MINIMIZING STUDENTS' ANXIETY IN SPEAKING ENGLISH PERFORMANCE WITH LEARNING STRATEGY

THESIS

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

By

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Assalamualaikum wr. wb.

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DEDICATION

Praise is given to Allah SWT, who has blessed, guidance, strength, and fortitude the researcher to finish the thesis. This thesis dedicates to all parties who have supported me in completing the thesis, especially my father Mu' Arifin, and my mother Yayuk Rahmawati. As well as my older sister Aliya and my two little sisters Intana and Fiana have consistently provided me with support and guidance throughout the completion of my thesis. Not forgetting Nils and Yoongi for encouraging me to be more motivated to always be diligent and strong so that this thesis can be completed quickly. May Allah SWT give the best reward for all your kindness. Amen….

MOTTO

<div dir="rtl">

لَا تَحْزَنْ إِنَّ ٱللَّهَ مَعَنَا

</div>

"Have no fear, for Allah is with us" – QS. At Taubah: 40

ABSTRACT

Title	: Minimizing Students' Anxiety in Speaking English Performance with Learning Strategy
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This research was aimed to explain the factors that affect students' anxiety in speaking English performance and minimizing with learner strategies in grade 8 of SMP IT Robbani Kendal. This study used qualitative method with a case study approach. 15 students who were considered anxious based on the recommendation of their English teacher were selected as participants. The results of the questionnaire with students showed that students experience anxiety and the causative factors are learner beliefs about language learning (frustrated and worried about the correctness of speech), personal and interpersonal (worrying about other people's thinking), instructors' beliefs about language teaching (pressure when the teacher always correct student mistakes), and language testing (feeling others are better than oneself). Strategies that can be used to minimize anxiety are preparation, relaxation, positive thinking, peer seeking, and resignation.

Keywords: Anxiety, Learner Strategy, Speaking

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Semarang, April 7th 2023

The researcher,

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CHAPTER I

INTRODUCTION

This chapter consisted of the background of the study, the reason for choosing the topic, the research question, the objectives of the study, the limitation of the study, and the significance of the study.

A. Background of the research

Foreign language anxiety is "a distinct complex of feelings, behaviors, self-perceptions, and beliefs related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986). Language anxiety (e.g. foreign and second language anxiety, etc.) The field of second language acquisition (SLA) has witnessed extensive and ongoing investigation in this particular area (Jee, 2022).

Language anxiety, often referred to as the sensation of nervousness associated with language learning, can be defined as an individual's

apprehensions or adverse emotional reactions toward the process of learning or using a second or foreign language (Lu et al., 2019).

Allah said in Al- Qur'an related to anxiety in Surah Ar-Ra'd 13:28.

الَّذِيْنَ اٰمَنُوْا وَتَطْمَىِٕنُّ قُلُوْبُهُمْ بِذِكْرِ اللّٰهِۗ اَلَا بِذِكْرِ اللّٰهِ تَطْمَىِٕنُّ الْقُلُوْبُ

"Those who believed and found satisfaction their hearts in the remembrance (of) Allah. No doubt, in the remembrance of Allah find satisfaction the hearts."

A study conducted in the United States focused on examining the language anxiety experienced by students. The findings revealed that the most prevalent mechanism employed by students to alleviate their language anxiety was avoidance (Pappamihiel, 2002).

Among Korean immigrants in Australia, a study demonstrated a robust and meaningful correlation between language anxiety and self-rated language proficiency, as well as the frequency of language use. This implies that individuals who rated their language skills lower and reported a lower

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frequency of language use tended to experience higher levels of language anxiety (Jee, 2022).

In Saudi Arabia, Taghreed's study revealed that ten participants reported moderate to high levels of anxiety. This indicates that these individuals experienced notable levels of anxiety during the research period (Al-Saraj, 2014). The research conducted in the Basque Country in Europe focused on investigating students' attitudes toward English and their anxieties related to using the language. The study aimed to explore how students perceive English and the concerns or fears they have when using it. (Santos et al., 2018).

As is the case in Turkey, they also research foreign language anxiety (Thompson & Khawaja, 2016). There is a gap between the previous studies mentioned above and the research that will be examined by researchers. Among them is the use of methods and participants, most of the research above uses quantitative methods and this research will use qualitative methods and take participants in 8th grade junior high school students. As well as other gaps in previous research and this research is to discuss the

factors that can affect students' speaking anxiety and minimize student anxiety with learning strategies.

The importance of this research is to find out that there are similar cases that occurred in Indonesian schools, especially in the Kendal area, Central Java, regarding students' language anxiety. Because there is much research on cases that have occurred in various parts of the world's continents regarding language anxiety. This research was carried out to help teachers and students minimize anxiety, especially when speaking English by using a learners' strategies. Because in this case, anxious students are also feels nervous and will stop talking because they can't find the right words to express it.

Similarly, a comparable situation arose in the eighth grade of SMP Islam Terpadu Robbani Kendal. A significant number of students experienced fear, embarrassment, discomfort, and a sense of insecurity when it came to practicing English. Consequently, these students opted for silence and passive participation, lacking confidence in their ability to engage in English conversation. This study aims to examine the factors influencing students' anxiety in

speaking and its impact on their speaking performance. Additionally, the researcher seeks to explore strategies that learners can employ to reduce anxiety levels while speaking.

Based on the reasons above, the researcher analyzed this thesis entitled:

"Minimizing Students' Anxiety in Speaking English Performance with Learning Strategy"

B. Reason for Choosing the Topic

This study discusses students' language anxiety in their speaking performance in grade 8 of SMP Islam Terpadu Robbani Kendal. The reasons for the researcher to choose this topic are as follows:

1. This study is to explain what factors influence students' anxiety about their English-speaking performance.

2. To find out the learners' strategies to minimize their anxiety in speaking English.

C. Research Question

The writer has articulated some research questions due to the focus on the research objectives. Here are the research questions of the research:

1. What are the factors affecting students' anxiety about their speaking English performance?

2. How do the learners' strategies to minimize anxiety in speaking English performance?

D. Objective of the Research

Based on the research questions, the following are some of the objectives that researchers want to achieve from conducting research:

a. To explain the factors that influence students' anxiety about their English-speaking ability.

b. To explain learners' strategies to minimize their anxiety in speaking English performance.

E. Limitation of the Research

The primary objective of this study is to identify the factors that contribute to students' speaking anxiety in English classes and to discover effective strategies that learners can employ to reduce their performance anxiety in English. The research specifically targeted 8th-grade students attending SMP Islam Terpadu Robbani Kendal. By examining these factors and strategies, the study aims to provide insights into how students can better manage and overcome their anxiety when speaking in English.

F. Significance of the Research

The research holds several significances that can benefit both theoretical understanding and practical application for others. These significances include:

1. Theoretical Contribution

The research contributes to the existing body of knowledge by shedding light on the factors influencing students' speaking anxiety in English classes. It expands the understanding of language anxiety in educational settings and provides

insights into its specific manifestation within the context of 8th-grade students at SMP Islam Terpadu Robbani Kendal.

2. **Practical Implications for Educators**

The findings of the research can be valuable for educators and language instructors in designing effective instructional approaches and interventions to address students' speaking anxiety. By understanding the factors that contribute to anxiety, educators can implement targeted strategies to create a supportive and encouraging learning environment, thus enhancing students' confidence and participation in English speaking activities.

3. **Student Support and Well-being**

The research has implications for the well-being and overall development of students. By identifying strategies to minimize speaking anxiety, the study can assist students in managing their anxiety levels and promoting a positive learning experience. This can positively impact

students' self-esteem, motivation, and overall linguistic development.

4. **Curriculum and Policy Development**

    The research findings can inform curriculum developers and policymakers in considering the integration of strategies and activities that address speaking anxiety within the English language curriculum. This can lead to the development of more student-centered and anxiety-reducing approaches that enhance language learning outcomes.

5. **Research Contextualization**

    The research contributes to the existing literature on language anxiety by providing insights from the specific context of 8th-grade students at SMP Islam Terpadu Robbani Kendal. This contextualized understanding can enrich the overall understanding of language anxiety in different educational settings and cultural contexts.

    Overall, the significance of the research lies in its potential to advance theoretical knowledge,

inform practical interventions, support student well-being, shape curriculum development, and contribute to the broader field of language anxiety research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous research and a review of related literature. A review of related literature is about foreign language anxiety and speaking performance.

A. Previous Research

Research from Herbein et al., (Herbein et al., 2018) shows that instruction on speaking strategies significantly reduces the speaking anxiety of EFL learners. Research from Siagan & Adam (Siagian & Adam, 2017) shows the factors causing students' speaking anxiety to speak in the language class, this research only focuses on the factors that cause anxiety. Meanwhile, Min Jun Jee (Jee, 2022) focused on investigating the levels of heritage language anxiety (HLA) and major language anxiety (MLA). And Taghreed M. Al-Saraj (Al-Saraj, 2014) has findings from his study that are similar to findings in other studies of the FLA, such as anxiety over negative evaluations and speaking in a foreign language.

The aim of the article of Santos, Cenoz, and Gorter (Santos et al., 2018) is to just focus on university students' attitudes toward English and their anxieties. Meanwhile, Thompson and Anastasia (Thompson & Khawaja, 2016) explore the relationship between foreign language anxiety and two operationalizations of multilingualism. Previous research and this research have in common that is about researching speech anxiety or language anxiety. However, there is a gap between this research and previous research including factors that cause anxiety and minimize it with learners' strategies.

Siagian & Adam only show factors without minimizing them, and Taghreed only uses studies of FLA to find out the level of anxiety without classifying it into its causal factors. Herbein et al., and Santos et al., only discussed language-speaking anxiety. It should be emphasized once again that here the researcher will investigate the factors that can affect students' speaking anxiety on their speaking performance, and minimize students' anxiety with learners' strategies.

B. Review of Related Literature

In this section, there exists a cohesive collection of information and an associated discussion of the study. The suggestion is made to introduce certain theoretical concepts that can provide a foundation for this research. This part will discuss the following matters; 1) Speaking Performance, 2) Foreign Language Anxiety in case of Speaking Performance, 3) Learners' Strategies for Speaking English Anxiety.

1. Speaking Performance

The acquisition of language involves a variety of skills, and among them, speaking is a crucial component. In other words, speaking skills are abilities that require words or language to express ideas, feelings, and thoughts. In addition, speaking skill encompasses the capacity to effectively demonstrate one's linguistic knowledge through actual communication.

Speaking serves as a means of communication, requiring speakers to express their intended message as effectively as possible to convey it accurately. Speaking confidently and not

being afraid of being wrong can be an easy way to communicate better in everyday life, especially for students who have the status of still in the process of learning, which requires a lot of practice.

The development of confidence and fluency in speech is crucial and can be fostered within a supportive environment that encompasses trust, encouragement, and appropriateness across diverse contexts (León & Cely, 2010). Drawing from the preceding points, speaking involves the production of sounds using speech organs; however, it also incorporates the expression of ideas and emotions.

Speaking is a dynamic process wherein the innate desire to communicate prompts individuals to articulate vocal symbols to share opinions, information, ideas, and knowledge with others. Moreover, speaking and listening are interconnected aspects, as speaking engages both the speaker and the listener. Therefore, the ability to speak is closely intertwined with the ability to listen, as these two skills complement each other.

In the context of speaking a second language (L2), the intended target is English, it involves the development of a distinct form of communication skill. Spoken language itself tends to differ from the written language in its distinctive grammatical, lexical, and discursive patterns (Kondo, 1994). In addition, some process skills needed in speaking are different from reading and writing skills.

Speaking is classified as a communication activity that involves interaction i.e. mutually influencing one another or serving certain social purposes. When individuals carry out an interaction, they exchange greetings, engage in conversation and even have small discussions, and tell new things.

According to Richard (Richard, 2008) The primary function of speaking is to effectively transmit a message or ideas from the speaker to the listener. Besides being involved in interactions, speaking is also included in transactions. In such situations, the focus is primarily on the content of what is being said or done, rather than on the

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participants and their social interaction. The key emphasis lies in expressing oneself clearly and precisely, aiming to ensure effective communication without placing significant attention on the social dynamics between the participants.

This can happen, for example when students experience an experience (e.g. someone for directions) The accuracy of the responses may not be the primary concern in this context, as long as the information is effectively communicated and understood by the listener.

Speaking that can be usefully differentiated was called a speaking performance (Richard, 2008). Speaking for performance refers to interactions with the public, involving dialogues that convey information to a broader audience. This includes activities such as morning meetings, news programs, public announcements, presentations, and speeches.

Based on the aforementioned concept, it becomes apparent that the function of speaking

carries significant importance, with one aspect being its association with successful public speaking. The overall function of speaking is interconnected with guiding and influencing individuals through the act of speech.

2. Foreign Language Anxiety in case of Speaking Performance

Foreign language anxiety is an emotional state characterized by feelings of anxiety, worry, and discomfort that arise when an individual is using a foreign language. Horwitz has described three performance language anxiety (Horwitz, 1986). The first component is communication apprehension, which refers to a type of nervousness experienced during interpersonal communication with others.

The second component is the fear of negative evaluation, which stems from an individual's apprehension about being judged unfavorably, leading them to avoid evaluation situations altogether. The third component is test anxiety, which is characterized by performance-

related anxiety arising from the fear of failure in academic assessment settings.

For certain students, delivering a spoken English performance in front of an audience can be a highly daunting task. This experience can trigger anxiety, hindering their ability to perform effectively and reach their maximum potential. When junior high school students encounter such anxiety, it is likely to impact their motivation and enthusiasm for learning a foreign language. Consequently, their progress in spoken English may be limited, leading to passivity and difficulty expressing their ideas in the classroom.

Language anxiety refers to a state of panic that arises when students are expected to speak a foreign language. It is important to note that language anxiety can vary among students based on their characteristics. However, it is not guaranteed that language anxiety will naturally diminish over time for all students who experience it. In cases where anxiety consistently reoccurs during language performances, it can become a habitual response rather than a transient trait. Once

language anxiety becomes a long-standing habit, it significantly hampers students' language learning progress and their ability to perform well in spoken communication.

a.) Factors that affect students' anxiety on English performance

Several factors influence students' anxiety about English performance. According to Young (Young, 1991), the factors of anxiety in the foreign language consist of personal and interpersonal (Young, 1991), language anxiety is often examined to other social and psychological constructs.

In this regard, individuals with low self-esteem may constantly experience concerns about how their friends perceive them, fearing negative judgments or evaluations. This apprehension about social evaluation can contribute to heightened language anxiety in their language-related interactions.

Therefore, the performance anxiety mentioned earlier can be considered part of a broader psychological construct. This psychological phenomenon, coupled with factors such as low self-esteem and a sense of competitiveness, contributes to the manifestation of language anxiety in students.

Often taking the form of performance anxiety during language-related activities. Learner beliefs about language learning (Young, 1991) Additionally, these factors can contribute to increased tension and frustration among students within the classroom setting.

The researcher identified various types of learner beliefs. One group of students expressed concerns about the accuracy of their speech in comparison to native accents or pronunciation. Another group held the belief that two years of language learning would be enough to attain fluency comparable to that of native speakers.

Furthermore, some learners hold the belief that language learning primarily involves mastering translation skills, while others may perceive successful second language (L2) acquisition as a skill limited to a select few gifted individuals. It is worth noting that learners' beliefs can contribute to anxiety, particularly when there is a mismatch between their beliefs and the reality of language learning.

In this sense, learners' beliefs play a significant role in shaping language anxiety among students. Instructors' beliefs about language teaching (Young, 1991) can also be a source of language anxiety among students. There can be a disconnect between the teacher's assumptions about their role as a language teacher and the expectations of the students.

For instance, if a teacher believes that their primary responsibility is to consistently correct students' mistakes, it can inadvertently lead to increased anxiety among certain

students regarding their classroom performance.

Classroom procedures (Young, 1991) Many students tend to perceive error correction as necessary for their language development. However, it is worth noting that error correction has the potential to provoke anxiety in some individuals.

Studies investigating anxiety about instructor-student interactions show that students will care more about how their mistakes are corrected than they should be given or done in class. Class activities that involve oral presentations in front of the class have been identified as a potential source of anxiety for some students.

The final is about language testing (Young, 1991) Such class activities can induce additional psychological pressures, including the fear of losing self-confidence or feeling inferior to perceived more capable peers. Students may also experience heightened

pressure as they feel compelled to organize their ideas within a limited timeframe while simultaneously attending to grammatical accuracy.

3. Learners' Strategies for Speaking English Anxiety

There are five strategies from David Shinji Kondo and Yang Ying Ling that students can use to minimize anxiety when appearing in front of the class, namely: preparation, relaxation, positive thinking, peer seeking, and resignation (Kondo & Ying-Ling, 2004). The first strategy is preparation (Kondo & Ying-Ling, 2004).

In this strategy, students attempt to regulate themselves by employing effective learning strategies, such as studying diligently or creating comprehensive summaries of their notes. The utilization of these strategies is intended to enhance subject mastery and concurrently alleviate anxiety in language classes.

Next is relaxation (Kondo & Ying-Ling, 2004) this strategy aims to reduce the symptoms of

somatic anxiety and relax the body by doing something else (e.g. trying to calm down by taking deep breaths). The more a person feels relaxed, the more anxiety will disappear.

To manage anxiety before or during class, one technique is to engage in deep breathing exercises. This involves taking long, slow breaths, holding them for four or five seconds, and then gradually releasing the breath. This practice can help promote relaxation and reduce feelings of anxiety. Breathing exercises can transform nervous energy into positive energy by releasing relaxing breaths.

Besides that, there strategy is Positive Thinking (Kondo & Ying-Ling, 2004), starting with thinking that everything can be fine. This strategy aims to shift the focus of attention from stressful situations to positive and pleasant cues, thus promoting a sense of calmness in anxious students.

For instance, students can try to embrace the excitement by imagining themselves delivering

an outstanding performance. It is crucial to maintain a positive mindset and recognize that making mistakes is a natural part of the language learning process. Additionally, it is essential to acknowledge that perfection is unattainable and not a prerequisite for success.

The strategy relates to a student's willingness to look for other students who seem to have difficulty understanding in class and controlling their anxiety is the strategy called peer seeking (Kondo & Ying-Ling, 2004). For students who feel anxious, the awareness that other people may also have the same problem can serve as a source of emotional regulation through social comparison and have positive effects.

The final strategy is resignation (Kondo & Ying-Ling, 2004) withdrawal here is characterized by the reluctance of students to carry out any activities to reduce their language anxiety. Resignation, in this context, refers to a coping mechanism where individuals minimize the impact of anxiety by avoiding or ignoring the problem.

This can manifest as behaviors like giving up, sleeping in class, or disregarding the anxiety-inducing situation. Apart from student strategies to reduce anxiety, teachers also play a crucial role in helping students alleviate anxiety. Teachers can employ various approaches to reduce anxiety among their students. One effective approach is to show genuine attentiveness and interest in students' language learning. When students perceive their teacher's genuine interest in their progress, it can boost their motivation and further ignite their interest in language learning.

The next thing is to create a calm and warm class atmosphere. To create a more comfortable and relaxed class atmosphere, there are times when you occasionally use humor or make contact and you can also walk around the room. The next step is to engage in learning activities that indirectly make students think about the anxiety they are experiencing and what causes it and find possible ways to relieve or reduce this anxiety (Tseng, 2012).

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, type, data source, data collecting procedure, instrument, data collecting technique, data analysis technique, and thesis organization.

A. Research Design

1. Type and Research Approach

The researcher uses a descriptive quantitative research design case study for conducting this study. Descriptive research uses instruments such as questionnaires to gather information from groups of individuals (Ary et al., 2010). descriptive research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2009). Descriptive quantitative research is the numerical result with diagram and describe with descriptive to explain the data more detail.

Descriptive quantitative research was applied in this study because it provides insight into language anxiety in grade 8 of SMP IT Robbani Kendal, especially anxiety in speaking English. This study uses the triangulation method in data collection, and the results of quantitative research emphasize meaning rather than generalization (Lambert & Lambert, 2012).

2. **Design of the Research**

The research study investigating students' speaking anxiety in their speaking performance in the Second Grade of SMP IT Robbani Kendal. In this research, the researcher focuses on identifying the factors that affect students' speaking anxiety in English classrooms as perceived by the students and finding out strategies for students to minimize their anxiety when speaking English. All data were taken from discussion with English teachers and distribute questionnaires to students who have been selected after discussion with the teacher. Then, the data will be a document.

3. **Research Setting and Time**

The researchers conducted the research March 27 – 28, 2023; The research participants were grade 8 students of SMP IT Robbani Kendal for the 2022/2023 school year consisting of 15 students as research participants. SMP IT Robbani Kendal is located on Jl. Gama, RT.05/RW.04, Manggisan, Langenharjo, Kec. Kendal Kab. Kendal Central Java 51324. The number of students for the 2022/2023 academic year is 183 students.

The vision and mission of SMP IT Robbani Kendal is to create Muslim/Muslimah scholars with superior character and achievement. Furthermore, the mission of this school is as follows:

1. Realizing a brilliant Islamic education system.
2. Creating a brilliant school culture.
3. Producing brilliant quality teachers.
4. To produce outstanding students with Islamic character.

4. Participant

In this study, researchers choose subjects according to the needs and research objectives. The researcher used the second grade of SMP IT Robbani Kendal as research subjects, and then the researcher determined the number of samples to be 15 students. In this case, samples are selected based on the individuals' performance or their proficiency in a particular area of interest, indicating anxiety in speaking according to the teacher's advice after discussing with the researcher.

5. Research Focus

This study would focus on student anxiety (anxiety factors and learners' strategies to minimize them) in speaking English performance. The research subject was the second grade of SMP IT Robbani Kendal, and then the researcher continued to determine the number of samples to be 15 students.

B. Type and Data Source

In this particular research study, the researcher distributed questionnaire sheets to the students and subsequently collected the completed questionnaire sheets for data collection and analysis. Before distributing the questionnaires to students, the researcher discussed them with the English teacher in the teacher's room.

The researcher opted to have a discuss with the English teacher from SMP IT Robbani Kendal to gather more insights on the specific classes or groups of students who experience anxiety when speaking English. By engaging in this discussion, the researcher aims to identify the students who display signs of anxiety in speaking English and understand the underlying circumstances surrounding their anxiety.

In this study, the researchers employed a purposive sampling technique to select the participants. This sampling method was chosen to gain a comprehensive understanding of the phenomenon under investigation. According to Creswell, purposive sampling involves deliberately selecting individuals

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and locations that can provide valuable insights into the central phenomenon being studied (Creswell, 2012).

Besides that, Marguerite's statement accurately reflects the purpose and use of purposive sampling in qualitative research. This sampling technique involves selecting key informants or individuals with specialized knowledge relevant to the research topic. The specific type of purposive sampling employed depends on the research objectives and the information sought by the researcher (Lodico et al., 2010).

In this study, the researchers selected the research participants based on their needs and research objectives. The sample consisted of 15 students from SMP IT Robbani Kendal who were identified as experiencing anxiety in English class. The selection of these students was based on the recommendation provided by the English teacher, who knew the students' anxiety levels in the classroom setting. To obtain data since this is a case study, researchers used a data collection questionnaire and documentation to classify into several factors and minimize them through learners' strategies.

C. Data Collecting Procedures, Data Collecting Techniques & Instruments

In simple terms, conducting research involves following clear and organized steps systematically and chronologically. This helps ensure that the research process is well-structured, reliable, and can be easily understood and replicated by others. By maintaining a systematic approach, researchers can maintain consistency and improve the overall quality of their study. The following is a chronology of the steps that the researcher worked on:

1. Data Collecting Procedures

The data were collected from 15 students by the result of the discussing with the English teacher. Here are the steps in conducting the research:

1. Selecting the students from second grade of SMP IT Robbani Kendal as research subjects.
2. Request permission on March 27, 2023 from the Principal and the English teacher in charge of the class to observe and conduct research.

3. After obtaining permission from the Principal and the English teacher, the researcher conducted preliminary research beginning with discussing with the English teacher to observe the research subjects. The researcher discussing with the English teacher in the teacher's room.

4. Reflection. There were 15 students who showed signs of anxiety in speaking English from the recommendation of the English teacher.

5. Research settings. Researchers consulted with English teachers to design questionnaire filling activities to obtain data validity.

6. Research. Samples would fill out a questionnaire prepared by the researcher. This questionnaire is intended as a follow-up research analysis to identify what factors influence students' speaking anxiety in English class, and strategies that students can use to minimize their English-speaking anxiety. This questionnaire will be guided by the researcher in the student's first language to get answers without limiting or hindering them. The

questionnaire indicator guide was adopted by researchers from Horwitz (Horwitz et al., 1986) about students' speaking anxiety. Filling out the questionnaire sheet will be carried out on March 28, 2023.

7. Conclude by making a description of the results of the final data and writing the final research report.

2. Data Collecting Techniques & Instruments

Here are the techniques used to collect the data and the instruments:

a.) Questionnaire

A questionnaire is a way of collecting data by giving people a set of questions or statements to answer. It helps researchers gather information in a structured and consistent manner, making it easier to analyze the data later on. Questionnaires can be given on paper or online, and the responses are used to understand people's opinions, experiences, or behaviors on a specific topic (Maysari, 2020).

The questionnaire was used to obtain data about students' speaking anxiety (Saputra, 2018). A survey or questionnaire is the main implement or instrument accustomed to collecting data in a descriptive survey research study (Lodico et al., 2010). Data collection techniques through questionnaires to individuals who have been selected as respondents.

Before doing it with 15 selected students, the researchers first discussed the English teacher of SMP IT Robbani Kendal to find out which students showed signs of anxiety as participants. The English teacher observes the condition of students who show anxiety in speaking the characteristics of anxious students. Students who are asked to become participants are students who are quiet and lack participation or are passive when learning takes place and who will participate in research.

The researcher explained the research's nature and clarified that the

questionnaire will be administered in the Indonesian language, i.e. L1 for students, as it aims to get answers without limiting or hindering their choices. And table.1 is a form of the questionnaire used by researchers in this study which was adopted from Horwitz (Horwitz et al., 1986).

Table. 1

Questionnaire for students

	SA*	A	N	D	SD

1. I never feel quite sure of myself when I am speaking in my foreign language class
2. I don't worry about making mistakes in language class
3. I tremble when I know that I'm going to be called on in language class
4. It frightens me when I don't understand what the teacher is saying in the foreign language
5. It wouldn't bother me at all to take more foreign language classes

6. During language class, I find myself thinking about things that have nothing to do with the course

7. I keep thinking that the other students are better at languages than I am

8. I am usually at case during test in my language class

9. I start to panic when I have to speak without preparation in language class

10. I worry about consequences of failing my foreign language class

11. I don't understand why some people get so upset over foreign language classes

12. In language class, I can get so nervous I forget things I know

13. It embarrasses me to volunteer answers in my language class

14. I would not be nervous speaking the foreign language with native speakers

15. I get upset when I don't understand what the teacher is correcting

16. Even if I am well prepared for language class, I feel anxious about it

17. I often feel like not going to my language class

18. I feel confident when I speak in foreign language class

19. I am afraid that my language teacher is ready to correct every mistake I make

20. I can feel my heart pounding when I'm going to be called on in language class

21. The more I study for a language test, the more confused I get

22. I don't feel pressure to prepare very well for language class

23. I always feel that the other students speak the foreign language better than I do

24. I feel very self-conscious about speaking the foreign language in front of other students

25. Language class moves so quickly I worry about getting left behind

26. I feel more tense and nervous in my language class that in my other classes

27. I get nervous and confused when I am speaking in my language class

28. When I'm on my way to language class, I feel very sure and relaxed
29. I get nervous when I don't understand every word the language teacher says
30. I feel overwhelmed by the number of rules you have learn to speak a foreign language
31. I am afraid that the other students will laugh at me when I speak the foreign language
32. I would probably feel comfortable around native speakers of the foreign language
33. I get nervous when the language teacher asks questions which I haven't prepared in advance

*SA = strongly agree, A= agree, N = neither agree nor disagree, D = disagree, SD = strongly disagree

b.) Documentation

Documentation is used to collect evidence in research conducted in grade 8 SMP IT Robbani Kendal. Researchers will collect results from questionnaires, and digital

footprints in the form of photos of conditions during the research process. Documentation will help researchers get results and data validity.

3. **Data Analysis Techniques**

The data analysis process developed by Miles & Huberman (Miles & Huberman, 1994) follows a qualitative analysis framework divided into three major phases, namely: data reduction, data display, and conclusions and verification.

a.) **Data reduction**

Data reduction is the style of analysis that organized, categorized, perfects, fixes, and deleted the data to conclude. Further data reduction (writing summaries, writing memos, coding, and others). The data reduction or transforming process takes place as part of the overall data analysis.

Data reduction involves organizing, focusing, refining, sorting, and removing irrelevant or unnecessary data to facilitate the

extraction of meaningful insights and draw
conclusions. This process aims to condense
and simplify the data while retaining the most
relevant and significant information. By
reducing the data systematically and
rigorously, researchers can ensure that their
final report is based on reliable and verifiable
conclusions derived from the analyzed data.
(Miles & Huberman, 1994).

b.) Data display

After selecting the most relevant data,
the next step is to present or display the data in
a simplified form. This involves conveying the
information using sentences, narratives, or
tables. The researcher presents the reduced
data, which means that the data has been
streamlined and explained concisely through
tables, phrases, sentences, or paragraphs.

The researcher begins by providing
details and descriptions of the data. Then, they
proceed to analyze these details, such as
grouping the results of the questionnaire into

various factors and further analyzing these factors about learners' strategies. This process helps to organize and interpret the data, making it easier to understand and draw conclusions from.

c.) Conclusion drawing and verification

In conclusion drawing, the researcher reflects on the analysis of the data and examines its significance to the research question. The researcher carefully considers the implications and insights that arise from the analyzed data.

This involves interpreting the findings, identifying patterns or trends, and extracting meaningful information that contributes to answering the research question. By concluding the displayed data, the researcher can derive meaning and make informed statements or assertions based on the evidence gathered during the research process.

Next, the data was checked for robustness and confirmation. Researchers

checked the validity of the data by using a triangulation strategy. Triangulation itself is a tactic to verify or confirm findings by using various sources and modes of evidence (Miles & Huberman, 1994). Researchers examined various sources, such as conducting discussions with English teachers and doing questionnaires with students to obtain valid research findings.

BAB IV

RESEARCH FINDINGS

This chapter describes the data obtained during the study, which includes (the results of a questionnaire to determine the factors that influence students' anxiety in their speaking English performance, and learners' strategies to minimize their anxiety in speaking English performance) and discussion. Data was collected through questionnaires with students directly in class.

A. **Findings**

1. **Factors affecting students' anxiety on their speaking English performance**

   Researchers used a questionnaire adopted from Horwitz, Horwitz, & Cope (Horwitz et al., 1986) the assessment aimed to measure the anxiety levels of students during English class. It comprised a set of 33 statements that gauged the extent of anxiety experienced by foreign language learners in the classroom. The researcher will show the results of the overall questionnaire first, and in

the next, the focus will be on statements related to speech anxiety. The table shows in Appendix 1 table. 2 the results of student responses.

The researcher makes it easy for readers to comprehend students' responses, the researcher summarizes the result as followed in the chart below:

Chart. 1

The summary of students' response in FLCA statement
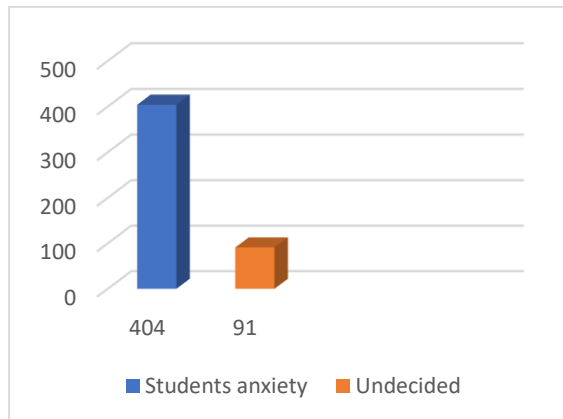
There were 404 votes for anxiety and 91 votes for the undecided from 15 students

consisting of 33 Foreign Language Classroom Anxiety (FLCA) statements. Therefore, it can be concluded that the students from the sample that the researchers took experienced language anxiety in the classroom.

This study focuses on minimizing students' speaking anxiety with learners' strategy by classifying it into the causal factors first. In this aspect, the researcher will focus on several FLCA statements from Horwitz (Horwitz et al., 1986) which include speech anxiety to further classify the factors contributing to students' anxiety in speaking. Here are some statements and their results which will be listed in Table 3 in the appendix below.

The results above it can be identified and classified into factors that influence students' anxiety about English performance according to Young (Young, 1991). Starting from interpersonal and personal factors referring to numbers 1, 13, 18, 23, and 31 where students are generally worried about the feelings of others. It can be taken from one statement number 31 stating "31. I am afraid

that the other students will laugh at me when I speak a foreign language" getting SA 6 and A 5 votes from the 15 samples available, if a total SA and A, 11 students agree with the statement.

Next point number 13 "13. It embarrasses me to volunteer answers in my language class" getting SA 4 and A 8 here because students feel embarrassed to answer because they think about other people's views and are afraid that they will be seen as attention seekers, or students feel that they feel embarrassed if answer later wrong thinking others will think that he is shameless and so on. And the next point to 1 "1. I never feel quite sure of myself when I am so crying in my foreign language class", here he gets SA 6 and A 5 results. And here it can mean that he lacks confidence and always worries about the thoughts of other people.

Statements with numbers 1, 9, 13, 18, 27, and 30 refer to the second factor, namely the learner's belief about language learning which feels frustrated and worried about the correctness of the utterance. Out of the 15 students, 12 students agreed with the statement "30. I feel overwhelmed

by the number of rules you have to learn to speak a foreign language" They feel frustrated because they are overwhelmed by learning the rules of a foreign language, and the target language here is English.

The next point, namely point 9, also contains this factor, namely "9. I start to panic when I have to speak without preparation in language class" getting SA 11 and A 4, here it can be said that students feel frustrated when students have not made preparations but have been told to come forward it will make students panic.

And students feel worried if they make mistakes about the correctness of speech. The next point is point 13 "13. It embarrasses me to volunteer answers in my language class" getting SA 4 and A 8, this statement is also included in the learners' belief about the language learning factor because students feel worried if they have volunteered to answer but make mistakes in the correctness of utterances.

The next factor is Instructor belief in language teaching. The teacher feels compelled to correct student mistakes which becomes a burden on students' minds. As indicated by statements number 1, 13, 18, and 19, students feel afraid because when they try to speak, they remember that they will always be corrected about the teacher's role in the classroom because the teacher feels that it is an obligation that they have to do but that makes students feel pressured.

There were 11 votes in favor of the statement "19. I am afraid that my language teacher is ready to correct every mistake I make". This shows that students are afraid of correction from teachers and students feel pressured about it because teachers always look for students' mistakes and correct them, in this case also students feel that teachers will continue to find mistakes and students become depressed. It can be said that this is included in the instructor's belief about language teaching factor as described by Young.

As with point nineteen, point thirteen is also included in this causal factor as stated in the questionnaire statement "13. It embarrasses me to volunteer answers in my language class" This is because students are embarrassed because they feel overthinking first, what if later the student makes a mistake the teacher will correct continuously which makes other students underestimate the volunteer answerer and the student who answers voluntarily becomes embarrassed and the student is better off keeping quiet.

The next factor is language testing, shown by statements number 7 and 23 where they feel that others are better than themselves. Starting from statement twenty-three, namely "23. I always feel that the other students speak the foreign language better than I do" students feel or always feel that other students have more abilities than themselves, other students are better than themselves, always thinking like that.

It must be clarified that in the learning process, there is no such thing as someone being

better than us because we are learning at our level. This statement has 14 votes, to be more precise, students who strongly agree with this statement amounted to 7 children, and students who agreed amounted to 7 children.

And the next statement number seven "7. I keep thinking that the other students are better at languages than I am" This statement is the same as the twenty-third statement included in the factors that cause language testing, namely the factor that causes students to feel that others are better than themselves.

Students are not confident in their language skills and always assume that others have better language skills than them. Things like this must be reduced because it will prevent students from developing. This statement also has 14 votes, 9 children strongly agreed and 5 children agreed.

After classifying it into several factors mentioned by Young, then the researcher will make it easier for the readers by making a diagram with the aim that the readers can better understand which factors are dominant in the cases taken by

the researcher. The data in the diagram is the results of the respondents. Here's the diagram below.

Chart. 2

The results of the dominant percentage of the classification factors according to the respondent
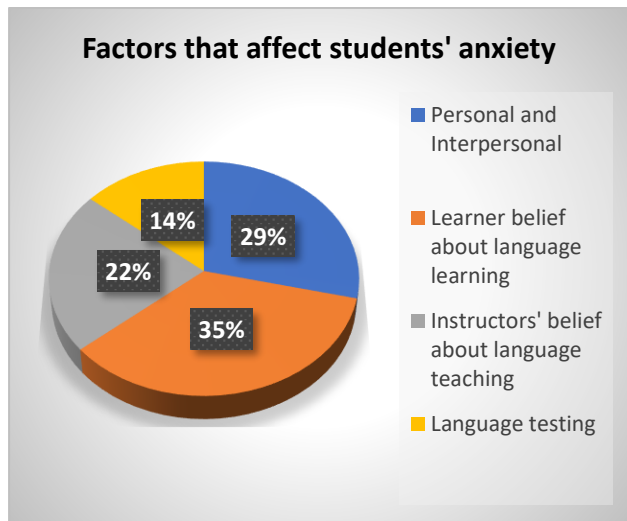
2. Learners' strategies to minimize anxiety in speaking English performance

From the results of the students' choices, several strategies from Kondo & Yang (Kondo & Ying-Ling, 2004) can be used to minimize their anxiety. Here are the data on table 4 in appendix below.

The first strategy is preparation, statements that can be minimized with preparation are numbers 9, 13, 19, 27, 30, and 33. The second strategy, namely relaxation, can be applied to numbers 1, 9, 18, 27, 31, and 33. Next strategy, namely positive thinking, you can use this strategy at numbers 1, 18, 19, 27, and 31. Fourth, there is peer seeking, there are numbers 7, 13, 23, 31, and 33. Finally, resignation can be done at number 31. To make it easier for the readers, the researcher will make a percentage of the results of the strategies that can be used.

Chart. 3

Percentage of learners' strategies
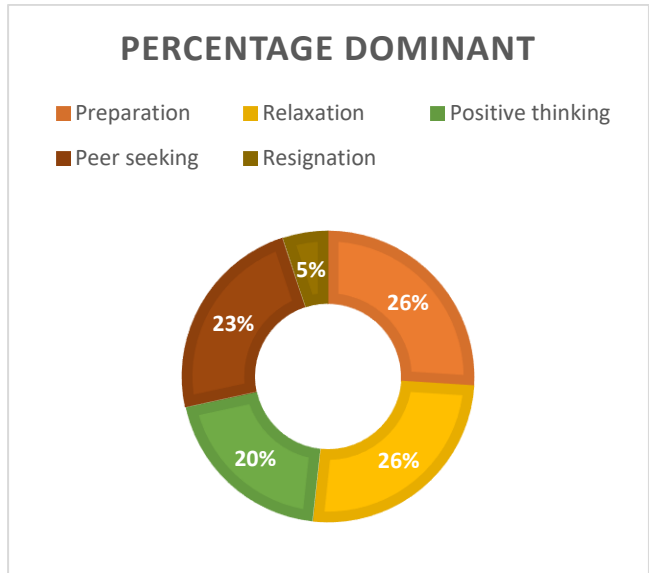
There are five strategies from David Shinji Kondo and Yang Ying Ling that can use to minimize their anxiety to perform in front of the class. The first strategy that can be used is preparation, "9. I start to panic when I have to speak without preparation in language class" this number is one example of the many statement numbers that the researcher has

mentioned in the findings. The preparation itself is a strategy such as studying hard and preparing in advance by making summaries and other things. In percentage terms, this strategy reaches 26%.

Preparation here can be done in a way that one of them makes a summary, making a summary can be calculated by relearning because we repeat learning, thinking, remembering, and pouring it into writing. This makes students have hidden provisions that make them more confident and confident in their abilities. For example, if they get a question, they already know how to answer it and are no longer afraid to speak in English.

In addition, active learning to minimize their worries is to imitate the English speech of the teacher or mentor or tutor. This is so that students get used to doing a conversation or even the right pronunciation is how. So that later if students are told to speak in front of the class, students feel capable and not embarrassed by what they are saying. This is very useful for students who have concerns about their speaking English performance.

Parallel to preparation, relaxation also occupies a percentage of 26% like the number "27. I get nervous and confused when I am speaking in my language class" can be minimized by relaxation, which is like calming yourself down by taking deep breaths for 4-5 seconds. This strategy is very useful for students if they have a sudden anxiety attack or to calm themselves down about a difficult situation when they are preparing to go to the front of the class to speak English. It is very commonly used in the world of anxiety, as it can reduce anxiety and become a little calmer.

Next is the 20% positive thinking strategy by doing positive affirmations thinking that everything will be fine. "19. I am afraid that my language teacher is ready to correct every mistake I make" from this number you can do a positive thinking strategy because it is very important to think positively. It is necessary to instill in students who experience anxiety to reflect on positive thinking by applying positive affirmations to themselves and always thinking that everything will

be fine. When making mistakes thinking this is a natural thing to do in terms of learning. And always put positive affirmations to yourself such as I can I can do it easily when I do this everything will go smoothly and will be fine.

Students need to comprehend that making mistakes is an inherent aspect of the language learning process, particularly when learning English. It is important for them to understand that everyone, without exception, makes mistakes while acquiring a new language. Furthermore, there is peer seeking 23% "23. I always feel that the other students speak the foreign language better than I do" here students must have the awareness that other people may also have the same problem, therefore students must reduce to think that other students are better than themselves. Finally, there are resignations, which are only 5%, but even though they have a low presentation, this is good for a waiver.

Such as the number "31. I am afraid that the other students will laugh at me when I speak the foreign language" this needs to be done resign because if you care too much about the ridicule of fellow

students who experience this will not develop. All strategies can be used according to each case, for the case of speech anxiety at SMP IT Robbani Kendal which is being researched, the biggest strategy that can be used is preparation and relaxation followed by peer seeking and positive thinking, after that you can use resignation.

B. Discussion

In this part, the researcher explains more the results above from this study. The researcher discusses the causative factors that affect English speaking anxiety in students and what strategies can be used to minimize anxiety in their English performance. This study consisted of research participants where they were 15 grade 8 students, more specifically 8B and 8C, SMP IT Robbani Kendal who showed a passive attitude and were too quiet, and lacked participation through pronunciation during learning which was a recommendation from the school's English teacher.

Here it has been explained in the findings, that students from the teacher's recommendation are truly students who have anxiety, which means that it

indicates that the sample meets the requirements of this study that they have anxiety about foreign language classes. Evidenced by research that was carried out on March 28, 2023, and the results of filling out the questionnaires that were distributed by researchers.

The sample consisting of 15 students of SMP IT Robbani Kendal has 404 votes which indicate that they have language anxiety and 91 votes are hesitant from the available questionnaire statements. After it has been proven that the sample has language anxiety, the researcher then takes several statements related to speech anxiety following this research so that it can be classified into several factors and can be minimized with learners' strategies.

The researcher held discussions with the English teacher to determine which students had language anxiety. After that, the researcher conducted a questionnaire on the students to find out if the student had language anxiety. Then the researcher will take some of the statements listed in the questionnaire about speech anxiety to classify them into the factors that cause speaking anxiety. The results are as stated in the finding where the results of the most dominant

causative factor are the learners' belief about language learning factor which reaches 35%.

Learner belief about language learning is a factor that has the understanding that students feel frustrated about learning foreign languages, especially English which is the main focus of this research, and students themselves always feel worried about the correctness of speech, this is the biggest factor that causes students to become participants. this study has anxiety in their speaking performance.

Followed by the second, personal and interpersonal with 29% this factor itself means that students are always worried about other people's thoughts so students become immersed in themselves and focus too much on the concerns of other people's views of them when the student is speaking in English. This makes students more silent and reluctant to answer because they are worried about other people's thoughts when these students will try to speak in a foreign language, especially English.

Followed by instructors' belief about language teaching with a percentage of 22% in here students feel

afraid of the teacher because this factor itself is the teacher feels that his job is only to justify mistakes against students, which attitude makes students feel very burdened, pressured, and afraid of mistakes.

And finally, is language testing with 14% this factor means that students feel that other students are more capable than themselves because such thoughts make students become quiet because they feel they are less capable in that field. The percentage data were taken and classified according to the meaning and results of the pure selection of respondents who were students from SMP IT Robbani Kendal.

Learners' belief about language learning is that students feel frustrated and students always feel worried about the courage of speech. Meanwhile, the instructors' belief about language teaching is that the teacher feels that his job is to justify student mistakes, and that makes students feel burdened and afraid of mistakes. Finally, there is language testing, students have the impression that others are more capable or better than their abilities.

Furthermore, there is a learners' strategy, in the case of SMP IT Robbani Kendal, a learner strategy that can be used includes preparation, positive thinking, relaxation, peer seeking, and resignation. Preparation and relaxation are a learner strategy that has the most votes among the others, the results are known from the number of votes from the questionnaire statements given by the researcher, namely 26%.

Then followed by peer seeking with 23% and positive thinking with 20%, finally resigning with 15%, even though resignation has the lowest vote, the learner strategy can still be used by students who feel they need it. Preparation here is learners' strategies by studying actively, trying to make summaries, and so on so that students feel confident about what they have.

Next is relaxation, which is a strategy to calm down by taking deep breaths, when students feel extreme anxiety that will cause panic, they can try taking deep breaths for 4-5 seconds and repeating them until they feel a little calm. And next, there is peer seeking, which is a strategy to apply the awareness that other people may also have the same problem, so don't put too much pressure on negative thoughts yourself.

Positive thinking strategy is of course by applying positive affirmations by thinking that everything is fine. Finally, resignation is a strategy of being indifferent, either by ignoring it or just going with the flow. Sometimes being indifferent is also important for mental strength especially worrying about matters.

BAB V

CONCLUSIONS AND SUGGGESTIONS

In this chapter, the researcher provides conclusions and suggestions based on the discussions presented in the previous chapter.

A. **Conclusion**

This research examines the presence of student anxiety at SMP IT Robbani Kendal and focused again by researchers leading to speech anxiety, after which researchers try to classify it into factors that cause anxiety according to Young (Young, 1991). Many of the previous studies examined the factors but did not try to make the research simultaneously minimize them.

Therefore, this study also minimizes students' anxiety in their speaking performance by using learners' strategies according to Kondo & Yang (Kondo & Ying-Ling, 2004). The results of data taken are the results of a questionnaire that has been filled out by participants of grade 8 students of SMP IT

Robbani Kendal, the questionnaire was adopted by researchers from Horwitz (Horwitz et al., 1986).

The first result of this study is that students belong to the category of students' anxiety according to the recommendations from the teacher. After that, the results of the students' choices have been categorized into several factors, and the results show that the factors of students feeling frustrated, worried about pronunciation, and worrying about other people's thoughts have high results.

Followed by the factor that students feel pressured will be corrected by the teacher and students perceive that their peers are more proficient than themselves. This research also has the results of any strategies that can be used to minimize these factors including preparation, positive thinking, peer seeking, relaxation, and resignation.

B. Suggestion

Based on these findings, the researcher proposes the following suggestions. First, to students, never be afraid to say something in English while it's a good thing, and speak as much as possible. Students

should be able to overcome their worries and increase their self-confidence. Students must try even if they make mistakes. You are students who need the knowledge to learn and need mistakes to be used as teaching material. Be brave enough to ask questions when you feel uncertain or don't understand, and seek guidance from the teacher if you encounter difficulties in your learning process.

Second, the teachers, understand student deficiencies, and don't keep focusing on student mistakes but also focus on their conditions. Factors that cause them to be silent, don't want to talk, and so on. Understand these students and overcome them with various strategies, and invite students to discuss the problems they are facing. Give students more attention apart from the subject matter that must be taught. Teachers must be more creative to overcome students speaking anxiety. And hopefully, this research can help teachers to overcome students speaking anxiety.

Last, for future researchers, the researcher hopes there will be new researchers who examine this field to be more creative in other aspects. Because anxiety is not only related to speaking but can be to

attitude, writing, and so on. The researcher hopes that this study will serve as a valuable reference for future researchers who are exploring similar topics or conducting related studies.

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The result questionnaire by students

Table. 2

The result of the students' questionnaire answer

	SA*	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class					
	6	5	4	0	0
2. I don't worry about making mistakes in language class					
	0	1	5	9	0
3. I tremble when I know that I'm going to be called on in language class					
	8	4	3	0	0
4. It frightens me when I don't understand what the teacher is saying in the foreign language					
	3	10	0	2	0
5. It wouldn't bother me at all to take more foreign language classes					

| | 1 | 6 | 8 | 0 | 0 |

6. During language class, I find myself thinking about things that have nothing to do with the course

| | 5 | 7 | 1 | 2 | 0 |

7. I keep thinking that the other students are better at languages than I am

| | 9 | 5 | 1 | 0 | 0 |

8. I am usually at case during test in my language class

| | 2 | 12 | 1 | 0 | 0 |

9. I start to panic when I have to speak without preparation in language class

| | 11 | 4 | 0 | 0 | 0 |

10. I worry about consequences of failing my foreign language class

| | 9 | 4 | 0 | 2 | 0 |

11. I don't understand why some people get so upset over foreign language classes

| | 1 | 2 | 10 | 2 | 0 |

12. In language class, I can get so nervous I forget things I know

| | 3 | 7 | 4 | 1 | 0 |

13. It embarrasses me to volunteer answers in my language class

   4   8   3   0   0

14. I would not be nervous speaking the foreign language with native speakers

   0   3   0   9   2

15. I get upset when I don't understand what the teacher is correcting

   3   7   4   1   0

16. Even if I am well prepared for language class, I feel anxious about it

   0   9   5   1   0

17. I often feel like not going to my language class

   4   3   5   3   0

18. I feel confident when I speak in foreign language class

   0   3   2   8   2

19. I am afraid that my language teacher is ready to correct every mistake I make

   3   9   3   0   0

20. I can feel my heart pounding when I'm going to be called on in language class

| | 8 | 4 | 3 | 0 | 0 |

21. The more I study for a language test, the more confused I get

| | 3 | 5 | 4 | 3 | 0 |

22. I don't feel pressure to prepare very well for language class

| | 0 | 6 | 1 | 8 | 0 |

23. I always feel that the other students speak the foreign language better than I do

| | 7 | 7 | 1 | 0 | 0 |

24. I feel very self-conscious about speaking the foreign language in front of other students

| | 7 | 3 | 1 | 4 | 0 |

25. Language class moves so quickly I worry about getting left behind

| | 2 | 8 | 5 | 0 | 0 |

26. I feel more tense and nervous in my language class that in my other classes

| | 1 | 8 | 3 | 3 | 0 |

27. I get nervous and confused when I am speaking in my language class

| | 4 | 7 | 3 | 1 | 0 |

28. When I'm on my way to language class, I feel very sure and relaxed

    0   3   3   9   0

29. I get nervous when I don't understand every word the language teacher says

    3   11   1   0   0

30. I feel overwhelmed by the number of rules you have learn to speak a foreign language

    1   12   1   1   0

31. I am afraid that the other students will laugh at me when I speak the foreign language

    6   5   0   3   1

32. I would probably feel comfortable around native speakers of the foreign language

    0   2   4   9   0

33. I get nervous when the language teacher asks questions which I haven't prepared in advance

    11   3   1   0   0

*SA = strongly agree, A= agree, N = neither agree nor disagree, D = disagree, SD = strongly disagree

Result statement for factor affecting speech anxiety

Table. 3

**Statements that are included in speech
anxiety**

	SA*	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class					
	6	5	4	0	0
7. I keep thinking that the other students are better at languages than I am					
	9	5	1	0	0
9. I start to panic when I have to speak without preparation in language class					
	11	4	0	0	0
13. It embarrasses me to volunteer answers in my language class					
	4	8	3	0	0
18. I feel confident when I speak in foreign language class					
	0	3	2	8	2

19. I am afraid that my language teacher is ready to correct every mistake I make

| 3 | 9 | 3 | 0 | 0 |

23. I always feel that the other students speak the foreign language better than I do

| 7 | 7 | 1 | 0 | 0 |

27. I get nervous and confused when I am speaking in my language class

| 4 | 7 | 3 | 1 | 0 |

30. I feel overwhelmed by the number of rules you have learn to speak a foreign language

| 1 | 12 | 1 | 1 | 0 |

31. I am afraid that the other students will laugh at me when I speak the foreign language

| 6 | 5 | 0 | 3 | 1 |

33. I get nervous when the language teacher asks questions which I haven't prepared in advance

| 11 | 3 | 1 | 0 | 0 |

*SA = strongly agree, A= agree, N = neither agree nor disagree, D = disagree, SD = strongly disagree

Result statement speech anxiety for learners' strategies

Table. 4

**Statements that are included in speech
anxiety**

	SA*	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class					
	6	5	4	0	0
7. I keep thinking that the other students are better at languages than I am					
	9	5	1	0	0
9. I start to panic when I have to speak without preparation in language class					
	11	4	0	0	0
13. It embarrasses me to volunteer answers in my language class					
	4	8	3	0	0
18. I feel confident when I speak in foreign language class					
	0	3	2	8	2

19. I am afraid that my language teacher is ready to correct every mistake I make

| 3 | 9 | 3 | 0 | 0 |

23. I always feel that the other students speak the foreign language better than I do

| 7 | 7 | 1 | 0 | 0 |

27. I get nervous and confused when I am speaking in my language class

| 4 | 7 | 3 | 1 | 0 |

30. I feel overwhelmed by the number of rules you have learn to speak a foreign language

| 1 | 12 | 1 | 1 | 0 |

31. I am afraid that the other students will laugh at me when I speak the foreign language

| 6 | 5 | 0 | 3 | 1 |

33. I get nervous when the language teacher asks questions which I haven't prepared in advance

| 11 | 3 | 1 | 0 | 0 |

*SA = strongly agree, A= agree, N = neither agree nor disagree, D = disagree, SD = strongly disagree

APPENDIX 2

Questionnaire sheets that have been filled out by students

Name : Nara Quinn Zadaaisho Damay
Kls   = 8c

	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class			✓		
2. I don't worry about making mistakes in language class				✓	
3. I tremble when I know that I'm going to be called on in language class		✓			
4. It frightens me when I don't understand what the teacher is saying in the foreign language		✓			
5. It wouldn't bother me at all to take more foreign language classes			✓		
6. During language class, I find myself thinking about things that have nothing to do with the course		✓			
7. I keep thinking that the other students are better at languages than I am		✓			
8. I am usually at case during test in my language class		✓			
9. I start to panic when I have to speak without preparation in language class	✓				
10. I worry about consequences of failing my foreign language class	✓				
11. I don't understand why some people get so upset over foreign language classes			✓		
12. In language class, I can get so nervous I forget things I know			✓		
13. It embarrasses me to volunteer answers in my language class			✓		
14. I would not be nervous speaking the foreign language with native speakers			✓		
15. I get upset when I don't understand what the teacher is correcting			✓		
16. Even if I am well prepared for language class, I feel anxious about it		✓			
17. I often feel like not going to my language class		✓			
18. I feel confident when I speak in foreign language class			✓		
19. I am afraid that my language teacher is ready to correct every mistake I make		✓			

	SA	A	N	D	SD
20. I can feel my heart pounding when I'm going to be called on in language class			✓		
21. The more I study for a language test, the more confused I get			✓		
22. I don't feel pressure to prepare very well for language class				✓	
23. I always feel that the other students speak the foreign language better than I do		✓			
24. I feel very self-conscious about speaking the foreign language in front of other students				✓	
25. Language class moves so quickly I worry about getting left behind			✓		
26. I feel more tense and nervous in my language class that in my other classes		✓			
27. I get nervous and confused when I am speaking in my language class		✓			
28. When I'm on my way to language class, I feel very sure and relaxed				✓	
29. I get nervous when I don't understand every word the language teacher says		✓			
30. I feel overwhelmed by the number of rules you have learn to speak a foreign language		✓			
31. I am afraid that the other students will laugh at me when I speak the foreign language		✓			
32. I would probably feel comfortable around native speakers of the foreign language		✓			
33. I get nervous when the language teacher asks questions which I haven't prepared in advance		✓			

APPENDIX 3

Questionnaire sheet

	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class					
2. I don't worry about making mistakes in language class					
3. I tremble when I know that I'm going to be called on in language class					
4. It frightens me when I don't understand what the teacher is saying in the foreign language					
5. It wouldn't bother me at all to take more foreign language classes					
6. During language class, I find myself thinking about things that have nothing to do with the course					
7. I keep thinking that the other students are better at languages than I am					
8. I am usually at ease during test in my language class					
9. I start to panic when I have to speak without preparation in language class					
10. I worry about consequences of failing my foreign language class					
11. I don't understand why some people get so upset over foreign language classes					
12. In language class, I can get so nervous I forget things I know					
13. It embarrasses me to volunteer answers in my language class					
14. I would not be nervous speaking the foreign language with native speakers					
15. I get upset when I don't understand what the teacher is correcting					
16. Even if I am well prepared for language class, I feel anxious about it					
17. I often feel like not going to my language class					
18. I feel confident when I speak in foreign language class					
19. I am afraid that my language teacher is ready to correct every mistake I make					

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	SA	A	N	D	SD

20. I can feel my heart pounding when I'm going to be called on in language class

21. The more I study for a language test, the more confused I get

22. I don't feel pressure to prepare very well for language class

23. I always feel that the other students speak the foreign language better than I do

24. I feel very self-conscious about speaking the foreign language in front of other students

25. Language class moves so quickly I worry about getting left behind

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28. When I'm on my way to language class, I feel very sure and relaxed

29. I get nervous when I don't understand every word the language teacher says

30. I feel overwhelmed by the number of rules you have learn to speak a foreign language

31. I am afraid that the other students will laugh at me when I speak the foreign language

32. I would probably feel comfortable around native speakers of the foreign language

33. I get nervous when the language teacher asks questions which I haven't prepared in advance

APPENDIX 4

DOCUMENTATION

Figure 1. Application for permission to the principal

Figure 2. Discussion with the English teacher

Figure 3. Selection of respondents from teacher recommendations

Figure 4. Guidance for filling out of the questionnaire in class 8 B

Figure 5. Distributing questionnaires in class 8 B

Figure 6. Explain how to fill the questionnaire in class 8 B

Figure 7. Explain how to fill the questionnaire in class 8 C

Figure 8. Guidance for filling out of the questionnaire in class
8 C

APPENDIX 5
Research Documents

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Telepon 024-7601295, Faksimile 024–7615387
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Nomor: 932/Un.10.3/D1/TA.00.01/03/2023   Semarang,24 Maret 2023
Lamp   : -
Hal   : Pengantar Pra Riset
a.n.   : Nadila Sasabilla
NIM   : 1903046028

Yth.
Kepala Sekolah SMP Islam Terpadu Robbani Kendal
di Tempat

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

Nama	:	Nadila Sasabilla
NIM	:	1903046028
Alamat	:	Ds.Bangunrejo RT.01 RW.01 Kec.Patebon Kab.Kendal
Judul Skripsi	:	MINIMIZING STUDENTS' ANXIETY IN SPEAKING ENGLISH PERFORMANCE WITH LEARNING STRATEGY
Pembimbing	:	Sayyidatul Fadlilah, M. Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 2 hari, mulai tanggal 27 Maret 2023 sampai dengan tanggal 28 Maret 2023.
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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www.walisongo.ac.id

Nomor: 933/Un.10.3/D1/TA.00.01/03/2023　　　　　Semarang,24 Maret 2023
Lamp　: -
Hal　　: Mohon Izin Riset
a.n.　　: Nadila Sasabilla
NIM　　: 1903046028

Yth.
Kepala Sekolah SMP Islam Terpadu Robbani Kendal
di Tempat

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

Nama　　　　:　Nadila Sasabilla
NIM　　　　:　1903046028
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Judul Skripsi　:　MINIMIZING STUDENTS' ANXIETY IN SPEAKING
　　　　　　　　ENGLISH PERFORMANCE WITH LEARNING STRATEGY
Pembimbing　:　Sayyidatul Fadlilah, M. Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 hari, mulai tanggal 27 Maret 2023 sampai dengan tanggal 28 Maret 2023.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

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SURAT KETERANGAN
Nomor: 061/KET/UL.SMP IT/III/2023

Yang bertanda tangan di bawah ini Kepala SMP Islam Terpadu Robbani Kendal menerangkan:

Nama	: NADILA SASABILLA
NIM	: 1903046028
Alamat	: Desa Bangunrejo RT. 01 RW. 01 Kecamatan Patebon, Kabupaten Kendal
Program	: S1 Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah melakukan Penelitian dalam rangka Penulisan Skripsi di SMP IT Robbani Kendal dengan judul **"Minimizing Students' Anxiety in Speaking English Performance with Learning Strategy"** pada tanggal 27 – 28 Maret 2023.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kendal, 29 Maret 2023
Kepala SMP IT Robbani Kendal

Siti Nurjanah, S. Pd. I
NIPY. P 83 2009 0023

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DAFTAR SISWA

KELAS 8 B:
1. Jihan Almira Ardjati
2. Esa Kusuma Wardani
3. Nisfu Aira Razak
4. Tsabita Dhiyaul Haq
5. Abida Apriliana Dewi
6. Adiba Apriliani Putri
7. Rafidah Alya Susanto
8. Diarla Desyta Irawan

KELAS 8 C:
9. Azifa Rahma Tiandari
10. Yunisa Rizqi Haryanti
11. Clarencya Shaqilla Jijuan
12. Yunita Aulia
13. Gifta Rahma Ayu
14. Nara Quinn Zadaaisha Damay
15. Lintang Nuraini

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(Nadila Sasabilla)

Mengetahui,
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