

LEVELING OF STUDENTS' SPEAKING EFL ANXIETY AT AN ISLAMIC BOARDING SCHOOL

THESIS

Submitted in Partial Fulfillment of the Requirement for
Degree of Bachelor of Education in English Language Education



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ABSTRACT

Title : **LEVELING OF STUDENTS' SPEAKING
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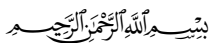
This research is intended to know the level of students' anxiety and identify possible factors to contribute the anxiety in English club. The researcher took a group of English club at Pondok Pesantren Roudlotul Muta'alimin Semarang in the academic year of 2022/2023. This research used a descriptive qualitative method with case study approach. The writer used two kinds of instruments to collect the data. The first instrument is Foreign Language Classroom Anxiety Scale questionnaire, developed by Horwitz et al. (1986). It consists of 33 items with 5 point Likert-Scale. The second instrument is the semi-structured interview. The result of this research showed that most of the students are at "Mildly Anxious" level without "Very Anxious" student. There are 8 (38,1%) students who experience "Anxious" level, 11 (52,3%) students are in "Mildly Anxious" level, 1 (4,8%) students have "Relaxed" level, and 1 (4,8%) student from 21 students is in "Very Relaxed" level. The results of this research show that from psychological aspect more than a half of students (52,3%) are in the level of moderate anxiety, 8 students (29%) are in the level of severe anxiety, and 2 students (9,6%) are in the level of mild anxiety. This research also showed that speaking in front of the class, being laughed at by others, incomprehensible input, students' beliefs about language learning, teacher personality, and lack of preparation were the factors that may contribute to the students' anxiety in learning English from eight anxious students were selected as the participants.

Keywords: *Levels of Anxiety, Speaking, Students' Anxiety.*

DEDICATION

I dedicate this thesis to my beloved parents (Mr. Kadisan and Mrs. Priyati) and my young brother (Muhammad Nizam) who always give support, love, and affection. Thank you for everything.

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Alhamdulillah, all praises unto Allah who always gives his mercies and blessing so that the researcher can finish this thesis. Shalawat and salam may be granted to our great prophet Muhammad SAW who has guided and acquainted Islam as the right way.

The researcher realizes that he could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, by the honor of this, the researcher wants to say grateful to the honorable:

1. Dr. K. H. Ahmad Ismail, M. Ag., as the Dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.
2. Sayyidatul Fadlilah, M. Pd., the Head of English Language Education Department and as my advisor who already guided and advised patiently during the arrangement of this thesis.
3. Dra. Nuna Mustikawati Dewi, M. Pd., as the secretary of English Language Education of Walisongo State Islamic University Semarang.
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6. All of my friends in Pondok Pesantren Roudlotul Muta'alimin, for the color of life, laugh, support, and togetherness, may Allah always love us.
7. All of my friends in English Department 2015, one thing that I know when I meet you is always about love and happiness.
8. All my friends who always help, support, and accompany in finishing this final project who can not be mentioned one by one.
9. In addition, all of people who come and go in my life who always have part in my life. Thank you.

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

Semarang, December 22th 2022

The Writer,



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MOTTO

...لَا تَحْزَنْ إِنَّ اللَّهَ مَعَنَا...

..."Do not grieve; indeed Allah is with us."...

(Q.S. At-Taubah/9:40)¹

Joys and sorrows all from Allah

¹ Hari Purwanto, *Al-Khobir Transliterasi Latin Perkata dan Terjemah Perkata*, (Surabaya: Nur Ilmu, 2021), p. 193.

² Asmi Yuniati, Sayyidatul Fadlilah, Muhammad Nafi Annury,

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CHAPTER I INTRODUCTION

This chapter discusses background of the research, question of the research, objective of the research, and significance of the research.

A. Background of the Research

In life society, people as social beings need to do interaction or communication with one another. People have the mind which can improve and can be improved by discussing or sharing about ideas, opinions or feelings with other people. To do interaction, people need a tool called language. Through language, people can communicate any expression.²

Speaking using English is not an easy process at all as it requires the speaker to master several key elements such as pronunciation, grammar, vocabulary, fluency and comprehension. Speaking is an activity that requires students to speak clearly. Students need time to brainstorm ideas for expressing themselves in their speech. However, many students complain that they don't know what to say in front of class. Because students lack self-confidence, lack vocabulary and grammar, and do not understand the meaning of what they are saying. This complexity confuses students. Therefore, teachers need to develop creative strategies to teach speaking. How to get students to speak fluently.

This may occur due to lack of opportunity to speak. English is considered a foreign language in Indonesia. In most cases, students can only develop their speaking skills in English clubs,

² Asmi Yuniati, Sayyidatul Fadlilah, Muhammad Nafi Annury, Directive Speech Acts in The Movie "The Message" By Moustopha Akkad, *Journal for Language and Foreign Language Learning*, Vol. 7, No. 2, 92-102. (October 2018), p. 83.

but they usually do not take this opportunity to improve their speaking skills. This is caused by many factors, one of which is that students feel uncomfortable speaking in front of their classmates.

The reluctance of many students to speak in class is an important factor affecting their ability to learn languages. In English clubs, students tend to remain silent when asked by their mentors. Even when they understand the question and can actually answer the mentor's question, they often remain silent.³

This phenomenon is caused by many factors and fear is one of the most influential factors. As reported by Horwitz et al. teachers and students strongly believe that fear is the main obstacle in speaking a foreign language. Also, a counselor at her LSC (Learning Skills Center) in the United States found that anxiety centered on her two basic tasks of speaking and listening, especially speaking.

Speaking is an anxiety-inducing activity that makes students uneasy in the classroom. Many learners feel very anxious about participating in speaking activities.⁴ In fact, speaking is often said to be the most feared language skill in language learning.⁵ They become even more anxious when asked questions or asked

³ Jonathan Snell, "Improving Teacher-Students Interaction in the EFL Classroom: An Action Research Report", *The Internet TESL Journal*, Vol. V, No.4, (April, 1999), p. 2.

⁴ Areti Keramida, "Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations", *International Education Studies Journal*, Vol. II, No.4, (November 2009), p. 40.

⁵ Gonca Subaşı, "What are The Main Sources of Turkish EFL Students' Anxiety in Oral Practice?", *Turkish Online Journal of Qualitative Inquiry*, Vol. I, No. 2, (October 2010), p. 32.

to perform in front of a class. This finding has some familiarity with Horwitz et al.⁶ EFL students are afraid to speak in a foreign language because they are afraid of making mistakes and are seen as less competent by others.

This kind of problem can have many disadvantages for EFL students. You will lose the opportunity to use English in the classroom to improve your speaking skills. As such, anxiety can be a barrier to students learning English. They may also engage in other types of negative behavior, such as: B. Be a passive learner in class and sit in the back row.

Several studies have previously been conducted on anxiety and its effects on the ability to speak. The results show that fear plays an important role in students' ability to speak. It has been shown that the higher a student's anxiety level in EFL, the more likely they are to suffer from poor language performance. This survey explores English Club members' fears about learning a foreign language and strategies for overcoming them.

During observations at the PPRM English Club, researchers found signs of fear among the students. Many students became nervous, causing class avoidance and poor attendance. Because they were afraid of making mistakes, they were afraid and reluctant to practice in the target language, in this case English, the target language. I thought I would be ridiculed by my mate. So he sat passively, preferring to stay still. Some students thought English was a difficult subject. Such beliefs can affect students' self-esteem and cause them to worry in class. When finally told to practice, they started stuttering. There were also students who could not grasp the tone and intonation even after

⁶ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. VII, No.2, (1986), p. 130.

repeating it several times. It was very difficult for the authors to conduct proper learning activities with them.

In other words, anxiety can hinder students from achieving their goals in learning English. We strive to find out what potential causes, factors, or situations are causing the anxiety and discomfort.

In Qur'an Allah says as follows:

قُلْنَا اهْبِطُوا مِنْهَا جَمِيعًا ۚ فَإِمَّا يَأْتِيَنَّكُمْ مِنِّي هُدًى فَمَنْ تَبَعَ هُدَايَ فَلَا خَوْفٌ عَلَيْهِمْ
وَلَا هُمْ يَحْزَنُونَ (٣٨)

We said, "Go down from it, all of you. And when guidance comes to you from Me, whoever follows My guidance - there will be no fear concerning them, nor will they grieve. (Q.S. al-Baqarah/2:38).⁷

B. Question of the Research

In the background of the study, several issues related to language speaking anxiety were identified. The questions suggested for research are:

1. What are the levels of speaking anxiety experienced by the students in an English classroom?
2. What anxiety factors are contributing to students' speaking anxiety?

C. Objective of the Research

1. To explain the level of speaking anxiety experienced by students in an English classroom.
2. To explain the factors or situations that make them feel anxious when they speak English in an English classroom.

⁷ Hari Purwanto, *Al-Khobir Transliterasi Latin Perkata dan Terjemah Perkata*, (Surabaya: Nur Ilmu, 2021), p. 7.

D. Significance of the Research

This research is expected to make a significant contribution to students' speaking skills. This information will help educators and teachers better understand the different levels of anxiety students experience when speaking English. We can also get more information about the factors that cause students anxiety when speaking English and try to find strategies that help reduce students anxiety and create a more relaxed atmosphere in the classroom. This study is designed to help students find ways and strategies to overcome anxiety issues when speaking English in public. Through this research, it is also hoped that educators will understand how anxiety affects students' English learning.

CHAPTER II

LITERATURE REVIEW

This chapter discusses about literature review that include previous research, and theoretical framework (kinds of speaking activities, the nature of anxiety, types of anxiety, levels of anxiety, foreign language of anxiety, impact of foreign language anxiety, and possible factors contributing to foreign language anxiety).

A. Previous Research

1. Nur Isnaini, “An Analysis of Students’ Speaking Anxiety Students of English Foreign Language (EFL) at The Fifth Semester English Department of UIN Raden Intan Lampung” (2018)

This research used qualitative research method. The researcher chose the Fifth Semester English Department B and F class which consists 68 students. In collecting the data, the researcher used observation, interview and questionnaire. The researcher used three major phases of the data analysis, they were: data reduction, data display and conclusion drawing verification.

From the data analysis, the researcher found some conclusion of students’ speaking anxiety at the Fifth Semester English Department of UIN Raden Intan Lampung as follows: first, researcher found that students’ speaking anxiety factor in English foreign language (EFL) were: felt self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy. Second, the causes of students’ speaking anxiety that students’ were unconfident to speak English, fear to make mistakes when

speaking, anxiety when teacher asked to speak up, and shy to perform in front of class.⁸

2. Ayudhita Rizki Prima Utami, “A Survey on Speaking Anxiety Level of Secondary Students in An Islamic Private School” (2020)

This study aims to identify students' foreign language anxiety. These data were distributed to 156 students in her second year (XI) of an Islamic private high school using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire as instrument. This study is a quantitative study, the questionnaire adapted Horwitz, Horwitz, and Cope (1986) as a measure of anxiety, with a reliability of 0.844.

The results showed that the students had a high fear of speaking. Communication anxiety he scored an average of 3.48. On the other hand, students with low fear of speaking have an average score of 2.87 and are afraid of negative assessments. The results of this study show that students experience panic, anxiety and nervousness when speaking a foreign language in front of the class or discussing with educators and facilitators without proper planning.⁹

⁸ Nur Isnaini, An Analysis of Students' Speaking Anxiety Students of English Foreign Language (Efl) at The Fifth Semester English Department of UIN Raden Intan Lampung, 2018.

⁹ Ayudhita Rizki Prima Utami, *A Survey on Speaking Anxiety Level of Secondary Students in An Islamic Private School*, 2020.

3. Titis Pahargyan, “Students’ Anxiety in Speaking English During Distance Learning” (2021)

In fact, researchers found that during her presentation, students tended to speak English in class, even though it was done remotely due to the Covid-19 pandemic. With this in mind, this study sought to explore how students feel anxious when speaking English during distance learning, and how they cope with anxiety during distance learning. I aimed.

This study used case studies as one of the descriptive designs in qualitative research. In addition, as a survey tool, we collected data by analyzing students' self-reflection materials, closed questionnaires, and interviews. Additionally, participants in this study were his 36 X-grade science students from SMA Kristen Petra 1 Surabaya. After conducting research, researchers found that distance learning during the Covid-19 pandemic made students more anxious when speaking English. For this reason, it is important that teachers can act as facilitators.¹⁰

B. Theoretical Framework

1. Speaking

The first definition proposed by Nunan states that speaking is a productive oral skill. It consists of generating systematic oral utterances to convey meaning.¹¹ We must be able to clearly communicate the way we speak to others. As Thornbury pointed out in Zyoud, speaking is interactive and

¹⁰ Titis Pahargyan, *Students’ Anxiety in Speaking English During Distance Learning*, (UC Journal, e-ISSN 2774-9401, Vol. 2, No. 1, 2021).

¹¹ David Nunan, *Practical English Language Teaching. First Edition*, (New York: Mc Grawhill, 2003), p. 48.

requires the ability to work together to manage the speaking round.¹² How often you use the language determines your speaking ability. In other words, without practice, it will be difficult to become fluent in English.

Brown states that if someone can speak a language, it means they can carry on a conversation reasonably competently. , notes that it is a demonstration of the ability to achieve practical goals through interactive conversations with speakers of other languages.¹³

Furthermore, Richards and Renandya concluded that effective oral communication requires not only verbal communication but also the ability to use language appropriately in social interactions, including paralinguistic elements such as pitch, stress, and intonation. It is said that In addition, nonverbal elements such as gestures, body language, and facial expressions are required to convey messages directly without language.¹⁴

From some of the definitions above, the authors concluded that speaking is a systematic process of constructing meanings, ideas, and thoughts for other people effectively orally based on context.

¹² Munther Zyoud, "Theoretical Perspective on How to Develop Speaking Skill Among University Students", *An Intenational Multidisciplinary Journal*, Vol. II, No. 1, (February-March, 2016), p. 3.

¹³ H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco State University: Pearson, 2001), p. 267.

¹⁴ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 204.

2. Kinds of Speaking Activities

To motivate students to speak, teachers should engage students in different speaking activities. Teachers should prepare fun conversational activities to ensure full student participation. Harmer (2001:88) states that speaking can give students a great deal of confidence and satisfaction, and that empathetic guidance from teachers can encourage them to continue learning.¹⁵

According to Nunan, there are several speaking activities that help students master speaking. These activities are designed to improve students' English skills.¹⁶

a) Information Gap

Information is a useful activity in which one person has information that another person does not have. To pass this information, you must use the target language. There is a gap between them because they have different information.

b) Role-plays

This activity is a type of speaking activity in a relatively safe classroom environment. In role-play, students are assigned a specific role in the target language. Students effectively practice the target language before engaging in real-life conversations.

c) Simulation

In simulation, the props should create a reasonably realistic environment to support the students' language practice. For example, if a student needs to practice a

¹⁵ Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching)*, (England: Longman, 2001), p. 88.

¹⁶ David Nunan, *Practical English Language Teaching. First Edition*, (New York: McGrawhill, 2003), p. 56.

conversation about dealing with a bookstore cashier, a teacher might offer something like this: B.: Books, pens, rules and even money for purchases. So the situation is created by the teacher as if it were real.

d) Contact Assignment

The purpose of this activity is to get students out of the classroom and talking to people in the target language. Students are provided with worksheets and can complete the information by asking questions. Students then summarize the survey results and report what they have learned.

3. Anxiety

Anxiety is one of the most well-documented psychological phenomena. Fear generally emerges from the human body in response to certain situations. In general, anxiety can be identified as a feeling of threat, anxiety, apprehension, or worry.

There are several definitions of fear that the author has found. Anxiety, in Carlson and Buskist terms, is "a sense of unease or doom accompanied by certain physiological responses, such as heart palpitations, sweaty palms, and tightness in the stomach."¹⁷ In addition, fear arises as a reaction to certain situations. Passer and Smith defined anxiety as a state of tension, and anxiety as a natural reaction to feeling threatened.¹⁸ In other words, people naturally become anxious when threatened. In relation to

¹⁷ Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (NeedhamHeights: Viacom Company, 1997), p. 570.

¹⁸ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

Ormrod, anxiety is a feeling of anxiety and unease about situations where the outcome is uncertain.¹⁹

Fear and anxiety are similar, but they are actually different. Halgin and Whitbourne explain the difference between fear and anxiety. Fear is a natural warning response to dangerous situations, while anxiety is a more positive, apprehensive feeling that something terrible might happen.²⁰

Furthermore, as quoted in Passer and Smith, referring to Barlow, the anxiety response consists of an emotional component, tension, a cognitive component, worry, a physiological response, an increase in heart rate, and an increase in blood pressure. increase. and behavioral reactions, avoidance of certain situations.²¹

From the definition above, we can conclude that anxiety is a feeling of threat, anxiety, tension, or worry about a particular situation or something that might happen in the future.

4. Kinds of Anxiety

Several types of fear have been described. The two most well known are state anxiety and trait anxiety. Anxiety that arises when confronted with a particular situation is called state anxiety. Most people have

¹⁹ Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson, 2011), p. 401.

²⁰ Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, (New York: McGraw-Hill, 2007), p. 148.

²¹ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

experienced state anxiety, also known as ordinary anxiety. In relation to Ormrod, "State anxiety is a temporary feeling of anxiety provoked by a threatening situation".²² Being nervous or tense at a particular moment in response to external stimuli. This type of fear is not permanent because it arises from specific situations or stressful events. In other words, it is the situational anxiety that disappears once the threatening situation is gone.

However, in some cases, the anxiety becomes more intense and lasts longer. This type of anxiety is called trait anxiety. In relation to Ormrod, "Trait anxiety is the pattern of responding to anxiety even in non-threatening situations."²³ Such anxiety are part of a person's character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by many things around them. It is a tendency of people to feel nervous and anxious without feeling anxious.

Based on intensity, duration, and context, anxiety can be classified into two types. Anxiety and nervousness in response to specific situations and characteristic fears. Anxiety stronger than depending on the person, regardless of the situation.

5. Levels of Anxiety

There are three levels of speaking anxiety. They are High Anxiety, Medium Anxiety, and Low Anxiety. Values above 131 points indicate high anxiety. A score of 98 to

²² Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson,2011), p. 401.

²³ Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson,2011), p. 401.

131 indicates moderate anxiety. When the stat drops below 98, the last minor terror will appear. Another measure of anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986). It consists of 33 articles. These 33 items ask the participant to answer several situations that reflect her three elements. Fear of communication, fear of exams, fear of negative evaluation. FLCAS is now widely used by researchers to study foreign language anxiety in learners.

From a psychological point of view, anxiety can be divided into three levels: mild anxiety, moderate anxiety, and severe anxiety.

a) Mild Anxiety

Mild anxiety is the feeling that something is different, and people with mild anxiety need special attention. Mild anxiety is associated with the tension of everyday events. People with mild anxiety are characterized by an inability to sit still, a little impatient, a tendency to be alone, wrinkled faces, quivering lips, and an elevated pulse and blood pressure.

b) Moderate Anxiety

Moderate anxiety is a disturbing emotion that causes a person with moderate anxiety to become nervous or restless. People with moderate anxiety are characterized by fatigue, irritability, loss of consciousness, noise changes, sweating, headaches, and back pain.

c) Severe Anxiety

This is the highest level on anxiety. Severe anxiety is the feeling caused by believing something is different and feeling threatened by people around you. This usually comes from fear and distress reactions. People with

severe anxiety are characterized by behaviors and feelings of a constant desire to be free, very anxious, agitated, confused, poor eye contact, withdrawal, denial, and more. space required, seen in tremors, etc.

6. Foreign Language Anxiety

There is a specific term for anxiety related to verbal performance. The terms language anxiety and foreign language anxiety are often used interchangeably. Foreign language anxiety is a specific fear associated with learning and using languages. In Brown's words, language anxiety is "a feeling of intimidation and inadequacy at the prospect of learning a foreign language."²⁴ In reference to Gardner and McIntyre, as quoted in Oxford, "It is the apprehension or concern that arises when the learner is expected to perform in the target language."²⁵ Additionally, Horwitz and Cope proposed a conceptual basis for foreign language anxiety. Based on this, the fear of foreign languages manifests itself in the form of fears such as fear of communication, fear of exams, fear of negative evaluations.²⁶

As quoted by Jason S. Wrench, referring to McCroskey J.C., communication anxiety is "a fear or anxiety associated with actual or anticipated communication with one or more

²⁴ H. Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc.,1991), p. 80.

²⁵ Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights, in Jane Arnold (Ed.), Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p. 60.

²⁶ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), p. 127.

other people."²⁷ Communication anxiety plays a major role in foreign language anxiety because interpersonal relationships are the focus of foreign language teaching. Foreign language classes require students to communicate with the target language through speaking and listening. Their limited ability in the target language can lead to students' communication anxiety. Anxiety about communication exists because students believe that it is difficult to understand others when listening and difficult to make themselves understood when speaking.

Test anxiety is also closely related to the discussion of foreign language anxiety, as grading is common in most foreign language classes. According to Sarason, quoted in Oxford, test anxiety is "the tendency to worry about the consequences of performing poorly on a test or other assessment."²⁸ This means that this kind of anxiety arises in judgmental situations. Students with test anxiety may have had an unpleasant experience on a previous test and fear that they will fail the next. It is also possible that They make the unrealistic claim that anything less than a complete test should be considered a failure.

Another anxiety associated with language learning is the fear of negative evaluation. Watson and Friend, as quoted in Horwitz, describe fear of negative evaluation as "concern about others' evaluations, avoidance of evaluation situations, and the expectation that others will evaluate

²⁷ Jason S. Wrench, "What Is Communication Apprehension?", 2014.

²⁸ Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights, in Jane Arnold (Ed.), Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p. 64.

themselves negatively. It is defined as "things".²⁹ In foreign language learning, students tend to fear negative evaluation from teachers and peers who are the only fluent speakers in the class.

However, Horwitz, Horwitz, and Cope also believe that foreign language anxiety is not just a combination of this performance anxiety in the context of foreign language learning. They also suggested that "language anxiety is a distinct complex of self-awareness, beliefs, emotions, and behaviors associated with classroom language learning that arises from the uniqueness of the language learning process."³⁰

Based on the above description, we can say that foreign language anxiety is the feeling or anxiety, tension, worry, anxiety felt while learning or using the target language.

7. Effects of Foreign Language Anxiety

Basically, such terrifying discomfort is sure to haunt students. It absolutely affects student effort and performance. Anxious students cannot think clearly and are more likely to make mistakes. In addition, fear worries them and interferes with the learning process, so they have to work hard to complete the task.

Anxiety has long been recognized by educators as a potential problem in foreign language teaching. Anxious

²⁹ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), p. 128.

³⁰ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), p. 128.

students have difficulty learning language because fear affects perceptual processing. As for Ormrod, fear can interfere with some aspects of cognition in the learning process. Anxious students may have difficulty paying attention to what they need to learn, processing information effectively, recalling information, and performing previously learned skills.³¹ In other words, foreign language anxiety is one of the debilitating anxiety because it can interfere with language learning.

Similar to Ormrod, MacIntyre, as cited in Young, also believed that anxiety could impair students' cognitive processing. He proposed a variation of the Tobias model of the effect of anxiety on learning from instruction, consisting of his three phases: input, processing, and output.³² Furthermore, anxiety can impair a student's cognitive performance in any or all three stages. This means that when anxiety interferes with cognitive work at one level, information is not passed on to the next level.

During the input phase, foreign language anxiety acts like a filter, preventing some information from entering cognitive processing. This is similar to Krashen's famous "emotion filter" concept. Krashen says that fear can create an emotional filter and a form of "mental block" that prevents comprehensible input from being used for language

³¹ Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson, 2011), p. 402.

³² MacIntyre and Peter D., *Language Anxiety: A Review of the Research for Language Teachers*, in Dolly Jesusita Young (ed.), *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*, (Boston: McGraw-Hill, 1999), p. 35.

acquisition.³³ For example, anxious students may be unable to gather information about language rules and vocabulary because anxiety interferes with their ability to process information.

During the processing phase, anxiety acts as a distraction. It prevents students from processing information effectively. Anxious students may learn less and be unable to digest new words, phrases, and grammar. It may also require more time to process the lessons.

In the early stages, anxiety can affect the quality of a student's foreign language proficiency. Anxious students at this stage may not be able to demonstrate what they have learned.

Furthermore, Oxford states that "anxiety not only harms learners through worry and self-doubt, but also by reducing participation and producing overt avoidance of language." , also mentioned certain aspects that are negatively correlated with anxiety. Language course performance, aptitude test performance, speaking and writing performance, confidence and self-esteem in language learning.³⁴

Based on the above description, we can say that the presence of foreign language anxiety can affect a learner's fluency and learning in general.

³³ Ricardo Schutz, "Stephen Krashen's Theory of Second Language Acquisition", 2013, <http://www.sk.com.br/sk-krash.html>

³⁴ Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights*, in Jane Arnold (Ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p. 60.

8. Possible Factors Contributing to Foreign Language Anxiety

Anxiety can come from many sources. It can also arise from classroom activities and the way teachers relate to their instructions and assignments. For example, speech activity often appears as one of the factors that cause anxiety. Horwitz, Horwitz, and Cope found speaking a foreign language to be the most terrifying experience.³⁵ As quoted in Oxford, Koch and Terrell found that oral skits and oral presentations before class were also the most anxiety-producing activities. We have also found that it can induce anxiety when asked to do so.³⁶

Speech activities are prone to anxiety. When speaking, an attempt is made to communicate with their limited abilities. They also feared being judged negatively by teachers and classmates who exposed their shortcomings. Making mistakes absolutely scares students. They are afraid of making a fool of themselves in public, so they prefer to be quiet rather than speak to practice their English. Price found that one of the biggest causes of anxiety is the fear of being laughed at.³⁷

³⁵ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), p. 129.

³⁶ Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights*, in Jane Arnold (Ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p. 65.

³⁷ Mary Lou Price, *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students*, in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991), p. 105.

In addition, inappropriate teaching methods can also contribute to student anxiety. You speak too quickly. When it comes to Worde, not understanding what is being said in the classroom often leads to communication anxiety.³⁸

Additionally, threatening teaching methods, such as calling students one by one on a seating chart, can also create fear. Oxford also states, "One of the most important problems of teacher-student interaction related to language anxiety is the discomfort of harsh correction, ridicule, and dealing with mistakes in front of the class." said.³⁹ Students may also become anxious due to excessive material demands. If there is too much material and not enough time to understand the lesson, they may find the foreign language lesson stressful. I'm here. Additionally, the level of difficulty in teaching a foreign language and poor student performance compared to other classes can cause anxiety. Therefore, you may find foreign language classes more demanding and difficult than other classes.

Apart from the above factors, students may also have their own anxiety, one of which is their belief in language learning. Some students find language difficult because they have been conditioned to believe it is difficult. For example, students believe that they should be able to speak perfectly.

Others think English is a difficult subject. Such beliefs can lead to language anxiety. Horwitz et al. "Certain beliefs about language learning also contribute to student tension

³⁸ Renee Von Worde, "Students' Perspectives on Foreign Language Anxiety", *Inquiry*, Vol. VIII, No.1, (2003), p. 5.

³⁹ Rebecca L. Oxford, *Anxiety and the Language Learner: New Insights*, in Jane Arnold (Ed.), *Affect in Language Learning*, (Cambridge: Cambridge University Press, 1999), p. 66.

and frustration in the classroom," he said. Price found that anxious students believed their language skills were weaker than all other students.⁴⁰ Most of the time it comes from their learning experience. Stressful learning experiences lead students to believe that language learning is difficult. This belief is enough to create negative thoughts about current language learning. Ultimately, this usually results in students avoiding everything related to language learning, including class activities and preparing for tests. Lack of preparation was the main reason for students' anxiety, according to Marwan.⁴¹ Lack of preparation makes students absolutely uneasy. They are afraid that things will go wrong.

⁴⁰ Mary Lou Price, *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students*, in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991), p. 106.

⁴¹ Ardi Marwan, "Investigating Students' Foreign Language Anxiety", *Malaysian Journal of ELT Research*, Vol. III, (2007), p. 48.

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, research setting, respondents, data collection technique, and data analysis technique.

A. Research Design

This current study uses a qualitative descriptive method to obtain the required data. Qualitative descriptive research produces descriptive summaries of events in everyday language, such as those experienced by humans, and is an appropriate research design when direct descriptions of phenomena are desired. This method was used to examine student descriptions of anxiety. As with other qualitative research designs, the goal of qualitative descriptive research is to produce comprehensive summaries of specific events experienced by individuals or groups of people that are suitable for everyday use.⁴²

Therefore, this study uses descriptive methods to reveal the phenomenon of speaking anxiety in English club students.

B. Research Setting

The research setting was done by students of the PPRM English Club of Pondok Pesantren Roudlotul Muta'alimin Semarang. This location was chosen because the researcher is a part of this club. It was also pointed out that many students are very anxious about speaking English for many reasons. This condition prompted the researcher to conduct research.

C. Respondents

Twenty one members were selected to respond to this survey. Members are aged between nineteen and twenty three.

⁴² Vickie A. Lambert and Clinton E. Lambert, "Qualitative Descriptive Research: An Acceptable Design", *Pacific Rim International Journal of Nursing Research*, Vol. XVI, No. 4, p. 255.

They are selected on the basis that they have studied English for several years and are able to provide an opinion on the research topic. The researcher then selected and interviewed eight of them with varying levels of anxiety. Selections were suggested to capture the heterogeneity of student populations and to make comparisons to explain differences in attitudes, events, and individuals.

D. Data Collection Technique

In collecting respondents' data, the research used two instruments which is FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire proposed by Horwitz et al. and semi-structured interviews on students' English language learning experiences, tailored to the needs of this study, to find factors of student anxiety in the EFL classroom.⁴³

First, the FLCAS questionnaire was distributed to twenty one members of the PPRM English Club. The researcher then collected published questionnaires and manually analyzed the data from the FLCAS questionnaire to classify student anxiety levels. The questionnaires analyzed were placed on a percentage chart that differentiated the levels of anxiety experienced by the respondents.

The next step was an interview. Dosed to find factors that might make them anxious. Interviews were conducted with ten of her selected participants. The answer was analyzed based on some expert theories and compared with some research results.

1. Questionnaires

To measure student anxiety levels, the questionnaire used is an adaptation of the FLCAS (Foreign Language

⁴³ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), p. 129.

Classroom Anxiety Scale) developed by Horwitz et al.⁴⁴ This public questionnaire has already been used and validated by many researchers. FLCAS has been used by some researchers to measure perceived anxiety levels in foreign language learners. It shows its high reliability and effectiveness.

FLCAS consists of 33 questions, each with 1-5 choices answers response. Five-point Likert scale: Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (NA), Disagree (D), and Strongly Disagree, (SD) range. Therefore, summing the points by adding the individual response points for each statement, students' anxiety scale scores range from 33 to 165. The higher a respondent's total score, the more anxious they feel.

There are three main types of language anxiety in FLCAS questions. These are:

- a) Communication apprehension: 1, 9, 14, 18, 24, 27, 29, 32
- b) Test anxiety: 2, 8, 10, 19, 21 and
- c) Fear of negative evaluation: 3, 7, 13, 15, 20, 23, 25, 31, 33

2. Interview

During the initial process with the students, the researchers explained the nature of the survey and explained that all interviews would be conducted in the students' native language, Bahasa, to obtain responses without restricting or hindering them. Those who indicated willingness to participate were invited for an interview.

⁴⁴ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. LXX, No.2, (1986), p. 129.

Each interview lasted approximately ten minutes and was recorded with the participant's permission. The Interview Guide is adapted from Price (1991) and focuses on foreign language anxiety. The following question were asked:

1. Please tell me something about how you have felt during English classes?
2. What bothers you the most about English classes?
3. Do you have any idea why you feel so anxious in your English classes?
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn?
6. Have your teacher played a role in your feelings, either good or bad, about your English classes?
7. Do you have any ideas of how English classes might be less stressful?⁴⁵

E. Data Analysis Technique

Data analysis is required to answer research questions. Learn about the level of anxiety students feel when speaking English, the causes of anxiety when speaking English, and strategies for overcoming it.

1. The Level of Students' Speaking Anxiety

FLCAS consists of two types of statements, positive and negative. The positive statement scale ranged from 1-5 with responses ranging from "Strongly Agree" to "Strongly

⁴⁵ Mary Lou Price, *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students*, in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991), p. 103.

Disagree." Negative opinions ranged from 5-1, with responses ranging from "Strongly Agree" to "Strongly Disagree." The questionnaire has 9 positive statements: 2, 5, 8, 11, 14, 18, 22, 28, 32. Negative statements are 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33.

a. Arrange the Data

In the questionnaire, positive and negative statements were grouped together to avoid misunderstandings among students. So the positive statements are the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9 and the negative statements are the numbers 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33.

b. Calculate the Data

Data were manually calculated from scores ranging from 33 to 165. After each score, the student's FLCAS result was determined.

c. Categorize the Data

Data were categorized into anxiety levels based on the Oetting's scale, in the order of 'very anxious', 'anxious', 'slightly anxious', 'relaxed' and 'very relaxed'.

The Likert's scoring scale table to measure students' anxiety level using FLCAS is shown below:

Table 3.1 Likert's Scoring Table adopted from Horwitz et al. (1986)

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5

Negative	5	4	3	2	1
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To classify anxiety levels, this study used an adapted Oetting's scale consisting of 40 items with responses ranging from 1 to 5 and a total score of 200. The table below shows the scores for each level of anxiety felt by the students.

Table 3.2 FLCAS Anxiety Scale Adapted from Oetting's Scale

Range	Level
124-165	Very Anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

2. The Factors of Students' Speaking Anxiety

According to the qualitative analysis framework developed by Miles and Huberman, the process of data analysis was divided into three main phases: data reduction, data presentation, and conclusion drawing.

1. Data Reduction

First, large amounts of data must be organized and reduced or reorganized in a meaningful way. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data.⁴⁶

⁴⁶ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook, Second Edition*, (Thousand Oaks: SAGE Publications, 1994), 10.

In reducing the data, the authors chose which aspects of the data appearing in the interview transcripts and field notes should be emphasized, minimized, or set aside entirely for research purposes. Additionally, based on the list of codes (table 3.3), the author added a code for each meaningful unit. The authors then examined all relevant data sources for explanations and topics used in their findings.

Table 3.3 List of Codes Factors Contribute to Anxiety

Factors Contribute to Anxiety	Codes
AF: Factors from teacher	AF-T
AF: Teachers' personality	AF-TP
AF: Speaking in front of the class	AF-TSP
AF: Incomprehensible Input	AF-TII
AF: Factors from students	AF-S
AF: Ridiculed by peers	AF-SR
AF: Beliefs about English	AF-SB
English is difficult	AF-SB/DF
Low self-esteem	AF-SB/LO
AF: Lack of preparation	AF-SLK

2. Data Presentation

Data presentation is the second step in Miles and Huberman's qualitative data analysis model. This phase provides an organized and condensed collection of information from which to draw conclusions.

The authors show reduced data for ease of data interpretation. Displayed in a table with basic categories such as factors that contribute to language anxiety.

3. Conclusion Drawing

To draw conclusions, we need to step back and consider what the analyzed data mean and assess its implications for the research question. At this stage, the researcher extracted meaning from the data in a display.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the result of data collections and data analysis to answer the research questions in chapter I. The researcher got the data from (1) FLCAS questionnaires that have been distributed to all respondents and (2) the interview of anxiety test from some respondents.

A. Research Finding

This research is conducted to determine the level of anxiety students experience in the EFL classroom and what factors they believe contribute to anxiety while learning English. This study used a qualitative descriptive method. The research involved 21 members of PPRM English Club in Pondok Pesantren Roudlotul Muta`alimin. Data for this study were obtained from questionnaires and interviews.

1. The Result of Questionnaire

The researchers used a narrow questionnaire called the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire as the initial tool for this study. A questionnaire adapted from Horwitz, Horwitz & Cope assessed learners' levels of anxiety during English classes. FLCAS consists of his 33-item questionnaire on how foreign language learners feel insecure in the classroom. All respondents to this research are members of the PPRM English Club and have completed the questionnaire. The table of the result of student's response toward the FLCAS questionnaire can be seen in the Appendix 1.

To make it easier the reader to understand the student responses, the researcher summarized the results and divided them into positive and negative responses as shown in Appendix 2.

- a) Positive statements are in number : 2, 5, 8, 11, 14, 18, 22, 28, and 32
- b) Negative statements are in number : 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.

Based on the explanation above, researchers found that: Positive statements scored highest for “agree” (71 responses) and lowest for “strongly disagree” (1 response). Negative statements then scored highest for “agree” (252 responses) and lowest for “strongly disagree” (21 responses).

2. The Students' Anxiety Level

To examine the students' levels of anxiety during their speaking performance, researchers conducted an assessment and classified each student based on their responses to the FLCAS questionnaire, as shown in Appendix 3.

The result of scoring and categorizing in student's anxiety level are there is no student in level “Very Anxious”, eight students (38,1%) are in level “Anxious”, eleven students (52,3%) are in level “Mildly Anxious”, only one student (4,8%) in level “Relaxed” and one student (4,8%) in level “Very Relaxed”. It means that most of students had problem with anxiety in EFL classroom.

3. The Result of Interview

The data were collected through structured interviews with participants considered anxious in an English class. A data display compiled from the interview can be seen in Appendix 4. It shows what factors that might contribute to the students' anxiety.

According to Appendix 4, unclear explanations and speaking activities were what bothered participants most in English classes. They also talked about their fear of making mistakes or being ridiculed by their peers. Next, when asked

why they became so anxious, participants responded that they became anxious when they did not understand what the teacher said and were not well prepared. Again, they also talked about their fear of being ridiculed by their peers, which made them fearful. In addition, they believed they felt insecure due to their limited knowledge of vocabulary and grammar. They also felt that other students were better than them.

When asked how people react when someone makes a mistake, all replied, "My colleagues would laugh." The researchers also examined participants' views of English. Most participants also admitted that English was difficult. They thought they had to know every word in order to understand what was being said. They also found that other students were better than them.

In addition, participants also asked how the teacher affected their emotions. They replied that the teacher can create fear through his actions and actions such as speaks in a harsh or threatening manner, speaks quickly, or is forced to practice. Finally, participants suggested that teachers should use English moderately and teach more slowly and clearly. They also wanted their teachers to encourage them rather than force them to practice. Additionally, they argued that extra time for group study and internalizing the lessons would be very helpful.

B. Discussion

This section described the results of the researchers' questionnaires and interviews. The researchers used a qualitative approach in analyzing the results.

1. The Level of Students' Speaking Anxiety

Based on 33 items of statement in FLCAS questionnaire, there were varieties of responses from the all

respondents. The researcher found out that, there were 21 students who had different levels of anxiety in speaking skill. There were 8 students (38,1%) who experience “Anxious” level, and the range score for “Anxious” level started from 108-123. There were 11 students (52,3%) are in “Mildly Anxious” level, it means a half of the respondents are in range score 87-107. There were 1 students (4,8%) that had “Relaxed” level, and the range score of this level is started from 66-86. Only 1 student (4,8%) from 21 students is in “Very Relaxed” level, which the range score started from 33-65. The researcher found that there were no respondents who are in “Very Anxious” level in this research.

From the description above, we can see that most of the students had high and moderate levels of anxiety (anxious and moderate anxious). It means that many students struggle to reduce their anxiety. Only two students are less anxious (relaxed and very relaxed). These students had the highest level of coping with anxiety when performing English.

There are also three levels of speaking anxiety. They are High Anxiety, Medium Anxiety, and Low Anxiety. Another measure of anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope. From a psychological point of view, anxiety is divided into three levels, they are mild anxiety, moderate anxiety, and severe anxiety.

From the total of 21 respondents, only 8 students (38,1%) experience the “Anxious” level, with most respondents having normal anxiety levels. This is the highest level of anxiety. Severe anxiety is the feeling caused by believing something is different and feeling threatened by people around you. This usually comes from fear and distress

reactions. The characteristics of people with severe anxiety can be seen from their behavior or feeling that always wants to be free, very anxious, agitated, confused, poor eye contact, withdrawal, denial, the need for increased space, shaking, etc.

Later on, more than a half of the students (52,3%) are in the level of mildly anxious. It is normal for many people to feel nervous or nervous when they have to do something in front of other people (especially the lecturers/teachers). Anxiety is an unsettling feeling caused by something else that causes the person with anxiety to become nervous or restless. People with moderate anxiety are characterized by fatigue, irritability, loss of consciousness, noise changes, sweating, headaches, and back pain.

Meanwhile, there are 2 students (9,6%) which in the level of “Relaxed” and “Very Relaxed” and their score are in satisfactory and excellent category. It means, your anxiety level is fine. Their English rendition is good because they have a low stress level when speaking. Mild anxiety is the feeling that something is wrong, and people with mild anxiety need special attention. Mild anxiety is associated with the tension of everyday events. People with mild anxiety are characterized by an inability to sit still, a little impatient, a tendency to be alone, wrinkled faces, quivering lips, and an elevated pulse and blood pressure.

2. The Factor Contribute to Anxiety

As a result, it was suggested that there are several factors that make students anxious in English classes. The researcher also found that these factors are not only for teachers but also for students. Based on the results, factors contributing to anxiety can be categorized as follows:

a. Factors Contribute to Anxiety comes from Teacher

Anxiety can occur due to various factors, one of which is from the teacher. The teacher is in control in the class, if the teacher does not carry out his duties properly, it will also have a negative impact on the whole class, one of which is anxiety for students. Here are some factors that cause anxiety for students that come from teachers.

1) Speaking in front of the Class

Four of the participants (50%) said they were very worried about having to speak in front of the class. They frequently responded that they got worried when their teacher asked them to practice speaking in front of the class. Another said that they panicked when they have to speak English. Also, many students feel uneasy when the teacher suddenly asks them a question. One student reported that just being asked could induce anxiety. This anxiety factor is reflected in observations and confirmed in interviews by the following statements.

“When I am told to come forward, usually my body sweats all over my body. So that makes me even more embarrassed, more panicked. I’m afraid of being wrong if I come to the front, especially since my English is not fluent”. (Respondent 5)

Moreover, some of the participants (4 respondents) admitted that they felt uncomfortable because all the students were paying attention to them.

They fear being judged negatively by both teachers and peers, which can expose their shortcomings. Additionally, they thought this could

happen due to their limited knowledge of vocabulary and grammar.

During observation, it was also noted that the students appeared nervous when speaking in public. Some even lowered their voices or read faster to avoid the teacher correcting them. Some students avoid teachers by pretending to be busy writing notes or reading books. Few even refuse a teacher's instruction to practice speaking skills in front of the class to avoid humiliation or embarrassment when called to speak.

A similar finding was found by Iizuka that students are anxiety in several contexts. One of the contexts is speaking in front of the class. This finding is also consistent with Koch and Terrell, who cited at Oxford that oral presentation was the most disturbing activity. He added that being asked to respond verbally also creates fear. They also found that students were very insecure when it came to speaking a foreign language in front of other students, which often led to fear and panic. Difficulty speaking in public is a manifestation of communication anxiety.

2) Incomprehensible Input

According to four participants (50%), unclear explanations can also cause anxiety when learning English. In interviews, most participants were found to be very upset when they did not understand the lessons. They said that they didn't understand what teacher was saying and felt uncomfortable. Some participants added that they feared not understanding all voice input. This only increases the chance of

failure. This can be seen in one of the following statements by the respondent.

“Sometimes it's the teacher's factor too, sometimes when he explains it's not good, I don't understand. So I feel uneasy and don't feel good.”
(Respondent 1)

Many complained that the teacher spoke too fast. Several other participants reported that they often felt intimidated when teachers used only English in class. One person said that he got so annoyed when he didn't understand the class. She also admitted that the extra time was very helpful to digest the lessons.

Also, from the observation results, it was found that some students showed confusion when the teacher conducted the lesson. Some showed neglect by talking to friends next to them or drawing something, perhaps to ease their anxiety.

According to Horwitz et al. (1986) Difficulties in listening and learning spoken language are manifestations of communication apprehension. Worde (2003) also noted that lack of understanding creates significant anxiety. Iizuka (2010) made a similar finding that being unable to keep up with a teacher's conversation leads to anxiety.

3) Teachers' Personality and Attitude

The two factors discussed earlier, speaking in front of the class and incomprehensible input, both suggested that teachers clearly played an important role in anxiety. The factor also seems to have been generated by the teacher. Some participants (4 respondents) reported becoming anxious when teachers overly criticized students for their mistakes.

This scared them very much. Also, when the teacher suddenly issued a quiz or test, they felt uncomfortable and anxious. Additionally, they suggested that teachers should show empathy and encouragement to their students. This can be clearly seen in the statement below.

“Sometimes the teacher only asks questions but does not explain, students are deliberately asked questions whether they can answer or not. Sometimes the teacher gets angry, so it's not good.”
(Respondent 1)

Several other students complained that teachers sometimes showed an indifferent attitude. One day he shared his experience that he asked for a lesson but the teacher ignored him. The teacher told him to ask his friends instead of answering questions. Another person told a similar story. The teacher made no attempt to repeat the explanation. He added that teachers refused to repeat them after they accused them of not listening to the explanations.

Price noted that some teachers increased students' anxiety. These results were consistent with Oxford, who classified the most important teacher-learner interactions related to language anxiety into his three categories such as harsh corrections, ridicule, and nasty handling of mistakes in front of class. Similar results were found by Worde that some educational and educational practices introduced by teachers can lead to anxiety.

b. Factors Contribute to Anxiety comes from Students

Anxiety can occur due to various factors, one of which is from the student. Students can be a cause of anxiety for themselves due to several factors, one of

which is the lack of preparation when carrying out the assignments given by the teacher. The following is a more complete explanation.

1) Being laughed at by others

Another major factor that makes participants anxious is unsupportive attitudes such as ridicule by classmates or teachers. They all thought that if they made a mistake, the class would laugh at them. In other words, they were all very concerned about being laughed at by others or ridiculed in public. increase. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

“Usually the reaction of my friends likes to laugh, so it makes me feel insecure, and sometimes they are also cheered on, it makes me embarrassed. Besides that, the teacher sometimes smiles like it's not comfortable” (Respondent 1)

Some also had painful memories of being teased by other students. They admitted that their colleagues would often mock them or even yell at them when they made mistakes. It just makes them lose concentration and feel very embarrassed. This finding showed why they get so nervous when they have to speak in front of the class. This is supported by the observation that students are more likely to laugh when their classmates make mistakes.

Worst of all, the student who made the mistake started to lose focus. His head turned white and he was silent for a while. They fidgeting, squirming, stammering or stuttering. They were so distraught,

worried and even sweating. Some of them smiled or laughed to hide their feelings of fear.

In a similar finding, Price found that fear of being laughed at by others is one of the biggest causes of anxiety. Furthermore, this finding is consistent with Oxford, who found ridicule to be one of the most important problems associated with language anxiety.

2) Students' Beliefs about the Language Learning

Certain beliefs have also been found to be factors that can contribute to student anxiety. The interview revealed that English has gained a reputation as a notorious lesson. Some of participants thought English was a difficult subject. They often think they cannot speak properly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were much better than them. In other words, they had low self-esteem. This can be seen in one of the following statements by the respondent.

"It's very difficult. The difficulty is when memorizing and making sentences as if you are used to speaking English every day." (Respondent 10)

Others said they were overwhelmed by the language rules. Some others admitted to having problems with vocabulary. They believed that in order to understand what was being said in English, it was necessary to understand every word.

Additionally, during observations, it became clear that students were too afraid to be active in class. Most students were passive. They preferred to wait for their teacher and just obeyed and did what

the teacher said. These results were consistent with those of Horwitz et al. Certain beliefs about language learning also contribute to student tension and frustration in the classroom.

Furthermore, Price notes that students with anxiety feel that their language skills are weaker than all other students. I discovered that there is He added that people who fail to learn a language often have lower self-esteem than those who succeed in learning a language. A similar finding was pointed out by Marwan that lack of self-confidence is one of the main causes of student anxiety.

3) Lack of Preparation

As a result, lack of preparation was also shown to be a factor that increased student anxiety. Few students admit that they usually feel very anxious when they are not well prepared for a test or speaking practice. They were accused of worrying so much because he was studying less. This can be clearly seen in the statement below.

“Hmm, when I go to the front and the preparations are already made, I don't worry unless there are no preparations, I worry. If I have the preparation, I can do it, just be confident.”
(Respondent 2)

A similar finding was pointed out by Marwan that lack of preparation was a major reason for student anxiety. Furthermore, Iizuka found that attending classes without adequate preparation often led to anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions from studies of foreign language anxiety experienced by members of the English Club in the EFL classroom, in relation to levels of anxiety and factors that may contribute to anxiety.

A. Conclusion

Based on the data analysis and the result of the study, it can be concluded as followed:

1. The result of this research found that most students are at the level of "Mildly Anxious" rather than "Very Anxious". There are 8 (38.1%) students experienced a level of anxiety, 11 (52.3%) experienced a level of "Mildly Anxious", 1 (4,8%) students have "Relaxed" level, and only 1 (4,8%) student from 21 students, is in "Very Relaxed" level. The results of this study showed that, from a psychological perspective, more than half of the students (52.3%) suffered from moderate anxiety, 8 students (38.1%) suffered from severe anxiety, and 2 students (9.6%) are in the level of mild anxiety. Many students experience anxiety in her EFL classroom and are adversely affected. Therefore, it is important for English teachers to recognize their students' anxiety.
2. From the results of the research, there are various factors that may contribute to their anxiety. At least six factors were found in this study. Speaking in front of class, being laughed at by others, unclear opinions, beliefs of teachers and students, and lack of preparation. These factors are not only caused by teachers, but also by students. Furthermore, these factors were discussed in this study to improve our understanding of foreign language anxiety.

B. Suggestion

Although this study was conducted over a short period of time and with a small number of participants, the results provide useful information that teachers, students, and future researchers can use to improve the quality of their English teaching and learning, especially speaking skills.

1. For Teacher

Teachers must pay attention to more effective ways of teaching in the classroom, one of which is by explaining the subject matter slowly so that students can better understand what is conveyed by the teacher.

The teacher should be aware of foreign language anxiety in the EFL classroom, as anxiety has become an important factor influencing students' language learning processes. Therefore, English teachers first need to know the student's level of anxiety in order to treat them appropriately during the learning process. Fully recognizing the presence of anxiety in students has an absolute impact on how teachers teach English. By administering FLCAS (Foreign Language Class Anxiety Scale) to students at the beginning of the meeting, teachers can know each student's anxiety level. So teachers can find solutions to reduce student anxiety. Moreover, the teacher can work with the students to create appropriate teaching materials to improve the quality of their English learning.

2. For Student

All students are experience anxiety on various levels. Students with high levels of anxiety should participate in reducing anxiety in the classroom. Students should work together to create a comfortable atmosphere in the classroom. Students with low anxiety levels should not mock other students with high anxiety levels. They should

help them when they are in trouble. We need to realize that mistakes in learning a foreign language are common and taken for granted.

3. For Future Researcher

Due to the limitations of this study, the researcher hopes that the future researchers will conduct a better research about language anxiety in different skills area such as writing, reading, and listening. The problem about language anxiety will never ends, because most of foreign language learners are definitely face this problem. Therefore, further investigations about certain methods that can help students reduce their anxiety in learning English are extremely needed.

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Appendix 1

The Result of Students Questionnaire's Answer

Respondent	Questionnaire Number																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	N A	A	N A	A	A	N A	A	N A	A A	A	N A	A	A	N A	A	A	N
2	A	A	S D	S D	S A	D	A	S A	S D	A	N A	S D	S D	S A	S D	D	S D
3	A	S A	A	N A	A	A	S A	A	A	A	D	D	S A	N A	A	A	A
4	A	A	N A	N A	N A	D	A	N A	S A	A	A	N A	N A	N A	N A	A	N A
5	A	A	N A	A	N A	A	N A	N A	A	A	N A	N A	N A	N A	A	A	A
6	A	S A	A	A	D	N A	D	S A	S D	S A	D	D	N A	S A	A	D	N A
7	A	A	A	D	A	A	A	A	D	D	D	D	A	D	A	D	D
8	A	A	D	N A	D	D	D	A	S A	A	N A	A	D	A	N A	A	D
9	N A	A	N A	N A	N A	N A	N A	N A	A	N A	N A	A	N A	N A	A	N A	D
10	N A	D	S A	N A	S A	A	N A	A	D	N A	S A	N A	S A	N A	S A	N A	D
11	D	A	D	N A	A	D	S D	A	A	N A	D	A	S D	S A	N A	A	D
12	A	A	N A	N A	N A	D	A	N A	S A	A	A	N A	N A	N A	N A	A	N A
13	A	A	N A	A	N A	A	N A	N A	A	A	N A	A	N A	N A	A	D	D
14	A	D	N A	D	A	N A	A	D	N A	N A	N A	A	D	N A	A	D	N A
15	N A	N A	A	A	A	N A	S A	A	N A	N A	A	A	S A	A	N A	N A	D

16	A	A	D	D	A	N	A	N	D	N	A	A	D	A	A	A	D
17	D	S	N	D	A	N	A	D	N	A	D	A	A	N	S	A	A
18	N	A	N	A	A	N	A	N	A	A	N	A	A	N	A	A	N
														A			
19	A	S	A	N	A	A	S	A	A	A	D	D	S	N	A	A	A
														A			
20	A	A	N	N	N	D	A	N	S	A	A	N	N	N	N	A	N
														A			
21	A	A	N	A	N	A	N	N	A	A	N	N	N	N	A	A	A
														A			

Respondent	Questionnaire Number																
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
1	N	N	A	N	A	A	A	A	A	A	N	A	N	N	N	N	A
2	S	S	S	S	S	D	S	S	S	S	S	S	S	N	S	S	S
3	A	N	A	A	D	D	A	N	A	S	S	N	A	S	D	S	A
4	N	N	N	D	N	N	N	N	A	A	N	D	D	D	N	N	A

5	N A	A	A	N A	A	A	A	N A	N A	A	A	N A	N A	D	N A	A
6	S A	N A	S A	D	S A	N A	A	A	N A	S A	D	D	S D	S A	D	N A
7	A	D	D	D	S A	A	A	D	D	D	A	D	D	D	D	D
8	A	D	N A	A	A	N A	N A	D	D	D	A	N A	N A	D	A	A
9	N A	N A	N A	N A	N A	A	N A	N A	A	N A	N A	A	N A	D	D	A
10	S A	A	A	S A	N A	A	A	S D	N A	N A	D	A	N A	A	D	A
11	A	D	D	D	A	N A	D	A	D	D	A	A	A	D	A	N A
12	N A	D	N A	D	N A	N A	N A	N A	A	A	N A	D	D	D	N A	N A
13	N A	A	A	N A	N A	A	A	A	N A	A	A	N A	N A	D	N A	A
14	A	A	A	N A	N A	A	D	N A	D	N A	D	N A	D	A	N A	N A
15	A	N A	N A	S A	A	S A	A	N A	A	A	S A	A	S A	N A	A	N A
16	N A	D	D	N A	A	N A	A	A	D	N A	S A	A	N A	D	A	D
17	N A	D	N	S A	A	S	A	N A	S A	A	D	A	N A	S	N A	S

			A			A								A		A
18	N A	N A	A	N A	A	A	A	A	A	A	N A	A	N A	N A	N A	N A
19	A	N A	A	A	D	D	A	N A	A	S A	S A	N A	A	S A	D	S A
20	N A	N A	N A	D	N A	N A	N A	N A	A	A	N A	D	D	D	N A	N A
21	N A	A	A	N A	A	A	A	N A	N A	A	A	N A	N A	D	N A	A

Grey columns : Positive
Statements

N : Neither
A Disagree

White
columns : Negative
Statements

D : Disagree

SA : Strongly Agree

SD : Strongly
Disagree

A : Agree

Appendix 2

Summarizing of Students' Response

Respondent	Positive Statement					Negative Statement				
	SA	A	NA	D	SD	SA	A	NA	D	SD
1		3	6				15	9		
2	6	1	1		1	1	3	1	3	16
3	2	3	1	3		5	13	4	2	
4		2	7			1	6	12	5	
5	3	6					14	9	1	
6	5			4		4	6	7	5	2
7	1	5		3			8		16	
8		7	1	1		1	6	7	10	
9		1	7	1			7	15	2	
10	3	1	2	3		4	8	9	2	1
11	1	7		1			6	5	11	2
12		2	7			1	6	11	6	
13		2	7				14	7	3	
14		2	4	3			8	10	6	
15	1	7	1			5	7	11	1	
16	1	6	2				8	6	10	
17	1	2	3	3		6	9	6	3	
18		3	6				15	9		
19	2	3	1	3		5	13	4	2	
20		2	7			1	6	12	5	

21	3	6						14	9	1		
TOTAL	29	71	63	25	1	189	34	252	163	94	21	564

Appendix 3

Student’s Scoring and Categorizing

Respondent	Questionnaire Number																	Total Score	Level of Anxiety
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	111	Anxious
	3	2	3	4	2	3	4	3	4	4	3	4	4	3	4	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	4	3	2	4	4	4	4	4	3	4	3	3	3	3			
2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	58	Very Relaxed
	4	2	1	1	1	2	4	1	1	4	3	1	1	1	1	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	1	1	1	5	2	5	1	1	1	1	1	3	1	1	1			
3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
	4	1	4	3	2	4	5	2	4	4	4	2	5	3	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	4	4	4	2	4	3	4	5	1	3	4	5	4	5			
4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Mildly Anxious
	4	2	3	3	3	2	4	3	5	4	2	3	3	3	3	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	3	2	3	3	3	3	4	4	3	2	2	2	3	3			

5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	109	Anxious
	4	2	3	4	3	4	3	3	4	4	3	3	3	3	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	4	3	2	4	4	3	3	4	2	3	3	2	3	4			

6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	98	Mildly Anxious
	4	1	4	4	4	3	2	1	1	5	4	2	3	1	4	2	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	3	5	2	1	3	4	4	3	5	4	2	1	5	4	3			

7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	87	Mildly Anxious
	4	2	4	2	2	4	4	2	2	2	4	2	4	4	4	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	2	2	1	4	4	2	2	2	2	2	2	2	4	2			

8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	91	Mildly Anxious
	4	2	2	3	4	2	2	2	5	4	3	4	2	2	3	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	3	4	2	3	3	2	2	2	2	3	3	2	2	4			

9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	104	Mildly Anxious
	3	2	3	3	3	3	3	3	4	3	3	4	3	3	4	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	3	3	3	4	3	3	4	3	3	4	3	2	4	4			

10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	107	Mildly Anxious
	3	4	5	3	1	4	3	2	2	3	1	3	5	3	5	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	1	4	4	5	3	4	4	1	3	3	4	4	3	4	4	4			
11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	82	Relaxed
	2	2	2	3	2	2	1	2	4	3	4	4	1	1	3	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	2	2	2	3	2	4	2	2	2	4	4	2	2	3			
12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	99	Mildly Anxious
	4	2	3	3	3	2	4	3	5	4	2	3	3	3	3	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	2	3	3	3	3	4	4	3	2	2	2	3	3			
13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	108	Anxious
	4	2	3	4	3	4	3	3	4	4	3	4	3	3	4	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	4	3	3	4	4	4	3	4	2	3	3	2	3	4			
14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	102	Mildly Anxious
	4	4	3	2	2	3	4	4	3	3	3	4	2	3	4	2	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	4	4	3	3	4	2	3	2	3	4	3	2	4	3	3			

15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	106	Mildly Anxious
	3	3	4	4	2	3	5	2	3	3	2	4	5	2	3	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	3	5	2	5	4	3	4	4	1	4	5	3	2	3			
16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	89	Mildly Anxious
	4	2	2	2	2	3	4	3	2	3	2	4	2	2	4	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	2	3	2	3	4	4	2	3	1	4	3	2	2	2			
17	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
	2	1	3	2	2	3	4	4	3	4	4	4	4	3	5	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	5	2	5	4	3	5	4	4	4	3	5	3	5			
18	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	111	Anxious
	3	2	3	4	2	3	4	3	4	4	3	4	4	3	4	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	4	3	2	4	4	4	4	4	3	4	3	3	3	3			
19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	116	Anxious
	4	1	4	3	2	4	5	2	4	4	4	2	5	3	4	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	3	4	4	4	2	4	3	4	5	1	3	4	5	4	5			

20		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	100	Mildly Anxious
		4	2	3	3	3	2	4	3	5	4	2	3	3	3	3	4	3		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	3	3	2	3	3	3	3	4	4	3	2	2	2	3	3			
21		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	109	Anxious
		4	2	3	4	3	4	3	3	4	4	3	3	3	3	4	4	4		
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		3	4	4	3	2	4	4	3	3	4	2	3	3	2	3	4			

Appendix 4

Factors Contribute to Anxiety

Respondent	Participants Answers/Factors Contribute to Anxiety [AF]
1 st Respondent	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], explain mostly in English [AF-TII], ridiculed by peers [AF-SR], limited vocabulary [AF-SB/LO], studying less [AF-SLK], asked by the teacher [AF-TSP], unannounced test [AF-TP], threatening attitude [AF-TP],
2 nd Respondent	Asked by the teacher [AF-TSP], unclear explanation [AF-TII], ignored by the teacher [AF-TP], getting left behind [AF-TII], studying less [AF-SLK], do not understand what teacher said [AF-TII], the teacher mostly using English [AF-TII], ridiculed by peers [AF-SR], the way teacher acts and behave [AF-TP],
3 rd Respondent	Being called by the teacher [AF-TSP], asked by the teacher to speak in front of the class [AF-TSP], having turn to speak [AF-TSP], unclear explanation [AF-TII], ridiculed by peers [AF-SR],
4th Respondent	English is difficult [AF-SB/DF], do not understand what teacher said [AF-TII], explain too fast [AF-TII], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],
5th Respondent	Ridiculed by peers [AF-SR], asked to speak in front of the class [AF-TSP], limited vocabulary [AF-SB/LO], English is difficult [AF-SB/DF],

6th Respondent	Unclear explanation [AF-TII], asked to speak in front of the class [AF-TSP], ridiculed by peers [AF-SR], studying less [AF-SLK], English is difficult [AF-SB/DF], feel other students are better [AF-SB/LO], explain too fast [AF-TII],
7th Respondent	English is difficult [AF-SB/DF], speak in front of the class [AF-TSP], ridiculed by peers [AF-SR],
8th Respondent	Being called by the teacher [AF-TSP], asked to practice [AF-TSP], do not understand what teacher said [AF-TII], ridiculed by peers [AF-SR],

Appendix 5

Research Instrument **INSTRUMENT** **ANXIETY LEVELS IN ENGLISH**

All information provided in this questionnaire is solely used for academic purposes related to research in the framework of preparing the final project. I will keep the information provided confidential, therefore I kindly request your willingness to provide truthful information.

Thank you for your help.

Name :
Class :
Mother Language :
Gender : Male/Female *(cross the unnecessary ones)

A. Charging Instructions

1. Write down your name, class and gender in the space provided.
2. Put a check mark (✓) on the answer that you think is most appropriate to your situation in the answers that have been provided, namely:
 - a) Strongly Disagree
 - b) Disagree
 - c) Somewhat Disagree / Somewhat Agree
 - d) Agree
 - e) strongly agree
3. Answer honestly, carefully, and thoroughly because these answers do not affect the learning outcomes of younger siblings at school.
4. Research your work before submitting it.

B. Statement on the Level of Anxiety in English

No	Statement	Scale				
1.	I was never quite sure of myself when speaking English in class.	1	2	3	4	5
2.	I don't worry about making mistakes in English class.	1	2	3	4	5
3.	I trembled when I knew that I would be asked to speak English in class.	1	2	3	4	5
4.	I'm afraid when do not understand what is the teacher said in the English class.	1	2	3	4	5
5.	I don't hesitate at all to add to the tutoring English.	1	2	3	4	5
6.	During English class, I think about things that are not related to the lesson.	1	2	3	4	5
7.	I think that my classmates' English is better than mine.	1	2	3	4	5
8.	I am usually comfortable during English tests in the classroom.	1	2	3	4	5
9.	I started to panic when I had to speak English in class without preparation.	1	2	3	4	5
10.	I worry about the consequences if I fail my English class.	1	2	3	4	5
11.	I don't understand why some friends become so confused during English lessons.	1	2	3	4	5
12.	During English class, I was so nervous that I forgot what I knew.	1	2	3	4	5

13.	I'm embarrassed to volunteer to answer at English class.	1	2	3	4	5
14.	I will not be nervous when speaking English with native English speakers.	1	2	3	4	5
15.	I get depressed when I don't understand what did the teacher correct me about my English.	1	2	3	4	5
16.	Even though I am ready for English lessons, I still feel anxious.	1	2	3	4	5
17.	I often feel like I don't want to go to class English.	1	2	3	4	5
18.	I am confident when I speak English in class.	1	2	3	4	5
19.	I'm afraid the English teacher will correct me every mistake i make.	1	2	3	4	5
20.	I feel my heart flutter when asked to speak English in class.	1	2	3	4	5
21.	The more I prepare myself for the test English, the more I get confused.	1	2	3	4	5
22.	I don't feel pressured to prepare well for English lessons.	1	2	3	4	5
23.	I always feel that my classmate speak English better than me.	1	2	3	4	5
24.	I feel shy when I speak English in front of other students.	1	2	3	4	5
25.	English lessons go so fast so I'm worried about missing lessons.	1	2	3	4	5

26.	I feel tense and more depressed at the moment English lessons than other subjects.	1	2	3	4	5
27.	I get nervous when I speak English in class.	1	2	3	4	5
28.	Before the English lesson started, I feel confident and relaxed.	1	2	3	4	5
29.	I get nervous when I don't understand every word spoken by the English teacher.	1	2	3	4	5
30.	I feel overwhelmed by some of the rules one has to learn to speak the language English.	1	2	3	4	5
31.	I am afraid that my classmates will laugh at me when I speak English.	1	2	3	4	5
32.	I feel relaxed as a native speaker of the language England with me.	1	2	3	4	5
33.	I get nervous when the English teacher asks questions that haven't been answered yet I prepared beforehand.	1	2	3	4	5

Appendix 6

List of Question in Interview

The following questions were asked for interview:

1. Please tell me something about how you have felt during Englishclasses?
2. What bothers you the most about English classes?
3. Do you have any idea why you feel so anxious in your English classes?
4. How do you think people in your classroom will react if you make a mistake?
5. Do you think English is a difficult language to learn?
6. Have your teacher played a role in your feelings, either good or bad,about your English classes?
7. Do you have any ideas of how English classes might be less stressful?

Appendix 7

Transcript Interviews

Researcher	Please tell me something about how you have felt during Englishclasses?
Participant 1 :	The feeling is actually if you don't know the meaning sometimes worried, but for example if you already understand that it feels relaxed.
Researcher	What bothers you the most about English classes?
Participant 1 :	Sometimes it's the teacher's factor too, sometimes when you explain it's not good, you don't understand. So I feel uneasy, it doesn't feel good. So sometimes I'm told to come forward, hehe I'm confused about what to say. I mean how to pronounce it like that. In addition, the teacher sometimes explains using English, they don't understand, they don't understand.
Researcher	How do you think people in your classroom will react if you make a mistake?
Participant 1 :	Usually, if a friend's reaction is like to laugh, so it makes you feel insecure, that's how it is sometimes cheered on too, it makes you embarrassed. If the teacher is like that sometimes, smiling like that doesn't feel good.
Researcher	Do you think English is a difficult language to learn?
Participant 1 :	Actually, no, it's easy to understand actually, it's more difficult in mathematics. Sometimes English comes from the teacher's factor, it's not clear, it's not clear enough. Then the vocabulary, sometimes I forget, I don't remember, sometimes I don't know either.

Researcher	Do you think English is a difficult language to learn?
Participant 1 :	Yes, that's what it's called when I was asked I didn't understand it so I felt worried, then if there was a test and I hadn't prepared (study) I was worried too, suddenly like that. Sometimes the teacher comes in, suddenly it's a test, at most you're told to read for five minutes, ten minutes to study, you're so excited. If you're panicking, it's even harder to study. Yes, if you are asked to be afraid of being wrong, just be afraid of being wrong, it means that. After all, if I'm wrong, it's normal for my friends to laugh at me, I don't feel confident.
Researcher	Have your teacher played a role in your feelings, either good or bad, about your English classes?
Participant 1 :	Hmm, that feels good. The problem is explained, sometimes asked one by one while being explained. But yes, it does affect it too, yes, it's good like that, the teacher is asked questions but assisted like that. Sometimes there are teachers who just keep asking questions but don't help them, deliberately asking questions is it possible or not. Sometimes the teacher gets angry, so it's not good.
Researcher	Do you have any ideas of how English classes might be less stressful?
Participant 1 :	Hmm, I should just study in groups. So for example, if someone doesn't understand, the students ask the teacher, we ask that. Don't be the teacher who asks the students sometimes they are afraid of being wrong. So if you study together, it's good to have discussions with friends so you know. Everyone is in the same group. mutual sharing. Then friends should respect

	each other, it's normal if something goes wrong. Not sure if he can either. Even if you laugh, don't overdo it, don't laugh out loud.
Researcher	Please tell me something about how you have felt during English classes?
Participant 2 :	Pretty comfortable but there is a little restlessness.
Researcher	What bothers you the most about English classes?
Participant 2 :	Invited to chat with the teacher, sometimes ehh if you want to ask a question they don't answer. Then the teacher, for example, if it's not clear, we want to ask, sometimes we ignore it, it makes us feel restless. At that time I asked, "what does this mean ma'am?" "Just ask a friend" he said. So the teacher doesn't want to tell. So, I'm afraid that when I miss the exam, I can't answer. Hmm, if you go to the front, you already have the preparations, don't worry, except if you don't have any preparations, worry. If you already have the preparation, then yes, you can do it, just be confident. If, for example, you already know what it means, what does it mean, just explain it.
Researcher	Do you have any idea why you feel so anxious in your English classes?
Participant 2 :	Yes, I feel like that, I'm nervous because we want to ask questions and the teacher says, answer "I already explained, just ask your friends." If that's not clear, I

	want to ask the teacher to make it clearer. Then, for example, sometimes, for example, we don't understand what the teacher has explained. Hmm sometimes that too, explain using English. Keep asking questions in English. Even though I don't understand, I'm worried. The explanation should have been mixed, English and Indonesian. Don't just speak English, just speak English. Even though I don't understand.
Researcher	How do you think people in your classroom will react if you make a mistake?
Participant 2 :	Yes, not really. If you know what it means, it will make it easier for us studying and working on test questions, exams.
Researcher	Do you think English is a difficult language to learn?
Participant 2 :	Yes, the most watched and laughed at the same friends, sometimes teachers too. Yes, the teacher told me the truth.
Researcher	Have your teacher played a role in your feelings, either good or bad, about your English classes?
Participant 2 :	Yes, it plays a role, from the way he speaks, speaks. Yes, speaking is not clear sometimes. We've heard even if you don't listen. Even though it's not clear.
Researcher	Do you have any ideas of how English classes might be less stressful?

Participant 2 :	The teacher should be able to understand, explain well. Then, for example, we ask that we have to explain it well. Yes, for example, we ask the teacher, then the teacher answers "it was explained earlier" we ask a friend again, so the question is reversed. It's better if you use two languages. Yes, just because you speak English, you don't speak English, it has to have meaning, it's Indonesian, so you understand. Don't speak English all the time, so we don't understand what you hear. In order to be more comfortable and confident, if you go forward together, for example in a group of four people, go forward. Then like reading, doing group assignments, that's how it goes. Don't laugh at people when they're wrong, don't laugh at people's suffering. Don't laugh too much, why embarrass those in front when speaking in front of the class.
Researcher	Please tell me something about how you have felt during English classes?
Participant 3 :	Hmm, I think it's fun, it's just that sometimes it's not clear like that. That's what makes it uncomfortable. It's not clear if, for example, there's an explanation on the blackboard, then if you're told to read it, you can't, it's difficult. Yes, sometimes it feels bad, but it's still difficult for math and physics.
Researcher	What bothers you the most about English classes?
Participant 3 :	Well, when it comes to learning English, what's really annoying is if you're told to come to the front and you can't read it, and if you teach it on the blackboard sometimes it's not clear. Then when it's your turn to go forward, you're afraid. I want, for example, to learn English which is easy for all my friends to learn too. That learning is dissatisfied because you don't

	understand. So the time should be spent again so that the learning can be understood.
Researcher	Do you have any idea why you feel so anxious in your English classes?
Participant 3 :	At laugh. For example, there is something wrong to say later others laugh. Erm, even though if they are told to come forward, they don't necessarily want to, it's our turn to be laughed at.
Researcher	Have your teacher played a role in your feelings, either good or bad, about your English classes?
Participant 3 :	If the teacher is just nice, for example, I'm wrong, instead I'm taken casually joking.
Researcher	Do you have any ideas of how English classes might be less stressful?
Participant 3 :	Erm, I want to learn English that is easy for my friends to learn too. At the same time, it's a little time, so learning is not satisfied, I don't understand. At the same time, you have to spend more time so that learning is also satisfying, you can understand.
Researcher	Please tell me something about how you have felt during English classes?

Participant 4 :	For me, sometimes it's annoying hmmm because I can't speak English. After all, English is difficult.
Researcher	What bothers you the most about English classes?
Participant 4 :	What bothers me is that when I ask the teacher, I suddenly get asked and I don't know what to answer. And if the teacher doesn't explain clearly, I don't understand, it's disturbing too. The problem is that when I study, I often don't understand it, I explain it quickly. With me, for example, if you move forward, it's embarrassing.
Researcher	How do you think people in your classroom will react if you make a mistake?
Participant 4 :	When laughing, it's not really good. People who are still learning are being laughed at.
Researcher	Have your teacher played a role in your feelings, either good or bad, about your English classes?
Participant 4 :	Yes, the teacher wasn't fierce, instead he was told the truth. I'm not tense, but sometimes I'm afraid, if I make a mistake I'm afraid I'll be scolded.
Researcher :	Do you have any ideas of how English classes might be less stressful?
Participant 4 :	Yes, it's a joke, if something goes wrong, it's okay, don't laugh at it.

Researcher	Please tell me something about how you have felt during English classes?
Participant 5 :	What is it? Hmm, it feels tense, panic like that, yes, afraid. Fear of not going well, for example, fear of being wrong. Are you afraid of how to do it, then you're afraid you can't do that. Want to ask that too, do not dare. What is it, that's a shame. Yes, I don't know, from within myself I'm afraid of something like that. Fear is teased.
Researcher	What bothers you the most about English classes?
Participant 5 :	When told to come forward, yes, usually it causes sweat all over the body. So that makes me even more embarrassed, more panicked. I'm afraid of being wrong if I come to the front, especially since my English is also not fluent. Yes, the problem is in the vocabulary, meaning that many don't know. So afraid that the value will be bad. Because if the teacher doesn't explain it clearly, I'm afraid I'll get a bad grade.
Researcher	Do you have any idea why you feel so anxious in your English classes?
Participant 5 :	Yes, that's how it is, hmm, just afraid of being wrong, afraid of being wrong, that's it. I'm afraid that maybe my friends will laugh at me, that's all.
Researcher	How do you think people in your classroom will react if you make a mistake?

Participant 5 :	That's cheered. Now that's what makes you afraid, makes you worry again. Heart pounding afraid of being laughed at.
Researcher	Do you think English is a difficult language to learn?
Participant 5 :	It's hard. Yes, those are the meanings, the problem is in the vocabulary. If not really the rules.
Researcher	Have your teacher played a role in your feelings, either good or bad, about your English classes?
Participant 5 :	It affects, for example, when you are talking, the teacher is watching. So, that's worrying. Afraid of being wrong. If it's not good, look at it with friend.
Researcher	Do you have any ideas of how English classes might be less stressful?
Participant 5 :	The way to learn is that the teacher communicates more with the students, is more active, the teacher is even more fun. Yes, give clear information. But that's what it should be...slowly. Usually, you explain quickly, you're confused, you should take it slow. I like speed so I don't understand the material yet already advanced.
Researcher	Please tell me something about how you have felt during English classes?

Participant 6 :	<p>Hmm, learning English is just right when learning is normal. For example, the lighting teacher is okay. Unless I'm told to go forward, I'm a bit scared like that. Afraid, tense. I'm afraid that if I make a mistake, my friends will laugh at me. Yes, because you can't do that yet. It can't happen if, for example, when studying, the teacher's explanation isn't clear, and then you're told to go forward, so you can't be confused, what's that, if you just answer, you'll be laughed at. Afraid of writing it wrong, afraid of reading it wrong, pronunciation.</p>
Researcher	<p>Do you have any idea why you feel so anxious in your English classes?</p>
Participant 6 :	<p>For lack of study. Lack of learning, so the teacher already explains that it doesn't connect, so that's what makes it blank. Yes, I'm worried because it's the fear of being laughed at wrongly, that's it.</p>
Researcher	<p>How do you think people in your classroom will react if you make a mistake?</p>
Participant 6 :	<p>If you ask to fix it, the students will laugh like that.</p>
Researcher	<p>Do you think English is a difficult language to learn?</p>
Participant 6 :	<p>Quite difficult. It's difficult, what's that, the sentences are sometimes often confused. Vocabulary too. If English is different, what's the name, in constructing sentences there are formulas that sometimes get stuck. Vocabulary not all know. Lack of what it's called... hmm lack of mastery so it's still inferior to the others. Some are smarter, some are already fluent. So that's</p>

	scary too. The others have mastered it, they are already smart themselves still like that, still lacking, makes me afraid.
Researcher	Have your teacher played a role in your feelings, either good or bad, about your English classes?
Participant 6 :	Yes affect. Yes, for example, if you are told to come forward, you do it right away, what's the name of the reaction, you're immediately afraid of worrying if you're wrong. Until you sweat, write with a marker just shaking. I want to read it too, so it's already tense at first, so it's wrong instead. Yes, continue to explain the speed, we ourselves too not paying attention. So that's what makes me not understand there.
Researcher	Do you have any ideas of how English classes might be less stressful?
Participant 6 :	The teacher explains it in detail, so everything is broken down, so students, for example, students who really don't know that can learn it. For example, where did you get these words. So it has to be detailed like that, don't rush it. Well, if we read it, it's better for us to be in our own place. So read it sitting down so you don't get nervous, so you can read it smoothly and not nervous. If you've come forward, it's a different feeling, if we're in front of everyone's eyes. Friends also have to stop laughing, otherwise our mentality will fall. The other one should be, for example, if we read wrongly, write wrongly, don't laugh at that laughing at it is also not necessarily possible even though. Maybe even more bad, maybe.

Researcher	Please tell me something about how you have felt during English classes?
Participant 7 :	It's a shame, it's hard to speak English. Actually not really, when Elementary school isn't difficult, but it's difficult here. It's embarrassing to speak English.
Researcher	What bothers you the most about English classes?
Participant 7 :	Those who are bothering them come forward, because if they are told to read they are told to understand what they don't know. Continue to make lazy if wrong say laughed at.
Researcher	How do you think people in your classroom will react if you make a mistake?
Participant 7 :	Yes, laugh. When I was in elementary school, I didn't laugh when something went wrong. Hmm, if the teacher is usually told to repeat it again.
Researcher	Have your teacher played a role in your feelings, either good or bad, about your English classes?
Participant 7 :	Hmm, it's more delicious, but yeah, there's something that's not good, right? told to practice like that for example.
Researcher	Do you have any ideas of how English classes might be less stressful?

Participant 7 :	Yes, just take it slow. Pay attention to all students already understand or not. Then don't suddenly ask to practice it. Your friends also have to relax wrong laugh.
Researcher	Please tell me something about how you have felt during Englishclasses?
Participant 8 :	It feels a bit pounding, nervous, just afraid like that.
Researcher	What bothers you the most about English classes?
Participant 8 :	When it's called, it's the same, it's looking at the value. When called and assessed, like a test. Then told to speak English like that, if asked. When the teacher explains the fear of not understanding, it's noisy too.
Researcher	Do you have any idea why you feel so anxious in your English classes?
Participant 8 :	For not understanding. Hmm, from elementary anyway. Yes, from elementary school difficult. His heart kept pounding and shaking.
Researcher	How do you think people in your classroom will react if you make amistake?
Participant 8 :	In laughing normally, that's what makes you anxious.

Researcher	Have your teacher played a role in your feelings, either good or bad, about your English classes?
Participant 8 :	The teacher made me nervous. Like wondering, told to come forward. Then when giving the test results, afraid of bad grades.
Researcher	Do you have any ideas of how English classes might be less stressful?
Participant 8 :	His teacher taught him to take it slow, not to hurry. Continue with friends, don't laugh if something goes wrong.

CURRICULUM VITAE

A. Identities

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B. History of Education

1. Formal
 - a. TK Cempaka Mulya 1
 - b. SD Negeri Pilangrejo 1
 - c. MTs Darul ‘Ulum Kerangkulon
 - d. SMK Negeri 2 Demak
 - e. UIN Walisongo Semarang
2. Non-Formal
 - a. Madrasah Diniyah Darul ‘Ulum
 - b. Pondok Pesantren Darussalam
 - c. Pondok Pesantren Roudlotul Muta’alimin

Semarang, December 22th 2022

The Researcher,



Misbakhul Munir