

**INVESTIGATING EFL SPEAKING ANXIETY: A CASE
STUDY OF ISLAMIC SENIOR HIGH SCHOOL
STUDENTS**

THESIS

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



WALISONGO

Organized by:

KHOIRUL HAMDANI

NIM: 2103046153

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG**

2024

THESIS STATEMENT

I am a student with the following identity:

Name : Khoirul Hamdani

Student Number : 2103046153

Department : English Education Department

Certify that the thesis entitled

INVESTIGATING EFL SPEAKING ANXIETY: A CASE STUDY OF ISLAMIC SENIOR HIGH SCHOOL STUDENTS is purely my work. I am responsible for the content of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards

Semarang, 20th December 2024
The Researcher



Khoirul Hamdani
2103046153

ABSTRACT

Title : **English Foreign Language (EFL) Speaking Anxiety: A Case Study Of Islamic Senior High School Students**

Name : Khoirul Hamdani

Department : English Education Department

Student ID : 2103046153

Foreign Language Speaking Anxiety (FLSA) is a complex neurological disorder that impairs students' ability to communicate clearly. This research investigates the phenomenon of Foreign Language Speaking Anxiety (FLSA) among students at SMA Islam 16 Al-Azhar, focusing on the psychological complexities that hinder their English oral proficiency. The study aims to identify the underlying causes of FLSA and develop effective coping strategies to enhance students' speaking performance. Utilizing a qualitative research design, data was collected through questionnaires and interviews, revealing a significant tendency among students to avoid speaking in English, particularly in classroom settings. The findings indicate that both internal factors, such as fear of negative evaluation and shyness, and external pressures,

including role-playing and presentations, contribute to speaking anxiety. Additionally, the research highlights the effectiveness of relaxation techniques and positive self-talk as common coping strategies. Overall, this study provides valuable insights into the dynamics of speaking anxiety in foreign language learning and emphasizes the importance of addressing both internal and external factors to foster a supportive learning environment.

Keywords: *Confidence-building, coping strategies, EFL students, Foreign Language Speaking Anxiety (FLSA), Speaking Anxiety.*

DEDICATION

This final thesis is dedicated to:

- Allah SWT, for his countless blessings, guidance, and strength that have made this achievement possible
- My beloved family, whose unwavering support, love, and encouragement have been my foundation throughout this journey.
- my parents, especially **my MOM** who instilled in me the value of education and perseverance.
- My Brother, Muammar Kadafie who always gives me unwavering support, I am always grateful to be given an invaluable support system. Always be my side THANK YOU FROM MY BOTTOM OF MY HEART. MAY ALLAH BLESS YOU ALWAYS.
- my friends and mentors, who stood by me, believed in me, and inspired me to strive for the best.
- Finally, to all the students and educators who, like me, believe in the power of language and learning
This work is for you.

MOTTO

Bismillahirrohmanirrohiim

“In the name of Allah, the Most Gracious, the Most Merciful”

Al-Fatihah 1

"Khoirun naasi ahsanuhum khulukon wa anfa'ahum linnaas."

**(The best of people are those with the best character and those
who are the most beneficial to others.)**

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Allah SWT is usually praised as the most beneficial and merciful, having endowed the researcher with the ability to complete this thesis. Shalawat and Salam were also addressed to Prophet Muhammad SAW, who led the ummah from the dark age to the golden era.

While organizing this thesis, the researcher realized that many people were willing to assist, whether directly or indirectly. Hence, the researcher would like to express enormous appreciation to:

1. Prof. Dr. Fatah Syukur, M.Ag. As the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Dra. Nuna Mustikawati Dewi, M.Pd. as the Head of English Education
3. Agus Mutohar, MA., PhD, M.Pd. As the thesis advisor, I appreciate his persistence and readiness to provide direction, helpful corrections, assistance, as well as input, and support throughout the consultation process.
4. H. Ahmad Muthohar, M.Ag. As the academic advisor for her patience and willingness to provide guidance, advice, as well as a suggestion and encouragement during college period.
5. All lecturers of the English Education Department who advise the researcher while conducting this study.
6. My extraordinary and beloved parents and family, especially

My MOM who always give me invaluable sacrifices to assist me in providing a better education. Thank you My Dad and My Mom

7. My Big Brother, Muammar Kadafie who always teaches me what life is, provides me unwavering support and undergoes my ups and downs
8. My patient little sister to see me grow and thrive
9. All of my families, that can't be mentioned one by one, I love you all, I can't believe I made it. And I believe this is all because of all of your support and love

Alhamdulillah. Finally, the researcher sees that the thesis is far from ideal. As a result, the writer is eager to get critical feedback to improve his work. The author expects that this thesis will be valuable to everyone, particularly in terms of English education.

Semarang, December 17th 2024

The Writer,



Khoirul Hamdani

NIM. 2103046153

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 Semarang 50185

Telepon 024-7601295, Faksimile 024-7601295 Semarang www.walisongo.ac.id

ADVISOR NOTE

To:

The Dean of Education and Teacher Training

Faculty Walisongo State Islamic University

Semarang

Assalamu'alaikum Wr. Wb.

To inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : Investigating EFL Speaking Anxiety: A Case Study Of Islamic Senior High School Students

Name of Student : Khoirul Hamdani

Student Number : 2103046153

Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session

Wassalamu'alaikum Wr. Wb.

Semarang, 20 Desember 2024

Advisor

Agus Mutohar MA., Ph.D.

NIP. 198408012019031007

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Semarang 50185

Telepon 024-7601295, Faksimile 024-7601295 Semarang www.walisongo.ac.id

RATIFICATION

Thesis with the following identity :

Title : Investigating EFL Speaking Anxiety: A Case Study of Islamic Senior High School Students
Researcher : Khoirul Hamdani
Student Number : 2103046153
Department : English Education

Had been recitifed by the board of examiner of Education and Teacher Training Faculty Walisongo State Islamic University Semarang can be received as one any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 3 January 2025

THE BOARD OF EXAMINERS

Chairperson,

Agus Mutohar, MA., Ph.D.
NIP.198408012019031007

Examiner I

Lulut Wikyaningrum, M.Pd.
NIP. 198008032009012010

Secretary,

Dr. Siti Mariam, M.Pd.
NIP.196507271992032002

Examiner II

Nadiyah Makmun, M.Pd.
NIP. 197811032007012016



Advisor

Agus Mutohar, MA., Ph.D.
NIP.198408012019031007

TABLE OF CONTENTS

COVER TITLE	i
THESIS STATEMENT	ii
ABSTRACT	iii
DEDICATION.....	v
MOTTO	vi
ACKNOWLEDGEMENT.....	vii
ADVISOR NOTE.....	ix
RATIFICATION.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLE	xiii
LIST OF ATTACHMENTS.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Research.....	1
B. Reasons for Choosing the Topic.....	6
C. Questions of the Research	7
D. Research Objectives	7
E. Pedagogical Significance.....	8
F. Limitation of the Research	9
CHAPTER II.....	11
THEORETICAL REVIEW	11
A. Previous Studies	11

B. Literature Review	19
C. Conceptual Framework.....	38
CHAPTER III	40
METHODOLOGY.....	40
A. Research Design	40
B. Research Setting	42
C. The focus of the Study.....	42
D. Research Participants.....	44
E. Data Collection Technique	45
F. Instrument.....	59
G. Data Analysis Technique	61
CHAPTER IV.....	64
RESEARCH FINDINGS AND DISCUSSION.....	64
A Research Findings	64
B Discussion.....	92
CHAPTER V	100
CONCLUSION AND SUGGESTION	100
A Conclusion.....	100
B. Suggestion	102
APPENDIX.....	114
BIBLIOGRAPHY	Error! Bookmark not defined.

LIST OF TABLE

Table 1.1 Indicator of Students' Questionnaire	
Investigating EFL Speaking Anxiety Factors.....	50
Table 2.1 Student's frequencies in speaking English	65
Table 2.2 Students' Perception of English Speaking	
Anxiety	67
Table 2.3 Students' Fears of Negative Evaluation.....	75
Table 2.4 Classroom Environment and Social Factors	80
Table 2.5 Physical and Emotional Responses.....	83
Table 2.6 Students' Task-Specific Anxiety	85
Table 2.7 Students' Coping Strategies for Speaking	
Anxiety	88

LIST OF ATTACHMENTS

Appendix 1: Interview Questions.....	115
Appendix 2: Data of Interview.....	116
Appendix 3: Documentation	153
Appendix 4: Curriculum Vitae	156

CHAPTER I

INTRODUCTION

This preview illustrates how the author explains the research's background, the reason for choosing the topic, the research questions, the research objectives, the pedagogical significance, and the limitations of the study.

A. Background of the Research

Speaking is regarded as one of the four most important abilities in English, plus it's the most difficult to learn, and the need among individuals who can speak acceptable English is higher than ever. Along with preparation for future problems, individuals are envisioned to feel a solid grasp of English communication abilities. Regrettably, most students in Indonesia who've already received at least six years of English instruction and can pass English examinations with high grades are not necessarily able to become fluent in English skills. Speaking is regarded as one of the four most important and tough abilities in English to learn, They are currently weak at speaking the language in real-life situations, even if they took an English course in their spare time which must be full of English. In this case, They might be influenced by a lack of effort to demonstrate themselves when they speak.(Tsang 2001) Also Speaking

Anxiety (SA) could lead the students not to be able to speak. Foreign Language Speaking Anxiety (FLSA) is a complex psychological condition that many students face when learning a foreign language (FL).

Anxiety is a negative expression of human emotions. Once we become frightened, they experience anxiety, dread, and terror. We fight, quiver, sweat, and our hearts race. Anxiety is a multidimensional phrase that may rely not merely on one's feelings of self-worth but additionally on appraisals of the potential and potential threats that come with various scenarios.(Ansari 2015).

This occurrence has been demonstrated to influence language acquisition and to be an unreliable predictor of language achievement.(Teimouri, Goetze, and Plonsky 2019) High levels of FLSA can make it difficult for learners to speak the target language properly and correctly. Horwitz et al. (1986) and Price (1991) assumed that Speaking, among many other language skills, is the most stressful factor. Abrar et al. (2018) and Mukminin et al. (2015) summarized that This type of anxiety impacts Indonesian EFL students' oral communication and/or in-class speaking performances. Reducing FLSA is one method for increasing competency in Indonesia. However, there has been little research on how to cope with it successfully,

particularly among EFL learners at the senior high school level. There are several causes for the mismatch between effort and outcome, one of which is foreign language speaking anxiety (FSLA), which not only hinders students' acquisition and usage of English but also influences the learning process.(He 2018) In practice, many students experienced it difficult to communicate in English with others. The researcher may consider the main reason why English Foreign Language Students are chosen in this study. The researcher intends to inquire into the ability to speak with speaking anxiety because these problems still have been trusted to be sought even though They are students who have been involved in speaking club as their mandatory activity. Mostly the activities are delivered in English. In a brief overview, assisting the students at SMA Islam 16 Al-Azhar in coping with FLSA, developing oral English proficiency, and coping with the strategy of FLSA are greatly becoming prime concerns of this research and are of great importance. It is assumed that understanding students' anxiety when learning a foreign language (FL) is the first footstep in minimizing their anxiety.(He 2013) As a result, this study focuses on the reasons leading to FSLA and the strategy to cope with students in SMA Islam 16 Al-Azhar.

Several research have been undertaken to study the

reasons for adult learners' foreign communication apprehension, adult or senior FL learners are mature in their thoughts and ideas but immature in their use of the FL linguistic system to express them because they are unsure of what to say in the FL so that these students are concerned about negative evaluation.(Stosowanych and Targu 2023) Furthermore, The impending evaluation in language lessons produces anxiety among students since they will be examined on their skills in a language they've just started or are currently acquiring.(Yan and Liang 2022) Other sources of FLA include peer-student competition (Bailey 1983), fear of speaking in public (Young 1990), instructors' aggressive teaching style (Young 1991), the belief that others are better language learners (Price 1991), and teachers' ineffective error correction methods.(Horwitz 1995).

Based on the research study on anxiety in language learning outlined above, Young (1991) proposed six possible causes of language anxiety: Classroom methods, learner and instructor views about language instruction, learner-teacher relationships, and interpersonal and personal fears are all covered. In addition to Young's findings, other scholars (e.g., Cheng 2002; Dewaele, Petrides, and Furnham 2008; Onwuegbuzie, Bailey, and Daley 2000) examined other sources such as language usage frequency and language acquisition

environment.(YOUNG 1991) To answer the void, the prime intention of this research is; (1) to understand the circumstances that contribute to FLSA among EFL learners in SMA Islam 16 Al-Azhar. (2) to know the suitable strategy for coping with the FLSA can be interpreted by students in SMA Islam 16 Al-Azhar based on their perspectives.

Based on research conducted by Naser Oteir, Ibrahim, and Nijr Al-Otaibi, Abdullah (2019) concluded that Foreign terminology trepidation is caused by fear of unfavorable screening, nervousness regarding interaction, test-related anxiety, worry about expressing themselves, poor self-perceived competency, concern committing errors, and the role of teachers and the learning atmosphere.(Naser Oteir and Nijr Al-Otaibi 2019) The review emphasizes the negative impact of anxiety on language learning, including poor academic achievement, social withdrawal, cognitive barriers, affective factors, and personal. Moreover, another research conducted by Sibel Çağatay(2015) said that when students communicate with a native speaker, anxiety becomes high to the student's proficiency level.(Çağatay 2015).

Firooz Sadighi and Mehdi Dastpak (2017) found that “fear of making mistakes”, “fear of negative evaluation”, and “lack of vocabulary knowledge” were the main factors that generated

worry among students. Some tactics are suggested for pupils to employ in dealing with anxiety-inducing factors.(Sadighi and Dastpak 2017)

Although many studies have discussed speaking anxiety in the context of EFL, most of them focus on internal factors such as students' self-confidence. Research that integrates situational factors, cultural factors, and coping strategies comprehensively remains limited, particularly in the local context of Indonesia.

Since evidence hasn't been fully provided on the reason for the Factor that evokes Anxiety in English Speaking and some strategies that may cope with FLSA (Foreign Language Speaking Anxiety). This study aims to develop a new approach that integrates the factors causing speaking anxiety and coping strategies while evaluating their effectiveness in improving the speaking performance of high school students in Indonesia. Thus, this research offers a new perspective that has not been widely explored in the literature on Young Learners.

B. Reasons for Choosing the Topic

This paper looked at students' EFL fear and techniques for speaking skills. The scraps of evidence for selecting this subject matter are outlined below;

1. The researcher desires to understand EFL students' fear of speaking English.

2. The researcher desires to find the strategies of EFL students for overcoming anxiety about Speaking English.

C. Questions of the Research

To overcome the challenges listed above, The researcher formulates inquiries for research in the following way:

1. What are the factors that lead to the FLSA of English Foreign Language learners according to students in SMA Al-Azhar?
2. What are the suitable strategies for coping with Foreign Language Speaking Anxiety (FLSA) that can be interpreted in students based on their perspectives of SMA Al-Azhar?

D. Research Objectives

To seek the factors contributing to speaking anxiety, the researcher underlines the explanation based on the Questions of the Research as follows:

1. To explain the reasons leading to Foreign Language Speaking Anxiety (FLSA) among English Foreign Language (EFL) learners according to students in SMA Islam 16 Al-Azhar.

2. To explain what the suitable strategy for coping with the FLSA can be interpreted in students based on their perspectives of SMA Islam 16 Al-Azhar.

E. Pedagogical Significance

The researcher forms the significance of the paper by giving benefits to the EFL Students, the researcher, upcoming researchers, and institutions. The significance of this paper is as follows;

1. Theoretical Benefit

The researcher hopes that the findings of the study will have an impact and give various sources to the researchers, especially in examining the factor that leads to anxiety in speaking English and the proper strategies to be applied by EFL students to overcome the difficulty in Speaking English.

2. Practical Benefits

- a. The EFL Students

The researcher hopes that this paper can be beneficial to EFL students to seek the factors leading to anxiety factors and know the most suitable strategies to get rid of anxiety in Speaking English.

- b. The writer

The researcher hopes that this paper can provide

benefits to readers to be guidance for future studies and reference.

c. The Other Researchers

By conducting this research, the researcher hopes that this finding can be referenced to other future researchers.

d. The Institutions

The researcher hopes that this finding will be beneficial for the institutions' matters.

F. Limitation of the Research

This study is focused on EFL Students' anxiety factors and the best strategy only based on their perspectives to evoke speaking English. The strategy that appears to overcome speaking anxiety may not be used as a guide for every hurdle because every student has different problems in facing their English speaking anxiety. A further drawback of this paper is only focused on the EFL students at SMA Islam 16 Al-Azhar grades XI and XII who have been engaged in speaking clubs. The reason why the researcher focuses on this limitation is that this topic urgently needs to be sought to avoid such an anxiety disorder in Speaking English, especially in SMA Islam 16 Al-Azhar which the school program prioritizes English to have the students master while they are having a conversation whether

with their friends or teachers.

Furthermore, The researcher solely concentrates on Students who mostly are trusted to use daily conversation using English as it is linked with habituation inside or outside of a classroom while The students give presentations, arguments, and merely speak to others. In addition, The focus of this research is straightly narrowed to the English subject, excluding insights into other academic disciplines.

However, The research primarily investigates the perspectives and experiences of Students in SMA Islam 16 Al-Azhar. To potentially overlook broader factors, The researcher relies on information and perspectives provided by interviewing and providing the questionnaire and opening open-ended Questions arranged during the process within validation in the data collection process.

Hopefully, this comprehensive overview of limitations provides a nuanced understanding of the research and has potential implications for educational settings.

CHAPTER II

THEORETICAL REVIEW

In this chapter, the writer tries to elaborate deeply on the previous studies and literature reviews about speaking anxiety. Here are the previews;

A. Previous Studies

This section looks at the relationship between nervousness and competence in speaking. Emphasizing its implications. It consists of The factors contributing to speaking anxiety,

1. The factors contributing to speaking anxiety

The researcher of this thesis tried to connect with the various previous findings that were relevant to the point of this thesis to strengthen and assist the research. Those are:

The research conducted by Musliadi Bin Usman talked about the speaking anxiety experienced by Indonesian students learning English as a foreign language, highlighting the challenges students face due to anxiety and suggesting strategies to alleviate this issue. The findings of the study indicate that almost half of the participants experience various forms of anxiety

related to speaking English as a foreign language. Specifically, the findings include, Communication Anxiety: A significant number of students reported feeling anxious about communication, with various responses indicating differing levels of confidence in speaking in class and fear of Negative Evaluation. This aspect of anxiety was also highlighted, suggesting that students are concerned about how they are perceived by others. Test Anxiety: The study found that students experience anxiety related to testing situations, which can impact their performance. Anxiety in English Classes: Overall anxiety levels in English classes were noted, with suggestions from teachers on how to alleviate this anxiety through increased language practice and supportive strategies. These findings were gathered from the Foreign Language Classroom Anxiety Scale (FLCAS) and teacher interviews.(Usman 2018)

Shuxia Bai conducted the first discovery. The link between foreign language anxiety (FLA), foreign language weariness (FLW), and willingness to communicate (WTC) among Chinese EFL students who are having difficulty is the main topic of the paper covered in the summaries. The method used in the study

involved collecting quantitative data through a questionnaire. An entire cohort of 662 adolescents took part in the study, with 649 cases judged legitimate. Finally, the study discovered that foreign language anxiety (FLA) and foreign language boredom (FLB) were associated with a lower willingness to communicate (WTC) among struggling English as a Foreign Language (EFL) learners in China. FLB was identified as having a more significant impact on WTC. The study suggested that addressing emotional variables such as anxiety and boredom and implementing strategies like special teaching materials, positive teacher-student relationships, educational fairness, and appropriate communicative activities could help improve the WTC of struggling EFL learners. The main difference between the two researchers was based on the method which used quantitative data while the other used mixed methods which were qualitative and quantitative data. Moreover, the participants in his study were Chinese college students majoring in music, physical education, and fine arts whereas the researcher only involved the participants from college students majoring in English. The data collection technique which was used

in his study was a questionnaire whilst the researcher used both a questionnaire and interview techniques to collect the data.(Bai 2023)

The third finding that was conducted by Rajitha K and Dr. C. Alamelu discussed the factors contributing to speaking anxiety among final year Arts and Science college students, emphasizing issues such as language proficiency, grammar, pronunciation, stage fear, lack of confidence, shyness, and peer evaluation. It underscores the significance of addressing these factors to enhance students' speaking abilities. Students face challenges in expressing thoughts in English, fear of grammar mistakes, pronunciation issues, judgment from peers, stage fright, lack of confidence, and shyness. Strategies for improvement include reading, watching English media, conversing with others, using dictionaries, and practicing speaking in front of a mirror were elaborated. Moreover in this paper, Teachers are advised to identify students' needs and create activities to help them overcome anxiety and enhance their speaking skills. The significant difference between the researchers' method was a qualitative method to analyze and describe the data to identify the factors causing speaking anxiety during

the English-speaking class, as well as the participants of this research, came from undergraduate, Art, and Science final-year students of various disciplines.(Rajitha and Alamelu 2020).

The fourth finding that was authorized by Hakan Karatas et al talked about foreign language speaking anxiety among university students, focusing on gender, language proficiency, English preparatory training, and high school background. It found that female students experienced higher anxiety levels compared to male students. Additionally, students who received English preparatory training exhibited lower anxiety levels. However, there was no significant difference in anxiety levels based on language proficiency or the type of high school attended. The data in the study was collected using a questionnaire developed by Horwitz, Horwitz, and Cope (1986) and adapted in Turkish by Saltan (2003). The study suggested further research to explore anxiety levels longitudinally with a larger sample size and to incorporate qualitative data collection methods like observation or interviews.(Karatas et al. 2016)

The fifth finding that was undertaken by Suparlan explored the factors contributing to students'

speaking anxiety in an English language classroom. Through a case study design and qualitative methods like questionnaires and interviews, the study identified 10 key factors leading to students' anxiety, including fear of speaking in English, lack of confidence, fear of mistakes, and limited vocabulary. The research emphasizes the importance of addressing these factors to help students overcome their speaking anxiety, with a focus on the specific school setting and the impact of teacher consequences on student anxiety levels.(Suparlan 2021)

The sixth finding which was brought by Amy M. Bippus and John A focused on investigating the causes of stage fright in public speaking, particularly looking at communication apprehension and naive beliefs. The studies identified various factors such as mistakes, audience interest, humiliation, and preparation as contributors to stage fright. It was found that there was no significant difference in communication apprehension levels between men and women, and individuals' own public speaking anxiety did not impact their ratings of the factors causing stage fright. The importance of understanding and addressing these naive beliefs to help individuals cope with stage fright was

emphasized. The method used in the study was exploratory factor analysis (principal components) with varimax rotation. Items were required to have a loading of 50 or greater on a given factor, and no loading greater than 30 on any other factor also the participants in this study were undergraduates from introductory communication courses at a large public university, with a total of 42 undergraduates in the first phase and 192 students in the second phase.(Bippus and Daly 1999)

The seventh finding was The study from Afrianto Daud et.al which focused on investigating the level of speaking anxiety among senior high schools in Indonesia and identified various factors contributing to their anxiety. Factors such as fear of negative feedback from peers, lack of confidence in grammar and vocabulary, and pressure from family were found to be significant contributors to speaking anxiety. The study emphasized the importance of teachers in creating a positive learning environment to help alleviate speaking anxiety among students. The research used a Sequential Explanatory mixed method, combining quantitative and qualitative methods. (Daud et al. 2019).

Another is Asma Melouah's research. The findings show that many first-year LMD EFL students at Saad Dahlab University of Blida suffer from foreign language speaking anxiety (FLSA), which impairs their oral performance and causes them to avoid speaking activities. Fear of interaction, low self-confidence, fear of judgment, and linguistic competency are all major contributors to this anxiety. The survey also found that 56% of students suffer anxiety in oral classes, and it finishes with suggestions for educators to build a supportive classroom climate to assist students minimize fear and enhance their speaking skills.(Melouah 2013).

Afifah conducted the most recent preceding research. The goal of this research is to discover the factors that influence English speaking issues and the types of difficulties students face when speaking English. The study included 33 eleventh-grade students from MAN 11 Jakarta in the school year 2023/2024. Furthermore, three students were chosen at random to undertake interviews and speaking tests. This study used a qualitative technique with a descriptive analytic research design. This study employed questionnaires and interview tools to identify the causes affecting students' problems

speaking English. Meanwhile, picture-cued assessments are being used to identify the types of English speaking issues that pupils face. The findings revealed that the most common factors causing difficulties for students were fear of making mistakes, embarrassment, and anxiety, being accustomed to using their mother tongue, an unsupportive friend environment, ineffective learning and teaching systems, and a lack of mastery of English language knowledge, particularly grammar, pronunciation, and fluency. The types of issues that students face when speaking English include grammar mistakes, pronunciation errors, repetition, hesitation, and termination. Furthermore, emotive, social, teacher, education system, and facility issues all contribute to challenges in students' speaking abilities.(Afifah 2024).

Those findings are proof that speaking anxiety still needs to be sought to understand the factors contributing to speaking anxiety, especially in the EFL context in Islamic Senior High School Students.

B. Literature Review

This section looks at the relationship between nervousness and competence in speaking, emphasizing its implications. It consists of Anxiety, Language Anxiety,

Anxiety, and Speaking English. Here are the previews;

1. Anxiety

According to psychoanalytic philosophy, anxiousness is a strong psychological state that indicates an imminent risk to the individual. Anxiety is generated by the prospect of a negative occurrence or stress in one's life. A Freudian Personality Primer states that when a person is confronted with a risky scenario, their heart rate rises their breathing quickens, their mouth drains, and their hands sweaty. Symptoms of anxiety in this scenario affect a person both emotionally and physically. Family pressure is one of the factors that might create anxiety. Freud defined three stages in human mental life: conscious, pre-conscious, and unconscious. The subconscious mind is responsible for the majority of psychic activity. This section comprises everything complicated to be aware of, such as unconscious urges, desires, and emotions triggered by traumatic events. Hall states that Freud distinguished three sorts of worry: anxiety produced by neuroses, moral anxiety, and reality anxiety.(Volkart and Janis 1959) Another recent study in linguistics and EFL

established three different categories of anxiety: trait, situational, and state anxiety. Scovel (1978) describes trait anxiety as "a more permanent predisposition to be anxious" (p.137), while state and situation-specific anxiety occur in response to specific events or situations.(Chorpita and Barlow 2018) Likewise, Spielberger (1983) described anxiety disorder as a general proclivity to worry in any situation, but state anxiety is distinguished by somatic symptoms including dry mouth, sweaty palms, and a faster heart rate. A study by Luo (2014) found that situational anxiety, like trait anxiety, is steady across periods yet might not be consistent among circumstances.(Han Luo 2014) Language anxiety is classed as contextual anxiousness. (Horwitz 2017)

2. Language Anxiety

Kayaoğlu and Sağlamel (2013) found that language anxiety is common among foreign language school students. According to Horwitz et al. (1986, p.128), language anxiety is a set of self-perceptions, attitudes, feelings, and behaviors associated with language learning in the classroom,

which stem from the learning process's specific qualities. Similarly, Mac Intyre (1999), referenced in Jean-Marc Dewaele et al, identified language anxiety as a fearful and unpleasant emotional reaction to learning a new language. Horwitz et al. (1986) identified three types of language anxiety: communication apprehension, test anxiety, and fear of adverse assessment. This classification helps instructors better comprehend the nature of anxiety. The authors characterized communication anxiety as shyness, and test anxiety as performance anxiety motivated by the dread of failure, and fear of negative evaluation as prevention of analytical situations and adverse review demands.

Foreign language anxiety (FLA) is defined as "the worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre 1999, p.27). According to MacIntyre and Gardner (1991a, p. 297), FLA develops over time after the first contact in a foreign language (FL) classroom: "Initially, anxiety is an undifferentiated, negative affective response to some experience in language class." If this negative response is repeated,

"anxiety becomes reliably associated with the language class and differentiated from other contexts." FLA is thus situation-specific; it can be more severe in the FL Class, where it has the ability to freeze students (Horwitz, Horwitz, & Cope 1986, p. 125). Foreign Language Classroom Anxiety (FLCA) is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning, arising from the uniqueness of the language learning process" (p. 128). Horwitz et al. (1986) identified three characteristics of FLCA: communication apprehension, fear of unfavorable evaluation, and test anxiety. According to Gregersen and MacIntyre (2014), the causes of FLCA can be attributed to either the student or the teacher, or they can arise from an interaction between the two, or, more particularly, from the incompatibility of their styles. According to MacIntyre and Gardner (1991a, 1991b), obsessive self-evaluation, anxiety about future failure, and concern about peer opinion can all increase FLCA. All of this causes learners to lose valuable cognitive resources.

3. Anxiety and Speaking English

a. Speaking Anxiety

There is a word for anxiety over linguistic performance. Speaking Anxiety and Foreign Language Fear are sometimes mentioned concurrently. Foreign language anxiety is a sort of anxiety associated with learning and using a language. As stated by Brown, foreign language anxiety is a sensation of worry and incompetence over the potential of learning a foreign language. Furthermore, as Gardner and MacIntyre found at Oxford, dread or anxiety occurs when an apprentice is expected to achieve in the targeted language.(Oxford 2017) Furthermore, Horwitz and Cope argued in Marta Fondo on the conceptual underpinnings of foreign language fear. Foreign language anxiety manifests itself in a variety of ways, including worry over communication, anxiety about a test, and fear of bad assessment.(Fondo 2019)

Fear of communication is a type of shyness characterized by apprehension or anxiety about communicating with others.

According to McCroskey J.C. and Jason S. Wrench, fear of communication is an individual's worry or anxiety over present or potential interactions with an outsider..(Wrench et al. 2006) Communication issues are prevalent in foreign language lessons due to relationships with others being the primary focus. In foreign language studies, students are expected to engage in the chosen language via speaking as well as listening. Their inadequate proficiency in the chosen language might provoke students to communicate fear. It develops since pupils worry that they will have problems comprehending other people in listening and getting themselves known in communicating.

Performance evaluation is frequent in many foreign language schools., anxiety related to tests has a significant connection to the topic of foreign language anxiety. According to Sarason, anxiety regarding tests is the urge to get concerned about the implications of poor performance on a test or other examination.(Sarason 1984) This type of anxiety

may stem from negative experiences with past examinations, leading to dread of failing the future one. These kids may also hold inaccurate assumptions regarding foreign language acquisition. They have unrealistic standards, and they should believe that anything less than a perfect test is a failure.

Another source of worry when learning a foreign language is the fear of being judged badly. Horwitz refers to Watson and Friend, who define fear of negative evaluation as "nervousness about others' assessments, rejection of judging circumstances, and the expectation that other people would evaluate oneself harshly. (Horwitz 2017) In foreign language acquisition, pupils may dread bad appraisals from both The lecturer (the only proficient speaker) and their fellow students.

However, according to Horwitz and Cope, anxiety over learning a foreign language is more complex than just performance anxiety associated with the setting of learning the language. Additionally, they suggested that the

special nature of the language learning process is the cause of foreign language anxiety, which is a unique complex of self-perception, beliefs, feelings, and actions associated with classroom language acquisition. (Horwitz, Horwitz, and Cope 1986) According to the preceding description, Having anxiety associated with learning or speaking a foreign language can be defined as a feeling of unease, tension, worry, or dread.

b. Impact of Speaking Anxiety

Essentially, pupils will undoubtedly be disturbed by discomfort and anxiety. Students' speaking performances and efforts are impacted. Anxious students are likely to think less clearly and make more mistakes. Additionally, individuals must put in more effort to complete a task since anxiety causes them to worry and interferes with their ability to learn. Educators have long identified anxiety as a possible concern in speaking classes. Anxious students will have difficulties communicating since anxiety impairs comprehension. In a study by Ormrod, anxiety can impair numerous areas

of memory during speaking. Anxious pupils may struggle to pay attention to what has to be learned, process information efficiently, retrieve knowledge, and demonstrate previously gained abilities.(Barker, Renton, and Ormrod 2019) In the same vein, speaking anxiety is classified as severe anxiety since it might interfere with language development. MacIntyre, as mentioned in Young, shared Ormrod's belief that worry might impact pupils' cognitive functioning. He presented a three-stage variant of the Tobias model of anxiety's impact on instruction-based learning.(MacIntyre and Gregersen 2012) Furthermore, anxiety can impair pupils' cognitive performance at any or all three levels. It indicates that if worry interferes with cognitive function at one step, information is not sent to the next stage.

At the input phase, speaking anxiety functions as a filter, preventing some information from entering cognitive processing. This is akin to Krashen's well-known "affective filter" theory. According to Krashen, worry can

boost affective filters and produce a brain barrier, preventing understandable input from being used for language learning. For example, an anxious student may be unable to collect knowledge regarding speaking rules and terminology because anxiety interferes with their capacity to absorb information.(MacIntyre and Gregersen 2012)

During this phase of the processing stage, anxiety serves as a diversion. It prevents kids from digesting information efficiently. Anxious pupils may learn less and struggle to absorb new words, phrases, syntax, and so on, as well as take longer to process the lesson. During the output stage, anxiousness can have an impact on the quality of students' speaking performances. Students experiencing fear at this level may be unable to express what they have learned.

Furthermore, Oxford stated that anxiety damages learners by causing concern and self-doubt, as well as by lowering involvement and increasing language avoidance. He also identified certain elements that have a negative

link with anxiety, including results in speaking courses, competency exam efficiency, accomplishments in speaking and writing activities, self-assurance, and self-worth in language acquisition.(Al-saraj 2005)

Based on the description above, it could be said that the existence of speaking anxiety can affect the fluency of a learner's speech and learning in general.

C. The aspects Making Oral anxiety symptoms.

Anxiety may arise through a variety of causes. It occasionally stems from educational events and methods connected to the teacher's instructions and tasks. Speaking activities, for example, are regularly identified as anxiety-provoking variables. Horwitz and Cope discovered that speaking a foreign dialect was the most anxiety-inducing event.

Koch and Terrell, as reported in Oxford, similarly identified oral skits and speeches in the class as the most anxiety-inducing activities. They also noticed that being asked to react orally might cause anxiety. Speaking activities might cause anxiety. In speaking, children attempt to communicate within their restricted skills. They are also afraid of being badly rated by their teachers and classmates, which would reveal their shortcomings. Furthermore, in certain situations, pupils would laugh at their colleagues who made mistakes. It makes pupils fearful of making mistakes. They are afraid of making something out of themselves in public,

thus they choose to remain silent rather than talk to improve their English. Price observed that the fear of being laughed at by others is one of the most significant drivers of anxiety.

Students' anxiousness can also be exacerbated by improper teaching methods, such as talking too quickly. Worde says that communication anxiety is frequently caused by an inability to comprehend what is being said in the classroom. Furthermore, intimidating teaching strategies like calling on pupils in order of seating can also cause anxiety. Oxford also pointed out that the most significant problems with language anxiety in teacher-student interactions are forceful correction, mockery, and the awkward management of errors in front of the class. Pupils can additionally become nervous due to the high material demand. They find language classes draining when they don't have enough time to absorb the lesson since there are too many resources. Furthermore, the difficulty of speaking in class and pupils' poor performance

may generate anxiety when compared to other classes. They may discover that the speaking class is more rigorous and tough than previous ones.

The theory of Krashen (1982) also said that situational factors such as a non-supportive classroom environment can raise affective filters, and prevent learners from acquiring language effectively.

Vygotsky (1978) found that cultural factors can deeply influence language learning by cultural norms, and social interactions, which create pressure and affect learners' confidence.

Aside from the previously mentioned causes, students can also experience anxiousness. One is their speech-related views. Some pupils struggle with language because they have been conditioned to think it's hard. Students think they ought to be able to talk flawlessly, for instance. Others, however, believe that English is a challenging subject. Speaking anxiety may result from such beliefs.

According to Horwitz et al., some attitudes toward language acquisition also fuel students' stress and annoyance in the classroom.

d. Strategy Coping Speaking Anxiety

Speaking anxiety is a common issue among students, particularly in EFL (English as a Foreign Language) settings. and it can have a substantial influence on their ability to function in oral communication. Several studies have examined coping solutions for this worry. Kondo and Ying-Ling (2004) give a key framework for understanding these tactics by identifying five main coping mechanisms: preparation, relaxation, positive thinking, peer seeking, and resignation.(Kondo and Ying-Ling 2004) This review brings together findings from several research that have expanded on this paradigm.

Preparation is repeatedly identified as an important method for dealing with speaking anxiety. It includes various particular approaches like as comprehending the topic, rehearsing thoroughly, filming one's voice, and

developing keywords to enhance remembering. For example, Andini et al. (2022) state that students who properly prepare report feeling less worried before presentations. Likewise, Maharani and Roslaini (2021) discovered that preparation was the most regularly employed method among EFL students during online learning, showing its usefulness in many situations. (Nurfajri Maharani and Roslaini 2021)

Relaxation techniques become an additional vital component of dealing with speaking fear. Deep breathing exercises, meditation, and other stress-reduction techniques may be used. Ikhsaniyah (2022) found that relaxation procedures minimize tension before speaking engagements, implying that soothing techniques might successfully alleviate anxiety symptoms. A quantitative survey found that relaxation was the most popular method among students, with 83.2% reporting its use.

Positive thinking entails developing an optimistic outlook and imagining good speaking experiences. Deni (2021) notes that students frequently engage in positive self-talk and visualize themselves performing well to combat negative thoughts associated with speaking anxiety. According to Maharani et al. (2022), keeping a positive attitude can successfully reduce anxiety levels among students.(Nurfajri Maharani and Roslaini 2021)

Peer seeking implies the help that students receive through those around them during learning. This method is soliciting comments and support from classmates or friends before participating in public speaking activities. According to research, peer support can boost confidence and minimize feelings of isolation caused by public speaking fear. According to studies, many students find comfort in addressing their anxieties with their friends, making them feel more prepared and encouraged.

Resignation is a less frequently addressed tactic, but it is nevertheless important in the context of coping mechanisms for speaking anxiety. It entails embracing the existence of worry rather than attempting to eliminate it. While this strategy may appear inactive, some students find that identifying their worries allows them to concentrate on their performance rather than being consumed by fear. However, this tactic is frequently considered as a last choice when contrasted to more active approaches such as planning and relaxing.

Kondo and Ying-Ling (2004) identified strategies still applicable in present research on speaking anxiety among EFL learners. Studies repeatedly show that preparedness, relaxation, optimistic thought, peer-seeking, and surrender are helpful ways to manage anxiety during speaking tasks. As educators continue to investigate these tactics, it becomes clear that a multidimensional strategy suited to individual students' requirements can dramatically improve their confidence and competence in public speaking.

C. Conceptual Framework

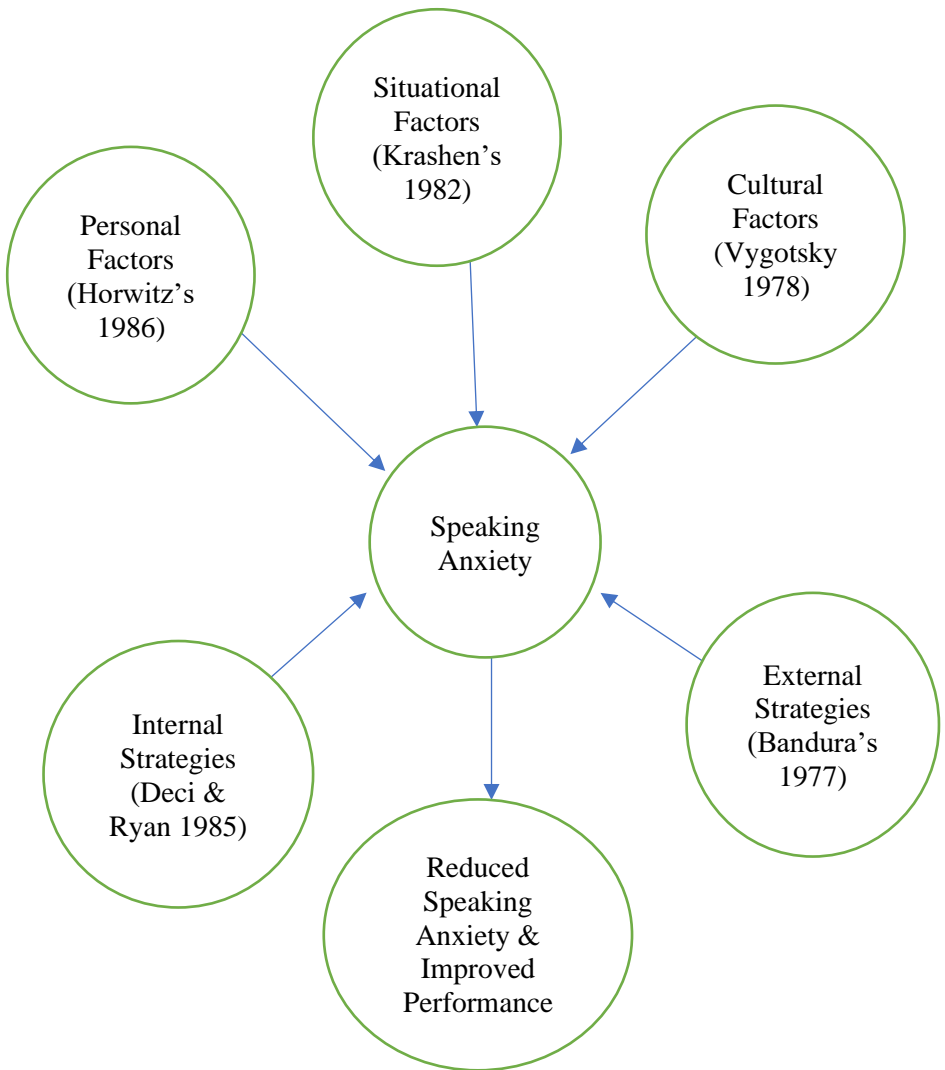


Figure 1. Conceptual Framework of Speaking Anxiety

The conceptual framework demonstrates the elements that influence students' speaking anxiety in an EFL (English as a Foreign Language) context, as well as techniques for dealing with it. Speaking anxiety lies at the heart of the framework, demonstrating its importance in the EFL learning process. Several variables contribute to this anxiety: situational elements, such as the classroom atmosphere or speaking activities; personal ones, such as students' confidence levels or prior experiences; and cultural issues, which include social views about language usage and learning. To overcome these problems, both internal and external techniques are offered, including self-reflection and mental preparation, as well as instructor support and peer collaboration. Together, these tactics attempt to reduce speaking anxiety and increase performance, allowing students to communicate more confidently and competently. The framework highlights the interaction of causes and solutions for managing speaking anxiety and creating a more effective learning environment.

Analyzing those aspects of speaking anxiety became a research step to uncover the components that contribute to speaking anxiety and the appropriate methods that students employ depending on their opinions and behaviors.

CHAPTER III

METHODOLOGY

The researcher would like to outline the research approach in this chapter. Its components are Research design, focus, Statistics and data source, research instrument, data gathering method, and data analysis technique.

A. Research Design

The writer collected data for this thesis through qualitative research using the Comprehensive Case Study design. The qualitative technique has the following characteristics: investigating an issue, obtaining a complete understanding of a phenomenon, gathering data based on words, reviewing the evidence for characterization using text analysis techniques, and decoding the most significant ramifications of the findings. Mohajan (2018) defines a case study as research that explores a program, an event, an activity, a process, or several personnel to gather information on the action that we wish to investigate.(Mohajan and Mohajan 2022). A case study looks at how people or groups understand events (Cohen et al, 2012). As a result, the purpose of this in-depth investigation is to look into the aspects that may contribute to speaking anxiety.

This study used qualitative research through a case study approach. According to Creswell, W. John, and Creswell (2018), a case study is a qualitative research approach in which the researcher enhances the depth examination of particular situations, which might include a program, incident, activity, procedure, or even from a person.(Creswell and Creswell 2018) The aim is to investigate factors leading to Foreign Language Speaking Anxiety (FLSA) in English as a Foreign Language (EFL) learning among students at SMA Al-Azhar. This research leverages the perceptions and validation within open-ended questions through the Questionnaire of English bilingual students in grade XII at SMA Al-Azhar to gain a comprehensive understanding of the cause of the anxiety factors. Due to the terms and conditions that The researcher aims to investigate the dynamics regarding speaking anxiety, The researcher, therefore, uses one of the techniques namely the case study.

The research approach concentrates on an extensive look at the elements that cause Speaking Anxiety. By using a case study approach, the research delves deeply into the practices and experiences. This research is considered a case study because it investigates the nature and sources of

foreign language speaking anxiety experienced by Islamic Senior High School Students in grades XI and XII. The study focuses specifically on a particular group of students and their experiences in oral classes, which aligns with the characteristics of a case study approach. Additionally, it aims to understand a specific phenomenon (EFL speaking anxiety) within a defined context (the English Speaking Club Group in the EFL context.) This methodology allows for a detailed situation on how they might have speaking anxiety, how they face the problem, and what strategies to cope with the speaking anxiety on FLSA learners.

B. Research Setting

The research took place at SMA Islam 16 Al-Azhar BSB city Semarang, This school is located in Rm. Hadisoebeno Sosro Wardoyo, Kedungpane Street, Mijen Regency, Semarang City, Central Java Province.

C. The focus of the Study

This study investigates the elements that contribute to speaking anxiety among students who study English as a Foreign Language (EFL) at SMAI 16 Al-Azhar. The primary focus is to examine the factors that evoke anxiety and strategies to cope with anxiety in speaking faced by English Learners.

The study delved into effective strategies that can be employed to evoke Speaking Anxiety (SA) among students at

SMAI 16 Al-Azhar based on diagnostic findings. This includes exploring possible suitable practices for addressing specific learning difficulties and enhancing overall student performance. Furthermore, the study examined the perceived possible factors and strategies as well as the challenges in investigating Speaking Anxiety from the perspectives of students at SMAI 16 Al-Azhar. This encompasses understanding the impacts on learning outcomes and experiences as well as the obstacles encountered during the implementation process.

To achieve these objectives, the study was focused on several detailed areas. First, it examined the procedures followed in conducting diagnostic assessments, the specific tools and instruments used, and the frequency and timing of these assessments. Second, it will explore how teachers interpret the results to understand students' learning needs, customize their instructional approaches, and provide feedback to students. Third, the study will identify individualized instruction techniques, instructional adjustments, and supplemental resources used by teachers to support students' learning. Finally, it will consider the benefits and challenges from both student and teacher perspectives, including common obstacles such as time constraints, resource limitations, and resistance to change, as well as the observed benefits like improvements in

student learning and engagement.

Guided by these focus areas, The research project aims to solve significant investigation concerns:

1. What are the factors that lead to the FLSA of EFL Learners according to students at SMAI 16 Al-Azhar?
2. What are the suitable strategies for coping with the FLSA that can be interpreted by students of SMAI 16 Al-Azhar?

This comprehensive exploration provides excellent insights into the issues behind EFL students' Speaking Anxiety, offering practical implications for educators and policymakers.

D. Research Participants

The participants of this research are students of Senior high school students at Semarang enrolled in grades XI and XII. In total, 58 pupils from SMA Islam 16 Al-Azhar took part in the questionnaire survey. The participants were chosen using a purposive sampling technique, by using this technique, The researcher of this study asked their teachers to choose the participants to be able to join this research. Students are chosen as participants because they have been

involved through the speaking club program which that program is designed by the school to facilitate students to be able to speak fluently in English and thus are most closely related to the issues addressed in this study which is English Speaking Anxiety (ESA).

Several measures are explored to ensure that the participants are corresponding to the groups in which they participate. as possible consisting of student participants, age, and gender. Such variation is acknowledged as an advantage that increases the validity of empirical research(Maxwell, Granlund, and Augustine 2018)

All student participants are native Indonesian, ranging in age from 15-18. Among them, 48,3% (28) were female and 51,7% (30) were male. They are students of SMA ISLAM 16 Al-Azhar in grades XI, and XII ($N= 58$), and all are drawn from students among them.

E. Data Collection Technique

Effective data collection techniques are a critical component of research, as the primary goal of any study is to obtain accurate and relevant data. Without a clear understanding of appropriate data collection methods, it would be impossible for researchers to gather the necessary information. In this study, data will be gathered using

interviews and questionnaires administered to the students. The research employs several data collection methods, including the following:

a. Questionnaire

According to Bulmer (2004), the questionnaire plays a crucial role in providing researchers with in-depth insights into the subject matter being studied. This kind of study used an online questionnaire using Google Forms. The questionnaire consisted of closed-ended questions. An open-ended questionnaire was utilized to gather participant responses that are most likely reflective of their perspectives.(Patra 2019) The use of a questionnaire is a commonly used method in social science research to gather valuable information about the social characteristics of participants. It helps researchers understand the behavior, beliefs, and attitudes of individuals, as well as their past and current actions and standards of behavior. This tool is essential for investigating various topics and understanding the underlying reasons behind

people's actions and beliefs.(Martin Bulmer 2004)

Ian Brace in his book entitled "Questionnaire Design" says that the questionnaire serves as a tool for communication between the researcher and the participant, although it may occasionally be administered by an interviewer on behalf of the researcher. Through the questionnaire, the researcher poses inquiries to which they seek responses, and the participants' answers are subsequently relayed back to the researcher. Essentially, the questionnaire can be viewed as a conduit for dialogue between individuals, despite their physical distance and lack of direct interaction.(Brace 2013)

In this research, the researcher used a questionnaire because field conditions did not allow for one-on-one interactions with students and there were a large number of students, so an open-ended questionnaire was used as a communication tool between researchers and students. In this way, researchers can provide

questions and obtain answers from students through questionnaires which are then returned to the researcher. In this case, the questionnaire functions as a dialogue channel between individuals, even though they are far away and cannot interact directly, as stated by Ian Brace in his book "Questionnaire Design". By using an open-ended questionnaire, researchers can obtain more detailed and in-depth information about students' views on the research topic, so that it can help in answering research questions in each number.

The questionnaires are then differentiated into 7 sections, each consisting of a different aspect of each question or item as follows;

Over the preliminary phase, the pupils were prompted to type in their demographic information, such as their name, gender, age, and class. In the second step they were asked to fill in their general Speaking Anxiety section (11 items), the third section was Language proficiency Perception (5 items), the fourth

was Classroom Environment and Social Factors (3 items), The fifth was Physical and Emotional Response section (1 item), The sixth was Task-Specific Anxiety section (2 items) and the last section was Coping strategies for Speaking Anxiety section (3 items). Last but not least, the open-ended questions section was divided into 3 sections of 15 questions. The total of all items is 43 items including the demographic information section. The questionnaire was scripted in English and Bahasa Indonesia to get a better understanding of students. The questionnaire model was constructed in accordance with the standards of Gable and Wolf (1993). Horwitz and Cope 1986 and DeVellis (1991)(McCoach, Gable, and Madura 2013). DeVellis suggested that items should be related to the construct being measured, The following is the indicator of the questionnaire as listed below.

Table 1.1
Indicator of Students' Questionnaire Investigating EFL
Speaking Anxiety Factors

Sections	Aspects or Indicators	Total number of Items
1. general Speaking Anxiety section (DeVellis, 1991)	<ol style="list-style-type: none"> 1. On a scale of 1-5, how anxious do you feel When requested to speak English while standing in front of a class? 2. I believe that the most significant barrier to easily speaking a Foreign Language is a lack of vocabulary. 3. I get worried when I have to speak English that I am unfamiliar with. 4. I became concerned when I discovered that I was unable to communicate fluently in the FL. 5. When I have to be tested orally in Speaking English,I become nervous. 	11 items

	<ol style="list-style-type: none">6. Others will condemn me if I make mistakes when speaking a new language.7. When I have to provide crucial material orally in a FL, I become more apprehensive.8. I typically have all of the words I need when speaking a FL, but I struggle to express myself easily due to anxiety.9. I'd be less concerned if I only had to learn to read and write in a foreign language, rather than speaking it.10. I don't mind thinking aloud in a FL, but I'm really uncomfortable speaking to others there.11. I am embarrassed to speak English because I think my pronunciation and intonation are terrible.	
--	---	--

<p>2. Fear of Negative Evaluation (Horwitz et al, 1986)</p>	<ol style="list-style-type: none"> 1. I worry that my classmates will laugh at me if I make a mistake while speaking English 2. I feel embarrassed if I don't pronounce a word correctly in front of others 3. I am afraid of receiving negative feedback on my English-speaking skills 4. I get anxious when my teacher listens to me speak English 5. I frequently struggle to find the correct words when speaking English. 	<p>5 items</p>
<p>3. Classroom Environment and Social Factors (DeVellis, 1991)</p>	<ol style="list-style-type: none"> 1. I feel more comfortable speaking English in small groups than in large groups 2. My classmates' reactions affect my confidence in speaking English 3. My teacher's 	<p>3 items</p>

	attitude towards speaking activities reduces my anxiety	
4. Physical and Emotional Responses (Gable & Wolf, 1993)	1. When I speak English, I experience physical symptoms like sweating, shaking, or increased heart rate	1 item
5. Task-Specific Anxiety (Horwitz, Horwitz, and Cope 1986)	1. I feel anxious when participating in role-play activities in English 2. Giving a presentation in English is stressful for me.	2 items
6. Coping Strategies for Speaking Anxiety (DeVellis, 1991)	1. I practice English speaking outside of class to feel more confident 2. I try to avoid speaking in class when I feel anxious. 3. I use techniques like deep breathing or positive self-talk to manage my speaking anxiety.	3 items

<p>7. Open-ended Questions (Gable & Wolf, 1993)</p>	<p>General Questions:</p> <ol style="list-style-type: none"> 1. How do you feel when you are asked to speak in English in front of the class? 2. Can you describe any specific classroom situations that make you anxious when speaking? 3. What kind of thoughts do you have when you are asked to speak English in class? 4. How does your anxiety affect your ability to participate in classroom discussions or activities? 5. Have you experienced any particular challenges when speaking English 	<p>15 items</p>

in class? Can you share an example?

6. Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

7. What strategies, if any, have you tried to overcome your speaking anxiety in English?

8. Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

Coping Mechanisms and Support:

1. Have you ever received support from your teacher or classmates to help you with speaking anxiety?

	<p>If so, how did it help?</p> <p>2. Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?</p> <p>3. How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?</p> <p>4. What do you think could be done in the classroom to help reduce speaking anxiety among students?</p> <p>Emotional and Psychological Impact:</p> <p>1. How does your speaking anxiety impact your overall learning</p>	
--	--	--

	<p>experience in English?</p> <p>2. Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?</p> <p>3. Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?</p>	
TOTAL		42 items

b. Interview

Given that the study was qualitative and descriptive in nature, an interview was done to gather important information. Interviews are an approach to gathering information that often entails a lengthy, face-

to-face interaction. This approach is utilized for specialized purposes, such as getting extensive information from respondents or investigating difficult situations.(Research methods in child welfare 2009) Rubin and Rubin (2012) underlined the importance of interviews for gathering in-depth and thorough evidence through adjustable interview rules and open-ended questioning approaches. This research method is especially well-suited to investigating deep, personal experiences and exposing hidden processes. It also enables academics to explore the complicated ethical issues surrounding people's decision-making.(Rubin and Rubin 2012)

This data collection was utilized to do descriptive analysis and additional research on the concept. To completely understand the respondent's point of perspective, the interviewer must first create a relationship with the respondent. An in-depth interview fosters and promotes respondents to discuss the subject of study.

During an interview, the interviewer remains adaptable and offers respondents questions verbally while capturing their responses. Respondents are required to have encountered the occurrence of concern, be able to explain what they experienced, and be willing to discuss it with the interviewer. This method enables the researcher to delve deeper into respondents' viewpoints, resulting in a more nuanced knowledge of the topic under investigation.

In this study, the interview was conducted by answering six open-ended questions related to their experiences, behaviors, challenges, manners, and challenges of facing speaking anxiety in English.

F. Instrument

An instrument for study is an object or component of equipment that a researcher uses to gather findings and create reliable results. In this case, the writer had several methods to obtain data as described below;

The primary way of acquiring information for the research was the creation of a questionnaire. By consulting

with the writer's advisor, the writer conditionally changed the questionnaire to ensure that it was appropriate for the study. After that, the writer produced an online questionnaire form in Google Forms and shared the link with students in the classroom. The writer then got and examined the questionnaire responses using Google form data.

After reviewing the questionnaire results, the writer created inquiries for students. The interview queries were then vetted by the writer's advisors and prepared for use. Nine interviewees were selected from the group of respondents. The respondent was chosen based on the questionnaire findings and the teacher's recommendations. The writer then conducted one-on-one interviews with pupils in Bahasa Indonesia during class. While interviewing students, the writer employed a recorder to document the interview process. The interview lasted three days and took approximately 15-30 minutes for each pupil. The writer then transcribed the interview for English analysis.

G. Data Analysis Technique

After gathering information gathered through the questionnaire and interviews, the data was analyzed. Data analysis is the act of collecting and organizing information gleaned from interviews and observational data in the study area. In this research, This paradigm recommended that qualitative research data should be analyzed continually. There were certain procedures taken to analyze the data using this model. These include data reduction, data presentation, and conclusion drafting. Miles and Huberman define data analysis as the process of selecting, concentrating, and synthesizing preliminary information from observations, documentation, interviews, and other qualitative sources. (Miles and Huberman 1984) The researcher focused on deciding which information to include in the interview transcript.

a. Data reduction

One area is data minimization. This process continues throughout the study even before the data is gathered per the researcher's chosen research concept, research question, and data collection. As part of the analysis process, data reduction involves organizing, refining, focusing, discarding, and sorting your data to make inferences and validate them. Data

aggregation, coding, topic tracking, and clustering are all components of data reduction.

b. Data presentation

The process of gathering a range of information that may be utilized to make decisions and take action is known as data presentation. Field notes, matrices, images, networks, and narrative text presented as diagrams are some examples of the formats that can be used to convey qualitative data. The material was presented in many formats, including essays, tables, graphics, and categorizations. Displaying data helps researchers comprehend what's happening and determine the next steps. This study offered interview data in the form of narration.

c. Conclusion

Following the completion of the Miles and Huberman model to be arranged, the final step was to draw conclusions. The result is an attempt to derive conclusions that researchers make on a continuous basis when in use. From

the start of data collection, qualitative researchers hunt for meaning by focusing on regularity, explanations, potential configurations, causal pathways, and pattern claims.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The purpose of this study was to identify the factors that raise anxiety about speaking among senior high school students to improve their ability to express themselves in English. The eleventh and twelfth students of SMA Islam Al Azhar 16 Semarang were chosen to be the participants of this study. 58 students were asked to fill out the questionnaire and 9 students from the total of participants were selected as the interviewees to share their feelings and thoughts on factors affecting their fears of speaking anxiety in English. This section revealed and examined the data regarding the questionnaire and interview.

A Research Findings

In this section, the researcher delves deeper into EFL students' anxiety and their learning strategies for reducing it. The first conversation focused on students' behaviors in using English and the second component was the students' perspective of speaking anxiety. The discussion is outlined below.

1. The students' behaviors in using English inside the classroom

- a. The students' speaking frequencies in the classroom

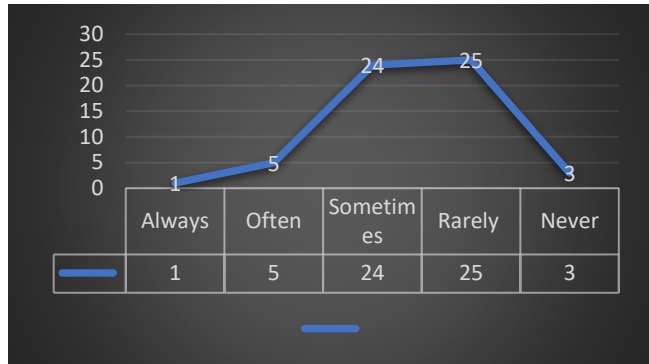


Table 2.1 Student's frequencies in speaking English

The tendency of students to speak English, especially inside the classroom has shown the highest in rare, this phenomenon has had a huge impact on fluency and habituation they used to it. The habituation of speaking English can make students more familiar in terms of avoiding such speaking anxiety. Students are comfortable using their first language when the teacher is trying to interact in English as the students expressed:

“Saya sangat merasa tertantang untuk bisa

berbicara bahasa inggris ketika seseorang atau guru mengajak saya berbicara bahasa inggris, namun saya sangat merasa nyaman dengan kebiasaan saya yang selalu menghindari berbicara bahasa inggris saya lebih nyaman berbahasa indonesia dibanding bahasa inggris walaupun sebenarnya saya ingin merespon nya.” (Students 3)

(I am curious to be able to speak English when my friends or my teachers bring me into a conversation, but I prefer my habituation of avoiding speaking English, I am more comfortable speaking Indonesian instead of speaking English even though I want to respond to it.)

To sum up, students generally have a tendency to avoid speaking in English inside a classroom and this kind of phenomenon can be one of the factors causing speaking fluency and anxiety.

2. Students' Perspectives of English speaking anxiety

In this section, a Likert scale questionnaire is utilized to determine students' perceptions of the

supplied statement relating to the research topic. The questionnaire has two sections: general speaking anxiety (including students' feelings) and language competence. Obstacles and English fluency follow it. The writer will display the questionnaire findings first, followed by the interview results.

a. Students' Perception of English Speaking Anxiety

- **Questionnaire**

In keeping with the results of the questionnaire., the students have significant factors that may lead to speaking anxiety. The results below are shown in the table;

Table 2.2 Students' Perception of English Speaking Anxiety

NO	Statements	Alternative answers					Total
		SA	A	N	D	SD	
1	I feel anxious when asked to speak English in front of a class	3	12	25	13	5	58
		5,2%	20,7%	43,1%	22,4%	8,0%	100%
2	The most significant	12	27	12	7	0	58

	barrier to speaking English is lack of vocabulary.	20,7%	46,6%	20,7%	12,1%	0%	100%
3	I get worried when I have to speak to english that I am unfamiliar with.	3	27	17	9	2	58
		5,1%	46,6%	29,3%	15,5%	3,4%	100%
4	I become concerned when I discover that I am unable to communicate fluently in the FL.	13	14	20	9	2	58
		22,4%	24,1%	34,5%	15,5%	3,4%	100%
5	When I have to be tested orally in Speaking English, I become nervous.	6	21	21	9	1	58
		10,3%	36,2%	36,2%	15,5%	1,7%	100%
6	Others will judge me if I make blunders when speaking a foreign language.	4	14	31	9	0	58
		6,9%	24,1%	53,4%	15,5%	0%	100%
7	When I have to provide crucial material orally in a FL, I	6	20	24	8	0	58
		10,3%	34,5%	41,4%	13,8%	0%	100%

	become more apprehensive.						
8	I frequently know all the words I need when speaking an FL, but I struggle to express myself easily owing to anxiousness.	7	12	25	13	1	58
		12,1%	20,7%	43,1%	22,4%	1,7%	100%
9	I'd be less anxious if I only had to learn to read and write in a foreign language instead of having to learn to speak as well.	4	9	33	8	4	58
		6,9%	15,5%	56,9%	13,8%	6,9%	100%
10	I don't mind thinking aloud in a FL, but I'm really uncomfortable speaking to others in it.	4	7	34	11	2	58
		6,9%	12,1%	58,6%	19%	3,4%	100%
11	I'm embarrassed to speak English because I believe my	5	16	26	8	3	58
		8,6%	27,6%	44,8%	13,8%	5,2%	100%

pronunciation and intonation are awful.							
---	--	--	--	--	--	--	--

Annotation:

SA : Strongly Agree

D : Disagree

A : Agree

SD : Strongly Disagree

N : Neutral

Based on the primary claim, adolescents expressed concern about communicating in English in the presence of a class, with a substantial proportion expressing "Neutral" (43.1%) or "Agree" (20.7%) about their discomfort in this setting. This suggests that public speaking in a foreign language (FL) is a major strain.

"Vocabulary as a Barrier" is the second assertion. This statement clarified that the most prevalent issue mentioned was a lack of vocabulary, with 46.6% agreeing and 20.7% strongly agreeing that it hampered their speaking ability. This shows that a lack of vocabulary is a significant contributor to pupils' speaking

nervousness.

The third is "Difficulty with Unfamiliar Topics". The statement suggested that anxiety increases when students speak about unusual topics, and 46.6% agreed, as indicated in the table above. This research emphasizes the role of topic familiarity on students' confidence and readiness to speak.

The fourth statement, "Concern Over Fluency," stated that many students are concerned about their English fluency, with 24.1% agreeing and 34.5% remaining neutral. This concern reflects the increased pressure to talk fluently, which may limit students' capacity to speak confidently.

"Nervousness in Oral Assessments" is the fifth statement. This statement has become a substantial source of anxiety, with 36.2% of students agreeing they feel apprehensive in certain scenarios. The dread of being formally evaluated in a spoken format may play a key role in speaking anxiety.

The sixth concern is the "Fear of Being Judged for Mistakes". This remark demonstrated how learners are aware of being criticized if they make mistakes, with many taking a "Neutral" posture. This fear may contribute to self-control and hesitancy, escalating tension feelings.

The seventh discusses "Apprehension About Providing Crucial Information." This shows that when individuals are requested to convey critical information verbally in English, they become concerned. 41.4% felt neutral, while 34.5% were concerned. This shows that the significance of effectively communicating information increases students' stress.

The eighth statement is: "Anxiety Despite Vocabulary Knowledge". According to this assertion, even with considerable language knowledge, 43.1% of students are apprehensive about communicating themselves. This demonstrates that anxiety is caused not just by a lack of vocabulary, but also by a worry of failing to deliver what they are saying.

The ninth statement highlights the

"preference for reading and writing over speaking". This claimed that the majority of students (56.9%) would rather focus on reading and writing than speaking, indicating a common preference for passive language abilities over active speaking.

"Comfort with thinking aloud" is the tenth assertion. While kids are reasonably comfortable thinking aloud in English, speaking aloud remains difficult, most likely because it entails an imagined audience and criticism.

The last statement "Discomfort with Speaking to Others" revealed that more than half (58.6%) of students are "Neutral" about their discomfort speaking to others, indicating that while interpersonal settings are less stressful than public speaking, they nevertheless create significant anxiety. Another factor contributing to speaking anxiety was that many students were ashamed of their pronunciation and intonation, with 44.8% choosing "Neutral" and 27.6% agreeing. This indicates a widespread fear of being misunderstood or judged for pronunciation

problems. This study found that students' speaking anxiety is influenced by a variety of factors, including fear of making mistakes, judgment from others, a restricted vocabulary, fluency problems, and the pressure of high-stakes speaking assignments. Students' preference for passive language abilities (reading and writing) over speaking indicates that they are more comfortable with tasks that do not require immediate interaction or judgment. As the writer asked for an interview about the perception of English Speaking Anxiety, 2 out of 9 students expressed that they are embarrassed to speak English because they feel depressed and worried about making mistakes, as cited by students:

“Saya merasa khawatir dan cemas ketika berbuat kesalahan, terkadang hati saya tremor, dan saya merasa teman-teman saya sedang melihat saya dan menghakimi saya.”

(Participant 1)

(I feel nervous and worried about making mistakes. Sometimes, my heart races, and I feel like everyone is watching and judging me.)

Besides that, Students also faced with lack of vocabularies and They believed that this also led them to speaking anxiety. As the students said:

“Untuk perlu bisa berbicara bahasa inggris, mungkin perlu setidaknya hafal atau menguasai banyak kosa kata bahasa inggris, yang saya rasakan yaitu kurangnya kosakata bahasa inggris”(Participant 3)

(to be able to speak English, I might probably master various vocabulary in English which I felt was lacking of vocabulary.)

Table 2.3 Students’ Fears of Negative Evaluation

NO	Statements	Alternative answers					Total
		SA	A	N	D	SD	
1	I am worried that if I make a mistake while speaking English, my classmates would laugh at me.	2	11	26	15	4	58
		3,4%	19%	44,8%	25,9%	6,9%	100%
2	I feel embarrassed if I don't pronounce a	1	18	26	11	1	58
		1,8%	31,6%	45,6%	19,3%	1,8%	100%

	word correctly in front of others						
3	I am afraid of receiving negative feedback on my English-speaking skills	4	11	30	11	1	58
		7%	19,3%	52,6%	19,3%	1,8%	100%
4	I get anxious when my teacher listens to me speak English	0	15	26	13	3	58
		0%	26,3%	45,6%	22,8%	5,3%	100%
5	I frequently struggle to find the correct words when speaking English.	6	27	18	5	2	58
		10,3%	46,6%	31%	8,6%	3,4%	100%

According to the first statement in the "Fear of Classmates' Laughter" section, a large majority of students (44.8%) are ambivalent about worrying that their peers will laugh at them if they make mistakes. However, 19% agree and 3.4% strongly agree with this concern, indicating a significant fear of scorn. This data shows that the fear of negative reactions from classmates, such as laughter, is a significant concern, even

though many pupils appear hesitant or disinterested. Addressing peer attitudes in the classroom may help minimize anxiety.

"Embarrassment Over Pronunciation Mistakes" is the second statement. Many students are ashamed by speaking things incorrectly in front of others, with 31.6% agreeing, 1.8% strongly agreeing, and 45.6% neutral. Pronunciation errors cause humiliation because pupils are concerned about how they are regarded when speaking. Creating a supportive environment in which students feel comfortable making pronunciation mistakes may help lessen this fear.

The third one is "Fear of Receiving Feedback on Speaking Skills." More than half of the students (52.6%) are ambivalent about receiving feedback, yet 19.3% agree and 7% strongly agree that input causes them anxiety. It can be argued that feedback, particularly if seen negatively, can increase pupils' anxiety. This highlights the necessity for positive feedback that focuses on progress rather than criticism to

alleviate the fear associated with evaluations.

The fourth discusses "Anxiety About Teacher Listening." According to the research, many students (45.6%) feel neutral when their teacher listens to them speak English, while 26.3% report feeling anxious. Having the teacher's attention causes anxiety for certain students, most often owing to perceived judgment or pressure to do well. Teachers may want to think about ways to make these encounters less formal so that students feel more at ease.

The final section is on "Struggles with Finding the Right Words." In this situation, nearly half (46.6%) of the students say they fight to find the correct words when speaking, indicating that this is a common problem. Difficulty with word retrieval can cause hesitancy and self-doubt, which contribute to speaking anxiety. Vocabulary-building exercises and practice in spontaneous speaking could help pupils gain optimism regarding that field. Those statements are linked to students' feelings as

proven that they tend to struggle to find the right words when speaking English and they are afraid of being evaluated whether by friends or teachers as cited by students;

“Saya memikirkan apakah grammar yang saya gunakan sudah sesuai, apakah pengucapan saya terdengar aneh, atau bahkan jika teman saya akan menertawakan saya, Saya juga khawatir apabila saya tidak tau apa yang saya katakan atau mungkin lupa dengan kalimat.”

(Participant 5)

I think about whether my grammar is correct, whether my pronunciation sounds weird, or if my classmates will laugh at me. I also worry about not knowing what to say or forgetting the words.

“Saya merasa cemas ketika guru saya tiba-tiba memanggil saya untuk menjawab pertanyaan tanpa memberi saya waktu untuk bersiap, Saya juga ketika harus presentasi di depan kelas, khususnya ketika teman-teman kelas saya tertawa dan berbisik ketika saya berbicara.”

(Participant 4)

I feel anxious when the teacher suddenly calls on

me to answer a question without giving me time to prepare. Also, when I have to present in front of the whole class, especially if my classmates laugh or whisper while I'm speaking.

Table 2.4 Classroom Environment and Social Factors

NO	Statements	Alternative answers					Total
		SA	A	N	D	SD	
1	I'm more comfortable speaking English in small groups than in huge gatherings.	11	23	21	3	0	58
		19%	39,7%	36,2%	5,2%	0%	100%
2	My classmates' reactions affect my confidence in speaking English	4	26	23	5	0	58
		6,9%	44,8%	39,7%	8,6%	0%	100%
3	My teacher's attitude towards speaking activities reduces my anxiety	2	25	27	4	0	58
		3,4%	43,1%	46,6%	6,9%	0%	100%

In keeping with the first premise, "Comfort in Small Groups vs. Large Groups." This study revealed that a significant proportion of students feel better at ease speaking English in small groups than in large groups, with 19% strongly agreeing and 39.7% agreeing. Only

5.2% disagree, with none strongly disagreeing, indicating a definite preference for small-group situations. To summarize, speaking in smaller groups seems to alleviate nervousness for many pupils. This suggests that scheduling speaking activities in small groups may help students feel more at ease and lessen their speaking anxiety.

The second addresses the "Impact of Classmates' Reactions on Confidence." This indicates that classmates' reactions significantly influence pupils' confidence, with 44.8% agreeing and 6.9% strongly agreeing. A sizable fraction (39.7%) stays neutral, with a small minority disagreeing. Peer reactions are an important aspect in determining pupils' confidence in speaking English. This implies that creating a supportive and polite peer environment can improve students' speaking confidence.

The final sentence is "Teacher's Attitude Reducing Anxiety." In this example, many students believe their teacher's approach toward speaking exercises decreases their fear, with 43.1% agreeing and 3.4% strongly agreeing.

However, 46.6% are neutral on this statement, indicating a split opinion. It might be argued that a teacher's encouraging approach can assist in alleviating pupils' nervousness, however, some students may remain apprehensive. Teachers might actively encourage and patiently guide students through speaking tasks. The average of the data showed that they feel more comfortable speaking English in small groups than in large groups, and this is called a classroom environment issue. This can be proven by students' voices as cited;

“Biasanya itu membuat saya ragu untuk angkat tangan atau menjawab pertanyaan, bahkan ketika saya tahu jawabannya, terkadang saya menghindari berbicara di kelas karena saya takut saya salah dalam berbicara bahasa inggris.” (Participant 6)

It makes me hesitate to raise my hand or answer questions, even if I know the answer. Sometimes, I avoid speaking altogether in a class because I'm afraid of making mistakes.

Table 2.5 Physical and Emotional Responses

NO	Statements	Alternative answers					Total
		SA	A	N	D	SD	
1	When I speak English, I experience physical symptoms like sweating, shaking, or increased heart rate	3	2	22	21	10	58
		5,2%	3,4%	37,9%	36,2%	17,2%	100%

The first statement says when speaking English, some students report experiencing physical symptoms associated with anxiety, such as sweating, shaking, or increased heart rate. In this table, 5.2% strongly agree and 3.4% agree, showing that a minority experiences these symptoms intensely. However, a larger proportion is neutral (37.9%) or disagrees (36.2%), and 17.2% strongly disagree. Knowing that, this can be concluded that a small yet notable percentage of students experience physical symptoms of anxiety when speaking English. The high percentage of neutral

responses could suggest that many students experience mild or inconsistent symptoms. Addressing physical symptoms of anxiety through breathing techniques or relaxation exercises could potentially help students manage these physical responses during English-speaking activities. This data suggests that physical symptoms are a concern for some students but are not universally experienced at high levels. Further support could be offered to those who struggle with these symptoms to create a more comfortable environment for speaking English. It is linked with the interview section.

“Saya sangat cemas, khususnya ketika itu tak terduga. Dan terkadang saya bergetar badannya dan berkeringat. Tapi itu bagus untuk melatih kemampuan saya.” (Participant 7)

I feel very nervous, especially when it's unexpected. And I sometimes get shaking and sweating. But I also know it's a good way to improve my skills.

That can be concluded that the students have indicated that they have a fear of speaking

anxiety which may cause emotional factors as a result. Fortunately, some students feel that they have improvements over the time they learn.

Table 2.6 Students' Task-Specific Anxiety

NO	Statements	Alternative answers					Total
		SA	A	N	D	SD	
1	I feel anxious when participating in role-play activities in English	2	14	28	13	1	58
	2. Giving a presentation in English is stressful for me.	3,4%	24,1%	48,3%	22,4%	1,7%	100%
2	Giving a presentation in English is stressful for me.	2	10	34	10	2	58
		3,4%	17,2%	58,6%	17,2%	3,4%	100%

According to the first statement, In response to feeling anxious during role-play activities in English, 3.4% of students strongly agree, and 24.1% agree, indicating that nearly one-third of the students experience anxiety in this type of activity. However, a significant portion, 48.3%, remains neutral, and 22.4%

disagree or strongly disagree (1.7%). Therefore many students experience some degree of anxiety with role-play, but for a majority, the level of anxiety does not seem to be extreme. Role-play activities may benefit from strategies that ease students into the task, such as practicing in pairs before performing for the whole class.

The second statement is “Anxiety While Giving Presentations in English.” In this data, giving presentations in English is reported as stressful by 3.4% who strongly agree and 17.2% who agree, while a majority of 58.6% feel neutral, and 17.2% disagree or 3.4% strongly disagree. A smaller portion of students report stress during presentations, yet a notable portion remains neutral, which might suggest moderate anxiety. Introducing presentation skills workshops or offering supportive feedback could help reduce anxiety in this area. In this case, the writer asked the students open-ended questions, and half of the students agreed that talking about the topic that are familiar with and doing role play can make them feel more safe and confident.

It is proven that the statement is correlated with the student's answer as follows;

“Saya merasa lebih percaya diri ketika berbicara tentang topik yang saya tau, contohnya seperti hobi, atau aktivitas sehari hari. Contohnya seperti main peran atau diskusi kelompok dimana teman teman disitu juga lebih tenang dan tidak tertekan daripada melakukan presentasi yang formal.” (Participant 2)

I feel more confident when talking about topics I'm familiar with, like hobbies or daily activities. Activities like role-plays or group discussions where everyone participates also make me feel less pressured compared to formal presentations.

Table 2.7 Students' Coping Strategies for Speaking Anxiety

NO	Statements	Alternative answers					Total
		SA	A	N	D	SD	
1	I practice English speaking outside of class to feel more confident	5	8	25	17	3	58
		8,6%	13,8%	29,3%	28	5,2%	100%
2	When I feel anxious, I try not to talk in class.	1	10	30	13	4	58
		1,7%	17,2%	51,7%	22,4%	6,9%	100%
3	To handle my speaking anxiety, I use tactics such as deep breathing and positive self-talk.	6	9	25	9	9	58
		10,3%	15,5%	43,1%	15,5%	15,5%	100%

In this context, the writer also wants to know what is the best strategies for coping with Speaking Anxiety, The questionnaire is provided to facilitate students to share their perspectives related to the suitable strategy for speaking anxiety. The first statement is “Practicing English Outside of Class.” Regarding practicing English speaking outside of class to gain confidence, based on the survey, 8.6% strongly agree, and 13.8% agree, indicating that some students actively use this strategy. However, a large portion (29.3%) remains neutral, while 28% disagree and 5.2% strongly disagree. It can be

said that although some students find this strategy helpful, there is a mix of responses, with nearly half of the students either neutral or disagreeing. This might suggest that not all students have the time, resources, or motivation to practice English outside class. Encouraging and providing structured opportunities for practice outside the classroom may benefit these students.

The second category is "Avoiding Speaking in Class when Anxious." When it pertains to avoiding speaking in class because of fear, students voted on 1.7% strongly agree and 17.2% agree, while the majority (51.7%) stay neutral. Approximately 22.4% disagree, and 6.9% strongly disagree. Most students do not rely heavily on avoidance as a tactic, with a large number remaining neutral. This could indicate that despite their apprehension, students may still strive to participate. Teachers may help these pupils by fostering a low-pressure environment, which could further minimize the urge for avoidance.

Finally, there's "Using Relaxation Techniques." When it comes to practices like deep breathing or positive self-talk, Students voted 10.3% strongly agree and 15.5% agree, indicating that some students employ these coping mechanisms to deal with worry. A sizable proportion (43.1%) is neutral, 15.5% disagree, and 15.5% strongly disagree. While some students benefit from relaxation techniques, a large majority are neutral or do not use them. This could indicate that students are not fully aware of or comfortable using these strategies. Teaching students specific relaxation techniques may assist increase their use and lessen speaking anxiety. To sum up, The statistics show that students utilize a variety of tactics to deal with speaking fear, although the responses vary. Some students practice outside of class and use relaxation techniques, but these strategies may benefit from more encouragement and coaching. Educators could provide tools and education on good coping methods, enhancing students' confidence in speaking situations. The

questionnaire above is proof that speaking anxiety occurs, the writer also provides the best strategies to cope with those problems by interviewing 9 students chosen. Most students are in line with the questionnaire above. The question is as follows;

“Saya mencoba berlatih berbicara di depan cermin atau dengan teman teman sebelum berbicara di kelas, terkadang saya juga menulis kalimat atau kata apa yang ingin saya ucapkan dan latihan beberapa kali. Saya juga melakukan teknik pernafasan sebelum berbicara. Dengan itu saya bisa lebih tenang.”(Participant 2)

I try to practice in front of a mirror or with a friend before speaking in class. Sometimes, I write down what I want to say and rehearse it multiple times. Taking deep breaths before speaking also helps me calm down.

“Ya, guru saya pernah memberi saya semangat dengan memberikan kalimat tidak mengapa membuat kesalahan, karena itu bagian dari belajar. Dengan itu saya merasa sedikit tenang dan tidak tertekan. Beberapa teman saya juga

memberikan dukungan kepada saya dengan cara tidak menertawakan ketika saya berusaha berbicara bahasa inggris. Dan itu semua membuat saya nyaman ketika berbicara.”

(Participant 2)

Yes, my teacher once encouraged me by saying it's okay to make mistakes because it's part of learning. This made me feel less pressured. Some classmates also supported me by not laughing or teasing me when I struggled, which helped me feel more comfortable speaking. Speaking of that, the writer may conclude that techniques like deep breathing or positive self-talk can manage speaking anxiety. And the students also said that positive support from teachers could create a more supportive and relaxed environment and this can lessen anxiousness.

B Discussion

This research is referred to investigate causes of talking anxiety in EFL Students based on their perspectives. It was determined that students in this study have different causes leading to speaking anxiety. In language matters, speaking anxiety can't be avoided by EFL students. In this

section, the researcher conducts an exploration more about EFL students' speaking anxiety and their learning strategies to reduce it. The first conversation focuses on the students' anxieties. The second component is student learning strategies. The discussion is outlined below.

1. EFL students' Speaking Anxiety

In this section, the researcher discussed the debate around students' speaking fears. The researcher collected information through interviews. The researcher functioned as the instrument. This study seeks to identify the dominant anxiety that occurred, as well as the types of anxiety most typically experienced by EFL students during listening class.

One of the most common reasons for speaking anxiety appears to be the social pressure that pupils experience when speaking in front of their classmates or teachers. According to the findings, pupils prefer to speak English in small groups rather than large groups. This shows that many kids have increased anxiety in larger, more public settings where they may feel scrutinized or assessed by their classmates. This is consistent with general research findings in language learning, where fear of unfavorable judgment frequently

causes anxiety, especially in more public or high-stakes speaking circumstances as internal factors. Those are proven by previous researchers such as Horwitz et al. (1986) who designed the Foreign Language Classroom Anxiety Scale (FLCAS) to measure the level of student's anxiety and it was said that the students experienced high anxiousness that was often caused by social pressure and fear being negative evaluated. Another factor that appears to be the reason for speaking anxiety comes from internal such as shyness, low self-esteem, negative self-perception, overthinking, Lack of preparation, Personality traits, Low Language proficiency, and many more. Zhiping and Paramasivam (2013) said that shyness and low proficiency can cause speaking anxiety significantly.

Furthermore, the impact of classmates' replies has a substantial impact on students' confidence, as most students believed that their peers' responses influence their comfort level when speaking English. This illustrates a typical source of anxiety the worry of being embarrassed, criticized, or judged negatively by others. When students consider their classmates to be critical or unsupportive, they are more prone to worry about

making mistakes or failing to express themselves correctly. Similarly, the teacher's attitude toward speaking exercises can influence whether fear is reduced or increased, demonstrating that a supportive teaching approach can be beneficial, but a lack of teacher encouragement may contribute to anxiety for some students. Based on Ross-Hill, R (2009) mentioned that a teacher's attitude toward speaking exercises can reduce speaking anxiety. According to the statistics, task-specific anxiety associated with certain speaking activities, such as role-playing and presentations, is another substantial source of worry among students. Participating in role-playing activities might also create anxiety. This shows that role-playing, which frequently asks students to play unusual characters or express themselves imaginatively, can be difficult and may increase their anxiety. Role-playing can push students outside of their comfort zones, especially if they lack confidence in their speaking abilities or are self-conscious about performing in front of others. Last but not least, presenting an English-language presentation causes them to worry. Presentations are often high-stakes activities that require speaking in front of a big group of

people, which might increase the anxiety of making errors or being criticized. This is consistent with evidence indicating that many kids feel more comfortable in smaller groups, where they may feel less exposed. These task-specific worries highlight the difficulties that some speaking tasks might provide, particularly when they include public speaking or performance components. Students may be concerned about their pronunciation, vocabulary, or ability to articulate concepts clearly under pressure, which can contribute to heightened anxiety during these tasks. To summarize, based on the result above internal factors such as fear of being negatively evaluated, afraid of communication like shy, reluctant, etc. External factors such as role-playing, presentations, missing some concentration to speak in front of others, and limited vocabulary cause additional anxiety for students, most likely due to the public aspect of these assignments and the pressure to do well.

Those findings are consistent with the previous researchers, in this case, the writer found that the outspoken aspect in their behavioral issues with speaking English in class remains a lack of experience that is

mentioned in The students' behaviors in using English inside the classroom that is said rarely. Moreover, the writer also found that doing a presentation or role-playing can cause speaking anxiety, especially the students who lack of confidence.

2. EFL students' strategies

This section is to answer the questionnaire and open-ended questions that investigate what makes them anxious and how to cope with such anxiety based on students' perspectives.

According to the research, the most common coping strategy is to utilize relaxation techniques such as deep breathing or positive self-talk. Approximately students felt that these approaches help them control their nervousness when speaking, making it the most popular tactic among those listed. Relaxation techniques are both practical and accessible. It enables kids to lessen their anxiety on their own, without requiring substantial time or outside assistance. Positive self-talk, for example, can help students reframe their worries and boost their self-esteem, and deep breathing helps reduce physiological anxiety reactions like increased heart rate and perspiration. In addition, students tend to be prepared

well before they try to speak to others, such as relaxation and self-positive talk. As mentioned by Richmond & McCroskey (1985) found that can reduce communication apprehension.

Surprisingly, attempting to speak outside of class was also a popular approach. Students agree that it improves their confidence. This implies that, while students understand the value of extra practice, some may struggle to find opportunities outside the classroom or lack motivation to practice independently. This identifies an area where instructors can help by promoting or enabling more. On the other side of the same direction, refraining from speaking in class was not a popular strategy. students agreed with this strategy, with the majority remaining neutral or opposing. This could indicate that pupils appreciate the need to confront their nervousness rather than avoid speaking assignments. However, it is also possible that students feel pushed to participate, even if they are apprehensive, implying that they would benefit from more supportive and low-pressure speaking contexts—structured options for outside practice, such as conversation clubs, language partner programs, or Internet resources.

On the other hand, avoiding speaking in class was not a widely endorsed strategy. Only a few of the students agreed with using this approach, with most students either neutral or disagreeing. This could suggest that students recognize the need to confront their anxiety rather than avoid speaking tasks entirely. However, it may also indicate that students feel pressured to participate, even if they are anxious, suggesting that they might benefit from more supportive and low-pressure speaking environments.

To sum up, the strategies that students use may vary depending on them. The cause of anxiety includes both external and internal factors mentioned above.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter finishes the study. This finishes the responses to the researcher's study questions from the previous chapter. On the other hand, this chapter also includes the researcher's recommendations for the future researcher. This study closes with the portion that follows. This finishes the responses to the researcher's study questions from the previous chapter. On the other hand, this chapter contains the researcher's recommendations for a future investigator.

A Conclusion

This chapter presents the researcher's conclusion to the investigation of students' anxiety and learning ways to cope with it. After analyzing the data, the researcher received the following results from viewpoints:

1. The data findings highlight numerous major aspects that contribute to students' speaking anxiety, as well as the coping mechanisms they adopt. Fear of being evaluated negatively is a key source of anxiety. where many students worry about being laughed at or judged for making mistakes or mispronouncing words while speaking English. Additionally, task-specific anxiety,

such as participating in role-play activities and giving presentations, also plays a significant role. These activities require public speaking and creativity, which heighten students' fear of being assessed or making errors. The classroom environment further affects students' confidence, as many feel anxious when their teacher or peers react critically during speaking tasks. Moreover, some students experience physical and emotional responses perspiration, shivering, or a higher heart rate, highlighting the stress associated with speaking English.

2. To cope with speaking anxiety, students employ various strategies, with the most common being the use of techniques like deep breathing and positive self-talk to manage their anxiety. This indicates that students prioritize self-regulation and mental preparation to reduce stress before speaking. Another widely adopted strategy is avoiding speaking in class when feeling anxious, though this avoidance may hinder their progress in the long term. Additionally, some students attempt to practice English speaking outside of class to build confidence gradually, reflecting a proactive approach to improving their

skills. In terms of conclusion, speaking anxiety is shaped by a mixture of fear of judgment, high-pressure tasks, and physiological stress, with students adopting a range of coping mechanisms to overcome these obstacles. Teachers and educators can use these details to encourage a receptive educational setting environment and carry out strategies that help students control anxiety effectively, such as promoting small group discussions and offering constructive feedback in a non-threatening manner. Another strategy that is mentioned in the interview section, students tend to answer based on their perspectives and out of the questionnaires on how to avoid anxiety such as by practicing a lot with a friend who is an expert, asking a time to think, taking an important note, doing roleplay, etc. in the end, this strategy is universal and this strategy only suits depending on their personal thoughts.

B. Suggestion

According to the aforementioned conclusion, it was critical to understand anxiety and how to deal with it. Thus, the researcher made the following recommendations:

1. To the Readers

This investigation might serve as an overview for readers who wish to undertake this investigation might serve as an overview for readers who wish to undertake a related investigation. They might utilize the methodology to conduct additional studies.

2. To the Teachers

Since the study's findings indicate that students had some anxiety while studying and that they also have coping mechanisms, teachers can also be aware of these problems and help students feel more at ease while learning a variety of subjects.

BIBLIOGRAPHY

- Afifah, Nur. 2024. "An Analysis of the Factors and the Types of Speaking Difficulties for Islamic Senior High School Students (a Descriptive Qualitative Analysis Research at the Eleventh Grade Students of Man 11 Jakarta)." <https://repository.uinjkt.ac.id/dspace/handle/123456789/79545> (January 2, 2025).
- Al-saraj, Taghreed M. 2005. *Foreign Language Anxiety : What Is This?* <https://education607.wordpress.com/2016/03/22/foreign-language-anxiety-what-is-this/> (June 15, 2024).
- Ansari, Mohammad Shaukat. 2015. "Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study." *International Journal of Educational Investigations Available online @ www.ijeionline.com* 2(4): 38–46. www.ijeionline.com.
- Bai, Shuxia. 2023. "The Predictive Effects of Foreign Language Anxiety and Boredom on Willingness to Communicate among Chinese Struggling EFL Learners." *Heliyon* 9(9): e19610. <https://doi.org/10.1016/j.heliyon.2023.e19610>.
- Barker, Sarah, Tara Renton, and Susan Ormrod. 2019. "A Qualitative Study to Assess the Impact of Iatrogenic Trigeminal Nerve Injury." *Journal of Oral & Facial Pain*

and *Headache* 33(2): 153–59.
<https://openurl.ebsco.com/contentitem/doi:10.11607%2Fofph.2054?sid=ebsco:plink:crawler&id=ebsco:doi:10.11607%2Fofph.2054> (June 15, 2024).

Bippus, Amy M., and John A. Daly. 1999. “What Do People Think Causes Stage Fright?: Naïve Attributions about the Reasons for Public Speaking Anxiety.” *Communication Education* 48(1): 63–72.

Brace, Ian. 2013. Kogan Page Ltd *Design Survey Material for Effective Market Research*.

Çağatay, Sibel. 2015. “Examining EFL Students’ Foreign Language Speaking Anxiety: The Case at a Turkish State University.” *Procedia - Social and Behavioral Sciences* 199: 648–56.
<https://www.sciencedirect.com/science/article/pii/S1877042815046133> (October 15, 2024).

Chorpita, Bruce F., and David H. Barlow. 2018. “The Development of Anxiety: The Role of Control in the Early Environment.” In *The Neurotic Paradox: Progress in Understanding and Treating Anxiety and Related Disorders*, , 227–64.
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315619996-4/proposal-dimensional-classification-system->

based-shared-features-dsm-iv-anxiety-mood-disorders-implications-assessment-treatment-timothy-brown-david-barlow (October 15, 2024).

Creswell, John W., and J. David Creswell. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Mixed Methods Procedures*.

Daud, Afrianto, Fakhri Ras, Novitri Novitri, and Clara Putri Audia. 2019. "Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers." *Journal of Educational Sciences* 3(3): 412.

Fondo, Marta. 2019. "Foreign Language Anxiety." *Proceedings of the International Association for Business and Society* 30: 82–97.
https://www.academia.edu/download/91265275/2010_Foreign_Language_Anxiety_Horwitz_Tallon_Luo.pdf (June 15, 2024).

Han Luo. 2014. "Foreign Language Speaking Anxiety: A Study of Chinese Language Learners." *Journal of the National Council of Less Commonly Taught Languages* 15(January): 99–117.

He, Deyuan. 2013. "What Makes Learners Anxious While Speaking English: A Comparative Study of the Perceptions Held by University Students and Teachers in China."

Educational Studies 39(3): 338–50.

———. 2018. “Framework for Foreign Language Learning Anxiety.” In *Foreign Language Learning Anxiety in China*, Springer Singapore, 1–12.

Horwitz, Elaine K. 1995. “Student Affective Reactions and the Teaching and Learning of Foreign Languages.” *International Journal of Educational Research* 23(7): 573–79.

———. 2017. “On the Misreading of Horwitz, Horwitz and Cope (1986) and the Need to Balance Anxiety Research and the Experiences of Anxious Language Learners.” In *New Insights into Language Anxiety: Theory, Research and Educational Implications*, Channel View Publications, 31–47.

Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. 1986. “Foreign Language Classroom Anxiety.” *The Modern Language Journal* 70(2): 125.

Karatas, Hakan, Bulent Alci, Mehtap Bademcioglu, and Atilla Ergin. 2016. “An Investigation into University Students Foreign Language Speaking Anxiety.” *Procedia - Social and Behavioral Sciences* 232(April): 382–88. <http://dx.doi.org/10.1016/j.sbspro.2016.10.053>.

Kondo, David Shinji, and Yang Ying-Ling. 2004. “Strategies for

Coping with Language Anxiety: The Case of Students of English in Japan.” *ELT Journal* 58(3): 258–65. <https://academic.oup.com/eltj/article-abstract/58/3/258/423109> (December 17, 2024).

MacIntyre, Peter, and Tammy Gregersen. 2012. “Affect: The Role of Language Anxiety and Other Emotions in Language Learning.” In *Psychology for Language Learning: Insights from Research, Theory and Practice*, Palgrave Macmillan, London, 103–18. https://link.springer.com/chapter/10.1057/9781137032829_8 (June 15, 2024).

Martin Bulmer. 2004. *QUESTIONNAIRES*. ed. Martin Bulmer. Sage Publications.

Maxwell, Gregor R., Mats Granlund, and Lilly Augustine. 2018. “Inclusion Through Participation: Understanding Participation in the International Classification of Functioning, Disability, and Health as a Methodological Research Tool for Investigating Inclusion.” *Frontiers in Education* 3.

McCoach, D. Betsy, Robert K Gable, and John P Madura. 2013. 9781461471 Instrument Development in the Affective Domain: School and Corporate Applications *Instrument Development in the Affective Domain: School and*

Corporate Applications.

<https://link.springer.com/content/pdf/10.1007/978-1-4614-7135-6.pdf> (August 30, 2024).

Melouah, Asma. 2013. "Foreign Language Anxiety in EFL Speaking Classrooms: A Case Study of First-Year LMD of English at Saad Dahlab University of Blida, Algeria." *AWEJ Volume4 Number 1*(1): 64–76. www.awej.org.

Miles, Matthew B., and A. Michael Huberman. 1984. "Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft." *Educational Researcher* 13(5): 20–30.

Mohajan, Devajit, and Haradhan Kumar Mohajan. 2022. "Exploration of Coding in Qualitative Data Analysis: Grounded Theory Perspective." *Research and Advances in Education* 1(6): 50–60. <https://mpr.aub.uni-muenchen.de/id/eprint/115551> (October 15, 2024).

Naser Oteir, Ibrahim, and Abdullah Nijr Al-Otaibi. 2019. "Foreign Language Anxiety: A Systematic Review." *Arab World English Journal* 10(3): 309–17. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3466022 (October 15, 2024).

Nurfajri Maharani, Nabilah, and Roslaini Roslaini. 2021. "EFL Students' Coping Strategies for Speaking Anxiety during Online Learning." *English Language in Focus (ELIF)* 4(1):

1–10.

<https://jurnal.umj.ac.id/index.php/ELIF/article/view/10042>
(December 17, 2024).

Oxford, Rebecca L. 2017. “Anxious Language Learners Can Change Their Minds: Ideas and Strategies from Traditional Psychology and Positive Psychology.” In *New Insights into Language Anxiety: Theory, Research and Educational Implications*, Channel View Publications, 177–97.

Patra, Sudhakar. 2019. “Questionnaire Design.” In *Methodological Issues in Management Research: Advances, Challenges, and the Way Ahead*, , 53–78.
http://students.aiu.edu/submissions/profiles/resources/onlineBook/U4c4P2_questionnaire_design.pdf (August 22, 2024).

Rajitha, K., and C. Alamelu. 2020. “A Study of Factors Affecting and Causing Speaking Anxiety.” *Procedia Computer Science* 172(2019): 1053–58.
<https://doi.org/10.1016/j.procs.2020.05.154>.

“Research Methods in Child Welfare.” 2009. *Choice Reviews Online* 46(08): 46-4516-46–4516.

Rubin, Herbert, and Irene Rubin. 2012. *Qualitative Interviewing (2nd ed.): The Art of Hearing Data Continuing the Design: Making the Research Credible*.

- Sadighi, Firooz, and Mehdi Dastpak. 2017. "The Sources of Foreign Language Speaking Anxiety of Iranian English Language Learners." *International Journal of Education and Literacy Studies* 5(4): 111. <https://eric.ed.gov/?id=EJ1182973> (October 15, 2024).
- Sarason, Irwin G. 1984. "Stress, Anxiety, and Cognitive Interference: Reactions to Tests." *Journal of Personality and Social Psychology* 46(4): 929–38. <https://psycnet.apa.org/record/1984-22217-001> (October 15, 2024).
- Stosowanych, Akademia Nauk, and Nowym Targu. 2023. "I. Articles." 2: 7–27.
- Suparlan, Suparlan. 2021. "Factors Contributing Students' Speaking Anxiety." *Journal of Languages and Language Teaching* 9(2): 160.
- Teimouri, Yasser, Julia Goetze, and Luke Plonsky. 2019. "SECOND LANGUAGE ANXIETY and ACHIEVEMENT." *Studies in Second Language Acquisition* 41(2): 363–87.
- Tsang, Eric W.K. 2001. "Adjustment of Mainland Chinese Academics and Students to Singapore." *International Journal of Intercultural Relations* 25(4): 347–72.
- Usman, Musliadi Bin. 2018. 2 *Photosynthetica* "A CASE

STUDY: INDONESIAN STUDENTS' SPEAKING ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE.” Sosyal Bilimler Enstitüsü. <https://acikbilim.yok.gov.tr/handle/20.500.12812/626812> (January 2, 2025).

Volkart, Edmund H., and Irving L. Janis. 1959. “Psychological Stress: Psychoanalytic and Behavioral Studies of Surgical Patients.” *American Sociological Review* 24(3): 434. <https://books.google.com/books?hl=id&lr=&id=VINGBQAAQBAJ&oi=fnd&pg=PP1&dq=According+to+psychoanalytic+philosophy,+anxiousness+is+a+strong+psychological+state+that+indicates+an+imminent+risk+to+the+individual.+Anxiety+is+generated+by+the+prospect+of+a+nega> (June 14, 2024).

Wrench, Jason S., Michael W. Corrigan, James C. McCroskey, and Narissra M. Punyanunt-Carter. 2006. “Religious Fundamentalism and Intercultural Communication: The Relationships Among Ethnocentrism, Intercultural Communication Apprehension, Religious Fundamentalism, Homonegativity, and Tolerance for Religious Disagreements.” *Journal of Intercultural Communication Research* 35(1): 23–44.

Yan, Jackie Xiu, and Junying Liang. 2022. “Foreign Language

Anxiety and Dependency Distance in English–Chinese Interpretation Classrooms.” *Frontiers in Psychology* 13.

YOUNG, DOLLY JESUSITA. 1991. “Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?” *The Modern Language Journal* 75(4): 426–37. <https://www.jstor.org/stable/329492> (October 15, 2024).

APPENDIX

Appendix 1: Interview Questions

List of interview questions in coping with speaking anxiety

NO	GENERAL QUESTIONS
1	How do you feel when you're required to speak in English in front of your classmates?
2	Can you identify any specific classroom settings that cause you to feel apprehensive when speaking?
3	What kind of thoughts do you have when you are asked to speak English in class?
4	How does your anxiety impact your capacity to participate in class discussions or activities?
5	Have you experienced any particular challenges when speaking English in class? Can you share an example?
6	Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?
7	What strategies, if any, have you tried to overcome your speaking anxiety in English?
8	Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

NO	COPING MECHANISMS AND SUPPORT
1	Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?
2	Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?
3	How do you feel about making mistakes while speaking English? Is it contributing to your anxiety? Why, or why not?
4	What could be done in the classroom to help reduce speaking anxiety among students?

NO	EMOTIONAL AND PSYCHOLOGICAL IMPACT
1	How does your speaking anxiety impact your overall learning experience in English?
2	Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?
3	Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?

Appendix 2: Data of Interview

Student 1 : kaneisya ariant naziha (XII Ekonomi Bisnis)

Q : How do you feel when you have to speak English in front of your classmates?

A: I feel a bit scared, but I also feel proud when I manage to do it well.

Q: Can you think of any specific classroom conditions that make you nervous about speaking?

A: I feel anxious when the teacher asks me to answer questions in front of everyone, especially if I'm unsure of the answer.

Q: What kind of thoughts do you have when you are asked to speak English in class?

A: I often think, "Will my grammar be correct?" or "Will my pronunciation sound strange to others?"

Q: How does your anxiety affect your ability to participate in classroom discussions or activities?

A: It makes me hesitate to share my ideas. Sometimes I know what to say, but I hold back because I don't want to make mistakes.

Q: Have you experienced any particular challenges when speaking English in class? Can you share an example?

A: Yes, during a group presentation, I forgot part of my script, and I felt really embarrassed.

Q: Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

A: It's harder in front of my peers. I feel like they might judge my English, whereas the teacher is more understanding.

Q: What strategies, if any, have you tried to overcome your speaking anxiety in English?

A: I've tried practicing at home in front of a mirror to build my confidence, and it helps a little.

Q: Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

A: I feel confident when talking about things I'm passionate about, like technology or gaming.

Q: Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?

A: Yes, my classmates once helped me rehearse for a presentation. It made me feel more prepared and less nervous.

Q: Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?

A: Absolutely. Joining a speaking club or having casual conversations in English outside of class would help a lot.

Q: How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?

A: Yes, making mistakes makes me anxious because I feel like it draws attention to me in a negative way.

Q: What do you think could be done in the classroom to help reduce speaking anxiety among students?

A: Teachers could focus more on encouraging effort rather than pointing out mistakes. That would help students feel less self-conscious.

Q: How does your speaking anxiety impact your overall learning experience in English?

A: My speaking anxiety makes me less confident to participate in class, so I miss opportunities to practice and improve my skills. Sometimes, it also affects my focus because I'm too busy worrying about speaking rather than paying attention to the lesson.

Q: Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?

A: Yes, I do avoid it sometimes, and it definitely affects my fluency and confidence in using the language.

Q: Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?

A: I think it's slightly better now. Practicing more and getting used to speaking in front of others has helped me improve.

Student 2 : Bilal Rayyan Putra (XII Ekonomi Bisnis)

Q: How do you feel when you are asked to speak in English in front of the class?

A: Honestly, I feel a mix of emotions. I'm nervous, but at the same time, I feel a sense of responsibility to try my best. It's a challenge, but I know it's good for me.

Q: What kind of thoughts do you have when you are asked to speak English in class?

A: I often think, What if I say something wrong and it sounds strange? Or Will my classmates understand what I mean?

Q: Can you describe any specific situations in the classroom that make you feel anxious when speaking?

A: I feel the most anxious during oral exams. Knowing that I'm being graded while speaking makes me overthink everything I say.

Q: How does your anxiety affect your ability to participate in classroom discussions or activities?

A: It makes me less likely to participate. Sometimes, I know the answer but stay silent because I'm afraid of making a mistake.

Q: Have you experienced any particular challenges when speaking English in class? Can you share an example?

A: Yes, during a group presentation, I forgot some of the words I had prepared. I panicked and started mumbling, which made me feel embarrassed. My classmates started whispering, and it made me even more anxious.

Q: Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

A: I find it more difficult to speak in front of my peers because I'm afraid they'll judge me or make fun of my mistakes. With the teacher, I feel a little safer because they're there to help, not criticize.

Q: How does your speaking anxiety impact your overall learning experience in English?

A: It slows down my progress because I avoid speaking up, which means I don't get as much practice as I need.

Q: Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?

A: Yes, I often avoid speaking because I'm afraid of making mistakes or being judged. This affects my learning progress because I don't get enough practice, and it's harder for me to improve my fluency and pronunciation.

Q: Have you noticed any changes in your speaking anxiety over

time? If so, what do you think contributed to these changes?

A: Yes, I've noticed some improvement. I feel less anxious now compared to when I first started learning English. I think this is because of consistent practice, encouragement from my teacher, and realizing that my classmates are also learning and making mistakes.

Q: Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

A: I feel more confident when talking about topics I'm familiar with, like hobbies or daily activities. Activities like role-plays or group discussions where everyone participates also make me feel less pressured compared to formal presentations.

Q: What strategies, if any, have you tried to overcome your speaking anxiety in English?

A: I try to practice in front of a mirror or with a friend before speaking in class. Sometimes, I write down what I want to say and rehearse it multiple times. Taking deep breaths before speaking also helps me calm down.

Q: Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?

A: Yes, my teacher once encouraged me by saying it's okay to make mistakes because it's part of learning. This made me

feel less pressured. Some classmates also supported me by not laughing or teasing me when I struggled, which helped me feel more comfortable speaking.

Q: Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?

A: Yes, I think so. Practicing outside of class, like joining an English club or speaking with friends casually, would help me feel more confident. It would give me a chance to improve without the fear of being graded or judged.

Q: How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?

A: Yes, it does. I feel like mistakes make me look unprepared or not smart, even though I know it's a normal part of learning.

Q: What do you think could be done in the classroom to help reduce speaking anxiety among students?

A: Teachers could create a more supportive and relaxed environment by encouraging students and not focusing too much on mistakes. Pair or group activities might help students feel less nervous compared to speaking alone. Also, giving us more time to prepare before speaking would be helpful.

Student 3 : Vito Ario Wicaksono (XI Teknik/Al Kindi)

Q : How do you feel when you are asked to speak in English in front of the class?

A : I feel nervous and worried about making mistakes. Sometimes, my heart races, and I feel like everyone is watching and judging me.

Q : Can you describe any specific situations in the classroom that make you feel anxious when speaking?

A : Sure. When we have to role-play or act out dialogues, I feel really anxious because everyone is watching, and I don't want to mess up.

Q : What kind of thoughts do you have when you are asked to speak English in class?

A : Sometimes I think, "What if I completely blank out?" or "What if my accent sounds funny?" These thoughts can make it hard to focus on what I want to say.

Q : How does your anxiety affect your ability to participate in classroom discussions or activities?

A : It makes me hold back. I don't volunteer to answer questions or share my opinions, even if I have something to say.

Q : Have you experienced any particular challenges when speaking English in class? Can you share an example?

A : Yes, one time I was asked to explain a grammar point in English, and I couldn't think of the right words. I felt so frustrated because I understood the topic, but I couldn't express it.

Q : Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

A : I actually find it harder to speak in front of the teacher. I feel like they have higher expectations, and I don't want to disappoint them.

Q : What strategies, if any, have you tried to overcome your speaking anxiety in English?

A : I try to practice in front of a mirror at home. It helps me get used to hearing myself speak English, which makes me feel more comfortable.

Q : Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

A : I feel more confident when we have casual discussions, like talking about our favorite movies or hobbies. It's less formal and more relaxed.

Q : Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?

A : Yes, my teacher gave me positive feedback after a

presentation, and it really boosted my confidence. My classmates also gave me a thumbs-up, which felt encouraging.

Q : Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?

A : Absolutely. If I could join more speaking events or even practice with a language partner, it would make a big difference.

Q : How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?

A : It used to bother me a lot, but now I'm trying to see mistakes as part of the learning process. I still get anxious, but I'm slowly learning to accept it.

Q : What do you think could be done in the classroom to help reduce speaking anxiety among students?

A : I think smaller group discussions would help. It's easier to speak in front of a few classmates than in front of the whole class.

Q : How does your speaking anxiety impact your overall learning experience in English?

A : It holds me back. I miss opportunities to practice

speaking, which slows down my progress in improving fluency.

Q : Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?

A : Yes, I avoid it sometimes. It's not good for my learning because speaking is such an important part of mastering English.

Q : Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?

A : I've noticed some improvement. Joining group activities and getting more practice outside class have helped me feel a bit more confident.

Student 4 : Muhammad riandra athala firash (XI Teknik/Al Kindi)

Q : How do you feel when you are asked to speak in English in front of the class?

A: Honestly, I feel nervous but also a little excited. It's challenging, but I know it's a good way to improve my skills.

Q: Can you describe any specific situations in the classroom that make you feel anxious when speaking?

A: I feel anxious when the teacher suddenly calls on me to answer a question without giving me time to prepare. Also, when I have to present in front of the whole class, especially if my classmates laugh or whisper while I'm speaking.

Q: What kind of thoughts do you have when you are asked to speak English in class?

A: I usually think, "Am I using the right grammar?" or "Will they understand me?" Sometimes, I also think, "I hope this doesn't take too long because I just want it to be over."

Q: How does your anxiety affect your ability to participate in classroom discussions or activities?

A: It makes me hesitate to join discussions. Even when I know the answer, I second-guess myself and stay quiet.

Q: Have you experienced any particular challenges when speaking English in class? Can you share an example?

A: Yes, once I couldn't pronounce a word correctly, and everyone started laughing. It made me feel embarrassed, and I struggled to continue.

Q: Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

A: I think it's harder in front of the teacher because I feel like they're evaluating everything I say.

Q: What strategies, if any, have you tried to overcome your speaking anxiety in English?

A: I try to take deep breaths and remind myself that it's okay to make mistakes. I also practice with a close friend who corrects me in a supportive way.

Q: Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

A: Yes, I feel more confident when talking about things I enjoy, like movies or music. It's easier because I already know the vocabulary.

Q: Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?

A: Yes, my teacher once paired me with a supportive partner for a speaking exercise. It really helped because my partner encouraged me instead of criticizing me.

Q: Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?

A: Definitely. If I could join an English club or talk to native speakers, I think I'd become more comfortable.

Q: How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?

A: I feel embarrassed when I make mistakes, especially in front of others. It does contribute to my anxiety because I worry that people will laugh or think I'm not good at English.

However, I know deep down that mistakes are normal and part of learning.

Q: What do you think could be done in the classroom to help reduce speaking anxiety among students?

A: I think having more casual speaking activities, like games or role plays, would help. They make speaking English feel less formal and intimidating.

Q: How does your speaking anxiety impact your overall learning experience in English?

A: It makes it harder to progress because I avoid speaking, which is a big part of improving my skills.

Q: Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?

A: Sometimes, yes. It means I don't get as much practice as I need, so my progress is slower compared to others.

Q: Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?

A: I think I've improved a little. Practicing more and realizing that everyone makes mistakes has helped me feel less nervous.

Student 5 : binta aufa (XI Al Khawarizmi)

Q: How Do you feel when you are asked to speak in English in front of the class?

A: I usually feel a bit shy and uncertain, but there's also a part of me that feels excited because it's a chance to improve.

Q: Can you describe any specific situations in the classroom that make you feel anxious when speaking?

A: I feel the most anxious when I have to answer a question on the spot. If I'm not prepared, I start to panic and forget what I want to say.

Q: What kind of thoughts do you have when you are asked to speak English in class?

A: I think about whether my grammar is correct, whether my pronunciation sounds weird, or if my classmates will laugh at me. I also worry about not knowing what to say or forgetting the words.

Q: How does your anxiety affect your ability to participate in classroom discussions or activities?

A: It makes me more reserved. I prefer listening rather than speaking, even when I know the answer.

Q: Have you experienced any particular challenges when speaking English in class? Can you share an example?

A: Yes, during a group discussion, I couldn't find the right words to explain my opinion. I ended up staying quiet, and my group thought I didn't have anything to contribute.

Q: Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

A: Speaking in front of peers feels harder because I worry more about their reactions. They might laugh or criticize, and that makes me overthink.

Q: What strategies, if any, have you tried to overcome your speaking anxiety in English?

A: I try to write down key points before speaking. It helps me stay focused and reduces the chances of forgetting what to say.

Q: Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

A: I feel confident when we do role plays or practice conversations about everyday topics, like ordering food or introducing ourselves.

Q: Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?

A: Yes, my teacher once gave me extra time to think before answering. That small adjustment made a big difference for me.

Q: Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?

A: Yes, I think if I could join an English-speaking club or practice with friends, it would make me more comfortable.

Q: How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?

A: It does, especially when I mispronounce a word. I feel like people might misunderstand me or think I'm not good at English.

Q: What do you think could be done in the classroom to help reduce speaking anxiety among students?

A: I think creating a more supportive environment where mistakes are seen as learning opportunities would really help.

Q: How does your speaking anxiety impact your overall learning experience in English?

A: It makes it harder to build confidence. I feel like I'm stuck in a cycle of avoiding speaking, which slows my improvement.

Q: Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?

A: Yes, I avoid speaking sometimes, and it definitely affects my progress. I miss out on chances to practice and improve.

Q: Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?

A: I think I've become slightly more confident because I've had more practice in class and received positive feedback from my teacher.

Student 6 : Khairul Latief Alkafi (XI Al Khawarizmi)

Q: How do you feel when you are asked to speak in English in front of the class?

A: I feel nervous at first, but once I get into it, I feel more confident.

Q: Can you describe any specific situations in the classroom that make you feel anxious when speaking?

A: When we have to answer a question spontaneously, I get nervous because I haven't had time to prepare my response.

Q: What kind of thoughts do you have when you are asked to speak English in class?

A: I usually think, "I hope I don't sound awkward" or "Will my classmates understand me?"

Q: How does your anxiety affect your ability to participate in classroom discussions or activities?

A: It makes me hesitate to raise my hand or answer questions, even if I know the answer. Sometimes, I avoid speaking altogether because I'm afraid of making mistakes.

Q: Have you experienced any particular challenges when speaking English in class? Can you share an example?

A: Yes, during group discussions, I tend to lose track of the conversation because I'm focused on making my own points sound perfect.

Q: Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

A: It's harder in front of my peers because I feel like they might judge me more.

Q: What strategies, if any, have you tried to overcome your speaking anxiety in English?

A: I've tried taking deep breaths before speaking, and it helps calm my nerves a bit.

Q: Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

A: I feel more confident when talking about travel or culture because I enjoy discussing those topics.

Q: Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?

A: Yes, my teacher once encouraged me to participate more and reassured me that mistakes are part of learning. That really helped me feel less anxious.

Q: Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?

A: Absolutely. If I could practice in a relaxed environment, like with friends or in language exchanges, it would help me build more confidence.

Q: How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?

A: Yes, it contributes to my anxiety because I feel like people might judge me if I say something wrong.

Q: What do you think could be done in the classroom to help reduce speaking anxiety among students?

A: I think creating a more relaxed atmosphere, where mistakes aren't heavily corrected right away, would help students feel more at ease.

Q: How does your speaking anxiety impact your overall learning experience in English?

A: It makes me hesitate to ask questions or clarify things, which slows down my progress.

Q: Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?

A: Sometimes I do avoid speaking, and that definitely affects my fluency and confidence in the language.

Q: Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?

A: Yes, I've become a little less anxious, mainly because I've been practicing more and getting positive feedback.

Student 7 : Humaira Yulfa May Zuhra (XII Alam dan Kesehatan)

Q : How do you feel when you are asked to speak in English in front of the class?

A: I feel very nervous, especially when it's unexpected. And I sometimes get shaking and sweating. But I also know it's a good way to improve my skills.

Q: Can you describe any specific situations in the classroom that make you feel anxious when speaking?

A: I get anxious when we have to do impromptu speeches. I don't have enough time to prepare, and I feel like I might forget everything.

Q: What kind of thoughts do you have when you are asked to speak English in class?

A: I often think, "I hope I don't mess up," or "What if I can't find the right words?"

Q: How does your anxiety affect your ability to participate in classroom discussions or activities?

A: It makes me feel reluctant to speak up. I sometimes know the answer, but I just don't want to say it because I'm afraid of making a mistake.

Q: Have you experienced any particular challenges when speaking English in class? Can you share an example?

A: Yes, once we had a discussion on a difficult topic, and I couldn't express my thoughts clearly. I was too focused on my grammar, and I couldn't make my point.

Q: Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

A: I find it harder in front of my peers because I worry they might judge me or laugh if I make a mistake.

Q: What strategies, if any, have you tried to overcome your speaking anxiety in English?

A: I've been trying to write down key points before speaking so I can stay on track and feel less nervous.

Q: Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

A: I feel more confident when the topic is related to my hobbies, like gaming or sports, because I know the vocabulary well.

Q: Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?

A: Yes, my teacher has been very supportive. She encourages me to practice more and reassures me that mistakes are okay.

Q: Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?

A: Definitely. Speaking with friends in English or joining a conversation club would be really helpful.

Q: How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?

A: Yes, making mistakes makes me anxious because I worry that people will focus on them rather than the content I'm trying to communicate.

Q: What do you think could be done in the classroom to help reduce speaking anxiety among students?

A: I think teachers could organize low-pressure activities like games or group discussions where everyone is encouraged to speak.

Q: How does your speaking anxiety impact your overall learning experience in English?

A: It makes me less active in class, which affects my progress. I hesitate to speak, so I don't practice enough.

Q: Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?

A: Yes, sometimes I avoid it. I think it's holding me back because I'm not practicing as much as I should.

Q: Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?

A: I think I've improved because I've been more open to speaking in class, especially after receiving positive feedback from my classmates.

Student 8 : Muhammad Akbar Nugraha (XII Alam dan Kesehatan)

Q : How do you feel when you are asked to speak in English in front of the class?

A : I feel a mix of anxiety and excitement. It's nerve-wracking, but I know it's a good opportunity to challenge myself.

Q : Can you describe any specific situations in the classroom that make you feel anxious when speaking?

A : When the teacher calls on me unexpectedly, it makes me anxious because I feel unprepared and pressured.

Q : What kind of thoughts do you have when you are asked to speak English in class?

A : I often think, "What if I can't express myself clearly?" or "Will people understand my accent?"

Q : How does your anxiety affect your ability to participate in classroom discussions or activities?

A : My anxiety makes me freeze up sometimes, so I avoid raising my hand. I miss out on opportunities to participate.

Q : Have you experienced any particular challenges when speaking English in class? Can you share an example?

A : Yes, during a debate, I had trouble thinking of counterarguments quickly. My mind went blank, and I couldn't speak fluently.

Q : Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

A : It's harder in front of my peers because I feel like they might judge me. I feel more comfortable speaking in front of the teacher.

Q : What strategies, if any, have you tried to overcome your speaking anxiety in English?

A : I've tried visualizing myself speaking confidently before I actually speak, and it helps calm my nerves.

Q : Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

A : I feel more confident when discussing current events or movies, since I can relate to those topics and have a lot to say.

Q : Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?

A : Yes, my teacher has been very encouraging, and my classmates often give me positive feedback after I speak, which boosts my confidence.

Q : Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?

A : Yes, practicing with native speakers or joining online discussion groups would help me gain more experience and confidence.

Q : How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?

A : I feel anxious about making mistakes because I don't want to be misunderstood or feel embarrassed in front of others.

Q : What do you think could be done in the classroom to help reduce speaking anxiety among students?

A : I think it would help if teachers allowed more peer interactions where students can practice without the pressure of being evaluated.

Q : How does your speaking anxiety impact your overall learning experience in English?

A : It limits my ability to fully engage with the language. I'm hesitant to speak, which affects my progress in fluency.

Q : Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?

A : Yes, sometimes I avoid speaking, and it affects my learning because I'm not improving my speaking skills as much as I should be.

Q : Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?

A : Yes, I've noticed some improvement. I think the more I practice, the more comfortable I become, especially with feedback from my classmates.

Student 9 : Ratna Aulia Indrayanti (XI Al Farabi)

Q : How do you feel when you are asked to speak in English in front of the class?

A : Honestly, I feel very nervous, especially because I'm afraid of making mistakes and being judged.

Q : Can you describe any specific situations in the classroom that make you feel anxious when speaking?

A : I feel anxious when we have oral exams or when we have to give a presentation, as I'm afraid of forgetting what I want to say.

Q : What kind of thoughts do you have when you are asked to speak English in class?

A : I usually think, "I hope I don't embarrass myself," or "I wonder if I'll be able to say everything I want to say correctly."

Q : How does your anxiety affect your ability to participate in classroom discussions or activities?

A : It makes me less likely to raise my hand or speak up, even if I know the answer. I just freeze up because of the anxiety.

Q : Have you experienced any particular challenges when speaking English in class? Can you share an example?

A : Yes, during a role-play activity, I couldn't remember the right phrases to use, and I felt really self-conscious about it.

Q : Do you find it more difficult to speak English in front of peers or in front of the teacher? Why?

A : It's more difficult in front of my peers. I feel like they might laugh or think I'm not good enough, so I feel more pressure when speaking in front of them.

Q : What strategies, if any, have you tried to overcome your speaking anxiety in English?

A : I've been trying to rehearse what I want to say in my head before I speak, and sometimes I write down key points to remember.

Q : Are there any specific topics or activities that make you feel more confident when speaking English? What are they?

A : I feel more confident when we discuss topics like music or movies, since they're subjects I'm familiar with and enjoy talking about.

Q : Have you ever received support from your teacher or classmates to help you with speaking anxiety? If so, how did it help?

A : Yes, my teacher sometimes gives me extra time to prepare before speaking, and my classmates are really encouraging, which helps me feel more comfortable.

Q : Do you think more opportunities for practice outside of class would help reduce your anxiety when speaking English?

A : Yes, practicing with friends or in informal settings would definitely help me feel more comfortable with speaking without the pressure of class.

Q : How do you feel about making mistakes when speaking English? Does it contribute to your anxiety? Why or why not?

A : Yes, it does contribute to my anxiety. I'm afraid that if I make a mistake, people will focus on that and not on the message I'm trying to convey.

Q : What do you think could be done in the classroom to help reduce speaking anxiety among students?

A : I think teachers could make the classroom environment less intimidating by encouraging more group work and less direct correction of mistakes in front of everyone.

Q : How does your speaking anxiety impact your overall learning experience in English?

A : It definitely slows me down. Since I avoid speaking, I miss out on practicing my speaking skills, which is crucial for improvement.

Q: Do you avoid speaking in English because of your anxiety? If so, how does that affect your learning progress?

A : Yes, I do sometimes avoid speaking. This definitely affects my progress, as I feel I'm not improving my fluency or confidence in English.

Q : Have you noticed any changes in your speaking anxiety over time? If so, what do you think contributed to these changes?

A : I think I've gotten a little better at managing my anxiety. Practicing more and receiving positive reinforcement from my teacher has helped me feel more confident.

Appendix 3 : Documentation



Figure 2 Interview with Students



Figure 3 Giving Material to students

Appendix 4 : Curriculum Vitae

Name : Khoirul Hamdani
Place and Date of Birth : Banjarnegara, 28 December
2002
Religion : Islam
Address : Gumelar, RT 003/RW 001,
Karangkobar, Banjarnegara, Jawa
Tengah, Kode Pos 53453
Email : Khoiruhamdani55@gmail.com
Phone Number : 081227298056
Formal Education :
1.SDN Gumelar
2.SMP Negeri 1 Karangkobar
3.SMKS Maa'rif NU 01 Karangkobar