THE EFFECTS OF EFL LEARNERS' SPEAKING ANXIETY ON SPEAKING PERFORMANCE

THESIS

Submitted in Partial Fulfillment of the Requirement

for Gaining The Bachelor Degree

of English Language Education

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Organized by

ERLISTIANA

Student Number: 1603046034

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Name : **Erlistiana**

Student Number : 1603046034

Department : English Education Department

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The Researcher,

Erlistiana

Student Number: 1603046034

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Thesis with the following identity:

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Name   : Erlistiana

Student Number : 1603046034

Department   : English Education Department

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To

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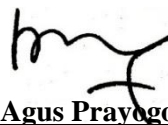
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Student Number : 1603046034

Department : English Education

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Wassalamu'alaikum, wr. wb.

Advisor,

Agus Prayogo, M.Pd

DEDICATION

Praise to Allah SWT who has been blessing the writer continual mercies, so that the writer could finish the thesis.

This thesis is dedicated to English teacher in EFL classrooms and everyone who supported me to accomplish this thesis. Especially dedicated to my beloved father and mother who always pray, give me the motivation, endless love and support.

MOTTO

"No One Can Change Your Life but You"

ABSTRACT

Title : The Effects of EFL Learners' Speaking Anxiety on Speaking Performance

Author : Erlistiana

Student Number : 1603046034

Anxiety is described by psychologists as a subjective feeling of tension, apprehension, nerveousness and worry associated with an arousal of the autonomic nervous system. In speaking class, speaking anxiety is a common phenomena that happen with foreign language learners. This study was carried out to explain effects of EFL learners' speaking anxiety on their speaking performance of EFL at the third grade of MTs NU 02 Al-Ma'arif Boja. Specifically, identify what factors that may contribute to EFL learners' speaking anxiety and if there is any significant effect of EFL learners' speaking anxiety on their speaking performance. The method used quantitative method. 62 learners' from two classes were selected as the participants. The data were gathered through questionnaire, learners' speaking score that obtained from English teacher, and interview. The findings of this research showed that the highest number of learners' level of speaking anxiety comes to the moderate level and the highest number of learners' speaking score comes to the moderate level. The result of calculating correlation between

students' anxiety and their speaking score was r=-520. it means that the strength of correlation is moderate correlation. From SPSS 16 calculation the writer get N.Sig=.000, where significance<0.05. The hypothesis accepted was the Alternative Hypothesis (H1), there is a significant negative effect of EFL learners' speaking anxiety on their speaking performance. While the data of interview showed factors that affect EFL learners' speaking anxiety are they do not understand the material and do not prepare well, they also spoke of their fear of making mistake and being ridiculed by friends.

Keywords: English language anxiety, English second language anxiety,

Foreign language learning.

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Praise is to Allah SWT, the merciful, and the compassionate that the researcher can finish this thesis completely. *Shalawat* and *salam* to our Prophet Muhammad SAW who brings us from the darkness to the brightness. The researcher realizes that there are many people who have already helped in arranging and writing this thesis directly or indirectly. In this chance, the researcher would like to express deeper appreciation to:

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5. My beloved father and mother who always give me an inspiration and motivation to complete this study.

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Finally, the researcher realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone.

Semarang
The researcher,

Erlistiana
NIM 1603046034

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, reason for choosing topic, research question, objectives of the study, limitation of the study and significances of the study.

A. Background of the Research

Speaking is commonly defined as a way of sharing ideas or expressing something to others.[1] People need to communicate with a good communication as Allah decreed in An-Nisa: 63 :

أُو۟لَـٰٓئِكَ ٱلَّذِينَ يَعْلَمُ ٱللَّهُ مَا فِى قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُل لَّهُمْ فِىٓ أَنفُسِهِمْ قَوْلًۢا بَلِيغًا ۝

"Those men, Allah knows what is in their hearts; so keep clear of them, but admonish them, and speak to them a word to reach their very souls." (An-Nisa': 63). This verse told that communication has to be effective.[2] Speaking, as one of the English language skill has some aspects including accuracy, fluency, and

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[1] Lulut Widyaningrum. "A Way to Develop Presentation Skill", *Vision : Journal for Language and Foreign Language Learning.* Vol 5 (1), 2016, p. 61

[2] Asmi Yuniati, Sayyidatul Fadlilah, Muhammad Nafi Annury. "Directive Speech Acts in The Movie "The Message" By Moustapha Akkad", *Vision : Journal for Language and Foreign Language Learning.* Vol 7 (2), 2018, p. 84

comprehensibility.[3] Speaking is a common requirement in many occupations and courses of education, but in fact there are many EFL learners' who find a difficulty in expressing what they want to express in spoken language. They would stop talking because they face obstacles or they cannot find the suitable word to express it. Their problems caused by several factors: (a) the factors that came from the students; (b) the social atmosphere in the classroom; and (c) the factors that came from the teacher.[4] This phenomena also called speaking anxiety, this is the condition when EFL learners' feel hesitant before they convey the massage through speaking. Speaking anxiety is a prevalent phenomenon affecting educational succes, career progression, and general self- confidence[5], They make mistakes mostly in pronunciation, grammar and constructing sentences. Their anxiety has also an impact on in retelling performance.[6]

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[3] Heaton, J.B. "Writing English language Test", *London : Longman,* 1998, p.100

[4] Hadriana. "Improving Students' Speaking Skill through Communicative Activities In Small Group Discussions at the Third Semester Class A Ofthe English Study Program of FKIP UNRI", *Journal of English and Education*, Vol 2(2) 2008, p. 35

[5] SophieR.Homer,Catherine Deeprose,Jackie Andrade. " Negative mental imagery in public speaking anxiety: Forming cognitive resistance by taxing visuospatialworking memory", *UK : Journal of Behavior Therapy and Experimental Psychiatry*, 2016, p. 4

[6] Selen Ramos. "The Effect of Speaking Component of An Institutional Test on Billingual Students' Anxiety Level", *International Journal of Languages' Education and Teaching* , Vol 5(1) 2017, p. 606

Speaking anxiety is a concept that has been well studied, indicating that it is a distinct subtype, qualitatively and quantitatively different from other subtypes of social phobia.[7] When speaking anxiety happen, it would be affect to their speaking skill either direct or physiological reactions such us heartbeat rate, heightened blood pressure, or other possible responses. In other words, language anxiety may be interpreted as one's concerns or negative emotional reaction towards learning or actually using a second/foreign language.[8]

Speaking Anxiety is one of the most frequently observed problems in language learning process[9]. In speaking class, speaking anxiety is a common phenomena that happen with foreign language learners. It is usually happen when they want to practice in spoken to communicate or share their ideas to other people. they feel some difficulties to arrange a good sentences while speak in

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[7] Brigitte Hertz. "PowerPoint Slides as Speaking Notes: The Influence of Speaking Anxiety on the Use of Text on Slides", *Association for Business Communication*, 2016, p. 3

[8] Hui Wen Lu, Jia-Ying Lee, and Ming Huei Lin. "Effects of Authentic English-Language Videos on EFL Students' Speaking Anxiety", *Taiwan : International Journal of Information and Education Technology*, Vol. 9 (6), 2019, p. 424

[9] Sibel Çagatay. "Examining EFL students' foreign language speaking anxiety: The case at a Turkish state university", *GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Antalya – Turkey,* 2015, p. 648

foreign language. In particular, peer response and being familiar with the audience (which the researcher referred to as social factors) as well as pronunciation accuracy, self-perceived oral ability, and personality (which the researcher called psychological factors) were discovered to affect the presenters' anxiety.[10] The crucial point for learners has been to be able to speak language proficiently, but this time some affective factors like motivation, intelligence, attitude, anxiety, aptitude etc seem to play a role on language learning negatively or positively. [11]During several years, conceptualizing anxiety disorders has been frequently studied by the scientific community and clinicians. Obviously, anxiety that is a common response represents a sense oftension, nervousness, and worry related with arousal of the nervoussystem.[12]

Based on the observation that has been conducted in MTs NU 02 Al-Ma'arif Boja, the writer found that many EFL learners who good enough in writing are hardly expressing their ideas in a form of spoken language. They feel worry when they want to produce

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[10] Po-Chi Kao & Philip Craigie. "Second or Foreign Language Public Speaking Anxiety in Higher Education", *Journal of Social Sciences and Humanities*. Vol. 1, No. 1, 2018, p. 75

[11] Esim ürsoy, Hüseyin Korkmaz. "Speaking Anxiety of Freshmen and Senior Prospective ELT Teachers", *Journal of Theory and Practice in Education*, Vol. 14(1), 2018, p. 50

[12] M. Denizci Nazligul. "An Interactive 3D Virtual Environment toReduce the Public Speaking Anxiety Levelsof Novice Software Engineers", *Turkey : IET Research Journals,* 2015, p.2

word by word. There are some indicators that EFL learners' have a speaking anxiety, which are General avoidance (showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simple questions) and Physical actions: squirming, stuttering or stammering, displaying jittery behavior, conversational withdrawal, lack of eye contact, image protection or masking behavior (exaggerated smiling, laughing, nodding, joking) and being unable to reproduce the sounds or intonation of the target language even after repeated.[13]

In this research, the writer try to find out and analyze is there any additional factors that affect of EFL speaking anxiety on their speaking performance other than those previously issued by researchers and also find out is there any significant effect of EFL speaking anxiety on their speaking performance in this school. The main reason was because anxiety itself is a complex matter since it involved psychological condition of the learners.[14] The writer realize that teacher must be aware to this phenomena, because

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

[14] Juni Bayu Saputra. "An Analysis of Student Speaking Anxiety Toward Their Speaking Skill", *Premise : Journal of English Education and Applied Linguistics,* Vol 7(1), 2018, p. 122

anxiety in a number of manifestations is a problem for EFL classrooms.[15]

B. Reasons for Choosing the Topic

This research discussed the EFL learners' speaking anxiety on their speaking performance. The reasons for the researcher to choose this topic are as follow:

1. To analyze the phenomenon of speaking anxiety on EFL speaking performance, so that teacher must be able to aware of such a kind of anxiety that may occur.

2. This study investigates what factors that affect EFL speaking anxiety and the significant effects of speaking anxiety on their speaking performance.

C. Research Questions

Due to focus on the research objectives, the writer has formulated some research questions regarding to the research focus. Here are the research questions of the research:

1. How are the EFL learners' speaking anxiety?
2. How are the EFL learners' speaking anxiety on their speaking performance?
3. Is there any significant influence of EFL learners' speaking anxiety on their speaking performance?

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[15] Turgay Han and Fırat Keskin. "Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety", *Gist Education and Learning Research Journal,* Vol. 1(12), 2016, p. 32

D. The Objectives of the Research

According to the formulated research questions which become the focus or benchmark of the research, here are some objectives that the researcher will reach from conducting the research:

1. To find out the factors that emanate EFL learners' speaking anxiety.

2. To find out the effect of EFL learners' speaking anxiety on speaking performance.

3. To find out significant influence of EFL learners' speaking anxiety on speaking performance.

E. Limitation of the Research

This study only investigated on analyzing factors that affect EFL learners' speaking anxiety and find out if there is any significant influence of EFL learners' speaking anxiety on their speaking performance in two classes EFL learners' of MTs NU 02 Al-Ma'arif Boja which are 9A and 9B with 62 learners'.

F. Significance of the Research

1. Theoretical benefit

   The researcher hopes that the result of the study will give a sight to the readers about what are the factors of EFL learners' speaking anxiety on their speaking performance in junior high school level, and the significnt effects of EFL learners' speaking anxiety on their speaking performance.

2. Practical benefit
   a. For the students

      This study can be a reference for them in conducting a research about the significant effects of EFL learners' speaking anxiety on their speaking performance in junior high school level.

   b. For the teachers

      By reading the findings of this research, hopefully teachers will be more pay attention to the effects of EFL learners' speaking anxiety on their speaking performance.

   c. For the writer

      By the result of this research, the writer hopefully can give some benefits for many people and upcoming future research.

   d. For the next researchers

      Hopefully, this study will be an useful and good reference for the next researchers and becomes a base research to make a future research which is more perfect and informative.

   e. For institution

      In a way to be a researcher of Walisongo State Islamic University, the writer tries to be developed in research field and hopes that the research will be an useful and good research journal for the institution.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents previous researches, review of related literatures, and hypotheses. Review of related literature they are foreign language anxiety and speaking performance.

A. Previous Research

There are some researches that are related to the effects of EFL Learners' speaking anxiety on speaking performance which currently were conducted. Here are the researches:

The study that has been conducted by Yeni Rina Handayani, which focused on the correlation between speaking anxiety and presentational speaking ability. The subjects were the eleven graders of Senior High School in Surabaya. It consisted of 457 students whose age ranged between sixteen to seventeen years old. They came from social and science classes which were divided into seven science classes and five social classes. This study is a quantitative study that was analyzed using SPSS 16. The result of the study revealed that there was a negative correlation between speaking anxiety and presentational English speaking ability. And there was also a negative correlation between speaking anxiety and

each of speaking ability sub-skills. Unfortunately, she didn't found factors that affect EFL learners' speaking anxiety.[16]

The second is the study that has been conducted by Juni Bayu Saputra which proposed to improve the speaking skill for the fellow students in one of STKIP Tunas Palapa viewed from different speaking anxiety. The research method was quasi-experimental design with two way ANOVA because the purpose of this research is to investigate the influence of using CLT towards students' speaking skill viewed from different speaking anxiety. In collecting the data, the researcher utilized some instruments such as questionnaire, and speaking tests. Unfortunately he didn't do interview to find an additional data. The result showed that using Communicative Language Teaching (CLT) had positive meaningful effect on improving students' speaking skill viewed from different speaking anxiety. To sum up, CLT is an effective method to teach students' speaking skill viewed from different speaking anxiety.[17]

The third is the study that has been conducted by Cucu Sutarsyah which focused on the difference in speaking performance between students with higher level of anxiety and

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[16] Yeni Rina Handayani, "EFL Learners Speaking Anxiety and English Ability", *Journal of English Teaching Adi Buana*, Vol. 3 No. 1, 2018.

[17] Juni Bayu Saputra "An Analysis of Students Speaking Anxiety Toward Their Speaking Skill", *Journal of English Education and Applied Linguistics,* Vol. 7 No. 1, 2018.

students with lower level of anxiety and also to seek which of the factors of anxiety is dominant. Questionnaire and speaking test were used as data collection and then they were analyzed by using Independent T-Test and Linear Regression to test the hypotheses. It is different from the writer's study that use correlational product moment to test the hypotheses. The results show that the students' speaking performance significantly differs between the two groups. The data show that speaking anxiety may give negative contribution to the overall students' speaking performance achievement. It also found that nervousness is dominant factor followed by worry and tension. Unfortunately, she didn't do interview to find an additional data.[18]

The last is the study that has been conducted by Rizaldy Hanifa, reviews the speaking anxiety phenomenon in the field of foreign language learning. This study aims to provide insight into different factors generating FLA for EFL learners in learning speaking skills, which include cognitive, affective, and performance factors. The central themes are (1) cognitive factors covering topics, genre, interlocutors, and processing demands; (2) affective factors dealing with feelings towards the topic and/or the participants, and also self-consciousness; and (3) performance factors concerning mode, degree of collaboration, discourse

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[18] Cucu Sutarsyah , "An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance*", Indonesian Journal of English Language Teaching and Applied Linguistics*, Vol. 1 No. 2, 2017.

control, planning and rehearsal time, time pressure and environmental conditions.[19]

B. Review of Related Literatures

In this part, there are some related information or related discussion of the study. It is intended to provide some theoretical concepts which could support this research. The discussion is presented under the following sub headings; 1) Foreign language anxiety, 2) Speaking performance.

1. Foreign Language Anxiety

Foreign language anxiety is the feeling of uncomfortable, worry, and unease while someone is using foreign language. Mac Intyre and Gardner describe Language anxiety as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning. While, Horwitz, Horwitz and Cope have maintained language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".[20]

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[19]Rizaldy Hanifa, "Factors Generating Anxiety When Learning EFL Speaking Skills", *Studies in English Language and Education*, Vol. 5, No. 2, 2018.

[20]Illahi Bux Gopang. "English Speaking Anxiety: A Study of Undergraduates at Lasbela University, Baluchistan", *International Researchers.* Vol 4 (1), 2015, p. 54

Anxiety itself arises to a several condition or called as situational anxiety, but it may be turned into major character trait. Language anxiety is a transitory period of fear in a situation when the students has to perform in the language, as the anxiety is simply a passing state. Ideally language anxiety distinguished among students character. However, language anxiety may not decrease over time for all students. If the repeated occurences caused by anxiety on students' language performance oftenly happened it becomes a trait rather than a trait once language anxiety has evolved into a long lasting trait it may affect on students' language learning and speaking performance.[21] Here are two types of language anxiety:[22]

a. Harmful anxiety

Harmful anxiety or negative relationship between anxiety and performance is existed although language researchers have found the positive anxiety. This negative relationship of anxiety sometimes called as "debilitating anxiety", because of the harmness to learners' performance both in a form of in direct worry, self doubt, and direct reducing participation. Harmful anxiety can be

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

[22] Rebecca L. Oxford, "Anxiety and the Language Learner: New Insight", in Jane Arnold (ed), Affect in Language Learning, *Cambridge: University Press*, 1999, p. 60-61

related to negative attitude and belief language performance difficulty and lack of motivation.

b. Helpful anxiety

Few research show that language anxiety was actually helpful in some ways, for instance keeping students' attention. Helpful anxiety describe as matter which related to:

a) High language skill and confidance of the learners.

b) Oral production of difficult English structures.

c) Good grades in lnguage classes for students in regular Franch, German, and Spanish.

Language researchers hold different views about the existance or significance of helpful anxiety. Horwitz stated that anxiety is only helpful for a learning tasks which is simple and not quite complicated.[23]

Some people may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Just as anxiety prevents some people from performing successfully in science

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[23] Horwitz, E. K. & Horwitz, M. B. & Cope, J. A. "Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), Language Anxiety From Theory and Research to Classroom Implications". *Englewood Cliffs, New Jersey: Prentice Hall,* 1986, p. 125.

or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful.

Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations. Second language researchers and theorists have long been aware that anxiety is often associated with language learning. Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language, and several recent approaches to foreign language teaching, such as community language learning and suggestopedia, are explicitly directed at reducing learner anxiety.[24]

1.1 The components of anxiety

    a. The physical part

When someone feels anxious in a social situation, a wide range of physical symptoms may be experienced. Often, the most disturbing symptoms such us sweating, shaking, blushing, and speaking clearly. Other symptoms of anxiety may include a racing pounding heart, shortness of breath, and dizzyness.

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[24] Horwitz, E. K. & Horwitz, M. B. & Cope, J. A. "Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), Language Anxiety From Theory and Research to Classroom Implications". *Englewood Cliffs, New Jersey: Prentice Hall,* 1986, p. 126.

b. The cognitive part

The cognitive component of fear and anxiety refers to the types of thoughts, assumptions, beliefs, interpretations, and predictions that contribute to, and help to shape, the individuals feeling. In the case of anxiety, these beliefs usually focus on themes of danger or threat.

Examples of beliefs that are often held by people who are socially anxious include the following :

1. It is important that everybody like me, all of the time.
2. If I give a presentation, i will make a fool of myself.
3. If I make a mistake, people will think i am incompetent.
4. If someone stares at me, they must be thinking negative thoughts about me.
5. I must be always interesting and entertaining.
6. If I am not liked by a particular person, no one will like me.
7. It would be terrible to blush, shake, or sweat in front of others.
8. People can see when I am anxious.
9. I must try to hide my anxiety symptoms.
10. Anxiety is a sign of weakness.

11. I will not be able to speak if i am too anxious.

When you are hold beliefs like these, you will be feeling anxious in social situation, particularly if you are exhibiting physical signs of anxiety.

c. The behavioral part

Avoidance is the most common behavioral of shyness and social anxiety. Often, people will avoid social situations completely, or at least escape from the feared situations after only a short time. However, people may also find more subtle ways to avoid the situations or protect themselves from social threat.

1.2 *Interactions of the three components*

The physical, cognitive, and behavioral components of anxiety interact with one another. The experience of anxiety can begin with a physical feeling (for example shaky hands), which in turn triggers one or more anxious thoughts (for example, "if people notice my hands shaking, they will think i am a freak"), and vrious anxious behaviors (such as leaving a party fifteen minutes after arriving). Or, the process can begin with a thought. For example, if you are thinking that your audience is unlikely to enjoy your presentation, that may trigger some physical responses, such us sweating or a racing heart. These arousal symptoms may trigger more intense

thoughts, and in the end you may decide to avoid the situation.[25]

1.3 *The effects of anxiety on language learning*

1. *Second Language Studies*, Curran and Stevick discuss in detail the defensive position imposed on the learner by most language teaching methods; Guiora argues that language learning itself is "a profoundly unsettling psychological proposition" because it directly threatens an individual's self-concept and worldview. Studies seeking more specific effects of anx- iety on language learning have been more re- vealing. Kleinmann found that ESL students with high levels of debilitating anxiety at- tempted different types of grammatical con- structions than did less anxious ESL students; and Steinberg and Horwitz found that students experiencing an anxiety-producing condition attempted less interpretive (more concrete) messages than those experiencing a relaxed condition. These studies indicate that anxiety can affect the communication strategies stu- dents employ in language class. That is, the more anxious student tends to

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[25] Martin M. Antoni, "How to Overcome Shyness, Social Anxiety & Fear of Public Speaking", *United States : New Harbinger Publications*, 2004, p. 11

avoid attempt- ing difficult or personal messages in the target language.

2. *Clinical Experience*, The subjective feelings, psycho-physiological symptoms, and behavioral responses of the anxious foreign lan- guage learner are essentially the same as for any specific anxiety. They experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at the LSC (Learning skills center). Students often report that they feel fairly comfortable responding to a drill or delivering prepared speeches in their foreign language class but tend to "freeze" in a role-play situation. Foreign language anxiety frequently shows up in testing situations. Students commonly report to counselors that they "know" a certain grammar point but "forget" it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously.[26]

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[26] Horwitz, E. K. & Horwitz, M. B. & Cope, J. A. "Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), Language Anxiety From Theory and Research to Classroom Implications". *Englewood Cliffs, New Jersey: Prentice Hall,* 1986, p. 126-127.

1.4 The classifications of language anxiety

Factors that cause anxiety in foreign language learning classified into three components, those are:

a. Communication apprehension, which arises from learners' inability to adequately express mature thoughts and ideas. Communication apprehension may occur in several situations: in using one's own mother tongue (L1) or in using a foreign language, or in both cases. It has been proved that persons who are usually talkative and relaxed in their L1 may become embarrassed or even silent when communicating in the foreign language. Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message(receiver anxiety) are all manifestations of communication apprehension. Communication apprehension or some similar reaction obviously plays a large role in foreign language anxiety. Horwitz and colleagues viewed the construct of foreign language anxiety as more than a sum of its parts and define foreign language anxiety as 'a distinct complex of self-perceptions, beliefs, feelings and behaviors related to

classroom learning arising from the uniqueness of the language learning process

b. Fear of negative social evaluation, which arises from a learner's need to make a positive social impression on others. This fear of negatives evaluation is implies that the speaker is not sure of what they are saying or thay may have feeling that they will making non proper social impression to them. Watson & Friend in horwitz 1986 define this factor as the "apprehension of other's evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively." Fear of negative evaluation differs from test anxiety in that it is a tension which is not limited to testing situations; rather, it may occur in any social, evaluative context, like a job interview or speaking in public.

c. Test anxiety of an apprehension about academic evaluation. It is defined as a type of performance anxiety resulting from fear academic evaluation settings. Horwitz, Horwitz and Cope theorized and measured language learning anxiety and brought forth a well-known anxiety scale (FLCAS); and it has been employed in several research studies. They viewed anxiety as a combination of three stages namely communication

apprehension, test anxiety and fear of negative evaluation.[27]

1.5 *Factors affect students' speaking anxiety*

About the factors that affect the students speaking anxiety, here are the factors with the description:[28]

a) Identity

Identification with a language group or target cultuure implies that the learner is an insider, a member of the 'club' of French, Spanish, German or Chinese speakers. Young suggested that anxiety is lower (that is, the affective filter is reduced) if a students feels such identification, and anxiety is higher if the student does not identify with the language group. Paradoxically, for the aother learners anxiety can arise because of over identification with the language group and the concurrent feeling of loss of personal identity.

b) Culture Shock

Anxiety about losing one's own identity can be part of culture shock. Culture shock is efined as 'a form of anxiety that results from the loss of commonly perceived

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[27] Horwitz, E. K. & Horwitz, M. B. & Cope, J. A. "Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), Language Anxiety From Theory and Research to Classroom Implications". *Englewood Cliffs, New Jersey: Prentice Hall,* 1986, p. 127.

[28] Rebecca L. Oxford, "Anxiety and the Language Learner: New Insight", in Jane Arnold (ed), Affect in Language Learning, *Cambridge: University Press*, 1999, p. 64-65

and understood signs and symbols of social intercourse'.[29] Culture shock can involve some or all of these symptoms: emotional regression, physical illness, panic, anger, hopelessness, self pity, lack of confidence, indecision, sadness, alienation, a sense of deception, a perception of 'reduced personality', and glorifiction of one's own native culture. However, if handled effectively, culture shock can become a cross cultural learning opportunity involving incresed cultural awereness, increased self-awereness and reintegration of personality.[30]

c) Beliefs

Research suggest that thee beliefs of both learners and instructors are linked to language anxiety (and possibly to learner performance through instructors' classroom procedures and students' responses to those procedures). Foreign language learners in Horwitz study believed that they should be able to speak with great accuracy and excellent accent, language learning consists mainly of translation from English, two years is long enough to become fluent, and some people could learn languages

[29]Adler, N. J., & Graham, J. L. Business Negotiations: Canadians Are Not Just Like Americans. *Canadian Journal of Administrative Sciences/Revue Canadienne Des Sciences de l'Administration*, Vol. 4, No. 3, doi:10.1111/j.1936-4490.1987.tb00453.x. 1987. p. 25.

[30]Adler, N. J., & Graham, J. L. Business Negotiations: Canadians Are Not Just Like Americans. *Canadian Journal of Administrative Sciences/Revue Canadienne Des Sciences de l'Administration*, Vol. 4, No. 3, doi:10.1111/j.1936-4490.1987.tb00453.x. 1987. p. 89.

more easily than others.[31] Some of these beliefs were extremely unrealistic and led to language anxiety. Many language teachers maintain the belief that they should be directive, authoritarian and even intimidating and that they must correct every error. However, these behaviors can lead to language anxiety.[32]

1.6 Ways to identify language anxiety

Foreign Language Classroom anxiety Scale (FLCAS) is developed by Horwitz to measure students'who are anxious in foreign language speaking class. This scale has been used by researcher to measure foreign language learners' anxiety and examine the effect of anxiety on learning in different contexts. The items 20 presented at FLCAS reflect the three components mentioned in the previous explanation: communication apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom. The FLCAS consists of 33 statements divided into communication anxiety, fear of negative evaluation, test anxiety, and anxiety of English classes. The respondents are asked to rate each item on five-point ranging from 1 'never' to 5 'always'. FLCAS can be an alternative to measure students' anxiety

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[31]Horwitz, E. K. The Beliefs about Language Learning of Beginning University Foreign Language Students. *The Modern Language Journal,* Vol. 72. No. 3, doi:10.1111/j.1540-4781.1988.tb04190.x. 1988. P. 192

[32]Horwitz, E. K. & Young, D. J. *Language Anxiety: From Theory and Research to Classroom Implications.* (Englewood Cliffs, NJ: Prentice Hall, 1991), p. 44.

because, firstly, it was reliable and valid measure, and secondly, many researchers have used this kind of anxiety measurement.[33]

2. Speaking Performance

Speaking, as a productive skill, defined as a verbal process of exchanging information or meaning in a various context.[34] It involves some processes consist of producing and receiving information as a main part of speaking skill. It is included into interactive process that is involving some processes such as producing and receiving information which is become a crucial part of second language learning and teaching.[35] Speaking can be directly and empirically observed, those observation are in variably colored by the accuracy and effectiveness of a test takers' listening skill, which necessarily compromises the reliability and validity of an oral production test.[36]

According to Bygate, speaking deserves much concern as much as the literary skills in both native and foreign

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[33] Horwitz, E. K. & Horwitz, M. B. & Cope, J. A. "Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), Language Anxiety From Theory and Research to Classroom Implications". *Englewood Cliffs, New Jersey: Prentice Hall,* 1986, p. 129-130.

[34] A. L. Chaney, & T. L. Burk, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13.

[35] A. Burns & H. Joyce, *Focus on Speaking*, (Sydney: Macquire University Press, 1997), p. 46.

[36] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California : Cambridge University Press, 2003) p. 140

languages.[37] Speak confidently may become a comfortable way to conduct a better interaction in daily life, especially for students who are still in learning process which need a lot of practice. Developing confidence and fluency in speaking must in friendly atmosphere of trust, support and in a proper way for several current context.[38]

2.1 Types of speaking

1. Imitative, at the and of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence, while this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive, a second types of speaking frequently employes in assessment contexts is the production of short streches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or

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[37] M. Bygate, *Speaking*, (Oxford: Oxford University Press, 1987), p. 5.

[38] W. Urrutia Leon, & E. Vega Cely, "Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School", *PROFILE*, 12 (1), 2010, p. 15.

test administrator is minimal at best. Example of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion, limited picture cued tasks including simple sequences, and translation up to the simple sentence level.

3. Responsive, responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts.

4. Interactive, the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information. Or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register an use colloquial language, ellipsing, slang, humor, and other sociollinguistic conventions.

5. Extensive (monologue), extensive oral production tasks include speeches, oral presentations, and story teling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. Language tyle is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

2.2 Micro and macroskill of speaking

The microskils refer to producing the smaller chuncks of language such as phonemes, morphemes, words, collocations, and phrasal units. Macroskills immplies the speakers focus on the larger elements : fluency, discourse, function, style cohesion, nonverbal communication, and strategic options. The micro and macroskills total roughly 16 different objectives to assess in speaking.

a. Microskill
1. Produce differences among english phonemes and allophonic variants.
2. Produce chunks of language in different lengths.

3. Produce english stress patterns, word stressed and unstressed positions, rhythmic structures, and intonation contours.
4. Produced reduced forms of words and phrases.
5. Use an edequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices pauses, fillers, self corrections, backtracking to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc) system (tense, agreement, pluralization) word order, pattern, rules, and elliptical forms.
9. Produce speech in natural constituents : in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

b. Macroskills

12. Appropriately accomplish communicative function according to situations, participnts, and goals.
13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and

other sociolinguistic features in face to face conversation.

14. Convey links and connection between events and communicative such relation as vocal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, repharasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.[39]

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[39] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California : Cambridge University Press, 2003) p. 142-143

C. Hypotheses

The hypotheses of the research are presented as follows:

1. H1 (Alternative Hypotheses)

   There is a significant effect of EFL learners' speaking anxiety on their speaking performance in MTs NU 02 Al-Ma'arif Boja.

2. H0 (Null Hypotheses)

   There is no significant effect of EFL learners' speaking anxiety on their speaking performance in MTs NU 02 Al-Ma'arif Boja.

In this research, the hypotheses are used to find out whether they are acceptable or not, the researcher was applied a critical value tabs:

$$H0 = r \text{ value} < r \text{ table}$$
$$H1 = r \text{ value} > r \text{ table}$$

Those criteria mean that H0 will be accepted if r table is higher than r value, while H1 will be accepted if r value is higher than r table.

D. Conceptual Framework

The concept of this research is a criteria when alternative hypotheses is accepted in which r value is higher than r table, then the findings can be inferred that there is a significant effect of EFL learners' speaking anxiety on speaking performance. In this case, the researcher sets 0,254 for the r table with 5% significance as the number of participants is 62 students.

CHAPTER III

RESEARCH METHOD

This chapter describes the method of the study. The description includes: research design (which consist of types and research approach, research study, variable and indicators, research setting, participants, research focus), type and data sources, data collection procedures and instrument, data analysis techniques, and thesis organization.

A. Research Design

1. Types and Research Approach

There are two basic types of research; qualitative and quantitative. The researcher uses quantitative research design for conducting this study. There is a hypothesis statement in this research. The researcher taking the sample of the data source by simple random sampling.

Research approach is one way or procedure and technique that selected to collect the data.[40] To do this research, the researcher use the triangulation method for collecting data and the result of quantitative research more

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[40] Djajasudarma. T. Fatimah. 2006. *Metode Linguistik ancangan Metode Penelitian dan Kajian*. Bandung : Refika Aditama. p. 4

emphasized in the meaning rather than generalization.[41] Whereas according to Bogdan and Taylor explained that quantitative research is one of the research procedures that produces exact results of the observed people toward the case of the study.[42]

2. **Design of the Research**

The research study in this research is about speaking anxiety that happened to EFL Learners'. The reacher will analyze what factors that affect this phenomena and also how is the significant effect of this phenomena toward their speaking performance to answer the hypotheses.

3. **Variable and Indicators**

According to Sugiyono, research variable is an attribute or nature or value of a person, object or activity that has a certain variation determined by the researcher to be studied and drawn conclusions.[43] Here are the variable of the research:

Variable	Indicators
Independent variable (speaking anxiety)	1. showing carelessness 2. low levels of verbal production 3. lack of volunteering in class

[41]Sugiyono,*'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D'*, Bandung: Penerbit Alfabeta, 2015. p.15

[42]V. Wiratna Sujarweni,*'Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami'*, Yogyakarta: Pustaka Baru Press, 2014. p.19

[43] Sugiyono,*'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D'*, Bandung: Penerbit Alfabeta, 2015. p.67

	4. seeming inability to answer even the simple questions 5. squirming 6. stuttering or stammering 7. lack of eye contact.[44]
Dependent variable (speaking performance)	1. Speak with great accuracy and excellent accent 2. Language learning consists mainly of translation from English 3. Two years is long enough to become fluent 4. Some people could learn languages more easily than others.[45]

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

[45] Rebecca L. Oxford, "Anxiety and the Language Learner:New Insight", in Jane Arnold (ed), Affect in Language Learning, *Cambridge: University press*,1999, p.65.

4. **Research Setting**

The research was conducted on 15 – 30 January 2020 in 2 different classes, namely 9A and 9B with total 62 participants. The researcher was conducted with the third grade of EFL learners' in MTs NU 02 Al-Ma'arif Boja in the academic year of 2019/2020, which is located at Jl. Pemuda no. 109 Boja, 51381. Here is the following detail of the school:

a. School Profile

MTs NU 02 Al-Ma'arif Boja is an educational institution with Islamic nuances of Ahlussunah wal Jama'ah, founded on August 2ⁿᵈ, 1965 by Al-Ma'arif Foundation in Boja who are very concerned about the development and state of Islamic education whose members consist of prominent figures of Boja Muslim scholars including K.H. Choudlori, K.H. Muh Ambari, Umar Sidiq, Masyhuri Faisal, M. Mochlas, and Jundari. The founders are the number of people who have different backgrounds, but in one goal to think about the development of muslim education in Boja.

MTs NU 02 Al-Ma'arif Boja with School Statistics Number (NSS) 121233240017 and NPSN 20364497 is located at Jl. Pemuda No. 109, Boja District, Kendal Regency with postal code 51381. This school is located in a strategic place as it is placed in the middle of the Boja Regency, precisely next to the Great Mosque "Baitussalam" Boja. With such conditions, MTs NU 02 Al-Ma'arif Boja can be reached easily by all public

vehicles passing through which supported with another advantage in terms of geographical location as the fact that MTs NU 02 Al-Ma'arif Boja is surrounded by several boarding schools in the village of Boja including Miftahul Huda boarding school which is led by KH. Hasyim Masduqi, AH, and Al-Mabrur boarding school which is led by KH. Ali Masykur which can be used as a reference for students if they want to explore their religious knowledge.

MTs NU 02 Al-Ma'arif Boja stood on self-owned land with a land area of 1,440 m^2 and building area of 1,110 m^2 with 3 floor permanent building which is considered sufficient to meet the standards for the learning activities process. This school got "A accreditation" in 2010. The distance of the school from the sub-district office is around 600 m, and about 1 km distance from SMP Negeri 1 Boja.

MTs NU 02 Al Ma'arif Boja has some facilities which is equipped to support various school activities due to fulfill the standards of learning activities process as well as administrative business. Here are the details of the facilities:

Theory Rooms	Practice Rooms	Supporting Facilities

21 classrooms	1. Laboratories
	   a. Computer Laboratory
	   b. Science
		1. Headmaster room
		2. Teachers' room
		3. Counseling guidance room

Laboratory
c. Music
Laboratory
2. Library
3. Business center
   a. Student cooperative room
   b. Canteen
   c. Copy center
	4. Administrative room
	5. Meeting room
	6. Infirmary
	7. Main school field
	8. Sport field
	9. Parking area
	10. 5 restrooms
	11. Warehouse
	12. School kitchen

MTs NU 02 Al-Ma'arif Boja accommodates some graduated students from various elementary school in Boja. Hence, the management of the school personnel has to be well managed. About the school personnel, here are the details:

Position	Number of Personnel
Certified Permanent Teacher	9
Non-Permanent Teacher	27
Employee	10

The total number of students in the academic year of 2019/2020 is 652 students which is divided as follow:

Class	Number of Students
VII	205 students in 7 study groups
VIII	221 students in 7 study groups
IX	226 students in 7 study groups

About the vision and mission of MTs NU 02 Al-Ma'arif Boja, it has a vision of creating educated students who have faith, smart, skilled and have a good moral character. Furthermore, the mission of this school are as follow:

a. Instilling the values of Islamic teachings that understand Ahlussunah waljamaah through learning that is integrated with daily practices.
b. Cultivating an effective learning spirit that focuses on balanced and useful "IMTAQ" as well as Science and Technology.
c. Developing a strong togetherness for the school personnel and students so that the students can be polite, wise and have a morality
d. Increasing a competitiveness of school to develop students' quality, Islamic personality, reasoning and skills.
e. Cultivating school residents in harmony, and balance to achieve the goals of faith, intelligence, and skills to get to the people who are good in morality.

5. **Participants**

Quantitative research does not use the term of population, but Spradley calls it as *"social situation"* consisting of three elements, namely place, actor, and activity that interact

synergically that were the research object.[46] Quantitative research refers to the exact result of an analyzed data in certain case in order to find out the relation between the dependent variable to the independent variable. The sample in quantitative research is called as a respondent, but in this case, the participants are also as informant, and object of the study.[47]

The participants of this research are two classes of the third grade EFL learners' of MTs NU 02 Al-Ma'arif Boja in the academic year of 2019/2020 which consist of 62 EFL learners' from 210 of the whole population using simple random sampling.

6. **Research Focus**

This research will be focused on analyzing factors that affect EFL learners' speaking anxiety and the significant effects of EFL learners' speaking anxiety on their speaking performance. The object of the study will be 2 classes of MTs NU 02 Al-Ma'arif Boja from class 9A and 9B.

B. **Type and Data Sources**

The type of data in this research is the EFL learners' questionnaire and their utterences on interview related to speaking anxiety. The primary data are the main data that will be collected directly by the researcher by questionnaire and interview as a supporting data. In this case, the questionnaire and interview will be

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[46] Sugiyono, *'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D'*, Bandung: Penerbit Alfabeta, 2015, p.56.

[47] Sugiyono, *'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D'*, Bandung: Penerbit Alfabeta, 2015, p.66.

done once only to be observed. Meanwhile, the data sources are the EFL learners' of MTs NU 02 Al-Ma'arif Boja from class 9A and 9B with total 62 participants.

C. Data Collecting Procedures, Data Collecting Techniques & Instruments

In conducting a research, some clear steps must be systematically done in chronological which are always required in every experiment. Here are the following chronologycal steps that the researcher will do in conducting the experiment:

Activities	Time
Preparation	
1. Choosing the students of 8th grade of MTs NU 02 Al-Ma'arif Boja as the population of the research.	January 15th, 2020
2. Taking sample from 2 classes as a population.	January 15th, 2020
Implementation	
3. Conducting questionnaire to the students and observing them	January 20th, 2020
4. Collecting the result.	January 25st, 2020
Research Reporting	
5. Calculating the result of	January 26th, 2020

the questionnaire	
6. Analyzing and interpreting the calculated result	January 27th, 2020
7. Drawing a conclusion by making a description from the final data result.	January 28rd, 2020
8. Writing final research report.	January 30th-, 2020

Questionnaire

The questionnaire used in this research is adapted from the Foreign Language Anxiety Scale (FLCAS) design by Horwitz which have three categorises ; communcation apprehension, Fear of negative social evaluation, and test anxiety.

1: Strongly disagree; 2: Disagree; 3: Neither agree or disagree; 4: Agree; 5: Strongly agree

Question	Answer				
	1	2	3	4	5
Communcation Apprehension					
1. I tremble when I know that					

	I'm going to be called on in the language class				
2.	I start to panic when I have to speak without preparation				
3.	It frightens me when I dont understand what the teacher is saying in the class				
4.	I am very calm and relaxed when I am called upon to express an opinion in the class.				
5.	I am afraid to express myself through speaking.				
6.	Certain parts of my body feel very tense and rigid while speaking in the class.				
Fear of negative social evaluation					
7.	I get nervous when the language teacher asks questions which I haven't				

prepared in advance					
8. I worry about seeming foolish to others					
9. I worry being laughed by others					
10. I become tense and jittery if I know someone is sizing me up					
11. I am afraid that people will find fault with me					
12. I often worry that I will say or do the wrong things					
13. I am afraid others will not approve of me.					
Test Anxiety					
14. I panic before and during a seaking performance.					
15. I worry about the consequences of failing my					

speaking class					
16. I feel anxious if the English class seems disorganized					
17. I keep thinking that the other students are better at speaking performance than i am					
18. My mind goes blank during a speaking performance.					
19. I remember the information that I blanked once I get out of the speaking performance situation.					
20. I may know the proper English expression but when I am nervous it just won't come out					

There are 6 items for communication apprehension (1-6), 7 items for fear negative evaluation (7-13), and 7 items for test anxiety (14-20).

Likert's Scoring Table Adopted from Horwitz

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Interview

The interview was used to find factors that affect EFL learners' speaking anxiety on their speaking performance. The interview is based on the items in FLCAS designed by Horwitz. The writer will interview 6 EFL learners' as a sample from 62 participants from class 9A and 9B.

No	Pertanyaan	Jawaban
1.	Pernahkah kamu merasa minder ketika berbahasa inggris di depan banyak orang? Kenapa? Apakah tidak peercaya diri atau takut salah?	
2.	Apa yang membuat anda ragu atau khawatir untuk berbicara Bahasa	

	Inggris?	
3.	Pernahkah kamu merasa tidak nyaman ketika berbicara dalam bahasa inggris?	
4.	Pernahkah kamu berhenti berbicara dalam bahasa inggris ketika di tertawakan temanmu? Mengapa?	
5.	Pernahkah kamu merasa ragu untuk berbicara setelah melakukan kesalahan pelafalan kata berbahasa inggris? Mengapa?	

The score of speaking test

The third instrument is the learners' total score of speaking test, and it is obtain from the teacher. The researcher use the learners' score in the material of 'Expression of congratulation' that taken by teacher in semester 1 with a whole individual assessment. There are five indicators; fluency, pronunciation, vocabulary, grammar, and comprehension.

D. Data Analysis Techniques

The analyzing of the data is consisting of quantitative data which will be supported by additional data from interview and observation. The interview is related to supported data to find some data about the factors of speaking anxiety toward students' speaking performance. Meanwhile, questionnaire is related to quantitative research which is used to get the primary data of the students related

to the significant effects of EFL learners' speaking anxiety on their speaking performance.

1. Depth Interview

   The interview instrument has an important role in collecting the data, in this research, the researcher used structural interview with several questions to find out the data. There are five questions related speaking anxiety with 6 participants from class 9A and 9B. The interview transcript will use to analyze what factors that affect learners' speaking anxiety.

2. Questionnaire

   According to Burns, data analysis involves moving away the action components of cycle to the research aspect.[48] Data analysis is the point where statements about what the research produced. Here are some steps of analyzing data:

   a. Assembling the data. This step is to assemble data that have been collected over the period of the research. In this research, the data are collected through test, observation, and questionnaire.

   b. Coding the data. Coding is a process of attempting to reduce the large amount of the data that may be collected to more manageable categories of concept, themes or types.

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[48] A. Burns & H. Joyce, *Focus on Speaking*, (Sydney: Macquire University Press, 1997), p. 98.

c.   Analyzing the data. The data that have been categorized in some way. Analyzing can be made to see whether themes or pattern are repeated or developed across different data gathering techniques. The data obtained from dependent variable and independent variable will be counted using correlation product moment which is used to find out the effect of independent variable toward dependent variable. Here is the following formula of correlation product moment:

a.   Unit of Analysis

1.   Mean

$$Me = \frac{\Sigma f * Xt}{n}$$

Explanation :

Me = Mean (average)

f = Frequency

$\Sigma f * Xt$ = multiplication between f and Xt (multiplication of f with the middle value Xt each interval)

n = Number of frequencies / samples[49]

2.   Median

$$Md = Bb + p \left(\frac{\frac{1}{2}n - F}{f}\right)$$

Explanation :

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[49] Hardi, *Statistika Untuk Penelitian Pendidikan*, (Surakarta: Fataba Press, 2014), hlm. 48

Md = Median (middle value)

Bb = The boundary where the median is located

p = length of the interval class

N = Lots of data or number of samples

F = Sum of all frequencies before the median class

f = median class frequency

3. Modus

$$Mo \; = \; Bb \; + \; p \; \left(\frac{b_1}{b_1 + b_2} \right)$$

Explanation :

Mo = Modus

Bb = Interval class limit with the most classes

p = Length of interval class with the most frequency

$b1$ = Frequency in the mode class (the frequency at most intervals) minus the frequency of the previous closest interval class.

$b2$ = Frequency of the modus class minus the frequency of the next interval class.

4. Standard Deviation

$$SD = \sqrt{\frac{\sum Fi(Xi - mean)^2}{n - 1}}$$

Explanation :

SD = Standard deviation

$\Sigma\, fi$ = Total number of frequencies

$x\square$ (mean) = Trend average

n = Number of samples[50]

    b.   Prerequisite Test

        1.   Normality Test

          Chi Kuadrat: $x^2 = \sum \left(\frac{(f_0 - f_h)^2}{f^h} \right)$

          Explanation :

          $\chi 2$ = Chi Kuadrat

          $f0$ = frekuensi yang ada hasil observasi (keadaan data)

          fh = frekuensi yang diharapkan

    c.   Hypothesis testing

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)\}}}$$

Explanation :

rxy = correlation coefficient between X and Y

N = Number of individuals in the sample

ΣX = Number of X variable scores

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[50] Hardi, *Statistika Untuk Penelitian Pendidikan*, (Surakarta: Fataba Press, 2014), hlm. 5

$\Sigma\, Y$ = Total score of variable Y

$\Sigma\, X2$ = The square of the score of variable X

$\Sigma\, Y2$ = The square of the Y variable score

    d. Building interpretation. After all steps are done, then the data are interpreted to describe the meaning and the result in a form of description.

    e. Reporting the outcome. After, the test result is analyzed and interpreted then the result will be reported.

3. Learners' speaking score

The researcher used the data of learners' speaking score that obtain from the teacher to analyse if there is a significant effect between learners' speaking anxiety and their speaking performance.

4. Validity And Reliability of Instrument

    a. Validity of the questionnaire

The researcher analyzed it from content and construct validity to measure whether the questionnaire was a good validity or not. Since the purpose of this questionnaire was to know students' anxiety, this research applied Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire had standardized for each item from Foreign Language Classroom Anxiety Scale (FLCAS) that has been used to measure anxiety and it's created by the expert of language learning psychology, Horwitz,

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Horwitz, and Cope in 1986. if the correlation coefficient (r) > from the coefficients in the table (t) in a significant level of 5% or 1% then the instrument tested can be declared valid. In this research the participants is 62, the t table 5% is 0,254.[51]

b. Reliability of the Questionnaire

Reliability refers to understanding whether an instrument can measure something that is measured consistently over time. Thus, reliability was a consistency of certain measurement to achieve the result. The reliability of the questionnaire in the form was based on the Likert Scale with five degrees option, those were; strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. High and low reliability, empirically shown by a number called the value of the reliability coefficient. The researcher used Cronbach Alpha. The alpha ranged between 0 and 1. High reliability is indicated by the value of rxx approaching number 1. The general agreement of reliability is considered to be satisfactory if ≥ 0.700.

According to Arikunto, the standard of reliability of the instrument are described as follows :

a) Value the reliability between 0.80 -1.0 refers to very high reliability

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[51] Burhan Nurgiyantoro, *"Statistik Terapan"*, (Yogyakarta: Gadjah Mada University Press, 2015), p. 414

b) Value the reliability between 0.60 -0.79 refers to high reliability

c) Value the reliability between 0.40 -0.59 refers to moderate reliability

d) Value the reliability between 0.20 -0.39 refers to low reliability

e) Value the reliability between 0.0 -0.19 refers to very low reliability

From the calculation of reliability analysis of questionnaire, the alpha was 0.882. It could be said that the questionnaire had very high reliability. It could be interpreted that the questionnaire was proper to be used for a research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes general description of data gained during the research (factors that emanate EFL learners' speaking anxiety, the effect of EFL learners' speaking anxiety on their speaking performance, and the significant influence of EFL learners' speaking anxiety on their speaking performance) and discussion. The data were collected through interview, questionnaire and speaking score that obtained by english teacher.

A. Findings

1. Factors that emanate the EFL learners' speaking anxiety.

This data were collected by interview. The sampling method for interview that used by the researcher is typical case sampling. The sample would include participants that had typical experiences related to the literature review. Here, the researcher take 20% sample from the whole participants. The researcher interview 12 learners which are 6 learners from class A (consist of 3 male and 3 female) and 6 learners from class B (consist of 3 male and 3 female). This sample choosed by several consideration, there are by role (residents and faculty), perspective (those who approve/disapprove the intervention), experience level (junior and senior residents),

and/or diversity (gender, ethnicity, other background).[52] The subjects sampled must be able to inform important facets and perspectives related to the phenomenon being studied. Pparticipants are selected who can best inform the research questions and enhance understanding of the phenomenon under study.[53] In this case, the researcher choosed the participants with high score of speaking anxiety.

Here are the result when they asked about what they are feeling during English class:

The first participant is M Haris Halilintar from class 9A. He said that he is lack of confident to speak English. The factors that caused his anxious are his belief that English is difficult. When this thing happened, he is afraid to make a mistake and feeling nervous, he doesn't know how to pronounce it and he is afraid being ridiculed by friends when he made a mistake or wrong articulation. He said that when he made a mistake, all of his friends are laugh at him, thats why he still afraid to speak English in public.

The second participant is Slamet Nugroho from class 9A. He said that he is not confident to speak English infront of the class. Sometimes, he is feeling shy to answer the question fron his teacher because he is afraid to make a mistake when he speak English. He is afraid that he will make

[52] Ayelet Kuper, Lingard L, Levinson W. "Critically appraising qualitative research". *BMJ*, 2008, vol 337, p.687

a mistake and being ridiculed by friends in the classroom. He said that he still less understood and confused about the lessson.

The third participant is Faisal M Rifan from class 9A. He said that English is difficult, he doesn't understand and confused with the lesson. He said that he is not comfortable and not confident to speak English infront of the class, he afraid that he will make a mistake in articulation or grammar and being ridiculed by friends like his experience before. He afraid to make a mistake again and he is feeling that he doesn't good enough in English lesson.

The fourth participant is Fadhea Khoerun Nisa from 9A. She said that she doesn't good enough in English lessson because it is difficult, she still confused abouth grammmar and pronunciation. Sometimes when she speaks English, she is afraid to make a wrong articulation or other mistake that will be laugh by her friends. This factors that make her lack of confident to speak English in public.

The fifth participant is Desiyani Laily from 9A. When she asked about English lesson, she said that she still confused and doesn't comfortable to speak English because it is difficult to understand it. She said that she always worry about being mistake and make a wrong articulation when she speaks infront or the class or public, she doesn't feel confident at all and afraid being ridiculed by others.

The sixth participants is Isna Ainun Naim class 9A. She said that she is lack of confidence to speak English because sometimes she made an unclear explanation during her speech, she afraid to make a mistake or wrong articulation and this is what makes her uncomfortable using English. She also said that when she make a mistake, her friends will laugh at her, thats why she is afraid to make a mistake again.

The seventh participant is Putri Amelia from 9B. She said that English is difficult and she is lack of confident because she is feel that she doesn't master it. Sometimes she is feeling doubt when speak English, she is afraid to make a wrong articulation like her experience before, she said that she made a wrong pronunciation the word "cancel" to be "cenel" and finally being ridiculed by others. She also added that it made her want to learn again.

The eighth participant is Amar Nur Rasyid from 9B. He said that he doesnt't confident to speak English in public, it depends on the situation, when the situation is crowded he is feeling uncomfortable. He is often forget in the middle of his speech and going blank. He also added that when he make a mistake, his friends will laugh at him.

The ninth participant is Arfian Saputra from 9B. He said that he feels anxious to speak infront of the class, he is afraid to make a mistake such as a wrong articulation like his

experience before. He is afraid being ridiculed by friends again when he make a mistake.

The tenth participant is Dimas Achmad Fauzi from 9B. He said that he feels nervous when the teacher asked him to speak infront of the class, he is confused to speak without any preparation and he doesn't know what should he say, his mind is blank, he afraid to make mistake and being ridiculed by friends. He ever made a wrong pronunciation and his friends are laugh at him but it makes him want to learn again.

The eleventh participant is Aulida Rahma from 9B. She said that sometimes she feels worry because she ever made a mistake to pronunce the word "good" to be "god" and stop her speech because being ridiculed by friends. She added that she is lack of confident, she often confused about the articulation.

The last participant is Nanda Hikmatul Latifah from 9B. She said that she doesn't good enough in English lesson, she afraid to make a mistake and doesn't feel comfortable. Same like the participants before, she afraid that when she made a mistake, being ridiculed by friends.

From interview section it indicates that anxiety does exist among students of MTs NU 02 Al-Ma'arif Boja. From 12 participants most of them said that they feel anxious when studying English in the class. Further, when they asked why felt anxious, the participants responded that they feel anxious

because they do not understand the material and do not prepare well. they also spoke about their fear of making mistake and being ridiculed by friends. Moreover, they thought that they feel anxious because they had limited grammar knowledge and pronunciation.

When asked how others react if they are make a mistake, they all responded that their friends would laugh. The researcher also examined the participants beliefs about English language, and half of them also admitted that English was difficult.

2. Effects of EFL learners' speaking anxiety on speaking performance

a. FLCAS items with percentages of learners selecting each alternative

No	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Communcation Apprehension					
1. I tremble when I know that	0	0	14	73	13

I'm going to be called on in the language class				
2. I start to panic when i have to speak without preparation	0	0	5	60	35
3. It frightens me when i dont understand what the teacher is saying in the class	0	0	11	60	29
4. I am very	0	1	10	71	18

calm and relaxed when I am called upon to express an opinion in the class.					
5. I am afraid to express myself through speaking.	0	0	13	73	14
6. Certain parts of my body feel very tense and rigid while speaking in the class.	0	0	5	60	35
Fear of negative social evaluation					
7. I get nervous when the	0	0	5	60	35

language teacher asks questions which I haven't prepared in advance					
8. I worry about seeming foolish to others	0	0	6	63	31
9. I worry being laughed by others	0	1	13	56	30
10. I become tense and jittery if I know someone is sizing me up	0	0	13	65	22

11. I am afraid that people will find fault with me	0	0	16	69	15
12. I often worry that I will say or do the wrong things	0	0	10	66	24
13. I am afraid others will not approve of me.	0	1	10	52	37
Test Anxiety					
14. I panic before and during a speaking performance.	0	0	5	63	32
15. I worry about the consequences of failing	0	0	10	55	35

my speaking class					
16. I feel anxious if the English class seems disorganized	0	0	11	74	15
17. I keep thinking that the other students are better at speaking performance than i am	0	0	6	65	29
18. My mind goes blank during a speaking performance.	0	0	15	80	5
19. I remember the	0	0	6	55	39

	information that I blanked once I get out of the speaking performance situation.					
20.	I may know the proper English expression but when I am nervous it just won't come out	0	0	6	60	34

All percentages refer to the number of students who agreed or strongly agreed (or disagreed and strongly disagreed) with statements indicative of foreign language anxiety. The percentages are rounded into 100%. From the researcher questionnaire, the items are divided into 3 kinds which is including communication apprehension, feel of negative social evaluation and test anxiety

b. EFL learners' level of anxiety

For the first data is taken by distributing the questionnaire which consists of 20 items of anxiety with Likert Horwitz Scale from 1 to 5 to 62 participants. From the questionnaire, the researcher got the result:

Interval : Range + 1

Class

The researcher divided the score into 3 classes, which are low, moderate, and high anxiety. Range from the lowest score to the highest score is 33. So, the interval of the data is as follow:

I = 33+1 = 11

3

Level	Class Boundaries	Frequency	Percentage
Low level anxiety	66-77	7	11%
Moderate level anxiety	78-89	45	73%
High level anxiety	90-101	10	16%

The table told there are three levels of students' anxiety including low anxiety (66-77), moderate anxiety (78-89), and high anxiety (90-101). For the lowest level, there are

only 7 learners with percentage 11% which have anxiety score range on 66-77, the second level are 45 learners with percentage 73% for moderate level which have anxiety score range on 78-89, and the highest level are 10 learners with percentage 16% which have anxiety score range on 90-101. The highest number of learners' speaking anxiety level comes to the moderate level.

c. Learners' speaking score

For the second data is obtained from the students' speaking score at the first semester with specific material about expressing congratulation. Here are the data:

Interval : Range + 1

Class

The researcher divided the score into 3 classes, which are low, moderate, and high level of speaking performance. Range from the lowest score to the highest score is 43. So, the interval of the data is as follow:

I = 43+1 = 15

3

Level	Class Boundaries	Frequency	Percentage
Low level of speaking performance	42-57	16	26%
Moderate	58-73	36	58%

level of speaking performance			
High level of speaking performance	74-89	10	16%

The table shows the score of students' speaking performance which is divided into low level with speaking score range on 42-57, moderate level with speaking score range on 58-73, and high level with speaking score range on 74-89. For the lowest level, there are 16 learners with percentage 26%, the second level are 36 learners with percentage 58% for moderate level, and the highest level are 10 learners with percentage 16%. The highest number of learners' speaking score comes to the moderate level.

d. The correlation between learners' speaking anxiety on learners' speaking performance

To find out whether there is a significant effect of speaking anxiety on learners' speaking performance, the researcher used SPSS 16.0 to find out the correlation using correlation product moment. As the data shown above, the researcher got the result of each variable. Here are the correlation result between students' speaking anxiety on their speaking performance:

Correlations

		Anxiety	Speaking
Anxiety	Pearson Correlation	1	-.520**
	Sig. (2-tailed)		.000
	N	62	62
Speaking	Pearson Correlation	-.520**	1
	Sig. (2-tailed)	.000	
	N	62	62

**. Correlation is significant at the 0.01 level (2-tailed).

The table above showed the correlation coefficient equaled r=-520, which indicated there is a negative correlation between two variables. From the r number(-520) the researcher could use it to know the strength of correlation between two variables.

Interpretation correlation by Arikunto

Correlation value (r)	Interpretation
0,000-0,200	Very low correlation
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	Enough
0,800-1,000	High correlation

From the table above, it could be inferred the correlation coefficient value (r) of the two variables. Variable X was

learners' speaking anxiety and variable Y was learners' speaking score. By the interpretation table, The number of -520 resided between .400-.600 which means that the strength is in moderate correlation which will be used to know whether hypothesis will be accepted or rejected.

3. The significant influence of EFL learners' speaking anxiety on their speaking performance

According to the data obtained using FLCAS items with the percentages of learners selecting each alternative including communication apprehension aspect, feel of negative social evaluation aspect, and test anxiety aspect, the top survey of communication apprehension items from number 1 to 6 comes to item number 2 "I start to panic when i have to speak without preparation" and number 6 "Certain parts of my body feel very tense and rigid while speaking in the class" with the same percentages that is 95%. For the top survey of fear of negative social evaluation items from number 7 to 13 comes to item number 7 "I get nervous when the language teacher asks questions which I haven't prepared in advance" with 95% percentage. Finally, the top survey of test anxiety items from number 14 to 20 comes to number 14 "I panic before and during a speaking performance" with 95% percentage.

B. Hypothesis Testing

This research was done in collecting data and got the result of the correlation. However, to answer the research problem, the researcher had to measure weather the hypothesis was rejected or not. The researcher had two hypothesis in this research as follow:

1. Null Hypothesis (H0) There is no significant effect of EFL learners' speaking anxiety on their speaking performance in MTs NU 02 Al-Ma'arif Boja.

2. Alternative Hypothesis (H1) There is a significant effect of EFL learners' speaking anxiety on their speaking performance in MTs NU 02 Al-Ma'arif Boja.

To test the hypotheses whether they are acceptable or not, the researcher was applied a critical value tabs:

$$H0 = r\ value < r\ table$$
$$H1 = r\ value > r\ table$$

In this case, the r value is 0,520 with negative sign instead the r table is 0,254 which means that r value is higher than r table. So, it can be referred that H0 is rejected while H1 is accepted and there is a significant negative effect of EFL learners' speaking anxiety on their speaking performance.

C. Discussion

The findings suggested several factors that possibly contribute to the students' anxiety in their English class. From the interview that has been conducted, the researcher found

some factors contribute on students' anxiety. *First*, Learners belief about the language learning were found as factors that may contribute to the learners' speaking anxiety. The interview revealed that English has gained reputation as notorious lesson which is shown that participants felt difficult on English language. This belief leads the learners' that they are not confident and difficult to understand the material. *Second*, factor that indicated contribute to the students' anxiety is lack of preparation. Some of them answered that they are get very anxious when they didn't prepare enough for test or speaking practice. *Third*, factor that caused speaking anxiety in learning English is pronunciation. Some of them said that they cannot ignore their accent and sometimes wrong in articulate several English words. They are affraid to make mistake in pronunciation, so they feel ashamed to speak aloud. *Fourth,* another factor that contributes to the learners' speaking anxiety is ridiculed by friends. All of them thought their classmate will laugh at them if they make a mistake. From the learners' problem discussed above, it could impact to their effort in acquiring the foreign language.

The discussion above also supported with the top survey obtained from questionnaire items which is including communication apprehension aspect, fear of negative social evaluation aspect, and test anxiety aspect. *First,* from the communication apprehension aspect, 62 students revealed that

they are panic when they are about to speak in English without preparation. This also followed by another item with same percentage which students are feeling tense and rigid when they try to speak in English. *Second,* from the fear of negative social evaluation gives a top survey on condition that students are nervous when the are being asked by teacher. *Third,* from the test anxiety aspect top survey reveals that students are panic before and during speaking. The mentioned data can be the effects of students' anxiety on their speaking performance.

In addition to the data analysis, the researcher found some facts that 62 participants have moderate level of speaking anxiety on their speaking performance based on Arikunto interpretation of correlation number by the finding r=-520. In this case, the finding leads that the alternative hypothesis is accepted and can be inferred that there is a significant negative effect of EFL learners' speaking anxiety on their speaking performance.

By the results above, it can be concluded that there was negative correlation both two variables in moderate correlation. Horwitz, Horwitz, and Cope pointed out that, since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development or communicative competence poses particularly great difficulties for the anxious student. When language learners become highly anxious, acquisition of a foreign

languages unlikely to be successful. Oxford indicated that anxiety damages language learners' achievement indirectly through worry and self-doubt, instead it damages directly by reducing participation and creating overt avoidance of the language.[54]

The comparison between theories and the result shows a significant effect on negative correlation between EFL learners' speaking anxiety and their speaking performance which was in line with the theory. It proves that the higher level of EFL learnes' speaking anxiety they have, the less achievement of their speaking performance they get.

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

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter divided into two parts, there are conclusion and suggestion. In the conclusion will clarify about the result of the effect of EFL learnerss' speaking anxiety and their performance in speaking class of the third grade of MTs NU 02 Al-Ma'arif Boja. The suggestion will contain of the writer view and suggestion for the future researcher in order to give positive feedback to the learners.

A. Conclusion

The conducted interview leads to the factors affecting on students' speaking anxiety. The factors are including learners' belief of difficulty in learning English, lack of preparation, pronunciation ability with the feel of afraid in making mistake, and afraid of being ridiculed by other students.

After calculating the data above, it can be concluded that the result of r calculated is -520 which shows that there is a negative correlation between learners' speaking anxiety and their performance in speaking. Based on the table of interpretation of r value, the result of r calculated (-520) is between .400-.600 which means that the strength of correlation coefficient between two variables considered as moderate correlation.

B. Suggestions

Studying about the result, the researcher wants to give some suggestion to readers, especially for future research:

1. Institution (UIN)

   For institution this study can help to develop EFL learners' skill and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is a funny subject to learn, it is not difficult but only need more practice.

2. Teacher

   The teacher can be more creative to teach their students and make them motivated to learn English, without feel worried or anxious to perform their skill orally.

3. Future researchers

   For the future researchers, they can learn this study and get motivation to looking for the similarity topic and how to try get problem solving in any problem that comes in second language class.

4. Students

   Students in foreign language class have to be a high self confidence in studying English, because when we talk about another language it means we start to learn in the beginning. It stars in very command word to the difficult one.

C. Closing Statement

The researcher's thesis is the first creation of the researcher in contributing academic field of UIN Walisongo Semarang. At the end, this thesis is completely accomplished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDIX I

List of Students' Anxiety Level

Class 9A

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Irma Beata Habsari	3	5	3	5	3	4	5	3	3	3	3	4	3	3	4	4	3	3	4	3	71
Putri Armanda Armantika	3	4	3	5	3	3	4	3	3	3	3	4	3	3	4	3	3	3	5	3	68
Maya Nafulani	3	4	4	3	5	3	4	4	4	4	5	5	5	4	3	4	4	3	4	4	79
Nadhif Afna Sabrina	3	3	4	2	3	4	3	3	2	3	3	4	2	4	3	4	4	4	4	4	66
Muhammad Said Taftazani	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	82
Fatimah Nurazizah	4	5	4	4	4	5	5	4	4	5	4	5	5	5	5	4	4	4	5	5	90
Samsul Ma'arif	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	78
Nur Fahrizal	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	77
Muhammad Haris Halimtar	5	4	5	5	5	4	4	4	5	3	5	3	5	5	5	5	4	5	5	4	90
Slamet Nugroho	4	5	4	4	4	5	5	5	4	4	4	4	5	4	4	4	5	4	5	5	88
Isna Ainun Naim	4	4	5	4	4	4	4	5	4	4	4	5	4	5	4	4	4	5	4	5	85
Amelia Wahdany	3	5	4	3	3	5	5	4	4	3	3	5	4	4	3	4	3	5	5	5	78
Fajar Nur Abidin	4	3	4	4	4	3	3	4	4	4	4	4	5	4	5	4	4	4	5	3	79
Hervia Indra J	4	5	3	4	4	5	5	5	3	4	4	4	4	5	4	4	5	4	4	5	85
Aulia Nuraini	4	5	3	4	4	5	5	4	3	4	4	4	4	5	4	4	4	4	4	5	83
Oktafimilia Fatinah Indah R	4	4	4	4	4	4	4	4	4	5	4	5	5	5	3	4	4	4	5	4	84
Nasywa Nur Aulia	3	3	4	3	3	4	3	4	4	4	3	3	4	4	5	3	3	3	3	3	69
Aji Kurniawan	4	5	4	4	4	5	5	5	4	3	3	3	3	5	3	5	5	5	5	5	85
Naiya Nur Rahma	4	4	4	5	4	4	4	4	3	4	3	4	5	4	4	3	4	3	5	4	79
M Salman A	4	4	5	4	4	5	4	5	5	4	4	4	4	5	4	4	4	4	4	4	85
Ulfa Nur Iriyanti	3	5	5	3	3	5	5	4	5	5	3	5	5	4	4	3	4	3	5	5	84
Nova Meitasyari	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	5	4	4	4	84
Ahmad Fajar Awaluddin	4	4	5	4	4	4	4	5	4	5	5	5	5	4	5	4	4	4	5	4	87
Muh Ade Prasetyo	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	5	4	83
Faisal Muhammad Rifan	4	5	4	4	4	5	5	5	4	4	4	4	5	4	4	4	5	4	5	5	88
Lina Umi Solekhah	4	4	3	4	4	4	4	4	3	4	4	4	4	5	4	4	4	4	4	4	79
Mufidatun Awaliyah	3	4	5	3	3	4	4	5	5	4	3	4	4	4	4	3	5	3	4	4	78
Amelia Safana	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
Fadhea Khoirun Nisa	4	5	4	4	4	5	5	4	4	4	4	4	4	5	5	4	4	4	4	5	86
Desiyani Laily	4	5	4	4	4	5	5	4	4	4	4	4	4	5	5	4	4	4	4	5	86

Class 9B

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Tegar Putra	4	5	3	4	4	5	5	4	3	4	4	4	4	4	4	4	4	4	4	5	82
M Syahru Romadhon	5	4	5	5	5	4	4	5	5	5	5	5	5	4	5	5	5	5	5	4	95
Triyawan	4	4	3	4	4	4	4	3	3	4	4	4	3	4	3	4	3	4	3	4	73
Sulistyo Budi Ardana	4	4	4	4	4	4	4	5	4	3	4	3	4	5	4	4	5	4	4	4	81
Amar Nur Rasyid	4	5	5	4	4	5	5	4	5	5	4	5	4	5	5	4	4	4	4	5	90
Akbar Taufik H	4	5	5	4	4	5	5	4	5	5	4	5	4	5	5	4	4	4	4	5	90
Ferdi Prasetyo	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
Ardiansah R	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
Agus Setiawan	5	4	4	5	5	4	4	4	4	5	5	5	5	4	4	5	4	5	5	4	90
Achmad Rachayu Dwi K	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
Bagas Septyawan	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
Annas Setiyawan	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	5	82
Dwi Afdika R	4	5	4	4	4	5	5	4	4	5	4	5	4	4	5	4	4	4	4	5	87
Agil Rifqi Awaludin	4	5	5	4	4	5	5	4	5	4	4	4	4	5	5	4	4	4	4	5	88
Afiff Rizqi R	4	5	5	4	4	5	5	5	5	4	4	4	4	4	4	4	5	4	4	5	88
Raykhan Eka U	4	5	5	4	4	5	5	5	5	4	4	4	4	4	4	4	5	4	4	5	88
Arfian Saputra	5	5	4	5	5	5	5	4	4	4	5	4	5	5	5	5	4	5	5	5	94
Dimas Achmad Fauzi	4	5	4	4	5	5	5	4	4	5	5	4	5	4	5	4	5	4	5	5	91
Vita Fichusnul Ula	4	4	4	4	4	4	4	5	4	4	4	5	4	4	5	4	4	4	4	4	83
Like lucyta Erlifidha	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	4	4	4	4	4	83
Maela Atika Khasanah	5	4	5	5	5	4	4	4	5	4	5	4	4	4	5	4	5	4	4	4	88
Nanda Hikmatul Lathifah	5	4	5	5	5	4	4	4	5	4	5	4	4	5	4	5	4	5	4	4	89
Putri Amelia N S	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	99
Alifatul Iftitah	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	81
Aulida Rahma	5	5	4	5	5	5	5	4	4	5	5	5	5	4	5	5	4	5	5	5	95
Safira Aulia Putri	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	5	4	4	4	4	82
Nadia Agnes Nurlaila	4	4	4	4	4	4	4	5	4	4	4	5	5	4	5	4	4	5	4	4	84
Haiva Evrilliana	4	4	4	4	4	4	5	4	4	4	5	4	5	4	5	4	5	4	4	4	85
Widya Sughesti	4	4	4	4	4	4	5	4	4	4	5	4	5	4	5	4	5	4	4	4	85
Diah Rahmawati	3	4	4	3	3	4	4	4	3	3	3	5	3	4	3	4	3	5	4	4	73
M Fajar Saparudin	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	81
Faisal Riza	4	4	5	4	4	4	4	5	5	5	4	5	4	4	4	4	5	4	4	4	86

APPENDIX II

List of Students' Speaking Score

Class 9A

Irma Beata Habsari	85
Putri Armanda Armantika	85
Maya Nafulani	77
Nadhif Afna Sabrina	85
Muhammad Said Taftazani	78
Fatimah Nurazizah	68
Samsul Ma'arif	70
Nur Fahrizal	63
Muhammad Haris Halimtar	76
Slamet Nugroho	73
Isna Ainun Naim	42
Amelia Wahdany	68
Fajar Nur Abidin	70
Hervia Indra J	73
Aulia Nuraini	77
Oktafimilia Fatinah Indah R	68
Nasywa Nur Aulia	70
Aji Kurniawan	73
Naiya Nur Rahma	73
M Salman A	77
Ulfa Nur Iriyanti	65
Nova Meitasyari	72
Ahmad Fajar Awaluddin	73
Muh Ade Prasetyo	73
Faisal Muhammad Rifan	67
Lina Umi Solekhah	63
Mufidatun Awaliyah	57
Amelia Safana	70
Fadhea Khoirun Nisa	60
Desiyani Laily	77

Class 9B

Tegar Putra	50
M Syahru Romadhon	58
Triyawan	77
Sulistyo Budi Ardana	60
Amar Nur Rasyid	57
Akbar Taufik H	60
Ferdi Prasetyo	73
Ardiansah R	70
Agus Setiawan	67
Achmad Rachayu Dwi K	70
Bagas Septyawan	70
Annas Setiyawan	60
Dwi Afdika R	57
Agil Rifqi Awaludin	50
Afiff Rizqi R	57
Raykhan Eka U	67
Arfian Saputra	57
Dimas Achmad Fauzi	50
Vita Fichusnul Ula	60
Like lucyta Erlifidha	73
Maela Atika Khasanah	51
Nanda Hikmatul Lathifah	51
Putri Amelia N S	45
Alifatul Iftitah	60
Aulida Rahma	57
Safira Aulia Putri	51
Nadia Agnes Nurlaila	57
Haiva Evrilliana	60
Widya Sughesti	56
Diah Rahmawati	60
M Fajar Saparudin	60
Faisal Riza	67

APPENDIX III

Validity Test Result

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006
VAR00001	Pearson Correlation	1	.128	.262*	.746**	.884**	.183
	Sig. (2-tailed)		.322	.040	.000	.000	.154
	N	62	62	62	62	62	62
VAR00002	Pearson Correlation	.128	1	-.018	.204	.094	.844**
	Sig. (2-tailed)	.322		.892	.112	.468	.000
	N	62	62	62	62	62	62
VAR00003	Pearson Correlation	.262*	-.018	1	.021	.244	.125
	Sig. (2-tailed)	.040	.892		.869	.056	.333
	N	62	62	62	62	62	62
VAR00004	Pearson Correlation	.746**	.204	.021	1	.635**	.004
	Sig. (2-tailed)	.000	.112	.869		.000	.975
	N	62	62	62	62	62	62
VAR00005	Pearson Correlation	.884**	.094	.244	.635**	1	.038
	Sig. (2-tailed)	.000	.468	.056	.000		.767
	N	62	62	62	62	62	62
VAR00006	Pearson Correlation	.183	.844**	.125	.004	.038	1
	Sig. (2-tailed)	.154	.000	.333	.975	.767	
	N	62	62	62	62	62	62
VAR00007	Pearson Correlation	.128	1.000**	-.018	.204	.094	.844**
	Sig. (2-tailed)	.322	.000	.892	.112	.468	.000
	N	62	62	62	62	62	62
VAR00008	Pearson Correlation	.234	.177	.347**	.014	.207	.280*
	Sig. (2-tailed)	.067	.170	.006	.916	.106	.027
	N	62	62	62	62	62	62
VAR00009	Pearson Correlation	.321*	.108	.913**	.147	.310*	.151
	Sig. (2-tailed)	.011	.403	.000	.254	.014	.243
	N	62	62	62	62	62	62
VAR00010	Pearson Correlation	.372**	.205	.312*	.176	.362**	.255*
	Sig. (2-tailed)	.003	.109	.014	.172	.004	.046
	N	62	62	62	62	62	62
VAR00011	Pearson Correlation	.834**	.068	.248	.555**	.948**	.016
	Sig. (2-tailed)	.000	.597	.052	.000	.000	.901
	N	62	62	62	62	62	62
VAR00012	Pearson Correlation	.227	.218	.207	.176	.320*	.115
	Sig. (2-tailed)	.076	.088	.107	.171	.011	.372
	N	62	62	62	62	62	62
VAR00013	Pearson Correlation	.279*	.143	.244	.173	.347**	.101
	Sig. (2-tailed)	.028	.266	.056	.180	.006	.434
	N	62	62	62	62	62	62
VAR00014	Pearson Correlation	.412**	.255*	.194	.111	.381**	.415**
	Sig. (2-tailed)	.001	.045	.131	.389	.002	.001
	N	62	62	62	62	62	62
VAR00015	Pearson Correlation	.261*	.145	.177	.234	.136	.191
	Sig. (2-tailed)	.040	.262	.168	.067	.291	.136

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX IV

Reliability Test Result

Reliability

[DataSet0]

Scale: ALL

Case Processing Summary

		N	%
Cases	Valid	62	100.0
	Excluded[a]	0	.0
	Total	62	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.882	20

APPENDIX V

Correlation Test Result

Correlations

[DataSet1]

Correlations

		Anxiety	Speaking
Anxiety	Pearson Correlation	1	-.520"
	Sig. (2-tailed)		.000
	N	62	62
Speaking	Pearson Correlation	-.520"	1
	Sig. (2-tailed)	.000	
	N	62	62

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX VI

Interview Transcription

Student 1 (M Haris Halilintar)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : Tidak bisa

A : menurut kamu, apakah bahasa inggris itu susah?

B : Menurut saya susah

A : Alasannya kenapa?

B : karena kurang bisa dimengerti

A : apakah kamu pernah mengalami suatu keadaan dimana kamu merasa minder saat berbahasa inggris didepan umum?

B : Saya merasa takut kalau nantinya saya tidak bisa menjawab

A : apakah kamu merasa grogi ketika berbahasa inggris didepan umum, contohnya diruang kelas? Mengapa?

B : Saya merasa grogi. Saya takut salah

A : pada saat itu apakah kamu merasa percaya diri?

B : sedikit

A : menurut pendapatmu, apa saja hal-hal yang memicu adanya keraguan saat berbahasa inggris?

B : karena saya merasa tidak bisa berbahasa inggris, jadi saya tidak terlalu percaya diri dan takut salah

A : Berarti kamu merasa nyaman atau tidak saat berbahasa inggris?

B : tidak, karena tidak menguasai

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : Pernah, saya merasa malu

A : jadi kamu merasa ragu untuk berbahasa inggris karena taakut salah lagi?

B : iya

A : oke, terimakasih

Student 2 (Slamet Nugroho)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : tidak

A : apakah kamu pernah mengalami suatu keadaan dimana kamu merasa takut saat berbahasa inggris didepan umum? Mengapa?

B : pernah, karena takut salah cara bacanya, saya tidak percaya diri, dan takut salah

A : jadi kamu masih merasa khawatir saat berbahasa inggris di depan umum?

B : masih

A : menurut kamu apa penyebabnya?

B : karena takut salah dan malu

A : berarti kamu merasa nyaman atau tidak saat berbahasa inggris?

B : tidak, lebih nyaman pakai bahasa indonesia karena belum begitu menguasai bahasa inggris

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah

A : pada saat ditertawakan apa yang kamu lakukan?

B : saya diam, tetapi setelah guru menjelaskan cara baca yang benar, saya lanjutkan lagi membaca

A : Apakah setelah kejadian tersebut membuat kamu merasa takut untuk berbahasa inggris?

B : masih takut, tapi kalau ditunjuk guru asal nanti dikoreksi tidak apa-apa

A : menurutmu apa saja hal yang membuatmu ragu untuk berbahasa inggris?

B : karena takut salah dan malu kalau salah pelafalan, takut diketawain teman-teman

Student 3 (Faisal M Rifan)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : Tidak terlalu

A : ketika berbahasa inggris apakah kamu merasa percaya diri? Mengapa?

B : Sedikit, terkadang takut salah mengucapkan sesuatu

A : berarti kamu merasa nyaman atau tidak saat berbahasa inggris?

B : kurang nyaman menurutku

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah, kemudian saya takut mengulang itu lagi

A : pada saat ditertawakan apa yang kamu lakukan?

B : malu, tapi setelah itu dibimbing sama guru cara pengucapan yang benar

A : jadi menurutmu hal apa saja yang menyebabkan adanya keraguan dalam berbahasa inggris?

B : kurang percaya diri karena merasa kemampuan bahasa inggrisnya masih kurang

Student 4 (Fadhea Khoerun Nisa)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : sedikit

A : ketika berbahasa inggris apakah kamu merasa percaya diri? Mengapa?

B : tidak, karena saya tidak terlalu bisa bahasa inggris

A : berarti kamu merasa nyaman atau tidak saat berbahasa inggris?

B : tidak, kecuali terpaksa saat ditunjuk oleh guru

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah, dan itu membuat saya sedikit takut salah lagi

A : pada saat ditertawakan apa yang kamu lakukan?

B : saya diam, tapi masih melanjutkan setelah dibenarkan oleh guru

A : jadi menurutmu hal apa saja yang menyebabkan adanya keraguan dalam berbahasa inggris?

B : masih takut salah dan saya belum bisa bahasa inggris

Student 5 (Desiyani Laily)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : Lumayan bisa

A : ketika berbahasa inggris apakah kamu merasa percaya diri? Mengapa?

B : sedikit, karena saya malu berbicara di depan kelas

A : berarti kamu merasa nyaman atau tidak saat berbahasa inggris?

B : kurang nyaman aja, apalagi ketika ada yang ketawa

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah, bukan salah pelafalan, tapi lupa terus ada yang ketawa

A : pada saat ditertawakan apa yang kamu lakukan?

B : coba inget-inget padahal agak sulit

A : jadi menurutmu hal apa saja yang menyebabkan adanya keraguan dalam berbahasa inggris?

B : kurang percaya diri ketika berbicara di depan banyak orang.

Student 6 (Isna Ainun Naim)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : sedikit bisa

A : ketika berbahasa inggris apakah kamu merasa percaya diri? Mengapa?

B : saya kadang malu

A : berarti kamu merasa nyaman atau tidak saat berbahasa inggris?

B : tidak nyaman, apalagi kemampuan saya masih kurang

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : sejauh ini pernah

A : pada saat ditertawakan apa yang kamu lakukan?

B : saya berusaha mengucapkan dengan benar, tapi karena kebawa suasana jadi malah berantakan

A : jadi menurutmu hal apa saja yang menyebabkan adanya keraguan dalam berbahasa inggris?

B : merasa malu, dan kurang percaya diri untuk berbicara di depan teman

Student 7 (Putri Amelia)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : belum bisa, sedikit-sedikit

A : ketika berbahasa inggris apakah kamu merasa percaya diri? Mengapa?

B : saya masih ragu-ragu karena takut salah ejaan dan diketawain teman-teman

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah, waktu itu saya salah pengucapan kata 'cancel' menjadi 'cenėl'

A : pada saat itu apakah kamu berhenti berbicara atau tetap melanjutkan?

B : saya berhenti, tetapi saya lanjutkan setelah diberitahu oleh guru

A : setelah kejadian itu, apakah membuatmu ragu dalam berbahsa inggris?

B : iyaa, karena takut salah lagi

A : setelah itu apakah ada faktor penyebab yang lain?

B : merasa tidak bisa dan tidak percaya diri

Student 8 (Amar Nur Rasyid)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : sedikit bisa

A : ketika berbahasa inggris apakah kamu merasa percaya diri? Mengapa?

B : terkadang percaya diri, tapi kalau di depan teman-teman kadang tidak, apalagi kalau ditertawain.

A : berarti kamu merasa nyaman atau tidak saat berbahasa inggris?

B : kurang sih lebih tepatnya, tapi kalau kondisinya tenang bisa nyaman

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah, pas di tengah-tengah lupa mau ngomong apa, akhirnya teman-teman pada ketawa

A : bagaimana respon teman-teman pada saat itu?

B : pada ketawa semua itu

A : setelah kejadian itu, apakah kamu masih mau untuk berbahasa inggris di depan umum?

B : masih, karena saya pingin bisa.

Student 9 (Arfian Saputra)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : sedikit

A : ketika berbahasa inggris apakah kamu merasa percaya diri? Mengapa?

B : tergantung situasi, kalau di depan umum saya ragu-ragu. Kecuali terpaksa

A : berarti kamu merasa nyaman atau tidak saat berbahasa inggris?

B : tidak, karena taakut salah bacaannya

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah, waktu itu saya salah melafalkan kata 'congratulation'

A : bagaimana respon teman-teman pada saat itu?

B : ada yang tertawa dan ada juga yang benerin

A : setelah kejadian itu, apakah kamu masih mau untuk berbahasa inggris di depan umum?

B : masih, sekalian untuk pembelajaran. Masih takut salah baca juga sama ditertawakan.

Student 10 (Dimas Achmad Fauzi)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : sedikit-sedikit

A : ketika berbahasa inggris apakah kamu merasa percaya diri? Mengapa?

B : terkadang kalau di depan orang banyak masih khawatir, grogi banget

A : apa yang membuatmu merasa khawatir?

B : takut tidak sesuai dengan yang di inginkan, takut lupa mau ngomong apa

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah

A : pada saat itu bagaimana responmu?

B : itu membuat saya ingin belajar lebih lagi

A : setelah kejadian itu, apakah kamu masih mau untuk berbahasa inggris di depan umum?

B : masih, walaupun masih khawatir lupa mau ngomong apa

A : jadi menurutmu hal apa saja yang membuatmu masih ragu berbahasa inggris?

B : grogi saat berbahasa inggris di depan orang banyak, takut salah ditertawakan.

Student 11 (Aulida Rahma)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : belum terlalu bisa

A : ketika berbahasa inggris apakah kamu merasa percaya diri? Mengapa?

B : kurang percaya diri, masih ragu sama takut salah

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah pas saya ngucap "good" jadi "god"

A : pada saat itu apakah kamu berhenti berbicara atau tetap melanjutkan?

B : berhenti, terus lupa akhirnya mau ngomong apa

A : setelah kejadian itu, apakah membuatmu ragu dalam berbahasa inggris?

B : iya, ragu gimana cara ngucapinnya

A : setelah itu apakah ada faktor penyebab yang lain yang bikin kamu ragu berbahasa Inggris?

B : takut diketawain temen.

Student 12 (Nanda Hikmatul Latifah)

A : Apakah kamu dapat berbicara dengan bahasa inggris?

B : Sedikit

A : apakah kamu pernah mengalami suatu keadaan dimana kamu merasa takut saat berbahasa inggris didepan umum? Mengapa?

B : pernah, karena merasa kemampuan saya masih kurang

A : menurut kamu apa penyebabnya?

B : karena takut salah, tidak tahu cara ngucapinnya gimana.

A : berarti kamu merasa nyaman atau tidak saat berbahasa inggris?

B : tergantung kondisi, kalau teman-teman pada tenang, saya bisa nyaman meskipun kadang salah

A : apakah kamu pernah mengalami kejadian saat kamu berbahasa inggris tiba-tiba saja berhenti di pertengahan karena ada yg salah pelafalan dan akhirnya ditertawakan oleh teman-teman?

B : pernah

A : pada saat ditertawakan apa yang kamu lakukan?

B : berhenti terus lupa apa yang mau diungkapkan

A : Apakah setelah kejadian tersebut membuat kamu merasa takut untuk berbahasa inggris?

B : sedikit takut, tapi namanya belajar kadang tak beraniin.

A : menurutmu apa saja hal yang membuatmu ragu untuk berbahasa inggris?

B : Diketawain teman-teman ketika salah mengucapkan sesuatu.

APPENDIX VII

Documentation

Picture of Students in Participating Researcher's Questionnaire

Interview Section with Students

APPENDIX VIII

Research Documents

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: B - 105/Un.10.3/D.1/TL.00./105/2020   16 Januari 2020
Lamp : -
Hal   : Pengantar Pra Riset
a.n.   : Erlistiana
NIM   : 1603046034

Yth.
Bapak/Ibu Kepala Madrasah
di MTs NU 02 Al-Ma'arif Boja

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Erlistiana
NIM   : 1603046034
Alamat   : Desa Badak Kerajan RT04/RW01, Belik, Pemalang
Judul Skripsi : The Effects of EFL Learners' Speaking Anxiety on Speaking Performance

Pembimbing :
1. Agus Prayogo, M.Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diizinkan melaksanakan riset selama 20 hari, mulai tanggal 10 Januari 2020 sampai dengan tanggal 30 Januari 2020.
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Junaidi, M.Ag.
NIP. 19690320199803 1 004

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Nomor: B - 105/Un.10.3/D.1/TL.00./105/2020   16 Januari 2020
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Erlistiana
NIM   : 1603046034

Yth.
Bapak/Ibu Kepala Madrasah
di MTs NU 02 Al-Ma'arif Boja

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Erlistiana
NIM   : 1603046034
Alamat   : Desa Badak Kerajan RT04/RW01, Belik, Pemalang
Judul Skripsi   : The Effects of EFL Learners' Speaking Anxiety on Speaking
                   Performance

Pembimbing   :
1. Agus Prayogo, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 20 hari, mulai tanggal 10 Januari 2020 sampai dengan tanggal 30 Januari 2020.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Ahmad Junaidi, M.Ag.
NIP. 19690320 199803 1 004

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

SURAT KETERANGAN PENELITIAN
Nomor : Ts.377/PP.005/S.6/104/I/2020

Yang bertanda tangan di bawah ini:

Nama	:	Husnul Huda, S.Ag.
Jabatan	:	Kepala MTs NU 02 Al-Ma'arif Boja
Alamat	:	Jalan Pemuda No. 109 Boja, Kab. Kendal

Menyatakan bahwa mahasiswa atas nama:

Nama	:	Erlistiana
Pekerjaan	:	Mahasiswa Universitas Islam Negeri Walisongo Semarang
NIM	:	1603046034
Fak./Prodi	:	FITK/Pendidikan Bahasa Inggris
Alamat	:	Desa Badak Kerajan RT04/RW01, Belik, Pemalang

Telah melaksanakan penelitian skripsi yang berjudul *"The Effects of EFL Learners' Speaking Anxiety on Speaking Performance"* selama 20 hari di MTs NU 02 Al-Ma'arif Boja terhitung mulai tanggal 10 Januari 2020 sampai dengan tanggal 30 Januari 2020.

Demikian surat keterangan penelitian ini dibuat dengan sebenar-benarnya, dan harap digunakan sebagaimana mestinya.

Boja, 27 Januari 2020
Kepala Madrasah,

HUSNUL HUDA, S.Ag

Tembusan :
Sekretariat MTs NU 02 Al-Ma'arif Boja (sebagai arsip)

CURRICULUM VITAE

Personal Data

Name   : Erlistiana

Place of Birth   : Pemalang

Date of Birth   : April, 24th 1998

Religion   : Islam

Gender   : Female

Civic   : Indonesia

Address   : Desa Badak Kerajan RT.04/RW.01, Belik, Pemalang

Formal Education

1. SDN 03 Badak
2. SMPN 3 Belik
3. SMAN 1 Belik
4. English Education Department, Faculty of Education and Teacher Training, Walisongo State University, Semarang

Sincerely,

Erlistiana