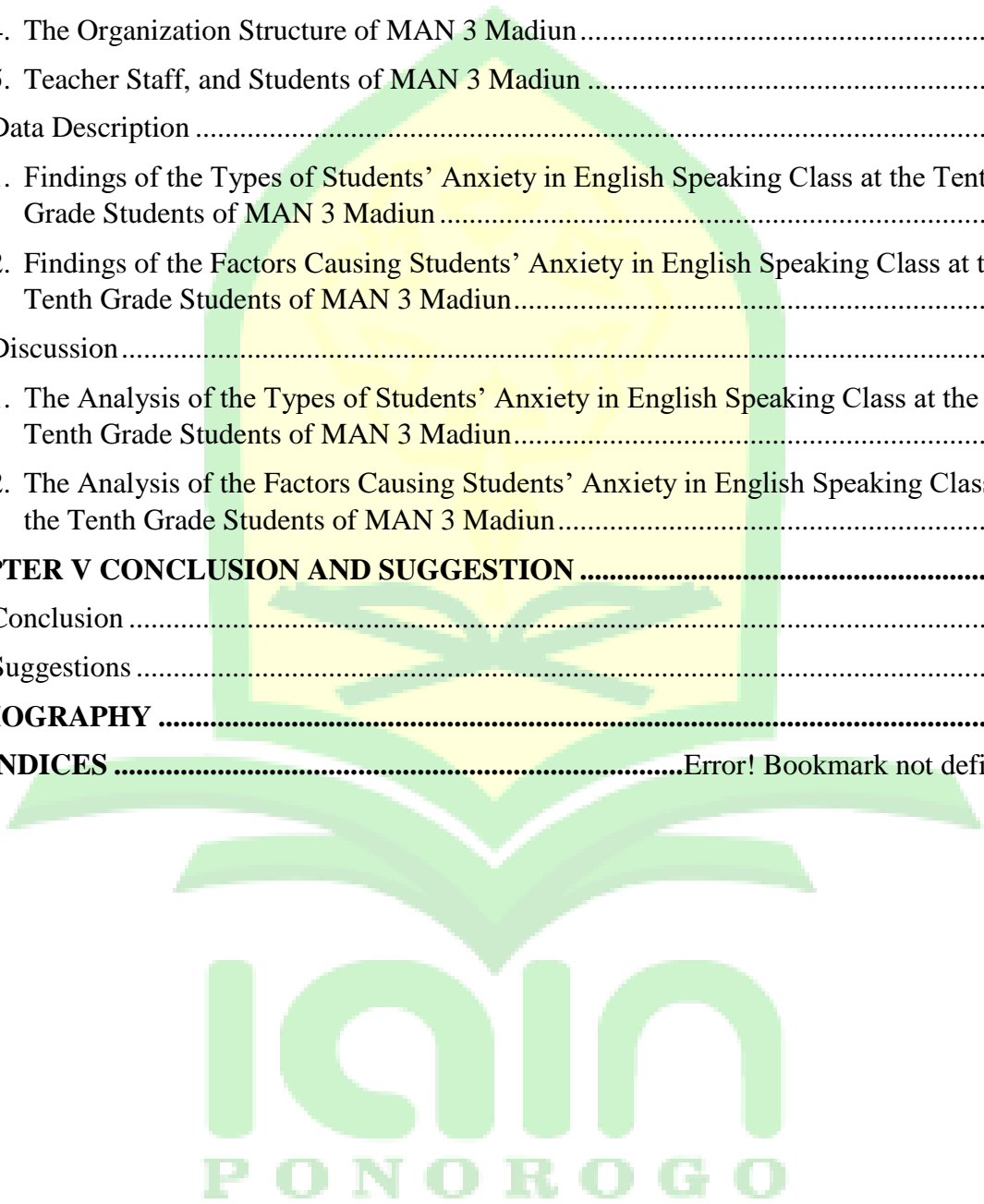


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CHAPTER I

INTRODUCTION

A. Background of Study

In today's global era, English is an important aspect that must be mastered. Even though the position of English in Indonesia is a foreign language, the status of English as an international language makes it necessary for Indonesian people to master it, especially young people.² Learning English is one aspect of supporting successful participation in many academic and cultural activities, commerce, technology and world communication. Given the importance of learning a foreign language, especially English, learning and mastering English is essential. Therefore, English has become one of the most important subjects in the Indonesian education system.³

In learning English, one needs to master some basic skills in English such as speaking, writing, listening and reading. Of the four skills, one of them is the core skill, namely speaking skill.⁴ Due to the importance of English to be mastered by the community, formal education in Indonesia from various levels makes English one of the subjects. Therefore, the mastery of speaking skills should also be owned by all students. Speaking is one of the basic skill that must be mastered by all students in elementary school, middle school, high school, and college.⁵

The most crucial ability that English language learners need to improve is speaking skill. Students frequently want opportunities to use English outside of the classroom. Learning to talk can aid students in developing a habit of speaking fluently, which will enable them to sharpen their speaking abilities and help students become more

² Zuliati Rohmah, "English As a Global Language:Its Historical Past and Its Future," *Jurnal BS* 1, no. 1 (2005): 106–17.

³ Ahmad and Riyaz Syaik, "Importance of English Communication Skills," *International Journal Of Applied Research* 2, no. 3 (2016): 478–80.

⁴ parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms," *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. 2 (2019), 6–18.

⁵ Fitriyah and Hayatul Muna, "Foreign Language Speaking Anxiety: Case Study At English Department Students Of IAIN Lhokseumawe And Al Muslim University," *Jurnal Ilmiah Didaktika* 19, no. 2 (2019): 140–58.

proficient in speaking English. Students frequently assess their language learning performance and the success of their English course based on how much they believe their spoken language ability has improved. It is rude to suggest that the target language learner should master speaking as one of the language development skills. One of the goals of English learning is to become a proficient English speaker, but every student is unique, especially in terms of their psychological state. Students can have difficulties when they attempt to practice English speaking skills but feel anxious, fearful of making a mistake, or when they hear a buddy speak English fluently yet feel insecure or offended by their English-speaking ability. These issues are referred to as anxiousness.

MAN 3 Madiun is an Islamic education-based higher education institution that does not only refer to learning general subjects but also refers to Islamic religious subjects. Based on the reality in this school, most students are not confident to be involved in the process of learning speaking. Based on the preliminary research that the researchers did, the English teacher at MAN 3 Madiun said that Students are usually terrified when teachers ask them to speak English in the classroom. It is because students are shy, nervous, lack self-confidence, and afraid of their friends. In addition, teachers said that students preferred to sit still and be passive because they feared making mistakes. Anxiety is characterized by a psychological state filled with fear, worried, guilty, uneasiness, depressed, insecure, and chaotic thoughts followed by a tense physical state of the situation certain.⁶ Worry is a normal thing to happen to humans, but anxiety High levels can have an impact on mental and physical health.⁷ If physical and mental health is disturbed, then anxiety in humans is included in the high anxiety category. The cognitive and emotional state is the main factor of anxiety. Anxiety occurs due to excessive confusion of thoughts and emotional reactions to something.

⁶ Syam, "Reducing Student Learning Anxiety Through Cyber Counseling-Based Individual Counseling Services.," *Akademika: Jurnal Teknologi Pendidikan* 2, no. 9 (2020): 105–13.

⁷ M. I. Saman, A., Aryani, F., and Bakhtiar, "Mengatasi Kecemasan Sosial Melalui Pendekatan Behavioral Rehearsal," *Jurnal Bimbingan Dan Konseling Terapan* 6, no. 2 (2017).

Anxiety can occur in social situations, study, exams, and careers.⁸ Anxiety can also affect student learning. It means that students with lower levels of anxiety are more successful in learning English. Students with high anxiety levels have difficulty learning English. Anxiety can make students feel insecure and make it difficult to speak English in the classroom. Many researchers have shown that fear is a major factor influencing a student's ability in speaking skill. Fear makes students feel insecure when speaking in English. For this reason, the researchers selected 10th grade students, specifically class X of B, because the students struggled to learn English. According to interviews with English teachers, including teachers from other classes, students in class X of B are very afraid to practice English speaking skill. Initial observations made by the researchers found that many students showed signs of anxiety when speaking English, such as trembling, nervousness, worry and avoiding eye contact with teachers.

The similar study about student's speaking anxiety was discussed by Tri Listyaningsih (2018) in her thesis, "Students' Anxiety in Speaking English Class at the Eleventh Grade of MAN 4 Bantul in the Academic Year of 2017/2018". The study was descriptive qualitative research and using data collected through observation, questionnaire and interview with 33 participants from the eleventh grade of MAN 4 Bantul. Based on the result of research, the most dominant factor of speaking anxiety was lack of preparation, and following by learner beliefs about language teaching, fear of making mistakes, afraid of classmate and personal and interpersonal anxiety. The researcher also found the strategies that used by students in reducing anxiety, those were preparation, peer seeking, positive thinking, avoided eye contact to audience, relaxation and resignation.⁹

⁸ B Permana, H., Harahap, F., & Astuti, "Hubungan Antara Efikasi Diri Dengan Kecemasan Dalam Menghadapi Ujian Pada Siswa Kelas IX di MTs Al Hikmah Brebes," *Jurnal Hisbah* 13, no. 1 (2016): 51–68.

⁹ Tri Listyaningsih, "Student Anxiety in Speaking English Class at The Eleventh Grade of Man 4 Bantul In The Academic Year of 2017/2018" (State Islamic Istitute of Surakarta, 2018).

Based on the explanation above, the researcher took this research because there was a phenomenon regarding anxiety in speaking English experienced by class X of B students at MAN 3 Madiun. This research aims to find out what are the factors that cause anxiety and what are the types of anxiety of students in speaking English in class X MAN 3 Madiun. Based on the description above, the researcher is interested in conducting research with the title, **“Students’ Anxiety in English Speaking Class at the Tenth Grade Students of MAN 3 Madiun in the Academic Year of 2022/2023”**

B. Research Focus

Based on the background of the study, this research focuses to find the factors that affect students' anxiety in speaking English and types of anxiety students in speaking English in MAN 3 Madiun. The class to conduct this research is the tenth grade students of MAN 3 Madiun in academic Year of 2022/2023

C. Statement of the Problem

Based on the background stated above. The researcher wants to give the statement on the problem that will be describe in the thesis as follow:

1. What are the types of students’ anxiety in English speaking class at the tenth grade students of MAN 3 Madiun?
2. What are the factors causing students’ anxiety in English speaking class at the tenth grade students of MAN 3 Madiun?

D. Objective of the Study

Based on the statements of the problem, the objectives of this study are to:

1. Find out the types of students’ anxiety in English speaking class at the tenth grade students of MAN 3 Madiun
2. Find out the factors causing students’ anxiety in English speaking class at the tenth grade students of MAN 3 Madiun.

E. Significances of the Study

The result of the research is expected to give the contribution theoretically and practically as follows:

1. Theoretical significance

Theoretically, this research is expected to explore information for the students of English language education about students' anxiety in speaking English and its implication towards enhancing student self-confidence when speaking.

2. Practical significance

1) For the students

By this research, the students can determine the types of their anxiety and factors that cause their anxiety in speaking English, additionally they can figure it out and can speak fluency.

2) For the teacher

This research is expected to provide information that can be a reference for the next researcher about the types and factors that cause students' anxiety in speaking English.

3) For the researcher

By this research, the researcher can determine the types and factors that cause students' anxiety in speaking English, so they can establish the strategy to teach based on student's problem in order the teacher can help the to overcome student's anxiety in speaking English.

F. Systematic Discussion

This systematic discussion made to easier for readers to know and understand the contents of the study. The systematic discussion is described as follows:

- Chapter I : contain about introduction which deals with the background of study, formulation of research problem, the purpose of the study, the significant of the study, scope and limitation of the study, definition of key terms, and organization of thesis
- Chapter II : contain the review of the literature. It consists of some explanations based on the title. It includes previous research finding and the explanation about definition of speaking and anxiety, types anxiety and factor anxiety, speaking classroom
- Chapter III : contain the research method/methodology. It covers: research design, research role, research location, data source, technique of data collection, data analysis, checking of data validity, and research procedure
- Chapter IV : contain the data description, that consist of vision, mission, establishing history, geographical position, organization structure and data description involving analysis students' English speaking anxiety of English classroom, and the result and discussion of the study that is loaded of result that contains of data presentation, and research findings. This chapter is very important, because in this chapter the researcher will analyse the data gotten. So, the data are processed in this chapter.
- Chapter V : Presents the conclusion of the study and suggestion for further study to make the better study.

CHAPTER II

LITERATURE REVIEW

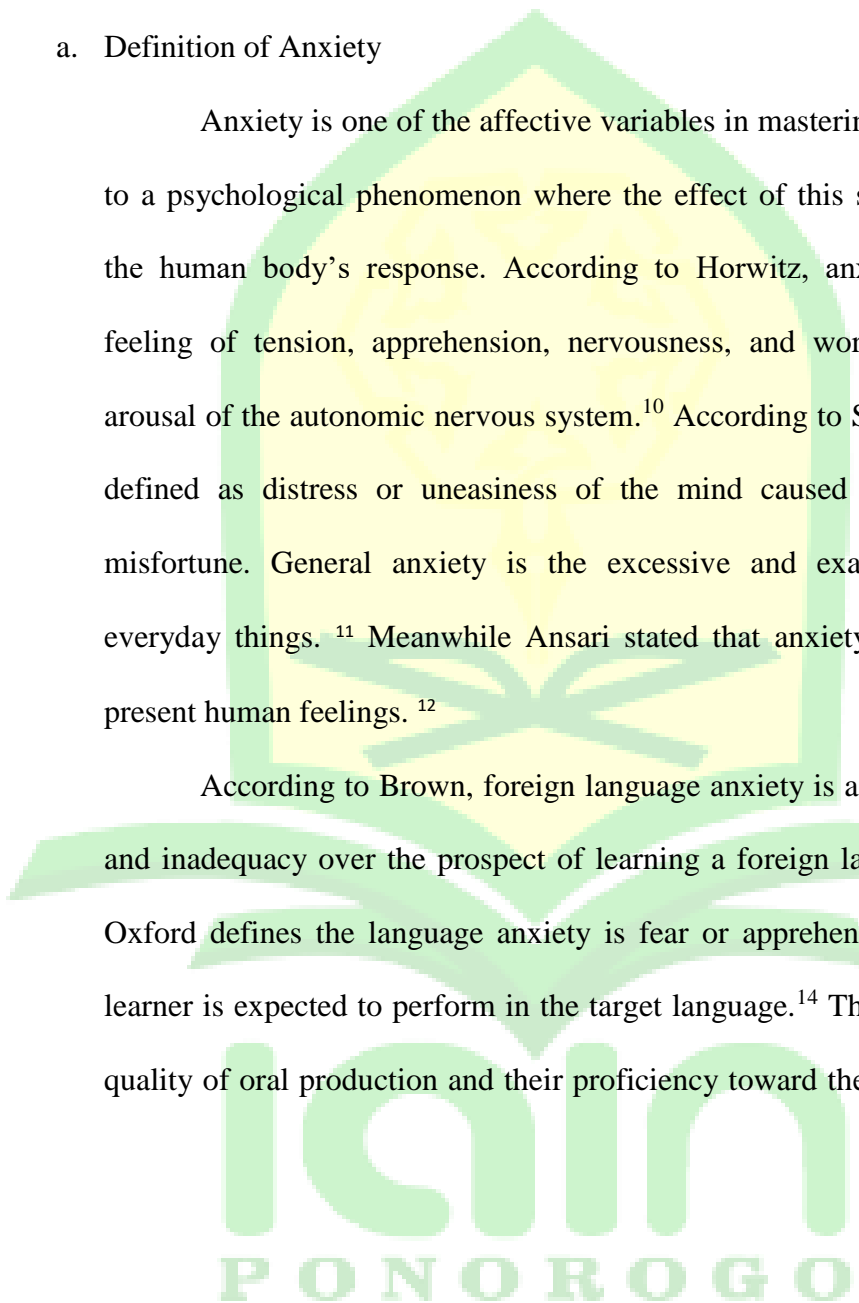
A. Theoretical Background

1. Anxiety

a. Definition of Anxiety

Anxiety is one of the affective variables in mastering a language. It relates to a psychological phenomenon where the effect of this situation works well in the human body's response. According to Horwitz, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.¹⁰ According to Suleimenova, anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry about everyday things.¹¹ Meanwhile Ansari stated that anxiety is a negative way to present human feelings.¹²

According to Brown, foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning a foreign language.¹³ In addition, Oxford defines the language anxiety is fear or apprehension occurring when a learner is expected to perform in the target language.¹⁴ Thus, it can influence the quality of oral production and their proficiency toward the target language. Even



¹⁰ Michael B. Horwitz Elaine K. Horwitz, *Foreign Language Anxiety* (Jestor, 1986).

¹¹ Suleimenova, Z. (2013). *Speaking anxiety in a foreign language classroom in Kazakhstan*. *Procedia-social and behavioral Sciences*, 93, 1860-1868.

¹² Hidayat, T., Trimadona, E., & Mahmudah, F. (2022). *Students' anxiety in Learning English at Islamic Junior High School 3 Bungo* (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).

¹³ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. (California: Longman University Press, 2001).

¹⁴ R.L.Oxford, *Anxiety And The Language Learner: New Insights*. In J.Arnold (Ed.). *Affect In Language Learning* (Cambridge, UK: Cambridge University Press, 1999).

though some learners think that they need much time to learn a new language, Horwitz affirms that it does not take much time to master the target language.¹⁵

b. Language Anxiety

Speaking anxiety is the one of the most important affective variable that influences foreign language learning, often has a detrimental effect on the students' oral performance of English. Speaking anxiety can be from slight feeling of “nervousness” to high level of fear. Hand shaking, shivering, sweating, fear, forgetfulness, blankness, butterflies in the stomach, dry mouth and throat, fast heart beat and squeaky voice are the most common symptoms of speaking anxiety. The anxiety level varies from person to person according to the physical and psychological condition and specific situational demands.¹⁶

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

Fear of testing is another source of anxiety stemming from classroom environment, where learners are constantly being evaluated. Students put down a wrong answer because of their nervousness during the test. According to Young, “in language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced”. Since students with high levels of foreign language anxiety exhibit

¹⁵ E.K.Horwitz, “Language Anxiety and Achievement,” *Annual Review of Applied Linguistics*, no. 21 (2001): 117.

¹⁶ A and Dr.C.Alamelu Rajitha K, “A Study of Factors Affecting and Causing Speaking Anxiety,” *Procedia Computer Science* 1, no. 72 (2020): 1054.

¹⁷ Elaine K. Horwitz, *Foreign Language Anxiety*.

avoidance behavior, it is essential to find out the causes of foreign language anxiety and reduce the undesired effects in foreign language teaching to create a low anxiety classroom for the learners.¹⁸

c. Indication of Anxiety

According to Suleimenova, the students actually show symptoms every time they feel anxious. The symptoms can be classified into two kinds which are observable symptoms and non-observable symptoms. Observable symptoms such as squirming, playing with hair or clothing, nervously touching objects, stuttering or stammering, getting sweaty, vomiting, and trembling.¹⁹

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

1) Physiological Response

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

2) Psychological Response

- a) Behaviour: restlessness, nervousness, rapid speech, dodge.

¹⁸ Şenel Elaldi, "Foreign Language Anxiety Of Student Studying English Language And Literature : A Sample From Turkey," *Acadrmic Journal* 11, no. 6 (2016): 221.

¹⁹ Ziash Suleimenova, "Speaking Anxiety in a Foreign Language Classroom in Kazakhstan," *Procedia - Social and Behavioral Sciences* 3, no. 93 (2013): 1861–62.

- b) Cognitive: attention disorders, lost concentration, forgetfulness, misinterpretation, confusion, excessive worry, objective decreases.
- c) Affective: impatient, tense, nervous outstanding, very nervous.²⁰

d. Type of Anxiety

There are some types of anxiety in learning the language which is related to psychology domain. In this case, Ellis classifies anxiety into three categories, namely: trait anxiety, state anxiety and situation-specific anxiety.²¹

1) Trait Anxiety

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

2) State Anxiety

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

²⁰ M.T. Stuart, G.W. and Laraia, *Principles and Practice of Psychiatric Nursing*, 8th ed. (St. Louis: Mosby, Inc, 2005).

²¹ R. Eliis, *The Study of Language Acquisition* (Oxford: Oxford University Press, 1994).

which is part of normal psychology response that will disappear along with the good emotional response rebuild toward target language.²²

3) Specific-Situation Anxiety

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

e. The Cause of Anxiety

According to Horwitz et al., three causes of anxiety related to performance anxieties are (1) communication apprehension (CA), (2) test anxiety, (3) fear of negative evaluation. This description will be used to investigate the causes of student's anxiety in speaking English (foreign language) in this study.²³

1) Communication Apprehension

Communication apprehension is a kind of anxiety concerns about learners' incapability to sufficiently express the thought and build communication with other individuals and make them understand what the speaker said. It is accordance with Masood as cited from Cubukcu says that communication apprehension in foreign language classroom comes out from the extent of individual knowledge which has difficult to understand one's speech and make other understood.²⁴ In other words, the difficulties in conveying a message through speaking

²² C. D Spielberger, *Manual for the State-Trait Anxiety Inventory* (California: Consulting Psychological Press, 1983).

²³ D. J. Horwitz, E.K., & Young, *Language Anxiety: From Theory and Research to Classroom Implications* (Englewood Cliffs: Prentice Hall, 1991).

²⁴ M. Masood, "Investigating Foreign Language Speaking Anxiety Within The EFL Learner's Interlanguage System: The Case Of Iranian Learners," *Journal Of Language Teaching And Research* 2, no. 3 (2012): 468.

activities and listening to the English course become as one of the communication apprehensions.

2) Test Anxiety

Another source of anxiety is related to a test. Test is also relevant to the discussion of foreign language anxiety. Test anxiety, as explained by Horwitz et al., refers to a type of performance anxiety stemming from a fear of failure. In learning a foreign language, a learner may experience test anxiety that prevent his or her performance.²⁵

3) Fear of Negative Evaluation

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

2. Speaking

a. The Nature of Speaking

Speaking is a language ability or a method of communication that allows people to verbally communicate their thoughts or information to others. It requires complicated language skills since speakers must first gather their

²⁵ and Joann Cope Horwitz, Elaine K., Michael B. Horwitz, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 7, no. 02 (1986): 32.

thoughts before speaking, then organize them into clear phrases that allow listeners to grasp what they are saying²⁶.

According to Nunan, speaking is producing English speech sounds and patterns; using word and sentence stress, intonation pattern, and the rhythm of the proper social setting, audience, situation, and subject matter; organizing their thoughts in a meaningful and logical sequence; using language as a mean of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses, which is called as fluency²⁷.

It is clear from the thoughts of the experts above that speaking is a tool for interpersonal communication. People can communicate their thoughts and ideas to one another while also maintaining their social relationships through speech.

b. Component of Speaking

According to Harris, there are four components in speaking, including pronunciation, vocabulary, grammar, and fluency²⁸.

1) Pronunciation

Pronunciation is included vowel, consonants, stress, and intonation of pattern. Words or vocabularies are spoken according to their pronunciation. In the English as a Foreign Language (EFL) tradition, the connection between pronunciation and speaking has long been established with reference to comfortable intelligibility, the pronunciation that allows the interlocutors to communicate without exerting much effort²⁹.

²⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. (California: Longman University Press, 2001), 173.

²⁷ Nunan, *Practical English Language Teaching*.,39.

²⁸ David Harris, *Testing English as a Second Language* (New York: Mc. Graw. Hill Book Company, 1974).

²⁹ David Singleton, *Speaking and Nstructured Foreign Language Acquisition* (UK: Nicholas House, 2011), 117.

To improve speaking skills, one needs to explore and master the pronunciation. Due to someone's fluency in speaking depends on the right or wrong pronunciation. The mistakes in pronunciation can affect the meaning of a word, so to create a good utterance pronunciation is needed.

2) Vocabulary

Vocabulary is a total number of words which make up a language with definition or translations³⁰. The proper diction that employs in communication is refer to as vocabulary. One cannot communicate successfully or express their ideas in writing and conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is lack of vocabulary. Without vocabularies, we can't have communicated.

3) Grammar

Grammar is a science that teach us how to speak, to read, and to write correctly. Grammar is a student's capacity to manipulate structures and the ability to recognize appropriate grammatical forms. Grammar is useful for learning the right approach to becoming fluent in a language orally and writing.³¹

4) Fluency

Fluency is the ability to talk with assurance, fluidity, and at a rate that is typical of the target native speech community. Nunan defines

³⁰ A.S. Hornby, *Oxford Learner's Dictionary of Current English*. (Oxford: Oxford University Press., 1974), 959.

³¹ Azlina Kurniati, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru Studi Tentang Kemampuan Speaking Siswa Kelas Dua Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa* 2, no. 2 (2015), 1–13.

fluency as speaking unexpectedly. The ability to speak further without pausing is required.³²

c. Characteristic of Successful Speaking

When students decide to learn a language, their goal is to become as fluent in that language as feasible. The following traits of effective speaking according by Penny Ur³³:

1) Learners Talk a Lot

Much of the time allotted for the activity is taken up with learner conversation. Despite the obviousness of this, teachers frequently talk or pause for long periods.

2) Participation is Even

Discussions in class are not dominated by a small number of talkative students. It entails that each student has an opportunity to speak up and take part in class.

3) Motivation in High

Because they are passionate about the subject and have something fresh to add, or because they want to help the teacher accomplish a task target, learners are ready to talk.

4) Language is an Acceptable Level

Learners communicate in utterances that are appropriate, simple, understandable to one another, and accurate enough in their use of the language.

³² Nunan, *Practical English Language Teaching*.

³³ Penny Ur, *A Course in Language Teaching*, ed. Marion Wiliam and Tonny Wright, 17th ed. (New York: Cambridge University Press, 2009),120.

d. Speaking Assessment Rubric

A rubrics are assessment instruments used by lecturers in measuring student performance based on specific descriptions that describe students' abilities at a certain level in an aspect.³⁴ The category put forward by Brown is that learning speaking is considered successful if students make significant improvements to their grammar, vocabulary, understanding, fluency, pronunciation, and tasks. For a clearer picture, you can see the table below³⁵:

Table 2. 1 Speaking Assessment Rubric

S C O R E	Aspects					
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary is inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)

³⁴ Abebaw Gezie et al., "Rubrics as a Tool for Learning and Assessment: What Do Baccalaureate Students Think?," *Journal of Teaching in Social Work* 32, no. 4 (September 2012), 421–37, <https://doi.org/10.1080/08841233.2012.705240>.

³⁵ Brown, *Language Assessment Principles and Classroom Practices*, 172-173.

2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversation of nontechnical subjects. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information	Accent is intelligible though often quite faulty	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Can participate effectively in most formal and informal conversations on practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations.

				experience with high degree of fluency.		Can handle informal interpreting form and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

B. Previous Research Findings

The first previous research finding that can be used as a consideration theory is taken from thesis by Jani Utama Putra (2018) with the title “An Analysis of Students’ Anxiety in English Speaking Classroom (A Case Study at the Third Semester Students of English Education Department in Muhammadiyah University of Makassar)”. This study used descriptive qualitative method which used questionnaire and observation to gathered data. He found that the factor students’ anxiety in speaking was motivation, the second was shyness, limited vocabulary, lack of self-confidence, grammatical error, friend/classmate, while the fear making mistake factor is the lowest factor experienced by students in class 3E at the third semester Students of English Education Department in Muhammadiyah University of Makassar.³⁶

³⁶ Jani Utama Putra, “An Analysis of Students’ Anxiety in English Speaking Classroom (A Case Study at the Third Semester Students of English Education Department in Muhammadiyah University of Makassar)” (Muhammadiyah University of Makassar, 2018).

The second is Tri Listyaningsih (2018) in her thesis, "Students' Anxiety in Speaking English Class at the Eleventh Grade of MAN 4 Bantul in the Academic Year of 2017/2018". The study was descriptive qualitative research and using data collected through observation, questionnaire and interview with 33 participants from the eleventh grade of MAN 4 Bantul. Based on the result of research, the most dominant factor of speaking anxiety was lack of preparation, and following by learner beliefs about language teaching, fear of making mistakes, afraid of classmate and personal and interpersonal anxiety. The researcher also found the strategies that used by students in reducing anxiety, those were preparation, peer seeking, positive thinking, avoided eye contact to audience, relaxation and resignation.³⁷

The third is Darmawati Kadir (2017) in her thesis, "Students' Anxiety in Speaking English at The Second Grade Students of SMA Pesantren Mahyajatul Qurra' Takalar". This research used open-ended questionnaire to identify the cause, types and strategy to copies students' anxiety. The result of questionnaire could be concluding that their anxiety was from learners' beliefs about language learning personal and interpersonal anxiety, classroom procedure and language testing. Students' ways to overcome their anxiety were preparation, relaxation, positive thinking, and resignation. Types of anxiety identified in students' answer were communicative apprehension, and fear of negative evaluation.³⁸

The fourth is Dionisila Stella Ayu Saputri, (2017), in her thesis, "Students' Speaking Anxiety in the Impromptu Speech Performance in Speaking I Class Batch 2017". This researcher was conducted using qualitative research. In conducting the data through an observation, questionnaire and interviews. The result of this research showed that anxiety appeared during the IS performance as seen from its indicators. The most

³⁷ Tri Listyaningsih, "Student Anxiety in Speaking English Class at The Eleventh Grade of Man 4 Bantul In The Academic Year of 2017/2018" (State Islamic Istitute of Surakarta, 2018).

³⁸ Darmawati Kadir, "Students' Anxiety in Speaking English At Second Grade Of SMA Pesantren Mahyajatul Qurra' Takalar" (Universitas Islam Negeri Alauddin Makassar, 2017).

experienced type of speaking anxiety in the IS activity was a fear of negative evaluation, followed by communication apprehension and test anxiety. Those types of speaking anxiety were affected by four factors, namely cognitive factors, psychological factors, social factors, and physical factor. Related to the findings above, the researcher concludes that there is a relationship between anxiety and speaking English, and also variety of strategies to cope students' anxiety in speaking English. Based on previous research, those are different with what researcher has. In this study, the researcher tried to find out the factors and the type of anxiety that cause students' anxiety in speaking English.³⁹

The fifth is Sulfiani, 2020. In her thesis an Analysis on the English Speaking Anxiety of the Third Semester Students' of English Department in Muhammadiyah University of Makassar (A Qualitative Research). Under the Thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Hasnawati Latief and Farisha Andi Baso. The objective of this research to find out the factors that causing students anxiety in speaking English and the types of students' anxiety in speaking English at the third semester students' of English department in Muhammadiyah University of Makassar. This research used Descriptive-qualitative Method and applied Purposive Sampling Techniques. Respondents consisted of 15 students who experienced anxiety in F class, of third semester students of English Department in Muhammadiyah University of Makassar. The data gathered through observation checklist, distributed open-ended questionnaire, and interview. The results of this research showed that there are 5 factors that causing students' anxiety in speaking English. The most factor that dominated is fear of making mistakes, following by lack of vocabulary, lack of confidence, friends/classmates and type of task. And researcher also find out 3 types of anxiety that the students

³⁹ Dionisia Stella Ayu Saputri, "Students' Speaking Anxiety in the Improptu Speech Performance in Speaking I Class Batch 2017" (Sanata Dharma University, 2017).

experiencing in their speaking anxiety, the most factor is communication apprehension, following by test anxiety and fear of negative evaluation.⁴⁰

Table 2. 2 previous research

Name of Researcher, Year of Research, Title of Research, Origin of Institution	Similarity	Difference
Putra (2018) in his thesis, <i>“An Analysis of Students’ Anxiety in English Speaking Classroom (A Case Study at the Third Semester Students of English Education Department in Muhammadiyah University of Makassar)”</i>	-Discuss about teaching English in the scope of Islamic boarding schools	-Research method -Research setting -Research objective -Research problems
Listyaningsih (2018) in her thesis, <i>“Students’ Anxiety in Speaking English Class at the Eleventh Grade of MAN 4 Bantul in the Academic Year of 2017/2018”</i> .	-Discusse about the teacher's role -Researching students speaking skills -Researching about language teaching	-Using experimental preresearch -Different formulation problem -Different settings -Different research of subject -research

⁴⁰ Sulfani, “Analysis on the English Speaking Anxiety of the Third Semester Students’ of English Department in Muhammadiyah University of Makassar (A Qualitative Research).” (Muhammadiyah University of Makassar, 2020).

Saputri, (2017), in her thesis, “ <i>Students’ Speaking Anxiety in the Impromptu Speech Performance in Speaking I Class Batch 2017</i> ”.	-Use thi similars methode	- teaching Researching strategies - Ddifferent research settings
Sulfiani, 2020. In her thesis <i>An Analysis on the English Speaking Anxiety of the Third Semester Students’ of English Department in Muhammadiyah University of Makassar</i>	-Discussing about speaking skills	-Use the differennt research method -Different research settings -Different problem formulation different research object.

With the explanation above, researchers get the same perception about Related to the findings above, the researcher concludes that there is a relationship between anxiety and speaking English, and also variety of strategies to cope students’ anxiety in speaking English. Based on previous research, those are different with what researcher has. In this study, the researcher tried to find out the factors and the type of anxiety that cause students’ anxiety in speaking English.

C. Theoretical Framework

The illustration of factors that causing students’ anxiety in speaking English has described below:



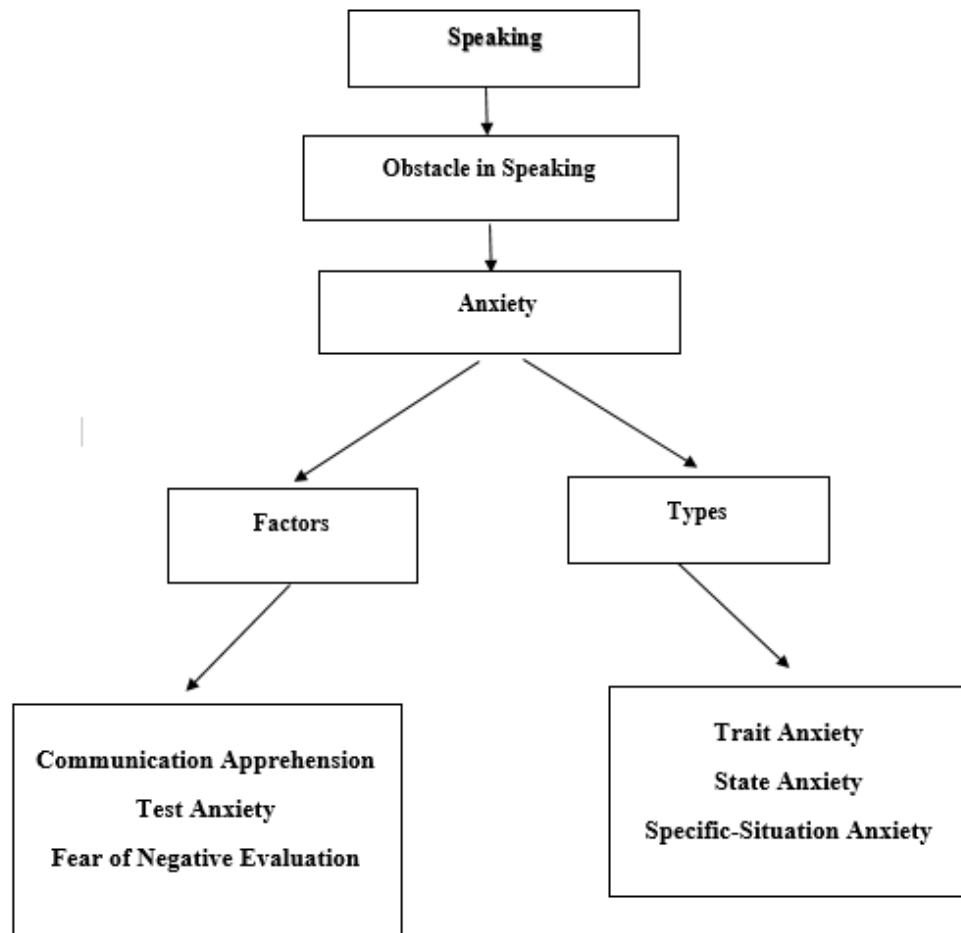


Figure 2.1 Theoretical framework

Based on the theoretical framework, the researcher used descriptive qualitative research to be analysed the factors and the types of students speaking anxiety. According to Nunan, speaking is producing English speech sounds and patterns; using word and sentence stress, intonation pattern, and the rhythm of the proper social setting, audience, situation, and subject matter; organizing their thoughts in a meaningful and logical sequence; using language as a mean of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses, which is called as fluency⁴¹.

One of the problems that often occurs in speaking practice is anxiety. According to Horwitz, anxiety is the subjective feeling of tension, apprehension,

⁴¹ Nunan, *Practical English Language Teaching*; 39.

nervousness, and worry associated with an arousal of the autonomic nervous system.⁴² Anxiety consists of various types caused by several things. These types of anxiety include trait anxiety, state anxiety, and specific-situation anxiety.⁴³ Several types of anxiety occur due to several reasons including communication apprehension, test anxiety, and fear of negative evaluation.⁴⁴



⁴² Elaine K. Horwitz, *Foreign Language Anxiety*.

⁴³ Ellis, *The Study of Language Acquisition*.

⁴⁴ Horwitz, E.K., & Young, *Language Anxiety: From Theory and Research to Classroom Implications*.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

This chapter deals with research design, variable and their operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis. This research used descriptive research and qualitative as the approach. It supported by Higham and Crocker, that a qualitative research focused on understanding how participant experience a phenomenon at a certain time, with a particular context, and the multiple meaning of it for them. Heigham and Crocker add that there are several data collection techniques such as observations, interviews, open-ended questionnaire, and diaries.⁴⁵

In this research, the researcher did observation by checklist sheet before distributed questionnaire to find out the factors and type of anxiety and also did an interview to validated the data gather in this research about the factors influencing the students' anxiety in speaking English and types of students' anxiety in speaking English tenth grade at MAN 3 Madiun.

B. Researcher's Role

According to Miles and Huberman, the defining characteristics of qualitative research include intense and prolonged researcher contact with a field or situation. Its role or purpose gains a systematic and integrated overview of the data under study, the researcher's role as the primary research instrument, and its analysis verbatim⁴⁶. As the primary instrument, full participant, and data collector in this study, the researcher also serves as a supporter.

⁴⁵ Heigham, J., & Crocker, R. A. 2009. *Qualitative Research in Applied Linguistics: A Practical Introduction*. London: Palgrave Macmillan.

⁴⁶ Michael Miles, B., Mathew. and huberman, *Qualitative Data Analysis* (California: Sage Publication, 1994).

C. Research Setting

In this research the researcher has chosen MAN 3 Madiun as a place for the study conduct. MAN 3 Madiun is an educational unit categorized as High School level located in Glonggong village, Dolopo regency, Madiun. The reason why researcher conduct the research in this school because from the preliminary observation the students in tenth grade experience anxiety when try to speak in English.

D. Data Source

According to Moleong, words and actions are the most important data sources in this study. Other sources of information include documents and other input⁴⁷. Data are used to answer the research question; it's can be collected from people or things. In this research, the researcher will analyse the factors that affect students' anxiety in speaking English and types of anxiety students in speaking English in MAN 3 Madiun. The class to conduct this research is the tenth grade students of MAN 3 Madiun in academic Year of 2022/2023, after that the data will described in written word.

The data can be obtained from primary and secondary data. The primary data on this study are people who have a correlation with the research focus, they are students at MAN 3 Madiun. This study will take the subject of tenth grade. There are 2 classes in tenth grade, X A and X B. The participants of this study are X B students in MAN 3 Madiun in academic Year of 2022/2023

E. Technique of Data Collection

1. Observation

Observation became first data gathering used to gather the data to get the real situations in speaking class. According to Heigham and Crocker observations is the conscious noticing of participants' behaviour in the natural setting, such as classroom,

⁴⁷ Lexy Moleong, *Methodology Penelitian Kualitative* (Bandung: PT. Rosda Karya, 2000).

or any other environment where the language is being studied.⁴⁸ Observations were carried out in the class X of B at MAN 3 Madiun in the English subject material recount text. This observation was carried out to see and understand directly how anxiety arises during speaking performances. An observation sheet was carried out to collect data.

2. Interview

The researcher takes an interview to support and validate the information from students. According to Heigham and Crocker, an interview is aim to dig deeper the respondents' experiences, view, and feelings⁴⁹. A semi-structure interview used to gather the data in this research. Semi-structure interview is an in-depth interview that uses to find the problem as fair, when the interviewee is asking about their opinions and ideas.⁵⁰ In addition, Heigham and Crocker states that semi-structured interview is an interview where the interviewer has designed the topic to explore but is prepare to allow respondents to open up important new findings.⁵¹ In this research, the researcher takes the information from informan such as the students of tenth grade at MAN 3 Madiun and the English Teacher.

3. Documentation

For data to be used intelligently, documentation must be complete and correct. Documents generated for personal rather than official purposes include diaries, memoranda, letters, and field notes. The substance of each file, such as an interview, should be well documented and should include information about who was being

⁴⁸ Croker Higham, *Qualitative Research in Applied Linguistics: A Practical Introduction* (New York: Palgrave Macmillan, 2009), 35.

⁴⁹ Higham.

⁵⁰ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, 26th ed. (Bandung: ALFABETA, 2017).

⁵¹ Higham, *Qualitative Research in Applied Linguistics: A Practical Introduction*.

interviewed, when, when, and so on⁵². In this technique, the data taken from record, picture, and written.

F. Data Analysis

According to Miles and Huberman, data analysis included the steps of reduction or words, display the data, and draw conclusion or verification.⁵³ Those can be described as follow:

1. Data Reduction

It could be carried out immediately after the data would obtain. Questionnaire and interview result arranged in the form of pattern and group according to the research question. In this process, the research would be collected all information that have correlation with students' anxiety in speaking English,

2. Data Display

The data was grouping more specific. Data from reduction data would be more categorized in short term. In this process, the research took data that concern in factors of students' anxiety and the types of speaking anxiety.

3. Conclusion Drawing

The researcher found out the structure of students' anxiety in speaking English. Furthermore, it would be discussed base on the theory and reinforce with data and information from analysis students' answer from questionnaire and interview, the researcher drew conclusion of the factors anxiety. The researcher analysed the answer of questionnaire and interview to be determined the types of students' anxiety in speaking English.

G. Checking of Data Validity

⁵² Denzin K Norman and and Yonna S Lincoh, *Handbook of Qualitative Research* (USA: Sage Publication, 1994).

⁵³ Matthew B, Miles and Michael Huberman. *Qualitative Data Analysis*. 3rd ed. USA: Sage Publication, 1994.

The researcher made the improvements to the data's legality as soon as the qualitative study project got underway. It is used to address the question of whether the data's results are scientific. From the validities and reliabilities concept, data validity is an urgent idea that is renewed⁵⁴. For checking of data validity, the researcher used triangulation technique. Triangulation was initially used in the social sciences to illustrate the requirement for multiple sources of data to establish a fact⁵⁵.

H. Research Procedure

In collection the data, some procedures did by researcher to be collected the data as follows:

1. Researcher attended the speaking class of the participants.
2. Researcher observed by observation checklist the activities in speaking class and carefully gave attention to the learner who speaks in front of the class to collect some information by some indicators.
3. After speaking class conducted, researcher distributed questionnaire sheet and the researcher explained the purpose and how to answer the questionnaire to the participants.
4. After conducted the questionnaire, interview done to observed the factors caused anxiety deeply and supported also validated answer of questionnaire.
5. And the last, the researcher presented the data in qualitative descriptive method.

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

⁵⁵ Bogdan Robert c, *Research for Education an Introduction to Theories and Methods Fifth Editon*, 5th ed. (USA: Sari Knop Bkln, 2007).

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

1. History of MAN 3 Madiun

The background to the establishment of MAN 3 Madiun was the idea of opening education with Islamic characteristics or characteristics for senior-level education in the village of Doho with the concept of an Integrated Madrasah (elementary education level or MIN Doho, junior secondary education level or MTsN Doho and senior secondary education level or MAN Doho) with consideration of physiological and sociological aspects:

- a. Doho Village has a religious community with an Islamic majority and advanced civilization.
- b. There are 2 (two) Madrasah Tsanawiyah in Doho village, namely MTsN Doho and MTs PSM Doho
- c. In Doho Village there are 2 MIS, namely MI Darul Ulum and MI Mambaul Hikmah
- d. In Doho Village, there is a Madrasah Diniyah, both of which have great potential in the development of Islam.

With the capital of madrasah and school graduates mentioned above, it is necessary to have an integrated educational institution to accommodate these graduates in Doho. It was conveyed by the District Head of TK. II Madiun Region at the inauguration of the MTsN Doho Dolopo Madiun building at that time.

The District Head's appeal was followed up by Mr. Wasit, SH (Head of MTsN Doho), and Mr. Badjuri, BA (Teacher of MTsN Doho). On the 1st of March 1987, the first meeting was held by presenting community leaders and educational leaders from the Dolopo, Kebonsari, and Dagangan sub-districts who ultimately decided that in Doho Village it was necessary to establish a Madrasah Aliyah and seek filial status (distant class).

On April 4, 1987 a second meeting was held which was determined as the date of the founding of Madrasah Aliyah as well as Filial Preparation in Doho Dolopo Village. The visit of the Director General of Islamic Development and Religious Affairs with the Head of the Madrasah Aliyah Section, the Regional Office of the Ministry of Religion of East Java Province, the Head of the Madiun city, and the supervisors of Penda Islam at that time really became an extraordinary moral encouragement. After the submission of the contents is deemed sufficient, it immediately forwarded to the Ministry of Religion of the Republic of Indonesia through the Kandepag Kab. Madiun and Kanwil Prov. Decree of the Director General of Binbaga Islam East Java No. Kep/103/103/E/1987, dated. On December 23, 1987 the name of this Madrasa officially became the MAN Ponorogo Filial at Doho Dolopo Madiun.

Finally, according to the Decree of the Minister of Religion of the Republic of Indonesia Number 107 of 1997, March 17, 1997 ended the full status of serving as a State with the name Madrasah Aliyah Negeri Dolopo which is located on Sarwo Husodo street, number 332 Doho Village, Dolopo district, Madiun regency and as Head of Madrasah is Mr. Badjuri.BA.

In 1998, a new normative order and standard began, from the previously filled in administratively applying and proposing the main Madrasah policy, with already becoming a main or independent Madrasah began to get educators

and state education staff (PNS) from the Office of the Department of Religion of Madiun Regency starting from teachers in the field of study, TU Head of Staff, Treasurer and secretarial staff.

After the status of the State Aliyah Madrasah lasted for 3 (three) years, the concept of an integrated Madrasah in the village of Doho seemed less able to materialize because the aspects of land acquisition for development could not be realized, especially since the teaching and learning building was still borrowed from the former *diniyah* building. So in 2000 through a small (limited) team consensus deliberation process between the Madrasah Head (Badjuri, BA) and the Treasurer (Mujahidin, S.Sos, MSi) it was agreed to relocate to Glonggong village, Dolopo District with the considerations: (First), Mr. Badjuri is domiciled in the village of Glonggong as the head of the Village Community Resilience Institute (LKMD) of Glonggong village has an emotional closeness with the Head of the Glonggong Village. (Second) It was agreed between the Head of the Glonggong Village and Mr. Badjuri and Mujahidin, that a strategic location of 2,000 square meters of land was provided on the edge of the Ponorogo-Madiun highway belonging to the Glonggong Village Head and in that year also received a development budget / ASFI from the Regional Office of the Ministry of Religion of East Java 98,000,000 IDR, 4 (four) new classrooms were realized even though the building materials were simple. (Third) The name of MAN Doho changed to MAN Dolopo from the aspect of territorial coverage and the feasibility of recruiting input for prospective students/new students.

So, in 2001 the relocation of MAN Doho to Glonggong village began with the name MAN Dolopo, followed by the concept of arranging the layout of the administrative office's workplace temporarily occupying the living room of Mr. Badjuri, BA's house for 3 (three) years which is located only 20 meters from

the new building, teaching, and learning activities in the new building of Glonggong village with 4 (four) classrooms, some of the rest still occupy the old borrow-to-use building in Doho village. With the Dwi Tunggal concept between Kamad Badjuri, BA and Mujahidin, S.Sos, Msi, then as Head of TU MAN Dolopo, it was agreed that additional division of labor for internal affairs, starting from village government and the people of Glonggong village to the Office of the Department of Religion of Madiun Regency, Mr. Badjuri's business, BA and external affairs starting from the Regional Office of the Ministry of Religion of East Java Province to the Central Ministry of Religion are the affairs of Mujahidin, S.Sos, MSi to accelerate the acquisition of land and physical buildings for classrooms, laboratories, offices and other supporting facilities for Madrasahs by making a Madrasah Strategic Plan medium term and long term. Alhamdulillah, until 2005 at the last moment of the performance of Mr. Badjuri, BA (Retired), it was realized that the procurement of a new land area of 7,081 square meters, 1 Air-conditioned Kamad room, 1 Air-conditioned Administrative room building and completeness of performance equipment, one large room for teaching staff, 11 new classroom buildings, one language laboratory building, and its contents, one chemistry laboratory building and its contents, one library building and its book collection. Apart from that, no less spectacular was the double endeavour (Badjuri, BA and Mujahidin, M. Si) who succeeded in completing all of GTT and PTT without falling behind. None of those recruited in the CPNS base data became civil servants and the only/first time that a State Madrasah in Madiun Regency was given the mandate the budget in DIPA 2005 to improve the quality of human resources for educators and teaching staff in the form of technical guidance activities, training in a program called Quality Management Operational Assistance (BOMM) for

Madrasahs which in its implementation involved most of the teachers of State Madrasahs within the Department of Religion of Madiun Regency. At that time, this type of activity had to be carried out at the PTK Surabaya Training Centre.

Furthermore, with the Decree of the Minister of Religion of the Republic of Indonesia Number: 673 of 2016, Dolopo State Madrasah Aliyah changed its name to MAN 3 Madiun.⁵⁶

2. Vision and Mission of MAN 3 Madiun

a. Vision

Formation of individuals with achievement, harmony between imtaq and science and technology, safe, clean, healthy, caring, and cultured environment with indicators:

- 1) Qualified graduates.
- 2) Won academic and non-academic championships
- 3) Skilled in applying appropriate technology.
- 4) Obedient and obedient to the teachings of Islamic religion.
- 5) Have an entrepreneurial spirit and cultured environment
- 6) students have profiles of pancasila students and *Rahmatan Lil 'Alamiin* students

b. Mission

- 1) Improving the quality of educators and educational staff who are effective and efficient.
- 2) Improving the quality of teaching and learning activities to achieve excellent performance.
- 3) Improving the quality of self-development of students who are oriented towards spiritual intelligence.

⁵⁶ See documentation results number 01/D/2-5/2023

- 4) Improving the entrepreneurial spirit of students who are oriented towards environmental culture.
- 5) Improving the quality of religious activities so that students are consistent in experiencing Islamic teachings.
- 6) Improving the quality of stakeholder participation in madrasas.⁵⁷

3. Profile of MAN 3 Madiun

NPSN	: 20580847
School Name	: Madrasah Aliyah Negeri 3 Madiun
Address	: Jln. Raya Ponorogo
	Village : Glonggong
	Sub-district: : Dolopo
	Regency : Madiun
Level	: High School/ <i>Madrasah Aliyah</i>
Accreditation Results	: A ⁵⁸

4. The Organization Structure of MAN 3 Madiun

The organization structure of MAN 3 Madiun as follows⁵⁹:

- a. Headmaster : Drs. Muhson Taufiq
- b. Head of administration : Munirul Ikhwan, S.Pd.I
- c. Co. Curriculum : Dra. Naning Faridiyah
- d. Co. Students : Yulis Susilowati, S.Pd, M.Pd.
- e. Co. Public Relations : Zulfikri Alwi Jauhari, S.Pd.

⁵⁷ See documentation results number 02/D/2-5/2023

⁵⁸ See documentation results number 03/D/4-5/2023

⁵⁹ See documentation results number 04/D/2-5/2023

5. Teacher Staff, and Students of MAN 3 Madiun

Based on the data that the researchers obtained through documentation, it can be known that MAN 3 Madiun has thirty-one teachers, eight education staff, three security officers, and two cleaners staff. Meanwhile, for the number of students, the researchers managed to obtain information on the total number of students in the 2022/2023 school year, namely a total of 164 students consisting of 51 students from class X, 64 students from class XI, and 49 students from class XII.⁶⁰

B. Data Description

Data description is a description of the results and the findings of researchers obtained through observation, interviews, and documentation. Observation is done by the direct observation of the type of students' anxiety in speaking English tenth grade at MAN 3 Madiun, and about the factors causing students' anxiety in speaking English tenth grade at MAN 3 Madiun. Next, the researcher interviewed by asking questions directly with several informants who were directly related, namely the English teacher and some students, then the researcher documenting some data that related with the problems.

1. Findings of the Types of Students' Anxiety in English Speaking Class at the Tenth Grade Students of MAN 3 Madiun

The researchers conducted this research starting in May using observation, interview, and documentation. The researcher observing the speaking activity in class on May in class X of B MAN 3 Madiun in the learning process on material recount text. Besides that, the researcher also did an interview with English teacher and 4 students from class X of B MAN 3 Madiun to get more information about student's anxiety. These data

⁶⁰ See documentation results number 07/D/2-5/2023

findings are related to the type of students' anxiety in speaking English at MAN 3 Madiun. Based on observation and interview with the subject of the study, the researcher found the types anxiety in tenth grade students of MAN 3 Madiun in speaking English.

Based on the results of the observations that the researcher made at MAN 3 Madiun, it is known that many students in class X of B MAN 3 Madiun feel anxious when practicing speaking in front of their classmates. From the process of practicing students' speaking skills in front of the class by presenting assignments from the teacher, students seemed to have less mastery of speaking skills. They look anxious, nervous, and lack control over what they have to say. When students practice speaking skills in front of the class through presentation activities during English lessons, it appears that most of students feel anxious, afraid, and nervous. Some of them looked anxious before coming forward, some looked calm but suddenly looked anxious because of the response from their friends to the mistakes they made while practicing their speaking skills, some were already advanced but immediately looked anxious as if they were confused about what to do.⁶¹ This statement is supported by the result of interview with the English teacher. The English teacher with initial name HWH said that:

“The types of student anxiety when practicing speaking in front of the class are very diverse. Some are worried because they don't master the material, some are anxious because they don't have a lot of vocabulary, some are anxious because their friends make fun of their mistakes during speaking practice, and some are anxious because they are naturally shy and introvert.”⁶²

a. Trait Anxiety

Due to the large number of students in class X of B MAN 3 Madiun, their personalities also vary. These diverse personalities are

⁶¹ See observation results number 03/O/4-5/2023

⁶² See interview transcript number 01/I/03-06/2023

already attached for them and difficult to control. The personality that seems to influence anxiety in speaking practice in class X of B MAN 3 Madiun is the personality of students who are shy and quiet. Students who are shy and quiet in the class seem not so active in following the learning process. They seem to pay attention to the teacher's explanation, but they are very passive in following the lesson.

Based on the results of observations made in class X of B at MAN 3 Madiun, many students are basically quiet and shy. These traits seem to affect the anxiety they feel when practicing speaking in class. Innate anxiety that occurs in students during speaking practice seems doubtful, anxious, and worried about speaking practice.⁶³ From the interview that researcher conducted with the students and teacher, some students said that they felt anxiety when practicing speaking skill. They felt anxiety in different kind when practicing speaking skill, one of them is due to its innate nature.

This statement is supported by the teacher statement. The teacher said the following:

“The students are not confident in practicing speaking skills, so every time they are faced with practicing speaking skill activities, they feel scared, anxious, and nervous.”⁶⁴

This statement is supported by statements from students with the initials NNM which researchers obtained through interviews. He stated that:

“He feels very anxious when asked to practice speaking by the teacher. He feels shy, insecure and afraid that he can't. He feels less confident. Even if he knows what to say, he knows the

⁶³ See observation results number 03/O/4-5/2023

⁶⁴ See interview transcript number 01/I/03-06/2023

vocabulary, he still doesn't believe in myself. I am ashamed if wrong and laughed at."⁶⁵

This statement is supported by statements from other students with the initials SR which researchers obtained through interviews. He stated that:

"He feels anxious when he practice speaking. He feels nervous, embarrassed and afraid of being wrong."⁶⁶

b. State Anxiety

Another type of anxiety experienced by tenth grade students of B at MAN 3 Madiun is anxiety that occurs due to external factors and also pressure on them so they are anxious. The results of observations made in class X of B MAN 3 Madiun show the condition of students who seem anxious when they are given speaking practice assignments. It has been found that students are basically very hyperactive but suddenly become shy and quiet because they are given a speaking practice assignment.

The anxiety that occurs in some of these students seems to occur due to factors outside of themselves. Because basically they look fine, don't feel anxious or nervous. However, when faced with speaking assignments, their situation suddenly changes. They seem to feel anxious, worried, and nervous.⁶⁷ This is what happened to a student with the initials CIZ. She states the following:

"She feels very anxious when faced with practicing speaking in front of the class. Even she feels a cold sweat and very nervous. What worried her was that she doesn't have much English vocabulary, so she was nervous and doesn't know what to say. Actually, she experienced a lack of vocabulary because she doesn't like memorizing, lets alone memorizing new vocabulary, which for her

⁶⁵ See interview transcript number 03/1/25-5/2023

⁶⁶ See interview transcript number 04/1/26-5/2023

⁶⁷ See observation results number 03/O/4-5/2023

is complicated, she feels her memory is bad enough, and she is not confident enough to try.”⁶⁸

Through interviews with other students with the initials name SR also stated a statement that was almost the same. He stated as follows:

“He feels anxious because he doesn't have a lot of vocabularies, so he doesn't know what to say, confused, and stress.”⁶⁹

c. Specific-Situation Anxiety

Another type of anxiety experienced by students that researchers found was anxiety due to certain situations. From the results of observations made in class X of B, one of the varieties of student anxiety that appears is anxiety in certain circumstances. During the process of learning English, the students' condition seemed normal. Anxiety begins to show up in certain situations. Precisely when students are required to practice speaking. It seems that the anxiety that occurs in some students is not anxiety due to innate traits or anxiety due to a lack of ability. However, this anxiety appears because there is a feeling of pressure due to circumstances that require them to face certain situations that are gripping and cause feelings of discomfort. This discomfort causes anxiety when practicing speaking skills.⁷⁰ Through interviews, several students said what they felt about anxiety. Students with the initials MHR which researchers obtained through interviews. He stated that:

“Sometimes he still enjoys during practicing speaking skills. It happens if everything He says is correct and there are no outstanding mistakes. However, if he makes some prominent mistake in the speaking practice, he will definitely feel anxious and nervous.”⁷¹

⁶⁸ See interview transcript number 02/I/25-5/2023

⁶⁹ See interview transcript number 04/I/26-5/2023

⁷⁰ See observation results number 03/O/4-5/2023

⁷¹ See interview transcript number 05/I/26-5/2023

Through interviews with other students with the initials name NNM also stated a statement that was almost the same. She stated as follows:

“He feels anxious because he feels less confident. Even if he knows what to say, he knows the vocabulary, he still doesn't believe in himself. He is afraid about wrong and laughed at.”⁷²

2. Findings of the Factors Causing Students' Anxiety in English Speaking Class at the Tenth Grade Students of MAN 3 Madiun

The researcher conducted this research from May by using observation and interview. The researcher observing the speaking activity in class on May in class X of B MAN 3 Madiun. Besides that, the researcher also did an interview with English teacher and 4 students from class X of B MAN 3 Madiun to get more information about student's anxiety. These data findings are related to the the factors causing students' anxiety in speaking English tenth grade at MAN 3 Madiun. Based on observation and interview with the subject of the study, the researcher found the types anxiety in tenth grade students of MAN 3 Madiun in speaking English.

Based on the results of observations that researchers conducted at MAN 3 Madiun regarding the factors that cause anxiety for tenth grade students in practicing speaking skills, it is known that several things appear to be factors for anxiety that occur. When students practice speaking skills in front of the class through presentation activities during English lessons, it appears that most of students feel anxious, afraid, and nervous. Some of them looked anxious before coming forward, some looked calm but suddenly looked anxious because of the response from their friends to the mistakes they made while practicing their speaking skills, some were

⁷² See interview transcript number 03/1/25-5/2023

already advanced but immediately looked anxious as if they were confused about what to do. The classroom atmosphere during English lessons seemed conducive under the teacher's control, but when there is a student who are practicing speaking in front of the class make mistakes, the class tends to be rowdy. They respond to their theme's mistakes with ridicule, shouting, and the impression of bullying. When students who are practicing speaking in front of the class seem anxious because they are confused about what to say and are silent, most of students will give a response that intends to encourage and support but instead creates a noisy and tense atmosphere for students who are practicing speaking in front of the class. The teacher always tries to calm the noisy class. The teacher also provides and helps students who seem anxious when practicing speaking in front of the class.⁷³ This observation result supported by the students and teacher statement base on the results of interview.

a. Communication Apprehension

Based on the results of observations that researchers have made regarding students' speaking practice activities, it is known that students still rarely practice speaking skills as a means of interaction with fellow friends or with teachers, so we can conclude that students' practice of speaking skill practice is still low. Based on the English learning activities in the classroom that the researcher managed to observe, it seems that the teacher gave assignments to his students to make presentations in front of the class using English, through these activities students practiced speaking skills. Based on the observations that the researchers made, from the process of practicing students' speaking skills

⁷³ See observation results number 02/O/4-5/2023

in front of the class by presenting assignments from the teacher, students seemed to have less mastery of speaking skills. They look anxious, nervous, and lack control over what they have to say.⁷⁴ The results of this observation are supported by a statement from the English teacher of MAN 3 Madiun, she with the initials name HWH stated that:

“During English learning activities, in particular, students very rarely practice English speaking.”⁷⁵

This statement is supported by the statement of a tenth-grade student of B MAN 3 Madiun with the initials CIZ. She stated that:

“The practice of speaking skill in the class is not too often, only if the teacher assigns me to practice speaking in front of the class, she will practice her speaking skills.”⁷⁶

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials SR who stated the following:

“He rarely practice speaking skills during English lessons. Maybe this is only done when the teacher opens and closes the class, and also when the teacher gives assignments to practice conversations in front of the class in English or presentations in front of the class in English.”⁷⁷

A class X student of SMAN 3 Madiun with the initials the name CIZ put forward the anxiety factor of speaking skill practice expressing opinions about the lack of vocabulary with the following statement:

“The teacher has taught speaking supporting materials. It's just that the vocabulary requirements for speaking practice are quite a lot. Actually, She experienced a lack of vocabulary because she don't like memorizing, lets alone memorizing new vocabulary, which is complicated for her, she feels her memory is bad enough, and not confident enough to try.”⁷⁸

⁷⁴ See observation results number 03/O/4-5/2023

⁷⁵ See interview transcript number 01/I/03-06/2023

⁷⁶ See interview transcript number 02/I/25-5/2023

⁷⁷ See interview transcript number 05/I/25-5/2023

⁷⁸ See interview transcript number 02/I/25-5/2023

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials SR who stated the following:

“He don't has a lot of vocabularies, so he doesn't know what to say.”⁷⁹

Responding to problems that cause anxiety in speaking practice, teachers at MAN 3 Madiun try to support their students to improve their speaking skills to overcome this anxiety. Through the interviews that the researchers conducted, it was discovered that the English teacher at MAN 3 Madiun provided support in the form of providing material related to improving students' speaking skills as well as other efforts. The teacher conveyed the following:

“As an English teacher, she supports improving students' English speaking practice through various materials that she teaches in class. As with vocabulary, she always shows a little during the learning process.”⁸⁰

This opinion is supported by the opinion of class X of B MAN 3 Madiun students with initial CIZ with the following opinions:

“The teacher has taught speaking supporting materials. It's just that the vocabulary requirements for speaking practice are quite a lot.”⁸¹

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials SR who stated the following:

“The teacher delivers materials to improve students' speaking skills. the teacher helps overcome by giving encouragement to

⁷⁹ See interview transcript number 04/1/26-5/2023

⁸⁰ See interview transcript number 01/1/03-06/2023

⁸¹ See interview transcript number 02/1/25-5/2023

be more confident and more enthusiastic about improving speaking skills.”⁸²

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials MHR who stated the following:

“The teacher conveys material that is very useful for improving students' speaking skills.”⁸³

b. Test Anxiety

Another factor that causes anxiety that students experience is anxiety about test anxiety. This statement is supported by the statements of several students. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials NNM who stated the following:

“The teachers often give assignments for presentations in front of the class, so we need to practice speaking. But for communication in the classroom during the English learning process, it is enough to use Indonesian.”⁸⁴

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials SR who stated the following:

“The teacher often given the task of presenting in front of the class using English during English class hours, but in interactions in class, they still use Indonesian. So, practice only during presentations.”⁸⁵

These statements supported by the English teachers' opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from English teacher with the initials HWH who stated the following:

⁸² See interview transcript number 04/1/25-5/2023

⁸³ See interview transcript number 05/1/25-5/2023

⁸⁴ See interview transcript number 03/1/25-5/2023

⁸⁵ See interview transcript number 04/1/25-5/2023

“The problems that occur are like that. The students are not confident in practicing speaking skills, so every time they are faced with practicing speaking skill activities, they feel scared, anxious, and nervous.”⁸⁶

c. Fear of Negative Evaluation

In addition to these two reasons, some students also admit that anxiety occurs due to negative responses from their classmates. This has been described by the researcher in the explanation of the observation results above and is supported by the opinions of several students and an English teacher. A student with the initials CIZ thinks this way:

“If she is wrong when practicing speaking skills, she is laughed at, and sometimes her mistakes are justified, but while mocking. Therefore, she feels ashamed.”⁸⁷

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials NNM who stated the following:

“Her friends always laugh and make fun of me when she make mistakes in her speaking skills, so she feels uncomfortable.”⁸⁸

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials SR who stated the following:

“The response of his friends was different. There are those who are ignorant and just keep quiet when the theme is wrong. There are those who justify it, but the tone is mocking and putting them down, and there are those who laugh at it.”⁸⁹

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials MHR who stated the following:

⁸⁶ See interview transcript number 01/1/03-06/2023

⁸⁷ See interview transcript number 01/1/26-5/2023

⁸⁸ See interview transcript number 02/1/26-5/2023

⁸⁹ See interview transcript number 04/1/26-5/2023

“He feels anxious and nervous because almost all of my classmates make fun of me when he makes mistakes, such as a kind of bullying for saying the wrong word or not knowing some correct vocabulary.”⁹⁰

In addition to the students' opinions, the statement that there will be negative responses and insults from classmates that make students anxious when practicing speaking in English lessons is also supported by the English teacher's statement, through interviews that the researchers conducted, the English teacher with the initials HWH convey the following:

“As in social circles in general, if they find out the mistake of one of their friends, the first thing that appears is laughter and even ridicule. Likewise, students in the class when they find out that their friends are wrong in practicing speaking skills, will laugh at them and sometimes ridicule them.”⁹¹

Responding to problems that cause anxiety in speaking practice, teachers at MAN 3 Madiun have tried to support their students to improve their speaking skills and fight this anxiety. Through the interviews that the researchers conducted, it was discovered that the English teacher at MAN 3 Madiun provided support in the form of providing material related to improving students' speaking skills as well as other efforts. The teacher conveyed the following:

“As a teacher, she wants to set a good example for students. So that if there are students who make mistakes in speaking practice, she will provide corrections without dropping them, and she will provide support so that they do not feel ashamed or give up on speaking skill practice. She hopes that her response can be imitated by students when they find their friends making mistakes in practicing their speaking skills.”⁹²

This opinion is supported by the opinion of class X of B MAN 3 Madiun students with the following opinions:

“When I practice speaking and I make mistakes, the teacher helps by correcting my mistake. When my friends laugh at my mistakes, the teacher always helps to calm the noise and

⁹⁰ See interview transcript number 05/1/26-5/2023

⁹¹ See interview transcript number 01/1/03-06/2023

⁹² See interview transcript number 01/1/03-06/2023

laughter so that I feel a little calmer and can overcome my anxiety.”⁹³

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials NNM who stated the following:

“The teacher always helps by forbidding friends to mock and laugh at the mistakes of other friends when practicing speaking skills.”⁹⁴

Other students also expressed a similar opinion. Through the interview process that the researcher conducted, the researcher was able to obtain information from a student with the initials MHR who stated the following:

“The teacher helped him overcome the anxiety that he experienced when practicing speaking by calming the noisy class with laughter and encouraging him to stay calm.”⁹⁵

Some exposure to data from the results of observations and interviews, the researcher has described several things related to the factors causing students' anxiety in speaking English in tenth grade at MAN 3 Madiun.

C. Discussion

1. The Analysis of the Types of Students' Anxiety in English Speaking Class at the Tenth Grade Students of MAN 3 Madiun

a. Trait Anxiety

Anxiety is a condition in which there is excessive worry about a thing or condition. Anxiety can occur in various ways, one of which is when practicing speaking skills. Speaking as a skill in English is often a stressful thing for some people. One example is a tenth grade student of B

⁹³ See interview transcript number 02/1/25-5/2023

⁹⁴ See interview transcript number 03/1/25-5/2023

⁹⁵ See interview transcript number 05/1/25-5/2023

at MAN 3 Madiun. some of them feel anxiety with various types when practicing speaking skills.

Many students in class X of B MAN 3 Madiun feel anxious when practicing speaking in front of their classmates. From the process of practicing students' speaking skills in front of the class by presenting assignments from the teacher, students seemed to have less mastery of speaking skills. They look anxious, nervous, and lack control over what they have to say. When students practice speaking skills in front of the class through presentation activities during English lessons, it appears that most of students feel anxious, afraid, and nervous. Some of them looked anxious before coming forward, some looked calm but suddenly looked anxious because of the response from their friends to the mistakes they made while practicing their speaking skills, some were already advanced but immediately looked anxious as if they were confused about what to do.

One of the characteristics of successful speaking is high motivation. If students in high motivation to learn to speak, they will dare to practice and develop their speaking skills.⁹⁶ Meanwhile, in this case, there are many tenth-grade students of B at MAN 3 Madiun who feel embarrassed to practice speaking. Those who are inherently introverted and shy feel anxious and insecure about speaking practice Based on exposure to data from observations and interviews, students in grade ten of B MAN 3 Madiun experience anxiety because of their shy nature. Due to their high shyness, students feel anxious, nervous, sweaty, and result in their not having the courage to practice speaking skills. If they are forced

⁹⁶ Penny Ur, *A Course in Language Teaching*, ed. Marion Wiliam and Tonny Wright, 17th ed. (New York: Cambridge University Press, 2009),120.

to practice speaking skills, the results of speaking practice cannot be maximized because their shame is too high. Such a condition fits perfectly into Ellis' fear type theory. One of the types of fear Ellis uses in his theory is trait anxiety. In his theory, Ellis proposed that trait anxiety is a personality and behavioural trait that is innate, permanent, and difficult to change. People who cannot express their emotions, feelings, ideas, and thoughts fall into this category because they cannot control their tension.⁹⁷

b. State Anxiety

Observational data and interview publications show that, in addition to anxiety caused by traits, MAN 3 Madiun tenth-grade of B students may also felt anxiety caused by external factors during speaking skill practice. External factors such as sudden changes in the mental state of students due to the environment. Their anxiety is due to stress in mastering a lot of vocabulary for speaking practice, gathering the courage to practice speaking in front of the class and feeling stress when they are required to master speaking skills well. This situation has an impact on the feelings of anxiety that students feel when they practice speaking. The researcher correlated this condition with Ellis's theory regarding the type of anxiety, namely state anxiety.⁹⁸ In Spielberger's theory, he explained that state anxiety is a temporary feeling of anxiety due to changes in emotional state caused by external factors. This is because learners are exposed to certain emotions, stresses and pressures during class. In addition, controlling ideas and emotions can help students enjoy classroom activities. Regarding this situation, Spielberger states that state anxiety is a feeling of unease that is part of the normal psychological

⁹⁷ Eliis, *The Study of Language Acquisition*.

⁹⁸ R. Eliis, *The Study of Language Acquisition* (Oxford: Oxford University Press, 1994).

response and disappears with a favourable emotional response to the target language.⁹⁹

c. **Specific-Situation Anxiety**

In addition to these two types of anxiety, according to the results of observations and interviews with tenth grade students of B MAN 3 Madiun and English teachers of MAN 3 Madiun, it was found that teachers often give assignments to practice speaking in front of the class to present their assignments. In this situation, it was found that many students felt anxious and nervous. The students admitted to feeling anxious in dealing with the task situation. This fact can be categorized as one of the types of anxiety expressed by Ellis. Based on Ellis's theory, there is a type of anxiety caused by certain situations or events in learning the target language. Students practice their speaking skills, and when they make a mistake, they are quickly overwhelmed by a tense-looking atmosphere. People who were initially calm suddenly became anxious and nervous, resulting in poor concentration and sub-optimal results in speaking practice. This type of anxiety is specific-situation anxiety. In this case, such situations can occur when students take exams, attend classes, join English community clubs, or speak in public.¹⁰⁰

2. The Analysis of the Factors Causing Students' Anxiety in English Speaking Class at the Tenth Grade Students of MAN 3 Madiun

Fear of speaking is one of the most important emotional variables affecting foreign language learning and often negatively affects students' oral performance in English. Fear of speaking can range from mild nervousness to

⁹⁹ C. D Spielberger, *Manual for the State-Trait Anxiety Inventory* (California: Consulting Psychological Press, 1983).

¹⁰⁰ Eliis.

severe anxiety. The anxiety occurs due to several different things. The process of learning English in the classroom certainly involves many students and a teacher. This situation has an impact on the various causes of anxiety experienced by students when practicing speaking skills.

a. Communication Apprehension

A sign of successful speaking is the fact that learners speak well. Much of the time allotted for activities is spent by learners speaking. This is obvious, but teachers often talk or take long breaks.¹⁰¹ In reality based on the exposure to the data that the researchers obtained through the observations and interviews above, it was found that tenth grade students of B MAN 3 Madiun felt anxiety in speaking English caused by various things. One of the causes of anxiety that students felt is the lack of familiarity with using English as daily communication. During process of learning English in class, tenth-grade students of B at MAN 3 Madiun tend to use Indonesian and regional languages. When explaining the material in front of students, the teacher will use English accompanied by Indonesian. It aims to provide a detailed explanation so that students understand what the teacher conveyed. Besides that, by using English accompanied by Indonesian, the teacher hopes that the students will get more vocabulary. In the practice of learning English, the teacher has delivered materials that can support speaking skills. It's just that the need for vocabulary to practice speaking skills is very much so that students feel they lack of vocabularies. They feel anxious if they have to interact and practice speaking in English because they don't have many vocabularies.

¹⁰¹ Penny Ur, *A Course in Language Teaching*, ed. Marion Wiliam and Tonny Wright, 17th ed. (New York: Cambridge University Press, 2009),120.

One of the characteristics of successful speaking is language is at an acceptable level. Learners communicate in utterances that are appropriate, simple, understandable to one another, and accurate enough in their use of the language,¹⁰² but in reality at MAN 3 Madiun, tenth grade of B students because of a lack of vocabulary they find it difficult to understand English speech so the teacher has to intersperse explanations of the material using Indonesian. When students are faced with orders to practice speaking, they feel anxious because they lack mastery of speaking materials. This situation can be categorized as anxiety caused by communication apprehension. According to the theory put forward by Horwitz that communication apprehension is a kind of anxiety concern about learners' incapability to sufficiently express the thought and build communication with other individuals and make them understand what the speaker said.¹⁰³

b. Test Anxiety

Speaking as one of the English skill that needs to be mastered makes every English teacher try to train their students to practice this speaking skill. Based on the theory put forward by Harmer, in conducting speaking assessments, the teacher needs to assess several aspects such as grammar, vocabulary, comprehension, fluency, pronunciation, and tasks.¹⁰⁴ Every teacher has a variety of ways of teaching and testing the abilities of their students. To test several aspects of assessment, teachers at MAN 3 Madiun often give presentation assignments to students in front of the class. Through tests with presentations, the teacher will know how far

¹⁰² Penny Ur, *A Course in Language Teaching*, ed. Marion Wiliam and Tonny Wright, 17th ed. (New York: Cambridge University Press, 2009),120.

¹⁰³ Horwitz, E.K., & Young, *Language Anxiety: From Theory and Research to Classroom Implications*.

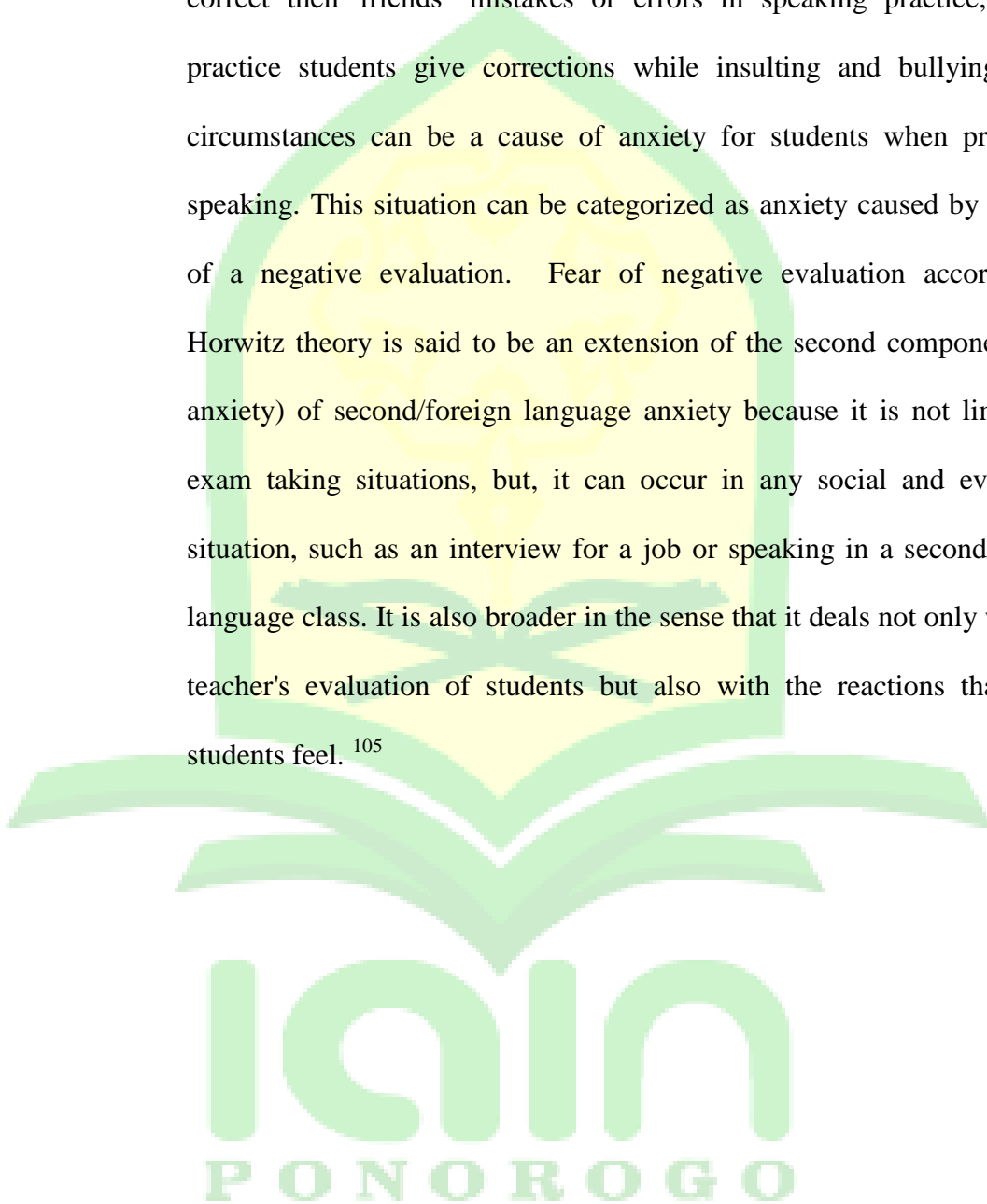
¹⁰⁴ Brown, *Language Assessment Principles and Classroom Practices*, 172-173.

students are in mastering speaking skills. In such conditions, students who lack preparation will feel anxious and afraid. In its natural state, through the results of observations, students seem to feel anxiety and nervous when facing the task. Based on the results of the interviews that the researchers conducted, the students rarely carried out daily interactions using English as a means of communication, but the teacher often gave speaking practice assignments in front of the class. This situation makes some of them feel anxiety and worried that they can't do it well. In a state of anxiety caused by such exams, researchers categorize the factors that because anxiety experienced by students as exam anxiety. According to Horwitz's theory, anxiety can occur because of exams. Test anxiety described by Horwitz et al. As described, it refers to a type of performance anxiety stemming from fear of failure. When learning a foreign language, learners experience test anxiety that can affect their grades.

c. Fear of Negative Evaluation

Errors in the learning process are normal, as in the process of learning speaking skills that occurs in tenth grade of MAN 3 Madiun, there are bound to be many student mistakes in practicing speaking skills. Moreover, when students make presentations in front of the class, in a state of anxiety, the students will make mistakes or errors because their concentration has been disturbed by anxious. In speaking skills training, one must have high motivation to practice and a spirit that is not afraid of failure. In real situations at MAN 3 Madiun, through exposure to observational data and interviews that researchers conducted, many tenth-grade students of B experienced anxiety because they were afraid of a negative response. When students make mistakes in speaking practice,

other students will give negative responses such as ridicule, laughter, and bullying. Addressing these problems, the teacher has given directions to students not to give negative responses to students who make mistakes when practicing speaking. The teacher advises the students to help and correct their friends' mistakes or errors in speaking practice, but in practice students give corrections while insulting and bullying. Such circumstances can be a cause of anxiety for students when practicing speaking. This situation can be categorized as anxiety caused by the fear of a negative evaluation. Fear of negative evaluation according to Horwitz theory is said to be an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to exam taking situations, but, it can occur in any social and evaluative situation, such as an interview for a job or speaking in a second/foreign language class. It is also broader in the sense that it deals not only with the teacher's evaluation of students but also with the reactions that other students feel.¹⁰⁵



¹⁰⁵ Horwitz, E.K., & Young, *Language Anxiety: From Theory and Research to Classroom Implications*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the results of the research and discussion in the previous chapter, the researcher can conclude that:

1. There are some types of anxiety of class X students speaking English at MAN 3 Madiun. This types of anxiety of class X students speaking English at MAN 3 Madiun are categorized into three types. The first type is trait anxiety. This anxiety occurs because students lack self-confidence and cannot fight their innate traits, such as shyness and self-esteem. In this type of trait anxiety, students feel anxious when they practice speaking in front of the class. They find it difficult to control their shyness because it is innate. The second type of anxiety is state anxiety. This state anxiety occurs when students feel anxious in speaking practice due to external factors, in contrast to trait anxiety which is driven by internal factors. Tenth-grade students of B at MAN 3 Madiun experiencing this type of anxiety at first feel calm when practicing speaking, but they start to feel anxious when the class situation turns chaotic, chaotic, or laughs a lot. The third type of anxiety is specific situation anxiety. This type of anxiety occurs in certain situations. When tenth grade students of B MAN 3 Madiun take turns being asked to practice speaking in front of the class. They will feel a tense situation that leads to anxiety when practicing speaking.
2. There are three factors that cause students' anxiety in speaking English in class ten of B MAN 3 Madiun. The first factor is communication

apprehension which occurs because of the students have low mastery of the speaking component. In addition, they are not used to using English in communication, so they do not understand communication and interaction in English. The second factor is test anxiety. This factor occurs because of the speaking test to test students' speaking abilities. The last factor is the fear of negative evaluation. This factor occurs when students are anxious to practice speaking due to fear of negative responses from students or teachers, and this factor occurs because students often give negative responses to their friend who makes mistakes or errors in speaking practice.

B. Suggestions

Based on the results of this study, the researchers would like to make some suggestions as follows:

1. For the English Teacher

The researcher recommends teachers to become more creative and attentive in understanding students' problems and keeping them from anxiety in speaking

2. For the Students

The researcher hopes that the students will have a high enthusiasm for practicing speaking, a willingness to practice, and confidence in speaking practice so that they can overcome and control the anxiety they experience when practicing speaking skill.

3. For the Readers

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

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