STUDENTS' ANXIETY FACTORS IN SPEAKING ENGLISH (A Case Study at the 9th Grade of SMP N 1 Bukit Kemuning) in the Academic Year of 2021/2022

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

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ABSTRACT

Anxiety is a feeling of discomfort, such as worry or fear,that can be mild or severe. Students anxiety is that students experience anxiety when they want to talk or answer about questions or just a little speech. Some students feel they made a mistake in front of their friends or teachers. This makes students never speak English in the teaching and learning process.This research is to find out the kind of anxieties do the students have in speaking and to identify factors that causes of students‟ anxiety in speaking English in the classrooms. Students anxiety is fear or calamity accompanied by certain physiological reactions, such as feelings in the body feel a faster heart rate, sweaty palms, and a tight stomach from someone who is anxious. Therefore, in this research investigated what factors that cause felt by students can contribute to anxiety in trying to understand the problem of speaking anxiety in English Language more deeply.

This research was conducted using Descriptive Qualitative design. The population in this research was the nine grade of SMP N 1 Bukit Kemuning that was consisted of 221 students.The sample of this research was 15 students which taken by used purposive sampling. In collecting the data, the researcher used observation, questionnaire and interview. The researcher used three major phases of the data analysis, they were: data condensation, data display and conclusion drawing verification.

From the data analysis, the researcher found some conclusion of students' speaking anxiety at the 9th Grade of SMP N 1 Bukit Kemuning .The results of this research showed that there are 5 factors that causing students' anxiety in speaking English. The most factors that dominated is fear of making mistakes, following by lack of vocabulary, lack of confidence, friends/classmates and type of task. And researcher also finds out 3 types of anxiety that the students experiencing in their speaking anxiety, the most factor is communication apprehension, following by test anxiety and fear of negative evaluation.

Keywords :, *Descriptive Qualitative Research, factors of speaking anxiety,Students' Anxiety*

DECLARATION

I hereby stated that thesis entitled " Students' Anxiety Factors in Speaking English (A Case Study at the 9th Grade of SMP N 1 Bukit kemuning) in the Academic Year of 2021/2022" is completely my own work based on my research. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text in this thesis.

Bandar Lampung, 26 December 2022
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MOTTO

اِنَّ اللّٰهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْۗ

“Indeed, Allah will not change the condition of a people until they change what is in themselves”

(QS Ar Ra’d 13:11)

DEDICATION

From the deepest of my heart, I would like to dedicate this thesis to:

1. Allah SWT, whose blessing and mercy have been crucial to completing my thesis.
2. My beloved parents, Mr. Amir Hasan and Ms. Nur Hayati always pray and accompany me in every situation. Thank you very much, I love them so much.
3. My beloved Sister, Ovi Diana, thank you for being a patient figure in accompanying my process at university
4. My beloved Lecturers and Almamater, UIN Raden Intan Lampung.

CURRICULUM VITAE

Selvi Amiyanti was born in Bukit Kemuning, North Lampung. She is the youngest of 4 children, the children of Mr. Amir Hasan and Ms. Nur Hayati and the first sister named Nur Suhada, the second sister named Vri Hartini and the third sister named Ovi Diana.

In Academic background, she graduated from SDN 5 Bukit Kemuning and graduated in 2011. Then she continued to SMP N 1 Bukit Kemuning and graduated in 2015. She has at SMA N 1 Bukit Kemuning and graduated in 2018. After graduated from senior high school, in the same year, she was registrated as a student of English Department of Tarbiyah and Teaching Training Faculty of UIN Raden Intan Lampung through SPAN-PTKIN.

Selvi joined organization since the third semester. She was a member of PMII. She was also chosen as the favorite ambassador for English education department in 2019 and was a finalist in the top 5 ambassadors for English education. She was also joined in the selection of Genre ambassador in 2021.

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Praise be to Allah, the Most Gracious, the Most Merciful for His blessings and mercy which has been given to complete this thesis. Then, Sholawat and greetings always accompany our lord Muhammad SAW who has guided us from darkness to lightness. This thesis entitled **"Students' Anxiety Factors in Speaking English (A Case Study at the 9th Grade of SMP N 1 Bukit Kemuning) in the Academic Year of 2021/2022".**Submitted as a fulfillment of the mandatory requirements for S1 degree of English Education from the Faculty of Tarbiyah and Teacher Training at UIN Raden Intan Lampung. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people and institution.

1. Prof. Dr. Hj. Nirva Diana M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Dr. Moh. Muhassin, M.Hum, the Chairperson of English Education of UIN Raden Intan Lampung.
3. M. Ridho Kholid, M.Pd, the advisor who patiently guided and directed for the completion of this thesis as well.
4. Dr. Nur Syamsiah, M.Pd, the Co-Advisor, who patiently guides and assists in correcting and giving valuable time until the completion of this thesis.
5. All of lecturers of UIN Raden Intan Lampung who have given knowledge and best experience.
6. Leni Novriani, S.Pd as English teacher at SMP N 1 Bukit Kemuning who has given the guidance and spirit in conducting this research.
7. My Parents Mr. Amir Hasan and Mrs. Nur Hayati and my big families who always pray for and support me.
8. Beloved best friend : Diana putri , Artia Prastiwi, Mutiara Soleha , Mel Agustina, Eka wahyuni Seltirya who always help and support me.

However, this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly expected. All corrections, comments, criticisms for the improvement of this thesis will be greatly appreciaed.

Bandar Lampung, 26 December 2022
The Researcher

Selvi Amiyanti
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CHAPTER I

INTRODUCTION

A. Title Affirmation

As an initial stage in understanding the title of this research, researcher needs to explain some of the keywords that are part of the title of this research. This is done to avoid possible misunderstandings. This research is entitled **Students' Anxiety Factors in Speaking English (A Case Study at the 9th Grade of SMP N 1 Bukit kemuning)** in the Academic Year of 2021/2022. The following is an explanation of some of the terms contained in the title section.

Anxiety in speaking English is that students experience anxiety when they want to talk or answer about questions or just a little speech. Some students feel they made a mistake in front of their friends or teachers. This makes students never speak English in the teaching and learning process.

Factors are things (conditions, events) that causing (influence) the occurrence of something. In other words, a factor is something that greatly influences the occurrence of something.

Speaking is a means of conveying language by mouth. In speaking, we here create sounds using many parts of our body, including our lungs, vocal tract, vocal cords, tongue, teeth, and lips. Anxiety is a feeling that occurs like nervousness or restlessness. Usually, people will experience it when faced with certain situations.

Researcher chose this research to study the phenomenon that often occurs about students' speaking anxiety in English lessons that occur in the school environment which can affect the process of students' speaking ability in English.

In this study, provide benefits for the world of education, especially English language education because it will be a reference for teachers whose benefits are to find out the factors of student anxiety. This is intended for effective interaction between students and

teacher in the classroom in learning English and Practically, this research also provide information related to the factor of student anxiety that will help English teachers in making the classroom environment less stressful and teachers should try to create a friendly classroom environment to create students feel free to speak English without anxiety.

B. Background of the Problem

"Anxiety was born in the very same moment as mankind. And since we will never be able to master it, we will have to learn to live with it. Just as we have learned to live with storms." [1]

Anxiety is a natural trait possessed by every living human being. We can not erase our feelings of anxiety, but we can learn to deal with and control that anxiety. Furthermore, these quotes can be classified as there are messages that people can take to apply in their lives. Such as in the learning process, especially English, anxiety often arises in students. It is also caused by the emotions that exist in each of them. One of the emotional states that make this process difficult is anxiety.

Emotions are important in the classroom because it have impact on speaking. They influence learners' ability to process information and to accurately understand what they encounter. Brown stated that emotions greatly affect learning fundamental way because of this they are the basis of learning strategies and technique. [2] In other words, emotional states can encourage and hinder the learning process. For example, students learn and perform more successful when they feel safe, happy, and excited about the subject matter. Emotions have potential in energizes students' thinking and also has the potential to interfere with speaking. In negative emotions such as anger, anxiety, and sadness can potentially cause distraction student learning efforts.

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[1] Paulo Coelho, "*Manuscript Found in Accra Novel*," 2013.

[2] Rebecca L. Oxford, "Anxiety and the Language Learner: New Insights", in Jane Arnold (*ed.I*) *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p.60.

Unfortunately, in terms of foreign language learning, students' emotions are more tends to discourage rather than encourage. Therefore, one emotional state that can make the process difficult is anxiety. In this case the emotional state like anxiety can distract students' learning attention in the language learning process. Students who have feelings of tension, anxiety, and nervousness will hinder students' ability to achieve and succeed in foreign language class.

Based on Krashen, in this case, debilitating anxiety can increase effectiveness filter and form mental blocks that can prevent intelligible input from becoming used for language acquisition. In this case, students who are anxious will have difficulty in following the process lesson. Therefore, they may learn less and also may not be able to show what they are have learned. Worse, they may experience more failures, which in turn increase their anxiety.[3]

In an attempt to explore learner coping strategies for foreign language anxiety namely Keiko Iizuka surveyed as many as 105 students of an English program at a university in Japan after that. The results showed that students experienced anxiety in several contexts such as not participating in class, having trouble speaking in front class, difficulty following teacher and classmate conversations, fear of making errors in presentations in class, and students' feelings that they have bad conversations about their English.[4]

Meanwhile, as long as the researcher analyzed in SMP N 1 Bukit Kemuning, researcher find that there are signs of anxiety among students. Researcher found signs of anxiety that occur among students. Many of them feel restless, avoidance and lack of participation in class. The students had difficulty to speak up in the classroom, because they lack of confident and many students had less motivation and passive in learning speaking, they were forced an anxious to speak.[5] They feel afraid and ashamed to speak English, for

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[3] Krashen, Stephen D. "Second Language Acquisition and Second Language Learning''. (University of Southern California ,1988)p.19

[4] Keiko Iizuka, Learner Coping Strategies for Foreign Language Anxiety, (Japan : Kwansei Gakuin Univerisity,2010), 106.

[5] Dafina Rianti, "speaking anxiety in classroom",wawancara ,*December 6,2021*.

fear of making mistakes. Some students also believe that English is a difficult subject compared to other subjects. They believe that it can affect their self-esteem and make them feel anxious in class. After that when they were asked to speak, they started stammered. Besides, some of them can't produce sound because they were not sure if they can speak in English.

In research on language anxiety has attracted the attention of many educators from both second and foreign language education. In that case a different person has investigated Anxiety problems are studied from several different perspectives. In terms of focusing on factors students' anxiety, based on Worde opinion in this case found that speaking activities cause an inability to understanding, negative classroom experience, fear of negative evaluation, and the teacher himself are the main factors that affect triggers of learning anxiety in students. In addition, according to Kondo this asserts that language anxiety in speaking tests is only a poor predictor of English proficiency.

Based on the explanation above, the researcher can identify the problems as follows the student's emotion inhibit or disturb the consentration of study, the students at the 9th Grade of SMP N 1 Bukit Kemuning were show signs of anxiety in speaking English and the students were worried about making mistake in speaking English. Therefore, the research conducted by the researcher is entitled "Students' Anxiety Factors in Speaking English (A Case Study at the 9th Grade of SMP N 1 Bukit Kemuning) in the Academic Year of 2021/2022". Researcher wanted to investigate what factors felt by students can contribute to anxiety in trying to understand the problem of anxiety in English foreign language more deeply.

C. Focus and Subfocus of the Research

Based on the background of this research, the researcher focused on identifying factors that causes of students" anxiety in speaking English in English classrooms as perceived by students, at the 9th grade of SMP N 1 Bukit Kemuning. The subfocus of this research is about to find out the types of students' anxiety.

D. Formulation of the Problem

By considering background of the problem, the researcher has formulated the problem as follow. And the research question of this research is:

1. What contributing factors to students' anxiety in speaking English in the classrooms at SMP N 1 Bukit Kemuning?
2. What are the types of anxieties do the students have in speaking at SMP N 1 Bukit Kemuning?

E. Objective of the Research

Based on the formulation on the problem, the objective of this research is:

1. To identify factors that causes of students‟ anxiety in speaking English in the classrooms at SMP N 1 Bukit Kemuning.
2. To find out types of anxieties do the students have in speaking at SMP N 1 Bukit Kemuning.

F. Significance of the Research

The significances of this research:

1. Theoretically to enrich new theories for English teachers at SMP 1 Bukit Kemuning about students speaking anxiety
2. Practically
   a. For teachers, it is hoped that this research can be useful in helping teachers to reduce students' anxiety in speaking skills.
   b. For students, this research is expected to be able to provide useful input in the future in improving the quality of better learning in schools.
   c. For the school, this research is expected to provide

motivation to observe in the process of teaching English, especially in teaching speaking English.

d. For other researchers, it is hoped that the more extensive knowledge and experience about English speaking anxiety students. Results of this study can be used as a source in it in order to gain wider.

G. Relevant Studies

There are several previous studies related to this research, as follows The First previous research conducted by Aninda Mariana Putri entitled "English Speaking Anxiety Among Students of Senior High School in Mojokerto" This study aims to determine what factors cause students to be anxious about speaking English and to find out how students manifest their anxiety in speaking English and the result obtained. In the findings, it was found that there were factors of students' English-speaking anxiety, namely threats, conflicts, fears, and unmet needs and for the manifestation of students speaking English There are three types of anxiety, the first is physical, the second is cognitive and the third is behavior.[6]

The second previous research conducted by A. Rizky Pratama. K entitled "An Analysis Students' Anxiety to Speaking English, Case Study Research for The Eighth Grade of Mts An-Nur Tangkit" The purpose of this study was to analyze the anxiety of students speaking English in the eighth grade An-Nur Tangkit MTS class. Specifically, and what factors are behind student anxiety The results showed that there were two factors, namely internal factors (attitude, speaking in front of the class, being laughed at by his peers, incomprehensible input, students' beliefs about speaking English, lack of preparation) as well as external factors (teacher personality, school environment, family environment.[7]

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[6] Aninda Mariana Putri,2018, *English Speaking Anxiety Among Students of Senior High School In Mojokerto*, (journal English Language Education of Teacher Training and Education Faculty),2018, p.1

[7] A. Rizky Pratama. K," An Analysis Students' Anxiety to Speaking English", (Jambi: Uin Sultah Thaha Saifuddin, 2020) p.14

The third previous research conducted by Suciati entitled "Speaking Anxiety in EFL Classroom: Categories and Factors" This study aims to investigate the categories and factors of students' anxiety in English as a Foreign Language (EFL) class which was conducted on IAIN Kudus semester 2, academic year 2018/2019. The results of the research there are two results. The first, the category of speaking anxiety found in EFL classrooms is the nature, state, and anxiety of a particular situation. The second result shows that there are three factors that cause students speaking anxiety are cognitive, affective, and performance factor.[8]

Related to those researches, this research that has been conducted focus on Students' Anxiety Factors in Speaking English. The main objective of this research is to identify factors that cause students' anxiety in speaking English in the classrooms and to find out the kind of anxieties do the students have in Speaking Because know the kind of anxiety and the factors that cause anxiety in speaking is important. So can improve students' speaking skills.

H. Research methodology

1. Research Design

The researcher used descriptive qualitative method and case study approach. Qualitative research is a concern developing explanations of social phenomena.9 According to Creswell in Satori, Qualitative Research is a process of investigation and understanding based on a different methodology tradition of inquiry that explores social or human problems.[10]

According to Fraenkel and Wallen A case study is a qualitative study approach whose contents study one individual or group examples are important to formulate interpretations to specific cases

[8] Suciati,2020, *Speaking Anxiety in EFL Classroom: Categories and Factors*, (Journal Linguistik Terapan dan Pendidikan Bahasa Inggris, Vol 7(1)),2020, p. 41

[9] Beverley Hancock, Elizabeth Ockleford, Kate Windridge, An Introduction Qualitative Research,(NIHR RDS EM: 2009), p.7

[10] Djaman Satori and AanKomariah, Metodology PenelitianKualitatif, (Bandung: Alfabeta: 2014), p.24

or to provide useful generalizations. Therefore, in a case study it is possible to researchers to study specific students in an attempt to understand the case language anxiety.[11]

Researcher in this study discuss the factors that cause students' speaking anxiety and investigated in this study are grade 9 students of SMP 1 Bukit Kemuning in the academic year 2021/2022.

2. Research Subject

Researcher used grade 9th students at SMP N 1 Bukit Kemuning for the academic year 2021-2022 as research subject.The researcher concern to a class that has anxiety in Speaking English. The population of this study grade 9th students of SMP 1 Bukit Kemuning which consisted of 7 classes with 188 students. The sample of this study was 15 students which taken by used purposive sampling which the students of 9.1 class of the the students of SMP N 1 Bukit Kemuning.

Table 1.1

Population of the research

No	Class	Classification		Total
		Male	Female	
1	9.1	10	16	26
2	9.2	11	17	28
3	9.3	14	14	28
4	9.4	13	13	26
5	9.5	12	14	26
6	9.6	10	18	28
7	9.7	8	18	26

Source: SMP N 1 bukit kemuning, Lampung utara

[11] Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education: Seventh Edition,* (New York: The McGraw-Hill Companies, 2009), p.13

3. Setting of the Research

The setting of the research is SMP 1 Bukit Kemuning. This is junior high school which is located in Bukit Kemuning, North Lampung district. The research conducted at the 9 grade SMP N 1 Bukit Kemuning in the academic year of 2021/2022.

4. Instrument of Research

This is a fact-finding strategy. It is a tool for data collection, namely observation, interview questionnaire. Basically, the researcher must be sure that the selected instrument is valid and reliable. Therefore, it means that in collecting data several instruments are needed. In this research using instruments that consist of observations, interviews and questionnaires needed in collecting data about anxiety in speaking English.

1.Observation

Observation became first data gathering used to gather the data to get the real situations in speaking class. Based on to Heigham and Crocker observations is the conscious noticing of participants' behavior in the natural setting, such as classroom, or any other environment where the language is being studied.[12] The observation conducted in the 9 grade to directly see and understand how the anxiety appearing during the speaking performance. The observation sheet conducted to collect the data.

2. Questionnaire

The questionnaire was the main instrument to collect data. By used this method, the researcher could be device the data from open questionnaire. Open questionnaire was open-ended question to seek the potential source of anxiety and also the type of anxiety in speaking English. According to Teresa et al, open questionnaire or free response question are not following by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. Openended questionnaire used to get students'

[12] Heigham, J,Croker, R. A.*Qualitative Research in Applied Linguistics: A Practical Introduction*. (UK:2009) ,p.166

response about a factor behind their anxiety in speaking, and the type can be identified by their answer.

3. Interview

After distributed questionnaire, the researcher also did an interview to support and validate the information from students. According to Heigham and Crocker an interview is aim to dig deeper the respondents' experiences, view, and feelings.[13] A semi-structure interview used to gather the data in this research. Semi-structure interview is an indepth interview that uses to find the problem as fair, when the interviewee is asking about their opinions and ideas. In addition, Heigham and Crocker in states that semi-structured interview is an interview where the interviewer has designed the topic to explore but is prepare to allow respondents to open up important new finding.[14]

5. Data Collection Techniques

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

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

[13] Ibid.
[14] Ibid.

I. Data Analysis

The data analysis process is divided into three main phases following the qualitative analysis framework developed by Miles and Huberman: data Condensation, data presentation, and drawing conclusions and verification.

1.Data Condensation

Based on Miles and Huberman, they stated that data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.[15] So that In this study, the researcher chose data that consisted of observations interviews, interviewing questionnaires to students. After that, the summary results are analyzed to see important information, then group the data, and select the data necessary data and organizes the data into the proper format, so as to provide results and conclusions.

2.Data Display

Data Display is the second stage in Miles and Huberman argue that the presentation of data display here is an organized collection of information that provides the possibility drawing conclusions and taking action.[16] Model qualitative data analysis. This phase provides an organized and structured collection of information and allows drawing conclusions. The researcher displays the reduced data for convenience for data interpretation after it is displayed in a table with basic categories such as the factors that cause speaking anxiety

3.Conclusion Drawing and Verification

Conclusions in here must make relevant to the research focus, objectives research and research findings that have been interpreted and discussion.In this step, the researcher concludes that there are three steps in reporting qualitative research results. First, data condensation in this case serves to find out key points of the research.

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[15] Miles, M. B., & Huberman, A. M. *Qualitative data analysis: An expanded sourcebook (2nd ed).* Thousand Oaks, CA: Sage Publication, 1994.

[16] Ibid.

Second, after the researcher got the important points from research, then describe in narrative form to be meaningful and easier to understand understood. The third or final step is drawing conclusions. In this step, the researcher makes a conclusion after analyzing all the data.

J. Systematics Discussion

The systematic discussions that are the steps in the research process is a follow:

1. Chapter I was an Introduction which consists of tittle affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevance study, research methodology, and systematics discussion.
2. Chapter II has presented a literature review literature review which consist the nature of speaking in foreign language, anxiety, type of anxiety, and factors of anxiety.
3. Chapter has presented the object of the research which consists of general illustration of the object and fact and data display
4. Chapter IV has presented data analysis and findings.
5. Chapter V has presented the conclusion and recommendation. The conclusion explained the answer to the formulation of the problems in the previous chapter. In part of recommendations were addressed to students, English teachers, and future researchers.

CHAPTER II

LITERATURE OF THEORIES

A. Concept of Speaking

1. Definition of Speaking

Speaking is a form of communication in this case so it is important that what is said in delivered in the most effective way. How do you say something can be like important as what you say in conveying meaning.[1] Based on this opinion, speaking is manifested as communication, Therefore speakers are required to able to express what they want to say as effectively as possible to get the message right.

According to Burton, the main characteristic of speaking is the entrance where a speaker allows each other to say them with a series of signals, given by the tone of voice, and hand movements or facial expressions in expressing what will be conveyed.[2] Speaker who has taken an active position to take on the role of making a suitable series of verbal responses.[3] Besides, speaking is not only shown by voice but also facial expressions are also very decisive to make the speaker more suitable and make conversation become clear. Meanwhile, according to Donough and Shaw also stated that, "There are several reasons to speak" involved expressing ideas and opinions: expressing a desire or desire to do something, negotiate or solve a particular problem, or build and maintain social relationships and friendships. In addition to fluency,

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[1]Rhodry Jones, *Speaking and Listening*,(London: John Murray Publisher Ltd, 1989), p.14.

[3] S.H. Burton and J.A Humpharies, *English Language*, (London: The Macmillan Press
Ltd), p. 13

accuracy, and self-confidence is an important goal in speaking".[4] Therefore, by speaking students will get the message and get the information they want because that we know speak as the main tool of verbal communication and it is a way to express ideas direct opinion on what is in mind.

Based on the description above, that speaking is not only making sounds with speech but also express ideas and emotions also take part in it. Talking is the process of using speech pressure to display vowel symbols to convey share information, knowledge, ideas, and opinions with others. In addition, speaking cannot be separated from the listening aspect, because speaking involves both the speaker and the listener.

2. Types of classroom speaking performance

According to Brown identified six types of speaking performance in classroom, as follows:[5]

a. Imitative

Imitative speaking is kind of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This usually performed in drilling form.

b. Intensive

Intensive speaking is one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. For example in self-initiated or pair work activity forms.

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[4] JO McDonough and Christopher Shaw, *Materials and Methods in ELT, (*Melbourne: Blackwell Publishing, 2003)., p.157.

[5] Brown, H. Dougla. *Teaching by Principles: An Interactive Approach to Language Pedagogy* ,(New York: 2000),p.141

c. Responsive

Responsive speaking was meant by being able to give replies or answers to the question or comment in meaningful and authentic one.

d. Transactional (dialogue)

Transactional here was meant to the students be able to conveying or exchanging specific information in an extended form or responsive language.

e. Interpersonal (dialogue)

Interpersonal speaking purposed to maintain social relationship than for the transmission of fact about information. The conversation are little trickier for learners because they can involve some factors such as, slang, ellipsis/sarcasm, a casual register and etc.

f. Extensive (monologue)

Extensive speaking here mostly in the form of monologue, in the practice, the advance levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

3. Obstacles in Speaking

According to Dil in Hosni, in his research that investigated Turkish EFL learners' communication obstacles in English language classroom, and it reported that anxiety and unwillingness during the English speaking process are considered two the biggest obstacle for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends.[6]

[6] Al Hosni, S*.,"Speaking Difficulties Encountered by Young EFL Learners*". International Journal on Studies in English Language and Literature (IJSELL), 2(6), 22–30.

4. The Functions of Speaking

The function of speaking is to function in conveying a message or idea from the speaker to the speaker listener. According to Richard said that , Brown and Yule make a useful distinction between interactional function of speech, where it functions in constructing and maintain social relations and transactional functions, which focus on a Information exchange. There are three functions of speaking they are talks as interaction, talk transaction, and talk performance.[7]

1) Talk as interaction

This refers to what we usually mean by conversation and description interactions that serve a social function. For example, when people meet, they will exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they want to be friendly and constructive comfort zone of interaction with other people. The focus is more on speakers and how they would like to present themselves to each other rather than in message.

2) Talk as transaction

This type of talk refers to a situation where the focus is on what was said. The message is the main focus here and making yourself clearly and accurately understood, not participants and how they interact socially with each other. In the deal, Jones in Richard states that the conversation is related to other activities, for example, students can engage in hands-on activities. (e.g. in science lessons) to explore concepts related to floating and sinking. In this type of speech students and language teachers usually focus on meaning or speech their way of understanding.

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[7] Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University
Press, 2008), p.21.

3) Talks to performance

In this third function, namely this type. This refers to public speech. That is like an example of a speaker who conveys information in front of an audience as if someone gives a message announcements, and speeches. From the understanding that has been described above, it can be said that the function of speaking has many meaning they speak because performance refers to public speaking. All The function of speaking is related to guiding people in speaking activities.

B. Anxiety

1. The Nature of Anxiety

Anxiety is the most well documented psychological phenomenon. In this case, anxiety generally arises from the human body as a response to certain situations. In general, anxiety can be identified as a feeling threatened, feel afraid, feel tension or worry that arises.

There are several definitions of anxiety found as stated by Carlson and Buskist, that anxiety is "fear or calamity accompanied by certain physiological reactions, such as feelings in the body feel a faster heart rate, sweaty palms, and a tight stomach from someone who is anxious."[8] Therefore that we know anxiety arises as a response to certain situations. According to Smith, anxiety is defined as a state of feeling tense and feeling afraid as something experienced response to perceived threat[9] it means that one naturally feels anxious when they are in a threatened situation. On the authority of

[8] Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior, (Needham Heights:* Viacom Company, 1997), p. 570.

[9] Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

Ormrod is that anxiety is a feeling anxiety and fear about uncertain situations result.[10]

Although anxiety and fear sound similar, they are of course different in this respect. Halgin and Withbourne in it describes the difference between fear and anxiety, fear is a natural response to certain situations such as danger whereas anxiety is more oriented and focused on the future such as feelings of worry or anxiety about the possibility that something bad might happen.[11] After that next as for Barlow, as cited in Passer and Snith, that the anxiety response consists of a component, namely emotional feelings, feeling tense, worried.While the physiological response, which occurs increased heart rate and blood pressure in the body; and avoidance of response to behavior of certain situations that occur.[12]

From the several definitions described above, it can be concluded that anxiety is a feeling of threat, feelings of fear, feeling of tension, and worry that arise in response in certain situations that may occur in the future.

2. Indicators of Anxiety

According to Saputri, there was some presence of speaking anxiety that was due to its indicators, as follows:[13]

a. Physically perceptible reactions towards anxiety can be observed from several indicators. Physically, include nervousness, arms and limbs that vibrate or tremble, sweat, mouth or throat feel dry, difficulty speaking,

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[10] Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), p. 401

[11] Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspective on psychological Disorders*, (New York: McGraw-Hill, 2007), p. 148.

[12] Ibid.

[13] Saputri. "*Students' Speaking Anxiety in the Impromptu Speech Performance in Speaking I Class BATCH 2017".* (Thesis Sanata Dharma University:2017),p.53.

difficulty breathing, heart palpitations or tight-knit, dizziness, feeling weak or numb, frequent urination, feeling sensitive, or irritable. In addition, other visible reactions are body movements such as excessive hands moving, hair wagging, or head scratching. Moreover, it may also activate the motor component of emotions performing of a smile or other facial expressions.

b. Behavior of students such as going blank, forgetting the utterance that have prepared, being unable to say what they knew, being afraid of making miscommunication, and avoiding speaking. In addition contribute that speaking anxiety can also see from the use of speech fillers, such as "uh uhh", or "hmm.".

3. The Sources of Anxiety

Based on Young, language anxiety could be arised from:[14]

a. Personal and Interpersonal Anxieties

The probably issues that are most commonly cited and discussed source of language anxiety are Personal and interpersonal (Young, 2010). It was investigated in correlation with the other social and psychology construct. For example, people that have low self-esteem may worry about what their friends are thinks in fear in their negative responses or evaluation. Those are psychology phenomena, belong to low self-esteem and competitiveness, and may become the seeds of students to speak in fear of anxiety.

b. Learner beliefs about language learning

Horwitz cited in Young presented various kinds of learner beliefs, suggesting that some of them are derived from the learners' irrational and unrealistic learners'

[14] Young, D. J "Creating a low-anxiety classroom environment: What does language anxiety research suggest?". *The Modern Language Journal*, volume 4,p.246.

such as :[15] 1) some learners were concerned about the correctness of their speech in comparison to native speaker, like accent or pronunciation, 2) some believed that two years is enough time in language learning to achieve a native like fluency, 3) some believed that language learning is learning about how to translate, and 4) some others believed that success of L2 learning limited to a few individuals who are gifted for language learning. As several of these beliefs are unrealistic for the language learner and it can contribute the anxiety. For example, if the learner set their self from the beginning they can be sound as good native or if the learner believed that the most important in language learning is pronunciation, the perfection is how to speak like native, they are going to frustrated and stressed by found the reality of their imperfection of pronouncing even they have been do more practice. The stressed also can contribute the learners if they believe should be mastered English by two years.[16]

The researcher concluded that unrealistic beliefs of learners or learners' expectation contributing learners to high anxiety before doing. Because the imperfection or high expectation, they might be ruined the performance.

c. Instructor beliefs about language teaching

Based on to young instructor beliefs about language teaching are a further source of language anxiety. Instructor beliefs about language teaching can also become a source of creating language anxiety among L2 learners. The teacher believed that on the role of language teachers may not always correspond to student's needs or expectations toward the teacher. For example, when a teacher believes that his role in class is

[16] Ibid.

constantly correct students' errors, some of the students might become quiet anxious about their performance.[17]

d. Classroom procedures

Many learners feel that some error correction is necessary the manner of error correction is often cited as provoking anxiety. Those studies investigated anxieties in relation to instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class. In addition, some of the classroom activities, such as oral presentation or oral skits in front of the class are also listed as potential of anxiety Language testing.This would lead to other psychology stresses, such as the fear of losing selfconfidence or feeling inferior to others. In addition, sometimes students felt pressured to think they had to organize their ideas in a short period of time while caring about grammar errors at the same time.

4. Foreign Language Classroom Anxiety

Language anxiety concern of performance evaluation within an academic and social context, it is useful to describe with three performance anxieties. The primary sources of language anxiety explicated based on Horwitz in Tanveer are communication apprehension, fear on negative evaluation and test anxiety.18

a. Communication Apprehension

Communication apprehension is quiet relevant to the conceptualization of foreign language anxiety. Learners who exhibit communication apprehension do

[17] Ibid.

[18] Tanveer, " *Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skill and the Influence in Costs on Communication in the Target Language*". (University of Glasgow,2007).p.84.

not feel comfortable communicating in the target language (TL) in front of the others, due to their limited knowledge of the language, especially in relation to speaking skill. Generally communication apprehension refers to type of anxiety experienced in interpersonal communicative setting, especially in the classroom where the learners have little control of the communicative situation and their performance is constantly monitored by the teacher and peers. Communication apprehension has a great influence on students' communication competence. Learners who typically have difficulty speaking in front of the other people are liked to be able to learn a foreign language and develop their communication skill.

b. Fear of negative evaluation

Fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability. Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their friends. As a result, they keep silent most of the time and refuse to participate in language classroom activities.

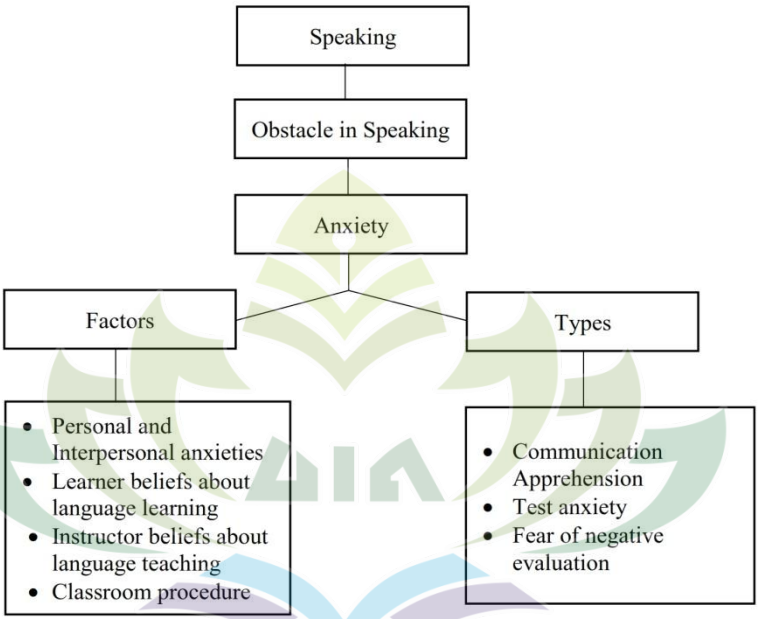
c. Test anxiety

Test anxiety is an anxiety of performance evaluation by others emerging from a fear of failing the performance and fear of making mistakes. Test anxiety is a form of performance anxiety, in which the learner feel the fear or failure and doing badly in text. Learners who experience text anxiety consider the foreign language process and especially oral production, as a threatening situation, rather than an opportunity to

improve their communicative competence and speaking skill.

C. Conceptual Framework

The illustration of factors that causing students' anxiety in speaking English has described bellow:



Based on conceptual framework above, the researcher used descriptive qualitative research to be analyzed the factors and the types of students speaking anxiety. The Personal and Interpersonal anxieties, Learner beliefs about language learning,Instructor beliefs about language teaching, Classroom procedure, Language testing, Communication Apprehension,Test anxiety,Fear of negative evaluation Speaking Obstacle in Speaking Anxiety Factors Types factors that could influenced the students to be anxiety according to Young[19] consisted of five factor, they were personal and interpersonal anxieties, learner beliefs about language leaning, instructor beliefs

[19] Ibid.

about language teaching, classroom procedure and language testing. Moreover, the types of anxiety according to Horwitz et all in Tanveer consisted of 3 types, they were communication apprehension, test anxiety and fear of negative evaluation.[20]

[20] Ibid.

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