



**AN ANALYSIS OF SPEAKING ANXIETY  
AT THE GRADE XI STUDENTS OF MAN 1  
PADANGSIDIMPUAN**

**A THESIS**

Submitted to the State University of Syekh Ali Hasan Ahmad  
Addary Padangsidimpuan as a Partial Fullfilment of the Requirement  
for the Graduate Degree of Islamic Education (S. Pd) in English

Written By:

**WILDA NULHIKMAH HASIBUAN**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF SYEKH ALI  
HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**



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**TARBIYAH AND TEACHER TRAINING FACULTY  
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2023



## LETTER OF AGREEMENT

Term : Munaqasyah  
Item : 7 (seven) exemplars

Padangsidempuan, December 2022  
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To: Dean  
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*Assalamu'alaikum wr.wb.*

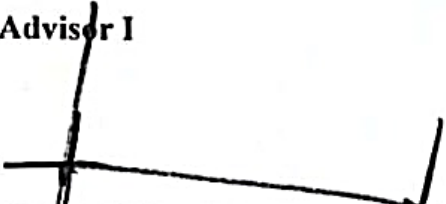
After reading, studying and giving advice for necessary revision on the thesis belongs to **Wilda Nulhikmah Hasibuan** entitled "**An Analysis of Speaking Anxiety at The Grade XI Students of MAN 1 Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Padangsidempuan. Thank you.

*Wassalam'alaikumwr.wb.*

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## DECLARATION OF SELF THESIS COMPLETION

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of UIN Syekh Ali Hasan Ahmad Addary in article 14 subsections 2.

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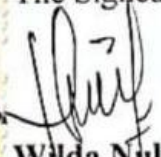
To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **“An Analysis of Speaking Anxiety at The Grade XI Students of MAN 1 Padangsidimpuan”**. With all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

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## LEGALIZATION

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### **ABSTRACT**

Speaking is process of communication between speaker and listener. Speaking is important part of daily interaction. The first impression of person based on ability to speak fluently and comprehensibly. However, speaking in foreign language is one of difficult skill for students. There are many problems and inhibiting in mastering speaking for example; anxiety, incorrect pronunciation, and vocabulary.

This research has a formulation of the problem. It was how is students' speaking anxiety at the grade XI MAN 1 Padangsidimpuan. This research purposed to know how is students' speaking anxiety at the grade XI MAN 1 Padangsidimpuan.

This study used descriptive quantitative research. The population were all XI IIS MAN 1 Padangsidimpuan. The sample of the research at grade XI IIS 3 that consist of 36 students. The data were collected through questionnaires and observation checklist. Questionnaires were analysed with procedures: arranging the data, calculating and categorizing the data by using five indicating scales. Observation checklists were analysed; organizing and preparing the data for analysis, reading all the data, starting coding, advancing how the description of data, and making interpretation.

Based on the result of the research finding showed 2 or 5.6% students are categorized as low anxious, indicated students feel confident for the situation in their experience. Then, 23 or 69.4% of students are categorized as medium anxious. Students feel less confident about situation with doubt in their abilities. There are 11 or 30.6% of students are categorized as high anxious. Students feel unconfident on their capabilities afraid to do something. The research also found the signs of speaking anxiety: 4 students were indicated laugh nervously (11%), 12 students were indicated fidgeted (33.3%), 3 students were indicated sighed (8.5%), 2 students were indicated freezing (5.6%), 6 students distortion of sound (16.6%) and 9 students were indicated no sign anxiety (25%). The result of the research was concluded students' speaking anxiety medium level. The most dominant sign of anxiety was fidgeted.

*Key Words: Speaking Ability, Speaking Anxiety FLCAS.*

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Students of MAN 1 Padangsidempuan

### **ABSTRAK**

Speaking adalah proses komunikasi antara pembicara dan pendengar. Speaking adalah bagian yang penting. Kesan pertama seseorang bisa dilihat dari kemampuan dalam berbicara. Skill dalam bahasa asing adalah yang paling sulit bagi murid. Ada beberapa hambatan dalam mempelajari speaking diantaranya: anxiety, salah pelafalan dan kosa kata.

Penelitian mempunyai satu rumusan masalah yaitu bagaimana kecemasan berbicara murid kelas XI MAN 1 Padangsidempuan. Penelitian ini bertujuan untuk mengetahui bagaimana kecemasan berbicara murid kelas XI MAN 1 Padangsidempuan.

Penelitian menggunakan kuantitatif deskriptif. Populasi seluruh murid kelas XI IIS. Sampel kelas XI IIS 3 yang terdiri dari 36 murid. Quesioner dianalisis dengan menyusun data, menghitung data dan mengkategorikan data menggunakan lima indikasi skala. Ceklis observasi dianalisis; mengorganisasi dan menyiapkan data, membaca keseluruhan data, penandaan coding, menguasai deskripsi data dan menginterpretasikan data.

Berdasarkan hasil dari temuan penelitian, 2 atau 5.6% murid dikategorikan sebagai rendah kecemasan yang menunjukkan murid merasa percaya diri dalam pengalamannya. Kemudian 23 atau 69.4% murid dikategorikan medium kecemasan. Murid merasa kurang percaya diri dan ragu dengan kemampuan mereka. 11 atau 30.6 % murid dikategorikan tinggi kecemasan. Murid merasa tidak percaya diri dengan kemampuannya melakukan sesuatu. Penelitian menemukan tanda kecemasan berbicara: 4 siswa terindikasi tertawa dengan kecemasan(11%), 12 siswa terindikasi gelisah (33.3%), 3 siswa terindikasi bernapas panjang (8.5%), 2 siswa terindikasi merasa kedinginan (5.6%), 6 siswa terindikasi terbata-bata (16,6%), dan tidak ada tanda kecemasan (25%). Dari hasil penelitian, dapat disimpulkan level medium dalam kecemasan berbicara. Tanda kecemasan yang paling dominan ialah gelisah.

*Kata kunci: kemampuan Berbicara, Kecemasan Berbicara FLCAS.*

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Sojuangon Rambe, S.S., M.Pd., Mr. Hamka, M.Hum., Mrs. Sri Rahmadhani Siregar, M.Pd., Mrs. Yusni Sinaga, M.Hum., Mrs. Rayendriani Fahmei Lubis, M.Ag., Mrs, Sri Minda, M.Hum., and all of lectures in the State University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, who has given me knowledge during learning process.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better and useful for all of us.

Padangsidimpuan, December 2022

Researcher

Wilda Nulhikmah Hasibuan  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Learning English consists of four skills, they are listening, speaking, reading and writing. Speaking can be defined an activity in delivering and taking opinion as dialoguing by one person to another person. Speaking is process of communication between speaker and listener. Speaking is important part of daily interaction. The first impression of person based on ability to speak fluently and comprehensibly. Speaking is the way to express idea, message, and useful things. According to Bailey, speaking is interaction where speaker intends to build meaning through producing, receiving and processing information.<sup>1</sup> The information which is received by listener in good speaking skill.

In addition, speaking should be mastered by students in learning English as foreign language. English is one of subject in the school. However, speaking in foreign language is one of difficult skill for students. There are many problems and inhibiting in mastering speaking, for example anxiety, incorrect pronunciation, and vocabulary.<sup>2</sup> Many students are getting limitation to say word or sentence fluently In teaching and learning

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<sup>1</sup> Kathleen M Balley, *Speaking Practical English Language Teaching* (New York: Monterey Institute of International Studies, 2003).

<sup>2</sup>Hughes R, *Teaching and Researching Speaking* (New York: Pearson Education. Kelly, 2002).

process. Some of students feel anxious when they are speaking English. It is called Anxiety.

Anxiety is a complex emotional response that similar to fear. Students feel anxiety when we have a sense of scary or discomfort, but they aren't at that moment in danger.<sup>3</sup> Anxiety is feeling which person feels anxious, nervous in situation that could emphasize theme.<sup>4</sup> Anxiety is feeling apprehension about possibility of something terrible might happen. Anxiety has weaken effect the language learning process.<sup>5</sup> Absolutely Anxiety will disturb performance of students.

Furthermore, student participate in speaking skill such as conversation practice, speech, English song, and presenting in front of the class. Teacher expects the students to speak English well, but they feel uneasiness, anxious when they are speaking. It is named speaking anxiety. Speaking anxiety is feeling apprehension and having perception of ability while speaking in specific condition.<sup>6</sup> Speaking anxiety can be seen even students memorized the material regularly and continuously, but they are in front of the class, it becomes lost. Finally they are silent and being passive in learning process. Anxiety gives negative effect for students in improving

---

<sup>3</sup>Chatherine M. Pittma and Elizabet M. Karle, *Rewire Your Anxious Brain*, ed. Star Jasmine (Canada: New Harbinger Publication, Inc., 2015).

<sup>4</sup>Darmaida Sari "Speaking Anxiety as a Factor in Studying EFL" *English Education Journal (EEJ)*, 8(2)2017 P.177-186 <http://jurnal.unsyiah.ac.id/EEJ/article/view/7226>

<sup>5</sup>Relc Journal, "Anxiety and Speaking English as a Second Language," no. December 2006 (2015), <https://doi.org/10.1177/0033688206071315>.

<sup>6</sup>Tsilapkides I, "Helping Students Overcome Foreign Language Speaking Anxiety in the Classroom", *Theoretical Issues and Practical Recommendation TESOL Quarterly*, Vol, 2, 41-42 <http://www.ccsenet.org/journal/index.php/ies/article/view/3887>

speaking skill. There are some factors that can occur such as stress, anxiety, panic, lack of vocabulary, grammar error, unconfident, studying without preparation, It means anxiety makes the students nervous and scared and it makes their speaking/oral performance would be poor.

Researcher interviewed students with some questions, the first student said that she felt worry when she spoke English in front of the class.<sup>7</sup> The second student stated that she felt fear speaking English, having difficult to pronounce the word, worry when other friends did not understand the presentation topic explanation.<sup>8</sup> In fact the condition came in particular time. Then, the researcher interviewed the teacher<sup>9</sup> that the students feel unconfident speak in front of the class. Unfortunately, in practice the students are not given sufficient opportunity to develop and practice speaking skill.

Based on interview above researcher found problems in students' anxiety. It could be seen when they speak English, they were asked to speak up. They started to stammer, as the consequence they cannot produce the sound or intonation well. This condition influenced the way of communication. Students usually communicated fluently, in other word they are scared, worry and silent.

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<sup>7</sup> Minta Ito Hasibuan, "private interview to students of MAN 1 Padangsidimpuan."(Padangsidimpuan: MAN 1 Padangsidimpuan on November 6<sup>th</sup>2021. 13:30 WIB.)

<sup>8</sup> Lita Aswati, "private interview to students of MAN 1 Padangsidimpuan."(Padangsidimpuan: MAN 1 Padangsidimpuan on November 6<sup>th</sup>, 2021. 13:30 WIB.)

<sup>9</sup>Private interview to English teacher (Padangsidimpuan: MAN 1, September, 9<sup>th</sup>, 2022 14.20 WIB)

Anxiety comes from the lack of opportunities given by the teacher to her students practice speaking English. Many situations can stimulate students anxiety in English speaking for instance public speaking, examination and participation in front of the class. Students felt anxious because they can not speak English well. In addition, friends' assumption that they master in English will add burden students who has low speaking in front of the class, cause possibility of being laughed by others makes more anxious.

Based on the case above the researcher was interested in research entitled: An Analysis of Speaking Anxiety at the Grade XI Students of MAN 1 Padangsidempuan.

## **B. Focus of the Problem**

Based on background of the problem, it could be seen that there are many inhibition in students' speaking such as anxiety, incorrect pronunciation, and vocabulary. The researcher only focused on speaking anxiety at the grade XI MAN 1 Padangsidempuan.

## **C. Definition of Key Terms**

### **1. Students' Anxiety**

Students' anxiety is condition of students nervous, anxious, worry in particular time. Students' anxiety comes when the students do performance in the class with some factors. It can make poor in speaking English.

## 2. Speaking

According to Scott, speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. Person produces tens of thousands of words a day, although some people may produce even more than that.<sup>10</sup> While Hughes states that speaking is the ability to express oneself in life situation or the ability to report acts or situation, or the ability to converse, or express a sequence of ideas fluently.<sup>11</sup> From the statement, it can be concluded that speaking is an act of producing words to express the ideas in other words. In addition, speaking is expressing ideas, opinions or feelings to another person in words or sound or articulation.

### **D. Formulation of the Problem**

The researcher formulates the problem of the research as follows:

How is students' speaking anxiety at the grade XI MAN 1 Padangsidempuan?

### **E. Objective of the Research**

Based on the formulation of the problem above the researcher determined the objective of the research that can be stated:

To know how is students' speaking anxiety at the grade XI MAN 1 Padangsidempuan.

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<sup>10</sup>Thornburry Scott, *How to Teach Speaking* (Malaysia: Longman, 2005).

<sup>11</sup>Rebecca Hughes, *Teaching and Researching Speaking* (London: Pearson Education, 2002).

## **F. Significances of the Research**

Significances of the research are:

1. Teachers to identify how far anxiety in English speaking of students, so that why teacher can make a treatment to teach the students who has anxiety. After researcher found who has low level anxiety and high level anxiety, teacher will treat them base on their level anxiety.
2. Researcher to get new knowledge to improve and how to against the anxiety in English speaking. To help the students who has anxiety to make they are more confident speaking English without anxiety. Researcher gets useful knowledge speaking cause researcher has ever felt anxiety when she was speaking in public. Researcher is sure that students feel it. Researcher gets experience about students' anxiety in speaking English.

## **G. Outline of the Research**

The outline of the proposal includes three chapters:

Chapter 1 consist of the background of the problem, focus on the problem, definition of key term, formulation of the problem, objective of the research, significance of the problem.

Chapter II consists of review of related literature and review related finding.

Chapter III consists of research methodology, place and time and research, research design , instrument of the research, technique of data



collection, technique of data analysis, technique of checking Data trustworthiness.

Chapter IV consists the result of the research, this chapter is talking about analysis, description of the data.

Chapter V consists of conclusion about the result of the research and suggestion that given to reader and next researcher.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Speaking

##### 1. Definition of Speaking

Speaking involves producing, receiving, and digesting information, making it a useful skill. Speaking is the process of uttering words to convey meaning. According to Weaver, speaking is an aspect of human behaviour, it is learned behaviour in the same sense of writing, spelling, or table manners are learned behaviour. Eventhough speaking is may be some more complex.<sup>1</sup> Thus, speaking is communication of ideas ,opinion filling. Therefore communication involves at least to people where both sender and receiver need to communicate to exchange information. Speaking skill is the most important skill to acquire foreign or second language.

Speaking is one of skill in learning English. Speaking is a productive skill that can be directly an empirically observed, observation is invariably colored by the accurancy and effectiveness of test taker listening skill, which neccesarly compromises the reliability and validity of an oral production test.<sup>2</sup> Speaking can improve the way of communication. Speaking is process of communication between speaker

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<sup>1</sup>Andrew Thomas Weaver, *The Teaching Speech*, Third Prin (USA: Prantice Hall, 1959).

<sup>2</sup>Catur Widyasworo, "Students Difficulties in Speaking English at The Tenth Grade of Sekolah Menengah Kejuruan," *Journal of English and Teaching* 3 no 4 (n.d.): 534, <https://www.researchgate.net/publication/33786384>.

and listener. Speaking can be defined an activity in delivering and taking opinion as in dialoguing by one person to another person.<sup>3</sup> We can get more information, giving idea and taking opinion by speaking activity.

Speaking in the language requires word to be develop in to sentences and structural needs in the language as well as information that is acceptable and understood by the listener. By speaking we can communicate each other, we can express the idea and purpose.

Speaking is the productive skill in the oral mode as a fundamental factor of human communication to verbalize their thoughts and ideas.<sup>4</sup> Speaking is one of media in conversation that must be mastered by every students or even teacher, so speaking is one of aspect influences for people who wants to learn more about English. Many activities use speaking. Learning English skill consists four aspects, one of them is speaking. We have to master speaking skill.

Basically there are 4 indicators in speaking. They are:

1. Structure/ grammar concern how to arrange conversation it can improve the ability and give the response quickly. Grammar is the ability to construct structure and define grammatical form. Grammar is needed to arrange the sentence well. Furthermore there is no confuses in understanding the meaning.

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<sup>3</sup> Kurniati, "Analysis Students' Speaking Anxiety of the XI SMA Negeri 6 Padangsidempuan" (IAIN Padangsidempuan, 2019), <http://etd.iain-padangsidempuan.ac.id/856/>.

<sup>4</sup>Sri Rahmadhani Siregar, "Interactive Drama Technique to Improve Students' Speaking Skill" *English Education: English Journal for Teaching and Learning* 05, no.02 (2017): 67-68 <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1181>

2. Fluency is defined ability to speak fluently and accurately, smoothly without hesitation. Fluency looked when speaking and delivering idea clearly to audiences. In addition speaking fluently includes pronouncing the word correctly, using grammar accurately and choosing the right word diction.
3. Vocabulary is defined all diction in conversation. The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are. Memorizing a lot of words is important. Thus, knowing vocabulary can be able to speak fluently.
4. Pronunciation is defined students' way speaking English well.<sup>5</sup> This indicator is very useful in learning English. Many words sound similar in English, pronouncing a word with wrong pronunciation will change the meaning.

## **2. Purpose of Speaking**

Basically the main goal of the speaking is to communicate, to be able to convey your thoughts effectively. The speaker understand the meaning of everything and trying to communicate, he should be able to evaluate the effect of communication the listener so he can effectively convey their thoughts. There are purposes of speaking, they are;

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<sup>5</sup>Dwi Fera Andriyani, "Students Anxiety in Speaking Performance at The Grade of MTS Negeri 5 Karanganyar" (2020).<http://eprints.iain-surakarta.ac.id>

**b. To Inform**

Informative speaking is used to give knowledge. The information which given should be communicative. Finally , it is concluded the aim of the purpose is delivering information.

**c. To Entertain**

In this purpose, an appropriate media that is used is story telling. For example, when the teacher told about the story to the students, like in narrative text by doing it, speaking will be more interesting to be applied by the listener. Students can tell many stories that they like. Furthermore, to improve speaking skill in English.

**d. To Persuade**

One of purpose of speaking which used. Teacher has to make good treatment to students by giving test and delivering material. The teacher has to make limitation. For instance making limitation of time, when the teacher would like to give students' score oral test, the teacher has to make limitation of time then, students have answer as soon. By raising hand to answer the question. the teacher persuade to students who wants to be the first.

**e. To Discuss**

Discussion used to ask suggestion and telling about the fact. The method are used simple and direct. By doing the activity, the students know Deliberating speaking is used to make some decisions

and the element of speaking, they are: clarify, orderliness, evidence, argument, and straight thinking.

### **3. Problem in Speaking**

Problem can obstruct students' speaking skill. There are some problems of speaking. Harmer stated that student will not always use correct English. The students will face many problems and make mistake when writing or speaking. In learning English, speaking some students make error when they try to utter the words, phrases or sentence

Talking about mistakes or problems, there are four problems in speaking activities below:

#### **a. Inhibition**

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to audience. Student inhibited about trying to say thing in foreign language, worried about making mistake, fearful of criticism or losing face and simply shy of the attention that their speech attract.

#### **b. Nothing to Say**

Even sometimes the students are not inhibited, the students often complain that they can not think of anything to say, having no idea to express when speaking. The students get difficulties in thinking of anything to say.



**c. Low in Participation**

Only talk at time if students are to be heard and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

**d. Mother-tongue Use**

In class where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and feels unnatural to speak another language.<sup>6</sup> If they talk in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated one to keep to the second language.

Brown stated that the problems in speaking are:

**1) Clustering**

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

**1) Redundancy**

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<sup>6</sup>Al Roud, "Problem of English Speaking Skill That University Students Encounter from Their Perspectives," *British Journal of Education, Society and Behavioural Science*, 2016, <http://www.sciencedomain.org/review-history/16679>.

The speaker has no opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

## 2) Reduced

From contraction, elisions, reduced, vowels. Form contraction, elisions, reduced vowels, all form special problems in teaching spoken English. Students who don't learn colloquial construction can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

## 3) Performance

Variable one of advantages of spoken language is that the process of thinking variable as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learner can actually be taught how to hesitate. For example in English our thinking time is not silent, we insert certain fillers such as uh,um, well, you know, I mean, and like. one of the differences between native and non native of a language is in their hesitation phenomena.

#### 4) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idiom and phrases of colloquial language and they get practice in producing these forms.

#### 5) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with attributes of fluency.

#### 6) Stress, rhythm, and intonation

This is the most important characteristic of English. The characteristic of English pronunciation as will be explained below. The stress-timed rhythm of spoken English and its intonation pattern convey important things.

#### 7) Interaction

As noted in the previous section, learning to speak a language in a vacuum without interlocutor would rob speaking skill.<sup>7</sup> Interaction in speaking would be more affective.

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<sup>7</sup>H.D. Brown, *Language Assessment: Principle and Classroom Practices* (Longman, 2004), [https://www.academia.edu/8014898/2\\_Assessing\\_Speaking\\_excerpts\\_from\\_by\\_H\\_D\\_Brown\\_Language\\_Assessment\\_Principles\\_and\\_Classroom](https://www.academia.edu/8014898/2_Assessing_Speaking_excerpts_from_by_H_D_Brown_Language_Assessment_Principles_and_Classroom).

#### **4. Types of Speaking**

There are types of speaking in learning process. According to Brown and Abeywickramaproposed five types of speaking as explained in the following:

##### **a. Imitative**

This type of speaking requires the test taker to copy a word, phrase or a sentence. Students need to highlight in imitative speaking is the communicative competence of the language is not essential. Students need to acquire some information without having to add extra explanation.

##### **b. Intensive**

Intensive focus on understanding meaning to respond certain task but the interaction with the counterpart is minimal. Furthermore, intensive needed doing the tasks in speaking. The activity sample is reading aloud, sentence and dialogue completion.

##### **c. Responsive**

Authenticity in a conversation is important. Therefore the speaker is stimulated to speak promptly. To response a short conversation, making as simple request comment is a kind of activity that belongs to this type of speaking.

##### **d. Interactive**

Complexity of sentence is the major different between responsive and interactive speaking. The number of the speaker also matter as

sometimes. Interactive need more than two people in the conversation.

**e. Extensive**

Extensive speaking involves a wide range of the speech production.<sup>8</sup> Also the speaker will need to interact with the counter speaker, which could be answering question, making discussion. Extensive speaking can be said is the ultimate speaking skill that require strong language component.

**5. Speaking at Senior High School**

Students of senior high school level, initiate to be mastered the speaking skills. Based on the materials in the senior high school syllabus where almost all of the material requires speaking skills to be achieved. That is another supporting reason why speaking has become one of the important skills to be achieved by all of the students.

Based on the 2013 curriculum, speaking has purposes to:

1. Students are able to participate during teaching and learning activity.
2. Students are able to delivered their ideas toward speaking.
3. Students are able to do speaking performance or speaking test in front of the class. It has clearly that curriculum required students.

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<sup>8</sup>Brown and Abeywickrama, *Language Assesment: Principle and Classroom Component* (New York: Person Education Inc., n.d.).

Speaking is one of the four basic competences that the students should gain well in Competence Based Curriculum.<sup>9</sup> It has an important role in communication. English teaching has to cover four skills equal portion. In fact, most of English teacher in Indonesia focus more reading writing skills, and less an oral skill. While, students can practice reading and writing at home. In other hand, students have less opportunity to practice speaking when they are not classroom.

In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies. First student listens, then speaks, understanding always produces speaking. Therefore, this must be the right order of presenting the skill. In show more content this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how feeling and acting out attitudes through speaking. Thus, the learning of speaking can acceptable.

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<sup>9</sup> Silas Lwakabamba, *Competence Based Curriculum* (rwanda education board, 2015), [https://mudarwan.files.wordpress.com/2015/08/curriculum\\_framework\\_final\\_printed-compressed.pdf](https://mudarwan.files.wordpress.com/2015/08/curriculum_framework_final_printed-compressed.pdf).



## B. Definition of Anxiety

### 1. Definition of Anxiety

Anxiety is a physiologically based, subjective experience of tension, apprehension, and worry. These emotions appear in response to uncomfortable situations that people experience. Additionally, stress and psychological trauma can result in bad experiences that produce anxiety.

According to Weems et. al defined anxiety as finitude in awareness. Anxiety is the self-awareness of the finite self as finite. Like finitude, anxiety is ontological, it cannot be derived from any- thing.<sup>10</sup> Anxiety differs from fear in that the object of anxiety is nothingness, and nothingness is not an object. Fear relates itself to objects-for example, a danger, a pain, an enemy-for it is psychological and can be conquered.<sup>11</sup> Anxiety has four characters such as: loneliness, the feeling of not being of value of the person, the experience of not being able to love and be loved despite the common need, the common effort.<sup>12</sup> This feeling bothers people each condition. Fear is response as well as high individual emotional. We can concluded anxiety as the limitation of awareness. The self-awareness of the finite self as finite is anxiety. Anxiety is ontological, much like finitude, and cannot be derived from anything.

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<sup>10</sup>Carl F Weems, Natalie M Costa, and Christopher Dehon, "Paul Tillich ' s Theory of Existential Anxiety : A Preliminary Conceptual and Empirical Examination" 17, no. 4 (2004): 383–99, <https://doi.org/10.1080/10615800412331318616>.

<sup>11</sup>Kierkegaard Soren, 'The Concept of Anxiety, United Kingdom: Princeton University Press, 1980.

<sup>12</sup>Rollo May, " *The Meaning of Anxiety*" New York: W.W Norton & Company , 1996.

Anxiety as the state of feeling nervous or worried that something bad will happen while Horwitz et al. stated that anxiety is a subjective feeling of tension, anxiety, nervousness and anxiety associated with the automatic nervous system's arousal.<sup>13</sup> Spielberger stated that anxiety is the subjective sensation of anxiety, anxiety, nervousness, and concern associated with an automatic machine arousal.<sup>14</sup> Although, it sounds similar to anxiety and fear, all of which are actually distinct. The distinction between fear and anxiety is, fear is a natural warning reaction to a dangerous situation, while anxiety is more future-oriented, a sense of anticipation and uneasiness about the likelihood of something awful will happen. In addition, according to Barlow anxiety responses consist of emotional component, feeling of tension; cognitive component, concern, physiological responses, elevated heart rate and blood pressure; and behavioral responses, avoidance of certain circumstances.<sup>15</sup> From the definition above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry.

Thus, anxiety occurs to students in speaking skill. It is named speaking anxiety. Speaking anxiety is individual's fear and nervousness that avoids communication. It occurs when communicating with other

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<sup>13</sup>Horwitz, Michael B., Elaine K. & Cope, Joan, p.125-132

<sup>14</sup>Charles D. Spielberger, "Retelling Anxious Events: Effect on Trait and State Anxiety," 2010, 23, <https://www.sciencedirect.com/science/article/pii/S019188699190181A>.

<sup>15</sup>D. H. Barlow, "Anxiety and Its Disorder: The Nature Treatment of Anxiety and Panic" ([https://www.researchgate.net/publication/247331781\\_704\\_ppDH\\_Barlow\\_Anxiety\\_and\\_Its\\_Disorders\\_The\\_Nature\\_and\\_Treatment\\_of\\_Anxiety\\_and\\_Panic\\_2nd\\_Edition\\_The\\_Guilford\\_Press\\_New\\_York\\_2002](https://www.researchgate.net/publication/247331781_704_ppDH_Barlow_Anxiety_and_Its_Disorders_The_Nature_and_Treatment_of_Anxiety_and_Panic_2nd_Edition_The_Guilford_Press_New_York_2002) accessed at December 9, 2022 retrieved on 10 pm)

people using foreign language. When students produce the material in front of the class then it must be read without text. Students feel anxious. For example when students are afraid to pass subject and grade, anxiety becomes high then students get low motivation to create it. Anxiety is normal condition or healthy response to a stressful of difficult event in our life. Everyone has experiences in anxiety, the anxiety sometime comes when we want to present something in from of the audience or in front of the class. It is normal because everyone experience it at times. Speaking in front of the public needs confidence and preparation.

Speaking anxiety and how it can affect language learning.<sup>16</sup>Speech or oral communication anxiety feeling is nervousness, dread, and concern that people an experience before, during and after public speaking. Speech anxiety refers to feeling of discomfort people experience. Researcher relates speaking anxiety similar to speech anxiety, cause both of them use oral communication.

In addition, performance speaking English in front the audience can be very difficult task for some students as they may experience anxiety, which hinder successful in speaking performance. When such anxiety is experienced by students in English language education, the panic is higher, so that students have to be confidence to demonstrate their skill in front of audience. Students' anxiety is feeling fear of students in

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<sup>16</sup>M. Lightbown & Nina Spada, *How Languages Are Learned* (oxford: Oxford University Press, 2003), [https://www.saint-david.net/uploads/1/0/4/3/10434103/how\\_languages\\_are\\_learned.pdf](https://www.saint-david.net/uploads/1/0/4/3/10434103/how_languages_are_learned.pdf).

the class performance. According to Bailey there are some indicators of sign anxiety will be explained table below:

**Table 1**  
**Indicators of Sign Anxiety**

No	Indicator of Sign Anxiety	Criteria
1.	Laughed Nervously	Express their worried by giving smile and touch a head
2.	Fidgeted	Keep moving their body, hands, and feet nervous to speak in front of the class because feel anxious.
3.	Sighed	Take and let out a long deep breath to show uncomfortable feeling or tired in front of audience.
4.	Freezing	When call to perform and unfortunately forget what will they say just silent.
5.	Distortion of sound	sound inability to produce the intonation and rhythm
6.	No anxiety sign	Speaking in front the class they feel comfort and enjoy. <sup>17</sup>

Anxiety is subjective feeling of tension, apprehension, nervousness. Anxiety as synonym of worry, uneasiness.<sup>18</sup>Anxiety is distress of mind cause by fear of dangerous of misfortune. All these the definition show that anxiety is a feeling that is closely related to psychological system of individual who are experiencing feeling beyond what it would we normally.

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<sup>17</sup>Bailey, Competitiveness and Anxiety in Adult Second Language Learning Looking at The Through the Diary Students, *Classroom Oriented Research in Second Language Acquisition*, p.67-102.

<sup>18</sup>Elaine K. Horwitz, Michael B. Horwitz, and Joan Cope, "Foreign Language Classroom Anxiety," *Academia*, n.d. <https://scholar.google.com>

There are some diagnostics criteria for analyse anxiety disorder they are:

1. Excessive anxiety and worry (apprehensive expectation ) about a number or event or activities such as work or school performance.
2. The person find difficulties to control the worry
3. Anxiety and worry are associated with three or more or the following symptoms; restlessness feeling keyed up on edge, being easily fatigued, difficulty concentrating, or mind going blank, irritability, muscle tension, and sleep disturbance (difficulty falling or staying asleep, restless unsatisfying sleep).

Based on explanation above, researcher concludes that students' anxiety is feeling worry, scared, apprehended in particular conditions that is often experienced by students. It will make low performance in speaking process.

## **2. Speaking Anxiety**

Speaking is a part of communication that has many variables. An affective factor is one of the psychological factors included. Loss of self-confidence and anxiety are included in affective variables.<sup>19</sup> Wittet. al stated that owing to past negative experiences and perceived

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<sup>19</sup> Nguyen Hoang Tuan and Mai Tran Ngoc, Factor Affecting Students' Speaking Performance at Le Than High School. Asian Journal of Education, 2 (3), (2015): 34-51

lack of influence over external circumstances, speech anxiety holds; some depressed people fear that anything they try to do in the future will be futile.<sup>20</sup> Student speakers with depressive thoughts, for example, might perceive an upcoming speech performance as doomed to failure, given past experience in similar contexts and low internal expectancies for success there are several factors affect student have speaking anxiety. Depressed individuals are likely to make negative internal attributions and blame anticipated or perceived failure on their own inability to succeed or in this case, to make an effective public speech.

There is a certain word for anxiety that is related to success in language. Anxiety and Foreign Language Anxiety are often used interchangeably while speaking. Anxiety in foreign languages is a particular anxiety connected to language learning and use. According to Brown, Foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning a foreign language.<sup>21</sup> Anxiety can make the feeling intimidation. In fact, feeling intimidation makes apprehension. Apprehension occurred when a learner is expected to perform in the target language.<sup>22</sup> Foreign language anxiety occurs in the form of anxiety dependent on them, such as: contact apprehension, test

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<sup>20</sup>Witt, Paul L., Roberts, Mendy L., and Behnke, Ralph R, Comparative Patterns of Anxiety and Depression in a Public Speaking Context. Human Communication. A Publication of the Pacific and Asian Communication Association: University of North, 2000,11 (1)<http://repository.uinsu.ac.id/12821/1/SKRIPSI%20PUTRI%20INDRIYANTI.pdf>

<sup>21</sup>H. Douglas Brown, 2000, p.80

<sup>22</sup>Serge Gabarreet,al” Addressing Foreign Language Learning Anxiety with Facebook Creative Education , January 2018 p.58-57

anxiety, and fear of adverse assessment. Fear of unfavorable assessment is another fear linked to foreign language learning.

According Horwitz, identified fear of negative evaluation as apprehension of others, assessments, avoidance of evaluative circumstances, and expectations that others will evaluate themselves negatively.<sup>23</sup> Students are likely to have a fear of negative assessment from both teachers as the only fluent speaker in the class and their peers in the foreign language learning context. Foreign language anxiety is not merely the synthesis of certain performance anxiety linked to the sense of studying foreign languages. It could be said that foreign language anxiety is a feeling or uneasiness, nervousness, anxiety and apprehension encountered while studying or using the target language, based on the above definition.

Based on Mustaffa psychological phenomena that occurred in most students usually marked with fear and anxiety. Many researchers found this incident during the learning process took place mainly foreign language learning.<sup>24</sup> From this phenomena Mustaffa added that the anxiety in the students nature tend to be from various factors that affect the students are fear of failure in the subject, weak vocabulary, evaluation of a negative nature and lack of self

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<sup>23</sup>Horwitz, Michael B., Elaine K. & Cope, Joan, p.125-132

<sup>24</sup>Mustaffa "DSM-IV-Defined Anxiety Disorder Symptoms in a Middle -Childhood- Aged Group Malaysian Children Using the Spence Children's Anxiety Scale"  
<https://www.scopus.com/inward/record.uri?ied=2s2>

confidence. Therefore if students are left to feel anxiety excessive will get poor result on students self and the final value of student learning.

### 3. Level of Anxiety

According to Horwitz, there are three levels of anxiety in speaking English. The researcher specifies the indicators of anxiety level. These are explained on the the table bellow:

**Table 2**  
**The levels of Anxiety**

No	Level	Indicator
1.	Low	a. Students feel confident for the situation in their experienced b. They do not feel embarrassed to interact with others through they got difficulty in their experience c. Students appeared relax
2.	Medium	a. Students feel less confident about situation in their experienced with doubt in their abilities and they need someone's help in condition. b. They also comfortable if they get support c. Students feel heart attack, slip or tongue and cold.
3.	High	a. Students feel unconfident on their capabilities afraid to do something b. Students appeared swear pouring, trembling hand, blank and confuse. <sup>25</sup>

People who can be categorized as low level of anxiety, people who feel confident for the situation in their experience, so that they do not feel embarrassed in communication. Student that has low level

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<sup>25</sup>Horwitz, *Language Anxiety: From Theory and Research to Classroom Implication*, Foreign Language Classroom Anxiety p. 27-29.  
<http://engrammetron.net/resourcespsychopsiologyrestricted/article/Horwitzetal.pdf>.



anxiety they can avoid the anxiety. It can be seen from how to be speaking fluently and clearly.

Then, people who can be categorized as medium level of anxiety are people who feel less confident in experience. Medium level anxiety can be analysed. Students feel less confident. They can control anxiety.

Finally, people who can be categorized as high level anxiety are people who feel unconfident on their capabilities. High level anxiety bothers in learning English, they feel uncomfortable with the performance. They are not sure in speaking in front of the public. So, researcher concludes that levels of anxiety can be categorized in three levels they are: low level anxiety, medium level anxiety, and high level anxiety.

#### **4. Types of Anxiety**

Recent research in the field of linguistic EFL has shown that there are three types of anxiety:

##### **a. Trait Anxiety**

As general tendency to be nervous in any situation. It's related to emotional and physical reaction toward a stimulus apprehended as a threat in a particular context. For example a player may feel anxious when free-throwing in basketball.

##### **b. Situation- specific**

Supported by evidence that the personality different conception of anxiety by its nature. The situation like which is related to the

general orientation such as taking test, class participation or speaking in public. Students have to participate in the classroom. It includes presenting, questioning, performing. In addition they may feel anxious in this condition.

### **c. State Anxiety**

State anxiety can take place in particular time and situation by accompanying physical sign such as dry mouth and sweaty palms, faster heart rate. This condition can identify from physical activity. Students feel fear, worry and nervous will be marked sweaty palms.<sup>26</sup> Based on explanation above researcher concludes trait anxiety, situation-specific and state anxiety are distinguished by the time and condition. So that types of students' anxiety is situation- specific.

## **5. Factors of Anxiety**

There are several causes of aversion anxiety to speak English, they are:

### **a. Proficiency is Low**

Low English proficiency is identified in the present analysis is as a serious problem that prevents students may feel weak in speaking English, assuming their English is bad and feel that others are better than them. Improving proficiency such as; reading a lot, preparation material, and memorizing vocabulary.<sup>27</sup>

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<sup>26</sup>Dan J Sten, MD. Ph.D, Eric Holiander, M.d (2020) *Textbook Anxiety Disorder*, (America: American Psychiatric Pub)

<sup>27</sup>Jeremy Harmer, "How to Teach English Harmer, Jeremy.Pdf" (ENGLAND: Edinburg Gate , harlow essex, n.d.), [www.longman.elt.com](http://www.longman.elt.com).

b. Lack of Confidence

Believe and having stronger a certain expectation, feeling confident, not failing etc. Some students may have good pronunciation and high ability but still choose quiet because of lack of courage to speak. Most of students can master the material, but they are not confident to deliver in oral sound.

c. Fear of Students' Making Mistakes

Students worry about losing face in oral language classes. Students are silent and wait until they are required to speak English. That is absolute because the students are afraid and feel embarrassed about making a decision. As students we have to be confidence even it is mistake. Making mistake is normal.

d. Instructor – learners Interaction

There is an interaction between language learning and the environmental components in which the students grew up, and both negative and positive experiences have a strong impact on the success of language learning. The process of interaction between the instructor (teacher) and the learner (student) is regarded as a factor causing anxiety for the students. If the learner does not understand the teacher's corrections or explanation, this is can be a cause for anxiety. The researcher has argued that interaction between students and teacher was important factor to make a low anxiety classroom environment. When the class has low level

anxiety environment, the students automatically feel comfortable to receive and understanding the explanation of the teacher.

e. Classroom Procedures

Many learners feel that some error correction is necessary the manner of error correction is often said as provoking anxiety. Those studies that 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 administrated in class. The researcher has given an example if the student perform in front of other students, then the make a mistake. Then, the teacher cut his/her word and correct it. It makes students become anxious and afraid to continue their performance because they afraid make more mistakes.

f. Language Testing

Language testing is one of the factors which contribute the anxiety to the students. It would lead to other psychological stresses, such as the fear of losing self-confidence of feeling inferior to others. In addition, sometimes students feel pressured to think that they had to organize their ideas in a short period of time while caring about grammar errors at the same time. The researcher has argued that language testing also contribute to the anxiety of students. In Indonesia, testing sometimes called as the technique to collect a score of the students. All of the students afraid if they get bad score,

it is important to students. For example, testing which can make the students anxious. Such as: teacher give the test in short period which make students feel anxious and pressured.<sup>28</sup> Language testing usually gives different response from students. Based on explanation above researcher concludes there are some factors in students anxiety: proficiency is low, lack of confidence, fear of making mistake, instructor- learner interaction, classroom procedure and language testing.<sup>29</sup> All of them can be causes of the student's anxiety. Students will be careful this factors.

## 6. Strategies to Reduce Anxiety

Basically there are strategies that can avoid anxiety as follows:

### a. Preparation

Students have preparation before following class, such as pre-reading material, mastering the subject. Be calm while presenting in the class. Try to be confident make sure you understand what you say.

### b. Relaxation

This strategy can reduce student's anxiety. With relaxation students feel calm to speak. Relaxation can be done

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<sup>28</sup>Meihua Liu, "Anxiety in EFL Classrooms : Causes and Consequences" 1 (2006): 13–32.[http://www.academia.edu/8110486/anxiety\\_in\\_EFL\\_classroom\\_causes\\_and\\_consequences](http://www.academia.edu/8110486/anxiety_in_EFL_classroom_causes_and_consequences).

<sup>29</sup> Septy Indrianty (2016). *Students' Anxiety in Speaking English* . ELTIN Journal [https://books.google.co.id/books?redir\\_esc=y&hl=id&id=nvMkAQAIAAJ&focus=](https://books.google.co.id/books?redir_esc=y&hl=id&id=nvMkAQAIAAJ&focus=)

by deep breathing. the brain and body will be relax. Relaxation is very good strategy for applying.

c. Positive Thinking

Change the way you think be positive that you can do it. Negative thinking will avoid you to improve your skill in speaking. when you're socially anxious your attention becomes narrowly focused on internal and external signs of threat, embarrassment, and negative evaluation.<sup>30</sup> Say you're nervously trying to make a comment.

Your attention becomes fixed on the person checking her smart phone or glancing in the other direction. Immediately you interpret these cues as a sign of boredom and disinterest in you. When you're already feeling anxious, your attention becomes highly selective and you tend to lock on to any facial expression, behavior, or gesture that could suggest a negative evaluation and fail to notice indicators that people are supportive or interested in you. We do the same with our internal experience, paying attention to flushed sensations that we interpret as indicating overt anxiety but ignoring that our speech is coherent and flows reasonably well. In cognitive therapy we teach people how to correct their biased attention so they can lower their social anxiety rather than fuel it.

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<sup>30</sup>Cannock Choose CMHT Laura Fox, Peer Support Worker, *Anxiety Management and Relaxation Techniques*, 2016, <https://31.media.tumblr.com/7ed10d62877d771ea27ed6f839852ed8/tumblr-inline-pemqcR1Q1thwkgb.jpg>.

### C. Review of Related Finding

There are some research findings which are related to this research before, research as follows: The first is Isnaini who stated that there are some factors can make people feel anxious: over self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety ,wrong attribution body signal, low self-efficacy.<sup>31</sup> Speech or oral communication anxiety are feeling or nervousness, dread and concern the people experience before, during or after public speaking.

The second is Putra stated anxiety is feeling of students in English speaking classroom can lead to confidence and concentration of students becomes lost. When the students are nervous or anxious they tend to make mistake. They are less to do well in speaking skill.<sup>32</sup> Further they are fear to speak loudly in front of the class.

The third is Kurniati, she stated that anxiety is feeling worry, scared, apprehended in some conditions. Which makes we feel difficult to communicate.<sup>33</sup> The result showed the factor causing of students' speaking anxiety are: fear of making mistake, low motivation, and lack of confidence. These can affect communication in speaking.

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<sup>31</sup>NurIsnaini "An Analysis of Students Speaking Anxiety Students of English Foreign Language(EFL) at the Fifth Semester English Department of UIN RadenIntan Lampung Academic Year of 2018/2019", *Thesis* (Lampung: UIN RadenIntan Lampung 2018).

<sup>32</sup>JaniUtamaPutra "An Analysis of Students' Anxiety in English Speaking Classroom at the Third Semester Students in English Departement in Makassar Muhammadiyah University", *Thesis* (Makassar: UniversitasMuhammadiyah Makassar 2018).

<sup>33</sup>Kurniati "Analysis of Students' Speaking Anxiety of the SMA N 6 Padangsidempuan" e- thesis IAIN Padangsidempuan: <http://etd.iain-padangsidempuan.ac.id/856/>

The fourth is Sihombing the result explained that there are types of anxiety: State-Trait Anxiety Simply, Facilitating-Debilitating anxiety, Situation-Specific Anxiety.<sup>34</sup> Anxiety is kind of unpleasant emotional state characterized by particular state of mind which is perhaps the main characteristic distinguishes anxiety from fear.

The fifth is Winingsih stated that signs of anxiety are indicated by body, mind, behaviour Person who is afraid something is usually visible through the signals.<sup>35</sup> Furthermore, mind if someone from anxiety and is afraid will convey themselves.

The sixth is Rahayu stated the research is the factors and the strategies to overcome the difficulties in speaking.<sup>36</sup> Every students of XII IPA 1 SMAN Jatinom had difficulties in English speaking. They were lack of vocabulary, lack of pronunciation, and lack of motivation. Difficulties in speaking can make lack of confidence.

The seventh is Marwan investigated Indonesian students foreign language anxiety. He sought to discover the kinds of anxiety faced by learners of foreign languages and the methods they used to deal with their

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<sup>34</sup>Destiana Sihombing, "The Relationship Between Anxiety and Students' Speaking Ability at Grade XI MAN Siabu, *Thesis*, (Padangsidempuan: IAIN Padangsidempuan) 11340, 2018. <http://etd.iain-Padangsidempuan.ac.id>

<sup>35</sup>Indrayani Winingsih "An Analysis of Reading Anxiety of the Second Semester Students at English Language Education Universitas Islam Riau" e-thesis, Universitas Islam Riau: <https://respository.uir.ac.id>

<sup>36</sup>Sartika Sri Rahayu "Students Difficulties in English Speaking Lesson at The Twelfth Grade of SMA N 1 Jatinom in the Academic Year of 2020/2021 *Thesis*, {The State Islamic Institute of Surakarta} <http://eprints.iain-surakarta.ac.id>



anxiety. Factors such as lack of trust, lack of training and fear of class failure were the key causes of their anxiety.<sup>37</sup> These factors obstruct the skill.

The eighth is Chan and Wu conducted a study of foreign language anxiety of EFL elementary school students in Taipei. They discovered five causes of language anxiety through questionnaires, interviews, findings from schools, and document collection. They were low proficiency, fear of negative assessment, game rivalry, nervous personality, and pressure from students themselves and their parents.<sup>38</sup> Five causes occurs to students in speaking performance.

Even there are many previous researches in speaking anxiety. Based on previous research above, the result of the research explained about difficulties in speaking, speaking anxiety and types of anxiety which is still general research. Researcher observe level of students' anxiety in English conversation. This research made by research

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<sup>37</sup>Ardi Marwan, Investigating Students' Foreign Language Anxiety, (Malaysian Journal of ELT Research. Vol.3, 2007),p.43[http://digilib.ikipgripta.ac.id/view/creators/DR=2E\\_ARDI=3AMARWAN,\\_M=2EED=3A=3A.html](http://digilib.ikipgripta.ac.id/view/creators/DR=2E_ARDI=3AMARWAN,_M=2EED=3A=3A.html)

<sup>38</sup>D. Y. Chan & G. Wu, A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei Country, (Journal of National Taipei Teachers College, Vol. 17, No. 2, 2004), p.287[https://www.academia.edu/36232196/A\\_Study\\_of\\_Foreign\\_Language\\_Anxiety\\_of\\_EFL\\_Elementary\\_School\\_Students\\_in\\_Taipei\\_County](https://www.academia.edu/36232196/A_Study_of_Foreign_Language_Anxiety_of_EFL_Elementary_School_Students_in_Taipei_County)

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time Research**

This research located in MAN 1 Padangsidempuan. Jl. Sutan Soripada Mulia, Wek II Padangsidempuan Utara, Padangsidempuan city, North Sumatera 22715. It is started on 6<sup>th</sup> November 2021 until finish.

#### **B. Research Method**

This research used descriptive quantitative research which used questionnaires. This research aims to know student's speaking anxiety in English, what levels of anxiety especially at grade XI MAN 1 Padangsidempuan. Therefore, this research presented by accumulating and collecting data in descriptive way. Data described about students' anxiety in English speaking MAN 1 Padangsidempuan in the form of written or oral word and behaviours that can be observed.

#### **C. Population and Sample of the Research**

##### **1. Population**

The researcher choosed all of students at the grade eleventh MAN 1 Padangsidempuan. The research has been done at the grade eleventh MAN 1 Padangsidempuan. The population of sample consists 3 classes of IIS. Students

consist of 106 students. To state the population at the table bellow:

**Table 3**  
**Population at the grade XI MAN 1**  
**Padangsidimpuan**

No	Class	Total Students
1.	XI IIS 1	34
2.	XI IIS 2	36
3.	XI IIS 3	36
Total		106

## 2. Sample

Arikunto stated that sample is a part or a substitution of the population that want to be researched. Moreover he said:

If than 100, it is better to take all of them as the sample, but if the total of population is more than 100 students, the sample can be taken about 10-15% or more appropriate with the researcher ability.<sup>1</sup>

Then sample is taken by using purposive sampling technique is a technique used when the population has not the opportunities to choose as a sample of the research was students from grade eleventh IIS 3 MAN 1 Padang Sidimpuan. With the total 36 students.

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<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta Rineka Cipta ,2002) P.174

## **D. Instrument**

Instrument is a group of tools used for data collection, includes questionnaire. Instruments as facilities to make the research easier and better result. It means to collect the data some instruments are needed. As a general guideline, the questionnaire should be attractive, brief, and easy to fill out. Respondents are turned off by sloppy, crowded, misspelled and lengthy questionnaire. Researcher used questionnaires to collect data.

### **1. Questionnaires**

Questionnaires were used to determine level of anxiety. The questionnaires used Foreign Language Class Anxiety Scale (FLCAS) developed by Horwitz<sup>2</sup>. The FLCAS has been used in a large number of research project. The FLCAS was to measure the students' speaking anxiety level. The questionnaires consisted of 20 items. The questionnaires are categorized in three indicators at the table bellow:

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<sup>2</sup>E.K Horwitz, *Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety From Theory to Research to Classroom Practice* (new York: Practice Hall), n.d.).

**Table4**  
**Indicator of FLCAS Questionnaires**

<b>No</b>	<b>Indicators</b>	<b>Criteria</b>	<b>Number of Item</b>	<b>Total of Item</b>
1	Communication Apprehension	Students shyness characterize communication with other people which may lead difficulty in publicspeaking, or understanding other people. byfear	2,3,4,5,7, 9,18,19,17	9
2	Test anxiety	Feeling fear or failure of exams, quizzes, and other language assignment used to evaluate students performance.	10,13,16, 18	4
3	Fear of Negative Evaluation	Apprehension about people evaluation, avoidance of evaluation situations and the expectation that others would evaluate negatively. <sup>3</sup>	8,11,20,1,6, 12, 15	7
	Total			20

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<sup>3</sup>Horwitz E.K p.125

From table above, there are three indicators of FLCAS questionnaires. The first is communication apprehension included of 9 questionnaires, which consist of number 2,3,4,5,7,9,18,19,17. The second is test anxiety included 4 questionnaires which consist of number 10,13,16, 18. The third is fear of negative evaluation included 3 questionnaires which consist of 8,11,20. The FLCAS questionnaires using 5 point likert scales.

There are favourable questions and unfavourable questions. Students answer question with positive context strongly agree, students got score 1. Students answer question with positive context agree, students got score 2. Students answer question with positive context neutral, students got score 3. Students answered question with positive context disagree, students got score 4. Students answered question with positive context strongly disagree, students got score 5.<sup>4</sup>

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<sup>4</sup>L. R. Gay and Peter Airasian, Educational Research Competencies for Analysis and Application

**Table 5**  
**Questionnaires**

Number of Questionnaires		Total of Questionnaires
Favorable	Unfavorable	
1	2	2
6	3	2
12	4	2
14	5	2
15	7	2
	8	1
	9,10,11,13,16,17,18, 19 20	9
		20

From table above, the questionnaire were divided into favourable and unfavourable. Favourable means questionnaire with positive context, which consist of 1, 6,12,14, and 15. Then,unfavorable means questionnaire with negative context. Questionnaires which consist of 2,3,4,5,7,8,9,10,11,13,16,17,18,19,1nd 20.

## **2. Observation Checklist**

Observation checklist method is one of the informal method of observation where the observer has determined the behavioral indicators to be observed from the subject in one table. The research did at the grade MAN 1 Padangsidimpuan. Observation was done once time. Observation was located in the class. Thus, the aspect was

observed 6 signs of anxiety at the grade XI MAN1 Padangsidimpuan. It can be seen at the table bellow:

**Table 6**  
**Indicators of Sign Anxiety**

No	Partici -pants	Indicators of Sign Anxiety						Notes
		LN	F	S	Fre	DS	NS	
1.	S1							
2.	S2							
3.	S3							
4.	S4							

**Note :**

LN: Laugh Nervously      F      : Fidgeted

S: Sighed                      Fre      : Freezing

DS: Distortion of sound      NS      : No Sign

#### **E. Validity of Instrument**

Every test should be valid, it showed it good or bad test. The researcher needs to know the test is valid or not. The researcher used construct validity in this research. Construct and content validity concerned the extent to which your test or measure accurately what is supposed to. To construct validity of test, the researcher has built a lot of questions that would be an evidence to see the content of the test is suitable or not for the grade. To content validity the researcher has built questionnaires was taken by expert that has been valited by the lecturer of Psychology. The observation checklist which has valited by English teacher of MAN 1 Padangsidimpuan. Needed,



content validity to is a way to see the test has been relevant and suitable to do the test.

#### **F. Technique of Data Collection**

Researcher used questionnaires as technique of collecting data. Researcher used close-ended FLCAS questionnaires to know how is students' anxiety in English speaking. The questionnaire contained questions about students' anxiety experience, which were carried out to identify and classify their anxiety levels. In collection the data, the researcher did some procedures to be collected data using questionnaires. The procedures as follows:

1. The researcher attended the class. The research was doing the research when learning started.
2. The researcher prepared 20 questionnaires with five indicating scales through paper.
3. The questionnaires were distributed to students, then students asked to give the tick among five scales in the table. There are 36 students will be given 20 questionnaires in the class.
4. The questionnaires would be collected back to researcher. By calling students' name one by one.
5. Researcher accumulated the point of questionnaires to decide the level of students' anxiety.
6. The researcher also translated the questionnaires into Indonesian. This was to avoid mis-understanding and easily

understand. Thus, students gave deep and honest answer for each questions.

Data was collected through observation checklist. The researcher did procedures to collect the data as follows:

1. Researcher called the students randomly. Research was done to see the students' reaction. Students who were already yet would be nervous.
2. After that, researcher asked to do conversation. The topic was about introduction.
3. The researcher started to observe using observation checklist instrument, which consist of 6 signs of anxiety. The researcher used checklist to show the sign of anxiety.

#### **G. Technique of Data Analysis**

Data analysis is concerned with describing the data. It is explained that technique is a process to collect data. It can provide or produce new information clearly. There are two data that must be processed. The first is questionnaires by using FLCAS. Researcher used procedures to analyse the questionnaires they are:

1. Arrange the Data

The favourable and unfavourable was arranged together to avoid students misunderstanding of the questionnaires.

Therefore the favourable questions are 1,6,12,14,15 then,

unfavourable questions are 2,3,4,5,7,8,9,10,11,13,16,17,18,19 20.

## 2. Calculate the Data

The data was calculated manually with the range score started from 40-100. After the each core from students' result of FLCAS gained.

## 3. Categorized the Data

The data was categorized into some levels of anxiety from low anxiety, medium anxiety, and high anxiety. Analysing the data through anxiety level by using rate. The rate as the table bellow:

**Table 7**  
**Rate of Level Anxiety**

No	Rate	Level of Anxiety
1.	40-60	Low
2.	60-80	Medium
3.	80-100	High <sup>5</sup>

From the table above, the score rate 40-60 are categorized low anxiety that students feel confident for the situation in their experienced. Students do not feel embarrassed to interact with others through they got difficulty in their experience, and

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<sup>5</sup>Alrabai, "A Model of Foreign Language Anxiety in The Saudi EFL Context" *English Language Teaching*, p [https:// doi.org/10.5539/eltv7n7p82](https://doi.org/10.5539/eltv7n7p82)

students appeared relax. The score rate 60-80 are categorized medium level that students feel less confident about situation in their experienced with doubt in their abilities, and students need someone's help in condition. They also comfortable if they get support, students feel heart attack, slip or tongue and cold. Then, the score rate 80-100 are categorized high anxiety that Students feel unconfident on their capabilities, being afraid to do something and students appeared swear pouring, trembling hand, blank and confuse. The data was calculated the scores by using Likert Scale.

**Table 8**  
**FLCAS Scoring Likert Scale**

<b>Scales</b>	<b>Favorable Question</b>	<b>Unfavorable question</b>
Strongly agree	1	5
Agree	2	4
Neutral	3	3
Disagree	4	2
Strongly disagree	5	1

From the table above explained that students answer question with positive context strongly agree, students get score 1. Students answer question with positive context agree, students get score 2. Students answer question with positive context neutral, students get score 3. Students answer question with positive context disagree, students get score 4. Students answer question with positive context strongly disagree, students get score 5. In other hand, students answer question with negative context strongly agree,

students get scores 5. Then, students answer question with negative context agree, students get score 4. Students answer question with negative context neutral, students get score 3. Students answer question with negative context disagree, students get score 2. Students answer question with negative context strongly disagree, students get score 1. After all students' answer accumulated into numbers. An analysis was carried out by

To analysis data From observation, researcher used Creswell theory to analyze the data. There are six steps of technique of data analysis. These procedures are in the following:

1. Organizing and preparing the data for analysis

The first step is researcher organized and prepared data. It concluded giving observation checklist sheet for each students.

2. Reading and looking at all the data

Next step, the researcher read and looked at observation checklist sheet. This was due to collect the data.

3. Starting coding

Coding is the process of examining data by labelling in the form of words, phrases or sentence. Researcher gave the label in the data. To make classification of data analysis, the researcher gave codes. The codes which are used in data coding as follows:

The codes based on students S1, S2, S3, for symbol of name students. By giving codes to each data, the data become easier to classify and analysis.

4. Using the coding process to generate a description of the setting or people as well as categories or themes for analysis. Researcher use coding to describe result of data. The coding are:

LN: Laugh Nervously

F: Fidgeted

S:Sighed

Free: Freezing

DS: Distortion of sound

NS: No Sign

5. Advancing how the description and theme represented in qualitative. It means the data described with explanation.
6. A final step in data analysis involves in making an interpretation in qualitative research of result.<sup>6</sup>

The researcher analysed the data, the technique of the data analysis in data presented descriptive form.

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<sup>6</sup>John W. Creswell, *Research Design\_ Qualitative, Quantitative, and Mixed Method Approaches-SAGE Publications (2013) - Copy.Pdf* (London: Sage Publication, 2014).

## H. Technique of Checking Data Trustworthiness

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell classified the validity of data in eight strategies with explanation bellow:

1. Using member checking to determining data, these participants feel that they are accurate.
2. Using rich, thick description to convey the findings.
3. Clarify the bias means the researcher brings to the study.
4. Also present negative information that runs counter to the themes.
5. Spending prolonged time in the field.
6. Using peer debriefing to enhance the accuracy of the account.
7. Using an external auditor to review the entire project.<sup>7</sup>

To check data trustworthiness. For this research, the researcher used one strategy to validate the data. The strategy did member checking.

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<sup>7</sup>Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, (United States:2014) p.191

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter contained of data finding and discussion, to know speaking anxiety at the grade XI MAN 1 Padangsidempuan. The research presented the results of data by using SPSS. The research applied descriptive quantitative research. The researcher took 36 students as sample of the research. The researcher explained the result in order to find out the level of anxiety. The research supported by FLCAS questionnaire from Horwitz. Thus, the researcher would like to describe the result based on the data that has been researched as follows:

#### **A. Description of Data**

1. The Description of Data Speaking Anxiety
  - a. The Result of Questionnaires

Researcher calculated students score in speaking anxiety manually with a range of score starting 0 to 100 the score of each students questionnaire analysed by using SPSS to find descriptive statistic which contains mean, standard deviation and percentage. The descriptive statistic members were used to determine the categorization of the speaking anxiety, which is divided into three levels of low, medium and high anxiety. The researcher used a close questionnaire called Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaires adopted from Horwitz, & Cope which assessed the degree of learner's anxiety during English



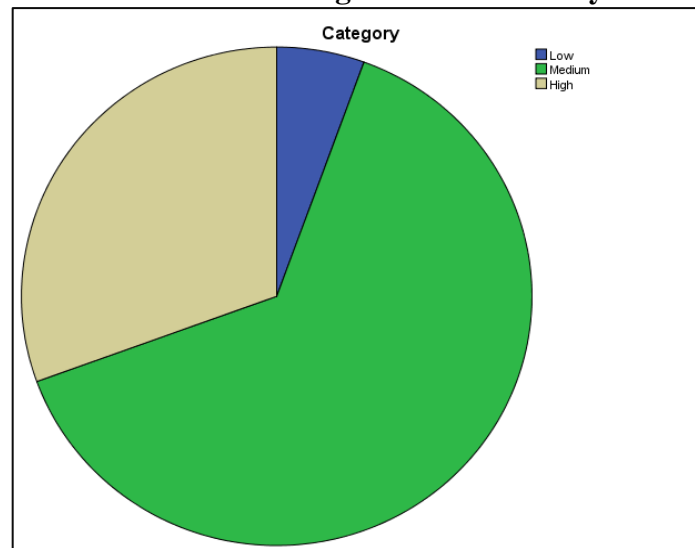
class. The FLCAS consists of 20 questionnaires on how anxious foreign language learners feel in the classroom. The table below shows the result of students' response toward FLCAS questionnaires. The result of questionnaires the table below:

**Table 9**  
**The Percentage of Level of Anxiety**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
Low	2	5.6
Medium	23	63.9
High	11	30.6
<b>Total</b>	<b>36</b>	<b>100.0</b>

Based on the table above, the researcher found that 2 or 5.6% students are categorized as low anxious, that is indicated students feel confident for the situation in their experience. Students do not feel embarrassed to interact with others through they got difficulty in their experience. Students appeared relax . Then, 23 or 69.4% of students are categorized as medium anxious. Then, students feel less confident about situation in their experienced with doubt in their abilities and they need someone's help in condition. Students are comfortable if they get support. Students feel heart attack, slip or tongue and cold. There are 11 or 30.6% of students are categorized as high anxious. Students feel unconfident on their capabilities afraid to do something, Students appeared swear pouring, trembling hand, blank and confus.

**Chart 1**  
**Percentage of Level Anxiety**

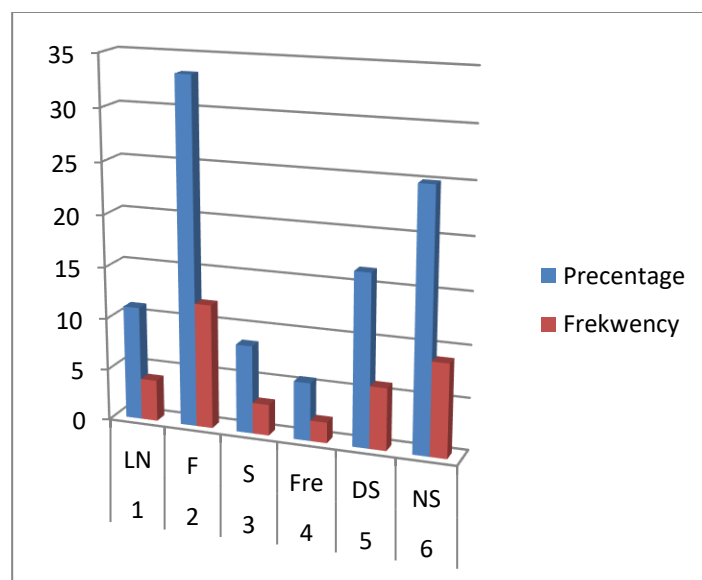


From the chart above, blue colour for low anxiety level. Green colour for medium anxiety level. And yellow colour for high anxiety level. Medium level was dominant. Students still felt confident but need support to in the speaking performance.

b. The Result of Observation Checklist

Observation checklist was used to know the signs of students' anxiety. The observation used checklist by presented six indicators to know how students' speaking anxiety. In order, the result of observation checklist was showed in the following figure.

**Figure 2**  
**The Result of Observation Checklist**



From the figure above, it means that LN: laugh nervously, F: fidgeted, S: sighed, Fre: freezing, DS: distortion of sound, and NS: no sign anxiety. The researcher found the result of observation checklist. LN means laugh nervously was 11%. F means fidgeted was 33.3%. S means sighed was 8.5%. Fre means freezing was 5.6%. DS means distortion of sound was 16.6%. NS means no sign anxiety was 25%. From the data, fidgeted the highest score which is 33.3%. Observation

checklist showed that students were fidgeted.

Based on the result of data analysis, the researcher got the result there were 4 students. The result indicated from Student express worried by touching head. 12 students felt fidgeted which indicated students express by moving the feet, 3 students felt sighed which student take a long breath before speaking, 2 students felt freezing which indicated Student forgot the words unfortunately be silent, 6 students felt distortion of sound which indicated Students expressed to produce the sound slowly, and 9 students had no signs anxiety. For more explanation the signs of anxiety in the following:

### **1. Laugh Nervously**

Researcher did observation checklist, 4 students indicated laugh nervously was 11%. The action of the students that giving a bit smile while speaking activity. Students looked uncomfortable to situation. S1 Student was indicated laugh nervously which can be looked student by touching a head with smiling. Student started to speak in front of the class with smiling. Student expressed worry by using this sign. S2 was indicated laugh nervously. Student tried smile while speaking. Student expressed worry by giving smiling. Furthermore, student touched a head.

S31 Student was indicated laugh nervously. Student tried to smile while speaking. Student expressed worry by giving smiling. Furthermore, student touched a head. S34 Student was indicated laugh nervously. Student tried to smile while speaking. Student expressed worry by giving smiling. Furthermore, student touched a head.

## **2. Fidgeted**

Fidgeted included to observation checklist, where 12 students indicated to fidgeted was 33.3%. The action showed that body movement. It looked like moving their body. The researcher observed most of students moved their hands to minimalize the anxiety. S5 expressed the nervous by moving the hand left and right. S7 Student expressed nervous by moving the hands. S9 Student moved the feet. S10 Student moved the hands. S12 Student moved the body while speaking in front of the class. S13 Student moved the body left and right. S17 Student expressed worried by moving body, hands, and feet. S18 Student expressed worried by moving body, hands, and feet. S20 Student expressed the worry by moving the hands. S28 Student moved the body and feet. S30 moved the body and feet. S32 Student moved the body and hands.

### **3. Sighed**

The researcher found 3 students experience sighed was 8.5%,it is indicated from taking long breath when starting speaking. Taking a long breath with fear and uncomfortable expression.S11 was indicated sighed. Student took a long breath before speaking. Sighed was showed the sign of anxiety. S21 was indicated sighed student took long breath before speaking. S16was indicated sighed that student felt the narrow in breath.

### **4. Freezing**

The researcher found 2 students which is indicated freezing was 5.6%. To ensure the result, the researcher called some of students suddenly. Students who was called be stammer. Thus students weren't comprehend with the interaction. Students kept silent while speaking. It proved students felt freezing. Freezing occurred when students calling to do performance. S19 was indicated distortion of sound. Student forgot word unfortunately being silent. S26 Freezing student forgot what they will say when teacher call the name in front of the class.

### **5. Distortion of Sound**

The researcher found 6 students are indicated distortion of sound was 16.6%. It can be looked. Researcher

observed changing the voice. The sound and intonation were not clear. Distortion of sound occurred cause, inability to produce the sound well. S2 was indicated distortion of sound. The researcher found that student was difficult to say the word. Sometimes, student produced the sound slowly. Starting the conversation without fluency. Student expressed the worry and panic. Unfortunately, the words wad occurred missing.

S4 indicated distortion of sound. Students expressed the sound slowly. The researcher found that student was difficult to say the word. Sometimes, student produced the sound stammer. Starting the conversation without fluency. Student expressed the worry and panic. Unfortunately, the words wad occurred missing. S22 Students was indicated distortion of sound. The researcher found that student was difficult to say the word. Sometimes, student produced the sound slowly. Starting the conversation without fluency. Student expressed the worry and panic. Unfortunately, the words were occurred missing.

S33Distortion of sound students hard to produce the sound students was indicated distortion of sound. The researcher found that student was difficult to say the word. Sometimes, student produced the sound slowly. Starting the

conversation without fluency. Student expressed the worry and panic. Unfortunately, the words were occurred missing. S35 Student was indicated distortion of sound which can be looked from the sound. The sound was not produced well.

S36 Student was indicated distortion of sound. Student was indicated distortion of sound. The researcher found that student was difficult to say the word. Sometimes, student produced the sound slowly. Starting the conversation without fluency. Student expressed the worry and panic. Unfortunately, the words were occurred missing.

#### **6. No sign anxiety**

The researcher found 9 students were no sign anxiety. No signed anxiety was 25% Researcher observed student felt confident to speak loudly and fluently.



## **B. Discussion**

Based on the result of data analysis, the researcher discussed the result of this research an analysis of speaking anxiety at the grade XI students of MAN 1 Padangsidempuan, which the result students are categorized medium level is bigger than low level and high level. It means that many students have problem in reducing anxiety. From the total of 2 students, who was(5.6%) experience the low level and the most of the students are in the normal level of anxiety. High anxiety is the feeling caused by believes that something is different which makes them feel that they are being threatened by their surroundings. 11 students(30.6%) are categorized high anxiety. The characteristics of people with high anxiety can be seen from their behavior or feeling that always wants to be free, agitated, very anxious, , poor eye contact, confused, denial, withdrawal, the need for increased space, and shaking.

Most of the students 23 (69.4%) experience the mildly anxious level. It could say that normal condition when many people are also feeling nervous when they have to perform something in front of the audience. From observation, the research found the sign of anxiety. Laugh Nervously (11%), fidgeted( 33.3%) , sighed(8.5 %) , freezing(5.6%), distortion of sound(16.6%) and no sign(25%). meanwhile, fidgeted was the

most dominant in this research.

Three levels of anxiety they are high anxiety, low anxiety and medium anxiety. The researcher found that medium anxiety is the most significant than the other level. In fact, the result of observation checklist was indicated fidgeted was dominant.

The similarities the research to previous study from Ridwan's research. The research showed that the most of students were at high anxiety.<sup>1</sup> Many of them are categorized medium anxiety. Few of them are feel relaxed are categorized low anxiety. Furthermore, from Muhammad's research showed that many students have problem in anxiety. Most of students had medium level and high anxiety. Less of students had low anxiety in reducing anxiety.<sup>2</sup> The research was related to researcher's result. The differences research from Kurniati, the result showed the factor causing of students' speaking anxiety are: fear of making mistake, low motivation, and lack of confidence. These can affect communication in speaking. In other hand, this research conducted to know the level of anxiety.

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<sup>1</sup>Ridwan Mubarak, "An Analysis of Tenth Grade Students' Anxiety Speak English at SMK Global Cendikia Kuala Nenas Kampar" (UINSuska Riau, n.d.), [http://repository.uin-suska.ac.id/58000/2THESIS . pdf](http://repository.uin-suska.ac.id/58000/2THESIS.pdf).

<sup>2</sup>Farhan Muhammad, "An Analysis of Students' Speaking Anxiety as Foreign Language (EFL) Classroom" (State Islamic University Sultan Maulana Hasanuddin Banten, 2019), [https://repository.uinbanten.ac.id/4001/1/Farhan Muhammad\\_152301914\\_An Analysis of Students Speaking Anxiety](https://repository.uinbanten.ac.id/4001/1/Farhan%20Muhammad_152301914_An%20Analysis%20of%20Students%20Speaking%20Anxiety).

In summarize, this research conducted to know how is students' speaking anxiety includes level, factor, characteristic and strategy to reduce anxiety. This research found medium level and the sign of anxiety was fidgeted.

### **C. Technique of Checking Data Trustworthiness**

The researcher used member checking to valid the result of data collected as follows:

1. The researcher asked to teacher to valid the data. After the researcher found the result, the research showed to the teacher. Member cheking was included to the teacher.
2. The researcher used member checking and validated to teacher of MAN 1 Padangsidimpuan. For the questionnaire validated to lecturer of UINSyahada.

### **D. Threat of the Research**

There are some treats of the research as follows:

1. The students were not conducive while doing the task.
2. The researcher found limitation of cost of research.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

After getting the result of research work., the researcher concluded that students' speaking anxiety at the grade XI IIS 3 MAN 1 Padangsidempuan categorized into three level of anxious, low anxious, medium and high anxious. There were 2 or 5.6% students are categorized as low anxious. Then, 23 or 69.4% of students are categorized as medium anxious and 11 or 30.6% of students are categorized as high anxious. The sign of anxiety was fidgeted. Most of students were indicated moving the part of body such as feet, hand and head.

#### **B. Suggestion**

1. The teachers provide students with many opportunities to practice speaking in English class and outside of class.
2. The students should do more practice to speak in English to improve their speaking comprehension.
3. The researcher hopes the other researcher finds out the method, strategy and media applied to detract the level of speaking anxiety

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## CURRICULUM VITAE



### A. Identity

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4. University : UIN Syekh Ali Hasan Ahmad Ad-dary  
Padangsidimpunan, 2018- 2022



**Appendix I**  
**Research Instrument**

**Name of student :**

**Date:**

No	Questionnaire	Sangat Setuju	Setuju	Neutral	Tidak Setuju	Sangat tidak setuju
1.	Saya tidak khawatir buat kesalahan di kelas bahasa					
2.	Saya mulai panik ketika saya harus berbicara tanpa persiapan					
3.	Saya khawatir hukuman kegagalan dalam kelas berbicara					
4.	Di kelas speaking saya gugup dan lupa hal yang saya tahu					
5.	Itu memalukanku untuk ikut serta menjawab di kelas bahasa					
6.	Saya merasa percaya diri ketika berbicara bahasa asing					
7.	Saya merasa jantung berdegup saat nama saya dipanggil di kelas bahasa					
8.	Saya merasa siswa lain lebih baik dalam berbahasa asing daripada saya					
9.	Saya gugup ketika saya tidak memahami setiap kata yang diucapkan oleh guru					
10.	Saya takut saat guru saya selesai memeriksa tugas.					

11.	Saya takut murid-murid lain akan menertawakan saya ketika saya berbicara bahasa asing					
12.	Saya merasa santai ketika berbicara bahasa inggris					
13.	Kelas bahasa berjalan dengan cepat saya takut tertinggal					
14.	Saya menghadapi prospek berbicara bahasa inggris dengan percaya diri					
15.	Saya senang pengalaman berbicara bahasa Inggris					
16.	Semakin banyak ujian bahasa inggrissaya semakin pusing					
17.	Beberapa bagian tubuh saya terasa tegang dan kaku ketika berbahasa Inggris					
18.	Saya merasa cemas ketika menulis untuk berbicara bahasa Inggris					
19.	Saya ingin sedikit berbicara karena saya malu berbicara bahasa Inggris					
20.	Saya tidak bersuara dan bereskspresi saat berbicara bahasa inggris					

Validator

Efrida Mandasari Dalimunthe, M.Psi.

## Appendix

Name of student :

Date :

No	Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I never feel quite sure of my self while I am speaking English					
2.	I tremble when knowing that I am going to be called on to speak English					
3.	I start to panic when I have to speak					
4.	In speaking class, I can get so nervous I forget the things I know					
5.	It embarrasses me to volunteer answer in my language class					
6.	I feel confident when I speak in foreign language					
7.	I can feel my heart pounding when I am going to be called in language class					
8.	I always feel the other students speak foreign language better than I do					
9.	I get nervous when I don't understand every word the language teacher said.					

10.	I am afraid that my teacher is ready to correct every mistake I make					
11	I can feel my heart pounding when I am going to be called on					
12.	I feel relaxed while speaking English					
13	It embarrasses me to volunteer to go out first to speak English					
14.	I face the the prospect of speaking English with confidence					
15.	I enjoy the experience of speaking English					
16.	The more speaking test I have, the more vconfuses I have					
17.	Certain parts of my body feel very tense and rigid while speaking English					
18.	I feel anxious while witing to speak English					
19.	I want to speak less because I feel shy while speaking English					
20.	I dislike using my voice and body expressively while speaking English					

## Appendix

Name of student :

Date:

No	Questionnaire	Sangat Setuju	Setuju	Neutral	Tidak Setuju	Sangat tidak setuju
1.	Saya tidak khawatir buat kesalahan di kelas bahasa					
2.	Saya mulai panik ketika saya harus berbicara tanpa persiapan					
3.	Saya khawatir hukuman kegagalan dalam kelas berbicara					
4.	Di kelas speaking saya gugup dan lupa hal yang saya tahu					
5.	Itu memalukanku untuk ikut serta menjawab di kelas bahasa					
6.	Saya merasa percaya diri ketika berbicara bahasa asing					
7.	Saya merasa jantung berdegup saat nama saya dipanggil di kelas bahasa					
8.	Saya merasa siswa lain lebih baik dalam berbahasa asing daripada saya					
9.	Saya gugup ketika saya tidak memahami					

	setiap kata yang diucapkan oleh guru					
10.	Saya takut saat guru saya selesai memeriksa tugas.					
11.	Saya takut murid-murid lain akan menertawakan saya ketika saya berbicara bahasa asing					
12.	Saya merasa santai ketika berbicara bahasa inggris					
13.	Kelas bahasa berjalan dengan cepat saya takut tertinggal					
14.	Saya menghadapi prospek berbicara bahasa inggris dengan percaya diri					
15.	Saya senang pengalaman berbicara bahasa Inggris					
16.	Semakin banyak ujian bahasa inggris saya semakin pusing					
17.	Beberapa bagian tubuh saya terasa tegang dan kaku ketika berbahasa Inggris					
18.	Saya merasa cemas ketika menulis untuk berbicara bahasa Inggris					
19.	Saya ingin sedikit berbicara karena saya malu berbicara bahasa Inggris					
20.	Saya tidak bersuara dan bereskspresi saat					

	berbicara	bahasa					
	inggris						

Validator

Efrida Mandasari Dalimunthe, M.Psi.

### Instrument of Observation checklist

No	Participants	Indicators of Sign Anxiety						Note
1.		Laughed nervously	Fidgeted	Sighed	Freezing	Distortion of sound	No anxiety sign	
2.								
3.								
4								

#### Test :

Siswa diminta untuk memulai percakapan dengan topik introduction kepada temannya. Kemudian bergantian

Validator

Irian Ani Hutabarat

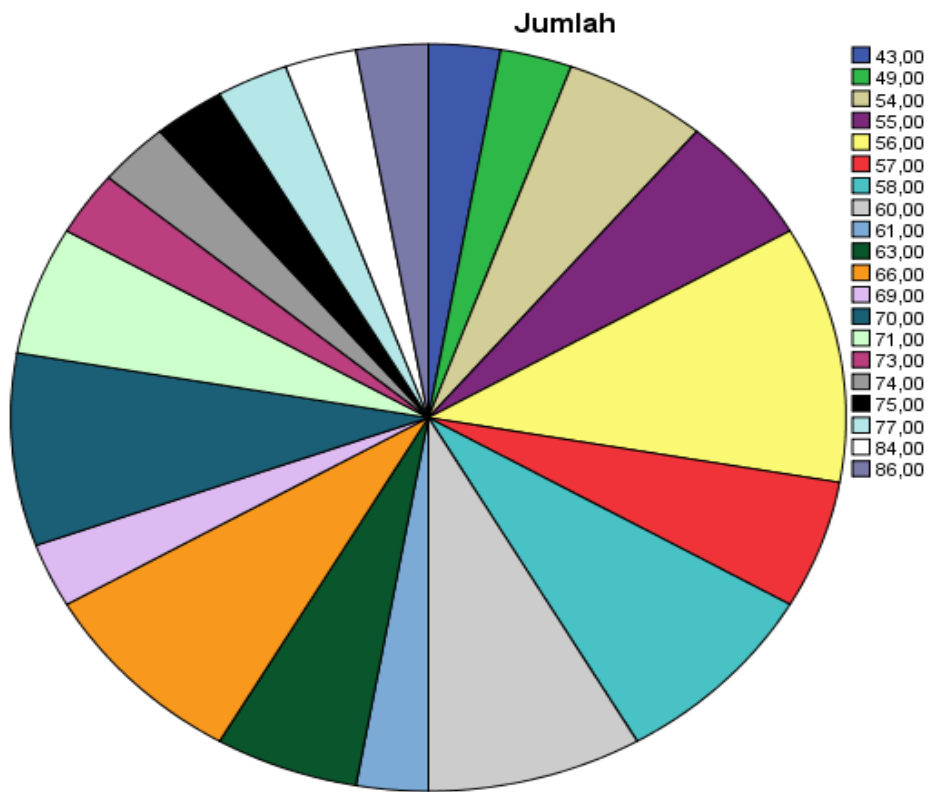


The Result of Questionnaire

No	Name	Questionnaires																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	ARA	4	2	4	5	3	1	1	3	4	4	1	1	1	1	2	5	2	5	2	5	56
2.	AA	4	4	4	3	4	5	2	2	4	3	3	3	4	3	3	2	3	3	4	3	66
3.	AAM	4	5	2	4	1	3	4	2	4	2	3	3	4	3	1	3	2	4	2	2	58
4.	AAZ	4	4	3	3	1	2	3	3	4	2	1	3	4	2	1	3	2	3	3	4	55
5.	AFS	4	2	4	5	3	1	1	3	4	4	1	1	1	1	2	5	2	5	2	5	56
6.	AZ	2	5	4	5	2	2	4	4	5	1	4	4	4	2	4	5	5	3	4	4	73
7.	DS	2	3	4	2	3	2	3	2	3	3	3	3	4	3	1	2	2	2	2	5	54
8.	FA	2	1	1	3	2	1	1	3	1	2	1	5	1	4	5	5	2	1	1	1	43
9.	HS	4	4	3	3	3	3	3	4	5	3	3	3	4	3	3	2	3	3	2	2	63
10.	IS	4	4	4	3	3	4	3	5	4	3	4	3	3	2	3	4	3	4	4	3	70
11.	KJ	2	4	5	2	2	3	4	5	4	2	2	2	4	3	2	2	2	2	2	3	57
12.	LA	2	3	4	2	3	2	3	2	3	3	3	3	4	3	1	2	2	2	2	5	54
13.	MS	4	4	2	2	3	4	3	2	5	2	1	4	1	1	1	2	5	5	2	2	55
14.	MRA	1	3	5	4	3	3	3	5	5	3	3	2	3	4	3	4	3	4	3	2	66
15.	MA	2	5	4	4	4	4	4	4	4	2	4	4	4	3	3	5	4	4	4	3	75
16.	MZ	2	4	3	2	4	4	4	4	4	4	1	4	5	5	3	5	4	3	3	3	71



### Chart of Qeationnaire Score



### The Result of Observation Checklist

No	Participants	Indicators of Sign Anxiety						Note
		Laughed nervously	Fidgeted	Sighed	Freezing	Distortion of sound	No anxiety sign	
1.	S1	√						Student express worried by touching head
2.	S2					√		Students express to produce the sound slowly
3.	S3		√					Students express by moving the feet
4.	S4					√		Students express the sound slowly
5.	S5						√	No anxiety sign
6.	S6		√					Students express nervous by by moving the hands
7.	S7						√	
8.	S8		√					Students express nervous by by moving body, hands, and

								feet.
<b>9.</b>	<b>S9</b>						√	No sign
<b>10.</b>	<b>S10</b>						√	No sign
<b>11.</b>	<b>S11</b>			√				Student take a long breath before speaking
<b>12.</b>	<b>S12</b>						√	No sign
<b>13.</b>	<b>S13</b>						√	No sign
<b>14.</b>	<b>S14</b>		√					Student expressed worried by moving feet.
<b>15.</b>	<b>S15</b>		√					Student expressed worried by moving body, hands, and feet.
<b>16.</b>	<b>S16</b>						√	Student expressed worried by producing sound slowly
<b>17.</b>	<b>S17</b>						√	No sign
<b>18.</b>	<b>S18</b>						√	No sign
<b>19.</b>	<b>S19</b>				√			Student forgot the words unfortunately be silent
<b>20.</b>	<b>S20</b>						√	No sign
<b>21.</b>	<b>S21</b>			√				Student express a deep breath before

								speaking
22.	S22					√		Student produced the sound slowly
23.	S23		√					Student moved the hands
24.	S24		√					Student moved the body and feet.
25.	S25		√					Student moved the body and feet.
26.	S26					√		Student forgot what they will say when teacher called the name in front of the class
27.	S27	√						Student tried to smile while speaking
28.	S28						√	No sign
29.	S29		√					Student moved the body and feet.
30.	S30						√	No sign
30.	S31	√						Student touched a head while speaking
32.	S32						√	No sign

33.	S33					√		Student got hard to produce the sound
34.	S34	√						Student touched a head while speaking
35.	S35					√		Student produced the sound slowly
36	S36					√		Student got hard to produce the sound

## Documentation of Answering Questionnaires



## Activity of doing conversation





## Observation checklist activity





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Lamp : -  
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

31 Agustus 2022

Kepada Yth:

1. Zainuddin, SS.,M.Hum (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.


Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

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Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : An Analysis of Speaking Anxiety at The Grade XI Students of Man 1 Padangsidempuan

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Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Doser diucapkan terima kasih.

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Nomor : B - 2672 /In.14/E.1/TL.00/09/2022

Hal : Izin Penelitian  
Penyelesaian Skripsi.

Yth. Kepala MAN 1 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Fakultas : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Bahasa Inggris  
Alamat : Padang Matinggi

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Speaking Anxiety at The Grade XI Students of MAN 1 Padangsidempuan"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan maksud judul di atas.

Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.

Padangsidempuan, 07 September 2022  
a.n Dehan  
Wakil Dekan Bidang Akademik

Dr. Hj. Lis Mubandiyah Syafri Siregar, S.Psi, MA  
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Dengan ini menerangkan bahwa:

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Program Studi : Bahasa Inggris  
Judul Penelitian : **"An Analysis of Speaking Anxiety at The Grade XI Students of MAN 1 Padangsidimpun"**  
Alamat : Padang Matinggi

Penelitian telah selesai melaksanakan Penelitian untuk Penyelesaian Skripsi di Madrasah Aliyah Negeri 1 Padangsidimpun pada tanggal 16 September 2022 s/d 06 Oktober 2022 . Sesuai dengan surat Dekan Bidang Akademik UIN Syahada Padangsidimpun, Nomor : B-672/In.14/E.1/TL.00/09/2022, tanggal 07 September 2022 dengan Hal : Izin Penelitian Penyelesaian Skripsi.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya, atas perhatiannya kami ucapkan terimakasih.

Padangsidimpun, 13 Desember 2022

Kepala



Dra. Hj. Wasliah Lubis, S.Pd, MA  
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