

**AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING  
CLASS AT SMPN 5 NGRAYUN**

**THESIS**



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## ABSTRACT

**Permata, Candra Mega.** 2024. *An Analysis of Students' Anxiety in Speaking Class at SMPN 5 Ngrayun.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dedi Hasnawan, M. Pd.

**Keywords:** *speaking; students; anxiety.*

Anxiety is a feeling in the form of tension, fear, nervousness, and worry. Anxiety is a kind of loss that causes students to be unable to display their competence in speaking English. Anxiety is an effective variable in mastering speaking skills. Students' learning about foreign language experiences and classroom anxiety that impact speaking skills. Conditions in which students' anxiety in speaking class are important to investigate.

The focuses of this research were: 1) The types of students' anxiety in speaking class at SMPN 5 Ngrayun, 2) The factors that cause students' anxiety in speaking class at SMPN 5 Ngrayun 3) Teacher's strategies for overcoming students' speaking anxiety in class at SMPN 5 Ngrayun. The aims of this research were as follows: 1) To determine the types of students' anxiety in speaking class at SMPN 5 Ngrayun class, 2) To identify the factors affecting students' anxiety in speaking class at SMPN 5 Ngrayun class. 3) To determine the teacher's strategies of students' anxiety speaking class at SMPN 5 Ngrayun.

This research used a qualitative approach with a qualitative design. This research was conducted in seven grades at SMPN 5 Ngrayun for the 2023/2024 academic year. Data collection was carried out through observation, interviews, and documentation. The researcher used interviews to find out the type of student anxiety, the factors that cause student anxiety, and also the teacher's strategies for overcoming student anxiety. The researcher also used observation to observe students' conditions in class and used documentation to obtain additional data. The data were analyzed using three steps of data analysis technique by Miles and Huberman, namely data reduction, data display, and conclusion and verification.

The results of this research include 1.) There are three types of student anxiety in speaking class, namely trait anxiety, situational anxiety, and specific situational anxiety 2.) Three factors cause student anxiety in speaking class, namely communication anxiety, exam anxiety, and fear of negative evaluation. 3) The teacher's strategy to overcome student anxiety in speaking class was group discussions, where group discussions are very effective in reducing students' anxiety when speaking and reducing anxiety when speaking. To reduce students' feelings of anxiety, the teacher provides motivation in the form of words or hand movements, such as raising a thumb.



## APPROVAL SHEET

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I hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, and plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, 13<sup>th</sup> May 2024

Sincerely,



Candra Mega Permata

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# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

In the current era of globalization, English is widely available in everyday life. English is available online in a variety of formats, including videos, games, books, web pages and youtube materials. To acquire knowledge of English, it is necessary to be effectively involved in various educational and cultural activities, trade, technology and global communications. To be able to learn and master English is important considering the importance of mastering foreign languages, especially English. Therefore, English has become one of the most important subjects in education, especially in Indonesia.<sup>1</sup> English should be the second language mastered after Indonesian. The four basic skills of learning English are speaking, listening, reading and writing. One of the most important skills in learning English as a second language (EFL) is speaking. Every student must be proficient in English starting from elementary school and continuing through middle school, high school, and university. Students, especially those in junior high school, must have the courage to voice their ideas, feelings, opinions, and also free to ask questions if they are unsure about anything in English.

However, when learning a foreign language, it is difficult to practice speaking English, let alone mastering it. Speaking is a difficult skill to master,

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

for EFL students.<sup>2</sup> Even though students have strong English proficiency in other areas, they usually experience mental barriers when learning to speak a foreign language. Students make every effort to learn English and try to improve their speaking skills in various methods.

There are many reasons why students cannot get better at speaking including anxiety being one of the contributing elements. As a result of language anxiety, most students worry about speaking incorrectly, lacking self-confidence, and poor performance when learning English. The students expressed that speaking in English caused them a lot of fear, especially as the speaking assessment caused them more anxiety than other types of tests.<sup>3</sup> This means that when trying to talk in English in front of friends or other people, students may experience severe anxiety related to the four fundamental English language abilities. According to Horwitz, anxiety is a sensation of tension, fear, nervousness, and worry caused by activation of the autonomic nervous system.<sup>4</sup>

In addition, Chaney and Burke state that anxiety prevents some people from doing science or math well, and that learning a foreign language, especially in the classroom, is very stressful for many people.<sup>5</sup> This shows that many students when learning a foreign language suffer from anxiety in class, which affects their ability to communicate verbally. Students are actually aware

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<sup>2</sup> Muhammad Tanveer, “Investigation of the Factors That Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence It Casts on Communication in the Target Language.”

<sup>3</sup> Rajitha K and C. Alamelu, “A Study of Factors Affecting and Causing Speaking Anxiety,” *Procedia Computer Science* 172 (2020): 1053–58

<sup>4</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “Foreign Language Classroom Anxiety,” *The Modern Language Journal* 70, no. 2 (June 1986): 125–32,

<sup>5</sup> Chaney, A.L. and Burke T.L, “Teaching Oral Communication in Grades K-8. Boston”: Allyn and Bacon (1998).

of what they want to say, but their nervousness prevents them from expressing it. Researcher found that students speak English in class actually experienced anxiety. Students with this disease find it difficult to communicate clearly and speak fluently.

According to Rayani *et al*, grammatical errors, lack of vocabulary, and fear of making mistakes can all lead to high levels of anxiety when speaking.<sup>6</sup> The smallest opportunity to practice becomes why shyness, insecurity, and quietness prevent people from communicating naturally. It also shows that various factors contribute to students' fear when speaking English, Because of this problem, it is important to look at students' anxiety when speaking English.<sup>7</sup>

According to Nunan, speaking is one of the most important components in learning a second or foreign language. He also said student's ability to speaks clearly and concisely is very important.<sup>8</sup> When learning a language, especially junior high school students, to communicate well inside and outside the classroom. Speaking is a challenge for students, including SMPN 5 Ngrayun.

SMPN 5 Ngrayun is one of the junior high schools located in Ponorogo. In fact, most of the students there are not brave enough in the process of being involved in learning to speak. Based on researcher observation at SMPN 5 Ngrayun, students usually feel anxious when teachers ask them questions to

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<sup>6</sup> Ravica Rayani, Umami Rasyidah, and Evi Kasyulita, "Students' anxiety in English Learning," (2012).p 33

<sup>7</sup> Ravica Rayani, Umami Rasyidah, and Evi Kasyulita, "Students' anxiety in English Learning," (2012).p 36

<sup>8</sup> David Nunan, *Language Teaching Methodology* (malaysia: pearson Ltd: 2000, 1991).

speak English during class.<sup>9</sup> Because of this, students feel embarrassed, nervous, even insecure and afraid of their peers. Apart from that, during the English learning process, many students prefer a passive attitude silent and sitting passively for fear of making mistakes when speaking English.<sup>10</sup>

Nervousness when making mistakes in practicing speaking English can be seen from their timid attitude. In addition, some of them lack the encouragement to speak English because they consider it a difficult talent. The majority of students have difficulty in pronunciation and vocabulary acquisition. The different ways of pronouncing letters in English make them confused. Apart from that, when speaking English, their vocabulary is also very limited which makes it difficult for them to understand what the teacher says during the lesson material.

Rumiyati and Seftika examined research related to "Anxiety Of Speaking English In English Foreign Language (EFL) Class" regarding students' anxiety when speaking English. The results show that EFL students are usually nervous when speaking in English. Thirty-nine students showed significant levels of anxiety. Three variables contribute to student anxiety: communication anxiety, test anxiety, and fear of receiving a bad grade.<sup>11</sup>

Based on the explanation above, researcher are interested in finding out Types of Students' anxiety in speaking class, factors cause anxiety in speaking class at SMPN 5 Ngrayun and Teachers Strategies used to overcome students'

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<sup>9</sup> Based on interview with Students at SMPN 5 Ngrayun on Monday, February 05 2024 at 07.00 am.

<sup>10</sup> Yasti Januariza and Suswati Hendriani, "student' anxiety in learning speaking," 2016.

<sup>11</sup> Rumiyati Seftika, "Anxiety Of Speaking English In English Foreign Language (EFL) Class," *Journal of English Education E- ISSN, 2621-3680 Literature and Linguistics P- ISSN, 2621-3672* Vol. 1 No.1 May 2018

anxiety speaking in class that researcher will use. This research chose the title *"An Analysis of Students' Anxiety Speaking in Class at English Junior High School 5 Ngrayun"*

## **B. Research Focus**

Based on the research background above, which focuses on finding out the type of students' anxiety speaking in class, cause factor student's anxiety in speaking class and strategies teacher strategies to overcome students' anxiety in speaking class at SMPN 5 Ngrayun.

## **C. Statement of the Problem**

Based on the research problems above, research questions can be put forward:

1. What are types of students' anxiety in speaking class at SMPN 5 Ngrayun?
2. What are the factors cause that students' anxiety in speaking class at SMPN 5 Ngrayun ?
3. What are the teacher strategies to overcome students' anxiety speaking in class at SMPN 5 Ngrayun?

## **D. Objectives of the Study**

In accordance with the problem formulation, the objectives of this research are as follows:

1. To determine the types of students' anxiety in speaking class at SMPN 5 Ngrayun
2. To identify the factors cause students' anxiety in speaking class at SMPN 5 Ngrayun.

3. To determine the Teacher Students' anxiety in speaking class at SMPN 5 Ngrayun.

### **E. Significances of the Study**

It is hoped that the findings of this research can provide theory and contributions practically, these things are:

1. Theoretical Significance

It is hoped that the results of this research can be input into practice and the learning process, especially to determine students' anxiety in speaking English at 5 Ngrayun junior high school.

2. Practical Significance

- a. For The Teachers

Researchers hope that this research can provide some suggestions for interaction in English classes, especially in speaking skills. Teachers who are aware of how students experience anxiety in speaking English. Therefore, teachers must be able to deal with students' anxiety in speaking English by implementing creative learning in the classroom.

- b. For The Students

Hopefully the results of this research can be used to help students, especially junior high school students 5 ngrayun to overcome the problem of anxiety in speaking English. For The Institutions.

Institutions will receive useful information about students' anxiety about speaking English. This information will help find effective teaching methods to help increase student motivation and reduce



English language anxiety and can also create a less stressful learning atmosphere.

c. For The Readers

The researcher hopes to make a contribution to readers, especially students and teachers at Junior High School 5 Ngrayun. To be input for the learning process, especially to find out students' anxiety in speaking English.

d. For The Future Researchers

Researchers believe that this research is far from perfect. Therefore, several weaknesses can be found in this thesis. Hopefully future researchers can make better similar research in the future and also this research can be useful as a reference for future researchers regarding students' anxiety in speaking English.

## **F. Organization of the Study**

The study is designed to make is easy for reader to understand that content those are :

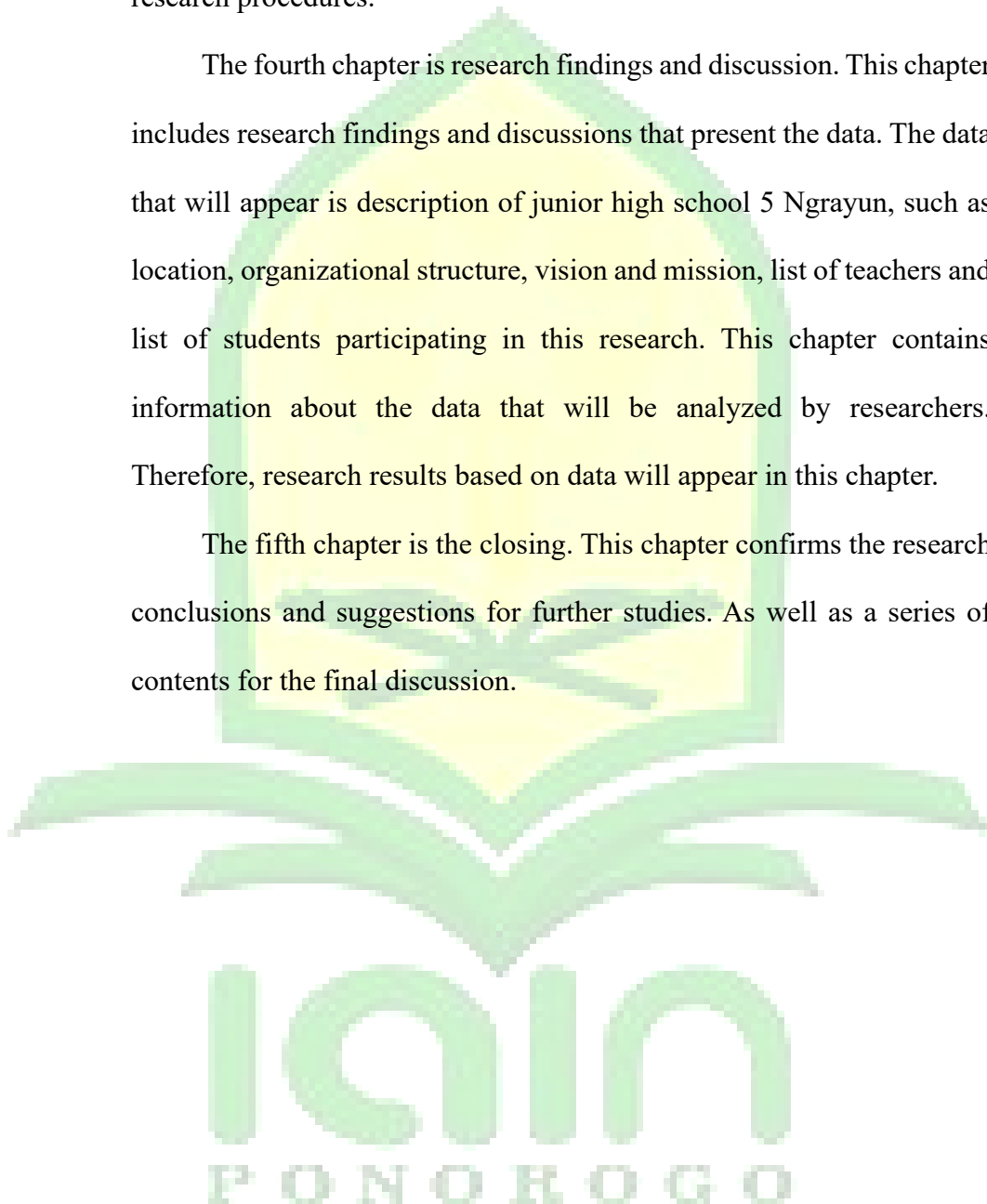
The first chapter is an introduction. This chapter explains the background of the research and the reasons for conducting this research. Introduction consisting of research focus, problem formulation, research objectives, research significance and research organization.

The second chapter is a literature review. This chapter consists of previous research and several supporting theories regarding the meaning of anxiety, types of anxiety, student anxiety, the meaning of speaking, and other theories related to research.

The third chapter is research methods. This chapter contains research design, the role of the researcher, research setting, data sources, data collection techniques, technical data analysis, validity checks, and research procedures.

The fourth chapter is research findings and discussion. This chapter includes research findings and discussions that present the data. The data that will appear is description of junior high school 5 Ngrayun, such as location, organizational structure, vision and mission, list of teachers and list of students participating in this research. This chapter contains information about the data that will be analyzed by researchers. Therefore, research results based on data will appear in this chapter.

The fifth chapter is the closing. This chapter confirms the research conclusions and suggestions for further studies. As well as a series of contents for the final discussion.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Background

Researcher used Ellis' theory to determine the type of anxiety, researcher also used Horwitz and Cope's theory to identify anxiety factors, and used Anjani's theory to determine teacher strategies for overcoming students' speaking anxiety in class.

##### 1. Student Anxiety

###### a. Definition Anxiety

One of the effective factors in language acquisition is anxiety. This relates to a psychological phenomenon in which circumstances have a positive impact on the way the body reacts. Horwitz claims that nervousness is the subjective sensation of stress, anxiety, restlessness, and fear caused by the activation of the autonomic nervous system.<sup>12</sup>

According to Brown, anxiety is a feeling of worry and inability about the possibility of learning a foreign language.<sup>13</sup> Furthermore, according to MacIntyre and Gardner, language anxiety may indicate possible problems for foreign language learners because of the way language acquisition affects the generation of new language.<sup>14</sup>

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<sup>12</sup> Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety*, Jstor (1986) 125

<sup>13</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (New York, NY: Addison Wesley Longman, 2000).

<sup>14</sup> Peter D. MacIntyre and R. C. Gardner, "The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language," *Language Learning* 44, no. 2 (June 1994): 283–305, <https://doi.org/10.1111/j.1467-1770.1994>.

As a result, it may have an impact on their oral production quality and target language competency. Horwitz states that although some students believe that learning a new language takes a lot of time, it does not learn the target language will take a long time.<sup>15</sup>

#### b. Language Anxiety

Language anxiety is a feeling of anxiety, tension, or even panic that arises from a person's perception when learning to use a second language. It is a way of expressing anxiety, restlessness, or emotional turmoil in circumstances where linguistic performance is required. Due to various reasons, many students experience language anxiety. Horwitz et al., claim that because language acquisition is a unique process, there is a particular complex of self-perceptions, beliefs, feelings, and behaviors associated with language teaching in the classroom.<sup>16</sup> Language anxiety, according to MacIntyre, is the anxiety and unpleasant emotional response elicited by learning or using a second language. Situation-specific anxiety is a term used to describe linguistic anxiety.<sup>17</sup>

One of the affective variables that most significantly influences foreign language learning is speaking anxiety, which often has a negative impact on students' English oral abilities. Anxiety when speaking can range from mild "nervousness" to full-blown panic. The most typical signs of speaking anxiety include shaky hands, shivering, sweating,

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<sup>15</sup> Elaine Horwitz, "Language Anxiety and Achievement," *Annual Review of Applied Linguistics* 21 (January 2001): 112–26, <https://doi.org/10.1017/S0267190501000071>.

<sup>16</sup> Elaine K. Horwitz, et al., "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (June 1986): 125–32, <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>.

<sup>17</sup> MacIntyre and Gardner, "The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language."

panic, forgetfulness, stomach flutters, dry mouth and throat, rapid heartbeat, and a high-pitched voice. Individual differences in physical, psychological, and situational demands influence individual anxiety levels.<sup>18</sup>

Concerns about speaking in class are the most common concerns expressed by nervous foreign language learners who ask for help. Anxious language learners may lament their inability to distinguish sounds and communication patterns of the target language. Anxious students also have more difficulty understanding messages in the target language. In addition, foreign language anxiety sometimes arises during exams.<sup>19</sup>

Another type of anxiety that arises in the classroom, where students are constantly being assessed, is the fear of exams. Due to exam anxiety, some students write wrong answers. As stated according to Senel, "in language tests, greater student anxiety arises when the level of student evaluation is higher and when the tasks and test format are unfamiliar and ambiguous." To create a classroom with low levels of anxiety for students, it is important to identify the sources of foreign language anxiety and reduce its undesirable effects in foreign language teaching. This is because students who suffer from high levels of foreign language anxiety tend to avoid situations.<sup>20</sup>

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<sup>18</sup> Rajitha K and C. Alamelu, "A Study of Factors Affecting and Causing Speaking Anxiety," *Procedia Computer Science* 172 (2020): 1053–58, <https://doi.org/10.1016/j.procs.2020.05.154>.

<sup>19</sup> Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety," June 1986.

<sup>20</sup> Elaldi Şenel, "Foreign Language Anxiety of Students Studying English Language and Literature: A Sample from Turkey," *Educational Research and Reviews* 11, no. 6 (March 23, 2016): 219–28, <https://doi.org/10.5897/ERR2015.2507>.

The statement above explains how worry can hinder language learning as a cognitive process. Given that anxiety has a significant impact on the concept of language learning, researchers studying second language acquisition (SLA) have looked at a number of contexts, including academic and social contexts, in which language anxiety may arise. They have also proposed a number of coping mechanisms.

c. Indication of Anxiety

Anxiety is characterized by shaking, sweating, shaking, and a rapid heartbeat. This also causes us to feel uncomfortable, afraid, and afraid. Suleimenova claims that students actually show symptoms whenever they feel worried. There are two categories of symptoms: observable symptoms and unobservable symptoms. Observable symptoms include squirming, playing with clothes or hair, shaking, stuttering, sweating, vomiting, and stammering.<sup>21</sup>

Stuart and Laraia (2005) have identified two types of anxiety responses that a person may encounter during an anxiety attack:<sup>22</sup>

1) Psychological Reaction

- a) Cardiovascular: High blood pressure, palpitations, fast heartbeat, decreased pulse pressure, and shock.
- b) Respiratory: rapid breathing, choking sensation in the chest.

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<sup>21</sup> Ziash Suleimenova, "Speaking Anxiety in a Foreign Language Classroom in Kazakhstan," *Procedia - Social and Behavioral Sciences* 93 (October 2013): 1860–68, <https://doi.org/10.1016/j.sbspro.2013.10.131>.

<sup>22</sup> Stuart, G., Laraia, M. (2005) *The Principle and Practise of Psychiatric Nursing*. Elsevier Mosby, St Louis Missouri

- c) Skin: Burning sensation on the face, sweating all over the body, itching, and a hot or cold feeling on the skin.
- d) Digestive: Diarrhea, burning sensation in the epigastria, anorexia, and abdominal discomfort.
- e) Neuromuscular: Increased reflexes, early reactions, blepharaxia, difficulty sleeping, convulsions, stiff facial expressions, sluggish movements.

#### 1. Psychological Response

- a) Behavior: Restlessness, nervousness, rapid speech, dodge.
- b) Cognitive: Attention disorders, lost concentration, forgetfulness, misinterpretation, confusion, excessive worry, objective decreases.
- c) Affective: Nervous outstanding, very nervous.<sup>23</sup>

### 2. Types of Anxiety

Certain forms of anxiety related to language acquisition are related to the field of psychology. Ellis divides anxiety into three groups in this regard: Trait anxiety, state anxiety and situation specific anxiety.<sup>24</sup>

#### a. Trait Anxiety

One type of behavior and personality trait that tends to be inherent in a person and is difficult to change is the nature of anxiety. Students who are unable to control their anxiety tend to fall into this category

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<sup>23</sup> Ebi Ratna Wati, *The Effect of English National Examination on The Level of Students' Anxiety at SMA Muhammadiyah 18 Jakarta*, (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 721

<sup>24</sup> Ellis, R, *The Study of Language Acquisition*, (Oxford: Oxford University Press, 1994), 479

because they are unable to convey their feelings, emotions, ideas and thoughts. As a result, it is doubtful that their participation in classroom activities will improve their speaking skills. Instead of speaking and sharing their thoughts in front of the class they typically stay quiet. This also happens in all situations and subjects taught in class.

b. State Anxiety

State anxiety is uncertain anxiety that arises from external sources that change a person's emotional state. This happens because students are faced with certain feelings, tensions and pressures when taking courses. Additionally, regulating thoughts or emotions can help look student forward to participating in classroom activities. Spielberger says that anxiety in this context is a feeling of anxiety which is a typical psychological reaction.<sup>25</sup>

c. Specific Situation Anxiety

Special Conditions Anxiety is a state of anxiety caused by a particular situation or event when learning a language. In this case, the most likely scenario is when students take tests, attend classes, join Community English Clubs, and give public speeches.

### 3. The Factors of Anxiety

Horwitz et al. identify three factors that contribute to performance anxieties: (1) communication apprehension (CA); (2) test anxiety; and (3) fear of negative evaluation<sup>26</sup>. This explanation will be applied to in this

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<sup>25</sup> Spielberger, C. D, Manual for the State Trait Anxiety Inventory, (California: Consulting Psychologists Press, 1983)

<sup>26</sup> Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety," June 1986.



study, examine the reasons behind students' nervousness when speaking English, a foreign language.

a. Communication Apprehension

A type of anxiety concern called communication anxiety arise when learners are unable to articulate their ideas clearly and develop communication with others and ensuring that they comprehend the speaker's message. According to Masood, who was referenced by Cubukcu, communication anxiety in foreign language classes stems from a person's limited understanding of their own subject matter. Fear of Communication anxiety is a type of anxiety that arises from learners' fears that they won't be able to communicate effectively with others and ensure that they grasp what the speaker is saying. According to, Mahmoodzadeh as reported in Cubukcu, students' anxiety during communication in foreign language classes stems from their own level of difficult-to-understand personal knowledge.<sup>27</sup>

b. Test Anxiety

Exam-related stress is another source of anxiety. When it comes to the topic of foreign language anxiety, tests are also pertinent. As described by Hotwitz, test anxiety *et al* describe a particular kind of performance anxiety that is rooted in a failure-

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<sup>27</sup> Masoud Mahmoodzadeh, "Investigating Foreign Language Speaking Anxiety within the EFL Learner's Interlanguage System: The Case of Iranian Learners," *Journal of Language Teaching and Research* 3, no. 3 (May 1, 2012): 466–76.

related worry.<sup>28</sup> A learner may encounter test anxiety when studying a foreign language, which could hinder their performance.

c. Fear of Negative Evaluation

Fear of receiving a poor grade is a continuation of test anxiety, the second aspect of second/foreign language anxiety, as it can arise in any social or evaluation-based setting, including such as speaking in a foreign or second language lesson or during a job interview. It is also more comprehensive in that it covers not just the teacher's assessment of the pupils but also how other students are believed to respond.

Furthermore, according to Kitano, students whose dispositions and personalities tend to When participating in speaking activities in the classroom, one will feel highly anxious due to unpleasant emotions.<sup>29</sup>

Numerous other factors may also play a role in the establishment of language anxiety in foreign language classrooms.<sup>30</sup> They are strongly associated with tasks that require spoken communication, competition, loneliness, the sensation of being scrutinized and losing control, and the traits of teacher.

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<sup>28</sup> Elaine K Horwitz, Michael B Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," June 1986

<sup>29</sup> Kazu Kitano, "Anxiety in the College Japanese Language Classroom," *The Modern Language Journal* 85 (December 1, 2001): 549–66.

<sup>30</sup> Kazu Kitano, "Anxiety in the College Japanese Language Classroom," *The Modern Language Journal* 85 (December 1, 2001): 552–89,.

## 4. Speaking

### a. Definition Speaking

One of the important skills involved in communicating is called speaking. According to Mayer It is a well-known fact in linguistics that speech is primary and writing is secondary. Because only a small portion of the world's languages are written, linguists take this stance.<sup>31</sup> Speaking allows people to communicate by expressing and conveying their thoughts and ideas.

Speaking is the process of producing coherent verbal utterances to communicate meaning (speech is simply what people say). According to Bailey, the process of creating meaning through speaking is participatory and requires a process creating, receiving, and processing information. Often impromptu, flexible, and changeable.<sup>32</sup>

From the definition above, it can be concluded that speaking is a person's desire to convey thoughts, feelings and opinions to other people, to negotiate, and to find solutions to certain problems in order to create and maintain relationships such as friendship, social relations or interactions. Speaking also requires practice because perfecting a language also requires practice so everyone uses this communication skill in everyday, both inside and outside school. This can also be done by two or more individuals to communicate, exchange knowledge or points of view, and achieve certain goals.

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<sup>31</sup> Charles F. Meyer, *Introducing English Linguistics*, 1st ed. (Cambridge University Press, 2009)

<sup>32</sup> Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hill ESL/ELT, 2005).

## b. The Components of Speaking

### 1) Connected Speech

English language proficiency requires not only the ability to pronounce individual phonemes but also the ability to use related ones such as simply during speech. Sound changes (assimilations), omitted (elision), added (r-linking), and weakened (through contractions and stress patterns) all occur in connected speech. Therefore, we must involve student in activities created specifically to improve their speaking abilities.

### 2. Expressive Device

Native English speakers change the loudness and speed, change the pitch and stress of certain words, and demonstrate this by others. Nonverbal and physical cues convey their emotions. These tools are used in ways that enhance the communication of meaning. If students want to be truly effective communicators, they must be able to use at least some of these supra-segmental elements and devices in a way that allows for extra displays of emotion and intensity.

### 3. Grammar and Lexis

Several typical lexical phrases are used in spontaneous speech, particularly when performing specific language functions. Work. Hence, educators ought to provide a range of expressions for various purposes, including extending a welcome or expressing agreement or disagreement.

#### 4. Negotiating Language

Using negotiated language to ask for clarification and demonstrate the organization of our ideas helps us speak more effectively. When we listen to others speak, we often need to clarify what we understand.<sup>33</sup>

##### c. Evaluation Component in Speaking

The factor impacting how well people speak English is the evaluation component. Speaking is a complicated talent, according to H. Douglas B, because it involves vocabulary, grammar, and other aspects of comprehension, pronunciation, and fluency.<sup>34</sup>

##### 1. Grammar

The idea of grammar is to have short conversations where each utterance is limited to one word or phrase, like this created. The grammar of a language explains how words in that language can take different forms and be combined into sentences.

##### 2. Vocabulary

Without proper vocabulary, a person cannot communicate effectively or express his ideas in writing or orally. Very little can be communicated without grammar, and nothing can be communicated without vocabulary. Vocabulary, then, is defined as appropriate language used in communication.

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<sup>33</sup> Jeremy Harmer The Practice of English Language Teaching. England: Pearson Education Limited, 2002

<sup>34</sup> Jeremy Harmer, The Practice of English Language Teaching. (Pearson Education Limited, England: 2002) 269

### 3. Fluency

The ability to speak clearly and fluently is called fluency. Speaking fluently is the goal of many students in English. The ability to communicate confidently, fluently, and at a speed that meets the standards of the relevant native speaker community is known as fluency.

### 4. Pronunciation

Pronunciation is the way they speak a language, pronounce a word, or pronounce words in that language. Therefore, when you say this, be sure of the way language has different sounds and patterns, and this aspect also describes the way a person pronounces a word. The two main goals of working on pronunciation with students are to make their speech more meaningful and understandable to others, and to help them understand spoken English.

### 5. Comprehension

The ability to fully understand and recognize a situation or set of facts is called understanding. Apart from that, understanding can also indicate the primary ability to see and understand; the ability to understand the concept of knowledge. In short, understanding is essential to prevent miscommunication between speaker and listener. In oral communication, the speaker must undoubtedly initiate and reply to his speech.<sup>35</sup>

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<sup>35</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*. New York, NY: Addison Wesley Longman, 2000.

#### d. The Problem of Speaking Activities

There are several problems in speaking. Some problems in speaking are:<sup>36</sup>

##### 1. Inhibition

Exposure to the audience in real is necessary when speaking. Students may feel embarrassed when trying to express themselves in speaking a foreign language in class, anxious about making mistakes, afraid of being judged or looking stupid, or simply embarrassed about attracting attention during their speech.

##### 2. There is nothing to say

Due to obstacles, teachers often hear their students complain that they are at a loss for words. Apart from feeling guilty that they should have spoken up, there is no reason to speak up.

##### 4. Low or Uneven Participation

Inadequate or Unequal Involvement To be heard, only one participant may speak at a time. The tendency of certain students to dominate only makes the problem worse. There are even people who speak very little, even not at all.

##### 5. Mother Tongue Use

Because it is simpler, speaking to each other in a foreign language feels awkward, and speaking in the mother tongue leaves them less exposed, so students may speak it more often.

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<sup>36</sup> Ur. Penny, A Course in Language Teaching: Practice and Theory, (New York: Cambridge University Press, 1996), 120.

Maintaining the target language in some classes may be a challenge, especially in classes that lack motivation or discipline.

e. What Makes Speaking Difficult

The same factors that make oral language difficult to master listening skills also need to be considered when producing productive speech, but with a slight difference because the learner is now a producer. Aspects of spoken language can make oral performance simple and, at times, challenging.<sup>37</sup>

1. Clustering

Word-by-word speech is not fluid; it is phrasal. Through such clustering, students can arrange their work in a cognitive and physical manner.

2. Redundancy

The speaker has the opportunity to clarify his meaning language redundancy. Learning can take advantage of a feature called spoken language.

3. Reduced Form

Contractions, vowel reductions, etc. all of which form specific problems in the process learn spoken English. Students who do not study colloquial language, Contractions can sometimes develop with a quiet quality.

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<sup>37</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language pedagogy* (New York: Longman, 2001), 271



#### 4. Performance Variable

The advantage in spoken language is the process thinking as we speak allows us to manifest a number of performance hesitations, pauses and hesitations.

#### 5. Colloquial Language

Make students familiar enough with words such as, idiom, and colloquial phrases and which are also practiced to produce these forms.

#### 6. Stress, Rhythm, and Intonation

The most important characteristic in its pronunciation. Stress-time rhythms Spoken English and its intonation patterns convey important messages.

#### 7. Interaction

As mentioned in the previous section, learning to generate waves language in a vacuum of speaking skills. Creativity in conversation negotiation is always needed in the teaching process.

### **5. Teacher's Strategies to Overcome Students' Anxiety in Speaking in Class**

According to Eiser and Dick in Khaira Maulidar state that teachers use teaching strategies to achieve teaching and learning goals.<sup>38</sup> This implies that it is the teacher's responsibility to make students speak English by using appropriate speaking teaching strategies.<sup>39</sup> According to Anjani Putra, role

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<sup>38</sup> Khaira Maulidar, *Teacher's Strategies in Teaching Speaking for Cadet English Education*

<sup>39</sup> Khaira Maulidar, *Teacher's Strategies in Teaching Speaking for Cadet English Education Journal*, Vol. 10, No. 1, 2019, p. 82

play, drilling, game, group discussion, simulation are some of the strategies used in teaching speaking.<sup>40</sup>

#### a. Role Play

Another way to get students to talk is role playing. According to Cameron in Khaira Maulidar, role play is a learning activity that must be appropriate for students and socio-cultural experiences because it allows learners to utilize the language they already know and should start with simple dialogue before progressing to meaningful interaction more complex.

Role playing can be an effective teaching strategy in language classes because it prepares students to face situations where they have to use English in the real world, such as working as a receptionist or going to the doctor.<sup>41</sup>

#### b. Drilling

The second strategy is drilling. Thornbury thinks so drilling is a strategy to improve pronunciation that involves repeating words, phrases and even entire utterances. Based on the explanation above, it can be concluded that drilling is a very controlled activity in practicing listening and repetition.<sup>42</sup>

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<sup>40</sup> Agung Ginanjar Anjaniputra, "Teachers Strategies In Teaching Speaking To Students" *Journal of English and Education*, 2013.p.11

<sup>41</sup> Agung Ginanjar Anjaniputra, "Teachers Strategies In Teaching Speaking To Students" *Journal of English and Education*, 2013.p.14

<sup>44</sup>.Maulidar, Op.Cit. p. 82

<sup>42</sup> Scott Thornbury, *How to teach speaking* (Essex: Stenton Associates, 2005) p.20

c. Game

Games have many benefits for students and teachers learning process. Games can also help students practice the target language they are learning in a fun way. According to Hadfield, a game is an activity that has rules, goals and an element of fun. This means that by using games to learn to speak, students can have fun while learning and are also encouraged to speak English in class.<sup>43</sup>

d. Group Discussion

Group discussions can provide opportunities for students' understanding during the learning process. In addition, students can explore ideas thoroughly. and most importantly, discussions allow students to participate actively throughout the learning process. Learning using discussion groups becomes more interesting and students are often more motivated and actively involved in the learning material used. Therefore, a number teaching strategies that encourage students to engage in the process have a good discussion.<sup>44</sup>

e. Simulation

Simulations are a great way to learn language that encourages critical thinking and creativity, allows students to develop and practice new language and behavior skills in a relatively non-threatening environment, and can generate the motivation and engagement necessary for learning to occur. In simulations, students act as themselves in certain situations, such

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<sup>43</sup> Hadfield Jill, *Intermediate Communication Games* (England: Longman Ltd, 2004) p. 4

<sup>44</sup> Murunga Felicity, "Speaking Anxiety And Its Effects On Participatio In Group Discussions In L2 Classrooms," *International Journal of English Language Teaching*, 2018.

as attending a business meeting, or booking a table at a restaurant, and many others. Through these strategies, students can actively practice their English.<sup>45</sup>

## 6. Teacher Solutions to Overcome Students' Anxiety in Speaking Class

According to Sudarta to the statement solutions teachers overcome speaking anxiety.<sup>46</sup>

1. Teachers' Efforts to Overcome Speaking Anxiety make students' confident, by continuing to encourage and motivate students' to dare to speak.
2. If students' experience imperfections in their speaking apparatus, teachers' should do this by frequently training students', conducting evaluations, and if students' have opinions regarding their limitations, teachers' should help direct them.
3. Teachers' can reshuffle their seat mates in class so that students' can focus on studying and make students get to know other.

## B. Research Finding

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

Firstly, an analysis of students' speaking anxiety in the context of English as a foreign language (EFL) at Uin Raden Intan Lampung Academic Year

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<sup>45</sup> Khaira Maulidar, *Teacher's Strategies in Teaching Speaking for Cadet English Education Journal*, Vol. 10, No. 1, 2019, p. 82

<sup>46</sup> M. Sudarta, "Upaya Guru Dalam Mengatasi Kecemasan Berbicara Siswa Kelas V MI Ar-Raudhah Samarinda," *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan* 16, no. 1 (January 22, 2022): 297, <https://doi.org/10.35931/aq.v16i1.840>.

2018/2019, which is the title of Nur Isnaini's thesis. The purpose of this study was to identify the factors that contribute to speaking anxiety in the English language program for foreign students in the fifth semester. This research used theory from Djaman Satori and Aan Komariah to analyse the data. Then, in order to gather data, the researcher used a descriptive method and asked questions. The findings of this study indicate that students' speaking anxiety was mostly caused by their lack of confidence in their ability to speak English, their fear of making mistakes when speaking, their anxiety when the teacher requested them to speak, and their shyness when performing in front of the class.<sup>47</sup>

Secondly, *An Analysis of Students' Anxiety in Speaking Performance* is Santriz's 2018 thesis. The goal of this study is to determine what causes students' fear when they talk. In this study, qualitative descriptive research was employed. This research used theory from Horwitz to analyse the data. The 17 respondents were given a questionnaire by the writer in order to gather data. The findings indicate that three main types of anxiety contribute to students' worry when speaking in English: exam anxiety, communicative apprehension, and fear of receiving a poor grade.<sup>48</sup>

Third, *Speaking Anxiety in EFL Student Presentations (Descriptive Study of the English Department of UIN Walisongo Semarang 2017/2018 Academic Year)* is the title of Nur Amalia Huda's thesis. The aim of this research is to find out how nervous students of the English Department at UIN

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<sup>47</sup> Nur Isnaini, *An Analysis of Students' Speaking Anxiety in the Context of English as a Foreign Language (EFL)*, 2018/2019

<sup>48</sup> Santriz, *An Analysis Of Students Nxiety In Speaking Performance*, (Thesis Ar Raniry State Islamic University, 2018)

Walisongo are when giving presentations. This research uses a qualitative descriptive methodology. This research used theory from Creswell to analyse the data. Questionnaires are used to obtain data. Students' speaking anxiety during presentations is caused by various reasons, including too much analysis, lack of preparation, bad experience, low competence, low self-confidence, fear of making mistakes, and anxiety about facing exams.<sup>49</sup>

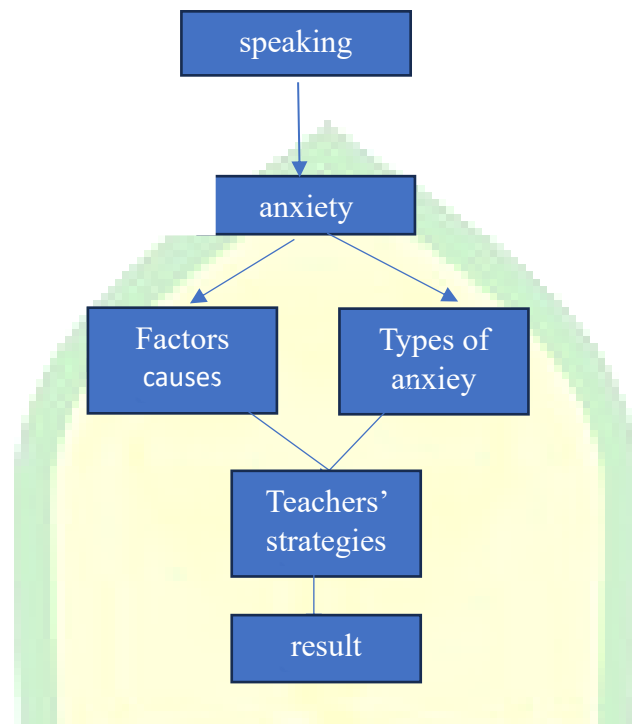
There are similarities and differences between this research and the three previous studies. There are similarities between the three previous studies and this research, namely that both use qualitative descriptive methods. However, the goals and tools used are different. Although previous research focused mainly on identifying the elements that contribute to students' anxiety speaking when speaking English, this study aims to identify the causes of students' fear as well as ways to overcome it. Another difference is that this research uses interviews as the main instrument, whereas previous research used question.

### **C. Theoretical Framework**

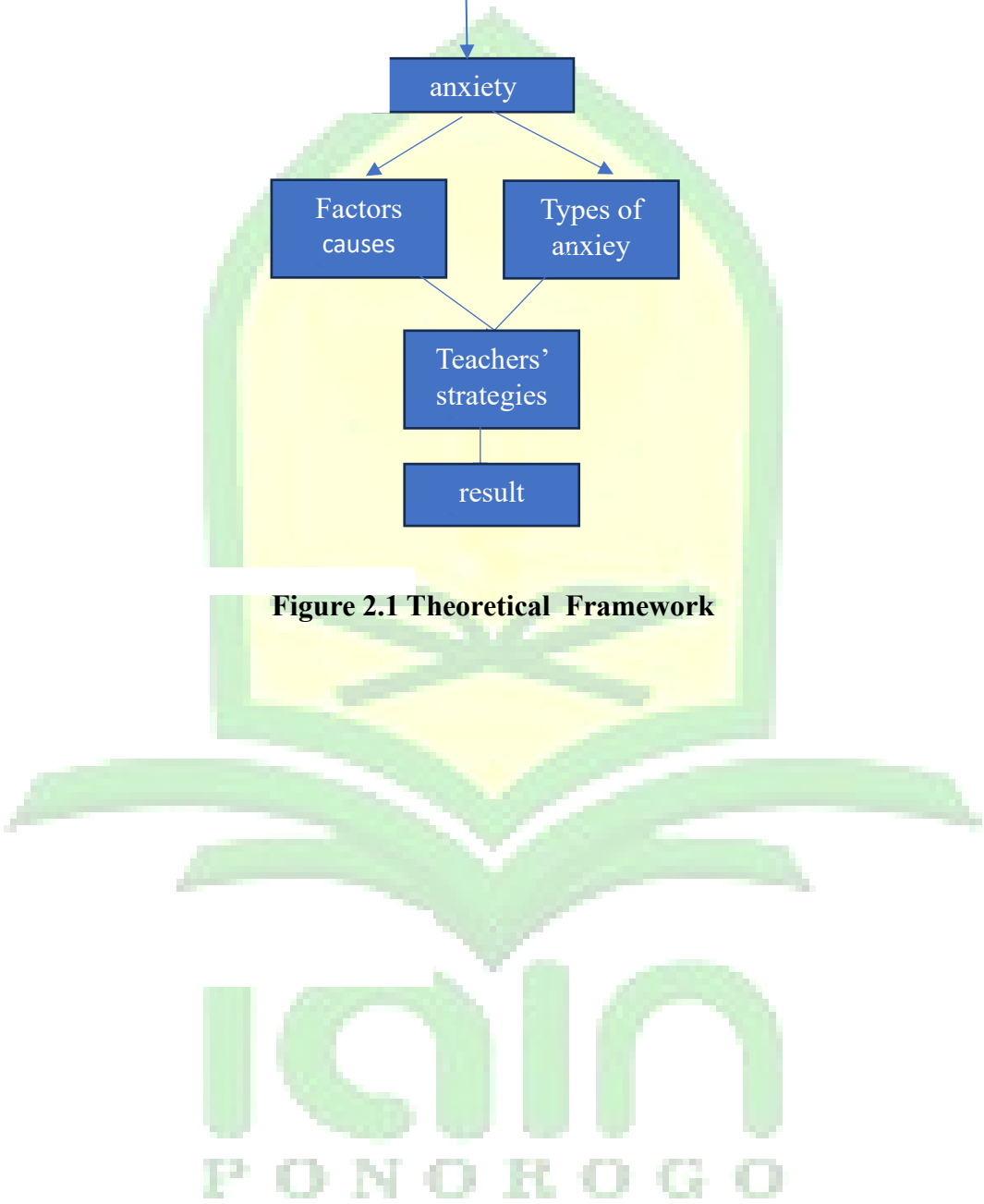
The framework in this research starts from the type of Students' anxiety experienced by students in speaking English, followed by the student's factors anxiety student in speaking English and of course if there is a problem there is also a solution where the teacher has a strategy that can be used to overcome students' anxiety in speaking English

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<sup>49</sup> Nur Lina Amalia Huda, "Education And Teacher Training Faculty Walisongo State Islamic University Semarang 2018,"



**Figure 2.1 Theoretical Framework**



## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

Researcher use a descriptive qualitative research design to carry out this research. The descriptive technique uses a comprehensive description based on phenomena.<sup>50</sup> Research that aims to explain, define, characterize and investigate a phenomenon that occurs without using experimental manipulation is called descriptive research.

Understanding social phenomena from the perspective of humans who are research participants is the main goal of qualitative research. It can be concluded that humans were involved in this investigation to describe the event. Or in other words, qualitative research is a type of research used to study an event. Next, a detailed description of the final results of the research follows. The researcher of this study tested the anxiety aspect of students' speaking performance by summarizing their findings in writing.<sup>51</sup>

An investigative method that is helpful for examining and comprehending a key occurrence is qualitative investigation. In order to gather information about this phenomena, the investigator poses wide, open-ended inquiries to participants, gets their in-depth opinions in the form of written or visual materials, and examines the information description and themes.

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<sup>50</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012), 274.

<sup>51</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2023), 8.



## B. Research Setting

The research location is the place where the researcher obtains information regarding the data required and where the research will be conducted. In this research, researchers chose SMPN 5 Ngrayun which is located in Blumbang, Binade, Ngrayun District, Ponorogo. The reason the researcher conducted research at this school was that from initial observations, the researcher discovered what type of student anxiety in the speaking class, the factors that cause student anxiety in speaking class, and the teachers' strategy for overcoming student anxiety in the speaking class at SMPN 5 Ngrayun.

## C. Data and Source of Data

### 1. Data

According to Safrudin Chamidi, data is what is claimed to be the result of observing natural phenomena or as fact.<sup>52</sup> students' nervousness and ways they can overcome their fear when speaking English. This information will then be documented in writing.<sup>53</sup> Data can be defined as fact or what is said to be the result of direct observation of natural phenomena. This can be in the form of writing or images equipped with certain values. Data primarily comes from qualitative research, including words and action; most of the data comes from additional sources such as documents, photos, and soon. To achieve this goal, documentation, in-

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<sup>52</sup> Safrudin Chamidi, *Kaitan Antara Data Dan Informasi Pendidikan Dengan Perencanaan Pendidik*. Jurnal pendidikan dan kebudayaan, 2004. Vol 10. 311-328

<sup>53</sup> Safrudin Chamidi, *Kaitan Antara Data Dan Informasi Pendidikan Dengan Perencanaan Pendidik*. Jurnal pendidikan dan kebudayaan, 2004. Vol 10. 311-328

depth interviews, and non-participatory observation were used as data collection methods.

## **2. Source Data**

Data sources can be obtained from people, objects, etc. in places that cannot provide information for research. This could be done by obtaining primary and secondary data. Primary data in this research focuses on people who are correlated with the research, namely students' and teacher's at SMPN 5 Ngrayun. Participants in This research are the seventh-grade students of SMPN 5 Ngrayun. Meanwhile, secondary data was obtained from observations and reference books or documents and images relevant to this research. In this research, secondary data is in the form of books, journals, and previous research. Apart from that, geographic location, organizational structure, school history, school profile, and lesson plans used were included as secondary data obtained from documentation. This research the took the subject of class seven which is divided into class A. The participants in this research were class VII students' at SMPN 5 Ngrayun Middle School in 2023/2024.

### **D. Data Collection Technique**

#### **1. Observation**

One popular data collection method is observation, which allows researchers to take on several roles. Collect Unlimited direct information through observation of people and locations at the research location.<sup>54</sup>

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<sup>54</sup> Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 213

In the observations made, the researcher observed the students' condition. In the classroom this aims to find out how students behave during speaking class and the learning process in class VII A. This observation also aims to find out the characteristics of students who experience anxiety when speaking in class. After observing the class, the researcher make a field trip and write down all the actions and activities that occur in the class during the English lesson while speaking.

Question	Yes	no	catatan
The teacher used strategy to overcome student anxiety in speaking english	√		
The teacher introduce the topic before starting teaching	√		
The teacher explain the material until completion. The teacher applies strategies to overcome student anxiety in speking english	√		
The teacher forms a group of student to speak English activity			

Teacher use english and Indonesia explain material	√		
Teacher use in teaching activity	√		
Role play			
drilling			
games			
Group discussion	√		To overcome anxiety speaking student
simulation			
The teacher provides motivation to reduce anxiety in speaking.	√		

**Table 1.4 Instrumen observasi in the classroom**

## 2. Interview

In the social sciences, interviews are undoubtedly the most common way to collect data, and there are well-established best practices for conducting interviews.<sup>55</sup> One way of collecting data is by conducting interviews with data sources. This is achieved through direct or indirect oral discourse. Interviews are used to learn more about people thoughts, feelings, and opinions regarding a particular situation.

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<sup>55</sup> Creswell, Educational Research: *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 213

The interview used in this research is a structured interview where the researcher prepares several questions and asks the students, then the teacher supporting data about the difficulties students face when speaking English and solutions. Researchers present data in the form of interview transcripts regarding students' anxiety in speaking and the strategies teachers use to overcome students' anxiety in speaking English. The In this interview, the researcher will interview seventh-grade students in SMPN 5 Ngrayun about the anxiety they experienced when speaking English.

### 3. Documentation

Documentation is the final method of data collection. Documentation is the recording of historical events through literature, art, or important works of one's own creation.<sup>56</sup> Documents can also be an invaluable source of data for qualitative research. Documents as records, both government and private, collected by qualitative researchers regarding research locations or research participants. These notes may include newspapers, meeting minutes, personal notebooks, and correspondence.<sup>57</sup>

Apart from using observations and interviews, researchers also uses documentation as a data collection technique. Documentation is combining data collection. The documentation that researchers obtain is a process of observations, interviews, field notes, and files from institutions. The research that researchers know consists of teaching and learning activities

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<sup>56</sup> Imam Gunawan, *Metode penelitian kualitatif: Teori&Praktik*, (Jakarta: PT BumiAksara, 2015), 176

<sup>57</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012). 223

when speaking. Then the next step the researcher took was processing the data.

## **E. Data Analysis Technique**

According to Miles and Huberman's analysis. Three activity streams are carried out simultaneously, data reduction, data display, and drawing conclusions and verification.<sup>58</sup>

### **1. Data Reduction**

Data reduction is the initial stage in the analyzing technique proposed by Miles. Data reduction is a stage in data analysis carried out by researchers from the results of interviews, observation and documentation. Overall, data analysis depends on the skills of the researcher how to get the maximum details and integrate the data into a complete data.<sup>59</sup> Here the researcher carries out an interview process to collect information regarding observations and also conducts individual interviews.

### **2. Data Display**

In general, a display is a concise and well-organized collection of data that allows conclusions to be drawn. Views help us understand what is happening and take appropriate action or further analysis based on that understanding. In general, a display is a concise and well-organized collection of data that allows conclusions to be drawn.<sup>60</sup> Views help us understand what is happening and take appropriate action or further analysis

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<sup>58</sup> Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (United State: SAGE Publications, 1994),10

<sup>59</sup> Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (United State: SAGE Publications, 1994),12

<sup>60</sup> Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (United State: SAGE Publications, 1994),14

based on that understanding. After reducing the data, the researcher will offer the information in the form of an interview report table. The data can then be arranged in an easy pattern to understand. In the data display section, the researcher presents the data through a brief description of each participant based on the research problem presented. The information obtained is an analysis of the type of anxiety students speak in class, factors of student anxiety speaking in class and teacher strategies for overcoming student anxiety in overcoming speaking anxiety. in the classroom.

### 3. Conclusion And Verivication

Concluding or data validation is carried out next, after data presentation, which is also part of the data analysis series.<sup>61</sup> The research response is found in the conclusions of the problems that have been raised. After presenting the data, the researcher will summarize the reports to show the findings based on evidence.

### **F. Checking Validity of Findings**

Valid findings indicate that the researcher used techniques such as member checking and triangulation to assess the accuracy or reliability of the findings.<sup>62</sup> According to many interpretations, validity is essentially a specific form of evidence.

An instrument accurately represents the characteristics it is designed to describe, explain, or theorize, and measures what it claims, or seeks to measure.

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<sup>61</sup> Mathew B. Miles and A. Michael Huberman, "Qualitative Data Analysis," (United State: SAGE Publications, 1994),15

<sup>62</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012. 259

According to some definitions, validity refers to how much the interpretation of data is supported by the theory and evidence used.<sup>63</sup>

Researcher verified the accuracy of the data by checking elements like the strenuously observation. A diligent observation process requires the researcher to identify the characteristics and components in this situation that are relevant to the problem to be selected. The following elements are:

1. Observing the activities of students in class VII A during the process of learning to speak English at junior high school at 5 Ngrayun.
2. Study in depth until the researcher finds valid data.

In qualitative research, triangulation is the process of using multiple techniques or data sources to create a comprehensive understanding of a phenomenon.<sup>64</sup>

Qualitative researcher combine information from multiple sources to increase research accuracy. The process of verifying evidence from several sources (such as school principals and students), types of data (such as objectives and interviews), or data collection techniques (such as documents and interviews) in themes and descriptions in qualitative research.<sup>65</sup>

The researcher employed methodological triangulation, one of four types of triangulation, to verify validity in this section. The process of studyin

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<sup>63</sup> Louis Cohen, Lawrent Manion & Keith Morrison, *Research Methods in Education* (Eight Edition), Routledge (2018), 245

<sup>64</sup> Nancy Carter et al., "The Use of Triangulation in Qualitative Research," *Oncology Nursing Forum* 41, no. 5 (September 1, 2014): 545–47.

<sup>65</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson, 2012)



a condition or phenomenon using a variety of methodologies is known as methods triangulation.<sup>66</sup>

The goal is to reduce deficiencies that are usually done with one approach. In other words, the advantages of a method may outweigh the disadvantages. This kind of triangulation resembles the techniques used in social science research, where the findings of one approach are applied to enhance, support, and clarify the findings of another approach. It is also a variant of data triangulation, which emphasizes the use of data collected using multiple techniques rather than data collected for multiple people, programs, or places.

This approach involves conducting interviews with teacher and students, where a number of questions regarding speaking anxiety and strategies to overcome it are asked, as well as observations of students' attitudes during English classes. The learning process also includes the use of student notes, pictures taken during class, and the researcher.

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<sup>66</sup> David Hales, *An Introduction to Triangulation*, (Switzerland: UNAIDS, 2010)

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. General Data

##### 1. History of SMPN 5 Ngrayun

SMP Negeri 5 Ngrayun was established by the Ponorogo district government on March 11 2011. Number: 424 of 2011. In 2011 SMP N 5 NGRAYUN became 2 groups per class with a total of 30 students per group, SMP N 5 NGRAYUN graduated 2 groups (classes) for the first time in 2013, then continued until 2016.

In 2016 there was a change of school principal from Mr Drs.Gunandi,M.P to Mr.Ahmad Manan,M.Pd, from 2016 to 2019 the number of groups remained 2 groups,the number of student was 20 per group because the number of elementary school graduate supporting class VI was ratatively low.

In 2019 there was a change of scholl principal, from Mr.Ahmad Manan,M.Pd to Mr. Suyanto, M.Pd. The new principal has been provide with adequate management training. One year later, other componets were deployed, especially in the academic and non-academic fields so that student achieved many achievement in the adiwiyata school program.

In 2022 there will be another change of principal, Mr. Suyanto, M.Pd, to Mr. Sunyoto, S.Ag., S.Pd., M.Pd.I, with a new principal, SMPN 5 NGRAYUN was appointed as a driving school and to date in 2023 the number of groups will be 6 groups and each group will consist of 20 students. When the government intensified School Based Quality

Improvement Management (MPMBS), this school is now designated as a driving school, currently the school has complete facilities so that students can study comfortably.

## **1. Vision, Mission of SMPN 5 Ngrayun**

### **a. Vission**

Have morals, piety, intelligence, creativity and environmental culture

### **b. Mission**

- 1) Organize effective learning and guidance to optimize students' potential.
- 2) Optimize learning programs that are active, creative, innovative, inspiring, fun, challenging and motivate students to think creatively and independently.
- 3) Develop noble etiquette and behavior in accordance with religious teachings and the nation's noble values.
- 4) The growth and development of a culture that is fond of making efforts to preserve the environment, prevent pollution and prevent environmental damage.



**SMPN 5 NGRAYUN**  
P O N O R O G O

### 3. Profile of SMPN 5 Ngrayun

School name : SMPN 5 NGRAYUN  
NPSN : 20579284  
Status : Negeri  
School Address : Jln raya binade gemaharjo  
Village : Binade  
Sub-district : Ngrayun  
Regency : Ponorogo  
Pos kode : 63464

### 4. The Organization Structure of SMPN 5 Ngrayun

**Table 4.1 Structure Organization of SMPN 5 Ngrayun**

Headmater	Sunyoto,S.Ag., S.Pd., M.Pd.I
Curriculum waka	Nyono, S.Pd.
Head of student affaris	Sartono, S.Pd.
Waka satpras	Tuwaji,S.Pd
TU cordinstor	Miswanto, SH
School operator	Nurhadi,S.Ag

### 5. Teacher and Staff of SMPN 5 Ngrayun

The presence of teachers in the educational environment is very important. They are components of activities in learning. Teaching students at school is the main task of a teacher. Teachers also act as

facilitators, motivators, and mentors for students in class. At SMPN 5 Ngrayun there are 14 teachers.

## 6. Student of SMPN 5 Ngrayun

The number of Ngrayun Middle School students academically is 5 people in 2023/2024 there will be 132 people, both men and women. consisting of 50 seventh grade students, 37 eighth-grade students, and 45 ninth-grade students. Student details can be seen in the attachment.

Academic Year	Prospective Students Who Have Registered	VII Grade		VIII Grade		IX Grade		Total Number of Students	
		Total Students	Total Number	Total Students	Total Number	Total Students	Total Number	Total Students	Total Number
2023/2024	47	50	6	37	2	45	6	132	6

**Tabel 4.2 Data of Students in SMPN 5 Ngrayun**

### B. Specific Data.

#### 1. The Type of Students' Anxiety in Speaking Class at SMPN 5 Ngrayun

The data described was collected through observation and interviews. Before conducting the research, the researcher conducted initial observations 20 februari 2024 and with an English teacher. which aims to find out students experience anxiety when speaking English and determine the class for conducting research based on suggestions from existing English teachers.<sup>67</sup>

<sup>67</sup> See the appendix: 01/W/20-3/2024 interview transcript.

Researcher conducted this research in March using interviews. The researcher conducted a class interview on March 25 2024 with class VII A of Junior High School 5 Ngrayun. Apart from that, the researcher also conducted an interview with an English teacher to obtain further information regarding students' speaking anxiety.<sup>68</sup>

These data findings relate to the type of speaking anxiety at SMP 5 Ngrayun. Based on observations and interviews with research, researchers found a type of speaking anxiety in class VII A of SMP Negeri 5 Ngrayun.

a. Trait Anxiety

From the results of interviews conducted, several students said that they experienced anxiety in speaking. They find it difficult to speak and also experience physical symptoms such as trembling hands and cold sweat so they experience feelings of discomfort when speaking English and also experience difficulty when pronouncing words. as Radista said:

"I have difficulty speaking, sis, so I experience cold sweat when speaking and my hands also shake so I experience blanks when speaking English.<sup>69</sup>

Other students also feel uncomfortable and also experience nervousness in speaking English. wildan says:

"When I speak English I'm very uncomfortable, sis, and I'm nervous because I don't know the meaning and usually I experience cold sweat because of my feelings of anxiety.<sup>70</sup>

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<sup>68</sup> See the appendix: 02/W/25-3/2024 interview transcript.

<sup>69</sup> See the appendix: 04/W/25-3/2024 interview transcript

<sup>70</sup> See the appendix: 05/W/25-3/2024 interview transcript

Other students also stated that they had difficulty pronouncing words so they stammered when speaking.

Vera also said:

"When I speak English, there are a lot of words that are difficult to pronounce, sis, it's really difficult and when I speak it I stammer, making it even more uncomfortable when speak.<sup>71</sup>

From the statements made by several students, it can be seen that students experience anxiety in speaking English so that students also experience physical symptoms of shaking hands and also cold sweat which makes them feel uncomfortable when speaking and also from the statements that have been conveyed in students have difficulty pronouncing words when speaking because they feel that speaking English is very difficult.

#### b. State Anxiety

Other factors such as state anxiety also cause students to experience anxiety in speaking. Based on interview results, students experience anxiety when interacting with teachers and also when given reading assignments and students also experience anxiety about being judged when speaking.

"I'm afraid when the teacher talks to me because I'm afraid I won't be able to answer you because sometimes I don't understand what the teacher is saying.

Other students also said they were anxious when the teacher asked them to speak English, Sevrina said:

"I'm really afraid, sis, when the teacher talks to me because I can't answer in English, so I feel anxious and just keep quiet when the teacher talks to me.<sup>72</sup>

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<sup>71</sup> See the appendix: 06/W/25-3/2024 interview transcript

<sup>72</sup> See the appendix: 07/W/25-3/2024 interview transcript,

Other students also said they experienced anxiety when speaking, especially when reading. Wildan said.

"When I was told to read, I felt very anxious, sis, because it was difficult for me to pronounce the words."<sup>73</sup>

From the statement above, it can be seen that students experience anxiety when speaking because they have difficulty pronouncing words, such as only when reading they encounter words that are foreign to them and find it difficult to read them so that students experience anxiety when speaking.

Apart from that, students also feel anxious about their friends' evaluations when speaking English. Abdee said:

"When I speak English, I'm afraid of my friends' judgment, sometimes it makes me even less responsive when speaking.

Another student also added that when he received an assessment from a friend he became anxious about speaking. Radista said.

"When I speak, I feel anxious when your friends criticize I, which increases I anxiety so I are afraid to speak to avoid being friends".<sup>74</sup>

From the statements that have been conveyed by several students that they feel afraid when invited to interact with the teacher because they are afraid of not being able to answer what the teacher says and also when students read they experience anxiety because they feel they really don't have mastered the pronunciation of the words they think It's difficult so they feel anxious when speaking. There are also other

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<sup>73</sup> See the appendix: 08/W/25-3/2024 interview transcript,

<sup>74</sup> See the appendix: 09/W/25-3/2024 interview transcript



factors that students experience anxiety when speaking. They are afraid of their friends' judgment when speaking, which causes students to avoid speaking English.

c. Specific situation anxiety

Very strong feelings of anxiety that arise when facing certain situations. Students experiencing anxiety when communicating with peers also affects speaking English.

Sevrina said:

"When talking to friends, it depends on which friend you feel anxious or not, because there are friends who understand what I say, but there are also friends who don't understand what I say, sis, so the feeling of anxiety is just there".<sup>75</sup>

There was another student who said delvino From the statement above, it can be concluded that feelings of anxiety are still present when speaking English even with their peers.

**2. Cause Factors Students' Anxiety in Speaking Class at SMPN 5 Ngrayun.**

a. Communication Apprehension

From the results of interviews conducted, several students said they felt anxious when speaking and had low speaking skills. Most of them said that they understood what other people were saying but they had difficulty saying what they wanted to say because they realized that their vocabulary was still very small.

As syifa said:

"I difficulty speaking English because of his limited vocabulary, and sometimes he already knows what he wants to say but because I doesn't know what the words are in English he is silent or stutters when he speaking".

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<sup>75</sup> See the appendix: 10/W/25-3/2024 interview transcript

Feby also made a similar statement:

“she said that actually she knew what to say when speaking English but because she lacked vocabulary she preferred to remain silent and preferred that when asked to speak English I answered using Indonesian because she I anxious when she answered using English and he also thought that using Indonesian was easier because it is the language of everyday life”.<sup>76</sup>

Another student who also felt difficulties due to limited vocabulary was Delvino, limited words made him confused when he wanted to speak English, he also stated:

“When I speaks English, I has difficulty finding the right words to convey ideas when speaking English. This makes I confused when I wants to speak English because of his limited vocabulary”.<sup>77</sup>

Vera also expressed the same thing, she stated that when she spoke Indonesian she was fluent, but when she spoke English it was very difficult because her vocabulary was limited. He also said that:

“ I can speak fluently when asked to speak Indonesian and can also answer correctly, but when I uses English he feels very anxious because I doesn't know what the meaning is and also the vocabulary that I know is still limited”.<sup>78</sup>

From the results of interviews conducted, several students said they felt anxious when speaking and had low speaking skills. Most of them said that they understood what other people were saying but they had difficulty saying what they wanted to say because they realized that their vocabulary was still very small.

As sevrina said:

“I has difficulty speaking English because of his limited vocabulary, and sometimes I already knows what he wants to say but because I doesn't know the words in English pauses or stutters when speaking”.<sup>79</sup>

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<sup>76</sup> See the appendix: 12/W/25-3/2024 interview transcript

<sup>77</sup> See the appendix: 13/W/25-3/2024 interview transcript

<sup>78</sup> See the appendix: 14/W/25-3/2024 interview transcript

<sup>79</sup> See the appendix: 15/W/25-3/2024 interview transcript

Another student who also felt difficulties due to limited vocabulary was Delvino, the limited number of words made him confused when he wanted to speak English, he also stated:

“When I speaks English, he has difficulty finding the right words to convey ideas when speaking English. This makes I confused when he wants to speak English because of his limited vocabulary”.<sup>80</sup>

Vera also expressed the same thing, she stated that when she spoke Indonesian she was fluent, but when speaking English it was very difficult because her vocabulary was limited. He also said that:

“I can speak fluently when asked to speak Indonesian and can also answer correctly, but when using English he feels very anxious because he doesn't understand the meaning and also the vocabulary that I know is still limited”.<sup>81</sup>

From the statement above, student VII A feels anxious because they lack vocabulary. They also said that they do not use English every day, so it is difficult to speak English. In addition to the lack of vocabulary, some students in the class. From the statement above, VII A Istudents feel anxious because they lack vocabulary. They don't use English every day, so it's difficult to remember vocabulary. Apart from the lack of vocabulary, some class VII A students feel anxious when speaking.

Gishella said that:

“I is worried because his English is still very low and when speaking I also have to think about grammar it's hard for me. feel anxious because lack vocabulary. I don't use English every day, so it's hard to do it remember vocabulary”.<sup>82</sup>

“When sitting, i can do it, but when he is in front class he was worried that his vocabulary had been well prepared but because he was worried that all the vocabulary that had been memorized could be forgotten because of nervousness and anxiety”.<sup>83</sup>

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<sup>80</sup> See the appendix: 17/W/25-3/2024 interview transcript

<sup>81</sup> See the appendix: 18/W/25-3/2024 interview transcript

<sup>82</sup> See the appendix: 19/W/25-3/2024 interview transcript

<sup>83</sup> See the appendix: 20/W/25-3/2024 interview transcript.

From the statement above it can be seen that students have difficulty speaking and making other people understand what they say. They have anxiety problems in speaking such as lack of vocabulary, and pronunciation.

b. Test Anxiety

Other factors also cause students to be anxious based on the results the interviews that have been carried out are assignments given by the teacher. Anxiety about exams is one of them factors that cause anxiety in students when they feel pressure to speak English because they are afraid of making mistakes and failing. Teachers usually give assignments to students to read texts in front of the class, but this assignment actually creates anxiety in students.

As Feby said:

"When there is a reading test, I am worried because I am afraid that I will get a bad grade, Sis".<sup>84</sup>

Another student also said that the reason he was anxious during tests was because he was afraid of getting a bad grade.

Defina said:

"when the teacher provides information that the teacher is taking test scores because he is worried about getting bad grades".<sup>85</sup>

Another student also said that he was anxious during the reading test because it was too difficult to practice alone because if he practiced alone he didn't know whether he was reading correctly or incorrectly.

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<sup>84</sup> See the appendix: 23/W/25-3/2024 interview transcript.

<sup>85</sup> See the appendix: 21/W/25-3/2024 interview transcript

Syifa also added:

“I feel very anxious if there is a reading test, let alone reading individually, sis, afraid that when I read, there will be a lot of wrong pronunciations”.<sup>86</sup>

From the data from several interviews above, it can be seen that Students feel anxious when there is a reading test assignment, the reason is because many of them are afraid of making mistakes and getting bad grades. Apart from that, some students feel anxious because they don't have friends to practice reading well.

### c. Fear of Negative Evaluation

Based on interviews that have been conducted with several students who said that they were afraid of getting comments from other friends about speaking abilities. Therefore, students feel anxious when they have to speak English in front of friends in class and also teachers they already know. The reason for the anxiety is because they are afraid if laughed at by her friends.

As Vera said:

“I feel anxious when speaking in front of the class because my friends will laugh at me because of the way I speak, so it disturbs my concentration when speaking in front of the class, Sis”.<sup>87</sup>

Other students also felt the same way, afraid of being laughed at by his friends when they made mistakes while speaking, Abdee said:

"I feel anxious when speaking English in front of the class, afraid of getting a bad response from my friends because there are a lot of wrong vocabulary, which makes me unable to concentrate when speaking."<sup>88</sup>

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<sup>86</sup> See the appendix: 22/W/25-3/2024 interview transcript

<sup>87</sup> See the appendix: 23/W/25-3/2024 interview transcript

<sup>88</sup> See the appendix: 24/W/25-3/2024 interview transcript

Delvino also added that he also felt anxious because he was afraid that his friends would laugh at him when he spoke English in front of the class.

"I feel worried about making mistakes when speaking English, I am afraid that when I speak English my friends think I can't speak English and will laugh at me."<sup>89</sup>

From the statements above, it can be seen that students experiencing anxiety due to fear of negative evaluation. they are afraid of making mistakes when speaking and being laughed at by their friends and can lose concentration in front of the class when speaking.

### **3. The Teachers' Strategies to Overcome Students' Anxiety in Speaking Class at SMPN 5 Ngrayun.**

From the results of interviews conducted on Wednesday 27 March with the English teacher at SMP 5 Ngrayun. According to Anjani Putra, the expansion strategy used to overcome students' anxiety in speaking is explained that there are 5 teacher strategies, namely role play, drilling, games, group discussion, and simulation.<sup>90</sup> In there Teacher strategies to use group discussion. In the learning process in class, as usual, the refraction of greetings is continued with the teacher introducing the learning topic before starting to teach, continued with the teacher explaining the material completely using a mixed language of English and Indonesian so that students can better understand what the teacher is talking about and then

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<sup>89</sup> See the appendix: 25/W/25-3/2024 interview transcript

<sup>90</sup> Agung Ginanjar Anjaniputra, "Teacher's Strategies in Teaching Speaking to Students," Journal of English and Education, 2013

apply the strategy. Group discussion in class by creating groups consisting of type A, B, and C students' evenly without distinguishing between them.

Which, as explained by the English teacher, is to attract students to learn English and also to reduce students' anxiety in speaking using strategies that are comfortable and of course do not make students feel burdened, as said by Mr. Wisudo as an English teacher:

"In the teaching and learning process, I use group discussions, sis, by creating groups during the learning process to attract students to study comfortably and of course focus on learning during the learning process, and during the process of explaining the material or assignments when teaching I use a mixt the language is between Indonesian and English, sis."<sup>91</sup>

Mr. Wisudo also said that the class is divided into 3 types of student based on types A, B and C, namely type A student who are active in learning and when given assignments, student can immediately grasp the assignment given by the teacher and type B Student. Student who are given assignments by Student the teacher still need a little direction from the teacher, while type C are student who are passive in class activities and still need guidance from the teacher in carrying out the assignments given. However, this does not become a barrier to activities in teaching and learning in the classroom.

Mr. Wisudo also said that there is no special treatment between type A, B and C Student. C gets a lot of its own approach during the learning process:

Mr Wisudo said:

"When I give assignments, sis, type B and C student of course need an explanation, so during the learning process I carefully approach type B and C student to see the assignments they are doing and also invite them to dare to speak without feeling anxious, so that in a group "That is, type A, B, C student can all work together well."<sup>92</sup>

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<sup>91</sup> See the appendix: 28/W275-3/2024 interview transcript

<sup>92</sup> See the appendix: 29/W/27-3/2024 interview transcript

Strategies group discussion that can improve students' speaking skills and encourage students to brave to speak English in front of the class. In fact, many of the students there think that speaking skills are one of the most avoided skills in learning English, therefore teachers choose suitable strategies to overcome speaking anxiety. The teacher orders students to group in pairs to discuss the assignment given by the teacher. Group discussion strategy makes all students in class VII A students engage in class activities such as discussions and provide opportunities for each student to share answers every question.

Learning methods used to improve English speaking skills. Increasing self-confidence is one of the benefits of using the group discussion strategy. Many students are more confident when discussing with friends in pairs before they take turns speaking in front of the class and are more focused when speaking. Therefore, students are more active in speaking, so that students have the opportunity to improve their speaking in front of the class in turns.

Mr Wisudo added:

“ Use group discussion teaching makes learning fun and effective when used in class, sis”, the method I use is able to reduce students' anxiety in speaking”.<sup>93</sup>

Researchers concluded that group discussion strategy can increase efficiency and enjoyment of speaking English. Most students are very interested in learning to speak, thinking about strategies in pairs.

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<sup>93</sup> See the appendix: 30/W/27-3/2024 interview transcript



During class learning I use the group discussion which can be used to reduce anxiety when speaking in front of the class. So the English teacher there uses this method during the teaching process in class VII A. During class I use group discussion which can be used to reduce anxiety when speaking in front of the class. So the English teacher there uses this method during the teaching process in class VII A. In the implementation process during class the teacher focuses more on group discussion work consisting of type A, B and C student, which as Mr Wisudo said:

"In one group there must be a mixture of type A, B and C student, sis, so that in one group it works, and of course without making students feel differentiated between children A, B, C and if they are in one group they are mixed and will work as expected.<sup>94</sup>

According to what the English teacher said there, in its implementation the teacher mixes students between types A, B and C without making students feel differentiated, but what is expected from the teacher is that students can work together in one group and are initially passive. can be active in speaking.

Mr. Wisudo also explained that using group discussion can make the teaching and learning process more effective and can make students dare to speak in front of the class in the form of student group members who previously did not dare to speak English, become brave enough to speak because of the support from their group.

As Mr Wisudo said:

"By forming groups in the learning process, students become brave enough to appear in front of the class in turn, sis. Previously, if they were appointed one by

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<sup>94</sup> See the appendix: 31/W/27-3/2024 interview transcript

one, many did not want to, but since using the group method without being appointed one by one, they have had the courage to come forward in front of the class to speak and present their assignments I give.<sup>95</sup>

From the statement made by the English teacher at the junior high school, using group discussion strategy can reduce students' anxiety in speaking English and is an efficient strategy used in class VII A. Apart from group discussions which are used to reduce anxiety when speaking, teachers also have solutions to reduce students' anxiety when speaking by providing motivation.

Mr wisudo said:

"After students dare to speak, I as a teacher provide motivation so that students are not anxious about speaking and can be more confident after speaking, sis."<sup>96</sup>

The motivation provided by the teacher only provides support and encouragement so that students are confident when speaking English and can reduce feelings of anxiety when speaking.

Mr. Wisudo also said that providing motivation to students is a solution to overcome anxiety when students speak.

Mr wisudo said:

"Usually I give motivation by praising Sis, such as "Wow, good job or by giving a thumbs up which indicates that I have provided motivation in a simple way, but I think the students have also become a little less anxious about speaking."<sup>97</sup>

As explained by Mr. Wisudo, Mr. Wisudo also added.

"I use this simple solution to overcome students' anxiety when speaking, Sis, and I have implemented it in class so that little by little students can appear confident when speaking English."<sup>98</sup>

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<sup>95</sup> See the appendix: 32/W/27-3/2024 interview transcript

<sup>96</sup> See the appendix: 33/W/27-3/2024 interview transcript

<sup>97</sup> See the appendix: 34/W/27-3/2024 interview transcript

<sup>98</sup> See the appendix: 35/W/27-3/2024 interview transcript

From interviews conducted by researchers with English teachers there, the solution used by the teacher to overcome students' speaking anxiety was by providing motivation and supporting students' self-confidence when speaking English, although the teacher there also explained that he also considered solutions used to overcome speaking anxiety. the student. very simple but can reduce students' anxiety in speaking.

### **C. Discussion**

#### **1. Types of Students' Anxiety in Speaking class at SMPN 5 Ngrayun.**

##### **a. Trait anxiety**

Researcher discovered the type of anxiety trait anxiety. students there when speaking English felt their hands shaking and cold sweat so that students stuttered when speaking English.

Speaking is an English language skill to be able to convey and express an idea. Anxiety in speaking English is experienced by students who have difficulty speaking, which is supported by Ellis' theory that anxiety in a person is difficult to change, so many students there experience anxiety when speaking English<sup>99</sup>. The causes of difficulties in speaking are caused by several factors such as being silent when asked so there is no conversation, making students passive and speaking participation is low. Speaking is a conversational activity in English where communication is connected globally with speaking. In fact, speaking English is more difficult

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<sup>99</sup> Ellis, R, *The Study of Language Acquisition* (Oxford University Press, 1994).

than writing and reading.<sup>100</sup> The aim of learning to speak English certainly cannot be separated from the aim of learning English and of course provides benefits in increasing students' self-confidence.

Researcher found the level of anxiety felt by students there which was related to tension which resulted in feelings of anxiety which made students' emotions unstable so that students experienced difficulty in speaking which caused physical symptoms such as shaking hands and cold sweat which caused students to stutter when saying words which made students experienced this.

Research found that situation that students feel when speaking English made students afraid when speaking, causing students not to dare to speak and is accompanied by physical symptoms experienced such as shaking hands which also affects students' concentration in speaking. Anxiety situations when talking with teachers and peers when speaking English. The feelings of anxiety experienced by students are also influenced by the situation of not being able to answer when interacting with the teacher so that students choose to remain silent to avoid making mistakes when speaking so that students experience anxiety when speaking, causing a feeling of discomfort when speaking.

b. State Anxiety

Researchers found that this second type of anxiety is state anxiety. The level of anxiety can also occur due to characteristics that depend on a person,

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<sup>100</sup> Maja Roginska, *Overcoming Polish Adult Learners' of English Anxiety in Speaking*, (World Scientific News: 2016), p.62

resulting in increased anxiety in a situation. According to Spielberger's theory, anxiety in this context is a feeling of anxiety which is a typical psychological reaction.<sup>101</sup> Anxiety experienced by students feels anxious when interacting with the teacher because they are afraid of making mistakes when speaking. Anxiety also affects reading and reading performance. So, to reduce anxiety in reading, the teacher's role has a different impact depending on the student's involvement in reading and speaking. Fear of other people's judgment when speaking English also causes anxiety when speaking because there is a feeling of fear of making mistakes and receiving bad judgment when speaking. So, to eliminate this feeling of anxiety, it is necessary to feel comfortable or relaxed when speaking in class and when speaking so that you can produce good speech and avoid judgment or views from colleagues and other people.

c. Specific situation anxiety

Researcher also found that there is specific situation anxiety. The situation that occurs in students when speaking anxiety occurs in certain situations which refers to feelings that are triggered by a stimulus. According by Ellis which states that Special Conditions of Anxiety are a state of anxiety caused by certain situations or events when learning a language.<sup>102</sup>

Researcher found that many students feel anxious in certain situations when talking to teachers or peers. Because the anxiety experienced by

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<sup>101</sup> Spielberger, C. D, *Manual for the State Trait Anxiety Inventory*, (California: Consulting Psychologists Press, 1983).

<sup>102</sup> Ellis, R, *the study of language acquisition* (Oxford University Press, 1994)

students makes the situation of speaking anxiety decrease students are reluctant to speak because they are afraid that when they speak, their friends will not understand what is being said, so this situation makes students feel anxious when speaking.

## **2. The Factors Cause Students ‘ Anxiety in Speaking class at SMPN 5**

### **Ngrayun**

#### **a. Communication apprehension**

Researcher also found the cause factors anxiety speaking in class, namely communication anxiety as "an individual's level of fear or anxiety related to actual communication or interaction with other people or people. which is reinforced by theory. According to Masood, students' anxiety when communicating in foreign language classes stems from their level of personal knowledge which is difficult to understand, so that many students experience difficulties when communicating with other people.<sup>103</sup> Students also feel nervous and uncomfortable when speaking English, as students said during interviews that they are afraid when speaking, make mistakes in pronunciation and also feel nervous when communicating using English, and there are also those who state that it is difficult to speak English because they are not used to using it in English. communicate, there are also those who state that when they speak Indonesian they are very fluent but when they use English they falter in speaking due to feelings of discomfort and nervousness so that in class activities students prefer to remain silent rather than responding

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<sup>103</sup> Mahmoodzadeh, "Investigating Foreign Language Speaking Anxiety within the EFL Learner's Interlanguage System."

to teachers who speak English. Therefore, anxiety in speaking is a form of fear that shows feelings of anxiety when communicating using English. Based on interviews, students have difficulty speaking and feel nervous when speaking in front of the class and avoid opportunities to speak during learning.

### 3. Test Anxiety

Researcher also found the anxiety factor, namely is test anxiety about facing exams, that students feel when taking many exams throughout the semester. However, many students experience anxiety before exams. as the theory suggests, exam-related stress is another source of anxiety. When discussing the topic of foreign language anxiety, tests are also relevant. As described by Horwitz, test anxiety et al.<sup>104</sup> Anxiety that occurs due to fear of mistakes and failure. Based on interviews and observations, many students feel anxious when facing tests, especially during oral speaking exams, because they are afraid of getting bad results and apart from that, they are also afraid that during the speaking process they will receive a negative assessment and this will have a bad impact on themselves. . make them feel uncomfortable. lack of confidence when speaking English, especially in front of the class. Students also feel afraid of not being able to achieve good achievements because they are afraid of being evaluated in speaking activities in class.

### 4. Fear of negative evaluation

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<sup>104</sup> Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety," June 1986.

Type anxiety is the fear of negative evaluation. Researchers found that the most dominant type of anxiety among students was the fear of receiving negative assessments. What is reinforced by Kitano's theory is that students with good character and personality tend to feel very anxious when participating in speaking activities in class because of unpleasant emotions.<sup>105</sup> This implies anxiety that comes from various assessment situations. Based on interviews and observations conducted by researchers, students feel anxious and also worried about receiving negative criticism after speaking English and this will cause students' self-confidence to become low after receiving this criticism, especially when speaking English, they are afraid that the pronunciation is wrong, being laughed at by his friends and also having concerns about other people's judgments and having the perception that he will always be judged wrong when speaking English and making students stay quiet more than speaking because they are afraid of getting negative judgments, especially from their friends in class. And also the students there are afraid of the evaluation given by the teacher after speaking.

### **3. The Teacher's Strategies to Overcome Students' Anxiety in speaking class at SMPN 5 Ngrayun.**

Researcher found that there was a strategy used by teachers there by forming group discussions to reduce students' speaking anxiety. Group discussion are activities that make class fun and students will enjoy the

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<sup>105</sup> Kazu Kitano, "Anxiety in the College Japanese Language Classroom," *The Modern Language Journal* 85, December 2001, 549, <https://doi.org/10.1111/0026-7902.00125>.



learning material. Group discussion Students will be divided into several groups and they will discuss the topics given by the teacher. In each group discussion, students exchange ideas about the learning topics given by the teacher and exchange ideas with their peers.<sup>106</sup> Yang di perkuat dengan adanya teori maulidar Group discussions can provide opportunities for students' understanding during the learning process.<sup>107</sup> Group discussion strategy designed to get students to think about a particular topic in a way that allows students to formulate individual ideas and also share those ideas with other students. This learning strategy encourages student participation in class as well. This strategy is a to help students work in groups. Based on interview and observation in classroom The teacher explains the many benefits of using Group Discussion because it can provide positive changes, especially in respecting and also listening to ideas from other people which are applied in groups consisting of 2 to 4 people depending on the instructions given by the teacher during class learning. According to interviews conducted with the English teacher Mr. Wisudo, the reason for using group Discussion strategy is to overcome students' anxiety about speaking in front of the class so that students have the courage to appear to speak.

Intelligence has a term to explain the nature of thinking in the form of solving problems, understanding an idea how to use language which is related to the cognitive abilities possessed by the individual. So from Mr.

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<sup>106</sup> Koichi Sato, "Akita Prefectural Akita Senior High School Akita Prefecture," 2003

<sup>107</sup> Khaira Maulidar, Sofyan A Gani, and Iskandar Abdul Samad, "Teaher's Strategies In Teaching Speaking For Cadets," *I. A.*, 2019.

Wisudo's statement about dividing children into types A, B and C in class without distinction and still receiving the same treatment during the teaching and learning process in class.

Formation of groups that are evenly mixed between type A, B and C students to be able to collaborate on assignments, especially to have the courage to speak in front of the class and reduce feelings of anxiety when speaking. The teacher also explained that by creating a group discussion learning process, students had the courage to express opinions and dare to speak in front of the class to present the group results in turns because the teacher felt that group discussion was not implemented in the learning process, students would be more passive if asked to do so. speaking because they have fear and are also anxious if they make mistakes in speaking, but after practicing studying in groups, students who previously did not dare to speak, little by little are willing to speak because of the support from their group, so they grow in confidence when speaking in front of the class.

Statement teacher, Mr. Wisudo, using Group Discussion really helps students to reduce anxiety in speaking in class VII A at Junior High School 5 Ngrayun. So that students become brave enough to speak and appear in front of the class taking turns to present the group's results.

The teacher solution to overcome students' anxiety when speaking English is by providing motivation so that students are confident in speaking English and also teachers continue to train students and help students to have the courage to speak English. This is reinforced by the Sudarta theory teachers' efforts to make students confident in speaking English and the need

for teacher motivation to be given to students when they dare to speak.<sup>108</sup> Researchers found that when students had the courage to speak, the teacher provided positive input motivation and of course this would have an impact on a better level of self-confidence. After the teacher motivates students to be brave enough to speak, this can also reduce students' anxiety levels in speaking English. By providing simple motivation, such as the teacher giving both thumbs up, it symbolizes that the teacher is satisfied that the students have dared to speak so that the teacher is sure that the students' anxiety when speaking will gradually decrease due to the teacher's motivation and support. Even though the teachers there also explain in simple motivating ways and provide positive input, students become less anxious when speaking English. So from there the author can conclude that the teacher's role in using this solution is very effective so that students can reduce students' anxiety in speaking class.

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<sup>108</sup> Sudarta, "Upaya Guru Dalam Mengatasi Kecemasan Berbicara Siswa Kelas V MI Ar-Raudhah Samarinda."

## CHAPTER V

### CLOSING

#### A. Conclusions

From the results of research at SMPN 5 Ngrayun, researcher found types of student anxiety in speaking class, factors that cause anxiety in speaking in class, and strategies used to reduce anxiety in speaking in class. 1.) There are three types of anxiety, namely trait anxiety, state anxiety, and specific situation anxiety felt by students, namely trait anxiety and state anxiety in speaking English at SMP 5 Ngrayun. Students experience symptoms such as shaking hands and cold sweat when speaking English. 2.) There are three factors students' anxiety in speaking class : communication apprehension, test anxiety, and fear of negative evaluation. When students speak in front of the class, they feel anxious when they receive negative assessments from their peers. Students also feel anxious when speaking when they receive negative assessments after speaking. 3.) Teacher's strategy for overcoming students' anxiety in speaking class about speaking in class uses group discussion by forming groups in the learning process so that when learning, students feel comfortable and dare to speak in front of students. Apart from that, to reduce students' anxiety when speaking, the teacher motivates them through words or hand movements, such as raising the thumb. This method can reduce students' anxiety when speaking in class very simply but effectively in reducing students' anxiety in speaking class.

## B. Suggestions

Based on these findings, researchers would like to provide several suggestions to help students overcome their difficulties in speaking English. Researcher create some suggestions to students, teachers, and other researcher:

### 1. The students

Students are expected to be brave enough to speak in front of the class and not need to feel anxious when speaking English. So, students can improve their speaking skills well and correctly.

### 2. The Teacher

Teachers are expected to consistently use strategies that have been used in class to reduce anxiety in speaking English so that students feel enthusiastic in speak English. Classes that are not teacher-centered, by forming study groups to reduce anxiety in speaking so that there will be more opportunities for students to do solearn effectively which makes students in the learning process in class become more courageous in speaking English. By using the teaching strategies that teachers use optimally, they can reduce students' anxiety in speaking and can make students dare to speak in front of the class.

### 3. Other Researchers

Researcher hope that this research can serve as a guide for other researchers who want to conduct similar problems regarding students' anxiety in speaking English. Future researchers are also advised to

find solutions to students' anxiety in speaking English to overcome these difficulties.



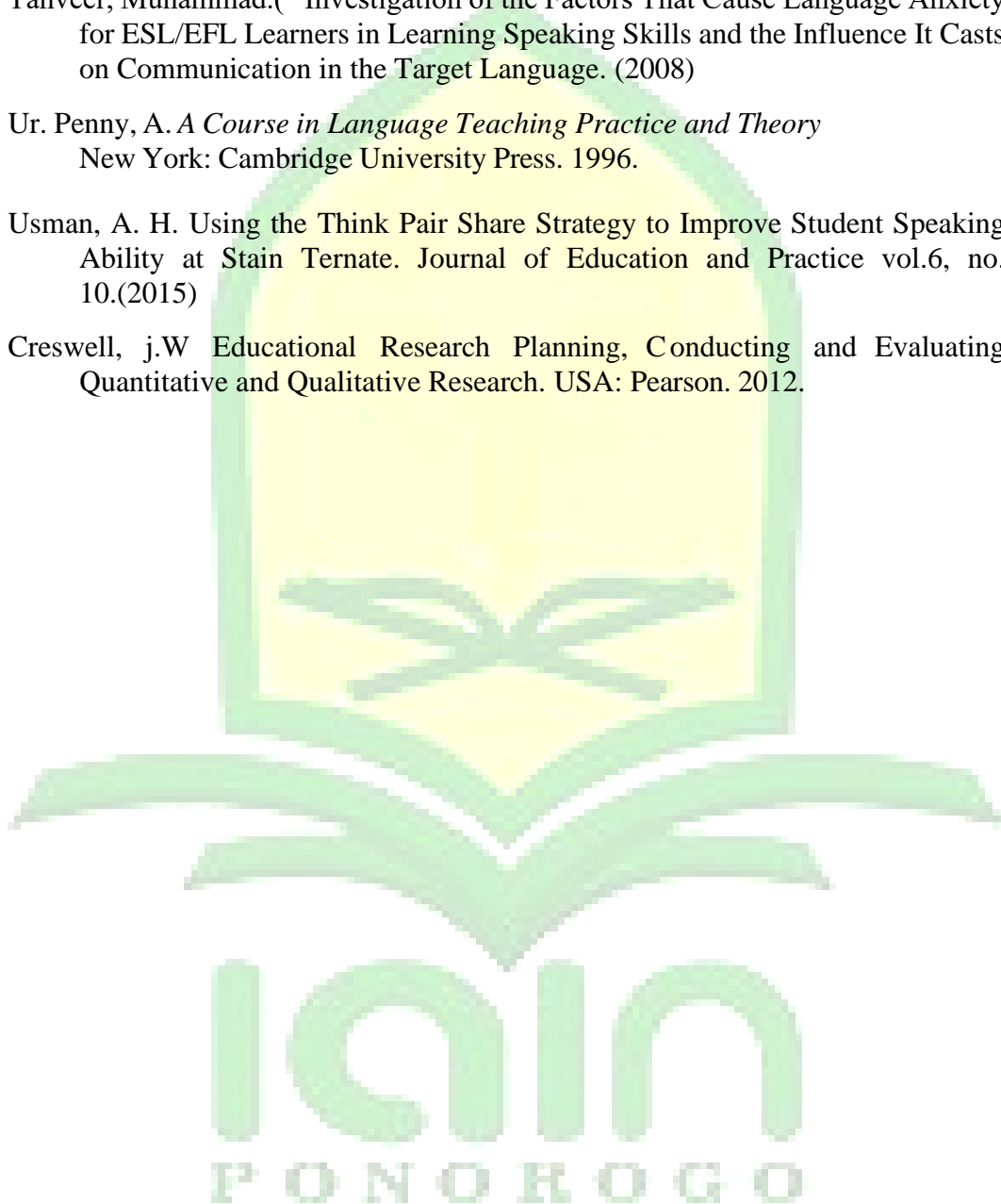
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# APPENDICES

