STUDENTS' ANXIETY FACTORS IN SPEAKING ENGLISH

(A Case Study at the 8th Grade of SMP N 16 Semarang) in the Academic Year of 2016/2017

THESIS

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

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ABSTRACT

Vera Abdillah (NIM: 133411043). Students' Anxiety Factors in Speaking English (A Case Study at the 8th grade of SMPN 16 Semarang). The paper of English Language Education Department at Faculty of Education and Teacher Training of Walisongo State Islamic University Semarang, 2018.

This study is to investigate foreign language anxiety of EFL junior secondary school students at the 8th grade of SMPN 16 Semarang. Spesifically, it sought to identify what factors that may contribute to students' anxiety in speaking English based on the students' perspectives.

The method used in this study was qualitative method with case study approach. Eleven perceivedly-anxious students were selected as the participants. The data were gathered through structured classroom observations and interviews.

The result of the study showed in two factors, they are internal factors (attitude, speaking in front of the class, being laughed at by peers, incomprehensible input, students beliefs about speaking English, lack of preparation) and the external factors (teacher personality, school environment, family environment)

These findings suggest that the teacher should be more aware of students' anxiety in order to arise students' motivation to speak up confidently and fluently in an English speaking class. As such, teachers are urged to be fairly creative in devising better techniques that could encourage the students to speak more. Finally, teachers should also provide materials which contribute to students' vocabularies and confidence, so that the students have abetter performance in speaking English in the future.

Keywords: *Students' Anxiety, English,Environment*

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In the name of Allah, the Beneficent, the Merciful. Praise be to Allah, Lord of the World who has blessed the writer in completing this paper. *Sholawat and Salam* are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

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Hopefully, this paper can be useful to the readers, particularly to the writer. Also, the writer realized that this paper is far from being perfect. It is a pleasure

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Semarang, 24Januari 2018

Vera Abdillah

MOTTO

“Time is Duty and Responsibility”

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CHAPTER I

INTRODUCTION

This thesis aims to identify factors that cause students' anxiety in speaking English in English classrooms as percieved by students, at the 8th grade of SMP N 16 Semarang. This chapter discusses the background of the study, the purpose of the study, scope of the study, research method, significances of the study, clarification of the terms and thesis organization.

A. Background of the Study

Emotion are important in the classroom since it has impact on speaking. They influence learners' ability to process information and to accurately understand what they encounter. Brown states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques.[1] In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students' thinking and also have the potential to interfere with speaking. Negative emotions such anger, anxiety, and sadness have the potential to distract students' learning efforts.

Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process become difficult is anxiety. Emotional states such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impade students' ability to perform successfully in a foreign language classroom. According to Oxford, "Most language research shows a negative relationship between anxiety and performance". Anxiety harms students' performance by way of worry, self-doubt, and reducing participation.

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

In addition, according to Krashen, debilitating anxiety can raise the affective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition. Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety[2].

Various institutions of formal and non-formal have organized English language program do the same to provide the capacity (skills) to speak English to their students. In this research, the researcher focuses on speaking skill and critical thinking in English community.

Allah said in Al- Qur'an related to debate in Surah An-Nahl 16: 125.

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۖ وَجَادِلْهُم بِالَّتِي هِيَ أَحْسَنُ

Call to the way of your Lord with wisdom and beautiful preaching and argue with them in a way that is better. (Surah An-Nahl 16:125)

Ibn Kathir comments on this verse, saying: If anyone wants to argue and debate with them, then let him do so in the best manner with kindness, gentleness, and good preaching.

Source: Tafseer Ibn Kathir 16:125

The researcher's experience is also evident that most students experience anxiety in speaking English, this is encountered by researcher when the teacher training at SMK 3 Semarang. There were so many students who don't want to learn English and fear wrong when speaking English. For example, when researchers teach in class XI TAV SMK N 3 Semarang, researcher asked students to come forward in front of the class by using English, they are embarrassed and worried because they fear wrong when speaking English in front of their friends.

[2]Ricardo Schutz, *Stephen Krashen's Theory of Second Lnguage Acquisition*, 2013. (http://www.sk.com.br/sk-krash.html)

In addition, the researcher also found one of the students of class IX SMP 16 Semarang when teaching English courses, He has not dared to speak English. However, he can write sentences in English, it's just that he was afraid of being wrong when speaking English.So, it is important for teachers to understand students' anxiety. In order for Teachers to facilitate students to learn effectively. So they can speak English without anxiety anymore.

In an effort to explore learners coping strategies for foreign language anxiety, Keiko Iizuka surveyed 105 students of English language program at a University in Japan. The results showed that students experienced anxiety in some context as follow: participating in class without enough preparation, speaking in front of the class, difficulty in following teachers' (and classmate) talk, fear of making mistake in presentation, and students' feeling about his/ her own English proficiency.[3]

Meanwhile, during his teaching practice in a junior secondary school, SMP N 16 Semarang, the writer found signs of anxiety among the students. Many of them got anxious, created avoidance, and reduced participation in the classroom. They were afraid and shy to practice with the target language, in this case the target language is English, because they were worried about making mistake. One of them thought if he made mistake in speaking, the teacher would get angry and his peers would ridicule him. So, he preferred to be quite and sit passively.

While some of them also believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice, they started to stutter. Moreover, some of them were unable to produce the sound or intonation even after a number of repetitions because they were not sure if they can practice they English. It was quite hard for the writer to do proper learning activities with them.

[3] Keiko Iizuka, Learner Coping Strategies for Foreign Language Anxiety, *JALT2009 Conference Proceedings*, 2010, p. 106.

In other words, anxiety can hinder the students from attaining the objectives of English learning in SMP that stated as follow:

1. To be able to develop a communicative competence whether in written or oral formto achieve a functional literacy.
2. To have an awareness of English nature and importance to increase national competitiveness in globalization society.
3. To develop learners' understanding about the language and the nature relation.[4]

Since anxiety can have major effects on foreign language learning, it is important to explore the students' anxiety. Therefore, the writer is eagerto investigate what factors, as perceived by students, may contribute to the anxiety in an attempt to understand the issue of anxiety in speaking English more deeply.

In the context of speaking English, being able to speak to friends an even speak with foreigners, in their language which both of them understand is surely the goal of many learners of English. Yet, speaking in foreign language is very difficult and competence in speaking takes a long time to develop. However, the biggest problemof English learners face is to be able to speak English. Consequently, many reasons to take into consideration might be the lack of confidence in terms of anxiety about making errors as stated by Boonkit (2010). It can be stressful when they are expected to speak in the second or foreign language before fluency is achieved.

In line with the issue of anxiety, Tornburry states the lack of vocabularies, improper grammar, and fears of mistakes are some of the factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking. Moreover, the problem of language anxiety not only happen to begginer but also to the university students who usually deal with English. In addition, Cebreros (1998) adds that they have to cope with the demands of being able to sustain communication by means of an instrument they are not completely familiar with.

[4] Depdiknas, Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah (*Standar Kompetensi dan Kompetensi Dasar SMP/MTs, BSNP*), (Badan Standar NasionalPendidikan, 2006)

Research on language anxiety has been a concern of many educators from both second and foreign language education. Different people have investigated the issue of learning anxiety from different perspectives. Focusing on factors causing students' anxiety, Worde (2003) found that speaking activity causes inability to comprehend, negative classroom experience, fear of negative evaluation, pedagogical practice and the teachers themselves were the main factors that trigger in learning anxiety. In addition, Kondo (2009) asserted that language anxiety in the speaking test was only a poor predictor of English proficiency.

Obtaining the data of students' anxiety would give valuable input for teachers so that they are able to give the appropriate solution to overcome the anxiety and they could improve their teaching and encourage the students to be able to speak without having feeling anxious in speaking English inside or outside the classroom.

B. The Scope of the Study

This study focused on identifying factors that causes of students' anxiety in speaking English in English classrooms as perceived by students, at the 8th grade of SMP N 16 Semarang. Moreover, the observation and interview analysis attempts to find out the types of students' anxiety, the source of students' anxiety, and the solution or strategies to overcome the anxiety.

C. Research Question

Based on the background above, the writer formulated a research question as follow:

1. What contributing factors to students' anxiety in speaking English in the classrooms?
2. How are the strategies to minimize students' anxiety in speaking English in the classrooms?

D. The Objective of the Study:

Departing from the problem mentioned in the statement of the problem, this study aims at:

1. Identifying factors that causes of students' anxiety in speaking English in the classrooms.
2. Finding out the strategies to reduce anxiety for the students at the 8th Grade of SMP N 16 Semarang.

E. . The Significance of the Study

The result of this study is intended to broaden the writer's perspective will be reference for the teacher that benefit for knowing students' anxiety is important. It is in order there are effective interaction between students and teachers in English learning classrooms.Practically, this study also provides information related to students' anxiety in order to overcome the problems, particularly in the context where the students have to get more exposure to practice oral communication. Professionally, the investigation of anxiety source that arise while learning to communicate in the target language will hopefully broaden the insight into the issue of language anxiety and will help language teachers in making the classroom environment less stressful and he/ she should try to create a friendly classroom environment in order to make students feel free to speak the language.

F. Research Method

The study is a descriptive-qualitative design (Silverman, 2005) the specific design of this study employed a case study design. This study is conducted in the 8th grade of SMP N 16 Semarang. Related to the study, the pilot study has been conducted for this research project. It employed two types of data collection, namely classroom observations and interview. Further explanation of the pilot study will be described in chapter 3.

This study employed two data collection techniques, which are the observations and interviews. Data analysis in this study was conducted over the course. All the data gained from two data collections were analyzed gradually. The data from interview were transcribed and subsequently categorized and interpreted to answer the research questions.

G. Clarification of Terms

There are some operational terms used in this study: anxiety, and communication strategy. Each term is defined as follows:

1. **Anxiety**

   "A subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (McIntyre & Gardner, 1994: as cited Tanver in 2007:4)

2. **Communication Strategy**

   "Communication strategy is a way to express a meaning in a second or foreign language, by a learner who has limited command of the language" (Richard and Plat, 1992: 64)

H. Thesis Organization

This thesis is organized into five chapters. Chapter 1 gives a general description of the introduction to the topic of research. This introduces the background of the study, the research question, the purpose of the study, the scope of the study, and the organization of the thesis. Chapter 2 describes the theories which support the study. This covers the theories relevant to the purpose of the study. It includes the discussion of the nature of speaking in foreign language, anxiety, type of anxiety, and factors of anxiety. Chapter 3 discusses the methodology of the study that includes research question, research design, research setting and participant, data collection and data analysis. A sample of the instrument will also be presented in this chapter. Chapter 4 elaborates findings and discussion which shows the data from the

observation and interview. Chapter 5 illustrates conclusion of the research and suggestions for further research.

CHAPTER II

LITERATURE REVIEW

This chapter, the researcher presents literature review, previous research and hypothesis.

A. Anxiety

1. The Nature of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

There are several definitions of anxiety which are found by the writer. According to Carlson and Buskist, anxiety is "a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rete, sweaty palms, and tightness in the stomach."[1] Futhermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat.[2] It means that people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.[3]

Although anxiety and fear sounds similar, both are actually different. Halgin and Withbourne describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and aneasiness about the possibility

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[1] Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior, (Needham Heights:* Viacom Company, 1997), p. 570.

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

[3] Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner,* (Boston: Pearson Education Inc., 2011), p. 401

of something terrible might happen[4]. Futhermore, According to Barlow, as cited in Passer and Snith, Anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses avoidance of certain situations.[5]

From the definition explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

2. Types of Anxiety

Several kinds of anxiety have been described. Two of the most well-known is *state anxiety* and *trait anxiety*. Anxiety that happen when faced with specific situations is called *state anxiety*. Most people experienced *state anxiety* which also known as a normal anxiety. According to Ormrod, "state anxiety is temporary feeling of anxiety elicited by a threatening situation."[6] It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is pattern of responding with anxiety is called *trait anxiety*. According to Ormrod, "trait anxiety is pattern of responding with anxiety even in nonthreatening situations." [7]Such anxiety is a part of a person's character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he/ she is exposed to.

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[4] Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspective on psychological Disorders*, (New York: McGraw-Hill, 2007), p. 148.

[5]Passer and Smith, 2009

[6]Ormrod, 2011,

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

Based on the intensity, duration and situations, anxiety can be divided into two types: State anxiety; feeling of apprehension and anxiousness as reaction to particular situation, and trait anxiety; more intense anxiety that depends on ones individual regardless of the situation.

B. Anxiety and Speaking English

1. Speaking Anxiety

There is a certain term for anxiety that is connected to language performance. The term speaking Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a spesific anxiety which is related to language learning and use. According to Brown, Foreign language anxiety is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language."[8] In addition, according to Gardner and Maclntyre, as cited in Oxford, "it is fear or apprehension occuring when a learner is expected to perform in the target language."[9] Furthermore, Horwits, and Cope, proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.[10]

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C., as cited in Jason S. Wrench, communication apprehension is "in individual's fear or anxiety associated with either real or anticipated communication with another person or persons."[11] Communication

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

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

[10] Elaine K. Horwitz, et. Al., Foreign Language Anxiety, *The Modern Language Journal*. Vol. 70, 1986, p. 127.

[11] Jason S. Wrench, et. Al., *What Is Communication Apprehension?,* 2014, (www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s06-01-what-is-communication-apprehen.html)

apprehension plays large role in foreign language anxiety since interpersonal interactions are the major care in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exist because students think that they will have difficulty of understanding others in listening and making oneself understood in speaking.

Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Based on Sarason, as cited in Oxford, test anxiety is "the tendency to be come alarmed about the consequences of inadequate performance on a test or other evaluation." [12]It means this kind of anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test. These students may also have false belief about foreign language learning. They put unrealistic demand that they should feel that anything than a perfect test is a failure.

Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz, defined fear of negative evaluation as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively."[13] In foreign language learning centext, students are prone to have a fear of negative evaluation from both teacher as the only flurnt speaker in the class and their peers.

However, Horwitz, and Cope also belive that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, "foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors

[12] Oxford, 1999, p. 64.

[13] [13] Elaine K. Horwitz, et. Al., Foreign Language Anxiety, *The Modern Language Journal*. Vol. 70, 1986, p. 128.

related to classroom language learning arising from the uniqueness of the language learning process."[14]

Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

2. Impact of Speaking Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students' speaking effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in speaking classroom. Anxious student will have difficulty in their speaking since anxiety affects cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in speaking process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previosly been learned.[15] In other words, speaking anxiety belongs to debilitating anxiety because it can hinder language learning.

Similar to with Ormrod, MacIntyre as cited in Young, also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stage: input, processing, and output.[16] Further, anxiety can affect students' cognitive performance at any or all of the three stages. It

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[14]Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 54..

[15] Ormrod, 2011, p. 402

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

means if anxiety disturbs the cognitive work at one stage, then information is not passed along to the next stage.

At the input stage, speaking anxiety acts like a filter that perventing some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Krashen state that anxiety can raise affective filter and form of a 'mental block that prevents a comprehensible input from being used for language acquisition.[17] For example, anxious student may not be able to gather information of the speaking rules and vocabulary because anxiety interfere their ability to process information.

During the processing stage, anxiety acts as a distraction. It distracts student in processing information effectively. When they are worried, anxious student may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While at the output stage, anxiety can influence the quality of students' speaking performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Moreover, Oxford described that "anxiety harms learner's through worry and self-doubt and also by reducing participation and creating overt-avoidance of the language." He also mentioned certain aspects that have negative correlation of anxiety such as: grades in speaking course, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning.[18]

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

[17] Picardo Schutz, *Stephen Krashen's Theory of Second Language Acquistion,* 2013, (http://www.sk.com.br/sk-krash.html)

[18] Oxford, 1999, pp. 60-61.

3. Possible Factors Contributing to Speaking Anxiety

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For example, Speaking activities it appears frequently as one of the anxiety provoking factor. Horwitz and Cope found that speaking in the foreign language as the most anxiety-producing experience.[19]

While Koch and Terrell as cited in Oxford, also found oral skits and oral presentation in the front of the class as the most anxiety producing activities. They also noted that being called on to respond orally can produce anxiety.[20] Speaking activities are easy to anxiety. In speaking students are tried to communicate in their limited capabilities. They also fear of being negatively evaluated by the teacher and peers which exposed their inadequacies. Moreover, some cases students often laughed at their peers who make a mistake. It absolutely makes students fear of making mistake. There fear of making fool of themselves in pubvlic so they prefer to be quiet rather than speak to practice their English. Price found that fear of being laughed at by other is one of the greatest sources of anxiety.[21]

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to Worde, the inability to understand what is being said in the classroom often lead to communication apprehension.[22] Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford also neted that "harsh correction, ridicule and the

[19] [19] Elaine K. Horwitz, et. Al., Foreign Language Anxiety, *The Modern Language Journal*. Vol. 70, 1986, p. 129.

[20] Oxford, 1999, p. 65.

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

[22] Renee von Worde, Students' Perspectives on Foreign Language Anxiety, *Inquiry*, Vol. 8 No. 1, 2003, p. 5.

uncomfortable handling of mistake front of a class are among the most important instructor-learner interarction issues related to language anxiety."[23]

Students' might also feel anxious because of the excessive material demand. They find that speaking class stressful when they do not have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover the level of difficulty of speaking class and the poor of result of students may get anxiety when compared to other classes. So, they may find that the speaking class is more demanding and more difficult than other class.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about speaking. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to speaking anxiety. Horwitz et al. Noted that "certain beliefs about language learning also contribute to the students' tension and frustration in the classroom."[24]

This also indicates that low self-esteem can generate anxiety. Price noted that anxious students believed their language skill were weaker than any other students.[25] Mostly it comes from their speaking experience. A stressful speaking experience will give condition the students to believe that the speaking English is difficult. This belief is quite enough to generate negative thinking to the presents to avoid every single thing about the language learning includes preparation for classroom activities or a test. According to

[23] Oxford, 1999, p. 66.

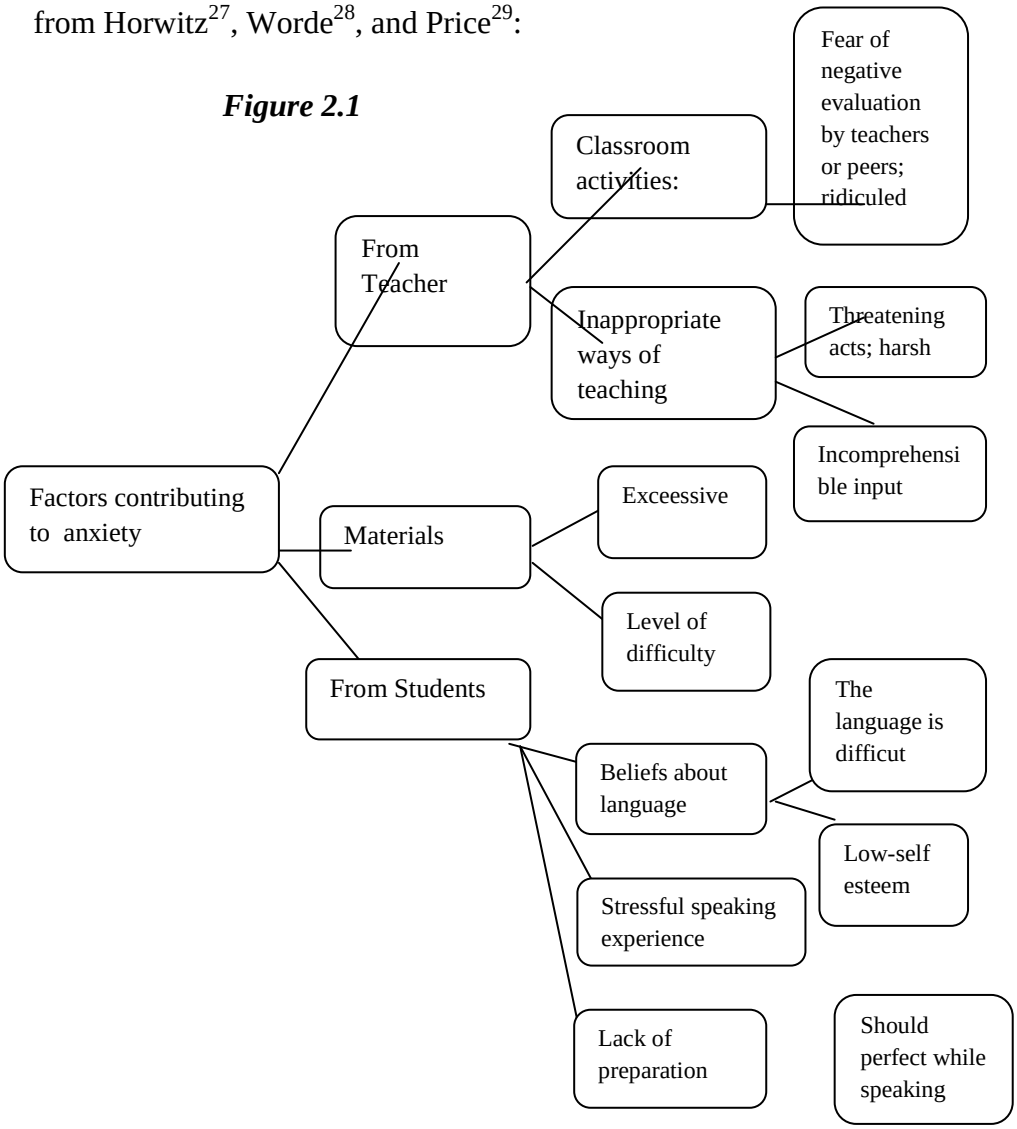
[24] Elaine K. Horwitz, et. Al., Foreign Language Anxiety, *The Modern Language Journal*. Vol. 70, 1986, p. 127.

[25] Price, 1991,., p. 106.

Marwan, lack of preparation was the major contributor of students' anxiety.[26] Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

Here is the illustration of possible factors contributing to anxiety adapted from Horwitz[27], Worde[28], and Price[29]:

Figure 2.1



[26]Ardi Marwan, Investigating Students' Foreign Language Anxiety, *Malaysian Journal of ELT Research*, Vol. 3, 2007, p. 48.
[27] Horwitz, 1986, pp. 129-130
[28] Worde. 2003.
[29] Price, 1991, pp. 105-106.

C. Previous Research

Many people have investigated the issue of foreign language anxiety from different perspective. Worde in his investigation to the cause of language learning enxiety found that speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves as the main causes of learning anxiety.[30]

Chan and Wu conducted a study of foreign language anxiety of EFL elementary school students in Taipei. By the way of questionnaire, interviews, classrooms observations, and document collection, they found five sources of language anxiety. They were low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressurefrom students themselves and their parents.[31]

Marwan investigated Indonesian students' foreign language anxiety. He tried to find out the types of anxiety experienced by foreign language learners and the strategies they used to cope with their anxiety. Factors like lack of confidence, lack of preparation and fear of failing the class were the primarycauses of their anxiety.[32]

In a similar study, William and Andrade examined anxiety in Japanese EFL classes in order to find out the type of situation that provoked the anxiety and the ability to cope with the anxiety. Their findings indicated that anxiety was most often associated with the output and processing stages of the learning process. Futhermore, they found the fear of receiving negative evaluation, speaking in front of the class, and random selection; procedure

[30]Worde, 2003, *p.4.*

[31] D. Y. Chan & G. Wu, A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei Country, *Journal of National Taipei Teachers College,* Vol. 17, No. 2, 2004, p.287.

[32] Marwan, 2007.,p.43.

that the teacher used for calling the students were cited as sources of anxiety.[33]

The relationship of the writer finding toward the discourse knowledge of students anxiety are by coding observation and interviewing the students. The writer knows about the factors can be contributed in speaking anxiety. The writer suggests that the teachers should be aware of speaking anxiety. This study indicates that teachers' awareness of students' anxiety is insufficient. As for the students, they need to get involved to reduce anxiety in the classrooms. Students should respect each other in order to create a friendly environment. So, investigations about certain approaches or methods that can help to reduce anxiety in speaking English are needed.

[33] Kenneth E. Williams and Melvin R. Andrade, Foreign Language Learning Anxiety in Japanses EFL University Classes: Causes, Coping and Locus of Control, *Electronic Journal of Foreign Language Teaching*, Vol. 5, No. 2, 2008, p. 186.

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the methodology of the study. The description includes: the research question, then followed by the research design. It also describes procedure of the study, research setting and participant of the research, data collection techniques, data analysis, and conclusion of methodology. Each of them will be explained below.

A. Research Question

Based on the background of the study, the writer formulated a research question as follow:

1. What contributing factors to students' anxiety in speaking English in the classrooms?
2. How are the strategies to minimize students' anxiety in speaking English in the classrooms?

B. Research Design

This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in the 8th Grade of SMP N 16 Semarang, specifically anxiety in speaking English. According to Fraenkel and Wallen, case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization.[1] Therefore, the study case approach allowed the writer to study particular students in an attempt to understand the case of language anxiety.

[1] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education: Seventh Edition,* (New York: The McGraw-Hill Companies, 2009), p. 13.

C. The Setting of the Study

The setting of the study was SMP N 16 Semarang. It is a junior secondary school which located in Jalan Prof Dr. Hamka Ngaliyan, Semarang. The school was established in 15th Desember 1983 with SK Mendikbud RI No. 0247/0/1983. There are eight classes registered from grade VII until IX. English is taught as compulsory subject. There are two meetings in a week with time allocation 80 minutes for eaching meeting.

The study was conducted at SMP N 16 Semarang from 3rd of November until 10th of November, 2017. It consisted of interviews and multiple classroom observations for two meetings in class 8.H. The first meeting used for classroom observations and the last meeting were used for interviews.

D. The Procedure of the Study

The procedure of the research were; the research held on Friday, 3rd of November 2017 until Tuesday, 7th of November 2017 in SMP N 16 Semarang. The writer used teachers' coding and students condition in internal and external factors. The writer also made individual interview by recording and transcribing the result of interview the students. Before interviewing the students, the writer worked with the classroom teacher in classroom activities that equip students practicingEnglish in the class.

To determine the participants of this study, the writer used a purposive sampling in order to help the writer to understanding the phenomenon being studied. According to Creswell, purposeful sampling is aimed to learn or understand the central phenomenon by selecting individuals and sites intentionally[2]. The participants of the study are fifteen studentsof SMP N 16 Semarang in class 8.H. who are considered to be anxious in English class based on the characteristics of anxious students illustrated by Oxford such as:

[2] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson Education Inc., 2012), p. 206.

1. General avoidance: Showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest questions.
2. Physical actions: Squirming, stuttering or stammering, displaying jittery behavior, conversational withdrawal, lack of eye contact, image protection or masking behavior (exaggerated smiling, laughing, nodding, joking), and being unable to reproduce the sounds or intonation of the target language even after repeating.[3]

Students who showed those characteristics were selected as the participants. To obtain the data, the writer used two techniques of data collection. Since the study is a case study, therefore primary technique is followed by classroom observation for a validity check then writer use in-depth interview technique.

E. Instrument of the Study

The instrument of this study use observation sheet and interview.

a. Observation

Data collection technique is observation. Observation, According to Bungin, is a data collection technique used to collect research data through observation and sensing.[4] In this case, the observation conducted by observing students' behavior during teaching and learning.

The writers' role in the observation is non-participant. She observed all of the students in class 8.H, especially the eleven participants that will be interviewed by the writer. In two meetings were two observations. Each observation lasted approximately 60 minutes, following the duration of a meeting. The writer observed the signs of speaking anxiety as suggested by Oxford.[5] The writer observed the signs of language anxiety as suggested by

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

[4] Bungin, 2007, p.118

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

Oxford that appeared in every single phase of English learning take place in the classroom. Futhermore, the observation was used to find out then students likely to feel anxious and in what situations that might trigger their anxiety in English classroom.

The writer listed at least 20 students who looked anxious during observation. Then the listed students will be approached for an interview. The writer gave information to students about the research purposes and procedures.

b. Interview

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempting to obtain reliable and valid measures in the formof verbal responses from one or more respondents. According to Bungin, in-depth interview is a process to obtain information for the purpose of researcher by face to face questioning beween the interviewer and informant or interviewee, with or without the use of an interview guide[6].

Before conducting the interview, the writer observed the class in order to find anxious students as the participants. The observation guide was followed, using the signs of language anxiety by Oxford, as explained on the previous page.

Students who showed the signs of speaking anxiety were asked if they ever experienced anxiety in English classrooms. The first step in conducting the interview was to obtain a poll of the students who considered themselves to be anxious in English classrooms and were willing to be interviewed.

The participants were recruited in several ways. Those students whose responses suggested high levels of anxiety were asked and invited to participate. Furthermore, the writer also contacted the teacher for referring of

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[6] Burhan Bungin, *Penelitian Kualitatif*: Edisi Kedua (Jakarta: Kencana Prenada Media Group, 2007), p.111

students who appeared to be highly anxious in the class. Most of the students were willing to participate, and some looked to be quite eager to share their experiences.

During the initial process with the students, the writer explained the nature of the study and that all interviews would be conducted in *Bahasa*, students' first language, to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were sceduled for an interview.

Later on, eleven participants were interviewed. The eleven remaining participants, seven were males and four were females. All the interviewee were students of class 8.H. SMP N 16 Semarang. Each interview spent for about seven minutes and was recorded with participants' permission. The interview guide is adapted from price focusing on foreign language anxiety.

The following main questions are:

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

During interviews, a series of prompt questions will be asked to follow up they responses.

F. Data Analysis Techniques and the Validity of Data

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion and verification.

G. Data Reduction

The mass of the data will be organized and somehow meaningfully reduced or reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data.[7]

In reducing the data, the writer chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research. Further, the writer put code on each meaningful unit based on the list of codes (table 1.1). Then, the writer examine all the relevant data sources for description and themes which will be used for the research findings.

Table 1.1

List of Codes

Factors Contribute to Anxiety	**Codes**
INTERNAL FACTORS	
AF: Factors from students	**AF-S**
AF: Speaking in front of the class	AF-TSP
AF: Incomprehensible Input	AF-TII
AF: Factors from the material	**AF-M**
AF: Knowledge - Grammar - Vocabulary	AF-K

[7] Matthew B. Miles and A. MichaelHuberman *Qualitative Data Analysis: An Expanded Sourcebook,* Second Edition, (Thousand Oaks: SAGE Publications, 1994), p.10.

- Pronunciation - Spelling	
AF: Skills	AF-S
AF: Factors from attitude	**AF-A**
AF: Attitude/ Psichology - Shy - Inconfident - Nervous - Afraid	AF-A/P
AF: Ridiculed by peers	AF-SR
AF: Beliefs about English English is difficult Low self-esteem	AF-SB AF-D AF-SE
AF: Lack of preparation	AF-SLK
EXTERNAL FACTORS	
AF: Factor from teacher	**AF-T**
AF: Teachers' personality	AF-TP
AF: Instrumental Factor	AF-I
AF: Factors from Environment	**AF-E**
AF: Social Environment	AF-SE
AF: Family Social Environment	AF-FSE
AF: School Social Environment	AF-SSE
AF: Natural Environment	AF-NE

H. Data Display

Data display is the second phases in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing.

The writer displayed the data that have been reduced in order to facilitate for data interpretation. It was displayed in a table with the basic categories such as factors contributing to speaking anxiety.

I. Conclusion Drawing and Verification

Conclusion drawing involves stepping back to consider what analyzed data analysis mean and to assess their implication for the research question. In this phase, the writer drawed meaning from the data in a display.

Furthermore, the data was checked for their sturdiness and confirmability. The writer checked the validation of the data using triangulation stretegy. According to Miles and Huberman, triangulating is tactic for verifying or confirming findings by using multiple sources and modes of evidence.[8] The writer examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid findings of the study.

[8]Matthew B. Miles and A. MichaelHuberman *Qualitative Data Analysis: An Expanded Sourcebook,* Second Edition, (Thousand Oaks: SAGE Publications, 1994),,p. 267.

CHAPTER IV

RESEARCH FINDINGS

This chapter, the researcher presentsresearch procedure of the research, data descriptions, and discussion.

A. Prosedure of Research

1. The writer research was in SMPN 16 Semarang. It was a junior secondary school which located in Jalan Prof Dr. Hamka Ngaliyan, Semarang. The school was established in 15th Desember 1983 with SK Mendikbud RI No. 0247/0/1983. There were eight classes registered from grade VII until IX.
2. The date of observation in 2nd November 2017 was giving a letter to the leader of SMPN 16 Semarang.
3. The leader of SMP N 16 Semarang permitted the writer to do observation. The writer accompany to work with approved one of the English Learner Teachers in the SMPN 16 Semarang. She is Dra. Sri Hartati, she taught English Learning in October 1983, she is graduated from IKIP Yogyakarta in Englsih Department.
4. On 3rd November 2017, the writer discussed with the English teacher class about the writer purposed.
5. On Monday 6th November 2017, the writer did the first observation in the clas VIII H at room 16 of SMPN 16 Semarang at 07.00 – 08.30 a.m. the material of the study was about “a few and little” and “some and any” based on their text books.
6. On Tuesday 7th November 2017, the writer did the second observation in the clas VIII H at room 16 of SMPN 16 Semarang at 10.15 – 11.30 a.m. the material of the study was about “a few and little” and “some and any” based on their text books. The method of the giving material by group discussion. The writer observed about 20 students who look anixious in speaking English. There were some factors that influence the students.

7. Then the writer did the interview in the class, the interviewee were eleven students by the result of observation. The technic of the interview were by recording, one-on-one, using Indonesian Language. The locating of interview was the corner of the class, the writer called the students one on one. Duration each interviews were five minutes. There were differences between each students when doing interviews.
8. On Friday 10th November 2017, the writer took research letter from SMPN 16 Semarang as the proof that have finished to do observations and interview in SMPN 16 Semarang.

B. Data Description

The data were gathered through structured interview with the participants who considered to be anxious in English classroom observation. The table below is a data display compiled from the interview. It showed what factors that might contribute to the students' anxiety.

C. The Result of Observation

Table 4.1

Factors Contributing to Anxiety

Factors contributed to Anxiety	Signs
Speaking activities: speaking in front of the class, being called on by teacher or waiting turn, did not know how to answer teacher's question, worried about grammatical mistake and worried about pronunciation.	Avoidance; lack of eye contact, pretend to be busy by reading a book or writing a note, refuse teachers instruction to practice. Physical: fidgeting,

	stuttering, stammering, lowering the voice, speak too much fast and sweating.
Ridiculed by others	Physical; Lose focus, fidgeting, lowering the voice, squirming, stammering, stuttering, jittering, and sweating or smiling, laughing to cover anxiousness.
When teacher delivered a lesson: incomprehensible input, teacher speak too much fast, fear of getting left behind.	Avoidance; showing carelessness, lack of eye contact, chatting with peers, Physical; fidgeting, confusing, worried.

Based on the table 4.1, it showed that students might feel anxious at some situations. Students were mostly anxious in speaking activities such as speaking in front of the class, being called on by the teacher or waiting turn to speak. They also worried about grammatical and pronunciation mistake.

It also revealed that students often laughed at student who made a mistake. Some students appeared to be anxious when their peers ridiculed them. Further, it also appeared that students might feel anxious when the teacher delivered a lesson. They began to feel uneasy when did not understand the lesson.

And the table below was a data display compiled from interviewed the students.

D. The Result of Interview

Table 4.2

Factors Contributing to Anxiety

Interviewee	**Participants Answers/ Factors Contribute to Anxiety**
1st interviewee	Ridiculed by peers, limited vocabulary, studying less, asked by the teacher, unclear explanation, asked to speak in front of the class, explain mostly in Englishunannounced test, threatening attitude.
2nd interviewee	The teacher mostly using English, ridiculed by peers, the way teacher acts and behave,asked by the teacher, unclear explanation, ignored by the teacher, getting left behind, studying less, do not understand what teacher said,
3rd interviewee	Being called by the teacher, asked by the teacher to speak in front of the class, having turn to speak, unclear explanation, ridiculed by peers.
4th interviewee	English is difficult, do not understand what teacher said, explain

	too fast, speak in front of the class, ridiculed by peers.
5th interviewee	Ridiculed by peers, asked to speak in front of the class, limited vocabulary, English is difficult.
6th interviewee	English is difficult, feel other students are better, explain too fast, unclear explanation, asked to speak in front of the class, ridiculed by peers, studying less,
7th interviewee	English is difficult, speak in front of the class, ridiculed by peers.
8th interviewee	Being called by the teacher, asked to practice, do not understand what teacher said, ridiculed by peers.
9th interviewee	English is difficult, do not understand what teacher said, ridiculed by peers.
10th interviewee	Suddenly asked by the teacher, unclear explanation, fear of being ridiculed by others, feel other students are better, limited vocabulary, English is difficult, threatening attitude.
11th interviewee	Unclear explanation, explain too fast, getting left behind, speak in front of the class, ridiculed by peers.

Based on the table 4.2, it shows that unclear explanation and speaking activities were the aspects that bothered the participants most about English classroom. They also spoke of their fear of making mistake and

being ridiculed by peers. Further/ then, when asked why feel so anxious, the participants responded that they feel anxious when do not understand what teacher said and do not prepare enough. Again, they also spoke fear of being ridicule by peers so they became anxious. Moreover, they thought that they feel anxious because only had limited vocabulary and grammar knowledge. They also felt that other students are better than them.

While asked how people react if someone make a mistake, they all responded that their peers will laughed. The writer also examined the participants' beliefs about English language. Most of the participants also admitted that English was difficult. They thought that they need to know every word to understand what being said in English. They also thought that other students were better than them.

Further, the participants also asked how teacher influenced their feelings. They responded that the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. Last, the participants suggested that the teacher should teach more slowly and comprehensible by using English moderately. They also wanted the teacher to encourage them and not forced them to practice. Moreover, they argued that a group learning and an extra time to absorb the lesson would be very helpful.

E. Discussion

The findings suggested several factors that possibly contribute to the students' anxiety in their English class. It also indicated that those factors were not only come from teacher but also the students. Based on the findings the factors that contribute to anxiety could be classified as follows:

1. Factors Contribute to Anxiety comes from Teacher

a. Speaking in front of the class

Most of the participants responded that they were very concerned about having to speak in front of the class. They frequently answered that

they started to worry when their teacher asked them to practice their speaking infront of the class. While the other said that they started to panic when have to speak English.

It came from 1th interviewee that says *"My feeling that i can't speak English is panic. If i don't know the meaning".*

5th interviewee says "*When my teacher asks me to come forward in front of the class, i usually feel nervous and sweaty of my body. Really that make me shy and panic. Because i can not translate into English and lack of vocabulary".*

Many also commented that they get anxious when suddenly teacher asked them the question. One student reported that just simply being called on can produce anxiety. For the other example there was student felt uncomfortable with the teacher when teaching in the class.

"Sometimes factors also come from the teacher, when explain the material is unclear, and also the teacher asks students to come in front of the class. It makes me afraid when speaking English in front of the class. The other words, the teacher is too fast when teaching in the class. It make me confused and did not understand about English." (6th Interviewee)

"Of course teacher gives some effects for me. Because when my teacher asks me to come forward the class i'm shy with my friends and i'm also afraid to read English book." (6th Interviewee)

Moreover, some of the participants confessed that they felt uneasy because all of the students pay attention to them. They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge.

For example is *"Actually English is not difficult, but it is easy. It is more difficult than Mathematic lesson. But, in English learning come from teacher's factor. When learning student is unclear. Then about vocabulary is so difficult to me. I don't know the meaning of vocabulary." (*3th Interviewee)

"Yeahh...English is difficult. Sometimes if my teacher asks me to translate into English, i do not understand. Because i'm lack in vocabulary." (7th Interviewee)

"English is difficult if we do not know the vocabulary." (8th Interviewee)

During observation it also found that students appeared to be anxious when speaking in front of others. Some of them lowered their voices or read faster to avoid the teacher correction. While several other were likely to avoid their teacher by pretended to be busy writing a not or read a book. Few even refuse the teacher's instruction to practice their speaking skill in front of the class in an effort to avoid humiliation or embrassment of being called to speak. It ever happened in the classroom.

The interviewee said *"Yeahh..when my teacher asks me, i don't understand. I'm so panic. And my teacher asks me to come forword in the class. But i refuse her because i'm so afraid and shy when speaking English in front of the class."*

Similar result was found by lizuka (2010) that students experienced anxiety in some contexts. One of the contexts is speaking in front of the class. These finding is also consistent with Koch and Terrel, as cited in Oxford (1999) that oral presentation is the most anxiety producing activities. He added that being called on to respond orally was also anxiety producing. Horwitz *et al*. (1986) also noted thats students are very self-

conscious about speaking foreign language in front of others students, those feeling often lead to fear or even panic. Moreover, according to them difficulty in speaking in groups or in public are all manifestations of communication apprehension.

b. Incomprehensible input

According to the participants, unclear explanation may also contribute to their anxiety in speaking English. The interview indicated that most of the participant get so bothered when they do not understand a lesson. They told that they started to feel uneasy when they do not understand what teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure.

"When teching in the class sometimes the teacher explains too fast. So, i hope she does not teach so fast. And also my friends do not laugh too much when i speak English." (7th Interviewee)

Many complained that the teacher spoke too much fast. In addition, other also felt that the English class moved so quickly. Several other participants reported that they often feel intimidated when the teacher only using English when giving a lesson. One replied that he got so annoyed when he did not understand a lesson. The other one also admitted the an extra time would be very helpful for him to digest the lesson.

Moreover, the result of the observation revealed that some students looked confused when the teacher gave a lesson. A few even showed carelessness by chatting with their friends next to them or drawing something maybe to reduce their anxiousness.

"My friends are noisy. They like chatting in the class and there are my friends sleep in the classroom". (8th Interviewee)

According to Horwitz *et al*. (1986) difficulty in listening to or learning a spoken message are manifestations of communication apprehension. Worde (2003) also noted that incomprehension provoked considerable amount of anxiety. Moreover, similar result was found by Iizuka (2010) that difficulty in following teachers' talk leads to anxiety.

c. Teachers' personality and attitude

The two previous factors discussed, speaking in front of the class and incomprehensible input, both indicated that it was clear that teacher had played significant role in the amount of anxiety. However, other factors mentioned by the participants were also appeared to be generated by teacher. There was student uncomfortable with teacher's attitude.

For example is *"Hmm..sometimes i feel better when studying English. Because the teacher explains the students. But sometimes teacher asks student one by one. And teacher always gives some questions, but teacher does not help the students to answer the questions, sometimes teacher is angry in the class. It makes me uncomfortable in the front of class."*

"Sometimes the teacher makes me nervous if she gives some questions. I usually can not answer the question. So, it makes my teacher angry to me." (8th Interviewee)

Some participants reported that they got anxious when teacher overly criticized students' mistake. It made them feel very intimidated. They also commented that they started to feel uncomfortable or worried when suddenly the teacher gave them a quiz or a test. Furthermore, they suggested that teacher should show their empathy and encouragement to their students.

Few other students complained that the teacher sometimes showing apathetic attitude. One told his experience that one day he asked about a

lesson but the teacher just ignored him. The teacher ordered him to ask his friend instead of answer the question. The other one told similar story. The teacher did not want to repeat the explanation. He added the teacher refused him did not hear the explanation sothe teacher refused to repeat.

Price (1991) noted that some teachers had increased students' anxiety. These findings were also consistent with Oxford (1999) who classified the most important teacher-learner interaction related to speaking anxiety into three issues such as harsh correction, ridicule, and the uncomfortable handling of mistake in front of the class. Similar result were found by Worde(2003)that some pedagogical and instructional practices brought by the teacher can lead to anxiety.

2. Factors Contribute to Anxiety comes from Students

a. Being laughed at by others

Another factors that played great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher. They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by others or making fool of themselves in public.

There were students being laughed at by others. It came from the students when speaking English in front of the class.

From the intervewee *"When i will speak English in the class, i'm shy with my friends. Because sometimes they laughed when there are the students speaking English."*

Moreover, some of them had painful memories of being ridiculed by other students. They admitted that their peers often ridiculed or even sometimes shouted at them if they make a mistake. It just simply makes them lose their focus and feel so embarrassed. This finding also indicated that is why they get so nervous when had to speak in front of the class.

"My friends often ridicule me if i come forwand in front of the class. Infact i do not know they can speak English fluently or not".(10th Interviewee)

In addition, this finding is supported by the result of observation that indeed most students were likely to laughed at their peers when he or she made a mistake. The worst thing was the students who made a mistake just started to lose their focus.

Their mind went blank and remained silent for a moment. They fidgeting, squirming, stammering, or suttering. They looked so disturbed, worried, and even sweating. While some of them just smiled or also laughed to cover their anxious feeling.

Similar result was found by Price (1999) that fear of being laughed at by others as one of the greatest sources of anxiety. Moreover, this finding was also consistent with Oxford (1999), he noted that ridiculing was one of the most important issue related to speaking anxiety.

b. Students' beliefs about speaking

Certain beliefs were also found as factor a that contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Many of the participants felt that speaking English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were better way than them. In other words they had a low self esteem.

"English is difficult, sometimes it is understandable if i know the vocabulary. But, i can not speak English. That is very difficult to me". (10th Interviewee)

Furthermore, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with their vocabulary. They believed that in order to understand what were being said in English they must understand every word.

Moreover, during observation it was also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do.

These findings were consistent with Horwitz *et al.*(1986) that certain beliefs about speaking also contribute to the students' tension and frustation in the classroom. In addition, Price (1991) found that anxious students believed their language skill were weaker than any other students. He added that unsuccessful language lerner often have lower self-esteem than successful language learner. Similar result was found by Marwan (2007) that lack of confidence is one of the primary causes of students' anxiety.

c. Lack of preparation

The findings indicated the lack of preparation was also factors that contribute to the students' anxiety. Few admitted that they usually get very anxious when they did not prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less.

For example was the 5th interviewee "*Yeahh English is so difficult. Sometimes i can not translate an English when my teacher asks me to do infront of the."*

Similar result was found by Marwan (2007) that lack of preparation was the major contributor of students' anxiety. In addition, Iizuka (2010) also found that participating in class without enough preparation often lead to anxiety.

3. Factors Contributing to Anxiety comes from Environment

In addition to student characteristics or endogenous factors, external factors can also affect student learning. In this case, Shah (2003) explains that the external factors that influence learning can be classified into two groups, namely social environmental factors and nonsocial environmental factors.

a. Social environment

1. Social environment of society. The environmental conditions of the community in which the student resides will influence the student's learning. Slum student environments, many unemployed and neglected children can also affect student learning activities, at least students have difficulties when learning buddies, discussions, or borrowing learning tools that they do not have.
2. Family social environment.

   This environment greatly affects learning activities. Family tensions, parental attributes, family demography (house location), family management, all can have an impact on student learning activities. Relationships between family members, parents, children, siblings, or harmonious siblings will help students learn well.

   From the interviewee *"i can not speak English because my family do not ask me to be able speak English. So, i'm uncomfortable when studying English".*

3. School social environments, such as teachers, administration, and classmates can influence a student's learning process. A harmonious relationship between the three can be a motivation for students to learn better in school. Then educators, parents, and teachers need to pay attention and understand the talents of their children or learners,

among others by supporting, developing, and not forcing children to choose a department that is not in accordance with his talent.

"Yes, sometimes my friends are noisy and they disturb me when study. So, the condition of classroom is uncomfortable to me." (11^{h} Interviewee)

Sometimes the students feel class room condition is uncomfortable. This came from the interviewee statement

"When i'm studying English in the class i feel uncomfortable, because my friend is too noisy, then there are students sleep in the class. That make me uncomfortable in the classroom.

b. Non-social environment.

Factors that include nonsocial environment are:

1. The natural environment, like the fresh air conditions was not hot and cold, the light was not too strong or not too weak or dark, the atmosphere was cool and calm. The natural environment is the factors that can influence student learning activities. Conversely, if the condition of the natural environment does not support, the learning process of students will be hampered.
2. Instrumental factor, namely learning devices that could be classified two kinds. First, hardware, such as school buildings, learning tools, learning facilities, sports field and so on. Secondly, software, such as school curriculum, school rules, guidebooks, sillaby, and so forth.

"Maybe if there are group discussion, it makes me spirit in studying English. Because we can study with our friends". (11th Interviewee)

Factor of subject matter (taught to students). This factor should be adjusted to the age of the student's development, as well as the teaching method of the teacher, adapted to the conditions of student development. Therefore, for teachers to make a positive contribution to student learning activities, the teacher should be dominated learning materials and teaching methods that can be applied in accordance with students' condition.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions of the study, implications and some recommendations. These conclusions of the study are built up based on the data analysis, which was discussed in Chapter 4 of this research report. Implications offer some suggestions for the teachers and the students. Some recommendations are provided in order to give information as well as guidance to conduct further research concerning the same field or issue. Finally, this recommendations are addressed to those who are interested in exploring students' anxiety in speaking English in the context of EFL.

A. Conclusion

Studies of speaking anxiety focusing on either both college or high school level and showing clear and convincing evidence of the causes of students' anxiety in speaking English. According to the students there were various factors that contribute to their anxiety. There are at least seven factors which were found in this study, they were speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students' beliefs, lack of preparation, environment. The sources of these factors were not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of speaking anxiety.

The experiences of the students provide a great deal of information about students' anxiety in speaking English. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other words, students can provide valuable information about their anxiety in speaking English. Therefore, it is important to use their insights to create a more relaxing environment.

B. Suggestion

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by both teacher and stakeholders to improve the quality of English teaching and speaking.

Based on the result of this study, there are a number of suggestion can be made to reduce anxiety in English classroom. First, the teacher should be aware of speaking anxiety. This study indicated that teachers' awareness of students' anxiety is insufficient. Therefore, it is necessary to raise teachers' awareness since anxiety is an important factor which affects students' speaking. Good acknowledgement of the existence of students' anxiety in speaking English will absolutely influence the teacher in treating the students properly.

As for the students, they need to get involved to reduce anxiety in classroom. Students should respect each other in order to create a friendly environment. They should help a lower level students when have a difficulty instead of ridiculed them. This would make them feel comfortable with each other. In addition, anxious students should realize that mistakes are a natural part of language learning. Therefore, it should not discourage them in speaking English.

Finally, due to the limitations of the study, further investigation was necessary to explore the students' anxiety in speaking English. Future similar studies with a larger population or different group of students will be useful to give a better understanding of the issue of speaking anxiety. In addition, this study indicated that classroom activities or methods are also important component in making students feel anxious or not. This issue, however, is not spesifically addressed in this present study. Therefore, further investigations about certain approaches or methods that can help reducing anxiety in speaking English are needed.

In line with the topic under discussion, there were two recommendations for further researchers to enhance the richness of aspect related to the

students' anxiety to speak English in the classroom. First, since the number of subject in this study was only limited to one classroom, the future research would be better to be conducted on a larger scale, so that the study gain more perspectives in abroader and various subjects.

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APPENDIX

Appendix 1

Field Observation Notes

Setting : **Class VIII H**
Observer : **Vera Abdillah**
Role : **Observing the subject of research (students of class VIII H SMPN 16 Semarang)**
Date : **06 November 2017**
Duration : **80 minutes**

07.00 - 07.05 : Master enters and opens the class and then greets the students

07.05 - 07.15 : The teacher asks the students to prepare their textbooks on the table. The teacher starts the lesson by asking the students to listen to the lesson in the student manual.

07.15 - 07.23 : The teacher gives material to the students, the material on "a few and little" and "some and any". The teacher gives an example of the material. Teachers begin to give stimulation to the students in order to understand the material being taught by the teacher.

07.23 - 07.33 **:** Teacher asks students to make sentences about "a few and little" and "some and any" and ask the students to come forward.

07.33 - 08.00 **:** Each student progresses to make sentences using "a few and little" and "some and any" in front of the class. There are some students who feel embarrassed and reluctant to come to the front of the class. Then, the teacher calms the students and asks them to come forward. After that the teacher corrects students' answers on the chalkboard. When there are students who are wrong while working, many classmates laugh at each other's friends. But the teacher tries to calm down and correct the students' answers,

08.00 - 08.10 **:** Teacher asks students to ask about "a few and little" and "some and any". If there is anything to ask or if there are students who do not understand. The teacher asks students again about "a few and little" and "some and any" to see how students understand the material.

08.10 - 08.15 : Teacher asks students to form groups for upcoming meetings about "a few and little" and "some and any".

08.15 - 08.30 **:** The teacher closes the learning activities and asks the students to study the material at home to prepare for the upcoming meeting

Field Observation Notes

Setting	**: Class VIII H**
Observer	**: Vera Abdillah**
Role	**: Observing the subject of research (students of class VIII H SMPN 16 Semarang)**
Date	**: 07 November 2017**
Duration	**: 80 minutes**

10.15 - 10.20	**:** The teacher enters and opens the class and then greets the students.
10.20 - 10.35	**:** The teacher asks students to prepare their textbooks on the table. The teacher starts the lesson by asking the students to listen to the lesson in the student manual. The teacher asks the students to gather with the group that was shared yesterday.
10.35 - 10.50	**:** The teacher asks students to create stories that contain the words "a few and little" and "some and any" in the story. The teacher asks the students to determine the different themes in the story, as for the theme that is determined by the students namely; schools, hospitals, playgrounds, markets, homes, malls. After that each group

came to the front of the class to practice the story results of each group.

10.50 - 11.10 **:** Teacher asks student to practice story or result of discussion of each group. There are some groups who are shy when delivering in front of the class. The atmosphere of the class was crowded, because when there is a friend who advanced in front of the class laughed at by students who sit in their respective benches. The teacher keeps calming the students and correcting the results of the discussions practiced by the students in front of the class.

11.10 - 11.20 **:** The teacher asks each of the groups to ask another group about the story that was delivered in front of the class. Then the teacher asks for the work of the student discussion group after advancing in front of the class.

11.20 - 11.30 **:** The teacher closes the learning activities and asks the students to learn the material they have learned at home.

Appendix 2

Transkrip interview siswa

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 1:	Perasaannya ya, sebenarnya kalau tidak tahu arti kadang-kadang cemas, tapi misalnya kalau udah ngerti gitu rasanya santai.	-Cemas -tidak tau artinya	*-In confident* *-Lack of knowledge (vocabulary)*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 1 :	Kadang-kadang sih dari faktor gurunya juga, kadang-kadang kalau jelasin gak enak, kurang paham. Jadinya merasa gelisah, gak enak	-Kurang cocok dengan gurunya -gelisah -kurang paham -bingung pengucapannya	*-external factor from teacher* *-attitude (nervous)* *-teacher instructional* *-lack of english*

	rasanya. Nah, kadang-kadang disuruh maju ke depan. Hehe bingung ngomongnya. Maksudnya cara pengucapannya gimana. Selain itu gurunya kadang jelasinnya pakai bahasa inggris, kan jadi gak ngerti, gak paham juga.		*skills*
Penulis :	Memang apa reaksi orang-orang sekitarmu kalau kamu salah?		
Siswa 1 :	Biasanya tuh kalau reaksi teman itu suka menertawakan, jadi tuh bikin gak percaya diri. Biasanya juga disorakin, bikin malu jadinya. Kalau gurunya ya kadang-	-Ditertawakan teman -malu -gak percaya diri	*-Ridiculed by peers* *-Shy* *-attitude (in confident)*

	kadang senyum aja.		
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 1:	Sebenarnya sih enggak, mudah dipahami sebenarnya, ya lebih susah matematika. Bahasa inggris kadang-kadang ya itu dari faktor gurunya, kadang kurang jelas. Terus kosa katanya kadang-kadang lupa, kadang-kadang juga gak tau.	-Kurang cocok dengan guru -kurang kosa kata -guru kurang jelas ketika mengajar	*-factor external from teacher* *-lack of knowledge (vocabulary)* *-teachers' condition when teaching (external factor)*
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 1:	Ya itu, waktu ditanya saya kurang paham, jadi saya cemas.	-kurang paham -cemas -guru tiba-tiba	*-lack of knowledge* *-attitude*

	Terus jika ada ulangan dan belum dipersiapakan cemas juga, mendadak gitu. Kadang-kadang guru masuk tiba-tiba ulangan, ya takut salah aja pokoknya.	ngajak ulangan -takut salah	*(nervous)* *-instructional teacher (external factor)* *-attitude (anxiety)*
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?		
Siswa 1:	Hmm..merasanya sih baik, soalnya dijelasin, kadang-kadang ditanya satu-satu sambil dijelasin. Tapi mempengaruhi juga, tapi kadang juga guru yang Cuma kasih pertanyaan terus, tapi gak dibantuin.kadang juga gurunya marah. Kan jadi gak enak	-ditanya satu persatu sambil menjelaskan -guru ngasih pertanyaan terus -suasana kelas tidak enak	*-Teachers' personality (external factor)* *-instructional teacher* *-class condition (environment)*

	suasana di kelasnya.		
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 1:	Hmm..seharusnya sih belajar berkelompok aja. Jadi misalkan ada yang gak paham jadi muridnya tanya ke gurunya. Jangan gurunya yang tanya ke muridnya, kadang jadi merasa takut salah. Jadi kalau belajar bersama enak bisa saling tanya dan menjelaskan yang belum paham.	-Belajar kelompok -takut salah	*-Group discussion* *-attitude (internal factor)*

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar		

	bahasa inggris?		
Siswa 2:	Lumayan nyaman tapi kadang merasa gelisah karena tidak bisa	-Gelisah -tidak bisa	*-attitude (internal factor)* *-lack of knowledge*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 2 :	Diajak ngobrol sama temen, kadang-kadang nanya juga gak dijawab sama gurunya.	-Ngobrol dengan teman -tanya guru tdk dijawab	*-Teachers' personality* *- classmates (external factor)*
Penulis :	Memang apa reaksi orang-orang sekitarmu kalau kamu salah?		
Siswa 2 :	Biasanya ketawa gitu kok	-ditertawakan teman	*-Ridiculed by peers*
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 2:	Ya enggak juga kalau artinya tau	Tidak tau artinya	*Lack of knowledge (vocabulary)*

Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 2:	Ya kadang karena kurang kosa kata jadi takut salah	-Kurang kosa kata -takut salah	*-lack of knowledge (vocabulary)* *-attitude*
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?		
Siswa 2:	Ya mempengaruhi sekali, dari sikap ngomong beliau. Kadang kurang jelas dan selalu pakai bahasa inggris	-Guru kurang jelas -selalu pakai bahasa inggris	*-Teachers' personality* *-external factor*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 2:	Seharusnya guru mempunyai	-Permainan dalam kelas	*-Game in English*

	permainan seperti anak PPL pas pelajar bahasa inggris biar gak bosen		*Learning*

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 3:	Menurut saya sih menyenangkan, tapi kadang gak jelas gitu.	-Kurang paham	*-lack of knowledge*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 3 :	Hmm yang mengganggu saat berbicara bahasa inggris tuh kadang gak tau kosa katanya, jadi kalau mau bicara bahasa inggris takut salah.	-Kurang kosa kata - takut salah	*-lack of knowledge (vocabulary)* *-attitude (internal factor)*

Penulis :	Memang apa reaksi orang-orang sekitarmu kalau kamu salah?		
Siswa 3 :	Pada ketawa biasanya. Misalnya ada yang salah ngucapinnya nanti yang lain pada ketawa. Emm padahal kalau disuruh maju ke depannya juga belum tentu bisa hehehe	-Ditertawakan oleh teman	*-Ridiculed by peers*
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 3:	Sulit gak sulit sih karena kalau tau artinya yo gak sulit	-Tidak tau artinya	*Lack of knowledge (internal factor)*
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 3:	Karena saya gak bisa bahasa inggris, jadi kalau bicara bahasa	-Malu -takut salah, -faktor dari	*-attitude (shy, anxiety)* *-family social*

	inggris ya malu dan takut salah. Di rumah juga ga ada yang bisa bahasa inggris kok.	keluarga	*environment*
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?		
Siswa 3:	Kalau guru sih enak aja, kalau saya salah malah dibenerin.	-Guru bikin nyaman	-*Teachers' personality (external factor)*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 3:	Emmm..pengennya sih kalau belajar bahasa inggris yang mudah dipelajari sama teman-teman juga, waktunya juga Cuma sedikit pas belajar. Jadi kurang paham betul.	-Kurang waktu belajar bahasa inggris -kurang paham	-*Lack of time in learning english* -*lack of knowledge*

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 4:	Kalau saya, kadang-kadang menjengkelkan. Karena saya gak bisa bahasa inggris. Bahasa inggris itu susah banget	-Jengkel -bahasa inggris susah	-*attitude (internal factor)* -*English is difficult*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 4 :	Yang ganggu tuh kalau ditanya sama guru, dan saya gak bisa jawabnya. Karena gurunya kalau ngajar cepet banget jadi susah pahamnya.	-Takut ditanya guru -terlalu cepat mengajarnya	-*Teachers' personality,* -*instructional factor*
Penulis	Memang apa reaksi		

:	orang-orang sekitarmu kalau kamu salah?		
Siswa 4 :	Pada ketawa, itu gak enak banget. Orang lagi belajar malah diketawain.	Ditertawakan oleh teman	*Ridiculed by peers*
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 4:	Iya sulit banget pokoknya	Sulit	*English is difficult*
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 4:	Karena susah banget buat paham bahasa inggris.	Susah paham bahasa inggris	*-Lack of knowledge -attitude (internal factor)*
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?		

Siswa 4:	Ya gurunya gak galak sih, tapi kalau salah jawab takut diomelin. Iya jadi susah belajar bahasa inggris	-Takut salah -susah belajar bahasa inggris	*-attitude (internal factor)* *-lack of knowledge*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 4:	Ya dibawa bercanda aja, kalau ada yang salah gak papa, jangan malah diketawain.	-dibawa bercanda saja -jangan ditertawakan	*-School social environment* *-attitude (internal factor)*

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 5:	Apa ya? Rasanya tegang dan panik gitu, takut salah	-Tegang -panik, - takut salah	*-attitude (internal factor)*

	kalau disuruh jawab bahasa inggris		*-panic* *-nervous*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 5:	Waktu disuruh maju ke depan, biasanya sampai keluar keringat di seluruh tubuh. Nah itu bikin tambah malu lagi tambah panik. Takut salah kalau mau maju ke depan. Karena kurang kosa kata bahasa inggris.	-Berkeringat, -malu, -panik, -kurang kosa kata	*-attitude (internal factor)* *-panic* *-nervous* *-lack of knowledge (vocabulary)*
Penulis :	Memang apa reaksi orang-orang sekitarmu kalau kamu salah?		
Siswa 5 :	Disorakin gitu, nah itu yang kadang malah bikin takut, bikin cemas lagi.	-Disorakin, -takut, -jantung berdebar	*-Ridiculed by peers,* *-attitude (nervous,*

	Jantung berdebar takut diketawain.		*anxious)*
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 5:	Iya sulit. Ya kadang gak bisa ngartiin ke bahasa indonesia atau ke bahasa inggris.	-Sulit -tidak bisa mengartikan	*-English is difficult* *-lack of knowledge (internal factor)*
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 5:	Ya itu hmm gimana ya takut salah aja, takutnya ya diketawain temen-temen pas ngomong bahasa inggris.	-Takut salah, -ditertawakan oleh teman	*-attitude (internal factor),* *-ridiculed by peers*
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat		

	belajar?		
Siswa 5:	Iya mempengaruhi, misalnya lagi ngomong bahasa inggris. Trus gurunya ngliatin. Jadi takut salah pas mau ngomong bahasa inggris.	-Diliatin guru, -takut salah	*-Teachers' personality (internal factor)* *-attitude*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 5:	Cara belajarnya ya guru lebih berkomunikasi lagi sama siswanya. Lebih aktif kelas bahasa inggrisnya. Kaya waktu anak PPL ngajar bahasa inggris. Ada game gitu.	-Guru lebih berkomunikasi, -game	*-Teachers' personality,* *-game in learning English*

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 6:	Kalau pas belajar bahasa inggris sih ya biasa aja. Tapi kadang kalau ada tugas gak bisa ngerjainnya. Abis bahasa inggris susah.	-Bahasa inggris susah -Gak bisa ngerjain	*-English is difficult* *-lack of knowledge*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 6 :	Teman-teman terlalu rame suka pada becanda sendiri. Jadi susah kalau dengerin pelajaran bahasa inggris.	-Terlalu rame di kelas -susah dengerin pelajaran bahasa inggris	*-Classmates,* *-school social environment* *-lack of knowledge* *-lack of skill in english*
Penulis :	Memang apa reaksi orang-orang sekitarmu kalau		

	kamu salah?		
Siswa 6 :	Biasanya ketawa kalau ada temen yang salah pas ngomong bahasa inggris.	Ditertawakan oleh teman	*Ridiculed by peers*
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 6:	Sebenernya sih nggak kalau bisa dan tau banyak kosa kata.	Kurang kosa kata	*Lack of knowledge (vocabulary)*
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 6:	Karena kurang belajar, jadi pas dijelasin guru juga gak nyambung. Nah kadang malah blank. Ya cemas aja takut diketawain sama temen-temen.	-Kurang belajar, -cemas, -takut ditertawakan	*-Lack of knowledge* *-ridiculed by peers,* *-attitude (nervous)*
Penulis	Apakah guru kamu		

:	mempengaruhi perasaan kamu saat belajar?		
Siswa 6:	Ya mempengaruhi. Kalau disuruh maju kadang takut gak bisa. Kalau disuruh baca buku bahasa inggris aja takut salah.	Takut salah	*Attitude (internal factor)*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 6:	Gurunya bisa ngejelasin dengan detail dan jangan terlalu cepat, teman-teman di kelas juga jangan terlalu ramai. Biar gampang nerima pelajaran bahasa inggris.	-Guru lebih santai dan jelas lagi - terlalu ramai	-*Teachers' personality*, -*classrooms condition*

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 7:	Malu. Kan susah bahasanya. Tapi malu aja ngomong bahasa inggrisnya.	-Malu -susah	*-attitude (shy)* *-English is difficult*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 7:	Yang ganggu itu pas maju ke depan kelas. Soalnya kalau disuruh baca atau ngomong bahasa inggris itu takut salah. Dan biasanya temen-temen pada ketawa kalau ada yang salah pas ngomong. Kan jadi malu.	-Takut salah, -malu, -ditertawakan teman	*-attitude (internal factor)* *- ridiculed by peers*

Penulis :	Memang apa reaksi orang-orang sekitarmu kalau kamu salah?		
Siswa 7 :	Iya gitu diketawain sama temen-temen.	Ditertawakan oleh teman	*Ridiculed by peers*
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 7:	Iya sulit lah kalau gak tau apa bahasa inggrisnya. Kadang juga kalau disuruh nerjemahin gak paham.	-Sulit -gak paham menerjemahkan bahasa inggris	*-English is difficult* *-lack of knowledge* *-lack of skill in English*
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 7:	Karena saya kurang belajar bahasa inggris, di rumah juga gak ada yang belajarin bahasa	-Kurang belajar, -faktor dari rumah -susah belajar bahasa inggris	*-Lack of knowledge* *-family social environment* *-English is*

	inggris. Jadi susah mau belajar bahasa inggris.		*difficult*
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?		
Siswa 7:	Hmm gak juga kalau ngajar sih enak, tapi gak enaknya kalau disuruh praktek bahasa inggris.	Praktek bahasa inggris	*Lack of English skills*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 7:	Ya pokonya pelan-pelan aja ngajarinnya. Jangan terlalu cepat. Teman-teman juga jangan pada ketawa kalau lagi ngomong bahasa inggris.	-Jangan terlalu cepat, -teman-teman jangan banyak ketawa	*-Teachers' personality, -ridiculed by peers, -classmates, -school social environment*

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 8:	Rasanya sih agak gugup dan takut aja pas kelas bahasa inggris, apalagi kalau disuruh ngomong bahsa inggris.	-Gugup, -takut	*-attitude (internal factor)* *-lack of English skill*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 8 :	Teman-temannya berisik. Suka pada ngobrol di kelas. Kadang juga malah ada yang tidur juga.	-Teman-teman berisik -pada ngobrol di kelas -ada yang tidur di kelas	*-Classmates,* *-school social environment* *- Ridiculed by peers*
Penulis :	Memang apa reaksi orang-orang sekitarmu kalau kamu salah?		

Siswa 8:	Kadang kalau ada teman yang lagi ngomong bahasa inggris diketawain kalau nggak ya dikira sok pinter. Jadi malu kalau mau ngomong bahasa inggris.	-Ditertawakan oleh teman, -malu	*-Ridiculed by peers,* *-attitude (internal factor)*
Penulis:	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 8:	Lumayan sih kalau gak tau kosakatanya.	Kurang kosa kata	*Lack of knowledge (vocabulary)*
Penulis:	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 8:	Karena tidak mengerti. Hmmm dari SD sih gak bisa bahasa inggris. Rasanya takut kalau mau ngomong	-tidak mengerti -takut salah	*-lack of knowledge* *-attitude (internal factor)*

	inggris.		
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?		
Siswa 8:	Guru juga kadang bikin gugup kalau ngasih pertanyaan, biasanya gak bisa menjawab. Jadi takut kalau dimarahin gurunya.	-Gugup, -takut dimarahin guru -guru suka ngasih pertanyaan	*-attitude (internal factor)* *-Teachers' personality,* *-instructional factor*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 8:	Gurunya kalau ngajar jangan pakai bahasa inggris trus kadang pakai bahasa indonesia juga biar cepet dipahamin.	-guru mengajar jangan pakai bahasa inggris terus	*-Teachers' personality* *-instructional teacher (external factor)*

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 9:	Enggak suka. Soalnya bahasa inggris susah.	-susah	*English is difficult*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 9 :	Berisik. Banyak yang becanda. Sama pelajarannya juga kadang-kadang susah kadang-kadang gampang. Udah dijelasin tapi kadang sulit dipahami.	-Berisik, -suka becanda sendiri, -sulit dipahami	*-classmates (external factor) -Ridiculed by peers, -lack of knowledge (internal factor)*
Penulis :	Memang apa reaksi orang-orang sekitarmu kalau kamu salah?		
Siswa 9 :	Takut. Paling ya diketawain. Trus	Takut	*Attitude (internal factor)*

	kalau guru disuruh ngulangi jadi bisa ngikutin gurunya.		
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 9:	Sulit kalau gak tau artinya	-Sulit, -tidak tau artinya	*-English is difficult* *-lack of knowledge*
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 9:	Karena saya kurang kosa kata bahsa inggris, jadi pas mau ngomong bahsa inggris jadi susah.	-Kurang kosa kata, -susah	*-Lack of knowledge (vocabulary)* *-English is difficult*
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?		
Siswa	Kalau saya biasanya	Takut salah	*Lack of*

9:	gak terlalu takut juga sih sama gurunya, tapi sama pelajarannya. Pas disuruh ngomong bahasa inggris takut salah.		*knowledge* *Lack of English skill* *Attitude* *(internal factor)*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 9:	Kalau bisa dibuat kelompok diskusi atau game biar asik pelajaran bahasa inggrisnya.	Kelompok diskusi	*Group discussion*

	Qestions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 10:	Hmmm perasaan saya sih agak gugup	-gugup -takut kalau	*-Attitude* *(internal factor)*

	dan takut kalau disuruh maju di depan kelas.	disuruh maju depan kelas	*-shy* *-nervous* *-lack of knowledge*
Penulis : 	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 10 :	Takut salah sih, karena saya orang indonesia. Saya gak bisa bahasa inggris. Apalagi temen-temen saya suka ngetawain kalau ada yang ngomong bahasa inggris, kan jadi malu.	-Takut salah, -malu	*-Attitude (internal factor)* *-shy* *-nervous*
Penulis :	Memang apa reaksi orang-orang sekitarmu kalau kamu salah?		
Siswa 10 :	Iya gitu sering diketawain sama temen-temen. Padahal gak tau	Ditertawakan oleh teman	*Ridiculed by peers*

	mereka bisa apa nggak ngomong bahasa inggris.		
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 10:	Sulit gak sulit sih, kadang bisa dipahami. Tapi kadang juga susah banget, apalagi kalau disuruh ngomong di depan kelas. Susah banget.	-Ngomong di depan, -sulit	-*Speaking in front of the class*, -*English is difficult*
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 10:	Karena saya gak suka bahasa inggris, jadi saya gak bisa ngomong bahasa inggris.	-Gak suka bahasa inggris,	-*Lack of knowledge* -*lack of English skill*
Penulis	Apakah guru kamu		

:	mempengaruhi perasaan kamu saat belajar?		
Siswa 10:	Gurunya sih asik aja pas ngejelasin, tapi kadang takut kalau disuruh ngomong bahasa inggris, kalau nggak jawab pertanyaan dari bu guru.	-gurunya asik pas ngejelasin -takut ngomong bahasa inggris	*-teachers' personality* *-lack of knowledge* *-attitude (anxious)*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 10:	Temen-temen jangan pada berisik kalau di kelas. Jadi biar sama-sama dengerin pelajarannya.	Jangan pada berisik di kelas	*-Classmates,* *-school social environment*

	Questions	**Descriptive Coding**	**Analytical Coding**
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris?		
Siswa 11:	Iya sebenernya pelajaran bahasa inggris enak, gurunya pas ngajar juga enak. Tapi saya gak bisa bahasa inggris, jadi kadang ngantuk pas pelajaran bahasa inggris.	-Gak bisa, -ngantuk -gurunya pas ngajar juga enak	*-lack of knowledge* *-lack of skill in English* *-attitude* *-teachers' personality*
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa inggris?		
Siswa 11 :	Iya kadang berisik aja sih temen-temen pada ngobrol sendiri, kadang juga ada yang tidur di dalam kelas.	-Berisik, -pada ngobrol sendiri, -tidur dalam kelas	*-School social environment* *-external factor*
Penulis :	Memang apa reaksi orang-orang sekitarmu kalau		

	kamu salah?		
Siswa 11 :	Kalau salah ngomong bahsa inggris kadang pada ketawa, kan jadi malu dan takut salah jadinya.	-Malu, -takut salah, -ditertawakan oleh teman	*-attitude (shy)* *-ridiculed by peers* *-lack of knowledge* *-anxious*
Penulis :	Apa menurut kamu bahasa inggris itu pelajaran yang sulit?		
Siswa 11:	Iya lumayan sulit sih, karena kadang susah buat dipahami.	sulit	*English is difficult*
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?		
Siswa 11:	Karena saya gak bisa ngomong bahasa inggris, saya juga jarang belajar bahasa inggris, dan kurang juga kosa kata, jadi kalau disuruh	-Takut salah -jarang belajar bahasa inggris -kurang kosa kata	*-lack of knowledge* *-lack of Englsh skill* *-Lack of vocabulary*

	ngomong inggris takut salah.		
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?		
Siswa 11:	Kalau guru sih malah mendukung biar bisa ngomong bahasa inggris.	Guru mendukung	*Teachers' personality*
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?		
Siswa 11:	Mungkin kalau sering diadakan kelompok belajar jadi pada suka belajar bahsa inggris, atau khusus buat belajar bahasa inggris.	Kelompok belajar bahasa inggris	*English group discussion*

APPENDIX 3

ResultAnalytical Coding

INTERNAL FACTORS				**EXTERNAL FACTORS**	
Attitude	**Lack of knowledge**	**Ridiculed by peers**	**Teachers' personality**	**Environment**	**Classmates**
Cemas	Tidak tau artinya	Ditertawakan teman	Kurang cocok dengan gurunya	Suasana kelas tidak enak	Teman-teman berisik pas pelajaran
Malu	Bingung pengucapannya	Disorakin teman pas maju di depan kelas	Guru kurang jelas ketika mengajar	Faktor dari keluarga tidak mendukung	Suka bercanda sendiri
Gak percaya diri	Kurang kosa kata		Kurang paham	Dibawa bercanda saja	Asik ngobrol dengan teman sebangku
Takut salah	Tidak bias		Guru tiba-tiba ngajak ulangan	terlalu rame di kelas	

Kurang paham	Tidak tau artinya		Ditanya satu persatu sambil menjelaskan	Ada yang tidur di kelas	
Jengkel	Kurang waktu belajar bahasa inggris		Guru ngasih pertanyaan terus		
Takut ditanya guru	Bahasa inggris susah		Tanya guru tidak dijawab		
Tegang	Sulit		Guru selalu pakai bahasa inggris		
Panik	Susah paham		Guru bikin nyaman		
Berkeringat	Tidak bisa mengartikan		Guru terlalu cepat mengajarnya		
Jantung berdebar	Gak bisa ngerjain		Guru suka ngeliatin		
Gugup	Gak paham menerjemahkan bahasa		Guru lebih berkomunikasi		

	inggris				
Takut kalau disuruh maju depan kelas	Kurang belajar		Guru lebih santai dan jelas lagi		
Gak suka bahas inggris	Susah praktek bahasa inggris		Guru suka ngasih pertanyaan		
Takut ngomong bahasa inggris	Jarang belajar bahasa inggris		Guru asik pas ngejelasin		
Ngantuk			Gurunya pas ngajar enak juga		
			Guru mendukung siswa		

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Lampiran : -
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Kepada Yth.
Kepala SMP N 16 Semarang
di Semarang

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

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Pembimbing	:1. Anis Sundusiyah, M. Pd., M.A. 2. Sayyidatul Fadlilah, M.Pd.

Mahasiswa tersebut membutuhkan data-data dengan tema/ judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset pada tanggal 03 November 2017 sampai 10 November 2017.
Demikian perhatian dan kerjasama Bapak/Ibu/Sdr, disampaikan terima kasih.
Wassalaamu'alaikum Wr. Wb.

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" STUDENTS' ANXIETY IN SPEAKING ENGLISH (A Case Study at 8th Grade of SMP N 16 Semarang).

Adapun pelaksanaannya telah dilaksanakan tanggal 3 s.d. 10 November 2017.

Demikian keterangan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 10 Nonember 2017
Kepala Sekolah

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The Researcher,

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