



**ENGLISH SPEAKING ANXIETY AT THE ELEVENTH
GRADE OF PONPES DARUL IKHLAS H. ABDUL MANAF
SIREGAR GOTI PADANGSIDIMPUAN**

A THESIS

Submitted to the English Educational Department of State Institute for
Islamic Studies Padangsidimpuan as a Partial Fulfilment of the
requirement for the Degree of Education Scholar (S. Pd) in English

Written By:

MURNI DAHLENA NASUTION

Reg. No. 17 203 00046

ENGLISH EDUCATIONAL DEPARTMENT

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

2022



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AGREEMENT LETTER

Term : Munaqosyah

Padangsidimpuan, 23 November 202

Item : 7 (seven) exemplars

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To: **Dean**

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Assalamu 'alaikumwarohmatullah wabarakatuh


After reading, studying and giving advice for necessary revision on the thesis belongs to **Murni Dahlena Nasution**, entitled "**English Speaking Anxiety at the Eleventh Grade of Ponpes Darul Ikhlas Goti Padangsidimpuan**". 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 State Islamic University the Syekh Ali Hasan Ahmad Addary Padangsidimpuan

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 in State Islamic University the Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

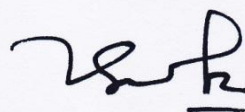
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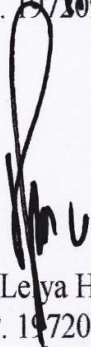
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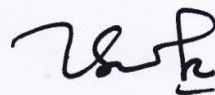


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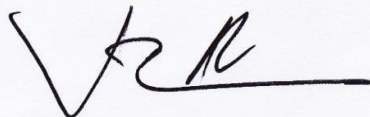
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ABSTRACT

This research focussed on the English Speaking Anxiety at The Eleventh Grade of Ponpes Darul Ikhlas H. Abdul Manaf Siregar Goti Padangsidempuan. The students problem in this research were : 1) The students lack of preparation. 2) Fear of making mistake. 3) and afraid of classmate.

The purpose of this study was to know how anxious are the students in speaking English, to know factors make students anxiety in speaking English and to know What strategy that teachers do to overcome the students' anxiety in speaking English at The Eleventh Grade of Ponpes Darul Ikhlas H. Abdul Manaf Siregar Goti Padangsidempuan.

The kinds of this study was mix method which data was 18 students were gotten by using total sampling. This study use total sampling which take the whole population as the sample. To get the data, the researcher used questionnaire for quantitative and interview for qualitative.

The result of this study found that the anxious of students' anxiety was in the high level. Then, most of the factors students anxiety in speaking English was fear of making mistake which was 36 %. Next, the second place was afraid of classmate, and the last was lack of preparation. Some strategies that English teacher done was reviewing or repeating the material and increasing the vocabulary.

Key words: Anxiety, speaking.

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ABSTRAK

Penelitian ini berfokus pada kekhawatiran siswa dalam berbicara bahasa Inggris di kelas sebelas Ponpes Darul Ikhlas H. Abdul Manaf Siregar Goti Padangsidempuan. Masalah dalam penelitian ini adalah : 1) Siswa kurang persiapan, 2) Takut melakukan kesalahan. 3) dan Takut kepada teman sekelas.

Tujuan dari penelitian ini adalah untuk mengetahui seberapa khawatir siswa dalam berbicara bahasa Inggris, untuk mengetahui faktor penyebab kekhawatiran siswa dalam berbicara bahasa Inggris, dan untuk mengetahui apa strategi yang dilakukan oleh guru untuk mengatasi kekhawatiran siswa kelas sebelas dalam berbicara bahasa Inggris di Ponpes Darul Ikhlas H. Abdul Manaf Siregar Goti Padangsidempuan.

Jenis penelitian ini adalah mix method atau penelitian campuran dimana data dari 18 siswa diperoleh dari total sampling. Penelitian ini menggunakan total sampling yakni menjadikan keseluruhan populasi sebagai sampel. Untuk mendapatkan data, penelitian ini menggunakan questionnaire untuk kuantitatif dan interview untuk kualitatif.

Hasil dari penelitian ini adalah kekhawatiran siswa dalam berbicara bahasa Inggris berada pada level yang tinggi. Kemudian, faktor terbesar kekhawatiran siswa dalam berbicara bahasa Inggris adalah takut membuat kesalahan. Selanjutnya takut kepada teman sekelas, dan terakhir kurangnya persiapan. Beberapa strategi yang dilakukan oleh guru adalah meninjau dan mengulang kembali materi dan meningkatkan penguasaan kosa kata bahasa Inggris.

Key words: Kekhawatiran, Berbicara.

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Researcher

Murni Dahlena Nasution

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As the receptive skills, speaking becomes the main tool in communication. This skills is the main purpose of studying language. Many people taking course to be able to speak. In the school, the practice in speaking usually done in some games such as using role play and interview games. By studying speaking, students hope to be able to speak in any genres of text. Especially, in daily conversation.

The purpose of speaking courses is to provide verbal English language skill for students so that they can compete in the world of work. Then, in speaking courses students are trained to speak English properly and accurately. Speaking course also very important for the students nowadays because speaking English become global language.

There are many efforts to improve the teaching-learning process especially in speaking skills. The first is from government, the English teacher has been insert to the curricula in school in Indonesia. Then, the school also try to push the teaching speaking in the school include Ponpes Darul Ikhlas. Ponpes Darul Ikhlas Hj. This school has a rule that ask students to speak English during in the school environtmen. For someone who follow the rule, they will get the punishment, those punishment such as speech in front of other students, write vocabulary, memorizing the vocabulary, and write the story in English. Some punishment above

indirectly push the students ability in mastering language. All of the punishment and effort done to increase their knowledge in English.

English speaking anxiety as one of the most challenging in teaching learning process. However the impact of speaking anxiety in learning English can be classified into psychological categories. It can be divided into two different groups as Internal and External factors. In Internal factors there are some factors which are stage fear, lack of confidence, shyness factor. Meanwhile, in External factors which are language factor, grammar factor, pronunciation factor, peer factor. All the factors above, it can be concluded that the teacher should be responsible for students' speaking anxiety.

The responsibility of teachers to minimize the speaking anxiety are the teachers should be use a common vocabulary and not to use high vocabulary so that students can easily understand what the teacher is saying. Teacher should also motivate students so that they are confident to speak English in front of the class. Students should memorize a lot of vocabulary so that they can confidently speak in front of class. Based on the explanation above, it is interested to do a research entitled English Speaking Anxiety at the Eleventh Grade of Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidempuan.

B. Identification of The Problem

Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidempuan require students to speak in English every day.

However, not all students follow this rule and have the ability to practice it, such as in the eleventh grade students. Then, English teacher has been interviewed by the researcher, and it was done in Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan. Here was the result: “I had trouble speaking. Students often stay silent because they often don't know what to say Afraid of offending, students are used to speaking in class with reduced pronunciation and vocabulary, and students often feel uneasy. That is, you feel tense, worried and tense when you speak.”¹

From the explanation above, this research is interested in doing research about what factors make students anxiety and what types of anxiety the students feel.

C. Limitation of The Problem

The researcher only focus on the factors of speaking anxiety and the type of anxiety the students face while they are speaking.

D. Formulation of the Problem

The formulations of the problem in this research are:

1. How anxious are the students in speaking English?
2. What factors make students anxiety in speaking English?
3. What strategy that teachers do to overcome the students' anxiety in speaking English?

¹ Siti Aminah, English Teacher at the Eleventh Grade of Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan, Private Interview on Friday, Oktober 15, 2021.

E. The Purpose of the Research

Based on the formulation of the problem, so the purpose of this research are:

1. To know how anxious are the students anxiety in speaking English.
2. To find out the factors make students anxiety in speaking English.
3. To know the strategy of the teacher to overcome the students' anxiety in speaking English.

F. Significances of the Research

This research has some significances for some sides as showed as follow:

1. Teachers

Hopefully this the teaching-learning process especially in English would be better by this research.

2. Head Master

This research can be used as the information to modify and motivate the teacher in teaching English.

3. Other researcher.

The research who is interested i research on teaching English through students' anxiety might use this study as a supplementary reference.

This research also can be used as a material to compare with the new research.

G. Outline of the Thesis

The structure of this study is divided into five chapters. Each chapter consist of many sub chapter such as introuction, problem background,

problem identification, problem formulation, research purpose, and research meaning. Chapter two is theoretical description, review of related findings, conceptual frame work and hypothesis.

Chapter 3 consist of research methodology divided into sub-chapters; survey location and times, survey methods, population and sample, instrument, data collection methods, and data analysis techniques. Chapter 4 consist of data description, hypothesis testing, discussion, and findings of the research. Chapter 5 consist of conclusion about the result of this study and suggestion given by the study.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Speaking Anxiety

Speaking anxiety is the obstacles such as afraid, sad, and lots of feeling that disturbance speaking activity. These obstacles may come from the inner self or the outer of the speaker.

a. Definition of Anxiety

Anxiety is the feeling that make a person not comfortable with that condition. The feeling such as afraid, not confident, and hesitate. This condition may come from the person which is called internal factors and may come from the external factors. According to Spielberger “anxiety refers to the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.”² Fear is a state of tension, the expectation of catastrophe. Anxious people are always unhappy, worried, pessimistic, and nervous when speaking. In addition, Horwitz said that "Subjective feelings such as worry, nervousness, and apprehension of the automatic condition called anxiety".³

²Deyuan He, *Foreign Language Learning Anxiety in China*, (Singapore: Springer Nature, 2018), p.2.

³Shuhei Kudo et al., “Investigating English Speaking Anxiety in English-Medium Instruction,” *Essays on English Language and Literature [Eigo Eibungaku Soushi]* 46, no. January (2017): 7–23, https://waseda.repo.nii.ac.jp/?action=repository_uri&item_id=37837&file_id=162&file_no=1.

From the explanation above, it can be seen that anxiety is the general feeling of the human being. The feelings such as nervous, afraid, or worry about something. In this case it is speaking. This kind of feeling would make someone or students uncomfortable.

b. Types of Anxiety

The feeling such as nervous, afraid, and worry would make students or speaker feel uncomfortable. So, the speaking may not be maximum. According to Scovel, three types of anxiety such as situation of specific anxiety, state anxiety and trait state anxiety. Those kind of anxiety will be explained below:

1) Trait Anxiety

Trait anxiety refers to susceptibility to anxiety, a stable personality trait. Some people are said to be more prone to anxiety and have higher trait anxiety than others. Someone who has the trait anxiety would be anxious when problem comes in their life. It would be related with their feeling which is emotional feeling. It has a state that is a human beings characters or inherent in the human beings.

2) State anxiety

It is seen as disturbing and disrupting an individual's emotional balance. People who experience state anxiety are more likely to feel stressed, nervous, or unable to cope with the

event. Sometimes I exercise when it's bad. When an object or situation makes someone uneasy. For example, someone is attending a job interview, completing an important task, giving a presentation, or in any other situation that puts someone under pressure.

3) Situation specific anxiety.

Situation-specific anxiety is related to traits, as the former applies only to a single situation or situation, whereas the latter tends to manifest itself in all situations. Additionally, situation-specific anxiety is appropriate over time but not necessarily consistent across situations.⁴

From the statement above, it can be inferred that anxiety come from the trait or characteristic of someone. The obstacle and interruption also may cause of anxiety.

c. Factors of Anxiety

People with trait anxiety feel anxious all the time when they have a problem, especially one related to their emotional security. It has a state that is an inherent aspect of the personality that appears. It will be explained below:

1) Lack of preparation

Poorly prepared or underprepared material is a factor that makes students anxious when speaking. Why are they nervous

⁴Mohtasham and Farnia.

because they are not ready? Insufficient material and practice. In fact, preparation before speaking English is very important. Students prepare materials before practicing speaking English in front of the class so that students can speak fluently without fear.

2) Fear of making mistakes

Afraid of making mistakes. This is one of the factors that makes students anxious when speaking. Students are afraid of making mistakes because if they do something wrong other students will laugh and they will be afraid to speak in front of the class.

3) Afraid of classmates

Fear of classmates. It is related to fears and worries that are revealed not to be the result or result of actual negative experiences with classmates. B. Being laughed at and ridiculed by them. I feel like my friends are laughing when I make a mistake. This is actually a mental disorder. Others are brooding and think doing the wrong thing is a big problem..⁵

From the explanation above. It was found there are some factors in speaking anxiety. Some of them can be manage,while

⁵Nita Alfiani Prastiwi, "Factors Contributing Students Anxiety in Interpersonal Speaking Class", Satya Wacana Christian University, p. 16-19. <https://repository.uksw.edu>.

some are not. Lack of preparation, fear of making mistake, afraid classmate.

d. Characteristic of Anxiety

There are two characteristic of Anxiety. It explained below:

- 1) Anxiety disorders are commonly characterized by the presence of a sad, empty, or irritable mood that results in significant distress or impairment, along with certain cognitive and physical symptoms. Disruptive mood dysregulation disorder is diagnosed in children who are significantly disproportionate to severe, frequent tantrum-provoking events associated with persistent irritability or sad moods that occur in a variety of settings, such as home and school.
- 2) Another hallmark of anxiety disorders is anxious anticipation or increased anxiety and tension when the fearful situation is approached, and avoidance of the anxiety-inducing stimulus or situation with further functional limitations. Recognized anxiety disorders include separation anxiety, selective mutism-specific phobia, social anxiety disorder, panic disorder, agoraphobia, generalized anxiety disorder, substance/drug-induced anxiety disorder, and Includes anxiety disorders.⁶

From explanation above, it can be concluded that the characteristic of anxiety is related to the sad and irritable mood.

⁶G Maina, M Mauri, and A Rossi, "Anxiety and Depression," 2016, 236–50.

Someone who in anxiety condition tend to be sad and silent. Then, rising tension in a feared situation related to anxious anticipation. An anxiety person sometimes has rising emotion.

e. Strategies to Reduce Anxiety

According to David Shinji Kundo and Yan Ying-Ling in academic journal, Here are five strategies you can use to reduce your student's fear of what they will do before class. Prepare, relax, think positive, find like-minded people, and give up. They are explained below.

1) Preparation

Preparation is one of the most effective strategies. Preparation is effective because it trains us to face potential situations. Using preparation allows us to prepare everything we need besides materials when faced with a problem (test/demonstration). Preparation can also be combined with other techniques that support us emotionally.

2) Relaxation

Relaxation as the goal of this strategy is the reduction of physical anxiety symptoms. Do something to relax your body (e.g. take a deep breath and calm down). The more relaxed you are, the less fear you have. Sit comfortably and upright in your classroom seat. Before or during class, take a long, slow breath,

hold your breath for 4-5 seconds, and exhale slowly. Exercise turns nervous energy into positive energy by calming your breath. Praying to God in a relaxed state is another anxiety-reducing technique. So typical elements or means of relaxation are taking deep breaths, trying to calm yourself down, drinking water, closing your eyes, praying to God, etc. (Everyone has different ways of relaxing their bodies).

3) Positive Thinking

Positive thinking is characterized by cooling the problematic cognitive pressures that underlie student anxiety and thinking that everything will be fine. designed to transfer and reassure anxious students (e.g. Imagine doing a great job and enjoy the excitement). It is necessary to think positively. Recognize that everyone makes mistakes when learning a language and that making mistakes is an integral part of the language learning process. Perfection is an impossible goal, not a requirement for success It is also important to recognize.

4) Peer Seeking

A fourth strategy is peer search. A hallmark of this strategy is the student's willingness to seek out other students who appear to be having trouble understanding the lesson or controlling their anxiety. For anxious students, realizing that others have the same problem can be a source of emotional adjustment

through social comparison.

5) Resignation

The final strategy is resignation. This is characterized by students running away from problems and not wanting to participate in activities because the refusal to face the problem minimizes the effects of fear. Some of the actions in this strategy are giving up or sleeping in class. This strategy is one of the extremes. One of the way to relieve tension and stress is by looking at embracing reality. Most of them not try because afraid to face the stress. This strategy may be one of the useful strategy because it provide the temporary quick fix. Another time, when the problem exist with the students, they may not be able to solve it by them selves. In this case, when students have problem in practicing language, the would not try to solve. So, they would not master it.⁷

From the explanation above, there are some ways to decrease or overcome the anxiety. Those ways such as peer seeking, relaxation, preparation, and always be positive thinking.

2. Speaking

a. Definition of Speaking

Speaking is the productive skills. It is the main purpose in communication and language. Based on Nunan, “speaking is

⁷ Univ-Prof Alfred Taudes et al., “Students’ Anxiety In Speaking English Class At The Eleventh Grade of MAN 4 BANTUL In The Academic Year of 2017/2018,” *Director* 15, no. April (2018): 2017–19, <https://doi.org/10.22201/fq.18708404e.2004.3.66178>.

belong to the productive skills that produce language through the verbal form and it deliver the meaning to the speaker”.⁸ Kathleen Bailey states “Talking is such a basic human behavior that we don't stop analyzing unless something surprises us”⁹ Moreover, Richard and Renandya state that Speech is used for a variety of purposes, such as expressing an opinion, explaining something, complaining about something, persuading someone, making a polite request, etc.¹⁰ This means that students can master these elements and have no trouble expressing their thoughts, feelings or whatever is on their mind to others. Along with the previous statement, Burke states that Speaking is the process of constructing and sharing meaning using verbal and non-verbal symbols in a variety of contexts. an activity involving two or more people in which he orally sends and receives information or messages.

Based on Curriculum K13, the definition of speaking as follow:

Speaking is a variety of interactive oral texts and monologues, especially in the form of explanations, narrations,parodies/narratives, procedures, news, anecdotes, representations, explanations, arguments, commentaries, reviews (interpersonal, idealistic, textual). is an expression of Kriklum 13 also required fluency and accuracy.¹¹

⁸ David Nunan, *Practical English Language Teaching* (Singapore: Mc Graw Hill, 2003),p.48

⁹ Kathleen Bailey and David Nunan, *Practical English Language Teaching Speaking*,2019.

¹⁰ Jack C Richards, *Language Teaching*, *Language Teaching*, vol. 35, 2002,<https://doi.org/10.1017/S026144802211829>.

¹¹ Kemendikbud, “Pedoman Guru Mata Pelajaran Bahasa Inggris,” *Pusat Kurikulum Dan Perbukuan Badan Penelitian Dan Pengembangan Kementerian Pendidikan Dan Kebudayaan*, 2014, 1–103.

From those theories, it can be concluded that speaking skill is related to communication. Speaking means: B. Verbalizing interpersonal relationships, ideals, and texts. not only oral texts, but also monologues, especially in the form of text genres such as descriptive, narrative, etc.

b. Purposes of Speaking

The aim of speaking is to communicate. Speaking is need to giving instruction, asking question, criticize and calling someone when you need a help.

Then, Dan O'hair says that speaking has three purposes.

Inform, persuade, entertain. Then the following explanation:

- 1) To inform: Share information with your audience by defining, describing, or explaining things, places, concepts, processes, or functions. The point here is to allow the viewer to retrieve information they have not yet processed. In this way, speakers share meaning and ways of understanding meaning.
 - 2) To persuade: To change or reinforce a listener's attitudes, beliefs, values, or behavior. When we speak to persuade, we are trying to get our listeners to adopt perspectives and actions that they otherwise could not.
 - 3) To entertain: Help your listeners have a good time by making them relax, smile, and laugh. Information and Persuasive
-

Speaking focuses on the outcome of the speaking process, whereas Entertainment Speaking focuses on topics and opportunities for speaking.¹²

From those point, it can be concluded that the aim of speaking is to inform, persuade, and entertain. Then, students need to speak when they want to ask, argue, and talk with the teachers.

c. Aspects of Speaking

There are some aspects of speaking, according to Brown cited in AJ Laksana there are five aspects of speaking such as fluency,comprehension,grammar,vocabulary and pronunciation. It will be explained below:

1) Fluency

It refers to the ability to speak smoothly and easily. Fluency is how you speak a language without having problems thinking of words or confusing your thoughts.

2) Comprehension

Comprehension is the student's ability to understand what the speaker is saying. Comprehension is also about understanding and interpreting what you read.

3) Grammar

Grammar is the way words are arranged into correct sentences. This is important if the speaker masters the grammar and

¹² Dan O'hair , A Pocket to Public Speaking (New York: Bedford St, Martin's, 2012)

organizes the words so that the speaker can easily speak English well.

4) Vocabulary

Vocabulary is the basis of language learning. It manifests itself in all language skills. This is very important because you can't say anything without the vocabulary in your head. Vocabulary is the selection of words used according to the context of the conversation.

5) Pronunciation

Pronunciation is the most important part of language. Therefore, students should have good pronunciation. Because if you have good pronunciation, you can understand how to speak.¹³

In summary, as mentioned above, speaking has the following aspects: fluency, comprehension, grammar, vocabulary and pronunciation. Fluency is the ability to speak, read and write a language easily, fluently and quickly. Comprehension is the student's ability to understand what the speaker is saying. Grammar is the way words are arranged to form correct sentences. Vocabulary is all the words in a language or language spoken. Pronunciation is the way words and languages are spoken.

d. Problem in Speaking

¹³ Anita Jati Laksana.

Speaking a second or foreign language is a challenge for learners because speaking a foreign language like English requires not only knowledge of grammar, but also the use of English in real contexts. Fitriani explains that speaking consists in choosing the right words and phrases according to the right social setting, audience, situation, and topic.¹⁴ It means, when someone want to speak, it should consider about the appropriate vocabulary. Then, Becoming fluent requires a great deal of knowledge of the language itself and its use in real-world communication. Speech disorders are some problems that cause someone to be unable to speak.

According to Doris and Jessica language, here is the problems that face by students when they are speaking:

- 1) poor academic performance.
- 2) poor in grammar, vocabulary, and pronunciation.

These problems belong to language problems. Another problem that can prevent a student from becoming a good English speaker is psychological. have mental problems that often get in the way.

- 1) Emotional
- 2) Physical health
- 3) Relationships
- 4) work productivity

¹⁴De Aries Fitriani, Rahayu Apriliawati, and Wardah, "A Study on Student' S English Speaking Problems in Speaking Performance," *Jurnal Pendidikan Dan Pembelajaran Untan* 4, no. 9 (2015): 1–13, <http://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/11345/10753>.

- 5) life adjustment such as nervous, lack of self confident and afraid to speak.¹⁵

Thoso problems may affect students performance in their speaking. So, they are not confident in their speaking.

e. The Teaching Speaking Material

In Indonesia, most schools have an elementary school, a middle school, and a high school, and the curriculum has changed several times. Some curricullum in Indonesia is curricullum 1968, 1975, KBK (2004), KTSP and now k13. In Curricullum 2013 or K13, curriculum make students more active than teacher, it is called students center. The 2013 curriculum combines ethics, logic, and aesthetics into one unit.

There are three types of communication used in the 2013 curriculum. They are; student and teacher, teacher and student, student and student. Here students must be able to observe, question, think, experiment and exchange ideas. In addition, to learn the material of English language in senior high school especially in the eleventh grade students of Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan.

f. Review of Related Findings

In fact, several researchers findings were included in this study. Many researchers have done research on fear in English.

¹⁵Fitriani, Apriliaswati, and Wardah.

One of the studies was written by S. Kudo.¹⁶ As a result of the data collection, descriptive statistics were obtained from the collected data to examine what kind of language anxiety the participants experienced in the English course, and then the total score of five categories of language anxiety and self-language anxiety. We performed Spearman's rank correlation of . Assessment of group discussion tasks in English.

The other researches was written by U. Alfred Taudes.¹⁷ Based on the above results, there are several points that need to be discussed. More than half of the students who responded to the open-ended survey said they felt anxious when they had to speak in front of the class. We conducted interviews, questionnaires, and student observations to collect data on factors that contribute to students' anxiety about speaking performance. Students reported many reasons and factors. When reducing and grouping the data, the researchers divided the data into five. Poor preparation, student belief in language learning, fear of making mistakes, fear of classmates, personal and interpersonal fear.

Another study was written by V. Abdullah. Based on the results of data analysis of his SMP N 16 Semarang in grade 8, the researcher concludes that this study is a descriptive qualitative study designed by Silverman. The specific design of this study

¹⁶Kudo et al., "Investigating English Speaking Anxiety in English-Medium Instruction."

¹⁷Alfred Taudes et al., "Students' Anxiety In Speaking English Class At The Eleventh Grade of MAN 4 BANTUL In The Academic Year of 2017/2018."

used a case study design.¹⁸ Related to this study, a pilot study was conducted for this research project. This study used two of her data collection techniques: observations and interviews.¹⁹ Data analysis for this study was performed during the course of the course. All data obtained from the two data collections were analyzed consecutively. Data from interviews were transcribed, categorized and interpreted to answer the study.

The other research was written by N. Ahmed.²⁰ The results show that the research study designs used by researchers are quantitative research procedures in which researchers conduct surveys on samples or entire populations to describe attitudes, opinions, behaviors, or characteristics of the population. is showing. Gay & Mills define survey research as “A survey is an instrument to collect data that describes one or more characteristics of a specific population,” .²¹In summary, the research above used survey research which the investigators administer a survey to describe how the characteristic of the population.

The other research was written by A. Iskandar. The results indicate that it was a small exploratory study conducted to analyze the needs of students in undergraduate language classes in order to

¹⁸Vera Abdillah, “STUDENTS’ ANXIETY FACTORS IN SPEAKING ENGLISH (A Case Study at the 8,” 2018.

¹⁹Abdillah.

²⁰Nehad Faisal Ahmed, “An Exploration of Speaking Anxiety with Kurdish University EFL Learners” Vol.7, No., no. Speaking anxiety (2016): 99–106, www.iiste.org.

²¹Ahmed.

develop strategies for overcoming language anxiety.²² This research was conducted using the method of quantitative descriptive research. Creswel defines quantitative research as explaining phenomena by collecting numerical data that are analyzed using mathematically sound methods.²³ The methodology used to conduct the study included questionnaires as the primary data collection tool.

Finally, this study is authored by the researcher and adds and completes the types of previous studies. Preliminary surveys are mainly conducted in classrooms. Researchers therefore want to take advantage of research on anxiety in the English-speaking in The eleventh grade students of Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan.

²²Aliyah Sikandar, "Anxiety Level in Students of Public Speaking: Causes and Remedies," *Journal of Education and Educational Development* 4, no. 1 (2017): 94–110.

²³Sikandar.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of the Research

This research was done in Ponpes Darul Ikhlas Hj. Abdul Manaf Padangsidimpuan. This school is located at H.T Rizal Nurdin km 10, subdistric of Goti, District of Southeast Padangsidimpuan, Province of North Sumatera, Indonesia. The reseach was conducted from August 2020 until this research finish.

B. Method of The Research

The nature of this study was a mix method, starting with quantitative studies and ending with qualitative studies. The method of this investigation was descriptive. The method of description was a method, a way of explaining properties and phenomena naturally without processing.

The descriptive method used to describe the students anxiety and the way of the teacher to overcome the students', and the factors anxiety in speaking.

C. Population and Sample

1. Population

The population means all the participants or the respondent of the research. Then, 29 nine stduents become a population in this research. It was the students from XI Grade students of Ponpes Darul Ikhlas Hj. Abdul Manaf Padangsidimpuan. Moreover, this research used the English teacher to get the data as well. It needs to get some

information.

2. Sample

The sample in this research was total sampling. Total sampling was the technique in taking sample that made all population became the sample.²⁴ This technique used by choosing the specific character which was anxiety feeling. So, the researcher found there are 29 students' who felt anxiety when they were speaking English.

D. Definition of Operational Variables

1. English Speaking Anxiety

English speaking anxiety was the subjective feeling of tension, apprehension, nervousness, and worry or something with an uncertain outcome. Speaking anxiety was feeling that made students felt worry to do or to say something. As a human, anxiety was a normal feeling, but it could be avoided with some tips.

E. Instrument of Collecting Data

To collect the data, this research used the instrument. Then, there are two instruments used in this research, they are; questionnaire and interview.

1. Questionnaire

Questionnaire was one of the technique to collect the data. It was used to know the opinion, perception and behaviour of the sample. Likert scale was used in this questionnaire. In Likert scale, the positive

²⁴ Sugiyono, *Metode Penelitian Kuantitatif Da R & D* (Bandung: Alfabeta, 2008), P.30.

statements called favorable, and negative statement was called unfavorable. Both had each score.

Then, to know the students anxiety and factors that made them anxious, the researcher would use the questionnaire. Then, Likert scale can be come from the positive one or the negative one (always, often, sometimes, rarely, never) and not favorable (never, rarely, sometimes, often, and always. The value of favorable start from 1-2-3-4-5 and unfavorable start from 5-4-3-2-1. Fiveteen statements were used in this research and it would be answer by the students.

2. Interview

Interview was data collection technique that used to know something by talking or asking people. There were two kinds of interview, they were open interview and close interview. Interview used to complete the scientific resarch and to get information directly.

According to Bungin, in-depth interview was a process to obtain information for the purpose of researcher by face to face questioning between the interviewer and informant or interviewer with or without the use of an interview guide. This research used open interview with the teacher to know the factors of students anxiety.

3. Validity and Reliability of the Instrument

1. Validity

The validity in quantitative method used to see whether the instrument valid or not.²⁵ Validity was the accuracy of what was written and what was reported. Then, to test the validity in quantitative, every item, the researcher used SPSS 23 version. Then, to test validity in qualitative, the face validity was implemented in this qualitative. By knowing the validity of instrument, the research would know whether the instrument able to measure the variable or not.

2. Reliability

Reliability regarding stability and searching the data. The consistency of the data should convince us that this study is credible. Reliability was how consistent a study's measurements were after subjects were repeatedly tested in the same situation. To increase the reliability of the data, this study used his SPSS formula Cronbach Alpha was used.

4. Technique of Data Collecting

The researcher got the data from the instrument and data analysis. The technique of data collection in this research was questionnaire and interview. The researcher would explain the way of collecting data below:

The questionnaire was conducted before the interviewed. There

²⁵ Sugiyono, *Metodologi Penelitian Quantitative, Qualitative, dan R&D* (Bandung: Alfabeta, 2017), p. 267.

were 20 statements in questionnaire and it used likert scale. In Likert scale, the score began from positive to negative . it began from strongly agree, agree, rather agree, disagree, and strongly disagree. Each criteria has each score. The procedures to collect the data by using questionnaire, here was the procedures: 1) The reseacher came in to the class, and explained the instruction and time in filling the questinnaire, 2) researcher shared the questionnaire to the students and waited until 20 minutes. 3) five minutes before times up, researcher reminded the students. Then, researcher asked the students to collect the questionnaire. Next, researcher checked the students answer and made it into the table.

The second technique in data collection was interview. Interview need to collect the data by doing conversation. This reseach used close interview to get the accurate data and to avoid the overwhelming. Here were some steps in doing the interview. First, the reseracher prepared the tools such as recorder, pen, and the questions of the interview. Second, reseracher explained the instruction and steps in doing this interview. Third, The researcher asked the participants to answer the questions honestly without pressure. The fourth, researcher asked the students one by one and done the interview.

There were 10 questionts in this interview. After finishing the interview, researcher analyzed student's answer, interpret it, and described it. Then, the data from each question was described to find

out the students' anxiety that revealed while speaking English and what factors that may cause of their speaking.

5. Technique of Data Analysis

Data analysis was the process of systemacically searching and arranging the interview transcripts, observation, and other materials that the researcher accumulated to increase understanding, to enable and to present what has been discovered. Here were some steps in data analysis in qualitative method.

Table 4.
The Table Interpretation of Means Score

No	Interval	Predicate
1.	80 – 100	Very High
2.	60 – 79	High
3.	50 – 59	Enough
4.	40 – 49	Less
5.	0 – 39	Fail ²⁶

Source: Sudjana, Penelitian dan Penilaian Pendidikan, 2002

According to Miles and Huberman, qualitative data analysis can be defined as consisting of three streams of practical activity: data condensation, data display, drawing, and validated inference which explain as follow:

1. Data Condensation

Data condensation became the first step in analysis. The data in this study are subject to the process of selecting, focusing, simplifying, abstracting, and transforming data presented in a complete corpus of

²⁶Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan*, (Jakarta: Sinar Baru Algesindo, 2002), P.153.

written field notes, interview transcripts, documents, and other empirical material

2. Data Display

The second major stream of analytical activity was the display of data. In general, a display was an organized, condensed collection of information that allowed us to draw conclusions and take action.

3. Drawing and Verifying conclusion

After completing the data condensation and data presentation, the final step in analyzing the data in this study was to draw and validate the conclusions. In other words, in this step, the researcher concludes the interview results.

From the above explanation, it can be concluded that the methods of data analysis are the methods that researchers carry out to analyze the data, the researchers know the factors that make students afraid to speak English, and the strategies that teachers know.

BAB IV

RESULT OF THE RESEARCH

This chapter focused on analyzing the collection of data. This chapter gave the detail of data finding. The result of this research discussed about description of data, calculating, and mean score to get their whole result as general explain English Speaking Anxiety at the Eleventh Grade of Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan.

A. Description of Data

In this research, the research used questionnaire and interview to know the English Speaking Anxiety at the Eleventh Grade of Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan.

1. Students' Anxiety in Speaking English

a. Students' Anxiety in Speaking English

In this part, it showed the result of anxiety in speaking English. The researcher used questionnaire to know the anxiety of the students. There were 20 statements in the questionnaire. For each number, the researcher gave 5 as maximal score for each statements.

After calculating the data, the researcher found that the highest score was 93, and the lowest score was 30. In addition, the research also calculate the mean score, modus, median, and range which show as follow:

Table 1.
The score of English Speaking Anxiety

No.	Statistic	Score of X
1.	The Highest score	93
2.	The Lowest score	30
3.	Range	63
4.	Interval	11
5.	Mean score	63
6.	Median score	62
7.	Modus	64

Based on the table above, it can be seen that the highest score was 93 and the lowest score was 30. Then, the mean score was 63, the median was 32, and the modus was 64. From the table above it can be concluded that students anxiety when speaking English was in the level of high which means that .

In addition, the researcher also look for the anxiety of the students. Based on the questionnaire, it was found that 14 students were in the high level of anxiety, 12 students in the level of medium anxiety and 3 students has low level of anxiety when speaking English. So, it can be concluded that most of students were in the high anxiety when speaking English. .

Based on the calculated frequency distribution of student scores, the researchers applied the frequency distribution to the table as follows:

Tabel 2.
Classification of Students Score

Score	Frequency	Percentage	Predicate
30-59	14	48 %	High
61-77	12	41 %	Medium
89-93	3	10 %	Low

The table above shows that 14 students are in the high level of anxiety, 12 students in the level of medium anxiety and 3 students has low level of anxiety when speaking English. So, it can be concluded that most of students were in the high anxiety when speaking English. Then, the calculated frequency distribution of scores for a group can be transferred to a frequency table as follows.

Table 3.

The Frequency Distribution of Students' Anxiety

No	Interval	Frequency	Mid point	Percentage
1.	30-40	2	35	6.9 %
2.	41-51	6	46	20.68%
3.	52-62	7	57	24%
4.	63-73	8	68	27.58%
5.	74-84	3	79	10%
6.	85-95	3	90	10%
Total		29		100%

The histogram below would show the discription of data, it needs to get the data clearer and more complete:

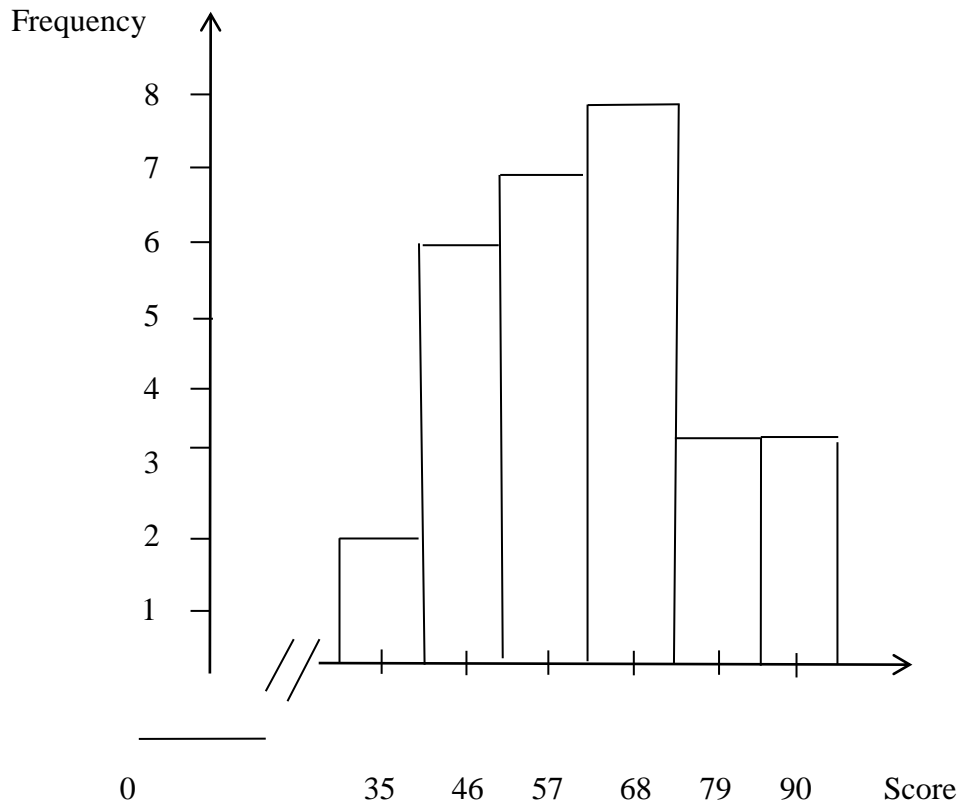


Figure 1. Students' Speaking Anxiety

b. Factors Make Students Anxiety in Speaking English

In this research, there were some factors that presented in the questionnaire. Those factors such as lack of preparation, fear of making mistake, and afraid of classmate. After analyze the questionnaire, it has been known that most of factors that make students anxiety in speaking English was fear of making mistake.

From the calculation of the data, it shows that the highest score is fear of making mistake which is 36% as the factor in

students' anxiety in speaking English. Then, the second one was afraid of classmate which is 34%, and the last is lack of preparation which shows 30 %. So, from the data, it can be concluded that there are there factors that make students anxiety in the classroom, and the dominant factor was fear of making mistake.

2. The Effort of the English Teacher to Overcome the Students' Anxiety in Speaking English.

Based on the interview with the English teacher of Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan, it has been known that there are some ways that teacher used to overcome those problem.

a. Lack of Preparation

Lack of preparation would make the students not confident to speak and students often silent when teacher ask for speaking. Then, lack of preparation would make students not fluent in speaking. Many obstacles faced by the students when preparation was not enough. Then, it will make students felt anxiety when spoke in the classroom. To overcome this problem, teacher has been done some ways. Based on the interview with the teacher, it has been known that teacher often give some topics and ask students to repeat it. Teacher would exemplify the sentence first, then students would follow. After

that, students' would ask with the previous question. Teacher often ask the student to make a group and work in pairs to overcome this kind of anxiety.

b. Fear of Making Mistake

Fear of making mistake were often faced by the speaker or any kinds activity. Fear of making mistake must be faced by the students and it can make the students shy, afraid and finally not confident to speak in English. Many students were hard to speak. Beside of lack preparation, students must be pushed to confident and let the students know that mistake in speaking is proper. So that, it can decrease students' fear in speaking English.

In addition, based on the interview with the English teacher, here are some ways to overcome this point; teacher always said to the students, speaking is not always about grammar and pronunciation. What is important is practice. The teacher said would not angry if the students make a mistake in speaking. Another ways to overcome this problem is practicing to speak continuously. Sometimes, fear of making mistake exist when students and teachers are not practicing speaking frequently.

c. Afraid of classmate

Every single students are not same. Students have each

character. Some may be shy students, some may be brave students, or others may be coward students. Those kind of the students must be seen by the teacher. Then, afraid of classmate sometimes can be a hard thing for the students. Students would not be active and afraid if another students judge. Teacher has the big role at this point.

In addition, It often happens when student made a mistake, the others would laugh or looking down. This point is kind of bad character. To overcome this problem, teacher often asked the students to not laugh or mock the students who make mistake.

From the above points, we know that there are three factors that make students feel uneasy when speaking English. They are; Fear of making mistake, afraid of classmate, and lack of preparation. To overcome those factors, some ways have been created as mentioned above. So, by implementing some points above, teachers said that some of the students seems to more confident and brave when speaking English. In addition, here are some ways to overcome anxiety generally. The first step that teacher used is finding or discovering the factor. Then, teachers would ask students to take breath deep before speaking. Next, teacher do learning outside regularly. Then, teacher also asked the students who feel anxiety face to face to talk about the factor and

find the solution. In addition, teachers said not to be worried about grammar and pronunciation when speak English. In addition, teacher has done some tips to increase the students' speaking which explain as follow:

a. Review and repeat the Material

The strategy used by the teacher o overcome the anxiety of the students is teacher tried to repeat the material. ²⁷By doing this strategy, it hoped students more understandable and decrease the anxiety of the students.

b. Mastering Vocabulary

Another strategy that teacher used to overcome the anxiety of the students were mastering the vocabulary. “ we often read and do some games to increase the students vocabulary in the classroom”²⁸ By doing that, hoping that students would have more vocabulary so they can use it to speak. Having many vocabulary would make students confident and easy to start speaking.

From the explanation above, it can be concluded that teacher should looking for the best way to solve the problem in speaking. Those two points above are not enough to increase the students speaking.

²⁷ Private Interview with the English teacher of Ponpes Darul Ikhlas Hj. Abdul Manaf.

²⁸ Private Private Interview with the English teacher of Ponpes Darul Ikhlas Hj. Abdul Manaf.

B. Discussion of The Result

The result of this research were the level anxiety of the students was high which was 48 % or 14 students. It means that teachers should looking for solution to overcome this anxiety. Then, based on data, there were three factors that made students anxiety in English Speaking at the Eleventh Grade of Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan. Those factors were; lack of preparation, fear of making mistake and afraid of classmate. From those factors, the most students problem were fear of making mistake, it was 36,37 %, follow with afraid of classmate and lack of preparation.

To overcome this anxiety, teacher often review and repeat the material to make the students more understand. Then, the teacher said that mastering vocabulary was another tips for students to decrease the anxiety while speaking English.

The study also discussed with the theory and compared it with the relevant findings noted by the researchers. Comparing to Utomo, who said two factors made students anxiety in speaking English such as internal and external factors. Then, the embarrassment took the most factor in students' anxiety which score was 486.²⁹The result of this reserch was different with the research before. The research before showed fear of making mistake is the most factor in students' anxiety.

²⁹Budi Utomo, *Students' Anxiety in Speaking English*, p.52
https://digilibadmin.unismuh.ac.id/upload/1982-Full_Text.pdf.

Then, the indicator of this research with the research before different as well.

Next, comparing to Asparanita who mentioned three factors in speaking anxiety, those factors were communication apprehension, test anxiety, and fear of negative evaluation.³⁰ It was also mentioned three kinds of anxiety such as state anxiety, trait anxiety, and specific situation anxiety. The result of this research was different with the research before. The factor in the research before was lack of preparation, fear of making mistake, and afraid of classmate. Then, in the research before, there was percentage of each factor while this research was not.

The last comparing to Ariska who found some ways to overcome anxiety such as preparation, relaxation, peer seeking, positive thinking, and resignation. Among those strategies, students choosed peer seeking as the suitable strategy that used to overcome anxiety in speaking English.³¹ In this case, the result of the research has in common with the previous research which was to overcome anxiety, the research before use relaxation as well.

From the above explanations, it was provided this research has different result with other research. It cause the different theory and

³⁰Roli Asparanita, *Students' Anxiety in Speaking English At The Eleventh Grade Senior High School Muaro Jambi*. P. 43 <http://repository.uinjambi.ac.id>

³¹Serly Ariska, *Students' Strategies to Overcome Anxiety in Speaking English at The Tenth Grade Students' of SMK Negeri 4 Bulukumba*. P. 53. <https://digilibadmin.unismuh.ac.id>.

indicator that used in each research. So, it can be concluded that the students' anxiety was high and the factor was fear of making mistake.

C. Threats of The Research

The researcher found the threats of this research as below:

1. The students need more time to answer the test.
2. There were some of the students that were noisy while the test is running. So, it may disrupt the other concentration.
3. Researchers cannot measure the honesty aspect of a student responding to a given questionnaire until there is no longer any possibility that the student is cheating or guessing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions about students' anxiety in speaking English and provides some suggestions for the teacher about students' anxiety and strategies found in speaking English.

A. Conclusion

After doing the research in Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan. There were some conclusions that can be concluded. Based on the result of the research, the conclusions of this research are:

1. The students' anxiety in speaking English was high. It means that students were in the serious anxiety. it can be seen from the data that 48 % cateorized into high level, 41 % in the medium category, and 10 % in low category. So, it can be concluded that most of students were in the high level anxiety.
2. There are three factors that made students' anxiety in speaking English. Those factors were lack of preperataion, fear of making mistake, and afraid of classmate. Among those factors, fear of making mistake was the biggest factor that made students felt anxiety when speaking English. The data showed 36,37 % students' fear of making mistake when speaking English.

B. Sugestion

Based on the result above, speaking English was one of the English skill and many students felt difficult in doing it. After completing the study, researchers received a lot of information and experience in learning English. It is shown that the researchers needed something to prove. It prompted the researchers to make the following suggestions:

1. To the headmaster of Ponpes Darul Ikhlas Hj. Abdul Manaf Siregar Goti Padangsidimpuan, the researcher suggest the headmaster to implement the English speaking around the school. The headmaster may plan the English day. So, on the day, students must speak in English.
2. For English teachers, researchers suggest supporting all activities that use English in the classroom (always using English) and outside the classroom. Then, teacher should known the characteristic of each stduents to overcome the anxiety in speaking English and looking for the appropriate strategy.
3. Researchers suggest to others who wish to study the same issue as information on the topic or as a reference for researchers in the near future

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APPENDIX

3.	Saya tidak memahami ketika berbicara bahasa inggris karna saya kurang persiapan.			✓		
4.	Saya merasa grammar saya jelek saat berbicara bahasa inggris karna saya kurang persiapan.	✓				
5.	Saat berbicara bahasa inggris vocabulary saya kurang karna saya tidak ada persiapan.			✓		
6.	Saya merasa bahwa pronunciation saya tidak bagus karna saya kurang persiapan sebelum berbicara bahasa inggris.				✓	
7.	Saya merasa takut membuat kesalahan karna saya tidak lancar berbicara bahasa inggris.		✓			
8.	Saya takut berbicara bahasa inggris karna saya tidak memahaminya makanya saya takut membuat kesalahan.	✓				
9.	Saya tidak memahami bahasa inggris dan saya takut membuat kesalahan karna saya terbata-bata.			✓		
10.	Saya tidak mengerti grammar makanya saya takut membuat kesalahan ketika saya ingin berbicara bahasa inggris.				✓	
11.	Bagi saya grammar itu sangat rumit dan saya takut membuat kesalahan itulah sebabnya saya tidak fasih berbahasa inggris.		✓			
12.	Saya tidak percaya diri karna vocabulary saya kurang ketika berbicara bahasa inggris makanya saya takut membuat kesalahan.			✓		
13.	Saya takut membuat kesalahan karna pronunciation saya tidak bagus.	✓				
14.	Saya merasa malu ketika berbicara bahasa inggris karna saya tidak lancar berbicara bahasa inggris.				✓	
15.	Saya takut dengan teman sekelas saya karna saya tidak mengerti pelajaran berbicara bahasa inggris.			✓		
16.	Saya takut dengan teman sekelas saya karna saya menggunakan grammar yang asal-asalan.		✓			
17.	Grammar saya jelek ketika berbicara bahasa inggris makanya saya takut teman sekelas menertawakan saya.	✓				
18.	Saya takut teman sekelas saya karna vocabulary saya kurang saat berbicara bahasa inggris.		✓			

Appendix 1

Angket Kecemasan Siswa Dalam Berbahasa Inggris

Nama : *Dimas*
 Kelas/Semester : *XI - ganjil*
 Hari/Tanggal : *Senin, 26-07-2022*

Petunjuk Pengisian Angket:

1. Isilah daftar identitas yang telah disediakan.
2. Bacalah setiap pernyataan dengan teliti dan seksama.
3. Pilihlah satu jawaban yang menurut anda sesuai dengan keadaan atau pendapat anda dengan memberikan tanda ceklis (✓) pada tempat yang telah disediakan.

Keterangan alternatif jawaban:

SL : Selalu
 SR : Sering
 KDG : Kadang-kadang
 TP : Tidak Pernah
 JR : Jarang

4. Jawaban yang anda berikan, dijamin kerahasiannya dan tidak berpengaruh terhadap nilai sekolah.

No.	PERNYATAAN	SL	SR	KDG	TP	JR
1.	Saya merasa kurang persiapan saat ingin berbicara karna saya tidak lancar berbahasa inggris.		✓			
2.	Saya tidak lancar dan kurang persiapan saat ingin berbicara bahasa inggris makanya saya malu teman-teman saya akan menertawakan saya.	✓				

19.	Saya takut ditertawakan oleh teman sekelas saya karna pronunciation saya jelek ketika berbicara bahasa inggris.				✓	
20.	Teman-teman saya akan menertawakan saya karna pronunciation saya tidak se bagus pronunciation teman saya.	✓				

Appendix 1

Angket Kecemasan Siswa Dalam Berbahasa Inggris

Nama : Nblma
Kelas/Semester : XI - Ganjil
Hari/Tanggal : Senin, 25 - 07 - 2022

Petunjuk Pengisian Angket:

1. Isilah daftar identitas yang telah disediakan.
2. Bacalah setiap pernyataan dengan teliti dan seksama.
3. Pilihlah satu jawaban yang menurut anda sesuai dengan keadaan atau pendapat anda dengan memberikan tanda ceklis (✓) pada tempat yang telah disediakan.

Keterangan alternatif jawaban:

SL : Selalu
SR : Sering
KDG : Kadang-kadang
TP : Tidak Pernah
JR : Jarang

4. Jawaban yang anda berikan, dijamin kerahasiannya dan tidak berpengaruh terhadap nilai sekolah.

No.	PERNYATAAN	SL	SR	KDG	TP	JR
1.	Saya merasa kurang persiapan saat ingin berbicara karna saya tidak lancar berbahasa inggris.				✓	
2.	Saya tidak lancar dan kurang persiapan saat ingin berbicara bahasa inggris makanya saya malu teman-teman saya akan menertawakan saya.		✓			

3.	Saya tidak memahami ketika berbicara bahasa inggris karna saya kurang persiapan.						✓
4.	Saya merasa grammar saya jelek saat berbicara bahasa inggris karna saya kurang persiapan.	✓					
5.	Saat berbicara bahasa inggris vocabulary saya kurang karna saya tidak ada persiapan.			✓			
6.	Saya merasa bahwa pronunciation saya tidak bagus karna saya kurang persiapan sebelum berbicara bahasa inggris.						✓
7.	Saya merasa takut membuat kesalahan karna saya tidak lancar berbicara bahasa inggris.		✓				
8.	Saya takut berbicara bahasa inggris karna saya tidak memahaminya makanya saya takut membuat kesalahan.	✓					
9.	Saya tidak memahami bahasa inggris dan saya takut membuat kesalahan karna saya terbata-bata.						✓
10.	Saya tidak mengerti grammar makanya saya takut membuat kesalahan ketika saya ingin berbicara bahasa inggris.			✓			
11.	Bagi saya grammar itu sangat rumit dan saya takut membuat kesalahan itulah sebabnya saya tidak fasih berbahasa inggris.		✓				
12.	Saya tidak percaya diri karna vocabulary saya kurang ketika berbicara bahasa inggris makanya saya takut membuat kesalahan.						✓
13.	Saya takut membuat kesalahan karna pronunciation saya tidak bagus.			✓			
14.	Saya merasa malu ketika berbicara bahasa inggris karna saya tidak lancar berbicara bahasa inggris.		✓				
15.	Saya takut dengan teman sekelas saya karna saya tidak mengerti pelajaran berbicara bahasa inggris.						✓
16.	Saya takut dengan teman sekelas saya karna saya menggunakan grammar yang asal-asalan.		✓				
17.	Grammar saya jelek ketika berbicara bahasa inggris makanya saya takut teman sekelas menertawakan saya.	✓					
18.	Saya takut teman sekelas saya karna vocabulary saya kurang saat berbicara bahasa inggris.			✓			

19.	Saya takut ditertawakan oleh teman sekelas saya karna pronunciation saya jelek ketika berbicara bahasa inggris.						✓
20.	Teman-teman saya akan menertawakan saya karna pronunciation saya tidak sebgus pronunciation teman saya.						✓

Appendix 2

INTERVIEW

1. Apa faktor terbesar yang membuat siswa merasa khawatir/bingung dalam berbicara bahasa inggris?
2. Apakah yang harus dilakukan siswa agar dapat mengurangi rasa bingung atau khawatir dalam berbicara bahasa inggris?
3. Apakah yang ibu lakukan ketika siswa melakukan kesalahan saat berbicara bahasa inggris?
4. Bagaimana sikap murid lain apabila ada siswa yang melakukan kesalahan dalam berbicara bahasa inggris?
5. Bagaimana strategi ibu dalam mengatasi kebingungan siswa dalam berbicara bahasa inggris?
6. Apakah ibu mengajar dengan menggunakan bahasa indonesia?
7. Apakah ibu menggunakan metode tanya jawab untuk meningkatkan kemampuan berbicara bahasa inggris siswa?
8. Apakah ibu memberikan apresiasi terhadap siswa yang mampu berbicara bahasa inggris dengan baik?
9. Bagaimanakah menurut ibu strategi yang dapat dilakukan untuk meningkatkan siswa dalam berbicara bahasa inggris?

Padangsidempuan, 23 June 2022

Validator





CURRICULUM VITAE



A. Personal Identity

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Gender : Female
Adress : Buburan
Parent Identity
Father's Name : Mhd. Yamin Nasution
Occupation : Self employed
Mother's Name : Juliana
Occupation : Self employed

B. Educational Background

Elementary School : SDN 101200 Muaratais II
Junior High School : MAS Darul Ikhlas H. Abdul Manaf Siregar Goti
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