

**AN ANALYSIS OF SPEAKING ANXIETY AMONG EFL LEARNERS
AT AL-MAWADDAH ISLAMIC BOARDING SCHOOL PONOROGO**

THESIS



BY

NAME : NABIELA KHULUQI

NIM : 204180115

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2023

P O N O R O G O

**AN ANALYSIS OF SPEAKING ANXIETY AMONG EFL LEARNERS
AT AL-MAWADDAH ISLAMIC BOARDING SCHOOL PONOROGO**

THESIS

Presented to

**State Islamic Institute of Ponorogo
in Partial Fulfillment of the Requirement
for the Degree Sarjana in English Education**



BY

NAME : NABIELA KHULUQI

NIM : 204180115

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

P O N O R O G O

2023

ABSTRACT

KHULUQI, NABIELA. 2023. *An Analysis of Speaking Anxiety among Efl Learners at Al-Mawaddah Islamic Boarding School Ponorogo*. Thesis, English Language Teaching Departement, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Fenty Andriani, M.Pd.

Key Words: *Speaking, EFL Speaking Anxiety, EFL Learners*

Speaking English is one of the most challenging skills teachers must instill in their students. It is thought to be the most provoking element of the second language and foreign language education that causes anxiety. Foreign language anxiety can negatively impact both the physical act of speaking and the cognitive aspect of speech production that may lessen the effectiveness of the learning process. Therefore, it is important to analyze students' speaking anxiety in learning English as their foreign language.

The study's objectives were to analyze the level of students' speaking anxiety, to outline the causes of students' speaking fear, and to assess how students at Al-Mawaddah Islamic Boarding School Ponorogo dealt with it.

A qualitative method and a case study research design were employed in this study. The population of this study consisted of 120 seventh grade students from 6 classrooms at Al-Mawaddah Islamic Boarding School Ponorogo. Students in class VII C made up the sample for this study, which included a total of 22 pupils. This study was carried out at Al-Mawaddah Islamic Boarding School in Ponorogo, during the academic year 2022–2023. The researcher used a variety of data collection methods, including, interviews, and documentation. In this study, the findings were provided as percentages or numbers, which were then explained in words.

Three conclusions were drawn from the study's findings. First, the three levels of speaking anxiety among the students were determined: low (14%), medium (77%), and high (9%). Second, the factor causing students speaking anxiety showed that in the aspect of external factor, classroom setting and activity (50%) occupies the highest position of students responses who agree with this point, followed by Lack of English Exposure and different cultures (44%), and finally teachers' talks and technique (39%). Also, negative thoughts, opinions, and beliefs about language acquisition occupy the same spots with a percentage of 47% under the category of internal variables. Peer seeking was the second most common method used by the students, followed by relaxation, optimistic thinking, planning, and finally resignation. It is intended that by using this research as a resource, the parties involved will benefit and speaking anxiety in students will be reduced.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Nabiela Khuluqi
Student Number : 204180115
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : An Analysis of Speaking Anxiety among Efl Learners at Al-Mawaddah
Islamic Boarding School Ponorogo.

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

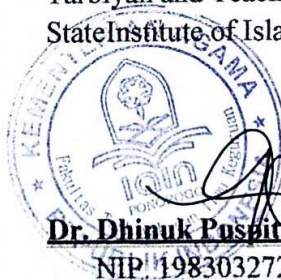


Fenty Andriani, M.Pd.
NIP. 198702012018012001

Date: Ponorogo, 24th March 2023

Acknowledged by,

Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Dr. Dhinuk Puspa Kirana, M.Pd.
NIP. 198303272011012007

P O N O R O G O



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO

RATIFICATION

This is to certify that *Sarjana*'s thesis of:

Name : Nabiela Khuluqi
Student Number : 204180115
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : An Analysis of Speaking Anxiety among Efl Learners at Al-Mawaddah
Islamic Boarding School Ponorogo

has been approved by the board of examiners on:

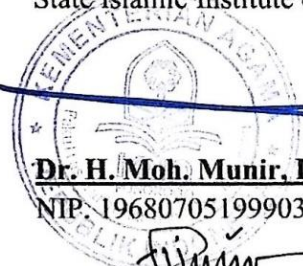
Day : Wednesday
Date : 24 May 2023

and has been accepted as the requirement for the degree the *sarjana* in English Language Teaching on:

Day : Thursday
Date : 16 June 2023

Ponorogo, 16 June 2023

Certified by
Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo


Dr. H. Moh. Munir, Lc., M.Ag
NIP. 196807051999031001

Board of examiners

1. Chairman : Dr. Tintin Susilowati, M.Pd
2. Examiner I : Winantu K. S. A, M.Hum
3. Examiner II : Fenty Andriani, M.Pd

(.....)

(.....)

(.....)

P O N O R O G O

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan dibawah ini :

Nama : Nabiela Khuluqi
NIM : 204180115
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/Tesis : An Analysis of Speaking Anxiety among EFL Learners at Al-Mawaddah Islamic Boarding School Ponorogo

Menyatakan bahwa naskah skripsi/tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya, saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id**. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 16 Juni 2023

Penulis,



Nabiela Khuluqi

NIM 204180115

IAIN
P O N O R O G O

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Nabiela Khuluqi

NIM : 204180115

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : An Analysis of Speaking Anxiety among Efl Learners at Al-Mawaddah
Islamic Boarding School Ponorogo.

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 24th March 2023

Yang membuat pernyataan



Nabiela Khuluqi

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research focus, research questions, research objectives, the research's significance, and the organization of study.

A. Background of the Research

There are four skills that students must master in order to learn English. They are listening, speaking, reading, and writing. Learning a language aims to increase these four communication skills with a broad vocabulary and sound grammar foundation. However, this is not the ultimate goal. The ultimate goal is to enable language use among speakers. Most speakers perform better in writing and reading than speaking and listening. They can read and write, but they have trouble speaking.

Speaking English is one of the most challenging skills teachers must instil in their students. Speaking requires a lot of practice and the teachers' use of appropriate tactics, tools, or media.¹ Speaking, like writing, is a productive talent that entails using speech to convey meaning to others. Speaking entails not just the ability to communicate verbally but also the ability to articulate, pronounce, and combine words into coherent phrases.

Speaking is thought to be the most provoking element of the second language and foreign language education that causes anxiety.² When speaking, students are afraid of making mistakes. they are afraid of being judged as they have limited vocabulary and bad pronunciation. They are not confident so they prefer to keep silent and speak as little as

¹ Fatima, Charles and Lamberto, "Using Audio Visual Tool to Develop Speaking Skill to The Second Grade Students of Ensino Secundariu Cristal in The school Year 2017". Journal of Innovative Studies on Character and Education, Vol 2 (2018), 33.

² Kitano, Kazu, "Anxiety in the College Japanese Language Classroom". The Modern Language Journal, vol 85, Issue 4.

possible. They are inhibited from speaking English because of their bad emotions that result from mistakes.

A feeling of fear, nervousness, and anxiousness when learning to use foreign language is called foreign language anxiety. This situation-specific personality trait called foreign language anxiety includes two psychological components: emotional arousal and negative self-related cognition. These factors are more pronounced in individuals with a dispositionally high level of language anxiety and interfere with behaviour necessary for language learning. Understanding the mechanism of anxiety in language learning has been of significant concern to educators and researchers because foreign language anxiety is consistently linked to issues in language learning, such as deficits in listening comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests.³

Based on earlier research findings, Loyarte found that students' nervousness when speaking English in class significantly negatively impacts how well they perform in presentations, particularly when they are just learning the language. This study identified factors that might contribute to anxiety, including learner traits, student beliefs, teachers' characteristics, and classroom procedures.⁴

Based on the researcher's pre-observation at Al-Mawaddah Islamic Boarding School for Girls and discussion with some students, it is known that many students still feel afraid and worried about speaking English in class.⁵ They are mostly seventh-grade students who are just learning the language. The researcher examined numerous instances where many

³ MacIntyre, P. D. & R. C. Gardner. (1994). "The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning". *Studies in Second Language Acquisition* 16: pp. 1–17.

⁴ Loyarte, Lierni, " *Foreign Language Anxiety: Students' Perspectives and Pedagogical Implications*". Departamento de Filología Inglesa y de Traducción e Interpretación, Área de Filología Inglesa, 2015.

⁵ Seventh grade students at Al-Mawaddah Islamic Boarding School Ponorogo, Interviews, 22 september, 2022.

participants felt uneasy and anxious when they attempted to speak in an English lesson. This can be seen from the participation in the class, which is still low. Only certain people often speak English in class. This is evident when the teacher requests that the students create questions, perform, and express ideas in English, but the students remain silent. Their anxiousness may affect how they explain and perform and their ability to learn English successfully. However, as soon as they are directly appointed to participate and express ideas or dialogue in front of the class, they can also do well. Although this school has held an intensive English program and requires the students to use English as their daily language, they still need to be trained to speak English continuously. Several strategies also have been implemented to force students to speak only English inside the boarding. Most of these strategies utilized punishing consequences for those students who used their native languages. However, a system based on punishment seemed ineffective to students who use the English language to their willingness.

To know and understand the students' problem above, the researcher analyzed "**A Study of Speaking Anxiety among EFL Learners at Al-Mawaddah Islamic Boarding School Ponorogo**". The researcher hopes that the issues can be identified and solved.

B. Research Focus

The researcher focuses on conducting the study, which analyses students' speaking anxiety in seventh grade at Al-Mawaddah Islamic Boarding School Ponorogo.

C. Research Questions

Based on the problems, the researcher decides the issues statement of this study as follows :

1. How are the levels of students' speaking anxiety in speaking performances at Al-Mawaddah Islamic Boarding School Ponorogo?

2. What are the factors causing speaking anxiety among seventh-grade students at Al-Mawaddah Islamic Boarding School Ponorogo?
3. How do the seventh-grade students at Al-Mawaddah Islamic Boarding School Ponorogo overcome their speaking anxiety?

D. Research Objectives

Based on the problem statement, the objectives of this study are as follows.

1. To describe the students' speaking anxiety levels in speaking performances.
2. To find out the factors that cause speaking anxiety among seventh-grade students at Al-Mawaddah Islamic boarding school Ponorogo.
3. To analyze strategies in overcoming students' speaking anxiety at Al-Mawaddah Islamic Boarding School Ponorogo.

E. Significances of the Study

The researcher expects the importance of this study as follows:

1. Theoretical Significance

This study is expected to be helpful in English Language Teaching. The research will likely be the source of practical suggestions for what may be done in an English language institution to support students' efforts to engage the target language in school.

2. Practically Significances

Because the current study focuses on an analysis of students speaking anxiety at Al-Mawadah Islamic Boarding School Ponorogo, the findings are likely to benefit students, teachers, and future researchers ;

a. For the teacher

this result is expected to help the teachers shape their program curricula to increase students' opportunities to use the target language in a classroom activity.

b. For the students

the results of the study can be presented to students of Al-Mawaddah boarding school for the girl during their orientation meetings or their classes. From these findings, students should be able to have a better picture of students speaking anxiety. Therefore They may better know how to reduce their speaking stress in order to achieve their language learning goals.

c. For English Department

The study's result is expected to help English department students conduct similar studies to make the learning process more effective.

F. Organization of the Study

The study's structure makes it easier for readers to easily learn and comprehend its contents. The following are those:

1. Chapter 1 is the introduction, which verifies the study's background, formulation research, purpose, important terms, and the organization's thesis.
2. Chapter II reviews the literature and wraps up the description of speaking and audiovisuals. It includes numerous explanations based on the title.
3. The research methodology is covered in Chapter III, which also includes the research design, the researcher's role, the research setting, the data source, the data collection technique, the data analysis technique, the checking of validity, and the findings involving the analysis of student factors influencing students' desire to speak English.
4. The study's results and discussion are presented in Chapter IV, which is crammed with data visualization and research findings. Due to the fact that the researcher will analyze the data gathered, this chapter contains crucial information. So, the data will be presented in this chapter.

5. Chapter V is presents the study's findings and recommendations for additional research to improve the analysis.



CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical framework and previous related studies.

A. THEORETICAL BACKGROUND

The following part will clarify theories linked to the study's research. Each approach is presented in light of the research findings. The operational definitions of the following terms are used to better understand the study: Speaking English, aspect of speaking, and factors affecting students' speaking performance.

1. Speaking English

a. Definition of Speaking

According to O'Malley and Chamot. Speaking is an example of a complex cognitive talent that may be divided into numerous hierarchal sub-skills, some of which may require controlled processing while others may be processed automatically,⁶ Producing, receiving, and digesting information are all part of the interactive process of building meaning when speaking.⁷

Speaking is an oral communication procedure in which ideas or thoughts are exchanged with other people. As a result, speaking may be inferred to be a cognitive process for producing meaning that uses sound as the output of ideas and is utilized for communicating and connecting with others.

b. Aspect of Speaking

Speaking is crucial since it is a talent that allows others to readily comprehend what is being communicated. Because they have been learning

⁶ O'Malley, J.M. & Chamot, A.U. *Learning Strategies in Second Language Acquisition* (Cambridge: Cambridge University Press, 1990).

⁷ M. Bailey, Kthleen, *Practical English Language Teaching Speaking*, (New York: Megraw-Hill Education, 2005).

English for several years and will have many performances connected to oral skills at universities, high school students speaking ability is expected to be good. However, speaking ability among high school pupils remains low. Some components of speaking performance are harder for them to achieve. According to Linse there are a few components of speaking to consider⁸:

1) Vocabulary

People who do not comprehend the vocabulary mystery will be unable to speak effectively, express their views, or write. The most crucial aspect of communication is vocabulary, which is defined as accurate diction. The terminology used in speaking must be highly common and used in everyday discourse. Words, their meanings, how they are spelt, and how they are spoken are all important for students to understand. As a result, when teaching vocabulary, teachers must make careful to convey both the meaning and the spelling and pronunciation.

2) Pronunciation

When pupils communicate, they use pronunciation to develop clearer language. Thornbury defines pronunciation as a student's ability to make understandable utterances in order to complete the assignment.⁹ The importance of pronunciation arises from the fact that it adds meaning to what is being spoken. Mispronunciation can lead to misunderstandings or offence among those involved in discourse. The goal of learning pronunciation is not to acquire a flawless intonation of a native accent but rather to teach students

⁸ Linse, Caroline T. *Practical English Language Teaching: Young Learners*. McGraw-Hill Companies, Inc: New York, 2005.

⁹ Thornbury, S. and Slade, D. *Conversation: From Description to Pedagogy*. (Cambridge: Cambridge University Press, 2006)

how to pronounce words precisely enough for other people to understand them.

3) Grammar

Grammar is required for pupils to construct acceptable sentences in written and oral conversations. It agrees with Heaton's explanation that a student's capacity to modify the structure and identify proper grammatical forms from inappropriate ones is important.¹⁰ Grammar is also useful for learning the proper technique to achieve proficiency in a language in both oral and written form.

4) Fluency

Fluency usually refers to the ability to speak freely and without interruption. If a teacher wants to assess a student's fluency during the teaching and learning process, the teacher allows the student to speak freely. The goal is to assist pupils in speaking easily and eloquently. The teacher does not correct right away since too much correction disrupts the flow of dialogue.

5) Comprehension

The ability to perceive and comprehend long periods of conversation, as well as to build representations of the meaning of sentences, is referred to as comprehension. Second language comprehension is more difficult to research since it is not directly observable and must be inferred from overt verbal and nonverbal responses, artificial instruments, or the teacher's or researcher's intuition. Even when methods are sophisticated and include

¹⁰ Heaton, J.B. *Writing English Language Testing*. (New York: Longman, 1978)

hazards, comprehension refers to the fact that participants completely comprehend the nature of the study project.¹¹

2. Problem in speaking

The problem in speaking can be seen from two aspects. There are psychological aspects and language aspects.¹²

a. Psychological Aspect

Psychological issues are those that frequently interfere with one's emotional or physical well-being. These psychological issues may have a negative impact on a student's ability to talk. Johanna describes that there several psychological aspects faced by students when they learn to speak English, there are; Anxiety, fear of mistakes, shyness, lack of confidence, and lack of motivation.¹³

1) Anxiety

Anxiety is a transient emotional state or condition marked by feelings of tension and apprehension, as well as increased automatic nervous system activity¹⁴, a state that can have both positive and negative effects, motivating and facilitating as well as disrupting cognitive activities such as learning.

Rochelle et al. looked at the reasons for anxiety among foreign students learning English in the Philippines.¹⁵ It has been discovered that using this technique allows learners to take control of their own learning because it acts

¹¹ Cohen, M. *The Effect of Increasing the Rate of Clerical Skill Performance on Challenging Behavior*. *Journal of Precision Teaching & Celeration*, 19, (2005): 2-12

¹² Ur, Penny. *A Course in Language Teaching Practice and Theory*. (Cambridge: University Press, 1996.)

¹³ Juhana. *Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)*. *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3, No 12, 2012.

¹⁴ Spielberger, C. D. *Anxiety: current trends in theory and research*. Oxford, England: Academic Press, 1972.

¹⁵ I. R. Lucas, E. Miraflores, and D. Go, "English language learning anxiety among foreign language learners in the Philippines," *Philippine ESL Journal*, vol. 7, no. 94-119, 2011.

as a foundation for acquiring other macro skills in the target language. In this circumstance, the pupils may find themselves speechless in front of their interlocutors or audiences.

2) Fear of Mistakes

Many scholars believe that the fear of making mistakes is one of the key reasons why students are hesitant to speak English in the classroom. This concern, according to Aftat, is linked to the issue of correction and unfavourable appraisal¹⁶. Furthermore, students' fear of being ridiculed by their peers or blamed by the teacher has a significant impact. As a result, the student's motivation and participation in speaking activities are poor. As a result, it's critical for teachers to reassure their kids that making errors isn't a negative thing because they can learn from them.

3) Shynes

Shyness is an emotional condition that many students experience when they are forced to speak in English class. This suggests that shyness could be a cause of difficulty in students' classroom learning activities, particularly in speaking classes. As a result, paying attention to this component is also very crucial in order to assist pupils in giving their best performance in the classroom when it comes to speaking¹⁷. According to Baldwin, speaking in front of a group is one of the most common phobias

¹⁶ Aftat, Mokhtar, *Motivation and Genius Learning*. 2008.

¹⁷ Gebhard, J. G. *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.2000

among students, and the sense of shyness causes their minds to go blank or causes them to forget what to say¹⁸.

4) Lack of Confidence

When students recognize that their conversation partners do not comprehend them or when they do not understand the other speaker, they develop a lack of confidence. In this case, they would rather remain mute while others converse, demonstrating that the pupils lack confidence in their ability to communicate. Tsui cites Nunan, who claims that students who are insecure about themselves and their English are prone to communication anxiety. According to the explanation above, the teacher should focus more on increasing the students' confidence when speaking¹⁹.

5) Lack of Motivation

Motivation has a role in the success of a public speaking performance. Motivation has an impact on the grade you receive for your speaking performance. Motivation, according to Zua, is an inner energy. She claims that no matter what type of incentive the student uses, it will improve their enthusiasm for studying²⁰. As a result, students must be motivated in order for their speaking performances to be successful.

b. Language Aspect

The level of Indonesian learners' EFL speaking proficiency is a topic that has been extensively studied in the literature. According to a number of studies,

¹⁸ Baldwin, C. How to Overcome Shyness during an Oral Presentation.2011

¹⁹ Juhana. *Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)*. Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3, No 12, 2012.

²⁰ *Ibid.*

Indonesian students generally do not have a high degree of oral English ability. Students in the English department make a lot of mistakes when speaking. Pronunciation (tenses, prepositions, and sentence construction), lexicon (wrong word choice), fluency (frequent repair), and interactive communication are all examples of faults (difficulties in getting the meaning).

Penny Ur describes that Inhibition, lack of topical knowledge, poor or uneven engagement, and mother tongue use are among the student's speaking difficulties,²¹

1) Inhibition

The pupils feel frightened about making mistakes, fearful of criticism or losing face. They are afraid of attracting too much attention with their speech.

2) Nothing to say

Learners frequently complain that they can't think of anything to say and aren't motivated to do so. Many students find it difficult to respond when their teachers ask them to say something in a foreign language because they may have no idea what to say, what vocabulary to use, or how to correctly use the grammar.

3) Low or uneven participation.

Because only one participant can speak at a time so that the others can hear him/her, each student in a large group will have very limited talking time. The pupils do not have the same opportunities to communicate in

²¹ Ur, Penny. *A Course in Language Teaching Practice and Theory*. (Cambridge: University Press, 1996.)

English. Some students have a tendency to dominate, while others speak little or not at all.

4) Mother tongue use

The pupils believe that speaking their mother tongue is easier than speaking their second language. When speaking in a second language, pupils frequently employ their mother tongue. This problem will encourage pupils to participate.

3. Speaking Anxiety

a. The Definition of Speaking Anxiety

A sensation of worry, dread, and unease is known as anxiety. Based on the Oxford dictionary, anxiety is a state of concern, trepidation, or unease, usually related to an impending event or something whose conclusion is uncertain.²² It is an emotional state characterized by physiological arousal, an unpleasant feeling of tension, and an apprehensive feeling that something bad will happen.²³ It might cause some people to perspire, become agitated and anxious, and experience rapid heartbeat. It can be a typical response to stress.

Speaking anxiety is often interpreted as a feeling of fear, nervousness and anxiety anxious when interacting with other people; Thaher defines speech anxiety as a pattern of anxiety that can affect a person's oral communication and successful student.²⁴ Speech anxiety is a specific subtype of communication-based anxiety in which the individual experiences physiological arousal, cognition, negative self

²² Oxford Dictionary (New York: Oxford University Press, 1979)

²³ Nevid, Jeffrey S., et al. *Abnormal Psychology in a Changing World. 10th ed.* (Pearson, 2017.)

²⁴ Thaher, M. *Communication Apprehension Among An-Najah National University Students.* (An-Najah Univ. J. Res. (H. Sc.). Vol. 19, No.2, 2005) 627-678

and concomitant behaviour in response to the expected presentation or actual.²⁵ From this understanding, it can be concluded that speaking anxiety is a pattern of speaking anxiety that affects oral communication and a person's physiological condition when interacting. Anxiety about speaking causes a feeling of understanding or a state of worry about something bad going to happen as he speaks.

McCroskey revealed four types of speech anxiety; Treatlike, Person Group, Situational and Generalized context. Talking anxiety in the classroom, according to McCroskey, includes the type of generalized context²⁶. The aspects include:

1) Anxiety about public speaking.

Speaking anxiety can occur when individuals communicate in front of a large audience, such as when giving a speech or giving a presentation to a forum.

2) Anxiety about speaking in meetings.

Speech anxiety can occur when individuals are in formal situations, like at a meeting.

3) Anxiety speaking in group discussions.

Speech anxiety can occur when individuals are in a small group. While in small group discussions, individuals give arguments, responses, and responses in those discussions involving the attention and attention of the discussion participants.

4) Anxiety speaking during two-way interaction.

²⁵ Bodie. D Graham, "*A Racing Heart, Rattling Knees, and Ruminative Thoughts: Defining, Explaining, and Treating Public Speaking Anxiety*", (Communication Education, January 2010)

²⁶ McCroskey, J.C, "*The Communication Apprehension Perspective*", Sage Publications, Beverly Hills, CA. 1984

Anxiety speaks when individuals have conversations with other people.

b. English Foreign Language Anxiety

Speaking is thought to be the aspect of learning foreign and second languages that cause the most anxiety. The fact that communication apprehension has been recognized as a component of foreign language anxiety illustrates the function of speaking as a cause causing the highest amount of concern, tension, and stress. Additionally, research has revealed a constant link between linguistic anxiety and success on oral exams.²⁷

According to Kitano's research, speaking anxiety and test anxiety were associated with students becoming more apprehensive during oral presentations as their concern about receiving a poor grade increased.²⁸ The idea of travelling and conversing with native speakers abroad made it much more intense. When students compared their speaking abilities to those of their peers and native speakers, students anxiety levels rose as it relates to gender disparities. Male students who thought their speaking abilities were subpar felt more tension than female students in the same situation²⁹.

4. The Foreign Language Anxiety Scale (FLCAS)

Some studies showed that language learners with high levels of proficiency in a foreign language also had high levels of anxiety in that language. Scovel suggested that the findings might be due to the different anxiety measures used in the study and

²⁷ MA, Tsai-Yu, MA, Goretti, "The Relationship between Foreign Language Anxiety and Learning Difficulties", Foreign Language Annals, December 2008.

²⁸ Kitano, Kazu, "Anxiety in the College Japanese Language Classroom", The Modern Language Journal, December 2001.

²⁹ *Ibid.*

concluded that the researcher should determine the type of anxiety being measured and its relationship to other factors, such as affective or cognitive variables.³⁰

In 1986, Horwitz, Horwitz, and Cope developed the concept of foreign language anxiety, which is anxiety related to learning a new language³¹. They hypothesized that some of the students' unfavourable emotional responses to trying to learn a foreign language were caused by language anxiety.

There are three components of foreign language anxiety³²:

a. Communication Apprehension

When learners lack mature communication abilities but have mature ideas and thoughts, communication apprehension results. It alludes to a reluctance to engage in genuine interpersonal conversation. According to McCroskey communication apprehension is an individual's level of worry or anxiety related to actual or prospective communication with other people³³. Language learners' oral obligations in a foreign language classroom involve both studying and using the target language.

b. Test Anxiety

Test anxiety is described by Sarason as "the tendency to view with alarm the consequences of inadequate performance in an evaluative

³⁰ Scovel, T. (1978). *The effect of effect on foreign language learning: A review of the anxiety research*. Language Learning, pp. 28, 129–142.

³¹ Horwitz, E., Horwitz, M., & Cope, J. (1986). *Foreign language classroom anxiety*. *Modern Language Journal*, 70, 125-132.

³² Ganschow, L., & Sparks, R. (1996). Anxiety about foreign language learning among high school women. *Modern Language Journal*, 80(2), 199–212.

³³ McCroskey, J. C. 1978. Validity of the PRCA as an index of oral communication apprehension. *Communication Monographs*, 45, 192- 203.

situation."³⁴ When students perform poorly on prior exams, test anxiety may develop. Students form unfavorable stereotypes about tests and have incorrect beliefs about evaluation processes. These pupils may have had negative test experiences from either language classes or other courses, and they unintentionally brought that negative picture into the current English lesson. Students who are test-anxious could hold incorrect notions about language acquisition. These pupils routinely place unrealistic expectations on themselves and believe that anything short of an ideal exam performance constitutes a failure.³⁵

c. Fear of Negative Evaluation

Foreign language learners' fear of being negatively evaluated is seen when they believe they are unable to make the right social impression. This worry manifests itself as aversion to outside evaluations and avoidance of evaluating situations. According to Chan and Wu characterized fear of negative evaluation as "apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would negatively evaluate oneself."³⁶ Although it is similar to test anxiety, fear of negative evaluation is more widespread because it is not limited to test-taking situations; it can occur in any social or evaluative situation, such as speaking in front of a group in a foreign language class or going on a job interview.

³⁴ Sarason, I. G. 1978. The test anxiety scale: Concept and research. In C. D. Spielberger & I. G. Sarason (Ed.), *Stress and anxiety*: Vol. 5 (pp.193- 216). Washington, DC: Hemisphere

³⁵ Horwitz, E., Horwitz, M., & Cope, J. (1986). *Foreign language classroom anxiety*. *Modern Language Journal*, 70, 125-132.

³⁶ Chan, Daniel Yu-ching & Guo-cheng Wu. 2004. A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. National Taipei Teachers College: *Journal of National Taipei Teachers College*, Vol.17, No.2, 287~320.

The FLCAS was created by Horwitz and her coworkers to gauge students' degrees of language anxiety. The 33 questions on the FLCAS were mostly based on the author's observations of college students who participated in "support groups" for language acquisition.³⁷ Students with high, medium, and low speaking anxiety were identified by adding and subtracting the standard deviation from the mean score.³⁸

Table 2.1 Terms of Speaking Anxiety Level Score³⁹

Anxiety Levels	Score
High Anxiety	Mean + Standard Deviation = The Score Higher Than This
Low Anxiety	Mean – Standard Deviation = The Score Lower Than This
Medium Anxiety	The Score Between Mean – Standard Deviation and Mean + Standard Deviation

³⁷ Horwitz, E., Horwitz, M., & Cope, J. (1986). *Foreign language classroom anxiety*. *Modern Language Journal*, 70, 125-132.

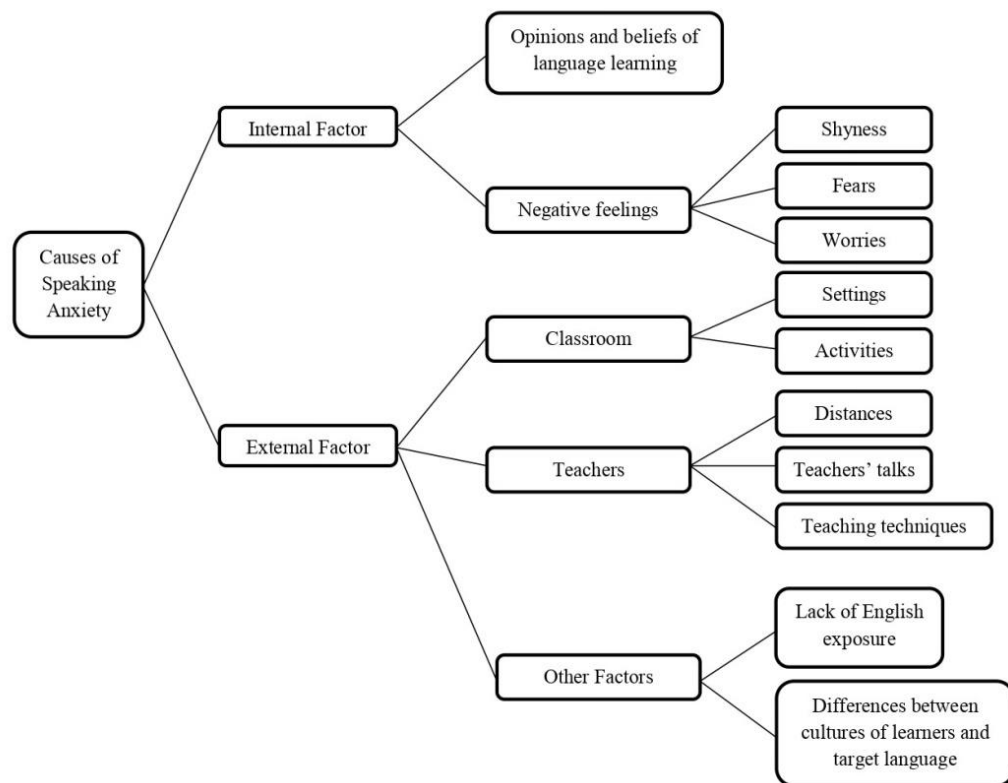
³⁸ Kuru-Gonen, *L2 reading anxiety : Exploring the phenomenon*. In K. Bradford-Watts (Ed.), *JALT2006 Conference Proceedings*. Tokyo: JALT. 2007.

³⁹ *Ibid*

5. The Factors Cause Students' Speaking Anxiety

Santoso and Peroddin combine several theories from several experts regarding the factors that cause foreign language anxiety⁴⁰. They are presented in the chart.

Figure 2.1 The Factors Cause Students' Speaking Anxiety⁴¹



⁴⁰ Santoso, Wulandari; Peroddin, David D. "Factors Contributing to Students' Speaking Anxiety: A Case Study at Students' Students' Junior High School". *Anglopile Journal*, [S.I], v.2, n. 1, p. 55-67, feb. 2022.

⁴¹ Santoso, Wulandari; Peroddin, David D. "Factors Contributing to Students' Speaking Anxiety: A Case Study at Students' Students' Junior High School". *Anglopile Journal*, [S.I], v.2, n. 1, p. 55-67, feb. 2022.

a. Internal Factors.

1) Learner Belief about Language Learning

Horwitz noted that a number of myths originated from students' illogical and unrealized notions of language acquisition.⁴² Because students must check their spelling before speaking in English, it shows that the teacher has specific information to teach English as a foreign language. Some students place a high value on speaking with a native-like accent.

2) Negative Feelings

Self-esteem is a subjective assessment of one's deservingness that manifests in one's attitude toward oneself.⁴³ It indicates that when pupils speak English fluently, they perceive or experience nervousness. Students' self-esteem suffers if they have negative perceptions, beliefs, or behaviours. Speaking ability and self-perception both play a significant role in learning English. It is not a trivial issue that the instructor can disregard.

b. External Factors

1) Classroom Procedure

Asking students to speak in front of the class is one of the key activities in an English-speaking lesson. This action could make them feel anxious. According to Koch and Terrell, students experience greater anxiety when asked to respond on their own as opposed to when given the option to do so.⁴⁴ When working in pairs or small groups of three to six students as opposed to bigger groups of seven to fifteen, pupils will be more at ease speaking the

⁴² Horwitz, E., Horwitz, M., & Cope, J. (1986). *Foreign language classroom anxiety*. *Modern Language Journal*, 70, 125-132.

⁴³ Rosenberg, Morris. *Society and Adolescent Self-Image*. Princeton University Press. 1965.

⁴⁴ Horwitz, E.K. (2001). *Language anxiety and achievement*. *Annual Review of Applied Linguistics*, 21, 112-126.

target language. Every learner experiences less nervousness when more people join the group to speak English.

2) Teachers

Some teachers have the same opinions that students do regarding the teaching of languages. Brandl claimed that students' concern about learning a second or foreign language is exacerbated by instructors' perceptions that their purpose is to correct rather than to assist students when they make mistakes.⁴⁵ As previously said, if teachers incorrectly correct students' errors, it may cause them to experience the dread of receiving a poor grade. The instructor has a significant impact on teacher beliefs in the classroom when teaching the learning process, which means that speaking English with anxiety is not just caused by students' beliefs about language acquisition.

3) Other factors

According to Aquila and Harjanto, learners may experience anxiety when learning a language due to cultural differences between themselves and the target language.⁴⁶ According to Lightbown and Spada, students' expressive abilities may be hampered by a lack of exposure to English in their native countries.⁴⁷ Ultimately, because students do not have many opportunities to develop their oral communication abilities, the EFL environment may have an impact on their speaking proficiency. Thus, with little to no speaking practice,

⁴⁵ Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. 1999. *Factors Associated with Foreign Language Anxiety*. *Applied Psycholinguistics*. Vol. 20 (2), 217- 239.

⁴⁶ Aquila, K.B., & Harjanto, I. (2016). Foreign Language Anxiety and Its Impacts on Students' Speaking Competency, *ANIMA Indonesian Psychological Journal*, 32(1), 29-40.

⁴⁷ Lightbown, P., & Spada, N. (2006). *How language is learned* (3rd ed.). Oxford: Oxford University Press.

they are likely to experience tension and frustration when speaking English in a classroom.

6. The Effect of Speaking Anxiety

In the learning process, students with Anxious EFL/ESL tend to show reluctance to produce words or complex sentences in speaking activities. Horwitz, Horwitz, & Cope suggested that ESL/EFL students anxious people tend to avoid expressing information in sentences that are complex and long because they may feel anxious.⁴⁸ Chang and Chen show that second language negative anxiety or foreign has a causal influence on the perception that the third language class two or foreign is difficult, difficulty in studying in class, low scores, and lack of skills to develop.⁴⁹ It can be concluded that anxious students tend to assume that language is always learned and hard to do, so they always feel inferior when learning a second language or foreign language.

Bodie also explains aspects of public speaking, some of which are⁵⁰:

- a. **Cognitive aspects**, namely cognitive responses to anxiety or fear that include negative evaluations, and illogical beliefs, affect the ability to think clearly, solve problems, or cope with the demands environment.
- b. **Physiological aspects**, namely the central, autonomic, and somatic nervous systems and the system's cellular hormones, all of which regulate the human body and its response to anxiety, including increased blood pressure, racing heart faster, sweating on the palms and face.

⁴⁸ Horwitz, Elaine, K, "Language Anxiety and Achievement," Annual Review of Applied Linguistics 21, no 1, March 2001.

⁴⁹ Chen, T. Y., & Chang, G. B. (2004). "The Relationship between Foreign Language Anxiety and Learning Difficulties". Foreign Language Annals, June 2004, 278-289.

⁵⁰ Bodie. D Graham, "A Racing Heart, Rattling Knees, and Ruminative Thoughts: Defining, Explaining, and Treating Public Speaking Anxiety"

- c. **Behavioural aspects** refer to behaviour to avoid. For example, nervousness, tremors, and speaking fast.

7. Strategies to Overcome Students' Speaking Anxiety

Kondo and Ling, in their research, managed to identify five strategies that are usually carried out by EFL students in coping with their anxiety⁵¹. They are preparation, relaxation, positive thinking, and making friends. This strategy is generally applicable to EFL students; however, the basis of this strategy allows them to apply this in ESL/EFL classes and speaking classes.

a. Preparation

This is usually done by students to try to reduce the effects of anxiety, especially by improving their learning strategies during class as well as independent study outside the classroom, individually or in groups. This could include giving more time and energy to reviewing material at home and trying to summarize the lecture better. With regard to speaking classes, preparation can take the form of practising previously learned material with peers outside of class and discussing it.

b. Relaxation

Students should try to relax while in class. The purpose of this strategy is to minimize or reduce nervousness and fear when the learner faces a language class situation. A common technique for relaxing is to just take one or two deep breaths so that it can help with the next technique, which is to try not to panic and stay calm. Thus,

⁵¹Kondo David & Ying-Ling, Yang. (2004). Strategies for coping with language anxiety: The case of students of English in Japan. *Elt Journal*. 58. 10.1093/elt/58.3.258.

students are expected to perform so that they can take advantage of everything they have prepared in advance. By being relaxed, students are more likely to be able to use their cognition, and thus their performance will be more manageable and structured. In addition, when students feel relaxed, they will be better at controlling their voice, articulation, and speech, which ultimately contributes to their performance.

c. Positive Thinking

This strategy has a "palliative function in suppressing problematic cognitive processes that underlie student anxiety. This strategy can include self-perception that one can perform well or trying to enjoy the tension of learning situations. In learning speaking situations, positive thinking is most likely to occur when a student has made good preparation and is relaxed. The perception that everything will go well and smoothly is supported by these two facts.

d. Peer Seeking

Peer seeking is characterized by students' willingness to look for peers who appear to be struggling with class comprehension and/or anxiety management. The knowledge that other students are experiencing the same issue may provide the worried student with a source of emotional regulation through social comparison.

e. Resigned

Students who fall into this category are unwilling to take any action to reduce their language anxiety (e.g. giving up or sleeping in

class). Students who report instances of resignation appear determined to lessen the effects of anxiety by avoiding the issue.

B. PREVIOUS RELATED STUDIES

The researcher takes some earlier research as a foundation or comparison for this study, as follows:

First, a previous study with the title "The Effect of Motivation and Anxiety on Students' Speaking Ability in the Fourth Semester on English Education Department at IAIN Ponorogo in Academic Year 2017/2018" by Rini Rohmawati. Through quantitative research that applied ex-post facto design, the objective of this study is to find out the significant effect of motivation and anxiety on students' speaking ability in the fourth semester of the English education department at IAIN Ponorogo. Based on this study shows the result that there is no significant effect of motivation on students' speaking ability.⁵²

The Second previous study in this research is taken from the journal by Deni Asrida with the title "Student Strategies To Eliminate Anxiety When Speaking English In Class". The objective of this study was to explore Students' coping mechanisms for speaking in front of the class anxiety and the causes of it. Based on the findings, it is concluded that a number of factors contribute to students' speaking anxieties in class, including their fear of making mistakes, their lack of confidence when speaking English, their tendency to forget their points when speaking in front of the class, and their fear of speaking spontaneously. Additionally, it was discovered that the students used a variety of techniques to get over their speaking phobias in class, including trying to be reserved,

⁵² Rini Rohmawati, "The Effect of Motivation and Anxiety on Students' Speaking Ability in the Fourth Semester on English Education Departement at IAIN Ponorogo in Academic Year 2017/2018, State Institute of Islamic Studies, Ponorogo.

taking notes, imagining that no one is watching them perform, practising in front of a mirror, and practising with a classmate.⁵³

The Third previous study is "Reducing Students' Anxiety to Speak English (A Case Study at English Education Program of STKIP PGRI Ponorogo)" by Fikri Ibnu Hajar. In this study, Fikri, as the researcher, used the qualitative method. The goals of this study were to analyze the students' strategies to overcome their speaking anxiety. The findings indicate that the student who is anxious about speaking at STKIP PGRI Ponorogo have personal factors and interpersonal factors.⁵⁴

Overall, this study also has a novelty dealing with the research design and the analyses of the students' speaking anxiety. The researcher used case study research design that collects, and analyzes qualitative data, to better comprehend a study problem. While, to analyses students' speaking anxiety, the researcher used the questionnaire that combined the theories from several experts.

⁵³Deni Asrida "Student Strategies To Eliminate Anxiety When Speaking English In Class", Jurnal bahasa lingua scientia, Vol. 9 No.1, June 2017.

⁵⁴ Fikri Ibnu Hajar, *Reducing Students' Anxiety to Speak English (A Case Study at English Education Program of STKIP PGRI Ponorogo)*, State of Islamic College, Ponorogo.

CHAPTER III

RESEARCH METHOD

This chapter covers the study methodology and design, the role of the researcher, the research environment, the data, and the data sources, the technique for gathering data, evaluating the reliability of results, and the research methodology.

A. Research Approach and Design.

Based on the research problems and objectives in this study, the researcher decided to use a qualitative approach. According to Cresswell, a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of the informant, and conducted in a natural setting. Methodologically, these approaches rely on inductive designs aimed at generating meaning and producing rich, descriptive data.⁵⁵

The researcher used a case study because the research focused on students who experienced problems in speaking performance. A case study is a qualitative research approach that is used to examine a unit of a person, a family, a social group, a social institution, or a community in-depth for the objective of understanding the unit's life cycle or an essential element of the unit's life cycle. A case study entails delving into and analyzing the relationships among the factors that explain current conditions or impact change or growth.⁵⁶ The aim is to present a comprehensive picture as detailed information, especially about students' speaking anxiety at AlMawaddah Islamic Boarding School Ponorogo. This study involves students as a subject in conducting the research process.

⁵⁵ Patricia Leavy, *Research Design* (New York: The Guilford Press, 2017)

⁵⁶ Lee, Bill & Saunders, Mark. (2019). *Conducting Case Study Research for Business and Management Students*. 10.4135/9781529716702.

The researcher applied a qualitative approach and case study research design by conducting direct observation at the school, and the data was gathered by using a questionnaire and interview technique. Data analysis inductively builds from particular to the general theme and the researcher making interpretation of the meaning of the data situation.² The researcher collected data from students participating in this study.

B. Researcher's Role

In this study, the researcher acted as a passive researcher. When conducting the observation, the researcher took on the role of a passive observer who did not participate in the teaching or learning process. The researcher become an interviewer, an observer, and a collector to collect data related to students speaking anxiety at Al-Mawaddah Islamic Boarding School for Girls, Ponorogo, including the factors influencing students speaking anxiety. The researcher gathered information from the individuals' environments, including from teachers and students.

C. Research Setting

In this study, the researcher decided to choose Al-Mawaddah Islamic Boarding School Ponorogo in the academic year 2021/2022 as a place to conduct the study. The school location at St.Mangga , Coper, Jetis, Ponorogo. This school is one of the Modern Islamic Boarding Schools that use the KMI-based learning system and the state curriculum. The researcher chooses this school as the research setting because this school focuses on language learning, not only Arabic but also English, and provides both languages as daily languages. It also continues to improve the quality in terms of teachers, students, or buildings to achieve their language learning goals.

D. Data Source

According to the Cambridge Advanced topic, data is defined as a collection of text, numbers, or symbols in their unprocessed or raw state.⁵⁷ Data can be divided into two categories: primary and secondary, depending on the sources utilized to gather them⁵⁸. This research used both primary data and secondary data. The researcher in this study gathers primary data by monitoring student behavior in English class. As primary data, the researcher provides multiple descriptions of each result from sources like questionnaires and interviews. In order to supplement and reinforce the primary data received, secondary data were gathered from documents and archives that were located at the school.

E. Data Collection Techniques

The method used to collect the data is a crucial component of the study because it allows researchers to get information and data for their ongoing work. This study's data collection method is anticipated to produce precise and detailed information. Thus, the following are the data collection methods used in this study::

1. Questionnaire

A questionnaire means a set of questions that a group of people must answer to add factual information⁵⁹. The researcher would employ close questionnaires to confirm the findings of the observation and interview and to learn more specifically about the students' experiences with speaking anxiety in English. The interview guide follows the same guidelines as the questionnaire. The Foreign Language

⁵⁷ Cambridge Advance, *Cambridge International AS & A Level Information Technology 9626 for Examination from 2017, Topic Support Guide, 2017, 5.*

⁵⁸ Narayana D, Sharad Ranjan, Nupur Tyagi. "*Basic Computational Techniques for Data Analysis An Exploration in MS Excel*", Taylor & Francis. 2023

⁵⁹ Roopa S, Rani MS. *Questionnaire Designing for a Survey*. J Ind Orthod Soc 2012;46(4):273-277.

Anxiety Scale served as the basis for the questionnaire. Likert scales offer a range of responses to a given question or statement⁶⁰. The use of a Likert scale allows for the measurement of attitudes, opinions, and individual or group perceptions of social phenomena. Each item in the questionnaire had four possible answers that respondents may choose from. This study used two types of questionnaires.

Table 3.1

Likert Scale Rating

Option	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The first questionnaire used the FLCAS (Foreign Language Class Anxiety Scale) questionnaire developed by Horwitz and Cope⁶¹. It was used to identify students' speaking anxiety levels. The researcher chose 15 statement items related to students' speaking anxiety, which were then distributed to 24 students of class VII C to measure the levels of students' speaking anxiety. The following is the questionnaire from Horwitz and Cope to measure the level of students' speaking anxiety levels :

⁶⁰ Cohen L, Manion L, Morrison K. "Research Methods in Education". 5th edn. London: RoutledgeFalmer, 2000.

⁶¹ Horwitz, E., Horwitz, M., & Cope, J. (1986). *Foreign language classroom anxiety. Modern Language Journal*, 70, 125-132.

Table 3.2 The FLCAS Questionnaire

No.	Indicators	Statements
1.	Fear of Negative Evaluation	1. When I know that I will be quizzed in a language lesson, I quake.
		2. When I have to speak in front of the class without any practice, I become anxious..
		3. I feel embarrassed to offer out solutions in my language lesson.
		4. When I'm going to be called on in language class, I can feel my heart racing.
		5. I'm worried that if I speak a foreign language, my fellow classmates will make fun of me.
2.	Communication Apprehension	6. I'm nervous even though I've prepared well for speaking class.
		7. I frequently consider skipping my speaking class.
		8. I often find myself thinking about things unrelated to the course material during language classes.
		9. Compared to my other subjects, my language class makes me feel more uncomfortable and anxious.
		10. When I speak in front of the class in my language, I am anxious and perplexed.
3.	Test Anxiety	11. I've been known to forget things in speaking classes because I become so anxious.
		12. I worry that my language teacher would point out every error I make.
		13. The number of rules I have to master to speak a foreign language has me feeling overburdened.
		14. I become increasingly perplexed as I study for the language exam.
		15. When the language teacher asks me a question that I haven't previously prepared for, I become anxious.

The second questionnaire was created to evaluate the Santoso and Peroddin-proposed causes of students' speaking nervousness. The following were Indicators and the questionnaire from Santoso dan Peroddin to measure the cause of students' speaking anxiety :

Table 3.3 Indicators of the Questionnaire to Measure the Cause of Students' Speaking Anxiety

No.	Indicators	Sub Indicators	Statements		
1.	Opinions and beliefs of Language Learning	Students' Opinion of Language Learning.	1. Accuracy in speaking English is important.		
			2. My pronunciation is weird.		
		Students Believe in Language Learning	3. Speaking English is difficult.		
			4. Despite my best efforts, I am still unable to speak English.		
2.	Negative Feelings	Shyness	5. Speaking in front of my teachers in English makes me nervous.		
		Fear	6. I worry that my English may sound clumsy.		
			7. I worry that my English-speaking abilities will be evaluated by my teacher and friends.		
			8. If I talk a lot of English, I worry that I won't appear to be an Indonesian.		
			9. I'm afraid I don't seem to speak English very well.		
		Worries	10. I'm concerned that when I speak English, my grammar is awkward.		
			11. I'm concerned that my English pronunciation isn't clear enough..		
			12. My concern is that my English is not as proficient as my friends'.		
		3.	Classroom	Classroom Setting	14. In group conversations, I hardly ever speak English.
					15. I have a noisy class, which makes it

			difficult for me to practice my English.
		Classroom Activities	16. Presenting makes it difficult for me to talk in front of the class in English.
			17. I am nervous during role-playing situations speaking in front of the class in English.
4.	Teachers	Teachers' Talks	18. I frequently find it difficult to grasp what the teacher is saying in English.
			19. I don't often speak with my English teacher.
		Teachers' Technique	20. I don't feel very close to my English teacher.
			21. My errors are frequently displayed in front of my classmates by the teacher.
5.	Other Factors	Difference between cultures	22. Since my neighbors, parents, and siblings do not know English, I do not need to use it much.
		Lack of English Exposure	23. I lack a substantial vocabulary in English.
			24. I don't speak English very much.
			25. I just finished studying English. I've been unable to speak English as a result.
			26. There aren't many talks in English when studying English.

2. Interview

An interview is a verbal communication technique used to gather information, it's a method of gathering data that involves asking and receiving a variety of questions. Additionally, it is a direct face-to-face endeavour made by one or more respondents to acquire precise and reliable steps in the form of verbal responses.

The use of interviews as a research instrument is important to direct observation in

qualitative research.⁶² There are different ways of doing interviews namely face-to-face interviews or engaging in focus group interviews involving students.

Anxiety reasons and students' coping mechanisms for speaking English-speaking anxiety are the main topics of the interview. To reduce misunderstanding, the researcher and participants were interviewed in two languages English and Indonesian, which are thereafter translated into English by the researcher. The researcher interviewed five of the seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls. The researcher interviewed students about their reading anxiety through an interview method. Based on Kondo and Ling theories about strategies to overcome students' speaking anxiety⁶³, the researcher asked the students the following specific questions.

Table 3.4 Interview guideline

NO	INDICATORS	SUB INDICATORS	QUESTIONS
1.	Students Speaking Anxiety	Students' Feeling	1. What do you think when you are asked to talk in English?
		The Causes of Students' Speaking Anxiety	2. Why do you get nervous before speaking in English in front of the class?
2.	Preparation	Student's Preparation	3. Do you practice speaking confidently before English class? What do you typically prepare if so?

⁶² Eisner, E. W. (1991). *The enlightened eye – Qualitative inquiry and the enhancement of educational practice*. New York: Macmillan

⁶³ Kondo David & Ying-Ling, Yang. (2004). Strategies for coping with language anxiety: The case of students of English in Japan. *Elt Journal*. 58. 10.1093/elt/58.3.258.

3.	Relaxation	Students' Relaxation	4. Do you practice relaxation to get over your fear of public speaking? If so, what do you often do to unwind?
		Take a Deep Breath	5. Do you take a deep breath to help you manage your fear of public speaking?
		Smile	6. Do you use smiling as a coping mechanism for speaking anxiety?
4.	Positive Thinking	Motivation	7. What inspires you to practice your English?
		Positive Thinking	8. Do you consistently use positive thinking to get over your speaking anxiety? If so, what do you typically consider it to be?
		Avoiding Negative Thinking	9. How do you keep your mind positive while speaking English?
5.	Peer Seeking	Group Discussion	10. Do you try to talk to your pals when you're nervous in your speaking class?
		Peer Seeking	11. Do you always turn to your peers for support when you're nervous about speaking English?
		Sitting Close to Friend	12. Is speaking English while seated

			close to your friends and seeking to feel at ease?
6.	Resigned	Refusing	13. Do you typically resist requests to talk in English?
		Keep Silent	14. When prompted to talk in English, do you remain silent?
		Avoiding Eye Contact	15. Do you typically avoid eye contact to avoid having the teacher urge you to speak in English?

F. Data Analysis Techniques

Data were evaluated after being gathered through the use of questionnaires and interviews. The degrees of linguistic anxiety were calculated using the means and standard deviations of the questionnaire results.

Then, the data analysis for the current study was carried out using the methods for data reduction, data display, and conclusion drawing proposed by Miles and Huberman. The following sections describe how the data was organized, as well as how categories, themes, and patterns were created.

1. Data reduction

Data reduction is the method of selecting, concentrating, reducing, abstracting, and changing the data that appear in written field notes or transcriptions is known as data reduction. In this instance, the researcher chose the data from the students' questionnaires and interviews. Then, this summary analyzes to spot the key details,

groups the data, picks the necessary data, and arranges the data in the right way so that it may produce a relevant outcome and conclusion. and patterns.

2. Data Display

The data is then displayed once the most pertinent data has been minimized. The act of just showing the data as a sentence, paragraph, or table is referred to as "displaying data." The term "display of data" describes the presentation of data that has been condensed into patterns. The data was condensed and displayed by the researcher, showing that it was produced and explained using sentences, phrases, paragraphs, and tables. The researcher first explains the data and provides specifics. After explaining the statistics, the researcher examines the specifics. Information on the teacher's strategy for overcoming pupils' fears during English lessons.

3. Conclusion

Concluding is the process of determining the meaning of information gathered in the form of sound assertions. Verification, which is related to developing conclusions, requires going back and cross-checking the data as many times as necessary to validate these conclusions as they emerge. Verification is the process that explains how to achieve the goals and answers to the research questions.

G. Checking the Validity of Finding

The validities and reliabilities notion has given rise to the urgent concept of data validity.⁶⁴ Using the use of the triangulation approach, the researcher in this study verifies the accuracy of the data.

Triangulation is a technique for comparing information from many sources to look for patterns in the research data.⁶⁵ It is a potent strategy that makes it easier to validate

⁶⁴ Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosda Karya, 2000), 171.

data by cross-verifying it across two or more sources, and it relates to the use and synthesis of various research methodologies to explore a topic.⁶⁶ The phrase was first used in relation to the use of trigonometry in surveying and navigation.

According to Denzin, there are 4 different types of triangulation:⁶⁷ (a) data triangulation (involving time, space, and persons), (b) investigator triangulation (involving multiple researchers in an investigation), (c) theory triangulation (involving more than one theoretical scheme in the interpretation of the phenomenon), and (d) a methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaire, and documents).

In order to check the validity of this section, the researcher used one of four types of triangulation called methodological triangulation, which entails interviewing the students and asking them questions about factors influencing their speaking performances, observing the teaching process and the classroom environment, and also using documents that include photos taken during the activity, a list of the students' names, and school documents. Triangulation was first used in the social sciences to illustrate the requirement for several sources of data while establishing a fact. At Al-Mawaddah Islamic Boarding School for Girls, the researcher is investigating data related to students' speaking nervousness this time.

⁶⁵O'Donoghue, I, Punch K. *Qualitative Educational Research in Action: Doing & Reflecting* Routledge, (2003), 78.

⁶⁶Johnson Honorence, *Understanding The Role of Triangulation in Research*, Scholarly Research Journal for Interdisciplinary Studies, (2017), 91.

⁶⁷Denzin, *Sociological Methods: A Sourcebook Fifth Edition*, Aldine Transaction ISBN 978-0-202-36840-1, (2006).

H. Research Procedures

To conduct the study, the researcher has several procedures as follows:

1. Planning

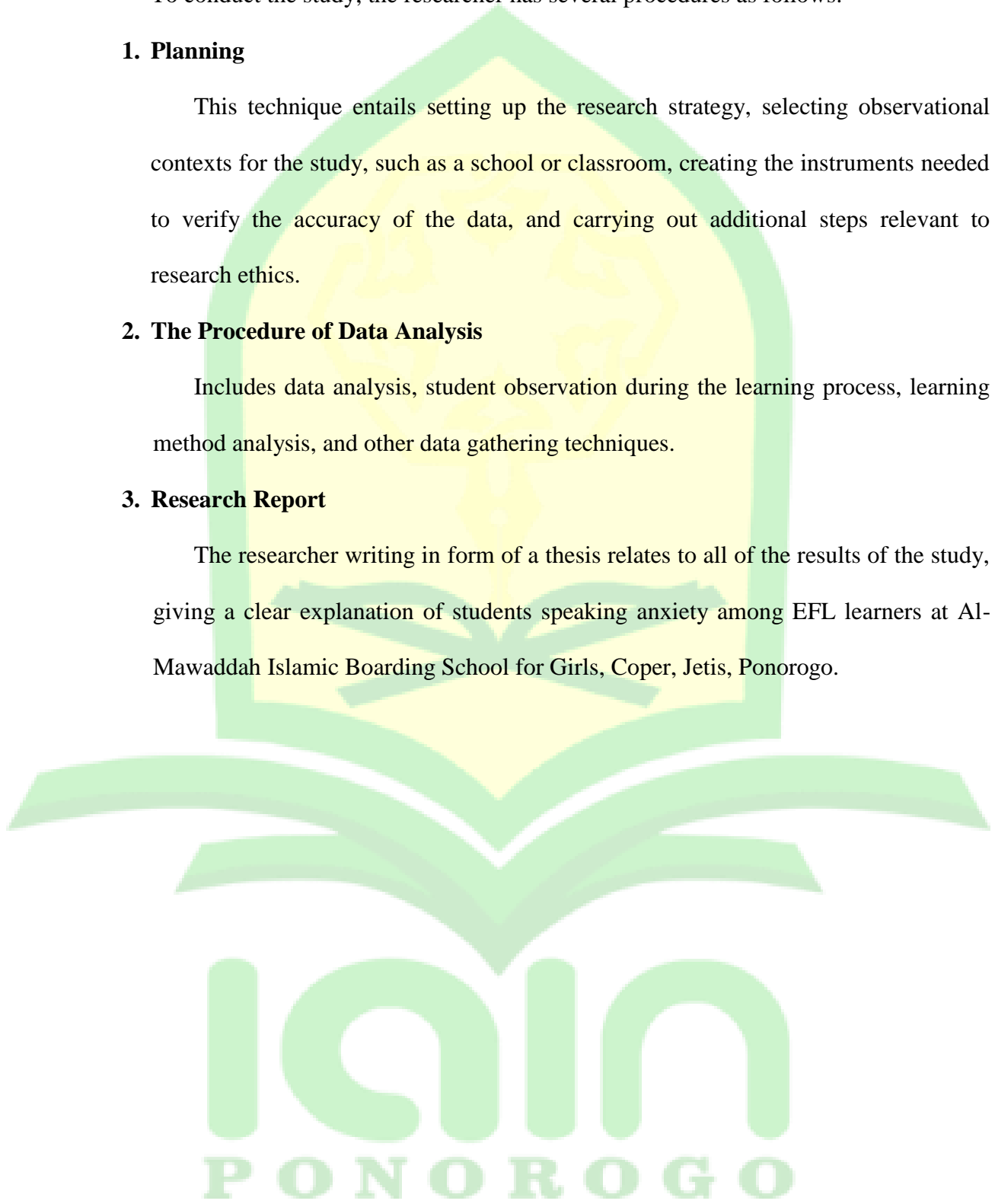
This technique entails setting up the research strategy, selecting observational contexts for the study, such as a school or classroom, creating the instruments needed to verify the accuracy of the data, and carrying out additional steps relevant to research ethics.

2. The Procedure of Data Analysis

Includes data analysis, student observation during the learning process, learning method analysis, and other data gathering techniques.

3. Research Report

The researcher writing in form of a thesis relates to all of the results of the study, giving a clear explanation of students speaking anxiety among EFL learners at Al-Mawaddah Islamic Boarding School for Girls, Coper, Jetis, Ponorogo.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter offers a broad overview of the research's historical context, a data presentation that includes information on the level of students' speaking anxiety, its contributing causes, students' coping mechanisms, and discussions.

A. Research Background

The researcher adds several aspects of the school profile in the background of the study, including vision and mission, objectives, and organizational structure.

1. Vision, Mission, Motto, and Five Basic Pillars

a. The vision of Al-Mawaddah Islamic Boarding School

Become a premier institute for women that creates *alimah-sholihah santriwati*, morally upstanding, knowledgeable, skilled, intellectual, and creative people that keep to Islamic ideals.

b. The mission of Al-Mawaddah Islamic Boarding School

1. Growing enthusiasm for Islamic religious principles, and practising them with full confidence, awareness, and responsibility.
2. Encourage students to adopt positive attitudes toward others.
3. Teach female students how to explain religious concepts and information to varied audiences.
4. Provide pupils with knowledge and abilities that can be used in the workplace.
5. Create graduates who are more competitively advantageous.⁶⁸

c. Motto

1. Morally graceful.

⁶⁸ WARDAH (*Warta Al-Mawaddah*). 2022.

2. Intellectually authoritative.
3. Tough in the global era.
4. Towards divine pleasure

d. Five Basic Pillars

1. Sincerity
2. Simplicity
3. Islamic brotherhood
4. Self-sufficiency
5. Freedom⁶⁹

2. Curriculum

The basic curriculum of Al-Mawaddah integrates the state curriculum with the religious studies and foreign languages (passive and active Arabic and English) found in traditional Islamic boarding schools. The curriculum of the boarding school is centered on teaching for the students' mental and spiritual development, supported by Islamic values, independence, simplicity, female affairs, and leadership. Eventually, the state curriculum places a strong emphasis on citizenship, science, and subject-matter knowledge.

Therefore, the Al-Mawaddah curriculum is crucial to encourage students to do more creative, innovative, and independent. It cannot come out of the institution's vision and mission to achieve educational goals; formed al-markets sholihah (virtuous), able-bodied, well-rounded, visionary thinking, sincere spirit, and adhering to the nature of her femininity. To implement the curriculum targets both boarding and state curriculum, the team maker of the curriculum set competency standards as follows :

- a) Religion and Morals are noble

⁶⁹ *Sejarah Berdirinya Pesantren Putri Al-Mawaddah*, 2022, 38.

- b) Citizenship and Personality
- c) Science and technology
- d) Aesthetics and female affairs
- e) Arts and Health
- f) Languages⁷⁰

3. Education and Teaching System

Al-Mawaddah is one of the special Islamic educational institutions in the form of boarding for the female who gives opportunity to the students to take the exams equation of MTs and MA. A major thing that should be known by all the students is that they had not been said to finish learning if only 3 years, but they have to travel for 4 or 6 years until grade 6 to get the certificate of boarding school. So who left boarding before grade 6 can not take the diploma because the program has not been completed yet. While those who have completed all education programs until grade 6 will get 3 certificates namely MTs, MA, and boarding.

The Al-Mawaddah Girls Islamic Boarding School Institute also fosters extracurricular activities to develop students' talents and interests. Even in this boarding, extracurricular activities must be followed by all existing students. The activities are as follows; Guidance on reading Al-Qur'an, Muhadlarah (Speech) in Indonesian, Arabic, and English. Muhadasah (Conversation) followed by sports on Friday morning, computer courses, skills and arts, and scout training. Basic advanced courses (KMD) and advanced courses (KML).⁷¹

4. Language Advisory Council

In AlMawaddah, the students obliged to use two fomal languages those are English and Arabic as the language of daily conversation. Therefore to improve the student's capability in

⁷⁰ WARDAH (*Warta Al-Mawaddah*), 2022, 59-60.

⁷¹ *Ibid*, 61.

English and Arabic language held several activities are directly monitored by LAC among others⁷²:

- a. Conducting making sentences after prayers everyday except Sunday, Tuesday, and Friday.
- b. Held delivery Vocabulary everyday after the evening prayers and before going to bed.
- c. Provide Speech Training three times a week on Saturday, Monday, and Tuesday which includes three languages (English, Indonesian, Arabic)
- d. Hold Speech Competition once in every two months.
- e. Watching movies in English and Arabic every Friday morning on 3rd week in a month.
- f. Provide Tasyji'ul Lughoh (Briefing Language) on Tuesday and Friday morning.
- g. Provide learning for class one and one intensive
- h. Conducting vocabulary test every Thursday morning
- i. Hold test of English and Arabic composition every Wednesday night.
- j. Conducting face to face with "Center for Language Improvement (CLI)" and language division of every dormitory every Wednesday night.
- k. Also in LAC annually held the "Language Fair" on Saturday – Saturday January 4th-January 11th 2022 with on purpose to improve the students capability in English and Arabic packed in a competition, kinds of competition are as follow:
 - a) LEC (Language Expert Competition)
 - b) Spelling Bee
 - c) Musabaqah Tilawatil Qur'an
 - d) Mahfudzot In Song
 - e) Taqdimul Qishoh
 - f) Video Clip
 - g) Reading a News
 - h) Guess Word
 - i) Miracle History
 - j) The Grand Final of Language Contest 2020

⁷² *Ibid*, 115.

B. Findings

In presenting the findings, the researcher includes information about the level of students' speaking anxiety, the causes of students' speaking anxiety, and students' coping mechanisms.

1. The Level of Students' Speaking Anxiety

The first item in this study's findings was pertinent to the problem's previous statement, which concerned the level of speaking anxiety. 22 students in class VII C who received the FLCAS questionnaire were used to collect the data. Students' responses to their speaking anxiety were included in the 15-item questionnaire.

Table 4.1. Likert Scale Rating

Option	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The following table 4.2 shows the results of the FLCAS questionnaires data :

Table 4.2. The Percentage of FLCAS Questionnaire.

N O	STATEMENTS	1	2	3	4	5
1.	When I know that I will be quizzed in a language lesson, I quake.	1 (4%)	4 (18%)	7 (32%)	8 (36%)	2 (9%)
2.	I often find myself thinking about things unrelated to the course material during language classes.	2 (9%)	9 (41%)	6 (27%)	4 (18%)	1 (4%)

3.	When I have to speak in front of the class without any practice, I become anxious..	0 (0%)	1 (4%)	7 (32%)	13 (59%)	1 (4%)
4.	I've been known to forget things in speaking classes because I become so anxious.	2 (9%)	3 (14%)	3 (14%)	11 (50%)	3 (14%)
5.	I feel embarrassed to offer out solutions in my language lesson.	1 (4%)	2 (9%)	6 (27%)	11 (50%)	2 (9%)
6.	I'm nervous even though I've prepared well for speaking class.	2 (9%)	5 (23%)	3 (14%)	12 (55%)	0 (0%)
7.	I frequently consider skipping my speaking class.	6 (27%)	8 (36%)	1 (4%)	6 (27%)	1 (4%)
8.	I worry that my language teacher would point out every error I make.	0 (0%)	2 (9%)	5 (23%)	11 (50%)	4 (18%)
9.	When I'm going to be called on in language class, I can feel my heart racing.	1 (4%)	4 (18%)	6 (27%)	10 (45%)	1 (4%)
10.	I become increasingly perplexed as I study for the language exam.	4 (18%)	9 (41%)	4 (9%)	4 (27%)	1 (4%)
11.	Compared to my other subjects, my language class makes me feel more uncomfortable and anxious.	4 (18%)	7 (32%)	5 (23%)	5 (23%)	1 (4%)
12.	When I speak in front of the class in my language, I am anxious and perplexed.	1 (4%)	4 (18%)	9 (41%)	7 (32%)	1 (4%)
13.	The number of rules i have to master to speak a foreign language has me feeling overburdened..	0 (0%)	7 (32%)	5 (23%)	7 (32%)	3 (14%)
14.	I'm worried that if I speak a foreign language, my fellow	2 (9%)	3 (14%)	5 (23%)	9 (41%)	3 (14%)

	classmates will make fun of me.					
15.	When the language teacher asks me a question that I haven't previously prepared for, I become anxious.	0 (0%)	2 (9%)	7 (32%)	11 (50%)	2 (9%)

The following table 4.3 shows descriptive statistics on the level of speaking anxiety in all students.

Table 4.3. Descriptive Statistics for Speaking Anxiety for the Total Sample

	N	Min	Max	Mean	SD
Total	22	25	63	47.5	9.2

The 22 students that took part in the study can be divided into three speaking anxiety levels groups. According to calculations based on the mean and standard deviation, Kuru-Gonen categorizes speaking into three levels: low, medium, and high.⁷³ This is detailed in chapter 2.

Table 4.4 The Level of Speaking Anxiety

Level	Range
Low Level	<38.3
Medium Level	38.3-56.7
High Level	>56.7

Furthermore, to evaluate the distribution of students' speaking anxiety levels, the frequency of scores on speaking anxiety that were included in each group was determined. According to the study's findings, out of a total of 22 students, 14%, or 3 students, had low

⁷³ Kuru-Gonen, *L2 reading anxiety : Exploring the phenomenon*. In K. Bradford-Watts (Ed.), JALT2006 Conference Proceedings. Tokyo: JALT. 2007.

levels of speaking anxiety, 77%, or 17 students had medium levels of speaking anxiety, and 9% or 2 students had high levels of speaking anxiety.

This data also can be seen in figure 4.1 below, which presented the percentage of students' speaking anxiety levels.

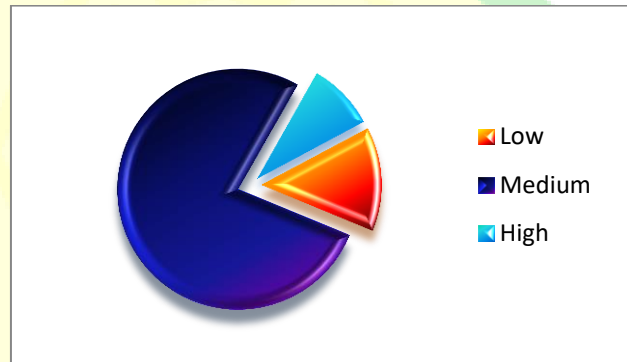


Figure 4.1 Student' Speaking Anxiety Levels Distribution

According to the findings of the interviews, the student experienced anxiousness when the teacher requested them to speak in front of other students in English. According to respondent 13, she said "I worried because I can't speak English, and I have a strong Javanese accent, I'm afraid of making mistakes in pronunciation". There were other students, though, who did not experience any anxiety when asked to speak in English, one of them respondent 21, said "I'm not nervous, I'll try my best". Meanwhile, when asked to talk in English, another respondent had a different viewpoint, she said "Between Panicking and not, I'll worry only if I forgot the meaning of vocabulary".

From the interview's findings, it can be inferred that while most students experience anxiety when asked to speak in English, some students did not. Some students experience anxiety when prompted to speak English spontaneously at specific times. Because of this, it

can be argued that the students' levels of speaking anxiety varied, ranging from low, to medium, to high.

2. The Factors Causing Students' Speaking Anxiety

Santoso and Peroddin's questionnaire, which contained 26 items, was given to students, and their results were utilized to examine the elements that contribute to speaking anxiety. Based on the student's responses to the questionnaire, it was discovered that several factors contribute to speaking a foreign language anxiety.

Table 4.5 The Questionnaire to Measure the Cause of Students' Speaking Anxiety

No.	Statements
1.	Accuracy in speaking English is important.
2.	My pronunciation is weird.
3.	Speaking English is difficult.
4.	Despite my best efforts, I am still unable to speak English.
5.	Speaking in front of my teachers in English makes me nervous.
6.	I worry that my English may sound clumsy.
7.	I worry that my English-speaking abilities will be evaluated by my teacher and friends.
8.	If I talk a lot of English, I worry that I won't appear to be an Indonesian.
9.	I'm afraid I don't seem to speak English very well.
10.	I'm concerned that when I speak English, my grammar is awkward.
11.	I'm concerned that my English pronunciation isn't clear..
12.	My concern is that my English is not as proficient as my friends'.
13.	I'm concerned that my words are unclear.
14.	In group conversations, I hardly ever speak English.
15.	I have a noisy class, which makes it difficult for me to practice my English.
16.	Presenting makes it difficult for me to talk in front of the class in English.

17.	I am nervous during role-playing situations speaking in front of the class in English.
18.	I frequently find it difficult to grasp what the teacher is saying in English.
19.	I don't often speak with my English teacher.
20.	I don't feel very close to my English teacher.
21.	My errors are frequently displayed in front of my classmates by the teacher.
22.	Since my neighbors, parents, and siblings do not know English, I do not need to use it much.
23.	I lack a substantial vocabulary in English.
24.	I don't speak English very much.
25.	I just finished studying English. I've been unable to speak English as a result.
26.	There aren't many talks in English when studying English.

Table 4.6 shows the elements that contribute to students' speaking anxiety, and descriptive statistics were utilized to show the results.

Table 4.6 The Percentage of the Specific Domains of the Factors Causing Students' Speaking Anxiety

Range	Themes	SD & D	U	A & SA	Aspects
1 - 4	Opinions and Beliefs of Language Learning	33%	20%	47%	Internal Factors
5 - 13	Negative Feelings	29%	24%	47%	
14 - 17	Classroom Settings and Activities	23%	27%	50%	External Factors
18 - 21	Teachers' Talks and Techniques	33%	28%	39%	
22 - 26	Lack of English Exposure and Difference Cultures	33%	23%	44%	

Note. **SD** = Strongly Agree, **D** = Disagree, **U** = Undecided, **A** = Agree, **SA** = Strongly Agree.

The table shows that unfavorable attitudes, opinions, and beliefs concerning language acquisition occupy the same spots with a proportion of 47% in the category of internal factors. Also, in terms of external influences, classroom activities take the top spot with a

percentage of 50%, followed by lack of exposure to English and different cultures with a percentage of 44%, and instructors' speech and method with a percentage of 39% in the second and third positions.

a. Opinions and Beliefs of Language Learning

Items descriptions related to opinions and beliefs of language learning were shown in Table, as well as frequency distributions in percentages for each item.

Table 4.7 The Percentage of Opinions and Beliefs of Language Learning

No	Items Description	1	2	3	4	5
1	Accuracy in speaking English is important.	0 0%	0 0%	1 4%	7 32%	14 64%
2	My pronunciation is weird.	1 4%	3 14%	7 36%	8 32%	3 14%
3	Speaking English is difficult.	4 18%	6 36%	4 27%	7 14%	1 4%
4	Despite my best efforts, I am still unable to speak English.	2 9%	11 50%	3 14%	6 27%	0 0%

The table shows the various answers of the students. In the statement "Accuracy in English speaking is important", most of the students choose to strongly agree with the highest percentage of 64%. There were 1 (4%) student who choose undecided, 7 (32%) students who choose agree, and there was no student who choose to disagree and strongly disagree. That indicates that most of the students in the seventh grade of Al-Mawaddah Islamic Boarding School believe that accuracy in speaking English is important.

In the statement "My pronunciation is weird", 1 (4%) student choose strongly disagree, 3 (14%) students choose to disagree, 7 (32%) students choose undecided, 8 (36%) students choose to agree, 3 (14%) students choose strongly agree. It can be

concluded that most of the students believe that their pronunciation were weird, and it makes them anxious when they speak English.

In the statement "Speaking English is difficult", 4 (18%) students choose strongly disagree, 6 (27%) students choose to disagree, 4 (18%) students choose undecided, 7 (32%) students choose to agree, 1 (4%) student choose strongly agree. It can be concluded that not a few students believe that speaking English is difficult, and it makes them anxious when they speak English.

In the statement "Despite my best efforts, I am still unable to speak English", 2 (9%) students choose strongly disagree, 11 (50%) students choose to disagree, 3 (14%) students choose undecided, 6 (27%) students choose to agree, and 0 (0%) student choose strongly agree. It can be concluded that most of the students believe that they can speak English and that they worked hard, but some students still believe that they cannot speak English although they have worked hard.

b. Negative Feelings

Items descriptions related to negative feelings were shown in Table, as well as frequency distributions in percentages for each item.

Table 4.8 The Percentage of Negative Feelings

No	Items Description	1	2	3	4	5
5	I worry that my English may sound clumsy.	1 4%	5 23%	6 27%	9 41%	1 4%
6	I'm concerned that when I speak English, my grammar is awkward	0 0%	3 14%	7 32%	10 45%	2 9%
7	I'm concerned that my words are unclear	0 0%	2 9%	3 14%	14 64%	3 14%
8	I'm concerned that my English pronunciation isn't clear enough.	0 0%	4 18%	4 18%	12 55%	2 9%

9	I'm afraid I don't seem to speak English very well.	0 0%	3 14%	7 32%	10 45%	2 9%
10	I worry that my English-speaking abilities will be evaluated by my teacher and friends.	1 4%	6 27%	6 27%	8 36%	1 4%
11	Speaking in front of my teachers in English makes me nervous.	2 9%	8 36%	9 41%	2 9%	1 4%
12	My concern is that my English is not as proficient as my friends'	2 9%	4 18%	3 14%	8 36%	5 23%
13	If I talk a lot of English, I worry that I won't appear to be an Indonesian.	8 36%	8 36%	3 14%	2 9%	1 4%

The table shows the various answers of the student, In the statement “I worry that my English may sound clumsy”, most of the students choose to agree with the highest percentage of 41%. There were 6 (32%) students who choose undecided, 1 (4%) students who choose strongly agree, 5 (23%) students who choose to disagree, and 1 (4%) student who choose strongly disagree. That indicates that most of the students in the seventh grade of Al-Mawaddah Islamic Boarding School are afraid of making mistakes in speaking English.

In the statement “I'm concerned that when I speak English, my grammar is awkward.”, there was no student choose strongly disagree, 3 (14%) students choose to disagree, 7 (32%) students choose undecided, 10 (45%) students choose to agree, 2 (9%) students choose strongly agree. It can be concluded that most of the students worry if their grammar is messy in speaking English.

In the statement “I'm concerned that my words are unclear”, most of the students choose to agree with the highest percentage of 64%. There was 3 (14%) students who choose undecided, 3 (14%) students who choose strongly agree, 2 (9%) students who

choose to disagree, and there was no student who choose strongly disagree. That indicates that most of the students in the seventh grade of Al-Mawaddah Islamic Boarding School worry if their utterances are not understandable.

In the statement “I'm concerned that my English pronunciation isn't clear enough..”, most of the students choose to agree with the highest percentage of 55%. There was 4 (18%) students who choose undecided, 2 (9%) students who choose strongly agree, 4 (18%) students who choose to disagree, and there was no student who choose strongly disagree. That indicates that most students worry if their pronunciation is not good enough in speaking English.

In the statement “I'm afraid I don't seem to speak English very well.”, most of the students choose to agree with the highest percentage of 45%. There was 7 (32%) students who choose undecided, 2 (9%) students who choose strongly agree, 3 (14%) students who choose to disagree, and there was no student who choose strongly disagree. That indicates that most students are afraid they do not look fluent in speaking English.

In the statement “I worry that my English-speaking abilities will be evaluated by my teacher and friends.”, there was 1 (4%) student choose strongly disagree, 6 (27%) students choose to disagree, 6 (27%) students choose undecided, 8 (36%) choose agree, 1 (4%) student choose strongly agree. It can be concluded that most of the students were afraid that their teacher and their friends evaluate them for speaking English.

In the statement “Speaking in front of my teachers in English makes me nervous.”, 2(9%) students choose strongly disagree, 8(36%) students choose disagree, 9(41%) students choose undecided, 2(9%) students choose agree, 1(4%) student choose strongly agree. It can be concluded that most of the students choose undecided, but some students

choose to agree and strongly agree which means that they are still shy to speak English in front of their teachers.

In the statement “My concern is that my English is not as proficient as my friends'.”, there was 2 (9%) students choose strongly disagree, 4 (18%) students choose disagree, 3 (14%) students choose undecided, 8 (36%) students choose agree, 5 (23%) students choose strongly agree. It can be concluded that most of the students worry if their English is not as good as their friends.

In the statement “If I talk a lot of English, I worry that I won't appear to be an Indonesian.”, 8(36%) students choose strongly disagree, 8(36%) students choose disagree, 3(14%) students choose undecided, 2(9%) students choose agree, 1(4%) students choose strongly agree. It can be concluded that most of the students are not afraid they do not look like an Indonesian if I speak English a lot, but some students are still afraid they do not look like an Indonesian if I speak English a lot.

c. Classroom Settings and Activities

Items descriptions related to classroom settings and activities were shown in Table, as well as frequency distributions in percentages for each item.

Table 4.9 The Percentage of Classroom Settings and Activities

No	Items Description	1	2	3	4	5
14	In group conversations, I hardly ever speak English.	0 0%	3 14%	4 18%	10 45%	5 23%
15	I have a noisy class, which makes it difficult for me to practice my English.	2 9%	4 18%	7 32%	7 32%	2 9%
16	Presenting makes it difficult for me to talk in front of the class in English.	1 4%	4 18%	7 32%	7 32%	3 14%
17	I am nervous during role-playing situations	1	6	6	6	3

speaking in front of the class in English.	4%	27%	27%	27%	14%
--	----	-----	-----	-----	-----

The table shows the various answers of the student. In the statement “In group conversations, I hardly ever speak English.”, most of the students choose to agree with the highest percentage of 45%. There were 4 (18%) students who choose undecided, 5 (23%) students who choose strongly agree, 3 (14%) students who choose to disagree, and there was no student who choose strongly disagree. That indicates that most of the students in the seventh grade of Al-Mawaddah Islamic Boarding School rarely use English in group discussions.

In the statement “I have a noisy class, which makes it difficult for me to practice my English.”, 2 (9%) students choose strongly disagree, 4 (18%) students choose to disagree, 7 (32%) students choose undecided, 7 (32%) students choose to agree, and 2 (9%) students choose strongly agree. It can be concluded that most of the students can hardly practice speaking English in a noisy class.

In the statement “Presenting makes it difficult for me to talk in front of the class in English.”, 1 (4%) student choose strongly disagree, 4 (18%) students choose to disagree, 7 (32%) students choose undecided, 7 (32%) students choose to agree, and 3 (18%) students choose strongly agree. It can be concluded that most of the students feel that the presentation makes them anxious to speak English in front of the classroom.

In the statement “I am nervous during role-playing situations speaking in front of the class in English.”, 1 (4%) student choose strongly disagree, 6 (27%) choose to disagree, 6 (27%) students choose undecided, 6 (27%) choose to agree, and 3 (18%) students choose strongly agree. It can be concluded that most of the students feel that role play makes them anxious to speak English in front of the classroom.

d. Teachers' Talks and Techniques

Items descriptions related to teachers' talks and techniques were shown in Table, as well as frequency distributions in percentages for each item.

Table 4.10 The Percentage of Teachers' Talks and Technique

No	Items Description	1	2	3	4	5
18	I frequently find it difficult to grasp what the teacher is saying in English.	2 9%	5 23%	7 32%	6 27%	2 9%
19	I don't often speak with my English teacher.	2 9%	6 27%	6 27%	8 36%	0 0%
20	I don't feel very close to my English teacher.	3 14%	3 14%	8 36%	7 32%	1 4%
21	My errors are frequently displayed in front of my classmates by the teacher.	4 18%	4 18%	4 18%	8 36%	2 9%

The table shows the various answers of the student. In the statement "I frequently find it difficult to grasp what the teacher is saying in English", 2 (9%) students choose strongly disagree, 5 (23%) students choose to disagree, 7 (32%) students choose undecided, 6 (27%) students choose to agree, and 2 (9%) students choose strongly agree. It can be concluded that most of the students in the seventh grade of Al-Mawaddah Islamic Boarding School often do not understand what the teacher is talking about in English.

In the statement "I don't often speak with my English teacher", 2 (9%) students choose strongly disagree, 6 (27%) students choose to disagree, 6 (27%) students choose undecided, 8 (36%) students choose to agree, and 0 (0%) student choose strongly agree. It can be concluded that most of the students rarely talk to their English teacher.

In the statement "I don't feel very close to my English teacher", 3 (14%) students choose strongly disagree, 3 (14%) students choose to disagree, 8 (36%) students choose

undecided, 7 (32%) students choose to agree, and 1 (4%) student choose strongly agree. It can be concluded that most of the students feel that they do not have a close relationship with my English teacher.

In the statement “My errors are frequently displayed in front of my classmates by the teacher”, 4 (18%) students choose strongly disagree, 4 (18%) students choose to disagree, 4 (18%) students choose undecided, 8 (36%) students choose to agree, and 2 (9%) students choose strongly agree. It can be concluded that most of the students feel that the teacher often shows their mistakes in front of their friends.

e. Lack of English Exposure and Differences Cultures

Items descriptions related to lack of English exposure and different cultures were shown in Table, as well as frequency distributions in percentages for each item.

Table 4.11 The Percentage of Lack of English Exposure and Difference Cultures

No	Items Description	1	2	3	4	5
22	Since my neighbors, parents, and siblings do not know English, I do not need to use it much.	2 9%	5 23%	6 27%	8 36%	1 4%
23	I lack a substantial vocabulary in English.	2 9%	6 27%	4 18%	8 36%	2 9%
24	I don't speak English very much.	2 9%	6 27%	3 14%	11 50%	0 0%
25	I just finished studying English. I've been unable to speak English as a result.	2 9%	4 18%	5 23%	7 32%	4 18%
26	There aren't many talks in English when studying English.	2 9%	5 23%	7 32%	7 32%	1 4%

The table shows the various answers of the student. In the statement “Since my neighbors, parents, and siblings do not know English, I do not need to use it much.”, 2 (9%) students choose strongly disagree, 5 (23%) students choose to disagree, 6 (27%)

students choose undecided, 8 (36%) students choose to agree, and 1 (4%) student choose strongly agree. It can be concluded that most of the students feel that Their surroundings (parents, siblings, neighbours) do not speak English so they do not need to speak English a lot.

In the statement “I lack a substantial vocabulary in English.”, 2 (9%) students choose strongly disagree, 6 (27%) students choose to disagree, 4 (18%) students choose undecided, 8 (36%) students choose to agree, and 2 (9%) students choose strongly agree. It can be concluded that most of the students in the seventh grade of Al-Mawaddah Islamic Boarding School do not know much vocabulary in English

In the statement “I don't speak English very much.”, 2 (9%) students choose strongly disagree, 6 (27%) students choose to disagree, 3 (14%) students choose undecided, 11 (50%) students choose to agree, and 0 (0%) student choose strongly agree. It can be concluded that most of the students are not accustomed to speaking English.

In the statement “I just finished studying English. I've been unable to speak English as a result.”, 2 (9%) students choose strongly disagree, 4 (18%) students choose to disagree, 5 (23%) students choose undecided, 7 (32%) students choose to agree, and 4 (18%) students choose strongly agree. It can be concluded that most of the students have just studied English. Thus, they have not been able to speak English.

In the statement “There aren't many talks in English when studying English”, 2 (9%) students choose strongly disagree, 5 (23%) students choose to disagree, 7 (32%) students choose undecided, 7 (32%) students choose to agree, and 1 (4%) student choose strongly agree. It can be concluded that most of the students feel that English subject does not involve many conversations in English.

3. Students' Strategies to Overcome Their Speaking Anxiety

These are the findings from the interview of several strategies for overcoming language anxiety.

a. Preparation

According to the results of the interview with respondent 7, she typically writes a text and exercises speaking English before the lesson to get over her speaking fear. She said, "I prepare a text to speak English, and practice it so then I can speak English". Respondent 2 also prepared for English class such as preparing the text that she want to speak during the lesson. She said, " Yes, I prepare what I want to say when speaking English".

Furthermore, respondent 21 stated that she makes a lot of preparation before speaking English such as reading a dictionary, and an English lesson book, and memorizing some conversations. She said, "I usually memorize the conversation, reading dictionary book, English lesson book, and study about grammar". As for respondent 14, She usually studies pronunciation before speaking English. She said: "Yes, I prepare how to pronounce correctly in English, and I prepare myself to not be nervous".

Besides, respondent 11 prepares herself through prayers. She said: " Yes, I pray to avoid feeling anxious, and *Istighfar*". Likewise, respondent 5, said: "I pray before the class, and I repeat back what should be learned from the lesson".

According to the interviews' findings, each student prepared in a different way before speaking English in class. Some of them made preparation such as making a text before speaking, study about pronunciation, and grammar, reading a dictionary, etc. Some others did not do any preparation except pray to God.

b. Relaxation

According to respondent 7, who was interviewed, she always took a deep breath before speaking to help her manage her anxiousness when speaking in English. She said: "I took a breath, then I calmed myself down, and I prayed that I would be successful in speaking English". Likewise, respondent 6, who also inhaled before speaking English, said "Yes, I took a deep breath and prayed".

Moreover, respondent 13 mentioned that she relaxes by singing a song. She said: "Yes, usually I will sing and calm myself by saying you can, your intention is to study, and make your parents proud of you". Respondent 22 also did different ways of relaxation such as clenching fists and closing her eyes. She said: "Yes, I do some relaxation, I shut my eyes and clinched my hands". However, several students did not take any relaxing measures before speaking in English. One of them is respondent 10, who said: "No, I don't do any relaxation before speaking English".

According to the findings of these interviews, the majority of the students engaged in various forms of relaxation prior to speaking English, including deep breathing, singing, clenching their hands, and closing their eyes. Yet, other from the fact that some students did not relax before speaking English, they typically spoke without any preparation.

c. Positive Thinking

Depending to the interviews with respondent 2, she always thought positively and motivate herself to speak English. She said: "When I travel abroad, I constantly push myself to improve my English so that I can communicate with everyone". She also added: "I've always believed that this is a lesson for me because many of my friends are also unable to, so we can all learn from this together". Likewise, respondent 15 said: "Seeing that others can speak English, I should have tried to speak English".

Unlike respondent 5, She can think positively but sometimes she can think negatively too. She said: " I always thought that I will keep trying until I can, I can because I'm accustomed to it. But occasionally when I'm nervous, I still have negative thoughts". Meanwhile, the respondent 1 claims, she always thinks negatively when speaking English. She said: "No, I always thought negatively, such as of course I can't speak English, or my pronunciation is bad, etc.". Respondent 9 also has unfavorable thoughts when speaking in English. She said, "what I usually think about is fear. Sometimes I hesitate to speak English so that it makes me almost cry".

According to the interviews, some students always have a good attitude when speaking English. They believed that if they worked hard in class and practiced frequently, they could succeed. Several students, however, had negative thoughts because they were afraid of speaking English incorrectly and getting teased by their friends.

d. Peer Seeking

According to respondent 17, when she found some vocabulary difficult to pronounce, she will ask her friend how to pronounce them correctly. She said: "Yes, I feel pleasant if there are my friends beside me because I can ask her if I don't know to pronounce some words in English". Likewise, respondent 12 also always looked for a friend when she found some difficulties in speaking English. She said, "Yes Because if I found some difficulties, I could ask to my friends". Respondent 2 agrees with the statement above regarding finding a partner when speaking English. She said: " I agree because they could correct me if I was wrong".

Meanwhile, respondent 9 said that she will only ask a friend who she thinks is good at speaking English. She said: "It depends on the friend, whether she understands or

not". Besides, respondent 7 prefers to solve it herself when she has difficulty speaking English. She said: "No, they'll laugh at me if I'm wrong".

According to the interview's findings, the majority of students will ask their classmates if they are having any trouble speaking English. There can be pronunciation issues with the vocabulary or a lack of understanding of the meaning. Nonetheless, some other pupils were able to figure out the solution on their own.

e. Resigned

According to the interviews with respondent 9, she frequently uses the restroom during English class to avoid the teacher pointing at her. She said, "Usually, I asked permission to go to the toilet, etc.". Agreeing with the respondents' statements above, respondent 10 said "Typically, I avoid by focusing on other things".

Contrary to what respondents 9 and 10 said, respondent 5 never resisted or avoided speaking in English when asked to. She said, "No, I won't be afraid to speak if I'm chosen, and I'll do my best. because we won't be able to if we don't try.". The respondent was also unaccustomed to avoiding speaking English when requested, which is similar to the respondent's five claims. She said, "No because I aspire to study and work overseas so I also want to be able to speak English".

From the interviews, it can be inferred that some students never resisted or avoided speaking in English when requested. They thought that they could do it well or as well as they can. However, some students still avoided or refused when asked to speak English, such as going to the toilet or doing other things, therefore they did not have to be concerned about the teacher appointing them.

C. Discussion

In the discussions, the researcher examined the data about the severity of the students' speaking anxiety, the contributing factor of students' speaking anxiety, and the students' coping mechanisms.

1. The Level of Students' Speaking Anxiety

Three indicators can measure students' speaking anxiety levels, including fear of negative evaluation, communication apprehension, and test anxiety. Based on these three indications, data analysis of students' degrees of speaking anxiety produced the results that are listed below.

a. Fear of Negative Evaluation

Statements 1, 3, 5, and 9 indicate that students start to panic and feel nervous when being the centre of attention and asked to speak English in front of many people. Statement 1 states that students feel anxious when they know they will be asked to speak in class (45%). It has to do with students' belief that they won't succeed in making a good social impression. This situation makes them frequently refrain from engaging in activities like giving speeches that involve being evaluated.

Statement 3 states that students start to panic when they have to speak without preparation in language class (63%). Students who feel they will make a lot of mistakes when speaking without preparation become apprehensive. It is unavoidable that people have communication anxiety since they worry about being negatively evaluated and that affects how they perceive themselves or their L1 language.

Meanwhile, statement 5 shows that students feel embarrassed to volunteer answers in language class (59%). The prevalence of students' embarrassment at volunteering to answer the lecturer's questions and their anxiety at being called upon in public speaking

class is consistent with Tsiplakides and Keramida's (2009) assertion that anxious students in the classroom were avoiding the speaking activities participation because they believed they had not mastered the speaking skills and were being raised of negative evaluation from their classmates.

Furthermore, Statement 9 confirms students have heart palpitations before being called upon in language class (49%). The dread of embarrassing themselves when asked to do something by their teacher frequently follows the nervousness they have. Students are often concerned about others' judgments, anguish over others' negative evaluations, and the expectation that others will evaluate them poorly.

Statement 14 ensures that students were often afraid of being laughed at by others when they make a mistake during speaking English (55%). Even if they have frequently performed in front of crowds, it is not unusual for them to suddenly feel anxious when they are there. Occasionally, feelings of anxiety emerge out of nowhere, particularly the fear of being laughed at by lots of people if you make a mistake. Moreover, Statement 15 verified that students often feel nervous when they are being asked by the teacher without preparation (59%).

b. Communication Apprehension

Statements 2, 6, 7, and 11 indicate that students have anxiety about the English language-speaking class. Statement 2 states that students often think about things that have nothing to do with the course during the language class (22%). Students' inability to focus while studying may be a result of their nervousness. As revealed by statement 6 that students are still apprehensive although they have prepared for speaking class (55%). Further, statement 7 shows Students frequently feel reluctant to attend their

speaking lessons (31%). Again, statement 11 states that students in their language class feel more tense and nervous than in their other classes (27%).

In addition statement 12 states that students experience anxiety and confusion when speaking in language classes (36%). This anxiety occurs because the students become the centre of attention. As they talk in English in front of their peers and the teacher when they participate in group discussions, presentations, or role-plays, the students are frightened. Students' attempts to speak English may be hindered by their anxiousness, which could affect their ability to communicate verbally. Likewise, statement 13 states that students find it difficult to keep up because they are so many rules to master when speaking a foreign language (46%). This can occur because students are not accustomed to using English.

c. Test Anxiety

Statement 4 states that in speaking classes, students sometimes become so anxious that they forget what they already know (64%). However, persistent or chronic anxiety can have a deleterious effect on both the physical act of speaking and the cognitive component of speech production. By causing the student to become unsettled intellectually and psychologically, anxiety may reduce the effectiveness of the learning process.

While statement 8 states that students fear that their teacher would point out every error they make (68%). According to Boaler, the anxiety of being exposed as inept can result in a cycle of inadequacy, anxious worrying, and additional errors. He said that when the fear centre of the brain becomes excited, activity in the problem-solving areas of the brain is lowered.⁷⁴ Supporting the statement before, statement 10 states students

⁷⁴ Boaler Jo, *Limitless Mind: Learn, Lead, and Lived without Barriers* THORSONS, 2020.

frequently believe that when they study more for their language test, they become more confused (31%).

2. The Factors Causing Students' Speaking Anxiety

There are various reasons why students have speaking anxiety. Santoso and Peroddin found that speaking anxiety can have both internal and external aspects. External aspects include classroom activity, teacher talk and technique, lack of English exposure, and various cultures. Internal factors include student opinions and beliefs about language acquisition and negative feelings. The following conclusions were drawn from the results of questionnaires, interviews, and observations in class VII C of Al-Mawaddah Islamic Boarding School Ponorogo.

a. Opinions and Believes of Language Learning

Statement 1 "Accuracy in speaking English is important". This confirms that students' belief in accuracy is a very crucial aspect of speaking English, and affects how confident they are since they are afraid of making mistakes.

In statement 2 "My pronunciation is weird". That statement ensures that students frequently believe that their pronunciation of English words sounds unusual as a result of the language's challenging vocabulary, which might make them hesitant to begin speaking the language.

Furthermore, statement 3 "Speaking English is difficult". It implies that sometimes students believe that speaking English is difficult. This presumption is made because students frequently experience challenges speaking English, such as a restricted vocabulary, pronunciation difficulties, or even issues using the right grammar.

Statement 4 “Despite my best efforts, I am still unable to speak English.”. This statement shows the hopelessness of students when learning to speak English. This pessimistic feeling often approaches students who have little enthusiasm for learning English.

b. Negative Feeling

Statement 5 “I worry that my English may sound clumsy”. It validates that students' negative feelings about making mistakes while speaking English, could make them anxious. According to many academics, one of the main reasons why students are reluctant to speak English in class is fear of making mistakes. They are afraid of being laughed at by others if they make a mistake during speaking English.

Statement 6 “I'm concerned that when I speak English, my grammar is awkward”. The statements supported the notion that many students are averse to communicating in English due to their negative perceptions of their poor grammar skills.

Statement 7 " I'm concerned that my words are unclear ". That statement verified that students were not only worried about grammar but also worried about whether their language are understandable or not.

Statement 8 “I'm concerned that my English pronunciation isn't clear enough..”. The majority of the vocabulary in English has a high level of pronunciation difficulty, which frequently causes students to worry about their pronunciation.

Statement 9 “I'm afraid I don't seem to speak English very well.”. Some students take their proficiency in speaking English very seriously, and if it falls short of their expectations, they may have negative thoughts right away. One of them is the inability to speak English fluently, which causes anxiety when speaking.

Statement 10 “I worry that my English-speaking abilities will be evaluated by my teacher and friends.”. The statement indicated that when students are unsure of what they are saying, they will fear other people's judgment and feel anxious because they don't want to appear foolish in front of them. Fear of negative evaluation may include avoiding situations where one might be evaluated and anticipating that others might do so.⁷⁵

Statement 11 “Speaking in front of my teachers in English makes me nervous.”. According to this statement, speaking English in front of their teacher can be so scary, most of the students in this situation lack confidence and tend to be bashful. In addition, Baldwin adds that speaking in front of others is one of the more prevalent phobias that students experience, and that sense of shyness causes students' minds to go blank or makes them worry that they may forget what to say.⁷⁶

Statement 12 “My concern is that my English is not as proficient as my friends”.

This statement reveals that students frequently feel embarrassed about their abilities in comparison to their friends, which causes them to feel uneasy and possibly nervous whenever they are asked to speak in English.

Statement 13 “If I talk a lot of English, I worry that I won't appear to be an Indonesian.”. Sometimes students feel anxious to speak English in public places since It has long been assumed that low nationalism may be related to the zeal with which English is being learned. People who speak English or fluctuate between Indonesian

⁷⁵ Lucas, R. I., Miraflores, E., & Go, D. (2011). English Language Learning Anxiety among Foreign Language Learners in the Philippines. *Philippine ESL Journal*, 7, 102-113.

⁷⁶ Baldwin, Caroline. “How to Overcome Shyness during an Oral Presentation.” (Online): [Http://Www. Ehow. Com/How-Overcome-Shyness-during-OralPresentation. Html](http://www.ehow.com/How-Overcome-Shyness-during-OralPresentation.html), 2011.

and English are thought to have a lesser level of nationalism than people who only speak Indonesian.⁷⁷

c. Classroom Settings and Activity

Statement 14 “In group conversations, I hardly ever speak English.”. This phrase states that group work, which can increase students' class participation, is not frequently used. There is no communication among the students while they work independently since they are unable to practice the language skills they have learned.

Statement 15 “I have a noisy class, which makes it difficult for me to practice my English.”. The statement describes a noisy class situation that makes students unable to concentrate on learning to speak English. According to Tsavga, the learning environment has a significant impact on how well students do since it dictates how they behave and approach their academic assignments.⁷⁸ The classroom serves as a social, emotional, and physical environment for students in addition to being a place for learning.

Statement 16 " Presenting makes it difficult for me to talk in front of the class in English.". It indicates that some students often feel presentation is a difficult thing. Students who speak in front of the class may have a high level of performance anxiety, she saw anxiety symptoms such as a racing heart, cold hand, and forgetfulness.

Statement 17 “I am nervous during role-playing situations speaking in front of the class in English”. This statement validates that students may have some anxiety experiences while playing role-playing games in English classrooms. Although it seems that students will be having much fun in the roleplaying game but it can be quite

⁷⁷ Ridhwan, Mohammed. “*English Speaking Practice in Public Space: Is it Socially Acceptable or an Act of Cockiness?*”. *HOLISTIC Journal*, Volume 6, Number 11 June 2014

⁷⁸ Tsavga, J. *The effect of environment on the academic performance of students in Tarka Local Government Area of Benue State*. (2011).

distressing for them when they believe they must use specific words or wait for specific cues before speaking.

d. Teacher Talks and Technique

Statement 18 “I frequently find it difficult to grasp what the teacher is saying in English.”. However, students’ English mastery is different, each student's brain has a distinct capacity for understanding what the teachers are saying. Besides, the speed of teachers' language, whether it is too fast or slow, also has an impact on students' understanding.

Statement 19 “I don't often speak with my English teacher.”. Sometimes throughout the process of teaching and learning, a teacher will simply lecture without challenging the students, which may cause the students less participation in English learning. Students are expected to participate in class discussions and communicate with teachers and other students, thus speaking abilities are necessary for that context. Because there is little interaction between professors and students in the classroom, children are less accustomed to speaking English and will become nervous when requested to do so.

Statement 20 “I don't feel very close to my English teacher.”. When students and teachers are not close, they may experience anxiety when requested to speak in English in front of them.

Statement 21 "My errors are frequently displayed in front of my classmates by the teacher.". This statement reveals that sometimes student feels anxiety when their teacher correct their mistakes while speaking English in front of their friend. This anxiety arises because of the fear and embarrassment that is generated when receiving a negative evaluation from other people.

e. Lack of English Exposure

Statement 22 “Since my neighbors, parents, and siblings do not know English, I do not need to use it much.”. This claim demonstrates how students require strong environmental motivation to speak English. Therefore, the learner's fear and sense of competence, particularly in speaking, might have an impact on the amount of exposure to the target language.

Statement 23 “I lack a substantial vocabulary in English.”. This claim describes how students' poor vocabulary knowledge is one of the problems that prevent them from speaking English. According to Norbert Schmitt, effective communication in a foreign language is impossible without words that can represent a larger range of meanings, regardless of how well one learns the sounds of the language.⁷⁹

Statement 24 “I don't speak English very much.”. It suggests that one factor that may prevent students from speaking English is the possibility that they are not habituated to speaking the language because they do not use it regularly. Many students learn English in the classroom, but they won't learn it properly if they don't get the opportunity to practice it outside of the classroom. It should be highlighted that exposure can help a target language get better, such that language proficiency may come from interacting socially with people who speak the target language.

Statement 25 “I just finished studying English. I've been unable to speak English as a result.”. The statement indicates that some students are still learning English, therefore they are hesitant to speak it because of their limited experience. Students are unable to produce some sentences in English since they have a limited vocabulary.

⁷⁹ Schmitt, Norbert and Michael McCharty, *Vocabulary: Description, Acquisition, and Pedagogy*, UK: Cambridge University Press, 1997

Statement 26 “There aren't many talks in English when studying English.”. This sentence states that students are not trained to speak English because learning English does not entail much discussion in the language. To develop spoken communication, conversation practice is very important, it integrates several cognitive processes at once, allowing language learners to internalize their learned material.

3. Students' Strategies to Overcome Their Speaking Anxiety

Students conquer their speaking anxiety in different ways, therefore each person will differ from the others. There are five ways to deal with speaking anxiety, according to Kondo and Yin-Ling: preparation, relaxation, positive thinking, peer seeking, and resignation.

a. Preparation

The first method is preparedness. With this technique, students normally prepare a text and practice speaking English before the lesson when requested to speak in front of others. According to the interviews' findings, 10 out of 22 students acknowledged having practiced speaking in front of their peers. One respondent mentioned that, in order to reduce her anxiety while speaking English, she occasionally reread the material before the session began. Another responder added that she tried to learn pronunciation and recall words out of fear that she might be asked to speak later. When they anticipate having to speak in English, some students even prepare texts and memorize them. The findings of the observation revealed the same phenomenon when some students appeared to study their English lesson book before speaking English.

These results demonstrate that many students participated in the preparation. When asked to speak in front of others in English, nearly half of all students take steps to combat or lessen their anxiety.

b. Relaxation

Relaxation is the second method. Students can use this strategy to relax themselves before speaking in English by taking deep breaths. According to the interviews, up to 12 of the 24 students were at ease before speaking in English. One of the respondents mentioned that she prefers to inhale deeply before speaking. Another student expressed the want to take a little break from thinking while waiting for his nervousness to pass. Another student mentioned that she loves to tighten her fists and close her eyes to calm herself down. It also seems from the findings that students engaged in various forms of relaxation prior to speaking.

c. Positive Thinking

The third strategy involves learners convincing themselves that they can speak English well. The findings of the interviews show that 12 out of 22 students always consider their words before speaking in English. Some of the respondents stated that they had always thought they could speak English fluently if they worked hard at their studies and forced themselves to not be afraid. They also stated that they have faith in their abilities. Another student asserted that she can think both positively and negatively at the same time when faced with difficulty.

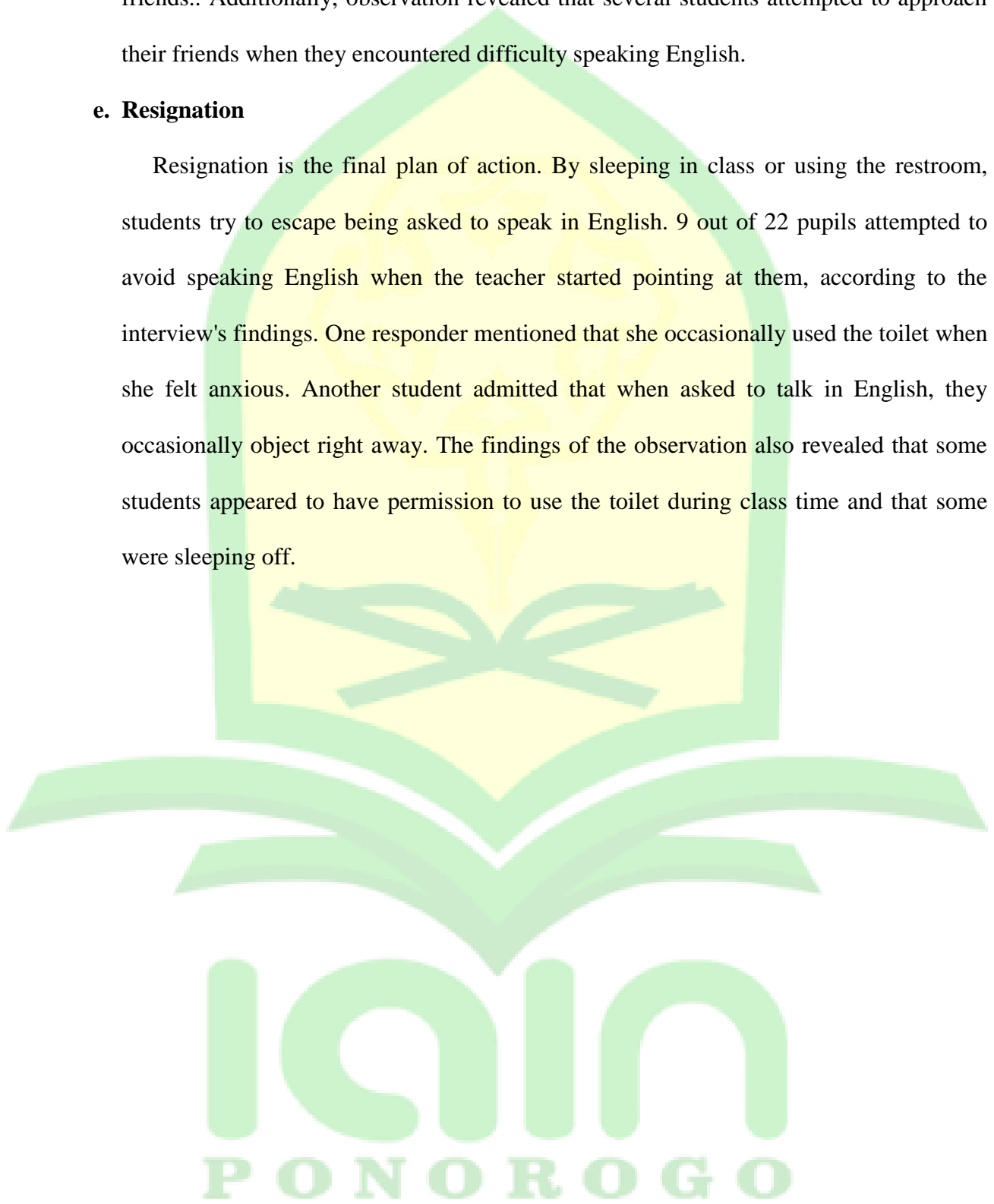
d. Peer Seeking

Searching for peers is the fourth technique. Students use this technique to try speaking English with friends or to ask inquiries when they encounter language that they are unfamiliar with or that is hard to pronounce. By the findings of the interviews, 18 out of 22 students looked for friends when they felt uneasy due to speaking issues. One respondent said that she tried to find her friends to evaluate her English speaking when she was anxious about her English speaking whether it was good or bad. Several

students claimed that if they have trouble speaking English, they constantly ask their friends.. Additionally, observation revealed that several students attempted to approach their friends when they encountered difficulty speaking English.

e. Resignation

Resignation is the final plan of action. By sleeping in class or using the restroom, students try to escape being asked to speak in English. 9 out of 22 pupils attempted to avoid speaking English when the teacher started pointing at them, according to the interview's findings. One responder mentioned that she occasionally used the toilet when she felt anxious. Another student admitted that when asked to talk in English, they occasionally object right away. The findings of the observation also revealed that some students appeared to have permission to use the toilet during class time and that some were sleeping off.



CHAPTER V

CLOSING

This chapter's conclusions are broken down into three parts based on the concerns stated, including the degree of speaking anxiety among students, the causes of students' speaking anxiety, suggestions for educators and upcoming researchers.

A. Conclusions

The researcher might conclude that the level of speaking anxiety among students in class VII C at Al-Mawaddah Islamic Boarding School Ponorogo fell into the category of medium-level anxiety based on the data findings and discussions in the preceding chapter. This might be demonstrated by the FLCAS questionnaire results by Horwitz et al., which indicated that 17 out of 22 students had a percentage of 77% for medium speaking anxiety. According to the findings of the interview, the majority of the students said they experienced anxiety when their teacher asked them to speak in English.

Speaking anxiety among the study's participants was brought on by both internal and external factors. Internal aspects include negative feelings, opinions, and beliefs about language learning, which together account for 47% of the total. When it comes to external factors, students tend to agree more on the classroom settings and activity, followed by Lack of English Exposure and different cultures, and finally teachers' talks and technique. The element cited most frequently by the students as the cause of their speaking anxiety from these two aspects was the classroom settings and activity.

Peer seeking was the method used most frequently by students to get over their speaking nervousness; 20 out of 22 looked for friends whenever they had trouble speaking English. Then followed by 14 students utilized relaxation and positive thinking tactics in their efforts to overcome anxiousness before starting to speak English. 12 students frequently

avoided making eye contact with the teacher, thus they were not allowed to speak. Also, eight students prepared before speaking in English. In the meantime, 4 individuals left the class, and 1 student remained silent despite being motivated to speak.

B. Suggestions

There are some helpful recommendations for teachers, students, and future researchers based on the research findings in this study.

1. For the Teachers

It is intended that English teachers would become more conscious of the speaking anxiety their student's experience in class. English teachers need to be aware that learning English as a second language requires extra work from the students. In the classroom, English teachers must use certain effective English learning techniques. These techniques can help students become more at ease while learning in class and can promote students' readiness to use English in the classroom. The following are a few possible techniques:

- a. Implementing effective educational strategies that motivate students to lower their anxiety.
- b. Encouraging activities in small groups.
- c. Concentrating on subjects the pupils find interesting.
- d. Paying attention to topic selection to make sure that the choice of materials is appropriate and has the right level of difficulty.

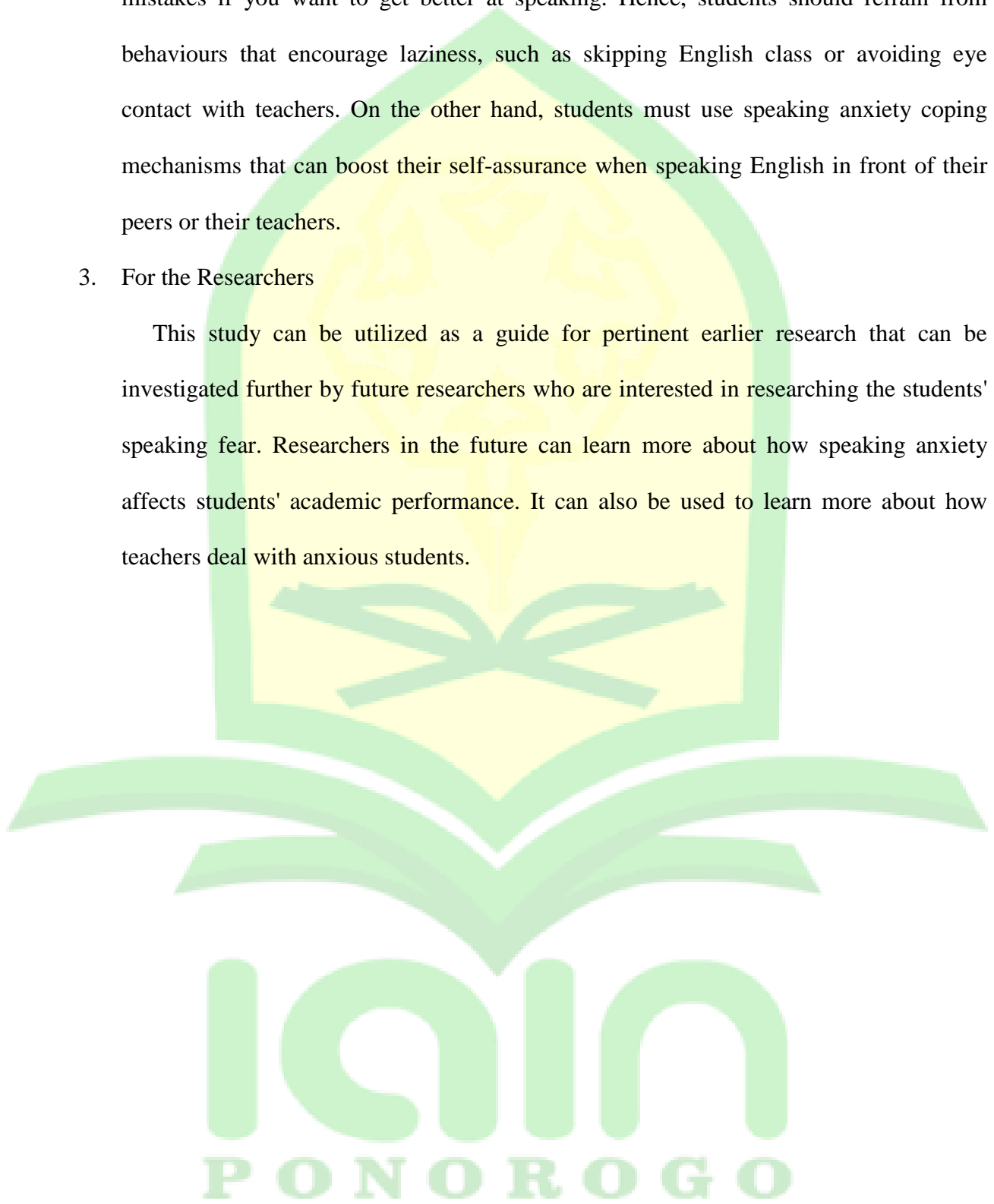
2. For the Students

It is expected of students that they can use the right techniques to get over their fear of speaking English. Students must understand that speaking English with diligence can help them become more proficient in it since the more they talk, the more accustomed

they will become to overcoming obstacles when speaking. It's wise to learn from your mistakes if you want to get better at speaking. Hence, students should refrain from behaviours that encourage laziness, such as skipping English class or avoiding eye contact with teachers. On the other hand, students must use speaking anxiety coping mechanisms that can boost their self-assurance when speaking English in front of their peers or their teachers.

3. For the Researchers

This study can be utilized as a guide for pertinent earlier research that can be investigated further by future researchers who are interested in researching the students' speaking fear. Researchers in the future can learn more about how speaking anxiety affects students' academic performance. It can also be used to learn more about how teachers deal with anxious students.



BIBLIOGRAPHY

- Aguila, K.B., & Harjanto, I. (2016). Foreign Language Anxiety and Its Impacts on Students' Speaking Competency. *ANIMA Indonesian Psychological Journal*, 32(1), 29-40. <https://doi.org/10.24123/aipj.v32i1.582>.
- Baldwin, C. (2011). How to Overcome Shyness during an Oral Presentation. <http://www.ehow.com/how-overcome-shyness-during-oral-presentation.html>
- Sappaile, Baso I. Konsep Penelitian Ex-Post Facto. *Jurnal Pendidikan Matematika*, vol. 1, no. 2, Jul. 2010, doi:10.36709/jpm.v1i2.1946.
- Boaler, Jo. *Limitless Mind: Learn, Lead, and Lived without Barriers*. THORSONS, 2020.
- Graham, D. Bodie. (2010). A Racing Heart, Rattling Knees, and Ruminative Thoughts: Defining, Explaining, and Treating Public Speaking Anxiety. *Communication Education*, 59:1, 70-105, doi: 10.1080/03634520903443849
- Cambridge Advance, *Cambridge International AS & A Level Information Technology 9626 for Examination from 2017, Topic Support Guide, 2017, 5*.
- Crystal, *Peran Bahasa Inggris Sebagai Bahasa Global*, Cambridge: Cambridge University Press. (Maret: 2003).
- Cohen, M. The Effect of Increasing the Rate of Clerical Skill Performance on Challenging Behavior. *Journal of Precision Teaching & Celeration*, 19, (2005): 2-12.
- Chen, T. Y., & Chang, G. B. (2004). The Relationship between Foreign Language Anxiety and Learning Difficulties. *Foreign Language Annals*, June 2004, 278-289. <https://doi.org/10.1111/j.1944-9720.2004.tb02200.x>.
- Denzin, *Sociological Methods: A Sourcebook Fifth Edition*, Aldine Transaction ISBN 978-0-202-36840-1, (2006).
- Eisner, E. W. *The enlightened eye – Qualitative inquiry and the enhancement of educational practice*. New York: Macmillan, 1991.
- Fatima, Charles and Lamberto. Using Audio Visual Tool to Develop Speaking Skill to The Second Grade Students of Ensino Secundariu Cristal in The school Year 2017. *Journal of Innovative Studies on Character and Education*, Vol 2 (2018), 33.
- Heaton, J.B. *Writing English Language Testing*. (New York: Longman, 1978)
- Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Horwitz, Elaine, K, Language Anxiety and Achievement. *Annual Review of Applied Linguistics* 21, no 1, March 2001. https://www.researchgate.net/publication/231875084_Language_Anxiety_and_Achievement.
- I. R. Lucas, E. Miraflores, and D. Go, English language learning anxiety among foreign language learners in the Philippines. *Philippine ESL Journal*, vol. 7, no. 94-119, 2011.

https://www.researchgate.net/publication/256495249_English_Language_Learning_Anxiety_among_Foreign_Language_Learners_in_the_Philippines

- Joop J. Hox & Hennie R. Boeije, *Data Collection, Primary vs Secondary*, Encyclopedia of Social Measurement (2005), Vol.1, p.593.
- Juhana. *Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)*. Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3, No 12, 2012.
- John Cresswell, *Research Design Qualitative Quantitative and Mix Methods Approach* 3rd Edition (London:2009), p. 13.
- Johnson Honorence. Understanding The Role of Triangulation in Research. *Scholarly Research Journal for Interdisciplinary Studies*, (2017), 91. <https://www.srjis.com/pages/pdfFiles/149544238718.%20HONORENO%20JOHNSON.pdf>
- Kitano, Kazu, Anxiety in the College Japanese Language Classroom. *The Modern Language Journal*, vol 85, Issue 4. <https://onlinelibrary.wiley.com/doi/abs/10.1111/0026-7902.00125>
- Kondo David & Ying-Ling, Yang. Strategies for coping with language anxiety: The case of students of English in Japan. *Elt Journal*, 2004. 58. 10.1093/elt/58.3.258.
- Kuru-Gonen, L2 reading anxiety : Exploring the phenomenon. In K. Bradford-Watts (Ed.), *JALT2006 Conference Proceedings*. Tokyo: JALT. 2007. <https://jalt-publications.org/archive/proceedings/2006/E082.pdf>
- Linse, Caroline T. *Practical English Language Teaching: Young Learners*. McGraw-Hill Companies, Inc: New York, 2005.
- Loyarte, Lierni, Foreign Language Anxiety: Students' Perspectives and Pedagogical Implications. *Departamento de Filología Inglesa y de Traducción e Interpretación, Área de Filología Inglesa*, 2015. <http://hdl.handle.net/10810/21287>
- Lightbown, P., & Spada, N. (2006). *How Language is Learned (3rd ed.)*. Oxford: Oxford University Press.
- Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosda Karya, 2000), 171
- MacIntyre, P. D. & R. C. Gardner. (1994). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in Second Language Acquisition* 16: pp. 1–17. <https://doi.org/10.1017/S0272263100012560>
- M. Bailey, Kathleen. *Practical English Language Teaching Speaking*. New York: McGraw-Hill Education, 2005.
- MA, Tsai-Yu, MA, Goretti. The Relationship between Foreign Language Anxiety and Learning Difficulties. *Foreign Language Annals*, December 2008. <https://doi.org/10.1111/j.1944-9720.2004.tb02200.x>
- Nevid, Jeffrey S., et al. *Abnormal Psychology in a Changing World. 10th ed.* (Pearson, 2017.)

- O'Malley, J.M. & Chamot, A.U. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press, 1990.
- O'Donoghue, I, Punch K. *Qualitative Educational Research in Action: Doing & Reflecting*. New York : Routledge Farmer, 2003. 78.
- Oxford Dictionary*. New York: Oxford University Press, 1979.
- Patricia Leavy. *Research Design*. New York: The Guilford Press, 2017.
- Ridhwan, Mohammed. "English Speaking Practice in Public Space: Is it Socially Acceptable or an Act of Cockiness?". *HOLISTIC Journal*, Volume 6, Number 11 June 2014. <https://jurnal.polsri.ac.id/index.php/holistic/article/view/510/387>
- Rini Rohmawati, *The Effect of Motivation and Anxiety on Students' Speaking Ability in the Fourth Semester on English Education Departement at IAIN Ponorogo in Academic Year 2017/2018*, State Institute of Islamic Studies, Ponorogo. <http://etheses.iainponorogo.ac.id/3080>
- Schmitt, Norbert and Michael McCharty, *Vocabulary: Description, Acquisition, and Pedagogy*, UK: Cambridge University Press, 1997
- Sejarah Berdirinya Pesantren Putri Al-Mawaddah*, 2022.
- Spielberger, C. D. *Anxiety: Current Trends In Theory and Research*. Oxford, England: Academic Press, 1972.
- Sugiyono, *Model Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2011, 204.
- Thornbury S, *How to Teach Speaking*, New York: Pearson Education, 2005.
- Tsavga, J. *The effect of environment on the academic performance of students in Tarka Local Government Area of Benue State*. Unpublished PGDE Thesis, Makurdi: Benue State University, 2011.
- Thornbury, S. and Slade, D. *Conversation: From Description to Pedagogy*. Cambridge: Cambridge University Press, 2006.
- Thaher, M. *Communication Apprehension Among An-Najah National University Students*. (An-Najah Univ. J. Res. (H. Sc.). Vol. 19, No.2, 2005) 627-678. https://journals.najah.edu/media/journals/full_texts/communication-apprehension-among-najah-national-university-students.pdf
- Ur, Penny. *A Course in Language Teaching Practice and Theory*. Cambridge: University Press, 1996.
- WARDAH (Warta Al-Mawaddah), 2022.