

**AN ANALYSIS OF STUDENTS' ANXIETY
IN SPEAKING ENGLISH
(A Descriptive Study of Second Grade Students at SMP Negeri 08 Lebong)**

THESIS

**This thesis is submitted to fulfill the requirement for 'Sarjana'
degree in English Language Education**



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Assalaamu'alaikum Wr. Wb.

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **KARTIKA MARYANI** yang berjudul "**AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH (A Descriptive Study of Second Grade Students at SMP Negeri 08 Lebong)**", sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan kami ajukan, terima kasih.

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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing her thesis entitled **“An Analysis of Students’ Anxiety in Speaking English (A Descriptive Study of Second Grade Students at SMP Negeri 08 Lebong)”**.

This thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English *Tadris* Study Program of Institute College for Islamic Studies (IAIN) Curup. The researcher realized that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being better in the future.

Finally yet importantly, the researcher hopes this thesis will be useful to those who are interested in this field of study.

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THE STATEMENT OF OWNERSHIP

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State the thesis under the title "**AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH (A Descriptive Study of Second Grade Students at SMP Negeri 08 Lebong)**", is origin and never proposed to get scholarship in IAIN Curup. So, never do the other university.

This statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with is regulation.

Curup, August 2019

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MOTTO AND DEDICATION

“Don’t let anyone rush you by their timelines because everyone has own timelines”

“Anything you do today will show who you are in several years later”

“Just believe in Allah’s fate”

This research will never accomplish with no many hands. By saying “Alhamdulillahirobbil’alamin” this thesis is dedicated to:

- ❖ My beloved parent, mother (Sahada Tul’aida) and father (Catur Sugito) thanks a million for every single things you gave to me. I believe that without your prays i will not come to this point. Thank you so much for loves, cares, support, and lessons that you give until now. I really love both of you.
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In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled “**An Analysis of Students’ Anxiety in Speaking English (A Descriptive Study of Second Grade Students at SMP Negeri 08 Lebong)**”. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. There are many people who helped me in many ways, because of that, I greatly debted to:

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7. All lectures and staff of IAIN Curup, the researcher would like to say thank you very much for the beneficial knowledge, insight and their unconditional supports.
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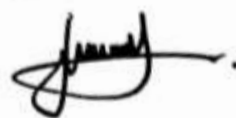
The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable.

May Allah SWT gives the best reward and bless us. Aamiin ya robbal'alamin.

Wassalaamu'alaikum Wr.Wb.

Curup, 20 August 2019

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ABSTRACT

Maryani, Kartika. 2019. *An Analysis of Students' Anxiety in Speaking English* (A Descriptive Study of Second Grade Students at SMP Negeri 8 Lebong)

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Henny Septia Utami, M.Pd

This research was about An Analysis of Students' Anxiety in Speaking English of Second Grade Students at SMP Negeri 8 Lebong. This research was designed as a descriptive research with quantitative approach, which focused on the types of anxiety in speaking English, the cause of the students' anxiety, and how the students overcome the anxiety in speaking English. The subject of this research was the second grade students at SMP Negeri 08 Lebong. The purposes of this research were to find out the types of anxiety in speaking English, the cause of the students' anxiety, and how the students overcome the anxiety in speaking English. The technique of collecting the data was questionnaire. The result of this research; (1) The types of anxiety of the students of SMP Negeri 08 Lebong have are state anxiety and trait anxiety. (2) the factors that cause the anxiety of the students in speaking English are personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, Classroom procedures and Language testing; (3) The students have some ways to overcome their anxiety in speaking English. There were five strategies that used by the students. They were preparation, relaxation, positive thinking, peer seeking, and resignation. Based on the result of this research, the students are expected to be better in speaking English. The students are hoped to avoid anxiety in speaking English, because the students who are in speaking class must improve the speaking without anxiety.

Key words: *Analysis, Anxiety, Speaking English*

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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research questions, the objective of the research, delimitation of the research, operational definition, the significance of the research, and the organization of paper.

A. Background of The Research

Language is system that is has elements which is structured to code the meaning. Human beings can communicate with each other by language. People are able to exchange knowledge, opinions, beliefs, wishes, commands, thanks, promises, declarations, feelings and so on. English language is one of the most spoken languages in the world (that is spoken in 101 countries according to ethnologue: language of the world, eighteenth edition). In many nations, English is not only used as an official language, but also influence on many different cultures in a large number of countries; it is the central language of communication in the world-wide.¹ It is clearly present when a plenty of people in a country speak English as the first language such as in the United States of America, Canada, Britain, Australia, New Zealand, South Africa, and others.² So, English language is a language which have used in big countries around the world.

The expansion of the English language has rapidly improved the needs to gain better communication English throughout the world because the aptitude to use English is very

¹ Susanna A, *the International Journal of English Language Education; Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos*, (Macrothink Institute, Vol.1, No.1, 2013)

² Braine G, *Teaching English to the World: History, Curriculum, and Practice*, (Hongkong: Chinese University of Hongkong, 2005), p. 12.

much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds.³ A study which have carried out by Ton and Pham,⁴ identify that the English language is basically used as an international language for communication among people from different language backgrounds in all parts of the world. In the same vein, English language is a global language which can be used for communication with native-speakers and non-native-speakers in the worldwide.

According to David Graddol, there are two billion people speaking or learning English within a decade.⁵ So, speaking English is very significant. By knowing and understanding English, people will be able to connect many people from every country based on how many people speak English. People from different country who previously have the difficulties to communicate due to language difference can speak freely and communicate well now because there is English as language to unite people. Because how significant English is, right now many people start to learn it. As a foreign language in Indonesia, English is learned seriously by many people to acquire a good prospect in the community of international world. Recently, English becomes significant. Since it is significant, English is taught widely at formal school and even at outside school such as course.

Being able to speak English well is important. Every student has different psychological condition; several students can speak confidently in front of the class

³ Hashemi M, *The Journal of Procedia: Social and Behavioral Science: Language Stress and Anxiety Among The English Language Learners*, (Vol. 30: 1811-1816, 2011).

⁴ Ton N. N. H & Pham H, *Vietnamese Teachers' and Students' Perceptions of Global English: Language Education in Asia* (Vol. 1: 48-61, 2011).

⁵ David Graddol, *The Future English: A Guide to Forecasting the Popularity of the English Language in the 21st Century* (London: The British Council, 1997) p. 11.

while some cannot. One of problems the students face is whenever they try to speak English, they feel nervous. They also feel fear whenever they are going to perform their ability in speaking English. These conditions are called anxiety. Anxiety is the state of feeling nervous or worried that something bad is going to happen. Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly. In simple words, anxiety is usually associated with unpleasant feelings and is similar to fear.⁶ Emotion and physic stress can cause the students feeling of anxiety. Students may have anxiety reaction which interfere their ability to speak English confidently in a class. Many people often said that speaking is an anxious activity especially when students should speak in front of class and speaking is the most anxiety-provoking language skill in foreign language in learning situation.

Everyone sometimes has different type of anxiety. It relates a pattern of physiological and psychological reactions like feeling of stress and emotions. It is considered as an uncomfortable state that leads to create avoided behaviors. It can also be defined as a specific emotion which is necessary for individual to prepare him/herself for potential danger and threatening situations. Many sources can cause anxiety situation in students' psychology. This situation happens because of many factors, one of the reason is the students unconfident to speak in front of others. It blocks students to

⁶ Lader Malcom H, *The Nature of Clinical Anxiety in Modern Society* (Vol. I, 1975).

achieve goal in learning. Anxiety has been shown as debilitating effect on learning and achievement.⁷

Based on the definition of anxiety above, the researcher chose SMP Negeri 08 Lebong due to it is one of favorite school in Lebong and based on pre-observation which the researcher did in several schools. Three others favorite school in Lebong are SMP Negeri 01 Lebong, SMP Negeri 05 Lebong, and SMP Negeri 6 Lebong. But the researcher chose SMP Negeri 08 Lebong to be investigated because the anxiety occurred to the most of the students of SMP Negeri 08 Lebong when they are speaking English in English lesson especially in speaking activities, and the teacher of SMP Negeri 08 Lebong has implemented speaking at English lesson regularly. Then, second grade students was chosen by the researcher as the sample of the research, because in first grade they did not get speaking, so the researcher chose second grade students who have gotten speaking at English lesson. After the researcher did pre-observation on second grade students in SMP Negeri 8 Lebong and the researcher found the problem when they were perform their speaking and the problem was anxiety. It could be seen when they perform their speaking skill in front of class, for instance they feel nervous, anxious, hesitate, affraid to answer the question from teacher, and so on. In addition, the teacher explained that several students had a problem in performing speaking skill. The problem which explained by teacher refer to the characteristic of anxiety.⁸ Based on the phenomenon which described above, the researcher want to know the type of anxiety,

⁷ Tobias S, *Anxiety and Instruction*. In I. G Sarason (Ed.), *Test Anxiety: Theory, Research, and Applications* (Hillsdale, NJ: Erlbaum, 1980) p. 289-310.

⁸ English teacher of SMPN 08 Lebong, interviewed on April 2018.

the factors which cause the anxiety, and strategies to overcome the anxiety. Therefore, a description study entitled “AN ANALYSIS OF STUDENTS’ ANXIETY IN SPEAKING ENGLISH AT SMP NEGERI 8 LEBONG”.

B. Research Questions

Based on the explanation which has presented above, the researcher states the problems of this research are:

1. What are the types of students’ anxiety in speaking English at second grade students of SMP Negeri 08 Lebong?
2. What factors cause the anxiety in speaking English at second grade students of SMP Negeri 08 Lebong?
3. How do the students overcome the anxiety in speaking English at second grade students of SMP Negeri 08 Lebong?

C. The Objective of the Research

This research aims at finding the answer to the questions stated in the problem statements. Thus, the objectives of the study are:

1. To determine the type of students’ anxiety in speaking English at second grade students of SMP Negeri 08 Lebong.
2. To find out the factors that cause students’ anxiety in speaking English at second grade students of SMP Negeri 08 Lebong.

3. To unfold their ways to overcome their anxiety in speaking English at second grade students of SMP Negeri 08 Lebong.

D. Delimitation of The Research

On this research, the researcher limited some points which will be investigated are type of students' anxiety in speaking English, factors that cause students' anxiety in speaking English, and ways to overcome the anxiety in speaking English.

E. The Definition of Key Term

1. Students' anxiety

Students' anxiety in this research is anxiety that students feel in the class when learning English language. Anxiety is feeling of worries or jittery for something that will happen. According to Scovel, anxiety is described as a state of apprehension, a vague fear that is only indirectly associated with an object.⁹ In this research, the student's anxiety means the anxiety that occurred when the students are speaking English.

2. Speaking English

Speaking English in this study means the ability to use English as foreign language to talk about something, to have conversation, or to mention or describe something. Speaking based on David Nunan is described as the ability to express

⁹ Scovel T, *The Effect of Affect on Foreign language Learning: A Review of Anxiety*, (The Modern Language Journal Vol. 76 (1), 1978), p. 14-26.

oneself in the situation, or situation in precise words, or the ability to express a sequence of ideas fluently.¹⁰ The researcher means to investigate the anxiety of the students when they have conversation in English or express their idea in English.

F. The Significance of The Research

The result of this research hopefully will be useful for the followings:

a. For the students

By this research, the students can figure out the factors that cause them to feel anxiety in speaking English, type of their anxiety, and how to overcome the anxiety in speaking English so that they can speak English better.

b. For the teacher

By this research, the teacher can know factors that cause students' anxiety in speaking English and type of their anxiety so they can find the way to lessen the causes that can make students be able to decrease their anxiety feeling.

c. For the next researcher

For the next researcher, this research can be one of their source if they are studying anxiety in speaking English.

G. The Organization of Paper

This section provides the paper organization from chapter one until chapter five. Chapter I is Introduction. It contains of background of the research, research questions,

¹⁰ *Ibid*

the objectives of the research, delimitation of the research, operational definition, the significance of the research, and systematic of the research. Chapter II deals with review of related theories. Chapter III is Research Methodology. It deals with type of the research, subject of the research, technique for collecting data, and instrument of the research. The analysis of the collected data would be done thoroughly in chapter IV, which provides the findings and discussions. Finally, the researcher concluded all the results of the analysis which are provided in chapter V that contains of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter consists of several theories that related to this research and some review of related findings.

A. Review Of The Related Theories

1. Anxiety

a. 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 researcher. According to Carlson and Buskist, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.”¹¹ Furthermore, 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.¹² It means that people are naturally feels anxious when they are threatened. While

¹¹ Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 570.

¹² Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

according to Ormrod, anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.¹³

Although anxiety and fear sounds similar, both are actually different. Halgin and Whitbourne 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 uneasiness about the possibility of something terrible might happen.¹⁴ Furthermore, according to Barlow, as cited in Passer and Smith, 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.¹⁵

Based on the definitions 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.

b. Types of Anxiety

Several kinds of anxiety have been described. Two of the most well-known is *state anxiety* and *trait anxiety*. Anxiety that arises when confronted 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

¹³ Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), p. 401.

¹⁴ Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, (New York: McGraw-Hill, 2007), p. 148.

¹⁵ Passer and Smith, 2009, *loc. Cit.*

feeling of anxiety elicited by a threatening situation.”¹⁶ It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling which disappears when threatening situation goes away.

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is called *trait anxiety*. According to Ormrod, “trait anxiety is pattern of responding with anxiety even in nonthreatening situations.”¹⁷ 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 irrespective of the situation he/she is exposed to.

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

¹⁶ Ormrod, 2011, *loc. Cit.*

¹⁷ *Ibid.*

c. Symptoms of Anxiety

There are several physical symptoms of test anxiety.¹⁸ They are sweating, shaking, rapid heart beat, dry mouth, fainting, nausea, “butterflies” in the stomach, and physical illness. The symptoms are not only can be shown with the physical condition, but also in cognitive and behavioral symptoms.¹⁹ They are fidgeting, avoidance, substance abuse-using “downers” such as prescription, medications and alcohol, “blanking” out answers to the test, negative self-talk, trouble concentrating, and racing thoughts. The symptoms above usually confronted by students when learning English or following a test.

The other effect is for students’ emotional, such as depression, low self-esteem, anger, hopelessness, helplessness, frustration, and fear.²⁰ In addition, form of anxiety can appeared in various forms. Dixon in his book “Understanding Anxiety Problems”, mentioned that there are several signs of anxiety that showed by anxiety symptoms involve in our body, mind, and behaviour. The symptoms are:

1. Our Body

Someone who feels anxious to face something is usually visible by the signs. Those signs are breathing becomes more rapid, heart beat speeds up, feel dizzy and light-headed, get “butterflies” in stomach, feel sick and need a toilet, the

¹⁸ Webb Lisa and Amy Miller in Vera’s Thesis, *A Study on English Students’ Anxiety in Doing TOEFL as a Requirement of Graduation in STAIN Curup*. (Curup: English Tadris Study Program STAIN Curup, 2017), p. 17.

¹⁹ *Ibid*.

²⁰ *Ibid*, p. 18.

mouth becomes dry and it feels difficult to swallow, feel sweat more, and feel “jittery” or “jumpy”.

2. Our Mind

When someone gets anxiety, they feel frightened, they may tell their selves that they are physically ill, having heart attack or a stroke or a going mad, think that people are looking at them, worry that they may lose control and make a fool of their selves in front of others, and feel that they must escape and get to a safe place.

3. Our Behavior

When anxiety hits someone, they tend to make excuses to avoid going out or doing things and hurry out of places or situations where they feel anxious.²¹

In other source, anxiety looks like in this situation. Those are often referred to as “worry”, but activity can increase in people and their skin may flush, everyone worries from time to time, but intensive worry happening often can limit how well people can function socially, academically or personally, eventually interfering in their daily lives. After that anxiety can cause people to feel as though they have lost control, sometimes leading also to depression, especially in females. Anxiety causes people to view situations as threatening, often due to irrational fears which something awful will happen or because they cannot control the outcome.²²

²¹ Terry Dixon, *Understanding Anxiety Problem*, (2011), Help-for. p. 15.

²² Allison Fox, *Anxiety*, p. 4.

So, based on the sources about the symptoms of anxiety above, it can be concluded that there are several symptoms of anxiety which can appear in physical, cognitive and emotional. In physical symptoms, there are sweating, shaking rapid heart beat, dry mouth, fainting, nausea, “butterflies” in the stomach, and physical illness. In cognitive symptoms, there are fidgeting, avoidance, substance abuse-using “downers” such as prescription, “blanking” out answers to the test, negative self-talk, trouble concentrating and racing thoughts. Then, the last side is from emotional such as depression, low self-esteem, anger, hopelessness, helplessness, frustration, fear and worry.

2. Anxiety and English Language Learning

a. Foreign Language Anxiety

There is a certain term for anxiety that linked to language performance. The term Language Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific 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.”²³ In addition, according to Gardner and MacIntyre, as cited in Oxford, “It is fear or apprehension occurring when a learner is expected to perform in target

²³ H. Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc., 1991), p. 80.

language.”²⁴ Furthermore, Horwitz 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.²⁵

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 “an individual’s fear or anxiety associated with either real or anticipated communication with another person or persons.”²⁶ Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major emphasis 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 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 become alarmed

²⁴ 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.

²⁵ Elaine K. Horwitz, et. al., Foreign Language Anxiety, *The Modern Language Journal*, (Vol. 70, 1986), p. 127.

²⁶ Jason S. Wrench, et. al., *What Is Communication Apprehension?*, 2014, retrieved from (www.2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s06-01-what-is-communication-apprehen.html), accessed on march 25 2018.

about the consequences of inadequate performance on a test or other evaluation.”²⁷

It means this kind of anxiety occurs in an evaluation situation. Students with test 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.”²⁸ In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Horwitz, Horwitz, and Cope also believe 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 related to classroom language learning arising from the uniqueness of the language learning process.”²⁹

²⁷ Oxford, 1999, *op. Cit.*, p. 64.

²⁸ Horwitz, 1986, *op. Cit.*, p. 128.

²⁹ *Ibid.*, p. 128.

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

b. Anxiety in Children

Today, children face many pressures from outside sources, such as environmental dangers, family issues, and school problems. Especially in the school, a major result of their pressure is anxiety. Anxiety can be looked at as the feeling of fear when there is no apparent physical danger. Anxiety can be looked at in two different categories one being general anxiety or trait anxiety and situational anxiety. General anxiety is usually something that has been learned in childhood and becomes part of one's lifestyle. Situational is related to a specific event or activity.³⁰ Anxiety can be seen as a cause and effect of poor school performance. Students can be overwhelmed which causes anxiety, then in turn their poor performance can produce more anxiety.

Anxiety can interfere with focusing attention, learning and test taking. According to Woolfolk, highly anxious students feel the need to divide their attention between learning the new information being presented while worrying about the evaluation of the information being taught. Many highly anxious students have poor study skills and if the information being presented is not done so in a

³⁰ J.S Allen & R.J.Klein, *Ready, Set, R.E.L.A.X.*, (Watertown, WI: Inner Coaching, 1996), p. 200.

well-organized manner the anxiety levels in these students may increase.³¹ Therefore, an anxiety disorder in children can prevent them from making friends, raising hand in class, participating in school or social activities. Research has shown that if left untreated, children with anxiety disorders are at higher risk to perform poorly in school, miss out on important social experiences, and engage in substance abuse. Furthermore, it is important to take a look at the causes of the increase anxiety in today's children.

c. Possible Factors Contributing to Foreign Language 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, Horwitz, and Cope found that speaking in the foreign language as the most anxiety-producing experience.³² While Koch and Terrel 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.³³ Speaking activities are prone 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, in some cases, students often laughed at their peers who make a mistake. It absolutely

³¹ Anita Woolfolk, *Educational Psychology*, (Boston, MA: Pearson Education, 2007), p. 196.

³² Horwitz, 1986, *op. Cit.*, p. 129.

³³ Oxford, 1999, *op. Cit.*, p. 65

makes students fear of making mistake. They fear of making fool of themselves in public. 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.³⁴

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.³⁵ Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford also noted that "harsh correction, ridicule and the uncomfortable handling of mistake in front of a class are among the most important instructor-learner interaction issues related to language anxiety."³⁶ Students might also feel anxious because of the excessive material demand. They find that foreign language class stressful when they don't have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover, the level of difficulty of foreign language class and the poor of result of students may elicit anxiety when compared to other classes. So, they may find that the foreign language class is more demanding and more difficult than other class.

³⁴ Mary Lou Price, "The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students", in Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991), p. 105.

³⁵ Rene von Worde, *Students' Perspectives on Foreign Language Anxiety, Inquiry*, (Vol. 8 No. 1, 2003), p. 5.

³⁶ Oxford, 1999, *op. Cit.*, p. 66.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Several 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 language anxiety. Horwitz *et al.* noted that “certain beliefs about language learning also contribute to the students’ tension and frustration in the classroom.”³⁷ 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.³⁸ Mostly it comes from their learning experience. A stressful learning experience will condition the students to believe that the language learning is difficult. This belief is quite enough to generate negative thinking to the present language learning. Eventually, this usually lead the students to avoid every single thing about the language learning includes preparation for classroom activities or a test. According to Marwan, lack of preparation was the major contributor of students’ anxiety.³⁹ Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

Furthermore, Zhiping explained in the research, the observations and interviews revealed that most Nigerian students did not feel anxiety when speaking

³⁷ Horwitz, 1986, *op. Cit.*, p. 127.

³⁸ Price, 1991, *op. Cit.*, p. 106.

³⁹ Ardi Marwan, Investigating Students’ Foreign Language Anxiety, *Malaysian Journal of ELT Research*, (Vol. 3, 2007), p. 48.

in class, while Iranian and Algerian students showed symptoms of anxiety. The reasons for their anxiety are as follows:

1. Fear of being in public and shyness

According to Horwitz *et al.*, general personality traits such as quietness, shyness, and reticence are several reasons for communication anxiety. The degree of shyness varies greatly from individual to individual. When we ask about participants' feelings while speaking English in class, Iranian 2, 3 and Algerian 1 note shyness as a reason for their anxiety. Iranian 2 says "I am typically a shy guy, I don't like to start communication much" while Algerian 1 notes that "When I present I am a shy guy I feel somehow afraid. It is because I'm afraid of facing the public." Iranian 3 says "I had more anxiety last term because I had presentation, so I had lots of anxiety to work more and to present in public."

2. Fear of negative evaluation

The interviewees voiced fear of negative evaluation by teachers and peers as another in-class concern as an important source of anxiety. They feared humiliation of being corrected in public especially if accompanied by disparaging remarks by the lecturer. They were also overly concerned with other people's opinions and had apprehension about other people's evaluation. For instance, Iranian 1 noted "There is wrong belief that if you don't know English you lose your prestige. Sometimes I am afraid to ask question because they laugh at me" while Iranian 3 stated that "Usually I don't speak english

among Iranians. Because when I first came to Malaysia, my English was not good and they used to mock me for that, so I usually don't speak English with them.”

3. Fear of speaking inaccurately

One of the concerns as a source of anxiety shared by Iranian and Algerian students in classroom is their bad feeling of speaking the language inaccurately with mistakes and not being able to find exact words. Their dislike for speaking inaccurately is not so much because of fear of negative evaluation by teacher and classmates but more because they feel satisfied making correct sentences with different structures that need a repertoire of vocabulary and grammar. Since they feel they do not possess this, they prefer not to talk as making mistakes disappoints them. The Algerians note “When you are a beginner in a language, you are a bit afraid when you commit mistakes and you have problem with the pronunciation and also you don't know so much about the vocabulary”. In addition, when he is asked about forgetting vocabulary and grammar, he states that: “Sometimes it happens to me because I am not a native speaker and it makes me feel frustrated and disappointed.” The Iranians say that “I don't like speak too much. Most of the time it is difficult to find appropriate word.”⁴⁰ Based the explanation above, there are three factors which cause the

⁴⁰ Zhiping Diao, *Anxiety of Speaking English in Class Among International Students in a Malaysian University*. Thesis. (University of Putra Malaysia, 2013).

anxiety of speaking. They are fear of being in public and shyness, fear of negative evaluation, and fear of speaking inaccurately.

Meanwhile, Kota Ohata argues that language anxiety can arise from:

1. Personal and interpersonal anxieties

Commonly, personal and interpersonal are the most sources of anxiety; it was investigated in correlation with other social and psychological constructs. For example, people with low self-esteem may worry what their friends think, in fear of their negative responses or evaluation. Thus, some of the performance anxieties mentioned earlier might be categorized largely into one psychological construct. Those psychological phenomena, accompanied by low self-esteem and competitiveness, can become the place for student language anxiety, as often directly in the form of performance anxieties.

2. Learner beliefs about language learning

Learner beliefs about language learning also contribute to the student's tension and frustration in the class.⁴¹ He presents various kinds of learner beliefs, suggesting that some of them are taken from the learner's unrealistic and sometimes erroneous conceptions about language learning. He found that some learners were concerned about the correctness of their speech in comparison to native-like accent or pronunciation, some believed that two

⁴¹ Horwitz, Michael B. Elaine K. Cope, Joan, *Foreign Language Classroom Anxiety*. (Blackwell Publishing. The Modern Language Journal. Vol. 70 No. 2, 1986), p. 125-132.

years of language learning is enough to achieve a native-like fluency, some expressed that language learning means learning how to translate, some others believed that success of L2 learning limited to a few individuals who are gifted for language learning and unrealistic beliefs held by learners can lead to anxiety in students, especially when their beliefs and reality clash. In this sense, learner beliefs can play another major role in forming language anxiety in students.

3. Instructor beliefs about language teaching

Instructor beliefs about language teaching can also become a source of creating language anxiety among learners. The teacher's assumption on the role of language teachers may not always correspond to the student's needs or expectations toward the teacher. For example, when a teacher believes that his/her role in class is to constantly correct students' errors, some of the students might become quite anxious about their class performances.

4. Classroom procedures

Many learners feel that some error correction is necessary; the manner of error correction is often said as provoking anxiety. Those studies that investigated anxieties in relation to instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class. In addition, some of the classroom activities in oral presentations in front of the class are also cusses as potential sources of anxiety.

5. Language testing

This would lead to other psychological stresses, such as the fear of losing self-confidence or feeling inferior to others. In addition, sometimes students felt pressured to think that they had to organize their ideas in a short period of time while caring about grammar errors at the same time.⁴² In conclusion, the factors which causes the students' anxiety not only one factor, but also many factors such as learner beliefs about language learning, classroom procedures and others.

In this research, the researcher used the theory of Kota Ohata because the factors of anxiety in his theory are more detailed than Zhiping's. In other words, the factors that mentioned in the Zhiping's theory have been also provided in the Ohata's.

d. Strategies for Coping with Language Anxiety

David Shinji Kondo and Yan Ying-Ling⁴³ wrote in academic journal about strategies for coping with language anxiety. In their journal, there are five strategies which can use by students for reducing their anxiety to perform in front of class, namely preparation, relaxation, positive thinking, peer seeking, and resignation.

⁴² Ohata, Kota, *Potential Sources of Anxiety for Japanese Learners of English: Preliminary Case Interviews with Five Japanese College Students in the U.S.*, (Japan: International Christian University. TESL-EJ volume 9, Number 3 December 2005)

⁴³ Kondo, David Shinji and Ying-Ling, Yang, *Strategies for Coping with Language Anxiety: The case students of English in Japan*, (ELT Journal Volume 58/3 Juli, 2004)

1. Preparation

The first strategy is preparation. In this strategy, students attempt to control their own self by improving learning and study strategies (example: study hard, trying to obtain good summaries of lecture notes). By using these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and reduce the anxiety associated with the language class. Students are less likely to be fearful and anxious and more likely to do well if they are well prepared.

Preparing as much as possible what they'll say, trying to master the topic when she/he speaks, taking topic which is easy to understand and explain, preparing carefully what they will say, studying before what they will to show or say. Think through the ideas that you want to express that the vocabulary, structures, and intonation that are appropriate to correctly express them.⁴⁴ So, preparation is one of significant strategy to reduce the anxiety in speaking English.

2. Relaxation

The second one is relaxation. The goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath and try to calm down). Shu Feng Tseng assumed that the more one relaxes, the more anxiety loses. Sit comfortably and straight in the classroom seat. Before or during class, take long, slow breaths, hold it for four or five

⁴⁴ *Ibid.*

seconds and release it slowly. Exercise turns nervous energy into positive energy through a calming release of breath.⁴⁵ If you find yourself in a situation which you feel difficult to do something, one of the important thing that you need to do is relax. Normally, the feeling of fear of the situation causes you to panic or become tense and flustered. You just need to calm yourself down and relax in these moment.

3. Positive thinking

The third strategy is positive thinking. It is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student, (example: imagining oneself giving a great performance, trying to enjoy the tension). It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. It is also important to realize that perfection is an impossible goal and that is not a requisite for success.⁴⁶ So, it is one of the important point which have to arised in ourselves to reduce the anxiety.

4. Peer seeking

The fourth strategy is peer seeking. This strategy distinguished by students' willingness to look for other students who seem to have trouble understanding

⁴⁵ Tseng, Shu-Feng, *The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking*, (Cheng Shiu University. WHAMPOA – An Interdisciplinary Journal 63, 2012), p. 75-90.

⁴⁶ *Ibid.*

the class and/or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

5. Resignation

The last strategy is resignation. This is characterized by students' willingness to do anything to decrease their language anxiety. Resignation seems intent on minimizing the impact of anxiety by refusing to face the problem (example: give up, sleeping in class).⁴⁷ Insight and understanding are essential to overcoming anxiety problems. However, from shyness to depression, there is something else that is equally important namely changing behavior. To change the behavior, we have to do the behavior, but it will not help students if they still feel bad about themselves and they still unanswered their own problem by found the solution. Therefore, successfully overcoming anxiety disorder requires both insight and behavior change.⁴⁸

Beside the students own strategies to reduce their anxiety, a teacher also can contribute to help students to reduce it. Shu Feng Tseng states that there are several ways for teacher to reduce students' anxiety, they are to give more attention for students and their language learning. If students detect that their teacher has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning. Next is create a warm,

⁴⁷ Kondo, David Shinji and Ying-Ling, Yang, *Strategies for Coping with Language Anxiety: The case students of English in Japan*, (ELT Journal Volume 58/3 July 2004)

⁴⁸ Dixon Terry, *Understanding Anxiety Problem*. (2011), Help-for. p. 23.

reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere, walk around the room and make occasional contact and use humor in sufficient amounts. The next step is incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause of it, and possibly ways of alleviating or reduce it.⁴⁹ So, the strategy to reduce the anxiety is not only come from the student, but also can come from the teacher.

B. Review of Related Finding

There are several researches which the researcher found related to the researcher's research. Many people have investigated the issue of foreign language anxiety from different perspective. Worde in his investigation to the cause of language learning anxiety 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.⁵⁰

Chan and Wu conducted a study of foreign language anxiety of EFL elementary school students in Taipei. By the way of questionnaire, interviews, classroom observations, and document collection, they found five sorces of language anxiety. They

⁴⁹ Tseng, Shu-Feng, *The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking*. (Cheng Shiu University. WHAMPOA – An Interdisciplinary Journal 63, 2012) p. 75- 90.

⁵⁰ Worde, 2003, *op. Cit.*, p. 4.

were low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents.⁵¹

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 primary causes of their anxiety.⁵²

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. Furthermore, they found that fear of receiving negative evaluation, speaking in front of the class, and random selection; procedure that the teacher used for calling the students were cited as sources of anxiety.⁵³

In an effort to explore learner 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 follows: participating in class without enough preparation, speaking in front of the class,

⁵¹ 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.

⁵² Marwan, 2007, *op. Cit.*, p. 43.

⁵³ Kenneth E. Williams and Melvin R. Andrade, *Foreign Language Learning Anxiety in Japanese EFL University Classes: Causes, Coping and Locus of Control*, (Electronic Journal of Foreign Language Teaching, Vol. 5, No. 2, 2008), p. 186.

difficulty in following teachers' (and classmate) talk, fear of making mistake in presentation, and student's feeling about his/her own English proficiency.⁵⁴

The other researchers also investigated about anxiety and all the things which associated with anxiety here. They are:

1. Shabnam Amini Naghadeh (2014) *Anxiety and Speaking English as a Second Language among Iranian English Major Students of Payame Noor University*. The researcher concluded that relationship between the continuous variables i.e. anxiety, speaking English as a second language would be analyzed. The purpose of the research is to find whether there is significant inverse relationship between anxiety and speaking English as second language.
2. Diao Zhiping (2013) *Anxiety of Speaking English in Class among International Students in a Malaysian University*. The researcher concluded that the teacher's strategies and students' reactions to his/her strategies are not related to their cultural background but to their affective filters and learning skills common to all human beings. The purpose of the research is to find out what factors that are related to teacher's strategy and students' reaction to the teacher's strategy.
3. Cheng-Chang Tsai (2013) *The Study of Motivation and Anxiety of English Learning of Students at Taiwan Technical University*. The researcher concluded that English learning anxiety impacted students' motivation in learning English.

⁵⁴ Keiko Iizuka, *Learner Coping Strategies for Foreign Language Anxiety*, JALT 2009 Conference Proceedings, (2010), p. 106.

The purpose of the study is to find out whether English learning anxiety impacts students' motivation in learning English in different ways in genders and majors.

4. Kun-Huei Wu (2010) *The Relationship between Language Learners' Anxiety and Learning Strategy in the CLT Classroom*. The researcher assumed that they still felt anxious in learning English even by using their favorable method (CLT). The purpose of the research is to know how students feel in learning English by using CLT.
5. Han Luo (2011) *Foreign Language Speaking Anxiety: A Study of Chinese Language Learners*. The purpose of the research is to find out whether gender had significant affect on anxiety in speaking.

Related to the findings as stated above, the researcher assumes that there is relationship between anxiety and speaking English and there are ways to decrease students' anxiety in speaking English.

Based on the previous research, those are different from what researcher has. In this research, the researcher tried to find out factors that cause students' anxiety in speaking English, type of students' anxiety, and their ways to overcome the anxiety in speaking English. The researcher used questionnaire as the instrument to find out the types of students' anxiety, causes of students' anxiety and the strategies to overcome the anxiety in speaking English. So the information will be gotten accurately and suitable with purpose of the research.

CHAPTER III

RESEARCH METHODOLOGY

This part described the method used to conduct the research. It consisted of kind of the research, subject of the research, technique of collecting data, research instrument, validity and reliability of instrument and technique of data analysis.

A. Kind of the Research

This research was designed as a descriptive research with quantitative approach. Kowalczyk states descriptive research is a study designed to depict the participants in an accurate way, it is all about describing people who take part in the study. Descriptive method means a research focused in describing any situation or condition in population, systematically, factually, and accurately.⁵⁵ According to Sanapiah, aim of descriptive research will be use to present the data found during the research.⁵⁶ Suharsimi Arikunto stated that descriptive research is a research intended to acquire information about the indication status happens, that is the indication based on the real situation when the research is being done.⁵⁷ According to Sukardi, descriptive research is a research method which tries to describe and interpret the object based on the real situation. In conclusion, descriptive research is generally done to describe the fact and the characteristic of the object or subject researched systematically and accurately. The aim of this research is to

⁵⁵ Nurul Zuriyah, *Metodologi Penelitian Sosial dan Pendidikan: Teori Aplikasi*, (Jakarta: Bumi Aksara, 2007), p. 47.

⁵⁶ Sanapiah, *Dasar-Dasar Penelitian Kualitatif*, (Yogyakarta: Pustaka Belajar, 2006), p. 4.

⁵⁷ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1990), p. 309.

describe the condition of variable in that situation. The researcher will describe the situation as mentioned in the formulation of the research.

Moreover, the data in this research was presented by using quantitative research. According to Muijs, quantitative research is explaining phenomena by collecting numeral data which are analyzed using mathematically based method (in particular statistics).⁵⁸ It means that the data which are analyzed and the data analysis result have the form of phenomenon descriptive from second grade students of SMP Negeri 08 Lebong. Then, the researcher describes the data (students' anxiety in speaking).

B. Population and Sample

1. Population

Population is the group of people which want to generalize.⁵⁹ According to Frankell, population is group which the researcher of the study indeed to apply.⁶⁰ In addition, Harta said that a population is a class of individual or organization that share the same characteristic that is of interest to our study.⁶¹ Population in this research is all of second grade students of SMP Negeri 08 Lebong. There were 176 students from 6 classes. They are male and female students. The research is conducted in SMP Negeri 08 Lebong. They were chosen as respondents in consideration that they have learnt English

⁵⁸ Muijs, *Doing Quantitative Research in Education*, (London: SAGE, 2004)

⁵⁹ *Ibid.*

⁶⁰ Jack. R. Frankell & Narmale, *How Design and Evaluate Research in Education*, (Mc Graw Hill: International Edition, 2006), p. 78.

⁶¹ Dimitri Harta, *Educational Research and Inquiry (Qualitative and Quantitative Approaches)*, (London: Continuum British Library, 2010), p. 67.

and have many experiences in first grade. In addition, they are capable to represent their opinion related to the reesarch question. The number of population is given in table 1.

Table 3.1
Number of Population

| Class | Number of Students |
|---------------|---------------------------|
| VIII A | 31 |
| VIII B | 30 |
| VIII C | 32 |
| VIII D | 28 |
| VIII E | 28 |
| VIII F | 27 |
| Total | 176 Students |

Source: document of SMP Negeri 08 Lebong in 2018/2019

2. Sample

Sample is part of population which represents the whole population. Sample is the group of people who take part in the investigation. The people who take part are referred to as “participants”. According to Kendra, sample is subject of a population which is used to represent the entire group as a whole.⁶² Based on the explanation above, can be concluded that sample is a half of population that will researched or as the way to

⁶² Kendra, retrieved from <http://psychology.about.com/od/sindex/9/sample.htm>. Accessed on Sunday, May 6 2019.

representative the population. Sample is part of total and characteristic that proprietary of the population.⁶³ Total sampling is used in this research.

C. Technique of Data Collection

The technique of collecting data means the way which the researcher used to collect the data or information from the participants.⁶⁴ In this research, the researcher used questionnaire as the technique of collecting data. In the process of collecting data, the researcher identified and analyzed the data. The data was taken by giving the questionnaire to students. Here the techniques which the researcher used:

1. Questionnaire

The questionnaire is the main instrument to collect the data in this research. Questionnaire is a technique in collecting data which sends a question list and will be answer by respondents themselves.⁶⁵ By using this technique, the researcher used Close Questionnaire. Maria Teresa Siniscalco and Nadia Auriat state that closed (or multiple choices) questions are ask the respondent to choose, among a possible set of answers, the response that most closely represents his/her viewpoint. The respondent is usually asked to tick or circle the chosen answer.⁶⁶ According to Nunan and Bailey, closed items on questionnaire which the range of possible responses is determined by the researcher

⁶³ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2006), p. 118.

⁶⁴ *Ibid.*

⁶⁵ Irawan Soehartono, *Metode Penelitian Sosial*, (Bandung: PT. Remaja Rosda Karya, 1995).

⁶⁶ Maria Teresa Siniscalco & Nadia Auriat, *Questionnaire Design*, (UNESCO International Institute for Educational Planning).

and the respondent select from or evaluate the option provided.⁶⁷ They may also require that respondent chooses among several answer categories, or that she/he uses a frequency scale, or an agreement scale.

In this technique, the students as the respondents just answering the questionnaire about the types of anxiety, the factors of anxiety, and the strategy to overcome anxiety in speaking English. Questionnaire was given to all second grade students of SMP Negeri 08 Lebong. The questionnaire was designed by the researcher based on Likert Scale with four options, the alternative options are:⁶⁸

- a. Strongly Agree (SA) : 4
- b. Agree (A) : 3
- c. Disagree : 2
- d. Strongly Disagree (SD) : 1

Likert Scale is the most common used in measuring attitude, opinion, and perception of respondents toward an object.⁶⁹ The data collection process was as:

- (a) The questionnaire was given to the respondents
- (b) Collecting the questionnaire
- (c) The questionnaire was analyzed based on the percentage formula
- (d) The questionnaire was analyzed according to each strategies.

⁶⁷ Nunan D & Bailey K.M, *Exploring Second Language Classroom Research*, (2009).

⁶⁸ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2008), p. 135.

⁶⁹ Amirul Hadi etc, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1993), p. 107.

The researcher distributed questionnaire to the subject of the research who has been determined in this research in order to see the type, causes, and strategies are used by the second grade students of SMP Negeri 08 Lebong. The researcher tries to use questionnaire to get respond from the type of students' anxiety in speaking English, the factors causes the students' anxiety in speaking English and also it will be shown their strategies to overcome their anxiety in speaking English.

D. Instrument of the Research

The instrument of this research is questionnaire. Close items questionnaire in this research is consisted of three questionnaires. From that answer, the researcher will get the information to answer the question of this research. In constructing questioner, the research using close questionnaire to know about sources of students speaking anxiety. The questionnaire is given to 176 students from 6 classes. The questions is based on the indicator for each variable. In this research, the researcher asked the validator to evaluate the items in this questionnaire before distributing to the respondents. The question were divided into four opinion. They are strongly agree, agree, disagree, and strongly disagree. All the questions in the questionnaire related to anxiety and translated into Indonesia.

The researcher makes it based on several theory by Ormrod, Kota Ohata, and David Shinji Kondo. For the types of anxiety, the researcher used the theory from Ormrod which the theory mentioned that there are two types of anxiety. They are state anxiety and trait anxiety. Next, for the factors cause the anxiety, the researcher chose the

theory from Kota Ohata, because it is more detailed. The theory which came from Kota Ohata is divided into five causes. They are personal and interpersonal anxiety, learner beliefs about language learning, instructor beliefs about language teaching, classroom procedures, and language testing. In personal and interpersonal anxieties, there is the aspect which has several indicators. These are less self confidence, self awareness, fear of negative evaluation and self conscious. Based on those indicators, the researcher makes four questions. Next, learner beliefs about language learning. These indicators are speech anxiety, learner's unrealistic, erroneous conceptions, and motivation/attitudes toward learning. Then, researcher makes four questions based on those indicators. The third, instructor beliefs about language teaching. There is indicator which is about the rule in learning English, speech anxiety, comfortableness with native speakers, and comfortable classroom environment. From the indicators, the researcher makes four questions about it. The fourth is classroom procedures. The indicators are overt explicit error correction, attitude towards language learning, and error correction. The last is language testing. The indicators are test anxiety, lack of class preparation, and nervousness. Then, the researcher makes a question for each indicator of them.

The last questionnaire is about the strategy which students do to reduce the anxiety. The researcher adopted the theory from David Shinji Kondo and Yan Ying Ling. They said that there are five strategies to reduce the anxiety. They are preparation, relaxation, positive thinking, peer seeking, and resignation.

The first questionnaire is about the types of anxiety. The indicator in constructing the questioner showed in the tables below:

Table 3.2

The Types of Student's Anxiety

| No | Indicators | Statements in English | Pernyataan dalam bahasa Indonesia | Scales | | | |
|----|--|---|--|--------|---|---|----|
| | | | | SA | A | D | SD |
| 1 | State anxiety is temporary feeling of anxiety elicited by a threatening situation. It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. | <ul style="list-style-type: none"> I tend to feel anxious when the teacher suddenly appoints me to speak in English. | <ul style="list-style-type: none"> Saya cenderung merasa cemas ketika guru secara tiba-tiba meminta saya untuk berbicara menggunakan bahasa Inggris | | | | |
| | | <ul style="list-style-type: none"> Sudden English speaking activities without previous preparation make me anxious. | <ul style="list-style-type: none"> Aktivitas belajar seperti (berbicara dalam bahasa Inggris) yang diberikan secara spontan tanpa persiapan sebelumnya membuat saya merasa cemas. | | | | |
| | | <ul style="list-style-type: none"> I feel anxious when my teacher suddenly asks me to have an English conversation with my friend. | <ul style="list-style-type: none"> Saya merasa cemas ketika guru tiba-tiba meminta saya untuk praktek percakapan bahasa Inggris dengan teman. | | | | |

| | | | | | | | |
|-------------------------------------|--|---|--|--|--|--|--|
| | | | | | | | |
| 2 | Trait anxiety is pattern of responding with anxiety even in nonthreatening situations. Such anxiety is a part of a person's character. It comes more intense and lasted for long | <ul style="list-style-type: none"> • I think anxiety has become my personality trait. • I feel anxious about speaking English even though the teacher has asked me to prepare it in advanced. • Although I have adequately practiced my English speaking skill, I still feel anxious when performing it in front of the class. | <ul style="list-style-type: none"> • Menurut saya, kecemasan sudah menjadi karakter bawaan saya. • Saya merasa cemas ketika berbicara menggunakan bahasa Inggris meskipun guru sudah mengarahkan saya untuk melakukan persiapan terlebih dahulu. • Meskipun saya sudah cukup rajin latihan berbicara menggunakan bahasa Inggris, saya tetap merasa cemas ketika berbicara berbahasa Inggris di depan kelas. | | | | |
| The total of items = 6 items | | | | | | | |

The second questionnaire is about the factors that cause the anxiety in speaking English. Look at the following table:

Table 3.3

The Factors that Cause the Anxiety in Speaking English

| No | Indicators | Statements in English | Pernyataan dalam bahasa Indonesia | Scales | | | |
|----|-----------------------------|---|--|--------|---|---|----|
| | | | | SA | A | D | SD |
| 1. | Less self-confidence | I feel less confident when speaking in English in front of other students. | Saya merasa kurang percaya diri ketika berbicara dalam bahasa Inggris di depan teman-teman. | | | | |
| 2. | Self-awareness | I think other students are better at English than me. | Saya rasa teman-teman saya memiliki kemampuan bahasa Inggris yang lebih dari saya. | | | | |
| 3. | Fear of negative evaluation | I am afraid that my friends will laugh at me when I am speaking in English. | Saya khawatir teman-teman saya akan menertawakan saya ketika saya berbicara menggunakan bahasa Inggris. | | | | |
| 4. | Self-consciousness | I am truly aware of my low ability when speaking in English in front of other students. | Saya sadar akan rendahnya kemampuan saya ketika berbicara menggunakan bahasa Inggris di depan teman-teman. | | | | |

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|----|--|--|--|--|--|--|--|
| 5. | Speech anxiety | I am hesitant to speak in English because I do not know the grammar, vocabularies, and pronunciation of English. | Saya ragu atau enggan berbicara dalam bahasa Inggris karena saya tidak memahami tata bahasa (grammar), kosa kata (vocabularies), dan cara pengucapan (pronunciation) dalam bahasa Inggris. | | | | |
| 6. | Learner's unrealistic | I think it takes 2 years to reach fluency in speaking English. | Saya rasa saya butuh waktu hingga 2 tahun agar mampu berbahasa Inggris dengan lancar. | | | | |
| 7. | Erroneous conceptions | I believe that only talented people have succeeded in learning English. | Saya percaya bahwa hanya orang-orang yang berbakat yang mampu berhasil dalam belajar bahasa Inggris. | | | | |
| 8. | Motivation/ attitudes towards learning | I am not so interested in English speaking. | Saya tidak begitu tertarik untuk berbicara menggunakan bahasa inggris. | | | | |
| 9. | Rules in learning English | Many rules of English make me find it difficult and make me feel anxious about speaking English. | Banyaknya aturan dalam bahasa Inggris membuat saya kesulitan dan merasa cemas untuk berbicara menggunakan bahasa Inggris. | | | | |

| | | | | | | | |
|-----|-------------------------------------|--|---|--|--|--|--|
| 10. | Speech anxiety | I feel very scared when I do not understand the English words delivered by the teacher. | Saya merasa takut sekali ketika saya tidak memahami kosa kata bahasa Inggris yang disampaikan guru saya. | | | | |
| 11. | Comfortableness with native speaker | I feel so nervous to respond to English native speakers, for example: to respond to the recorded native speakers' audios while learning English listening skill. | Saya merasa gugup sekali apabila merespon ujaran penutur asli bahasa Inggris. Misalnya: saat merespon rekaman audio penutur asli bahasa Inggris ketika belajar listening (kemampuan mendengar). | | | | |
| 12. | Comfortable classroom environment | The classroom environment is not comfortable, so I feel anxious in English speaking. | Suasana kelas tidak nyaman hingga saya cenderung merasa cemas berbicara menggunakan bahasa Inggris. | | | | |
| 13. | Overt explicit error correction | I am afraid when my English teacher corrects my mistakes in speaking. | Saya merasa takut ketika guru saya mengoreksi kesalahan saya dalam berbahasa Inggris. | | | | |
| 14. | Attitude towards language learning | I do not like English learning. | Saya tidak suka belajar bahasa Inggris. | | | | |
| 15. | Error correction | I feel disappointed with myself when my English speaking is wrong and corrected by the teacher, so I | Saya merasa kecewa dengan diri saya sendiri ketika bahasa Inggris saya salah dan dikoreksi oleh guru, sehingga | | | | |

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|-------------------------------------|---------------------------|---|---|--|--|--|--|
| | | choose to remain silent | saya lebih memilih untuk diam. | | | | |
| 16. | Test anxiety | What the test comes, I feel so anxious. | Ketika ada ujian, saya merasa sangat cemas. | | | | |
| 17. | Lack of class preparation | I feel panic when I have to speak English without prior preparation in the classroom. | Saya merasa panik ketika saya harus berbicara menggunakan bahasa Inggris di kelas tanpa ada persiapan sebelumnya. | | | | |
| 18. | Nervousness | Even though I have practiced speaking English, I still feel nervous. | Meskipun saya sudah latihan berbicara menggunakan bahasa Inggris dengan cukup, namun saya tetap merasa gugup. | | | | |
| The total of items= 18 items | | | | | | | |

The third questionnaire is to seek anxiety coping strategies. In constructing questioner, the questions designed based on the theories of David Shinji Kondo and Yan Ying-Ling about students' strategy to reduce the anxiety in speaking⁷⁰, and that provided in review of related theories. The questions are:

Table 3.4

The Student's Strategy to Overcome The Anxiety in Speaking English

| No | Indicators | Statements in English | Pernyataan dalam bahasa Indonesia | Scales | | | |
|----|---|--|---|--------|---|---|----|
| | | | | SA | A | D | SD |
| 1 | Students attempt to control themselves by improving their learning and study strategies | I attempt to control myself by improving my learning strategies such as studying hard and making summaries of the teacher's notes. | Saya berusaha mengontrol diri saya dengan meningkatkan strategi belajar seperti: belajar dengan rajin dan mencatat informasi penting dari guru. | | | | |
| | | I attempt to control myself by improving my learning strategies such as practicing my English speaking at home and with friends. | Saya berusaha mengontrol diri saya dengan meningkatkan strategi belajar seperti: melatih kemampuan berbicara dalam bahasa Inggris di rumah maupun dengan teman. | | | | |

⁷⁰ Kondo David Shinji and Yan Ying-Ling, *Strategies for Coping with Language Anxiety: The Case Students of English in Japan*, (ELT Journal Volume 58/3. Juli. 2004).

| | | | | | | | |
|---|---|---|--|--|--|--|--|
| | | | | | | | |
| 2 | Making the body relaxed by doing something (for example: take a deep breath and try to calm down) | I make my body relaxed, for example by taking a deep breath. | Saya membuat badan saya rileks, misalnya dengan menarik nafas dalam. | | | | |
| | | I try to calm myself down. | Saya berusaha menenangkan diri saya. | | | | |
| 3 | It is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well. | I imagine myself giving a great performance. | Saya membayangkan diri saya mampu memberikan performa/penampilan yang baik. | | | | |
| | | I try to enjoy the tension before speaking English. | Saya menikmati ketegangan sebelum berbicara dalam bahasa Inggris agar saya terbiasa. | | | | |
| | | I believe that I can. | Saya yakin saya mampu. | | | | |
| 4 | Students' willingness to look for other students who seem to have trouble understanding the class and/or | I try to find others who have the same anxious problem in English speaking as mine so that we can learn to deal with it together. | Saya berusaha mencari teman-teman yang juga mengalami masalah kecemasan dalam berbahasa Inggris sehingga kami bisa belajar untuk menanggulangnya bersama-sama. | | | | |

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|---|--|---|--|--|--|--|--|
| | controlling their anxiety. | | | | | | |
| 5 | Students' willingness to do anything to decrease their language anxiety. | I try not to give up in learning English speaking. | Saya berusaha untuk tidak pernah menyerah dalam melatih kemampuan berbahasa Inggris. | | | | |
| | | I try not to sleep in the class. | Saya berusaha untuk tidak tidur di kelas. | | | | |
| | | I try to do anything which can decrease my anxiety in speaking English. | Saya berusaha melakukan apapun yang bisa mengurangi rasa kecemasan dalam berbicara menggunakan bahasa Inggris. | | | | |
| The total of items = 11 items | | | | | | | |
| | | | | | | | |
| The total of the overall items of questionnaire 1, 2, and 3 = 35 items | | | | | | | |

These three questionnaire have been validated by Mr. Ruly Morgana, M.Pd as one of lecturers who teaches in English Tadris Study Program. The researcher considered that he could help the researcher to check the instruments of this research to be revised well because he is competent in that major.

E. Technique of Analysis Data

In this study, the researcher uses descriptive analysis method to see the students' anxiety in speaking. These are the steps on analysing the data:

1. Scoring is scoring against the grain of questions contained in the questionnaire. The questionnaire in this research uses Likert Scale which is the most common used in measuring attitude, opinion and perception of respondents toward an object.⁷¹ In line with this, Djaali says that Likert Scale can be used in measuring attitude, opinion or perception of people or some groups of people about the tendency or phenomenon of education.⁷²
2. Statistical analysis is the calculation of the data which has been given a score based on the type of data into quantitative, then technique used is the statistical analysis, which is use traditional statistical formula percentage used to describe the results of studies using following formula:

$$P = F/N \times 100$$

⁷¹ Amirul Hadi, etc, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1993).

⁷² Mirzal Tawi, “*Pengukuran Sikap: Skala Likert*”, accessed on March 10th 2019.

Description: P = Percentage Questionnaire

F = Total Frequency each item

N = Number of Respondents⁷³

⁷³ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2004).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and the discussion of this research, which consist of the type of students' anxiety in speaking English, the factors cause the anxiety in speaking English and how the students overcome the anxiety in speaking English.

A. FINDINGS

After doing the research by giving the second grade students of SMP Negeri 08 Lebong, the researcher found the type of students' anxiety, the factors cause the anxiety and how the students overcome the anxiety in speaking English.

1. The Type of Students' Anxiety in Speaking English

In getting the data of the type of students' anxiety in speaking English, the researcher found that there were two types of student's anxiety in speaking English. They are state anxiety and trait anxiety. From the result of questionnaire that answered by the students, the researcher found:

Table 4.1
Types of Student's Anxiety

| No | Types of Anxiety | Indicators | Percentage | Total |
|----|------------------|---|------------|-------|
| 1 | State Anxiety | Feeling anxious when the teacher suddenly appoints the students to speak in English | 93 % | 86 % |
| | | Sudden English speaking activities without previous | 93 % | |

| | | | | |
|---|---------------|---|------|------|
| | | preparation make the students anxious | | |
| | | Feeling anxious when teacher suddenly asks to have an English conversation with friend | 72 % | |
| 2 | Trait Anxiety | Anxiety has become personality trait | 34 % | 51 % |
| | | Feeling anxious about speaking English even though the teacher has asked the student to prepare it in advanced | 49 % | |
| | | Although have adequately practiced my English speaking skill, I still feel anxious when performing it in front of the class | 70 % | |

From the table above, it can be concluded that there were two types of the student's anxiety, they were state anxiety and trait anxiety. Most of the students have state anxiety. It can be proved by the students' answer on the questionnaire about 86 %.

2. The Factors Cause The Anxiety in Speaking English

Based on the data that got by the researcher, the researcher found some factors that cause the anxiety of the students in speaking English. It can be seen in the table below:

Table 4.2
The Factors Cause the Anxiety in Speaking English

| No | The Factors | Indicators | Percentage | Total |
|----|----------------------------|----------------------|------------|-------|
| 1 | Personal and interpersonal | Less self-confidence | 62 % | 66 % |
| | | Self-awareness | 76 % | |

| | | | | |
|---|--|--|------|------|
| | anxieties | Fear of negative evaluation | 75 % | |
| | | Self-consciousness | 63 % | |
| | | Speech anxiety | 55 % | |
| 2 | Learner beliefs about language learning | Learner's unrealistic | 68 % | 66 % |
| | | Erroneous conceptions | 88 % | |
| | | Motivation/ attitudes towards learning | 42 % | |
| 3 | Instructor beliefs about language teaching | Rules in learning English | 45 % | 52 % |
| | | Speech anxiety | 43 % | |
| | | Comfortableness with native speaker | 68 % | |
| 4 | Classroom Procedure | Comfortable classroom environment | 56 % | 56 % |
| | | Overt explicit error correction | 39 % | |
| | | Attitude towards language learning | 63 % | |
| | | Error correction | 67 % | |
| 5 | Language Testing | Test anxiety | 70 % | 75 % |
| | | Lack of class preparation | 89 % | |
| | | Nervousness | 67 % | |

The table above shows that there were five factors that cause the student's anxiety in speaking English. They were because of personal and interpersonal anxiety, learners believe about language learning, instructor beliefs about language teaching, classroom procedure, and language testing.

3. How The Students Overcome The Anxiety in Speaking English

There are some strategies found to overcome the anxiety in speaking English based on the answer of the students on the questionnaire. Look at the table below:

Table 4.3
The Strategies to Overcome Anxiety

| No | The strategies | Statements in English | Percentage | Total |
|----|---|--|------------|-------|
| 1 | Students attempt to control themselves by improving their learning and study strategies | The students attempt to control themselves by improving learning strategies such as studying hard and making summaries of the teacher's notes. | 88 % | 85 % |
| | | The students attempt to control themselves by improving learning strategies such as practicing my English speaking at home and with friends. | 83 % | |
| 2 | Making the body relaxed by doing something (for example: take a deep breath and try to calm down) | The students make body relaxed, for example by taking a deep breath. | 80 % | 79 % |
| | | The students try to calm themselves down. | 79 % | |
| 3 | It is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well. | The students imagine themselves giving a great performance. | 79 % | 83 % |
| | | The students try to enjoy the tension before speaking English. | 80 % | |
| | | The students believe that they can. | 89 % | |
| 4 | Students' willingness to look for other students who seem to have trouble | The students try to find others who have the same anxious problem in English speaking as theirs so | 87 % | 87 % |

| | | | | |
|---|--|---|------|------|
| | understanding the class and/or controlling their anxiety. | that they can learn to deal with it together. | | |
| 5 | Students' willingness to do anything to decrease their language anxiety. | The students try not to give up in learning English speaking. | 85 % | 79 % |
| | | The students try not to sleep in the class. | 66 % | |
| | | The students try to do anything which can decrease anxiety in speaking English. | 85 % | |

Based on the table 4.3 above, the researcher found there were some strategies that used by the students to overcome anxiety. They were; the students do preparation, relaxation, positive thinking, peer seeking and resignation. The most prominent one is peer seeking, students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety.

B. DISCUSSION

Based on the findings above, the researcher discusses about three answers of the research questions of this research, the first is about the types of anxiety that had by the students in speaking English. The second is the factors that cause anxiety of the students in speaking English, and the third is how the students overcome the anxiety that they have.

1. The Types of Students' Anxiety in Speaking English

The types of students' anxiety in speaking English that had by the students of SMP Negeri 08 Lebong are:

a. State Anxiety

From 176 students of SMP Negeri 08 Lebong, there were 150 students who answered the questionnaire that given by the researcher. Meanwhile 26 students could not participate to answer the questionnaire because of some reasons. Some of the students moved to other school, some others students did not attend to school because of sick and also following competition. Based on the answer of 150 students of SMP Negeri 08 Lebong about the types of anxiety. There were 86 % of 150 students who had state anxiety. For examples, the students feel anxious when the teacher suddenly appoints the students to speak in English, sudden English speaking activities without previous preparation make the students anxious, the students feel anxious when teacher suddenly asks to have an English conversation with friend. According to the theory, state anxiety is temporary feeling of anxiety elicited by a threatening situation. It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent.

It means that the students experienced anxiety because of threatening situation such as sudden English speaking activities that make the tension or nervousness of the students at the moment in response to some outside stimulus and this time the anxiety arises. Anxiety that arises when confronted with specific situations is called state

anxiety. Most people experienced state anxiety which also known as a normal anxiety. In other words, it is a situational anxious feeling which disappears when threatening situation goes away.

b. Trait Anxiety

There were 51 % of 150 students who also have trait anxiety. The trait anxiety means that anxiety has become personality trait, feeling anxious about speaking English even though the teacher has asked the student to prepare it in advanced, although have adequately practiced English speaking skill, the students still feel anxious when performing it in front of the class. This trait anxiety comes more intense and lasted for long. According to Ormrod, “trait anxiety is pattern of responding with anxiety even in nonthreatening situations.”⁷⁴ 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 irrespective of the situation he/she is exposed to.

2. The Factors Cause The Anxiety in Speaking English

The two types of anxiety that had by the students above. There were some factors that cause the anxiety occurred in speaking English. The following are the factors that make the students become anxiety:

a. Personal and interpersonal anxieties

⁷⁴ *Op.Cit*

The first factor of students' anxiety is personal and interpersonal. In personal and interpersonal anxieties, the factors are Less self-confidence such as the students feel less confident when speaking in English in front of other students, self-awareness such as the students think other students are better at English than them, fear of negative evaluation such as the students are afraid that their friends will laugh at them when they are speaking in English, Self-consciousness such as the students are truly aware of low ability when speaking in English in front of other students, speech anxiety such as the students are hesitant to speak in English because they do not know the grammar, vocabularies, and pronunciation of English.

Commonly, personal and interpersonal are the most sources of anxiety; it was investigated in correlation with other social and psychological constructs. For example, people with low self-esteem may worry what their friends think, in fear of their negative responses or evaluation. Thus, some of the performance anxieties mentioned earlier might be categorized largely into one psychological construct. Those psychological phenomena, accompanied by low self-esteem and competitiveness, can become the place for student language anxiety, as often directly in the form of performance anxieties.

b. Learner beliefs about language learning

The factor of learner beliefs about language learning, there are because of learner's unrealistic such as the students think it takes 2 years to reach fluency in speaking English, erroneous conceptions such as believe that only talented people have succeeded

in learning English, motivation/ attitudes towards learning such as they not so interested in English speaking.

Learner beliefs about language learning also contribute to the student's tension and frustration in the class.⁷⁵ He presents various kinds of learner beliefs, suggesting that some of them are taken from the learner's unrealistic and sometimes erroneous conceptions about language learning. He found that some learners were concerned about the correctness of their speech in comparison to native-like accent or pronunciation, some believed that two years of language learning is enough to achieve a native-like fluency, some expressed that language learning means learning how to translate, some others believed that success of L2 learning limited to a few individuals who are gifted for language learning and unrealistic beliefs held by learners can lead to anxiety in students, especially when their beliefs and reality clash. In this sense, learner beliefs can play another major role in forming language anxiety in students.

From the explanation above the researcher concludes that the first factor that cause anxiety in speaking English is the student's self. The anxiety comes from the mind of students that make them become unconfident in speaking English.

c. Instructor beliefs about language teaching

Instructor beliefs about language teaching can also become a source of creating language anxiety among learners. The teacher's assumption on the role of language teachers may not always correspond to the student's needs or expectations toward the teacher. For example, when a teacher believes that his/her role in class is to constantly

⁷⁵ *Loc. Cit.* Horwitz, Michael B. Elaine K. Cope, Joan

correct students' errors, some of the students might become quite anxious about their class performances.

Based on the explanation above, the students of SMP Negeri 08 Lebong are anxiety because of Rules in learning English, Speech anxiety, and Comfortableness with native speaker. Rules in learning English makes the students become anxiety because many rules of English make the students find it difficult and make the students feel anxious about speaking English. Speech anxiety such as feeling very scared when the students do not understand the English words delivered by the teacher is also as one factor of anxiety. The last, the students feel so nervous to respond to English native speakers, for example: to respond to the recorded native speakers' audios while learning English listening skill.

The researcher concludes that the this third factor of anxiety in speaking English is external factor, which the teacher's assumption on the role of language teachers may not always correspond to the student's needs or expectations toward the teacher.

d. Classroom procedures

Classroom procedure is as one of the factor that cause of anxiety in speaking English of SMP Negeri 8 Lebong. Such as the classroom environment is not comfortable, so the students feel anxious in English speaking. The second, the students are afraid when the English teacher corrects their mistakes in speaking. The third is attitude towards language learning such as the students do not like English learning. The last is the students feel disappointed with themselves when their English speaking is wrong and corrected by the teacher, so they choose to remain silent.

Many learners feel that some error correction is necessary; the manner of error correction is often said as provoking anxiety. Those studies that investigated anxieties in relation to instructor-learner interactions show that students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class. In addition, some of the classroom activities in oral presentations in front of the class are also cusses as potential sources of anxiety.

It means that the classroom procedures that made in the classroom as long as learning and teaching could make the students anxious in speaking English.

e. Language testing

The language testing means that the students faced the language test and they have limited time. In language testing, the students experienced test anxiety, lack of class preparation, and nervousness. Test anxiety means when the English test comes, the students feel so anxious. Lack of class preparation means the students feel panic when they have to speak English without prior preparation in the classroom so that the anxiety could not be avoided. Nervousness means even though the students have practiced speaking English, they still feel nervous.

It can be concluded that English testing would lead to other psychological stresses, such as the fear of losing self-confidence or feeling inferior to others. In addition, sometimes students felt pressured to think that they had to organize their ideas in a short period of time while caring about grammar errors at the same time.⁷⁶ In conclusion, the

⁷⁶ *Op. Cit.* Ohata, Kota. 2005

factors which causes the students' anxiety not only one factor, but also many factors such as learner beliefs about language learning, classroom procedures and others.

3. How The Students Overcome The Anxiety in Speaking English

Based on the finding about how the students overcome the anxiety in speaking English, the students have strategies in solving the anxiety that they have. According to David Shinji Kondo and Yan Ying-Ling ⁷⁷ in academic journal about strategies for coping with language anxiety. In their journal, there are five strategies which can use by students for reducing their anxiety to perform in front of class, namely preparation, relaxation, positive thinking, peer seeking, and resignation.

a. Preparation

The first strategy is preparation. In this strategy, students attempt to control their own self by improving learning and study strategies (example: study hard, trying to obtain good summaries of lecture notes). These are some preparations done by the students. First, students attempt to control themselves by improving their learning and study strategies. They were; (1) the students attempt to control themselves by improving their learning strategies such as studying hard and making summaries of the teacher's notes; (2) the students attempt to control themselves by improving their learning strategies such as practicing my English speaking at home and with friends. Second, making the body relaxed by doing something (for example: take a deep breath and try to

⁷⁷ *Loc. Cit.* Kondo, David Shinji and Ying-Ling. 2004

calm down). They were: (1) the students make their body relaxed, for example by taking a deep breath; (2) the students try to calm themselves down.

By using these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and reduce the anxiety associated with the language class. Students are less likely to be fearful and anxious and more likely to do well if they are well prepared. Preparing as much as possible what they'll say, trying to master the topic when she/he speaks, taking topic which is easy to understand and explain, preparing carefully what they will say, studying before what they will to show or say. Think through the ideas that you want to express that the vocabulary, structures, and intonation that are appropriate to correctly express them.⁷⁸ So, preparation is one of significant strategy to reduce the anxiety in speaking English.

b. Relaxation

The second one is relaxation. The goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath and try to calm down). Shu Feng Tseng assumed that the more one relaxes, the more anxiety loses. Sit comfortably and straight in the classroom seat. Before or during class, take long, slow breaths, hold it for four or five seconds and release it slowly. Exercise turns nervous energy into positive energy through a calming release of breath.⁷⁹ If you find yourself in a situation which you feel difficult to do something, one of the important thing that you need to do is relax. Normally, the feeling of fear of the situation

⁷⁸ *Ibid.*

⁷⁹ *Op.Cit.* Tseng, Shu-Feng, 2012

causes you to panic or become tense and flustered. You just need to calm yourself down and relax in these moment.

c. Positive thinking

The third strategy is positive thinking. It is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well. It means that the students must have positive to overcome their anxiety in speaking English. For examples, the students could imagine themselves giving a great performance, the students try to enjoy the tension before speaking English, and the students should believe that they can. It means that the students should be optimism in speaking English in order to overcome their anxiety.

These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student, (example: imagining oneself giving a great performance, trying to enjoy the tension). It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. It is also important to realize that perfection is an impossible goal and that is not a requisite for success.⁸⁰ The researcher concluded that the students are really hoped to be optimistic in Speaking English so that the anxiety could be solved. This strategy also could increase self-confidence.

⁸⁰ *Ibid.*

d. Peer seeking

The fourth strategy is peer seeking. This strategy distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

The result of questionnaire shows that the students try to find others who have the same anxious problem in English speaking as theirs so that they can learn to deal with it together. In addition, the students could share information each other to overcome the problems they have in speaking English. It means that by having friends to share each other, the problem is easier to solve.

e. Resignation

The last strategy is resignation. This is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seems intent on minimizing the impact of anxiety by refusing to face the problem (example: give up, sleeping in class).⁸¹ Based on the finding above, the students did resignation by trying not to give up in learning English speaking. In order to the anxiety is decreased the students should do the best one and never give up whatever will happen. The students also try not to sleep in the class. It means that the students have to focus on what they have to do in order they could face their anxiety and the students have to try to do anything which can decrease their anxiety in speaking English.

⁸¹ *Op. Cit.* Kondo, David Shinji and Ying-Ling, Yang

Related to the theory, insight and understanding are essential to overcoming anxiety problems. However, from shyness to depression, there is something else that is equally important namely changing behavior. To change the behavior, we have to do the behavior, but it will not help students if they still feel bad about themselves and they still unanswered their own problem by found the solution. Therefore, successfully overcoming anxiety disorder requires both insight and behavior change.⁸² It means that the students should change their bad behavior. They should try anything to be good behavior to overcome their anxiety in speaking English.

Beside the students own strategies to reduce their anxiety, a teacher also can contribute to help students to reduce it. Shu Feng Tseng states that there are several ways for teacher to reduce students' anxiety, they are to give more attention for students and their language learning. If students detect that their teacher has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning. Next is create a warm, reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere, walk around the room and make occasional contact and use humor in sufficient amounts. The next step is incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause of it, and possibly ways of alleviating or reduce it.⁸³ It can be concluded that the teacher have to motivate the students to help them to reduce their anxiety in speaking English.

⁸² Dixon Terry, *Understanding Anxiety Problem*. (2011), Help-for. p. 23.

⁸³ *Op.Cit*

From the explanation above, it can be said that the students of SMP Negeri 08 Lebong has two types of anxiety. They are state anxiety and trait anxiety. Then the factors that cause the anxiety of the students in speaking English are: (1) personal and interpersonal anxieties such as less of self-confidence, self-awareness, Fear of negative evaluation, Self-consciousness, and Speech anxiety; (2) learner beliefs about language learning such as learner's unrealistic such as the students think it takes 2 years to reach fluency in speaking English, Erroneous conceptions such as believe that only talented people have succeeded in learning English, Motivation/ attitudes towards learning such as they not so interested in English speaking; (3) instructor beliefs about language teaching such as Rules in learning English makes the students become anxiety because many rules of English make the students find it difficult and make the students feel anxious about speaking English, Speech anxiety such as feeling very scared when the students do not understand the English words delivered by the teacher is also as one factor of anxiety, and Comfortableness with native speaker such as the students feel so nervous to respond to English native speakers, for example: to respond to the recorded native speakers' audios while learning English listening skill, classroom procedures, language testing; (4) Classroom procedures, such as the classroom environment is not comfortable, so the students feel anxious in English speaking. The second, the students are afraid when the English teacher corrects their mistakes in speaking. The third is attitude towards language learning such as the students do not like English learning. The last is the students feel disappointed with themselves when their English speaking is wrong and corrected by the teacher, so they choose to remain silent; (5) Language

testing, the students experienced test anxiety, lack of class preparation, and nervousness. Test anxiety means when the English test comes, the students feel so anxious. Lack of class preparation means the students feel panic when they have to speak English without prior preparation in the classroom so that the anxiety could not be avoided. Nervousness means even though the students have practiced speaking English, they still feel nervous. However, the students also have the way to overcome their anxiety in speaking English. There were five strategies that used by the students. They were preparation, relaxation, positive thinking, peer seeking, and resignation.

In conclusion, the anxiety could be able come to the students depend on the students themselves. The factors can be caused from the internal and external. Internal means that the factors from the students themselves, such as lack of motivation, lack of self-confidence, and behavior of the students in learning English. External means that the factors caused by outside of the personal of the students such as the condition that makes the students become anxiety during learning English. But, the students have their own way to decrease their anxiety in speaking English by doing anything to support them to speak English well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that has been presented in the previous chapter, the researcher concludes that:

1. The types of anxiety of the students of SMP Negeri 08 Lebong have are state anxiety and trait anxiety.
2. Then the factors that cause the anxiety of the students in speaking English are: (1) personal and interpersonal anxieties (less of self-confidence, self-awareness, fear of negative evaluation, Self-consciousness, and Speech anxiety; (2) learner beliefs about language learning (learner's unrealistic, Erroneous conceptions, Motivation/ attitudes towards learning; (3) instructor beliefs about language teaching (Rules in learning English, Speech anxiety, and Comfortableness with native speaker; (4) Classroom procedures (the classroom environment, overt explicit error correction, attitude towards language learning , and error correction); (5) Language testing, the students experienced test anxiety, lack of class preparation, and nervousness.
3. The students have some ways to overcome their anxiety in speaking English. There were five strategies that used by the students. They were preparation, relaxation, positive thinking, peer seeking, and resignation.

B. Suggestion

In the end of this research, the researcher suggests to:

1. The students

The students are hoped to decrease their anxiety in speaking English, because the students who are in speaking class must improve the speaking without anxiety. The students should use the other strategy which can support their speaking English well.

2. The Teachers/Lecturers

The teachers or the lectures should pay attention to the student's speaking and give the students chance to express their idea easily. The teachers or the lecturers also may let them use the strategies to avoid anxiety, but the teachers or the lecturers must force them to use the best strategy in their speaking.

3. The next researcher

The researcher hopes that any further researches can continue and complete this research. This research delivered types of anxiety, cause of the anxiety and how to reduce the anxiety in speaking class which occurred a lot in speaking class activity. So, in the further research, the researcher hopes that any other creative researcher want to investigate and to develop the other researcher to avoid anxiety in speaking English.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
Nomor : 055 /In.34/FT/PP.00.9/05/2019**

Tentang

**PEWUJUDKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- | | | |
|-----------|----|--|
| Menimbang | a. | Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud; |
| | b. | Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II; |
| Mengingat | 1. | Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional; |
| | 2. | Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | 3. | Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | 4. | Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | 5. | Keputusan Menteri Agama RI Nomor B.11/5/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022; |
| | 6. | Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | 7. | Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |

MEMUTUSKAN :

Menetapkan

- | | | | |
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| Pertama | 1. | Jumatul Hidayah, M.Pd | 19791225 200912 2 002 |
| | 2. | Henry Septia Utami, M.Pd | 17102010 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Kartika Maryani**
N I M : **14551057**

JUDUL SKRIPSI : **An Analysis Of Students Anxiety in Speaking English
(A Descriptive Study Of Second Grade Students At
SMP Negeri 08 Lebong).**

- | | | |
|---------|---|---|
| Kedua | : | Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi; |
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan; |
| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku; |



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Nomor : 327/In.34/FT/PP.00.9/05/2019
Lampiran : Proposal Dan Instrumen
Hal : Permohonan Izin Penelitian

23 Mei 2019

Yth. Kepala Dinas Pendidikan dan Kebudayaan
Kab. Lebong

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Kartika Maryani
NIM : 14551057
Fakultas / Prodi : Tarbiyah / Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : An Analysis Of Students Anxiety in Speaking English.
(A Descriptive Study Of Second Grade Students At SMP Negeri 08 Lebong)
Waktu Penelitian : 23 Mei 2019 s.d 23 Agustus 2019
Tempat Penelitian : SMP Negeri 08 Kabupaten Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.



Tembusan : Disampaikan Yth :
1. Rektor
2. Warek I
3. Ka. Biro AUAK



PEMERINTAH KABUPATEN LEBONG
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SURAT IZIN PENELITIAN

Nomor : 800/132./Dikbud/LL/2019

Berdasarkan Surat Nomor : 727/In.34/FT/PP.009/05/2019 Prihal : Permohonan izin penelitian.

Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Lebong memberikan izin Penelitian di SMP Negeri 08 Lebong kepada :

Nama : Kartika Maryani
NIM : 14551057
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris (PBI)
Waktu Penelitian : 23 Mei sampai dengan 23 Agustus 2019

Demikian surat izin ini dikeluarkan dan kepada yang bersangkutan untuk melaporkan diri pada Kepala Sekolah tempat melakukan penelitian dan kepada Kepala Sekolah tempat penelitian diucapkan terima kasih.

22 Mei 2019



H. M. TAUFIK ANDARY, M.Pd.

Pembina Utama Muda IV/c NIP.19640808 198409 1 002

Tembusan :

1. Kepala SMPN 08 Lebong
2. Arsip



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : KARTIKA MARYANI
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 FAKULTAS JURUSAN : TARBIYAH
 PEMBIMBING I : JUMATUL HIDAYAH, M.Pd
 PEMBIMBING II : HENNY SEPTIA UTAMI, M.Pd
 JUDUL SKRIPSI : AN ANALYSIS OF STUDENTS ANXIETY IN SPEAKING ENGLISH (A DESCRIPTIVE STUDY OF SECOND GRADE STUDENTS AT SMP NEGERI 08 LEBONG)

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- * Ditujukan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan buku yang di sertakan;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



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NAMA : KARTIKA MARYANI
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 PEMBIMBING I : JUMATUL HIDAYAH, M.Pd
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 JUDUL SKRIPSI : AN ANALYSIS OF STUDENTS ANXIETY IN SPEAKING ENGLISH (A DESCRIPTIVE STUDY OF SECOND GRADE STUDENTS AT SMP NEGERI 08 LEBONG)

Kami berpersetujuan bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi LAIN CERP.

Pembimbing I,

Jumatul Hidayah, M.Pd
 NP. 191791215100302.2.002

Pembimbing II,

Henky Septia Utami, M.Pd
 NP.

| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing II | Paraf Mahasiswa |
|----|----------|---------------------------------------|---------------------|-----------------|
| 1 | 05/18/17 | Bab I (Background) | | |
| 2 | 08/18/01 | Bab II (Literature Review) | | |
| 3 | 20/19/02 | Bab III (Research method) | | |
| 4 | 15/19/04 | Bab III, IV (Instrument) | | |
| 5 | 18/19/07 | Bab IV, V (Data analysis, conclusion) | | |
| 6 | 22/19/08 | ACC Murningsih | | |
| 7 | | | | |
| 8 | | | | |

| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing I | Paraf Mahasiswa |
|----|----------|--|--------------------|-----------------|
| 1 | 07/16/11 | Bab I : - Background - Research question | | |
| 2 | 19/08/11 | Bab II : Literature Review | | |
| 3 | 10/18/12 | Bab II, III : - Instrument - Research methodology | | |
| 4 | 24/18/12 | Bab III : Instrument | | |
| 5 | 11/19/01 | Bab III : Instrument Validation | | |
| 6 | 15/19/06 | Bab IV : Analysis Data | | |
| 7 | 29/19/06 | Bab IV, V : Conclusion | | |
| 8 | 19/08/08 | ACC Murningsih | | |

BIOGRAPHY



Kartika Maryani was born in Taba Baru 1, on March 9th 1997. She is a daughter of Mr. Catur Sugito and Mrs. Sahada Tul'aida. She is the youngest daughter and she has a sister. She finished her elementary school in her hometown at Elementary School Number Two, Taba Baru 1 in 2008, and she continued her study to Junior High School Number One Lebong Atas in 2008-2011. She was graduated from Senior High School Number One Lebong Atas in 2014. After that, she decided entering Institute College for Islamic Studies (IAIN) Curup and chose English Study Program as her faculty in 2014. When she was studying in college, the interesting note comes from her experiences and meets many people who have different characters, cultural background and mind set. They have influenced strongly in how she looks like in the present.