

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN AN ENGLISH
AS FOREIGN LANGUAGE CLASSROOM
(A QUALITATIVE STUDY AT SMAN 1 RUMBIA)**

By:

ALFINA DAMAYANTI

Student Number : 1901051001



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444/2023 M**

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN AN ENGLISH
AS FOREIGN LANGUAGE CLASSROOM
(A QUALITATIVE STUDY AT SMAN 1 RUMBIA)**

Presented as Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Study Program

By:
Alfina Damayanti
Student Number: 1901051001

English Education Department
Tarbiyah and Teacher's Training Faculty

Sponsor : Andianto, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444/2023 M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY
IN AN ENGLISH AS FOREIGN LANGUAGE
CLASSROOM (A QUALITATIVE STUDY AT SMAN 1
RUMBIA)

Name : Alfina Damayanti
Student Number : 1901051001
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Head of English Education
Departement

Andianto, M.Pd.

NIP. 19871102 201503 1 004

Metro, 25 Mei 2023
Sponsor

Andianto, M.Pd.

NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi ALFINA DAMAYANTI**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr. Wb.


Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Alfina Damayanti
NPM : 1901051001
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN AN ENGLISH AS FOREIGN LANGUAGE CLASSROOM (A QUALITATIVE STUDY AT SMAN 1 RUMBIA)


Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr. Wb.

Mengetahui,
Ketua Program Studi TBI


Andianto, M.Pd.
NIP. 198711022015031004

Metro, 12 Mei 2023
Sponsor


Andianto, M.Pd.
NIP. 198711022015031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah of ALFINA DAMAAYANTI**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Alfina Damayanti
Student Number : 1901051001
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN AN
ENGLISH AS FOREIGN LANGUAGE CLASSROOM (A
QUALITATIVE STUDY AT SMAN 1 RUMBIA)

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
Departement

Andianto, M.Pd
NIP. 19871102 201503 1 004

Metro, 25 Mei 2023
Sponsor

Andianto, M.Pd
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 Alirang Mulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metro.univ.ac.id; E-mail: iaimetro@metrouniv.ac.id

RATIFICATION PAGE

NO. B-3352/11.28-1/D/PP-00.9/106/2023

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN AN ENGLISH AS FOREIGN LANGUAGE CLASSROOM (A QUALITATIVE STUDY AT SMAN 1 RUMBIA). Written by: Alfina Damayanti, Student Number 1901051001, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Monday, June 12th, 2023 at 08.00 – 10.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Andianto, M.Pd	(.....)
Examiner I	: Dr. Dedi Irwansyah, M.Hum	(.....)
Examiner II	: Rika Dartiara, M.Pd.	(.....)
Secretary	: Indah Eftanastarini, M.Pd.	(.....)



The Dean of Tarbiyah and Teacher Training Faculty,



Dr. Zulfairi, M.Pd

NIDN.1962061985031005

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN AN ENGLISH
AS FOREIGN LANGUAGE CLASSROOM
(A QUALITATIVE STUDY AT SMAN 1 RUMBIA)**

ABSTRACT

**By :
ALFINA DAMAYANTI**

The purpose of this research to find out types of anxieties, levels of anxieties do the students have in speaking, what factors make students feel anxious when speaking English in front of class, and what strategies do the students apply to reduce anxiety.

This research was a qualitative research. The methods used in collecting data were observation, interview, questionnaire, and documentation. The data analysis technique was data collection, data reduction, data display and conclusion drawing and verification. The subject of this study were students of XI Mipa 3 SMAN 1 Rumbia.

From the observation data and in-depth interview with respondents, researchers found that students XI Mipa 3 experienced anxiety when speaking English. The researchers found that there were two types of anxiety experienced by students, namely: trait anxiety, and state anxiety.

From the data questionnaire developed by Horwitz et al (1986). It consist of 33 item with 5 point Likert-Scale and the researcher found the levels that were 3 students (9.67%) have a very low level of anxiety, 5 students (16.12%) into the category of low anxiety, 9 students (29.03%) have a medium level anxiety, then 9 students (29.03%) have a relatively high anxiety and 5 students (16.12%) have a high very anxiety. The researcher also found the factors that contributed to the anxiety, the factors is not only from the teacher but also the students, there are five factors which are found this research, speaking in front of the class, incomprehensible input, being laughed at by others, students beliefs and lack preparation. The last the researcher also found five strategies to reduce students anxiety, there are change the mindset, positive thinking, preparation, improving students' speaking skill and be brave.

Keywords: Anxiety, Foreign Language Anxiety, Speaking Skill

**ANALISIS KECEMASAN BERBICARA SISWA DALAM KELAS
BAHASA INGGRIS ASING
(STUDI KUALITATIF DI SMAN 1 RUMBIA)
ABSTRAK**

Oleh :

ALFINA DAMAYANTI

Tujuan dari penelitian ini untuk mengetahui jenis kecemasan, tingkat kecemasan siswa dalam berbicara, faktor apa yang membuat siswa merasa cemas ketika berbicara bahasa Inggris di kelas, dan strategi apa yang dilakukan siswa untuk mengurangi kecemasan.

Penelitian ini merupakan penelitian kualitatif. Metode yang digunakan dalam pengumpulan data adalah observasi, angket, wawancara dan dokumentasi. Data teknik analisisnya adalah pengumpulan data, penyajian data, dan penarikan data serta verifikasi. Subjek penelitian ini adalah siswa kelas XI Mipa 3 SMAN 1 Rumbia.

Dari data observasi dan wawancara mendalam dengan responden, peneliti menemukan bahwa siswa XI Mipa 3 mengalami kecemasan saat berbicara bahasa Inggris. Peneliti menemukan bahwa ada 2 jenis kecemasan yang dialami siswa, yaitu: kecemasan sifat, dan kecemasan keadaan.

Dari data kuesioner yang dikemangkan oleh Horwitz et al (1986) terdiri dari 33 item dengan Skala Likert 5 poin dan peneliti menemukan tingkatan yaitu 3 siswa (9,67%) memiliki tingkat kecemasan sangat rendah, 5 siswa (16,12%) masuk dalam kategori kecemasan rendah, 9 siswa (29,03) memiliki tingkat kecemasan sedang, 9 siswa (29,03%) memiliki kecemasan yang relatif tinggi dan 5 siswa (16,12%) memiliki kecemasan yang sangat tinggi. Peneliti juga menemukan faktor-faktor yang berkontribusi terhadap kecemasan tersebut, faktor tersebut tidak hanya dari guru tetapi juga dari siswa, ada lima faktor yang ditemukan dalam penelitian ini, berbicara didepan kelas, masukan yang tidak dimengerti, ditertawakan oleh orang lain, keyakinan siswa dan kurangnya persiapan. Terakhir peneliti juga menemukan lima strategi untuk mengurangi kecemasan siswa, yaitu mengubah pola pikir, berfikir positif, persiapan, meningkatkan keterampilan berbicara siswa dan menjadi berani.

Kata Kunci: Kecemasan, Kecemasan Bahasa Asing, Keterampilan Berbicara

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : Alfina Damayanti
NPM : 1901051001
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education Department (TBI)

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts rhich are accepted from the bibliographies mentioned.

Metro, 12 June 2023

Researcher,



Alfina Damayanti
NPM.1901051001

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Alfina Damayanti

NPM : 1901051001

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 12 Juni 2023

Penulis,



Alfina Damayanti
NPM.1901051001

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not burden a person but according to their ability. (Q.S Al- Baqarah
(286:2)

Artinya: "Allah tidak membebani seseorang melainkan sesuai dengan
kesanggupannya

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents Mr. Tukipan and Mrs. Maryam who become the inspiration of my life, always pray and support me for succes with their endless love, besides that to all my big family who always become my support system.

Secondly, my sponsor Mr. Andianto, M.Pd who have sincerely guided the researcher to accompolish this undergraduate thesis in time. Not only that, my beloved lecturers of English Education Department, and my beloved campus IAIN Metro. And the big family at SMAN 1 Rumbia, thanks for helping.

Thirdly, I also want to say big thanks to all my best friends who have help me to complete this undergraduate thesis. They are Lutfi, Erlin, Destika, Nanda, Lilis, Dyah and class C of TBI 2019.

Last but no least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for to do more right than wrong, and for just being me at all the time.

ACKNOWLEDGEMENT

All Praises to Allah, the most gracious, the most merciful praise it to Allah, the lord of the world whom is mercy and blessings, none of these would be possible. The researcher is very grateful for the change he given to accomplish an undergraduate thesis.

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: “An Analysis of Students’Speaking Anxiety In an English as Foreign Language Classroom (a Qualitative Study at SMAN 1 Rumbia)”

The researcher realizes that cannot to stand alone, there were many persons who contributed their meaningful hands in accomplishing this undergraduate thesis that researcher could not mention one by one, the researcher thanks to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Principle of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Head of English Education Department of IAIN Metro Lampung.
4. Andianto, M.Pd, as the advisor that has given the researcher knowladge, advice and support in finishing this undergraduate thesis.
5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their knowledge and shares their experience to the researcher.
6. Headmaster, Teacher, and Staff of SMAN 1 Rumbia who gives permission to the researcher conduct the research in this school.
7. My beloved parents, Mr. Tukipan and Mrs. Maryam who always give me their greatest love and advice. They are my motivation to struggle in life.
8. All of researcher’s friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Finally, the researcher believes that this undergraduate thesis is nearly imperfect. Last but not least, hopefully this paper can contribute in teaching learning activity of English language.

Metro, June 12 2023

A handwritten signature in black ink, appearing to read 'Alfina Damayanti', with a stylized flourish at the end.

Alfina Damayanti
ST.ID.1901051001

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	v
RATIFICATION LETTER	vi
ABSTRACT	vii
STATEMENT OF ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xv
LIST OF TABLES	xvii
LIST OF FIGURE	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Research Questions	4
C. Objective and Benefits of Study	4
D. Prior Research	5
CHAPTER II THEORETICAL REVIEW	
A. The Concept of Speaking	8
1. The Definition of Speaking	8
2. Types of Speaking Activities	9
3. The Aspects of Speaking.....	10
B. Concept of Anxiety	15
1. The Nature of Anxiety	15
2. Types of Anxiety	16
3. Levels of Anxiety	17
C. Foreign Language Anxiety.....	19
1. The Nature of Foreign Language Anxiety	19
2. Elements of Foreign Language Anxiety	19
3. Effect of Foreign Language Anxiety.....	20
4. Factors Contributing to Foreign Language Anxiety	21
5. Strategies in Reducing Students' Anxiety in Speaking English	23
CHAPTER III RESEARCH METHODOLOGY	
A. Type and Characteristics of Research	27

B. Data Resources	28
C. Data Collection Technique.....	29
D. Data Analysis Technique	32

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research	36
1. The types of Anxiety	37
2. Level of Anxiety	39
3. The factor of Anxiety	41
4. Strategies to Reduce Students Speaking Anxiety	44
B. Discussion of Result.....	47

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	54
B. Suggestion	55

BIOBLOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 3.2 List of Interview.....	31
Table 4.1 Recapitulation of FLCAS Result Score and Category.....	40

LIST OF FIGURE

Figure 4.1 Types of Anxiety that students experienced.....	38
Figure 4.2 List of Interview	39
Figure 4.3 Total Respondent.....	39

LIST OF APPENDICES

Appendices 1	Research Instrument	59
Appendices 2	Result Students Scoring and Categorizing of questionnaire	65
Appendices 3	Transcript Interview.....	69
Appendices 4	The Result of Observation	111
Documentation		115
Appendices 5	Pra-survey Permit	121
Appendices 6	Pra-survey Replay	122
Appendices 7	Thesis Guidance Letter.....	123
Appendices 8	Research Permit.....	124
Appendices 9	Research Permit Replay	125
Appendices 10	Assignment Letter	126
Appendices 11	Thesis Guidance Consultasion Form.....	127
Appendices 12	Certificate of Free Library.....	130
Appendices 13	Certificate of Free Study Program	131
Appendices 14	Plagiarism Pass.....	132

CHAPTER I

INTRODUCTION

A. Background of Study

English has been a global language since long ago. English is a crucial language that people use in the world and to be an important skill. Students should have a good command of communication skills in English so as to prepare their future careers and lives.

There are four skills that can be learned in English and must be mastered. There are listening, speaking, writing, and reading. Speaking is a very important skill to learn. As we know, speaking skills are a bridge to establish communication with other people. Good pronunciation and fluency in composing vocabulary make the other person understand what we are talking about. Since communicating requires skills to produce good information, good information means good speech structure. Speaking has been classified as monologue and dialogue, the ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes. Speaking instruction is important because it helps students acquire English as Foreign Language (EFL) speaking skills thus converse spontaneously and naturally with native speakers.

In reality, even though English has been taught for at least six years in school levels in Indonesia, which in Junior High School and Senior. School level and also in many elementary schools as local content subject, the students still have some difficulties in learning English whether it is the

productive or receptive skill, especially speaking. The fact that many of school graduates cannot communicate in English has become national problem in Indonesia.

This could happen because of the lack of speaking exposure¹. English in Indonesian is considered to be a foreign language. Most of time, students could only develop their speaking ability in an EFL classroom, but they usually don't use this chance to enhance their speaking ability. It happens because of many factors, one of the reason is the students are not comfortable to speak in front of classmates.

The reluctance of many students to speak in class has become a major factor that could influence their ability in language learning. In an EFL classroom, students tend to be silent if they are asked by their teacher. Many times they keep silence even if they understand the questions and could actually answer the questions from their teacher.

This phenomenon happens because of many factors and anxiety is one of the most influencing factors². Speaking is an anxious triggering activity that makes students anxious when they are in classroom, many learners are highly anxious because of participating in speaking activities. In fact, it is often suggested that speaking is the most anxiety-provoking language skill in foreign language learning situation. They even become more anxious when given questions or asked to perform in front of the class. This finding has

¹ Pettela Ramesh, "Teaching English as A Second Language: Factors Affecting Learning Speaking Skills", International Journal of Engineering Research & Technology (IJERT), Vol. I, No.7, (September, 2012), 3

² Taghreed Al-Saraj, "Foreign Language Anxiety: What is it?", University of London, (2011)

some familiarities with Horwitz, et al³. findings that showed EFL students are afraid to speak in foreign language because they are afraid to make mistakes and thought as less competent by the others.

Meanwhile, during in pra survey at SMAN 1 Rumbia, the researcher found signs of anxiety among the students. Many of students got jittery, created avoidance and reduced participation in the classroom. They were afraid and shy to practice with the target language, in this case the target language is English, because they were worried about making mistake. One of students thought if he made mistake, the teacher would get angry and his peers would ridicule him. So he preferred to be quiet and sit passively. While some of students also believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel anxiety in classroom. In the end, when they were asked to practice, they started to stutter. Moreover, some of students were unable to produce the sound or intonation even after a number of repetitions because they were not sure if they can practice their English. It was quite hard for the researcher to do proper learning activities with them.

With these problems, the researcher are interested in exploring and analyzing more deeply about foreign language anxiety when speaking English that occurs in class XI MIPA 3 at SMAN 1 Rumbia. Because it seems that many other factors influence the anxiety, and analyze what types of anxiety exist in students. Based on this explanation, the researcher wants to conduct a

³ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "*Foreign Language Classroom Anxiety*", *The Modern Language Journal*, Vol. VII, No.2, (1986), 130

research entitled "An Analysis Of Students' Speaking Anxiety In An English As Foreign Language Classroom A Qualitative Study at SMAN 1 Rumbia".

B. Research Questions

Based on the background above, there are some problems that could be identified as follows:

1. What is the types of students' speaking anxiety?
2. What are students' speaking anxiety levels?
3. What anxiety factors are contribute to students' speaking anxiety?
4. What are strategies do the students apply to reduce anxiety?

C. Objective and Benefits of Study

1. Objective of the study
 - a. To identify the type of students' speaking anxiety.
 - b. To identify the level of anxiety experienced by students in an EFL classroom.
 - c. To identify the factors or situations that make them feel anxious when they speak English in an EFL classroom.
 - d. To find strategies do the students apply to reduce anxiety in an EFL classroom.
2. Benefits of Study
 - a. for the students this study is expected to give more contribution in students' ability in speaking area.

- b. For the teachers as the major instrument of the learning process in speaking skill. The teachers to understand more the different types of anxiety experienced by students when they speak using English. They also can get more information about factors that trigger students' anxiety when they speak in English and try to find strategy to help them in reducing students' anxiety and creating more relax atmosphere in class. Through this study, it is hoped that educators could also understand how anxiety affect in students' English learning.
- c. For the other researchers as a media to facilitate society to restructure a whole thing. It is expected that this study will provide the other researchers with feedback and knowledge to perform further studies.

D. Prior Research

There are several researchers who have already published their research on the an analysis speaking anxiety. This research was done by considering the important things in the 3 prior research. The first is written by Nur Isnaini with the title "An Analysis Of Students' Speaking Anxiety Students Of English Foreign Language (Efl) At The Fifth Semester English Department Of Uin Raden Intan Lampung Academic Year Of 2018/2019". Nur Isnaini used qualitative methods and collected data through observation, interviews, and questionnaires. The results of the research that she found were factors of students' speaking anxiety in a foreign language English (EFL), namely feelings of self-prediction towards fear, irrational beliefs, excessive sensitivity to threats, anxiety sensitivity, wrong attribution body signals, low self-

efficacy. Then, the causes of students' speaking anxiety were that students' were unconfident to speak English, fear to make mistakes when speaking, anxiety when the teacher asked to speak up, and shy to perform in front the class.

Further research was carried out by Farhan Muhammad in 2019, with the thesis title *An Analysis of Students' Speaking Anxiety in an English as Foreign Language (EFL) Classroom (A Case Study at MAN 2 Pandeglang)*. Farhan Muhammad uses qualitative descriptive as his research method and a case study approach. In his research he found that most of the students were at the "Mildly Anxious" level, no students were at the "Very Anxious" level. His research also shows that six factors can cause students' anxiety in learning English. Scilicet speaking in front of the class, being laughed at by others, incomprehensible input, students' beliefs about language learning, teacher personality, and lack of preparation.

Furthermore, previous research was conducted by Sylva Nanda Nurya Ningrum in 2022, with the title *An Analysis Of Students' Foreign Language Anxiety In Speaking English Of The English Education Department At Iain Metro*. In her research, she uses qualitative methods with data collection by using observation, interviews, and documentation. From her research, it was found that there were three factors of speaking anxiety felt by students during English class, these factors are communication apprehension, anxiety test, and fear of negative evaluations. And found that there were three types of anxiety

experienced by students, namely: trait anxiety, state anxiety, and situation-specific anxiety.

Referring to prior research, there are similarities and differences from this research that is to be conducted. The sameness from previous research is the use of research methods, namely qualitative methods. The difference in this study from the previous one is that the researcher wants to focus on what types of anxiety are experienced by students when practicing speaking English and then the factors that influence the emergence of this anxiety and knowing strategy to reducing speaking anxiety.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking

1. The Definition of Speaking

Speaking is interaction between two or more people in receiving information where there is a speaker and listener. According to Brown speaking is an interactive of constructing meaning that involves producing, receiving and processing information.¹ Language learner need to process their speaking by receiving the information first then giving feedback by producing some information. Also, Brown states that when someone can speak a language it means that he/she can carry on a conversation reasonably competently. According by Nunan, he states that speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.² We have to be able to make our speaking can be understood by others clearly.

Based on the previous above, speaking is not only making sound by speech organs but ideas and emotions are also taking part in it. Speaking is the process of using the urge of speech to performance vocal symbol in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

¹ H. Douglas Brown, *Principle of Language Learning and Teaching*. (San Fransisco State University: Pearson, 2001), 267.

² David Nunan, *Practical English Language Teaching. First Edition*, (New York: Mc Grawhill, 2003), 48.

2. Types of Speaking Activities

Brown describes six categories of speaking skill area. Those six categories are as follows³:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated

³ H. D. Brown, *Language Assessment: Principles and Classroom Practice (1st ed.)*, (New York: Pearson Education Inc., 2000), p.141.

questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional

Transactional or dialogue it is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal

Interpersonal or dialogue it is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

3. The Aspects of Speaking

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can

communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language.

Moreover, the other definition of grammar stated by Greenbaum and Nelson argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator. Moreover, Nelson states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms⁴.

c. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday. It means that in spoken language or speaking, the

⁴ S. Greenbaum and G. Nelson, *Introduction to English Grammar*, Second ed., (Essex:Longman, 2002), p. 1.

vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations.

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease.

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

f. Interactive Communication

Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements. The most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

B. Concept of Anxiety**1. The Nature of Anxiety**

Anxiety is one of the phenomena of mental health disorders that exist and often occur in life. This disorder can affect anyone, from children

to adults. There are some definitions of anxiety found by the researcher. Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration⁵.

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 happen⁶

Furthermore Passer and Smith define 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.⁷

From 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.

2. Types of Anxiety

Three main approaches have been clearly outlined by Horwitz & Cope in one of their papers. The first approach considers language anxiety

⁵ Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol. 70, No. 2, (Summer, 1986),

⁶ Richard P. Halgin and Susan Krauss Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, (New York: McGraw-Hill, 2007), 148

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

as a “Trait Anxiety”. The second type of perspective describes foreign language anxiety as “State Anxiety”. And the third approach considers foreign language anxiety as a kind of “Situation Specific Anxiety”⁸.

a. Trait Anxiety

Trait anxiety is a general personality trait that does not change from situation to situation. In this type of approach, the individual has permanent intention to be anxious. Anxiety emerges because of the feeling of worry and impending danger to someone but not harmful. This anxiety occurs because of the individual himself personality that does have potential anxiety compared to another individual.

b. State Anxiety

State anxiety can be said as an emotional state. The point is that if the individual in a given situation feels like the person entering danger or threat, whether or not there is danger, will exist emotional reactions or response patterns felt by individuals. Simply put, state anxiety is temporary anxiety or fear that occurs at a certain moment times and situations that cause feelings of tension and worry consciously and subjectively. 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

⁸ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “*Foreign Language Classroom Anxiety*”, *The Modern Language Journal*, Vol. VII, No.2, (1986),

other words, it is a situational anxious feeling that disappears when threatening situation goes away.

c. Situation Specific Anxiety

Situation-specific anxiety refers to a particular form of anxiety that occurs systematically over time. Situation-specific anxiety is described as an individual's tendency to what happens at a certain point in time as a result of a particular situation. It is closely related to definite situations where one situation differs from another but is consistent over time. In contrast to trait anxiety, which is a stable trait in which all situations trigger feelings of anxiety, while situation-specific anxiety is associated with specific situations.

Based on the explanation above, it can be said that there are three types of anxiety. The researcher will use this theory for the types of anxiety experienced and felt by the students of XI MIPA 3 of SMAN 1 Rumbia.

3. Levels of Anxiety

According to Horwitz, he stated that to measure the stature of anxiety in students speaking English, or namely Foreign Language Anxiety (FLA) is to use the Foreign Language Classroom Anxiety Scale (FLCAS). This is to receive anxiety level outcomes for students of Horwitz's specific approach adopted in his research for two reasons:

- a) The specific characterization of the FLA situation best matches the definition of the FLA as anxiety driven by a task and a unique context for learning a foreign language, and

- b) The characterization of a specific situation provides many advantages to conceptualizing and assessing anxiety.

Horwitz can be grouped into three categories low, medium, and high level⁹. The level of a person can be seen from a person's ability to react to a particular problem. Thus the researchers see and observe each student, and know the level they have from the category of each level which has been determined by the theory. To categorize the students into low-level anxiety here means that when students feel confident about the situation in their experience, they do not feel embarrassed to interact with others though they got difficulty in their experiences. Then medium-level anxiety means that students feel less confident about the situation in their experience with doubt in their abilities, and still need help from others in a certain condition. So, they will also be comfortable if they get help and support from others. The last high-level anxiety means that students feel unconfident about their capabilities which makes them afraid to do something, although in the imperative condition. They do not feel any dependency at all, so they will not show an exaggerated attitude to seek support or expect help.

C. Foreign Language Anxiety

1. The Nature of 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

⁹ Horwitz, et.a.l, "Language Anxiety: From Theory and Research to Classroom Implications", *Foreign Language Classroom Anxiety*, (In E.K. Horwitz & D. J. Young, 1991

anxiety which is related to language learning and use. Relating to Brown, foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning a foreign language.”¹⁰

However, 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.”¹¹

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

2. Elements of Foreign Language Anxiety

According to Horwitz in MacLnyre & Gardner, foreign language anxiety appears in the form of this three anxiety: communicate on apprehension, test anxiety, and fear of negative evaluation.

a. Communication Apprehension

Communication apprehension deals with students' fears in terms of communication. Their fear arises because they feel they cannot understand the information presented and are also unable to convey

¹⁰ H. Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc., 1991), 80.

¹¹ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, “*Foreign Language Classroom Anxiety*”, *The Modern Language Journal*, Vol. LXX, No.2, (1986), 128.

information clearly when they communicate. This is marked by the appearance of shame and fear of communicating with others.

b. Test Anxiety

This type of anxiety is related to academic evaluation, which is the fear of failing a performance or exam. Usually students who experience this type of anxiety have bad experiences regarding previous exams that cause students to be insecure and think about failing the test they are taking, this can happen to all students.

c. Fear of negative evaluation

Fear of negative social evaluation is related to students' fear of negative opinions and views from those around them. When they talk, they are afraid that they will get an evaluation, criticism, or a bad impression from others. It causes them to be anxious and try to avoid these kinds of things. This type of anxiety is broader than the test anxiety situation, it can attack a variety of other social evaluation conditions, such as job interviews, speaking in front of the class.

3. Effect of Foreign Language Anxiety

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. Anxiety can interfere with several aspects of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned. In other words,

foreign language anxiety belongs to debilitating anxiety because it can hinder language learning.

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

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

4. 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. Oral skits and oral presentation in the front of the class as the most anxiety producing activities. Orally can produce anxiety. 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 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.

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. The inability to understand what is being said in the classroom often lead to communication apprehension. Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. 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.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly.

While others think that English is a difficult subject. Such beliefs can lead to language anxiety. Horwitz et al. noted that "certain beliefs about language learning also contribute to the students' tension and frustration in the classroom."¹² This also indicates that low self-esteem can generate anxiety. Anxious students believed their language skill were weaker than

¹² Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "*Foreign Language Classroom Anxiety*", *The Modern Language Journal*, Vol. LXX, No.2, (1986), 127

any other students. 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. Lack of preparation was the major contributor of students' anxiety. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

5. Strategies in Reducing Students' Anxiety in Speaking English

According to Kondo & ling state that there are five strategies to reducing language anxiety in speaking English. One goal of this investigation is to develop a typology of strategies that students us to cope or to reducing their anxiety. The five strategies identify in the present investigation are quite similar to those observe in test – taking situations¹³:

a. Preparation

Preparation refers to attempts at controlling the impending threat by improving learning and study strategies. Preparation can be considering a behavioral strategy because it focuses on behavioral components of language learning that are relate to effective performance in class. Use of these strategies will expected to increase students; subjectively estimated mastery of the subject matter, and hence reduce

¹³ Kondo, D. S., & Ying - Ling, Y. (2004). *Strategies for Coping with language anxiety: the case of students* of English Japan. ELT Journal volume 58/ 3 July: Oxford University Press,

the anxiety associated with the language class. So, preparation is the action or process of getting ready for some occasion, test, or duty. The typical items of preparation are: Try to get using English, study hard, ask for help from friends, check dictionary, ask the teacher some questions, practice English in the mind, listen carefully what the teacher says, try to perform better, try to make habit studying English every day, prepare our self-better, I think carefully about where I am having trouble, try to read carefully, concentrate on the class, I peruse the material before I am called on by the teacher and etc.

b. Relaxation

Relaxation is characterized by its affective quality in that aims at alleviating bodily tension associate with emotional arousal. Relaxation involves tactics that aim at reducing somatic anxiety symptoms. The relaxation brings the system back into balance, reducing stress and anxiety hormones and increasing blood flow to the brain. Relaxation is a mentally active process that leaves the body relaxes. Typical items of relax are: take a deep breath, calm down, close the eyes, pretend to be calm, shake the body, touch the hair, play with the hands, look at the watch and etc.

c. Positive Thinking

Positive thinking refers attempts to suppress or alter problematic thought processes related to the language learning. Positive thinking is characterized by its palliative function of suppressing problematic

cognitive processes that underlie students anxiety. Positive thinking may reflect our outlook on life and our attitude toward our self. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues and bring relief to the anxious student. The items of positive thinking are: self-confident, enjoy the lesson, believe in our self, take it easy, tell our self that we can do it, say a prayer, not to think of the consequences, tell our self that we not anxious, enjoy the English, think of a joke, imagine that our self-giving a great performance, use the anxiety to motivate our self, not to take it seriously and etc.

d. Peer Seeking

Peer seeking is 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 typical items of peer seeking are: tell our self that difficult problem for us are also difficult for the others, tell our self that the other must be anxious, look for others who are having difficulty understanding the class, talk with friends around us and etc.

e. Resignation

Resignation is characterized by students reluctance to do anything to alleviate their language anxiety. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. The typical items of resignation are: give up, crying, stop paying attention, accept the situation, sleep in the class, do not make useless resistance, and try to put up with the situation

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristics of Research

This current research uses a qualitative descriptive method to obtain the data needed. Qualitative descriptive research generates a descriptive summary of events in everyday terms as they are experienced by people and is an appropriate research design when a straight forward description of a phenomenon is desired. In pursuance of Creswell, qualitative research studies are behoove to cruise this phenomenon from the perspective of length education students.¹⁷ It means that qualitative research can be able to describe an object of research in detail and show the quality of the research that has been done it.

The characteristic focuses on descriptive qualitative research. The researcher was conduct an analysis that describes the phenomenon. The purpose of analyze connected speech in this conversation is for descriptive research. Descriptive research is research that describes an event or phenomenon that is factual and carried out in detail, as well as to get a good definite step. Descriptive qualitative analysis involves describing the general characteristics that underline the data and identifying problems or to justify the ongoing situation. Descriptive qualitative research is worthwhile because it can serve necessary information and provide an objective description of a situation.

¹⁷ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4rdEd* (New Delhi: Sage Publications, 2012), 16.

The description of students' anxiety was explored use this method. Like any other qualitative research design, the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

In writing this research, in addition to use qualitative research methods, researchers also use a case study approach. Case studies and qualitative are interrelated with developing explanations of social phenomena. This qualitative case study is an approach to research that helps the exploration of a phenomenon within its context using an expansion of data sources. This confirms that the problem is not explored through one lens but instead a selection of lenses that allows for multiple sides of the phenomenon to be revealed and understood.

B. Data Resources

In the part of this study, the researcher decides to hand out the sources in two particles, consist of primary and secondary data sources. The basic material of a research is the primary sources. This data was obtained directly by research in the field through respondents by means of observations, interviews and distributing questionnaires. They are direct testimony or evidence of the topic under consideration. Primary resources present the information in original shape, not interpreted, summarized or evaluated by others researchers.

Consistent with this, the researcher's primary data source were eleven students of SMAN 1 Rumbia. While secondary sources proffer exegeses or

analyze based on primary sources. They may describe a primary source and often use it to espouse a particular of thesis. Secondary sources are sources of research data obtainable by researchers circumstantially through intermediary media. Secondary sources in this research are documentation of journals, books and articles related to research.

C. Data Collection Technique

In collecting the research data, the researcher was use several research instrument techniques. The research instrument technique is a necessary tool to support research to collect data. By the method used in this study, there were four tools used to collect data. The tools used in this research are:

1. Questionnaire

A questionnaire is a reserach tool along with a sequence of questions and other activities to collect data from respondents. A questionnaire refers to an instrument for securing answers to questions by using a from that the response fills in by himself. It includes some of the questions printed or typed in definite order. These froms are simply sent to the respondent who becomes expected to read and recognize the questions, and respond to them by writing the relevant answers inside the spaces supplied.¹⁸

The research questions were robustly designed to receive answers related to the variables selected for analysis. The researcher gave a

¹⁸ Syed Muhammad Sajjad Kabir, "*Preparing Questionnaire*", (Curtin University, June 2018), p.182

questionnaire to the students to find out the students' anxiety in speaking a foreign language, namely English, and the researcher found out the factors that contributed to the emergence of this anxiety.

The list questionnaire can be seen at appendices 1.

2. Observation

Data collection used observation tools is a method of visually collecting information without the support of other standard tools for this purpose. Observation is the premise of all science. Scientists can only work on data, observation facts about the real world. This is intended to make it easier for researchers to conduct their research. The observation referred to in this study is direct observation of the XI MIPA 3 students' anxiety during English speaking practice.

3. Interview

A conversation with the goal of gathering information is called an interview. The interviewer, who directs communication and poses questions, is present during the research interview, as is the interviewee, who provides answers. When conducting research to identify issues with a phenomenon that needs to be studied or when seeking more in-depth information from respondents when the sample size is small and narrow, an interview is utilized as a data gathering strategy. With or without interview hints, in-depth interviewing is a method for gathering data for research purposes that involves asking interviewees and interviewers questions directly.

In this study, the researcher was conduct interviews with students or the respondents being studied about practicing speaking English anxiety in class. This interview was be used to support the questionnaire that was given earlier. Interview questions are a continuation of the questionnaire, so in-depth interviews are needed to dig up more valid and unbiased information.

Table 3.2 List of Interview

No	Question
1	Apakah kamu merasa gugup ketika diminta untuk berbicara di depan kelas?
2	Hal apa saja yang membuatmu cemas ketika pembelajaran bahasa Inggris?
3	Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?
4	Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?
5	Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosakata?
6	Apakah kamu tetap percaya diri dan tidak malu ketika praktet erbicara bahasa Inggris kurang atau hilang kosakata?
7	Apakah kamu takut jika teman sekelasmu akan menertawakan kwrika kamu salah mengucapkan kata saat berbicara bahasa Inggris?
8	Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?
9	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?
10	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

4. Documentation

Documentation comes from the word document, which means written items. Documentation technique is the way of gathering information by recording present data. Documents can be in the form of writing, images, or monumental works of someone. Document research is complementary to the use of questionnaires and interviews in qualitative studies¹⁹. Based on this explanation, the researcher was collect data in the form of recordings during in-depth interviews, then photo data during interviews and filling out questionnaires, and data in the form of documents from secondary data.

D. Data Analysis Technique

The data analysis technique is a process of collecting data systematically to facilitate researchers in obtaining conclusions. To analyze the data in this study, the researcher used data analysis techniques from Miles and Huberman's theory. He suggests that data analysis consists of four concurrent streams of activity²⁰.

1. Data Collection

The first approach utilized in data analysis is data collecting. It is necessary for researchers to gather as much information as they can. In this staep, The researcher gathered information on students who

¹⁹ Hardani, Dhika Juliana Sukmana et al., *Buku Metode Penelitian Kualitatif & Kuantitatif*, (Yogyakarta: CV. Pustaka Ilmu, 2020), p. 149-150

²⁰ Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis (second edition)*, (London: SAGE Publications, 1994), p. 10

experience foreign language anxiety when practicing speaking English by observation, in-depth interviews, and documentation.

2. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and remodeling data that appears in field notes or written transcriptions. The rough data obtained in the field is then discarded, useless data is not taken and take the conclusions. Data reduction takes region continuously as long as a qualitative research-oriented project takes place. Anticipation of data reduction is evident when the researcher decides (frequently without being fully aware of) the conceptual framework of the research area, research issues, and which data collection technique to pick out.

In this instance, the researcher was filter and choose information from questionnaire and observation interview results. The results was then be summarized, which was be examined for significant information, data grouping, and data selection. The data was be organized correctly so that it can produce the necessary and valuable results and conclusions.

3. Data Display

Miles & Huberman defines a presentation as an organized collection of information for the possibility of drawing conclusions and taking action. They believe that better presentations are the main means of legitimate qualitative analysis, which includes: various types of matrices, graphs, networks, and charts. In this manner, an analyst can see what is

going on and determine whether to draw the correct conclusions or continue to do the analysis that the presentation suggests might be helpful.

In reducing and displaying the data, it is based on the formulation of the research problem. In presenting qualitative data, this step is implemented by providing a structured set of information and the possibility of concluding because the data obtained during the qualitative research process is usually in the form of a narrative, thus requiring simplification without reducing its content.

Some of the activities carried out by researchers to display the data in this study are:

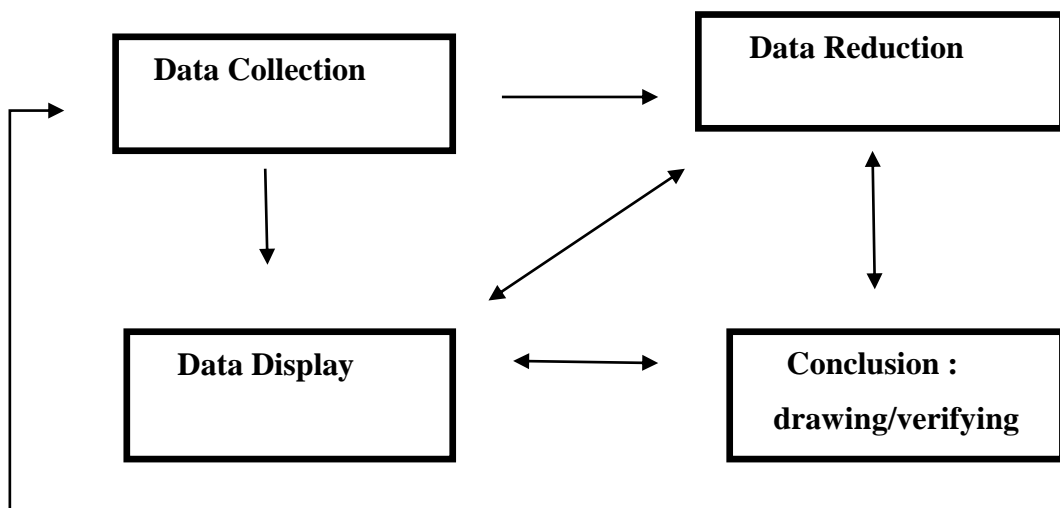
- a. Displays interview and questionnaire data from research that has been done.
- b. Displays observational data that has been analyzed to determine the type of anxiety that exists in students.

After displaying the data, the researcher can conclude. These results are the answer to this research problem.

4. Conclusion Drawing and Verification

After passing through these three stages, at this stage, the researcher is expected to have started looking for the meaning of each symptom that occurs and the data obtained while in the field. Concluding involves a step back to consider what the data being analyzed means and to assess their implications for the research question.

At this conclusion stage, the researcher draws meaning from the data that has been displayed. Researchers in concluding this research are loose, open, and skeptical. When conducting research in the field, researchers carry out the stage of concluding continuously. Then the data becomes valid and solid in each conclusion. While concluding the data, the researcher also conducted verification. Verification was carried out by the researcher briefly and by reopening the results of notes in the field, which was implemented continuously.



In this view the three types of analysis activity and the activity of data collection itself from an interactive, cyclical process. The researcher steadily moves among these four "nodes" during data collection and then shuttles among reduction, display, and conclusion drawing/verification for the remainder of the study.

The coding of data, for example (data reduction), leads to new ideas on what should go into a matrix (data display). Entering the data requires further data reduction. As the matrix fill up, preliminary conclusions are dawn, but they lead to the decision, for example, to add another column to the matrix to test the conclusion.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

Based on what has been explained previously, this study involved 31 participants from the class XI Mipa 3 of SMAN 1 Rumbia. The researcher used a Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz which had been adapted to suit the research focus, which was to measure the students' speaking anxiety level and then the researcher used observations and interviews, to find out the types of anxiety and factor contribute students' speaking anxiety.

During the observations, the researcher asked the students to speak in front of the class by telling describe something. This observation is useful for obtaining data from direct observation and understanding of a phenomenon, so from the observation data were obtained on what types of anxiety. With interviews, researchers conducted in-depth interviews with students to get valid information about feelings they when speaking English.

Based on data from observations and in-depth interviews with the students, the researchers found that the students of class XI Mipa 3 experienced anxiety when speaking English. Data will be presented below that show the types of anxiety and the factors that students believe contribute to their anxiety.

1. The Types of Anxiety

Based on the data observation from the students of class XI Mipa 3 of SMAN 1 Rumbia there are two types of anxiety experienced by students, namely, trait anxiety, and state anxiety. The type of anxiety can be identified and analyzed from the behavior of students when speaking English in front of the class.

a. Trait Anxiety

This anxiety can occur at any time in various situations. People with trait anxiety are easy to get attack by panic or anxious feeling, and even trivial things can trigger their anxiety. It is like a characteristic of a person's personality and often feels anxious is a part of them. People who are trait anxiety have an intensity of anxiety that is higher than people in general.

b. State Anxiety

State anxiety usually occurs at certain times, such as when a person is in a threatened or uncomfortable situation, then the possibility that he will experience anxiety. However, the anxiety experienced is balanced with the time when people feel threatened or stressed. In other words, if the situation that makes them threatened or uncomfortable ends, it is likely that the anxiety experienced will also disappear. In other words, state anxiety is a temporary type of anxiety triggered by a threatening situation.

The data of observation can also be seen in Appendices 4.

Based on the observations, the researcher found that some students' when speaking English looked hesitant and nervous, when they spoke their voices trembled, accompanied by body parts such as hands that looked shaking too. They looked away, talking while holding back laughter, remembering the next sentence that delivered by stammering and even silent or mumble. Even so, there were also students who are confident and tell stories in a loud voice, even though their pronunciation and grammar were not correct, with body gestures that move irregularly, and some students initially looked confident, but in the middle of their speech, they began to showed their anxiety.

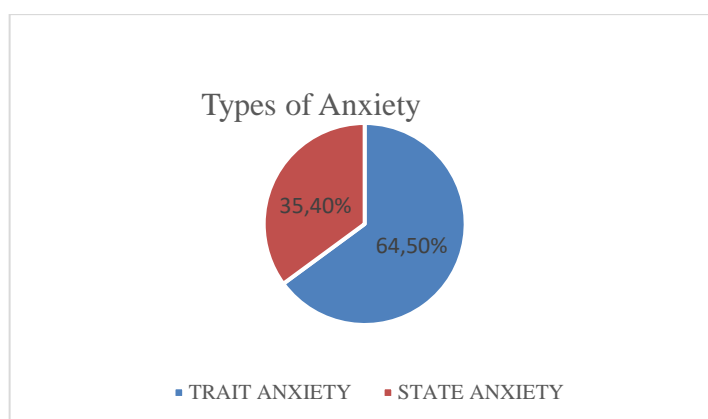


Figure 4.1 Types of Anxiety that students experienced

In the line figure above, Trait Anxiety dominated the type of anxiety that students had, rather than State Anxiety. The data showed that 64.5% of students were included in the Trait Anxiety type. And the remaining 35.4% students were in the State Anxiety type. It means that the type of anxiety that dominated students when speaking English was Trait Anxiety.

2. Level of Anxiety

The researcher used a Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire from Horwitz which had been adapted to suit the research focus, which was to measure the students' speaking anxiety level. The questionnaire created using google form. There are picture of the questionnaire and 31 participants from the class XI Mipa 3 of SMAN 1 Rumbia. The result scoring and categorizing of questionnaire can also be seen in Appendices 2.

The screenshot shows a Google Form titled "Questionnaire An Analysis Of Student's Speaking Anxiety". The form includes the following instructions and options:

A. Isilah nama dan kelas pada tempat yang telah disediakan
 B. Pilihlah jawaban yang dianggap paling sesuai dengan keadaan adik-adik pada jawaban yang telah disediakan yaitu :

1. Strongly Agree (Sangat Setuju) (SA)
2. Agree (Setuju) (A)
3. Neutral (N)
4. Disagree (Tidak setuju) (D)
5. Strongly disagree (Sangat tidak Setuju) (SD)

C. Jawab dengan jujur, cermat dan teliti

Below the instructions, there is a text input field for "Nama Lengkap *" and a "Kirim" button.

Figure 4.2 List of Questionnaire

The screenshot shows the response summary page of the Google Form. It displays "31 jawaban" (31 responses) and includes a "Lihat di Spreadsheet" button. The response list is as follows:

Nama Lengkap
I GEDE PUTU WIDIANTARA
Wayan Doni Mahendra
M.ARDianto
WAYAN SATWIKA ARDANA
WAYAN PRASETYA

Figure 4.3 Total Respondent

Table 4.1
Recapitulation of FLCAS Results Score and Category

Score of Student's Speaking Anxiety	Category of Speaking Anxiety	Result
33-82	Very Low Anxiety	3 respondent (9.67%)
83-89	Moderately Low Anxiety	5 respondent (16.12%)
90-98	Medium Anxiety	9 respondent (29.03%)
99-108	Moderately High Anxiety	9 respondent (29.03%)
109-165	High Anxiety	5 respondent (16.12%)

Based on the data from the questionnaire above, it shows that 3 students get a score between 33-82 which means they are at a low anxiety level, 5 students get a score between 83-89 which indicates that they are at a moderately low anxiety level, then 9 students get a score between 90-98 which indicates students are at the medium anxiety level, then 9 students get scores between 99-108 students which means students are in the moderately high anxiety category, and the latest data show that 5 students have scores between 109-165 which indicates that students are at a high level of anxiety.

The data above shows that 9.67% of students have a very low level of anxiety; it can be said that students at the level have a high level of confidence in speaking. They tend not to think of speaking as something scary, instead, they are really enjoying it. Then, not much different from the previous one, about 16.12% of students still fall into the category of low anxiety students. Although not as low as students in the previous category, students at this level rarely find nervousness or worry when speaking in front

class. however, sometimes they are experiencing anxiety, but it does not happen excessively.

furthermore, about 29.03% of students have a moderate level of anxiety, which means it is not too high or too low; it can be said to be normal anxiety in speaking. Then 29.03% of students have a relatively high anxiety, students at this level tend to experience excessive anxiety when speaking in front of class. lastly around 16.12% have a very high level of anxiety, students at this level have excessive worries and lack self-confidence, when speaking they are something difficult and scary and difficult controlling and managing the anxiety experienced.

3. The factors of Anxiety

Observational and interview data showed that students of XI Mipa 3 at SMAN 1 Rumbia experienced anxiety when speaking English. With this, the researcher found the factors that students believed contributed to their anxiety. The first interview stated that anxiety occurs because of low speaking skills, fear of making mistakes, and fear of being criticized, which causes low self-esteem. The second interviewee said that the anxiety happens because of the fear of misinterpretation, lack vocabulary, lack of practice, the inability to control emotions, and feelings of inferiority.

"Saya merasa gugup dan tidak percaya diri apabila diminta untuk berbicara bahasa Inggris di depan kelas dan sulitnya menerjemahkan kosakata serta kesulitan pelafalan membuat saya takut dipanggil kedepan oleh guru untuk menjelaskan materi dengan bahasa Inggris". (M. Ardianto)

"Saya sangat gugup ketika saya tiba-tiba dipanggil oleh guru saya untuk diminta maju dan berbicara bahasa Inggris secara

spontan dan saya juga tidak percaya diri dan malu ketika melakukan kesalahan dan ditertawakan teman sekelas". (Yupita Pratama)

"Saya merasa gugup ketika berbicara bahasa Inggris didepan kelas dan sesi tanya jawab membuat saya cemas dan khawatir karena saya kurang banyak mempelajari kosakata bahasa Inggris dan juga jarang latihan berbicara" (Ni Putu Liwanda Ara Saputri)

"Saya tidak terlalu gugup ketika diminta untuk berbicara bahasa Inggris didepan kelas akan tetapi saya cemas jika tidak mengerti arti kosakata dan kesulitan menerjemahkan kosakata, bahasa Inggris menurut saya lumayan sulit karena saya tidak lancar dalam pelafalan kosakata" (Wayan Nurniati)

Based on the research, these are caused by feeling of fear, worry, and nervousness affecting students while speaking English in front of class, lack preparation and understanding of the material, also lack of vocabulary, grammar, and pronunciation. These feelings bother them and make them uncomfortable while speaking and communicating with other students and teacher.

Delima Anggun Jayanti also add more,

"Saya cemas ketika guru bertanya sesuatu dan saya tidak bisa menjawabnya dan tidak mengerti apa yang harus saya katakan karena kurangnya vocabulary dan saya juga tidak percaya diri dan malu jika melakukan kesalahan lalu ditertawakan oleh teman sekelas saya"

"Ketika saya disuruh maju kedepan saya tiba-tiba lupa akan materi yang akan disampaikan, saya juga tidak percaya diri, sulit menghafal vocabulary, sulit menerjemahkan dan kurang motivasi belajar bahasa Inggris, serta jika saya melakukan kesalahan saya ditertawakan dan membuat malu dan tidak percaya diri" (Yenita Shari)

"kesulitan saya saat belajar Bahasa Inggris adalah ketika guru meminta maju kedepan untuk menjawab pertanyaan atau soal kemudian menjelaskan materi ulang membuat saya gugup dan cemas dan menurut saya pelajaran bahasa Inggris itu sulit karena saya tidak lancar berbahasa Inggris". (Rilzazti Jovika Dealova)

Based on the interviewee the students still worried even though they had prepared well for speaking class, they become unfocused even more when the teacher ask the questions and practice in front of the class.

The other interviewee said :

"Saya gugup ketika diminta maju kedepan kelas untuk berbicara bahasa Inggris tanpa teks dan saya juga takut jika melakukan kesalahan yang akan membuat teman sekelas saya menertawakan saya, sikap guru juga sangat berpengaruh bagi saya jika guru itu galak maka saya tidak dapat menyerap pembelajaran dengan baik dan selama pelajaran tersebut saya cemas dan perasaan saya tegang" (Devi Anggarini)

"Rasa cemas saya muncul ketika guru menunjuk saya untuk maju kedepan dan menjawab pertanyaan, dan saya takut ditertawakan jika saya melakukan kesalahan pengucapan serta saya kurang percaya diri ketika saya lupa apa yang ingin saya sampaikan". (Tri Rahmawati)

"Ketika saya diminta untuk berbicara bahasa Inggris ke depan kelas saya sedikit gugup dan situasi yang membuat saya cemas ketika tidak bisa menjawab pertanyaan saya takut ditertawakan oleh teman sekelas saya saat lupa dan mencoba mengingat kembali kosakata" (Ni Wayan Dian Sukma Fitri)

"Saat saya diminta untuk berbicara bahasa Inggris didepan kelas saya gugup dan sering lupa apa yang akan disampaikan, akan tetapi saya tetap percaya diri jika saya lupa kosakata dan berusaha mengingat kembali atau mengganti dengan kosakata lain, guru juga sangat berpengaruh bagi saya karena guru bisa menjadi motivasi bagi saya". (Ni Nyoman Sri Lestari)

The conclude that students felt anxious because they had to speak in front of the class. They afraid of getting negative evaluations and responses from the teacher and other students. Fear of making mistakes, being laughed at, and getting a bad impression from the those around students was also stated by students as one of factors causing anxiety. Almost of students interviewed said they were afraid of making mistakes when speaking, which caused people around like other students or teachers to laugh and criticize

them. It is one of the elements of language anxiety, namely fear of evaluation. They tend to think about negative things before speaking, they are afraid if they are suddenly appointed to talk, answer questions, etc.

Based on the result, the researchers finally got the results that the type of anxiety that existed in the students of class XI Mipa 3 at SMAN 1 Rumbia was more likely to be Trait Anxiety than State Anxiety. The researchers also obtained outcome data about the factors that students believed contributed to their anxiety. These factors disturb them when speaking English, not only from teachers and friends but from themselves as well.

4. Strategies to Reduce Students Speaking Anxiety

The first strategy that can do is to change the mindset. Most of the anxiety experienced by students comes from students' negative thoughts, such as negative thoughts on themselves like degrading their abilities (low self-esteem), afraid of making mistakes, then negative views towards people around like assuming other people will criticize them, laugh at them, and look bad about them,. Therefore, it is vital to control the mind and stop thinking about negative things that don't necessarily happen because it will cause a negative response in us, such as feeling afraid, embarrassed, and excessively nervous, which will affect performance when speaking. As was done by student Wayan Rika Sukma Dewi, the student said really set the mind with positive thinking about speaking, it made the students confident to speak in front of many people, "I always think of speaking in front of many

people as an opportunity to be seen, to be heard and to get attention from others, it's an opportunity that doesn't come twice, so I shouldn't be ashamed. I think if I speak in front of people, it means that I am chosen, I am trusted".

Furthermore, the strategy offered to reduce students' speaking anxiety is to improve speaking skills. Based on the results of interviews regarding the causes of anxiety, many students said they did not dare to speak up because their English skills were not good, which caused them not to be confident to speak up, especially in front of many people. When English language skills are lacking, students will find it challenging to produce sentences and get confused when asked to ask questions and answer, even when talking to friends. Because of that, students are reluctant and even seem to avoid speaking English. Putu Linda Dewi who has low anxiety also does this to reduce the anxiety the student has ever had, the student said

"Then practice alone, talk to myself, say anything in English, then correct my mistakes when I speak alone, then watch a lot of YouTube videos, or games in English and I apply it in my daily life. I often hear people say "let's talk first, it doesn't matter if it's wrong or right" I don't think it's always like that, we also have to keep learning, looking for words, phrases, exercises. Later, when the vocabulary is added, the grammar is good, the practice is often done, the preparation is good, then the speaking ability will also develop, and there will be no more anxiety if we want to speak"

So it is very important to practice speaking to improve language skills and confidence to speak, such as by practicing getting used to speaking English in everyday life.

The following strategy that can do is to prepare before speaking. Some students said that one of the things that caused them to be nervous

when speaking was because they were unprepared. Therefore it is very important to prepare everything that will be delivered carefully, as said by Vara Riska, who has low anxiety, to reduce the possibility of anxiety when speaking, the student prepares carefully, the student said *“If I want to speak, I have to get ready first, practice speaking alone so I can master the material”* Students will be more ready, both in terms of the material to be delivered and in terms of mentality, because if students have prepared it well, students will not feel confused and feel more confident about what they want to share. This preparation can be done in many ways, such as studying very hard, practicing alone or with a partner, taking notes, memorizing, etc. The last strategy that can do is to be brave. Students' negative thoughts may occur because of bad incidents that students have experienced when speaking or even happen because students have never tried it before. It makes students have a negative view of speaking; students think badly before they speak, which causes them to be afraid, nervous, and anxious and never want to speak in front of many people. Whereas we do o't know how it feels and the extent of our abilities if we have not tried it, as Gusti Ngurah Arjun said

“Then be brave, I think many of my friends have better English skills and knowledge of the language, but they are afraid before trying it, so they are nervous. Even though their English skills are very good”.

If students let their fears and always avoid speaking up, it will not make students develop; students will always be like that if they do not try and get used to it, always afraid, nervous, and avoid speaking in English. When students have been attempting to speak in front of many people, they

will realize what is lacking and evaluate their speaking skills. It should be a perfect way for students' speaking development.

B. Discussion of Result

In this section, the researcher would discussed the result of the research data obtained to answer the research questions in this study: the types of students' speaking anxiety, the level of student's speaking anxiety, the factors are contribute to students' speaking anxiety, and the strategies to reduce it. The fact was, the result of observations and interviews that students of the class XI Mipa 3 at SMAN 1 Rumbia experienced anxiety when spoke English, which is a foreign language.

The findings of the types of anxiety that Trait Anxiety was a relatively stable personality characteristic, a more permanent tendency to become anxious. Therefore, some students when came forward to speak English could be seen from their depressed and worry expressions followed by irregular body movements. While State Anxiety was temporary anxiety which is a response to certain anxiety triggering stimulus, seen in students when speaking in front of the class look confident then, something triggers it so that it turn into anxiety. Situation-specific Anxiety refers to the persistent and multi-facated nature nature of anxiety, for example, when students had to examine and test speaking English.

This study found that most students from the class XI Mipa 3 of SMAN 1 Rumbia, then 9.67% of students have a very low level of anxiety; it can be said that students at the level have a high level of confidence in

speaking. They tend not to think of speaking as something scary, instead, they are really enjoying it. Then, not much different from the previous one, about 16.12% of students still fall into the category of low anxiety students. 29.03% of students have a moderate level of anxiety, which means it is not too high or too low; it can be said to be normal anxiety in speaking. Then 29.03% of students have a relatively high anxiety, students at this level tend to experience excessive anxiety when speaking in front of class. Lastly around 16.12% have a very high level of anxiety, students at this level have excessive worries and lack self-confidence, when speaking they are something difficult and scary and difficult controlling and managing the anxiety experienced.

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

1. Factor Contribute to Anxiety comes from Teacher
 - a. Speaking in front of the class

Five of the participants (50%) responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. While the other said that they started to panic when have to speak English. Many also commented that they get anxious when suddenly teacher asked them a

question. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement :

“ketika disuruh maju kedepan saya tiba-tiba lupa akan materi yang akan disampaikan, saya juga tidak percaya diri, sulit menghafal vocabulary, sulit menerjemahkan dan kurang motivasi belajar bahasa Inggris, serta jika melakukan kesalahan saya ditertawakan dan membuat malu dan tidak percaya diri”. (Yenita Shari)

They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge.

b. Incomprehensible Input

According to five participants (50%), unclear explanation may also contribute to their anxiety in learning English. The interview indicated that most of the participants get so bothered when they don't understand a lesson. They told that they started to feel uneasy when they don't understand what teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure. This can be seen in one of the respondent's statement below.

“saya gugup ketika diminta maju maju kedepan kelas untuk berbicara bahasa Inggris tanpa teks dan saya juga takut jika melakukan kesalahan yang akan membuat teman sekelas saya

menertawakan saya, sikap guru juga sangat berpengaruh bagi saya jika guru itu galak maka saya tidak dapat menyerap pembelajaran tersebut saya cemas dan perasaan saya tegang” (Devi Anggarini)

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

2. Factors Contribute to Anxiety comes from Students

a. Being laughed at by others

Another factor that play great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher. They all thought that people in their classroom will laugh at them if they make a mistake. This factor of anxiety is evidenced in the observation and is confirmed in the interview with the following statement:

“Biasanya kalau saya maju kedepan dan melakukan kesalahan reaksi teman sekelas menertawakan saya jadi membuat saya tidak percaya diri, dan terkadang disorakin juga membuat saya malu” (Delima Anggun Jayanti)

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

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

b. Students` Beliefs about the Language Learning

Five of the participants felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were way better than them. In other words they had a low self-esteem. This can be seen in one of the respondent`s statement below.

“Sulit, karena menurut saya kita harus menghafal kosakata bahasa Inggris supaya bisa mengetahui isi teks” (Lisa Sari)

Furthermore, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with pronunciation and vocabulary. They believed that in order to understand what being said in English they must understand every word. Moreover, most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them do.

c. Lack of Preparation

The findings indicated that lack of preparation was also factors that contribute to the students' anxiety (5 respondents). Few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. This can be clearly seen in a statement below.

“Kalau disuruh maju ke depan untuk menjawab pertanyaan dan jika udah mengetahui jawaban dan sudah mempersiapkan saya tidak cemas, akan tetapi jika tiba-tiba disuruh maju ke depan dan belum ada persiapan saya tidak percaya diri dan gugup”
(Lisa Sari)

The last discussed in the finding was the strategies to reduce students' speaking anxiety. In this study, there were five strategies offered to reduce student anxiety. The first strategy found was to change the mindset. Students need to think positively to produce a positive response. They also need to instill the perception that teachers are there to help them correct their mistakes and make them more courageous, not to insult them. The following strategy was to do good preparation. In terms of the causes of speaking anxiety, many students feel anxious because of the lack of preparation before speaking, therefore making good preparations is needed to prepare ourselves to be more prepared and not really nervous. A “Preparation strategy” before speaking, they argue that preparing before doing a speaking performance is very good to prevent bad things that will happen which has the potential to trigger anxiety. The next step was improving

students' speaking skills. Many students experience anxiety because they are not confident in their language skills, or they even realize that their language skills are lacking, causing them to discourage their courage to speak. Therefore, students need to improve their abilities, so students become more confident. So that students do not need to be afraid of making mistakes, being laughed at or misunderstood when speaking because of their lack of English skills. The last strategy was to be brave. Brave means that students must be brave to speak in public because if students never do it, they will not be able to improve their weaknesses and train them to reduce the anxiety they experience. The strategy offered in this study was similar to the strategy proposed by Kondo and Ying. Their research offered strategies to reduce student anxiety, namely preparation, relaxation, positive thinking, peer seeking, and resignation. However, in this research, the researcher only got two study that same as Kondo and Ying; preparation and positive thinking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. The result of this research show that students of class XI Mipa 3 there are two types of anxiety experienced by students, namely, trait anxiety and state anxiety when speaking in front of the class.
2. From the result of the research show that most of the 3 students (9.67%) have a very low level of anxiety; it can be said that students at the level have a high level of confidence in speaking. 5 student (16.12%) still fall into the category of low anxiety students. Although not as low as students in the previous category, students at this level rarely find nervousness or worry when speaking in front class. 9 students (29.03%) have a medium level of anxiety, which means it is not too high or too low; it can be said to be normal anxiety in speaking. Then 9 students (29.03%) have a relatively high anxiety, students at this level tend to experience excessive anxiety ehen speaking in front of class. lastly around 5 students (16.12%) have a very high level of anxiety, students at this level have excessive worries and lack self-confidence, when speaking they are something difficult and scary and difficult controlling and managing the anxiety experienced.

3. The result of this research, there are various factors that may contribute to their anxiety. The source of these factors are not only from the teacher but also from the students. There are at least five factors which are found in this study, they are: speaking in front of the class, incomprehensible input, being laughed at by others, students beliefs, and lack preparation.
4. From the result of the research, there were five strategies offered to reduce student anxiety: change the mindset, positive thinking, preparation, improving students' speaking skill, and be brave.

B. Suggestion

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

1. For Teacher

The teacher should be aware of foreign language anxiety in EFL classroom, because anxiety has become important factor which affects student's language learning process. Therefore, it is necessary for English teacher to know the level of students' anxiety at the beginning in order to treat the students properly during the learning process. Good acknowledgement of the existence of students' anxiety will absolutely influence the teacher's way in teaching English. Administrating FLCAS (Foreign Language Class Anxiety Scale) at the beginning of the semester to the students will help the teacher knowing the anxiety level from each

student. Thus, the teacher can find the solution to help student reducing anxiety. Moreover, they can arrange the material which suitable with the students, so it can improve the quality of English learning process.

2. For Student

Each student definitely has anxiety feeling in different level. For the students who have high anxiety, they need to get involved to reduce anxiety in classroom. The students should cooperate with one another in order to create a comfortable environment in the class. The students with low anxiety level should not ridicule other students with high anxiety; they should to help them when they get difficulties. They should realize that making mistakes in learning foreign language is common and it is naturalness.

3. For Future Researcher

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

BIBLIOGRAPHY

- Brown, H. D. *Language Assessment: Principles and Classroom Practice* (1st ed.). New York: Pearson Education Inc., 2000.
- Creswell, John W. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed). California: Sage Publication, 2003
- Greenbaum, S., and Nelson G. *Introduction to English Grammar*, (2nd ed). Essex: Longman, 2002
- Hancock, Beverley, Elizabeth Ockleford, and Kate Windridge. *An Introduction Qualitative Research*, (NIHR RDS EM: 2009).
- Horwitz, Elaine K. "Foreign and Second Language Anxiety". *Language Teaching*, Vol. 43, Issue. 02. April 2010.
- Horwitz, Elaine K., and Alison Mackey. "Language Anxiety and Achievement" *Annual Review of Applied Linguistics: Cambridge University*, Jan 2001. Vol. 21
- Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign Language Classroom Anxiety". *The Modern Language Journal*. Vol. 70, No. 2. Summer, 1986.
- Isnaini, Nur. "An Analysis of Students Speaking Anxiety Students of English Foreign Language (EFL) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year of 2018/2019". Raden Intan State Islamic University Lampung, 2018.
- MacIntyre, Peter D., and R. C. Gardner. "Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature". *Language Learning: The University of Western Ontari*, 1991
- Miles, Matthew B., and A. Michael Huberman, *Qualitative Data Analysis* (2nd ed). London: SAGE Publications, 1994
- Muhammad, Farhan. "An Analysis of Students' Speaking Anxiety in an English as Foreign Language (EFL) Classroom (A Case Study at MAN 2 Pandeglang)". State Islamic University Sultan Maulana Hasanuddin Banten, 2019.
- Ningrum, Sylva Nanda Nurya, "An Analysis of students' Foreign Language Anxiety In Speaking English Of The English Education Department At IAIN Metro, IAIN Metro, 2022

Nunan, David. Practical English Language Teaching (International Edition).
McGraw-Hill, Singapore, 2003

Passer, M. W. and Ronald E. Smith. Psychology: The Science of Mind and
Behavior. New York: McGraw-Hill, 2009.

APPENDICES

APPENDICES 1

RESEARCH INSTRUMENT

The first instrument that used is a questionnaire to determine the level of student anxiety. The type of questionnaire use is the FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et.al. This questionnaire contains 33 questions.

1. Strongly Agree (Sangat Setuju) (SA)
2. Agree (Setuju) (A)
3. Neutral (N)
4. Disagree (tidak setuju) (D)
5. Strongly disagree (sangat tidak setuju) (SD)

Scale	Positive Question	Negative Question
Strongly Agree	1	5
Agree	2	4
Neutral	3	3
Dissagree	4	2
Strongly disagree	5	1

Score 33-165

- | | |
|----------------------------|-------------------------------|
| 33 -82 = Very low anxiety | 83 – 89 = Moderately low |
| 90 – 98 = Moderate anxiety | 99 – 108 = Moderately anxiety |
| 109 – 165 = high anxiety | |

List of Questionnaire :

Name :

Class :

A. Petunjuk Pengisian

1. Tulis terlebih dahulu nama dan kelas pada tempat yang telah disediakan.
2. Beri tanda centang (√) pada jawaban yang dianggap paling sesuai dengan keadaan adik-adik pada jawaban yang telah disediakan, yaitu :
 1. Strongly Agree (Sangat Setuju) (SA)
 2. Agree (Setuju) (A)
 3. Neutral (N)
 4. Disagree (Tidak Setuju) (D)
 5. Strongly disagree (Sangat Tidak Setuju) (SD)
3. jawab dengan jujur, cermat dan teliti.
4. koreksi dan telitilah sebelum dikumpulkan.

No	Pernyataan	SA	A	N	D	SD
1	Saya merasa khawatir dan gelisah saat pelajaran Bahasa Inggris dimulai.					
2	Saya merasa berani dan tenang saat pelajaran Bahasa Inggris dimulai.					
3	Saya khawatir jika membuat kesalahan di kelas Bahasa Inggris.					
4	Saya tidak khawatir jika membuat kesalahan					

	di kelas Bahasa Inggris.					
5	Saya merasa takut jika dipanggil kedepan oleh guru untuk berbicara Bahasa Inggris.					
6	Saya selalu siap dan tenang untuk ditunjuk oleh guru untuk berbicara bahasa Inggris didepan kelas.					
7	Saya biasanya nyaman selama pelajaran Bahasa Inggris					
8	Pikiran saya berkecamuk dan merasa sesuatu yang buruk atau jelek akan terjadi kepada saya ketika berbicara Bahasa Inggris					
9	Jantung saya berdebar kencang pada saat saya sebelum, sedang, dan sesudah berbicara Bahasa Inggris					
10	Sebelum pelajaran Bahasa Inggris dimulai, saya merasa percaya diri dan santai.					
11	Saat pelajaran Bahasa Inggris, saya sangat gugup hingga saya lupa apa yang saya tahu					
12	Saya tidak akan gugup ketika berbicara Bahasa Inggris di kelas.					
13	Saya gugup ketika saya tidak mengerti setiap kata yang diucapkan guru Bahasa Inggris.					
14	Saya malu untuk mengajukan diri menjawab					

	di kelas Bahasa Inggris.					
15	Saya merasa percaya diri ketika praktek bicara Bahasa Inggris.					
16	Saya insecure ketika siswa lain lebih mahir berbicara Bahasa Inggris					
17	Walaupun saya siap untuk pelajaran Bahasa Inggris, saya tetap merasa cemas					
18	Saya tidak merasa tertekan untuk mempersiapkan dengan baik pelajaran Bahasa Inggris.					
19	Saya merasa malu ketika berbicara Bahasa Inggris di depan siswa lain					
20	Saya senang dan bangga ketika guru meminta saya untuk maju kedepan kelas.					
21	Saya merasa tegang dan lebih tertekan saat pelajaran Bahasa Inggris daripada pelajaran lain					
22	Saya tetap percaya diri dan tenang walau sedang ditertawakan oleh teman-teman.					
23	Saya merasa kewalahan dengan beberapa aturan yang harus dipelajari untuk berbicara Bahasa Inggris.					

24	Saya takut teman sekelas saya akan menertawakan saya ketika saya berbicara Bahasa Inggris.					
25	Saya gugup ketika guru Bahasa Inggris mengajukan pertanyaan-pertanyaan yang belum saya persiapkan sebelumnya					
26	Saya dapat berbicara Bahasa Inggris dengan lancar dan jelas ketika maju didepan kelas					
27	Kurangnya kosa kata yang saya miliki membuat saya takut berbicara bahasa Inggris					
28	Saya berani berbicara Bahasa Inggris walau saya tak pandai dan juga kurangnya kosa kata yang saya miliki.					
29	Saya takut salah dan belibet (slip of tongue) ketika berbicara Bahasa Inggris					
30	Saya tidak malu ketika saya salah melafalkan suatu kata ketika bicara Bahasa Inggris.					
31	Saya merasa takut ketika berbicara Bahasa Inggris tidak lancar dan tidak fasih.					
32	Saya merasa takut ketika berbicara Bahasa Inggris structure grammar saya berantakan.					

33	Saya merasa bahwa berbicara Bahasa Inggris suatu hal yang menyenangkan dan mudah					
----	--	--	--	--	--	--

List of Question in Interview

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?
2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?
3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?
4. Ketika berbicara bahasa inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?
5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?
6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?
7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?
8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?
9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?
10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

APPENDICES 2

RESULT STUDENT SCORING AND CATEGORIZING

OF QUESTIONNAIRE

No	Name	Score														Total Score	Category
1	IGP W	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
		3	3	3	3	3	3	3	3	3	3	3	3	3	3		
		3	3	3												99	Moderately High Anxiety
2	WD M	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
		3	3	3	3	3	3	3	3	3	3	3	3	3	3		
		3	3	3												99	Moderately High Anxiety
3	MA	1	1	5	5	1	1	1	1	5	1	5	5	5	5		
		5	1	5	1	1	1	1	5	5	5	5	5	1	5		
		5	5	1												109	High Anxiety
4	WS A	3	2	5	5	3	3	3	5	5	3	2	4	3	4		
		5	2	3	2	2	4	2	3	4	2	4	2	2	3		
		3	3	2												102	Moderately High Anxiety
5	WP	1	3	2	2	3	5	5	3	3	5	3	2	3	3		
		3	4	2	3	4	3	4	4	3	3	4	3	2	4		
		4	3	3												103	Moderately High Anxiety
6	NW DSF	1	2	4	3	2	3	2	3	4	2	2	3	2	3		
		4	2	2	3	2	1	4	2	4	4	3	4	2	4		
		3	2	2												91	Moderate Anxiety
7	GN A	3	4	2	2	1	4	3	2	1	3	2	4	4	2		
		2	2	2	1	4	2	4	2	2	5	3	3	3	2		
		2	2	1												87	Moderately Low Anxiety
8	NN RFI	2	3	4	1	3	3	3	4	4	2	2	3	2	2		
		5	2	2	2	2	3	4	2	2	4	2	4	2	3		
		2	4	3												90	Moderate Anxiety

9	DA	1	3	5	4	5	5	2	3	4	3	2	2	4	3	1		
		1	5	2	2	3	2	3	5	4	4	2	3	1	4	2		
		4	1	3													98	Moderate Anxiety
10	AE	5	2	3	3	3	2	2	2	2	2	2	2	4	4	2		
		3	3	2	2	2	3	2	4	4	4	3	3	2	4	3		
		4	4	3													95	Moderate Anxiety
11	DAS	1	1	1	1	1	3	3	3	3	3	3	3	3	3	3		
		3	3	3	3	3	3	2	3	2	2	2	3	1	5	5		
		5	1	5													89	Moderately Low Anxiety
12	RAP	5	1	1	1	1	2	2	1	3	3	1	2	2	3	3		
		3	3	3	3	3	3	3	3	3	3	3	3	2	3	3		
		5	1	5													86	Moderately Low Anxiety
13	NW NA	1	2	4	3	3	3	2	3	3	2	2	2	3	4	3		
		2	4	4	3	2	2	4	2	4	2	3	4	2	4	3		
		4	4	2													95	Moderate Anxiety
14	DEP	1	1	5	5	3	3	3	4	3	1	2	5	3	4	3		
		3	2	2	1	3	2	2	3	2	3	5	5	3	4	1		
		3	4	2													96	Moderate Anxiety
15	WR SD	3	1	3	3	1	1	1	1	3	1	1	1	3	3	1		
		5	3	1	3	1	3	3	5	3	3	3	3	1	3	3		
		5	5	1													81	Very Low Anxiety
16	YZ	1	3	1	5	3	3	3	5	3	3	5	3	5	5	3		
		3	1	1	3	3	1	1	2	4	4	4	4	1	3	4		
		4	4	3													101	Moderately High Anxiety
17	DAJ	3	3	3	3	3	2	3	3	3	3	3	2	3	4	3		
		4	3	2	3	2	3	3	3	4	4	3	4	3	4	2		
		3	4	3													101	Moderately High Anxiety
1	PLD	1	2	4	2	1	2	2	1	2	1	2	2	4	1	2		

8																				
		5	3	1	1	2	2	1	3	1	5	4	4	1	2	1				
		2	4	2													73	Very Low Anxiety		
1	RJD	5	1	5	1	5	1	1	5	5	1	3	3	3	3	3				
		2	3	3	2	4	3	3	2	3	3	4	2	2	2	1				
		5	5	5													99	Moderately High Anxiety		
2	WA R	3	3	3	3	2	3	2	4	4	2	4	3	3	3	2				
		4	4	3	1	3	2	3	2	1	3	3	4	3	5	3				
		5	5	3													101	Moderately High Anxiety		
2	WN	4	3	4	4	3	3	3	4	4	2	4	3	4	4	3				
		5	4	3	4	3	1	4	3	3	4	4	3	2	4	2				
		3	4	3													111	High Anxiety		
2	NW WM	1	2	2	5	2	3	2	1	3	3	1	4	3	1	2				
		5	1	3	1	3	2	3	2	1	2	4	5	1	3	2				
		4	5	2													84	Moderately Low Anxiety		
2	YP	3	4	5	5	4	4	3	4	4	1	2	4	5	5	5				
		5	5	3	5	5	3	1	5	5	4	5	5	1	5	2				
		4	2	3													126	High Anxiety		
2	ATD	5	1	3	5	3	3	2	1	3	3	1	3	2	2	3				
		2	2	3	3	3	1	5	3	4	5	3	2	3	5	3				
		3	5	3													98	Moderate Anxiety		
2	NPL AS	3	3	4	5	5	4	2	1	3	2	3	3	4	3	3				
		5	5	3	3	3	3	3	4	3	5	4	4	3	4	3				
		4	4	3													114	High Anxiety		
2	PPA	3	2	1	1	3	1	2	3	1	2	2	2	4	2	2				
		4	4	2	4	3	3	2	3	4	5	3	4	2	4	2				
		4	4	3													91	Moderate Anxiety		
2	YS	4	3	3	3	5	4	2	4	4	3	2	4	3	4	4				
		3	2	1	5	3	2	1	3	4	2	3	4	1	4	2				
		4	5	3													104	Moderately		

APPENDICES 3**TRANSCRIPT INTERVIEW**

Name : Rilzasti Jovika Delaova

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya benar saya merasa gugup ketika disuruh berbicara didepan kelas.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : saya merasa cemas ketika berbicara bahasa Inggris dan ketika guru meminta menjawab pertanyaan dengan menggunakan bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika guru menunjuk saya untuk maju kedepan menjelaskan kembali materi yang disampaikan dengan menggunakan bahasa Inggris.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ada yang menertawakan dan ada juga yang membantu membenarkan kalimat yang masih salah dalam mengucapkannya.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : berhenti sejenak lalu memikirkannya.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : saya kurang percaya diri ketika saya lupa apa yang ingin saya sampaikan.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena belum tentu dia bisa lebih lancar berbicara bahasa Inggris.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya, karena saya sangat tidak lancar bahasa Inggris.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak sama sekali.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : menurut saya pembelajaran dilakukan dengan sangat santai dan harus diselipkan dengan cerita-seru agar tidak bosan.

Name : Yenita Shari

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya, mungkin sebagai respons alami tubuh karena merasa terancam saat harus berbicara bahasa Inggris didepan kelas dan biasanya lupa akan materi yang akan disampaikan.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : kurangnya motivasi, sulit menghafal kosakata, sulit menerjemahan, kurangnya rasa percaya diri.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika disuruh menerjemahkan kosakata dan ditunjuk maju ke depan kelas.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : sudah pasti ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : mengalihkan pembicaraan sambil mengingat kosakata yang akan disampaikan.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iyaa, karena kosakata bahasa Inggris yang banyak, rasa percaya diri yang rendah, dan pronunciation yang susah diucapkan.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iya, karena peran sebagai sumber belajar berkaitan erat dengan penguasaan materi pelajaran.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : menggunakan metode pembelajaran yang beragam, sajikan materi dengan cara yang menarik, buat siswa merasa terlibat dalam proses pembelajaran, buat atmosfer belajar yang menyenangkan, harus menjadi guru yang kreatif, dan buat siswa merasa nyaman.

Name : Tri Rahmawati

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iy saya gugup ketika diminta berbicara bahasa Inggris didepan kelas.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : pada saat pengucapan bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika guru menunjuk saya untuk menjawab pertanyaan.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ada yang menertawakan saya ketika saya salah pengucapan dan ada yang membantu membenarkannya juga.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab :berhenti sebentar lalu memikirkan apa yang salah dan melanjutkannya kembali.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : saya kurang percaya diri ketika saya lupa apa yang ingin disampaikan.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena belum tentu mereka yang menertawakan saya lancar berbahasa Inggris.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya, karena saya belum lancar berbahasa Inggris.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak sama sekali.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : menurut saya pelajaran dilakukan dengan santai dan diselingi dengan cerita agar lebih menarik dan tidak bosan.

Name : Lisa Sari

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sedikit gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : ketika tiba-tiba diberi pertanyaan berbahasa Inggris langsung dari guru.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : disaat guru memberikan pertanyaan sulit dan disuruh maju kedepan untuk menjawabnya.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : tertawa dan terkadang membenarkan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : berhenti sebentar dan mengingatnya.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya dan saya akan bertanya pada guru kata atau kalimat yang saya lupa tanpa ragu.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : iya dan saya juga akan malu.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : sulit, karena menurut saya kita harus menghafal kosakata bahasa Inggris supaya bisa mengetahui isi teks.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tentu saja iyaa.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : dengan memberikan penjelasan/pemaparan materi dengan rinci dan tidak tergesa-gesa.

Name : Ni wayan Nova Amelia

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sedikit gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : hal yang membuat saya cemas ketika diminta untuk speaking.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika guru memberikan pertanyaan dan saya tidak bisa menjawab pertanyaan tersebut.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : berhenti dan mengingat-ingatnta kembali.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : tidak percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : iya saya takut dan malu.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : tidak terlalu sulit saya menikmati setiap pembelajaran.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : iya ada misalnya membuat game dikelas agar suasana kelas tidak membosankan dan lebih menarik.

Name : Ni Nyoman Sri Lestari

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya, karena saya sering lupa akan materi yang ingin disampaikan.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : kesalahan saat berbicara bahasa Inggris sehingga berantakan grammar dan lupa atau hilangnya kosakata.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : situasi saat menjelaskan ulang materi yang telah disampaikan.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : mungkin akan ditertawakan tapi kita harus bangkit dari kesalahan itu dengan cara mengakui kesalahan dan meminta maaf kepada orang lain.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : lebih percaya diri dan fokus pda kosakata yang hilang dan berusaha mengingat kembali materinya.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena membuat kesalahan dalam berbicara adalah hal yang biasa.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya terkadang menyenangkan terkadang juga sulit dan membosankan.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iya, guru saya sangat memberikan motivasi akan materi yang beliau berikan, dengan tujuan memahami materinya.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : menyiapkan belajar kosakata dengan bahasa yang menyenangkan agar pelajaran menyenangkan dan lebih rileks.

Name : M. Ardianto

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya, meras gugup dan tidak percaya diri ketika berbicara bahasa Inggris di depan kelas.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : sulit menerjemahkan kosakata dan kesulitan pelafalan bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika tiba-tiba dipanggil didepan kelas untuk berbicara bahasa Inggris.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : biasanya orang disekitar akan menertawakan kita.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : diam dan mengingat-ingat kosakata yang lupa.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : tidak percaya diri dan merasa malu.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : saya tidak takut tapi jika ditertawakan saya menjadi tidak percaya diri.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : menurut saya pelajaran bahasa Inggris tidak akan sulit jika kita memahami pelajarannya.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iya guru sangat mempengaruhi pembelajaran.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : membuat sebuah game agar menyenangkan dan tidak bosan.

Name : Windi Ayu Ramadani

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya, saat harus berbicara bahasa Inggris didepan kelas dan biasanya lupa akan materi yang akan disampaikan.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : kurangnya motivasi, sulit menghafal kosakata, sulit menerjemahan, kurangnya rasa percaya diri.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika disuruh menerjemahkan kosakata dan ditunjuk maju ke depan kelas.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : sudah pasti ditertwakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : mengalihkan pembicaraan sambil mengingat kosakata yang akan disampaikan.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iyaa, karena kosakata bahasa Inggris yang banyak, rasa percaya diri yang rendah, dan pronunciation yang susah diucapkan.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iya, karena peran sebagai sumber belajar berkaitan erat dengan penguasaan materi pelajaran.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : menggunakan metode pembelajaran yang beragam, sajikan materi dengan cara yang menarik, buat siswa merasa terlibat dalam proses pembelajaran, buat atmosfer belajar yang menyenangkan, harus menjadi guru yang kreatif, dan buat siswa merasa nyaman.

Name : Ni Putu Liwanda Ara Saputri

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara di depan kelas?

Jawab : iya karena kurang jelas dalam mengucapkan kosakata.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : pada saat sesi tanya jawab.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : saat guru meminta saya untuk maju kedepan berbicara bahasa Inggris.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : menertawakan saya tapi ada beberapa yang membantu memberitahu saya untuk membenarkannya.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : diam dan meminta tolong kepada teman yang bisa dan paham.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak takut.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya menurut saya lumayan sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iyaa sangat berpengaruh.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : iya punya sebaiknya disaat pembelajaran diselingi dengan bernyanyi bahasa Inggris dan game.

Name : Wayan Nurniati

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : tidak terlalu gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : hal yang membuat saya cemas ketika tidak lancar speaking bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : saat menjawab pertanyaan dan menerjemahkan kalimat.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : biasanya ada yang menertawakan dan ada juga yang biasa saja.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : mengulas kembali dan berusaha mengganti dengan kosakata yang lain.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya tetap percaya diri dibawa santai ajaa.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak takut.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : lumayan sulit dalam penghafalan kosakata.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak terlalu berpengaruh.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : menyiapkan terlebih dahulu dan membuat game dikelas.

Name : Devi Anggraini

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya saya gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : disuruh maju speaking in English tanpa teks.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : disaat tiba-tiba diminta maju kedepan untuk berbicara bahasa Inggris.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : sudah pasti akan ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : diam dan mengingat-ingatnya.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : tidak malu akan tetapi hanya takut salah.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : saya tidak takut jika hanya ditertawakan oleh teman sekelas saya.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iyaa sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iya sangat berpengaruh, jika gurunya baik, enak dan luwes perasaan saya menjadi senang dan tidak tegang dalam proses pembelajaran akan tetapi jika sebaliknya maka saya akan tegang dan gugup.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : menyiapkan dengan belajar terlebih dahulu sebelum memulai pembelajaran, berdoa agar diberi kemudahan oleh Tuhan, dan membuat game yang menyenangkan.

Name : Anes Elfiana

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya terkadang saya gugup

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : ketika tidak tahu saat menerjemahkan kalimat.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika diminta untuk membaca dan menerjemahkan bacaan kedalam bahasa Indonesia.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : terkadang mereka akan tertawa dan kadang diam saja karena mereka tidak tahu artinya juga dan terkadang tidak paham.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : mengganti dengan kalimat lain dan agar tetap terhubung dengan topik pembelajaran.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : saya tidak malu karena masih dalam proses pembelajaran bahasa Inggris.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena wajar saja bila ada kesalahan karena masih dalam proses belajar bahasa Inggris.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya terkadang sulit terkadang mudah.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : dengan metode pembelajaran yang menarik agar belajar menjadi seru dan membuat permainan dikelas.

Name : Ni Wayan Widia Mahdiasti

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : tidak

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : kurangnya kosakata dan kurang menguasai grammar.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika diminta untuk menerjemahkan kosakata.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : melupakan yang lupa dan mengganti dengan kosakata yang lain.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tidak akan malu.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena dalam proses pembelajaran kesalahan dan ditertawakan adalah hal yang wajar.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : sedikit sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak, karena siapapun guru bahasa Inggris tetap menjadi mata pelajaran favorite saya.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : sebelum pembelajaran disiapkan terlebih dulu, dan membuat pembelajaran yang menarik misal tebak-tebakan kosakata.

Name : Delima Anggun Jayanti

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : tidak terlalu gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : ketika guru tiba-tiba menanyakan sesuatu dan saya belum mengerti dan tidak bisa menjawabnya.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika guru menanyakan soal dan diminta untuk menjawabnya.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ditertawakan dan terkadang dibantu untuk membenarkan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : mengingatnya jika tidak ingat saya akan bertanya dengan guru saya.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya akan tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak saya tidak akan takut.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : terkadang sulit terkadang mudah.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : sebelum pembelajaran dipersiapkan terlebih dahulu materi dan diam mendengarkan penjelasan materi dari guru agar cepat paham.

Name : Ni Wayan Dian Sukma Fitri

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : sedikit gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : hal yang membuat cemas adalah ketika disuruh untuk speaking.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : pada saat guru memberikan soal dan saya tidak bisa menjawab.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : diam dan lalu mengingatnya kembali.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tidak percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : iya saya takut.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : tidak

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : dengan membuat game di kelas agar tidak terlalu bosan.

Name : Putu Putri Ayu

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya agak sedikit gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : ketika speaking karena belum terlalu lancar berbicara bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : pada saat menerjemahkan kosakata atau kalimat.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : mungkin mereka akan menertawakannya padahal mereka juga tidak bisa bahasa Inggris.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : lebih percaya diri dan fokus pada kosakata yang hilang dan berusaha mengingat kembali materinya.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya, karena saya percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena membuat kesalahan dalam berbicara adalah hal yang biasa.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : netral, kadang-kadang menyenangkan kadang-kadang membosankan.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iya, guru saya sangat berpengaruh bagi saya karena beliau dapat memberikan motivasi dan materi dengan tujuan memahami materinya.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : mempersiapkan, belajar kosakata dengan bahasa yang menyenangkan agar pelajaran lebih menyenangkan dan rileks.

Name : Yusuf Zaki

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sangat gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : saat disuruh maju dan berbicara bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : pada saat menerjemhkan.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : tertawa.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : malu dan diam

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : walaupun melakukan kesalahan saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena tertawa akan menjadikan motivasi bagi saya.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya sedikit sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : agar lebih rileks saat pembelajaran maka jangan ribut saat guru menjelaskan materi dan bermain game juga agar tidak bosan.

Name : Putu Linda Dewi

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sedikit gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : pada saat speaking didepan kelas.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : saat ulangan harian atau pada saat diberi soal dan saya tidak bisa menjawabnya.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : terkadang ada yang diam dan ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : melanjutkan bicara dengan mengganti kosakata lain.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : sedikit sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iyaa, jika guru tersebut galak maka suasana dikelas akan tegang.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : mempersiapkan materi sebelum pembelajaran, dan rajin belajar secara rutin.

Name : Rifqi Arga Pratama

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : tidak

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : kurangnya kosakata dan kurang menguasai grammar.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika diminta untuk menerjemahkan kosakata.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : melupakan yang lupa dan mengganti dengan kosakata yang lain.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tidak akan malu.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena dalam proses pembelajaran kesalahan dan ditertawakan adalah hal yang wajar.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : sedikit sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak, karena siapapun guru bahasa Inggris tetap menjadi mata pelajaran favorite saya.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : sebelum pembelajaran disiapkan terlebih dulu, dan membuat pembelajaran yang menarik misal tebak-tebakan kosakata.

Name : Wayan Satwika Ardana

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sangat gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : saat disuruh maju dan berbicara bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : pada saat menerjemhkan.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : tertawa.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : malu dan diam

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : walaupun melakukan kesalahan saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena tertawa akan menjadikan motivasi bagi saya.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya sedikit sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : agar lebih rileks saat pembelajaran maka jangan ribut saat guru menjelaskan materi dan bermain game juga agar tidak bosan.

Name : Wayan Rika Sukma Dewi

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : tidak, saya akan sangat senang jika disuruh maju kedepan.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : ketika tidak mengerti ari kosakata.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : menerjemahkan kosakata dan grammar.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : biasa saja terkadang ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : diam sebentar kemudian melanjutkan dengan mengganti kosakata yang saya ingat.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : tidak

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : dengan melakukan preparation, animation, dan bermain game.

Name : Wayan Doni Mahendra

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sangat gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : saat disuruh maju dan berbicara bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : pada saat menerjemhkan.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : tertawa.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : malu dan diam

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : walaupun melakukan kesalahan saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena tertawa akan menjadikan motivasi bagi saya.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya sedikit sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : agar lebih rileks saat pembelajaran maka jangan ribut saat guru menjelaskan materi dan bermain game juga agar tidak bosan.

Name : Ni Nyoman Ratu Flora Indah

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya saya gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : pada saat speaking karena saya takut salah dalam pronunciation.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika tiba-tiba diminta untuk maju kedepan kelas.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ditertawakan

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : diam dan mengganti dengan kata bahasa Indonesia.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tetap percaya diri walaupun speaking saya tidak lancar.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : iya saya takut dan itu membuat malu saya.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : tidak terlalu sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iya guru berpengaruh bagi saya.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : dengan bermain game bisa membuat rileks dan agar tidak bosan.

Name : Gede Putu Widiantara

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sangat gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : saat disuruh maju dan berbicara bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : pada saat menerjemhkan.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : tertawa.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : malu dan diam

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : walaupun melakukan kesalahan saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena tertawa akan menjadikan motivasi bagi saya.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya sedikit sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : agar lebih rileks saat pembelajaran maka jangan ribut saat guru menjelaskan materi dan bermain game juga agar tidak bosan.

Name : Yupita Pratama

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sangat gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : saat diminta untuk kedepan berbicara bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : selain speaking hal yang membuat cemas yaitu saat menerjemahkan kosakata.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : tertawa

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab :diam, malu dan saya tidak percaya diri

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : tidak percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : iya saya takut jika ditertawakan oleh teman sekelas.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : sulit

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : iyaa

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : dengan mempersiapkan materi, berlatih, dan menghafalkan kosakata sebanyak-banyaknya.

Name : Alyza Trisna Dini

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sangat gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : ketika guru meminta untuk menjawab pertanyaan dengan menggunakan bahasa Inggris dan ketika speaking in English.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika guru menunjuk saya untuk maju kedepan untuk menjelaskan kembali materi yang disampaikan dengan menggunakan bahasa Inggris.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ada yang menertawakan ada juga yang membenarkan kalimat yang masih salah dalam pengucapan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : berhenti sejenak lalu memikirkannya.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : saya kurang percaya diri ketika saya lupa apa yang ingin saya sampaikan.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena belum tentu dia bisa lancar berbicara bahasa Inggris.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya, karena saya sangat tidak lancar berbahasa Inggris.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak sama sekali.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : dilakukan dengan santai dan harus diselingi dengan cerita-cerita seru agar tidak bosan.

Name : Dimas Akbar Saputra

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : tidak

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : kurangnya kosakata dan kurang menguasai grammar.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika diminta untuk menerjemahkan kosakata.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : melupakan yang lupa dan mengganti dengan kosakata yang lain.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tidak akan malu.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena dalam proses pembelajaran kesalahan dan ditertawakan adalah hal yang wajar.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : sedikit sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak, karena siapapun guru bahasa Inggris tetap menjadi mata pelajaran favorite saya.

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : sebelum pembelajaran disiapkan terlebih dulu, dan membuat pembelajaran yang menarik misal tebak-tebakan kosakata.

Name : Wayan Prasetya

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sangat gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : saat disuruh maju dan berbicara bahasa Inggris.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : pada saat menerjemahkan.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : tertawa.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : malu dan diam

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : walaupun melakukan kesalahan saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak, karena tertawa akan menjadikan motivasi bagi saya.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : iya sedikit sulit.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : agar lebih rileks saat pembelajaran maka jangan ribut saat guru menjelaskan materi dan bermain game juga agar tidak bosan.

Name : Vara Riska

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : tidak, saya akan sangat senang jika disuruh maju kedepan.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : ketika tidak mengerti arti kosakata.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : menerjemahkan kosakata dan grammar.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : biasa saja terkadang ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : diam sebentar kemudian melanjutkan dengan mengganti kosakata yang saya ingat.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : iya saya tetap percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : tidak.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : tidak

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : dengan melakukan preparation, animation, dan bermain game.

Name : Dwi Eja Prasetya

Class : XI Mipa 3

1. Apakah kamu merasa gugup ketika diminta untuk berbicara didepan kelas?

Jawab : iya sedikit gugup.

2. Hal apa saja yang membuatmu cemas ketika pembelajaran Bahasa Inggris?

Jawab : hal yang membuat saya cemas ketika diminta untuk speaking.

3. Menurutmu selama belajar bahasa Inggris, situasi manakah yang membuatmu sangat cemas dan khawatir?

Jawab : ketika guru memberikan pertanyaan dan saya tidak bisa menjawab pertanyaan tersebut.

4. Ketika berbicara bahasa Inggris melakukan kesalahan grammar kamu berantakan apa reaksi orang-orang sekitar?

Jawab : ditertawakan.

5. Ketika berbicara bahasa Inggris apa yang kamu lakukan jika kamu tiba-tiba lupa atau hilang kosa kata?

Jawab : berhenti dan mengingat-ingatnta kembali.

6. Apakah kamu tetap percaya diri dan tidak malu ketika praktek berbicara bahasa Inggris kurang atau hilang kosa kata?

Jawab : tidak percaya diri.

7. Apakah kamu takut jika teman sekelasmu akan menertawakan ketika kamu salah mengucapkan kata saat berbicara Bahasa Inggris?

Jawab : iya saya takut dan malu.

8. Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?

Jawab : tidak terlalu sulit saya menikmati setiap pembelajaran.

9. Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Jawab : tidak

10. Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?

Jawab : iya ada misalnya membuat game dikelas agar suasana kelas tidak membosankan dan lebih menarik.

APPENDICES 4

The Result of Observation

No	Participant	Behavior	Type of Anxiety
1	IGPW	He stepped forward hesintanly, but gave the audience a chuckle. He was nervous, stammered to the point of mispronouncing words, slips of tongue, cant's focus and look away.	Trait Anxiety
2	WDM	He walked forward with a chuckle,When he started to speak he was unfocused and smiling, the pronunciation and grammar was not correct, nervous, stammered and lacked vocabulary	Trait Anxiety
3	MA	He spoke in trembling voice, body could not stay still, remember the sentence, when he forgot he would be quite and think and look away.	Trait Anxiety
4	WSA	He looked nervous and worried, voice trembled when he slip of tongue on a word he looked away and squirmed.	Trait Anxiety
5	WP	He spoke in trembling voice, body could not stay still, remember the vocabulary, when he forgot he would be quite and looked away	Trait Anxiety
6	NWDSF	When speaking she mispronunes a word then laugh, remember the next sentences and look of vocabulary.	Trait Anxiety
7	GNA	He came forward confidently, when he forgot the next sentences he chose to think and silent for a moment.	State Anxiety
8	NNRFI	When it was her turn to go forward, she stepped forward nervously, look away, she	Trait Anxiety

		was worried about being wrong.	
9	DA	She spoke in trembling voice, body could not stay still, remember the vocabulary, when she forgot he would be quite and looked away.	Trait Anxiety
10	AE	Laughed shy, looking away, when she forgot she would be silent and say ummmm...eeee	State Anxiety
11	DAS	When speaking the pronunciation was not correct but he remained confident and could move body casually.	State Anxiety
12	RAP	When speak the body and voice trembled, unable to focus but he confident and stammer.	State Anxiety
13	NWNA	When it was her turn to go forward, she stepped forward nervously, forgot the vocabulary, look away, and she was worried about being wrong.	Trait Anxiety
14	DEP	When speaking he mispronounces a word then laugh, remember the next sentences and vocabulary and look of away.	Trait Anxiety
15	WRSD	She came confidently and told the story in a loud and clear voice, good pronunciation, when she forgot the sentences she chose and think.	State Anxiety
16	YZ	When it was he turn to go forward, he stepped forward nervously, forgot the vocabulary, look away, and he was worried about being wrong.	Trait Anxiety
17	DAJ	She came with a big smile on his face to the audience, she looked confident, when she slips of tongue she repeats	State Anxiety

		the word.	
18	PLD	She came confidently, smile, and told the story in a loud and clear voice, good pronunciation, when she forgot the sentences she chose and think.	State Anxiety
19	RJD	She spoke in trembling voice, body could not stay still, remember the vocabulary, when she forgot he would be quite and looked away.	Trait Anxiety
20	WAR	When it was she turn to go forward, she stepped forward nervously, forgot the vocabulary, look away, and she was worried.	Trait Anxiety
21	WN	She spoke in trembling voice, body could not stay still, remember the vocabulary, when she forgot he would be silent and looked away.	Trait Anxiety
22	NWWM	She came forward confidently, when she forgot the next sentences she chose to think and silent for a moment.	State Anxiety
23	YP	He stepped forward nervously, forgot the vocabulary, look away, and he was worried.	Trait Anxiety
24	ATD	When speaking she mispronounces a word then laugh, remember the next sentences and vocabulary and look of away.	Trait Anxiety
25	NPLAS	She looked nervous and worried, her voice trembled and stuttered as she spoke. When she slips of tongue on word she looked away and when she forgot the sentences she would be silent and say ummmm... eeee	Trait Anxiety
26	PTA	She spoke in trembling voice, body could not stay still,	State Anxiety

		remember the vocabulary, when she forgot he would be quite and looked away.	
27	YS	When speaking she mispronounces a word then laugh, remember the next sentences and look of vocabulary.	Trait Anxiety
28	NWSL	She came with a big smile on his face to the audience, she looked confident, when she slips of tongue she repeats the word.	State Anxiety
29	VR	She came confidently, smile, and told the story in a loud and clear voice, good pronunciation, when she forgot the sentences she chose and think.	State Anxiety
30	LS	She looked nervous and worried, her voice trembled and stuttered as she spoke. When she slips of tongue on word she looked away and when she forgot the sentences she would be silent and say ummmm... eeee	Trait Anxiety
31	TR	When speaking she mispronounces a word then laugh, remember the next sentences and looked away.	Trait Anxiety

DOCUMENTATION















**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4838/In.28/J/TL.01/11/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA N 1 RUMBIA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ALFINA DAMAYANTI**
NPM : 1901051001
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF STUDENTS SPEAKING ANXIETY IN AN
ENGLISH AS FOREIGN LANGUAGE CLASSROOM

untuk melakukan prasurvey di SMA N 1 RUMBIA, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 November 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 RUMBIA LAMPUNG TENGAH**



*Jalan :SMA Negeri 1 Rumbia, Desa Restu Baru, Kec. Rumbia, Kode Pos : 34157,
Telp. (0725)7627235 Fax :- E-mail : smansarumbia@gmail.com, website : www.smansarumbia.mysch.id*

Nomor : 421.3 / 316 / III.01 / SMA / 2022

Rumbia, 23 November 2022

Hal : Surat Balasan Izin Pra Survey

Lamp : -

Kepada Yth

Dekan / Perwakilan Universitas IAIN (Institute Agama Islam Negeri Metro)

Di Tempat

Dengan hormat,

Menindaklanjuti surat Izin Pra Survey Dari Mahasiswa/I yang bersangkutan, maka bersama surat ini kami pihak sekolah SMA Negeri 1 Rumbia Kabupaten Lampung menyatakan :

Nama : ALFINA DAMAYANTI
NPM : 1901051001
Program Study : Tardis Bahasa Inggris
Semester : VII (Tujuh)
Tempat Pra Survey : **SMA NEGERI 1 RUMBIA**

Akan melakukan Pra Survey di SMA Negeri 1 Rumbia
dari tanggal **23 November 2022**

Demikian surat balasan ini di buat untuk dipergunakan sebagaimana mestinya.

Mengetahui, 23 November 2022
Kepala SMAN 1 Rumbia

INYOMAN SUSILA, S. Pd., MM
NIP. 197604052010011010



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-11 67/In.28.1/J/TL.00/03/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Andianto (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: ALFINA DAMAYANTI
NPM	: 1901051001
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF STUDENT'S ANXIETY IN AN ENGLISH AS FOREIGN LANGUAGE CLASSROOM (A CASE STUDY AT SMAN 1 RUMBIA)

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Maret 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1187/In.28/D.1/TL.00/03/2023
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 RUMBIA
di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1188/In.28/D.1/TL.01/03/2023, tanggal 15 Maret 2023 atas nama saudara:

Nama : **ALFINA DAMAYANTI**
NPM : 1901051001
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 RUMBIA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT'S SPEAKING ANXIETY IN AN ENGLISH AS FOREIGN LANGUAGE CLASSROOM (A CASE STUDY AT SMAN 1 RUMBIA)".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Maret 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 RUMBIA LAMPUNG TENGAH**



*Jalan : SMA Negeri 1 Rumbia, Desa Restu Baru, Kec. Rumbia, Kode Pos : 34157,
Telp. (0725)7627235 Fax :- E-mail : smansarumbia@gmail.com, website : www.smansarumbia.mysch.id*

Nomor : 421.3 / 063 / III.01 / SMA / 2023

Rumbia, 31 Maret 2023

Hal : Surat Balasan Telah Selesai Melakukan Research

Lamp : -

Kepada Yth

Dekan/Wakil Dekan Akademik dan Kelembagaan **IAIN METRO**

Dengan hormat,

Menindaklanjuti surat Izin Research dari Mahasiswa Atau Mahasiswi **IAIN METRO**

bersama surat ini kami pihak sekolah SMA Negeri 1 Rumbia Kabupaten Lampung menyatakan :

Nama : **ALFINA DAMAYANTI**
NPM : 1901051001
Jurusan : Tadris Bahasa Inggris
Tempat Research : **SMA NEGERI 1 RUMBIA Kabupaten Lampung Tengah**

Sudah melakukan Research di SMA Negeri 1 Rumbia pada tanggal 30 Maret 2023 sampai dengan selesai

Demikian surat balasan ini di buat untuk dipergunakan sebagaimana mestinya.



Rumbia, 31 Maret 2023
Kepala SMA Negeri 1 Rumbia

INYONIAN SUSILA, S. Pd., MM
NIP. 197604052010011010



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1188/In.28/D.1/TL.01/03/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:


Nama : ALFINA DAMAYANTI
NPM : 1901051001
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 RUMBIA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT'S SPEAKING ANXIETY IN AN ENGLISH AS FOREIGN LANGUAGE CLASSROOM (A CASE STUDY AT SMAN 1 RUMBIA)".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Maret 2023

Mengetahui,
Pejabat Setempat


I. N. YOMAN SUSILA, S.Pd, MM
NIP. 19760905 2010 01 1010

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Alfina Damayanti
NPM : 1901051001

Jurusan : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Kamis 22/22 /12	Andianto, M.Pd	- Research Questions - Tata cara Penulisan - footnote	
2.	Rabu 12/23 /01	Andianto, M.Pd	- lengkapi daftar isi - tata cara Penulisan Sub bab - Questioner	
3.	Jumat 20/23 /01	Andianto, M.Pd	- Teori Questioner - spasi 210 - paragraf	
4.	Kamis 26/23 /01	Andianto, M.Pd	see lesson	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Alfina Damayanti
NPM : 1901051001

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 01/2023 /03	Andianto, M.Pd	findig depac/malok of janyrtby/syuh. Canggih m...	Alfina
2	Rabu 8/2023 /03	Andianto, M.Pd	Makalah persiapan (kes.) Penerapan	
3	12/2023 /03	Andianto, M.Pd	Bea Pribadi	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Andianto, M.Pd
NIP. 198711022015031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alfina Damayanti
 NPM : 1901051001

Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 13/23 /04	Andianto, M.Pd	Revisi chapter IV Related Research part.	
2	Rabu 17/23 /05	Andianto, M.Pd	Completed chapter 1, 2	
3	Rabu 24/5 /	Andianto, M.Pd	Completed all. Revisi all.	
4	26/5 /	Andianto, M.Pd	Done	

Mengesahui
 Ketua Program Studi TBI

Andianto, M.Pd
 NIP. 1987110 2201503 1 004

Dosen Pembimbing

Andianto, M.Pd
 NIP. 1987110 2201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-446/In.28/S/U.1/OT.01/05/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ALFINA DAMAYANTI
NPM : 1901051001
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051001

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 25 Mei 2023
Kepala Perpustakaan



Dr. Asad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN
) Metro Menerangkan bahwa :

Nama : Alfina Damayanti
NPM : 1901051001
Jurusan : Tadris Bahasa Inggris

Telah Menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris
Bahasa Inggris.

Demikian surat ini dibuat untuk digunakan semestinya

Metro, 26 Mei 2023

Andianto, M.Pd
NIP.1978/102 201503 1 004

AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN AN ENGLISH AS FOREIGN LANGUAGE CLASSROOM (A QUALITATIVE STUDY AT SMAN 1 RUMBIA)

by Alfina Damayanti 1901051001

Submission date: 29-May-2023 08:59AM (UTC+0700)

Submission ID: 2104113739

File name: 119_Alfina_Damayanti_1-5.docx (262.25K)

Word count: 12182

Character count: 65720

AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN AN ENGLISH AS FOREIGN LANGUAGE CLASSROOM (A QUALITATIVE STUDY AT SMAN 1 RUMBIA)

ORIGINALITY REPORT

18%	14%	4%	13%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to IAIN Metro Lampung Student Paper	6%
2	repository.uinbanten.ac.id Internet Source	4%
3	eprints.iain-surakarta.ac.id Internet Source	2%
4	digilibadmin.unismuh.ac.id Internet Source	1%
5	repository.uinsaizu.ac.id Internet Source	1%
6	Submitted to Salem College Student Paper	1%
7	eprints.walisongo.ac.id Internet Source	1%
8	123dok.com Internet Source	1%

repository.unja.ac.id

✶

9	Internet Source	1%
---	-----------------	----

10	repository.uin-suska.ac.id Internet Source	1%
----	---	----

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

CURRICULUM VITAE



This researcher whose full name is Alfina Damayanti was born in the village of Sri Kencono, February 26, 2000 which is the second of two children from the couple Mr. Tukipan and Mrs. Maryam. The writer completed his education at SD Negeri 02 Sri Kencono in 2007-2013, SMP N 1 Rumbia in 2013-2016, SMAN 1 Rumbia in 2016-2019, she was registered as an undergraduate students majoring in English Tadris at IAIN Metro Lampung through the UM-PTKIN admissions route until now.