AN ANALYSIS OF SPEAKING ANXIETY IN ELEVENTH GRADE STUDENTS OF SMAN 04 KOTA BENGKULU

(Submitted As Partial Requirements For The Degree Of S.Pd (Sarjana Pendidikan) In English Education)

THESIS

By :

NELSON MANDELA
SRN. 1611230101

STUDY PROGRAM OF ENGLISH EDUCATION
DEPARTMENT OF TADRIS
TARBIYAH AND TADRIS FACULTY
STATE INSTITUTE FOR ISLAMIC OF (IAIN) BENGKULU
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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736)51172 Bengkulu

ADVISORS SHEET

Subject : NELSON MANDELA
NIM : 1611230101

To: The Dean of Tarbiyah and Tadris Faculty
      IAIN Bengkulu
      In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Nelson Mandela

NIM : 1611230101

Title : An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu

Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.
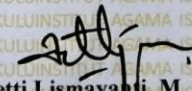
Wassalamu'alaikum Wr.Wb

Bengkulu,   February 2021

First Advisor,   Second Advisor,

Dr. H. Akhiruono, M.Pd,   Detti Lismayanti, M. Hum.
NIP. 197509252001121004   NIP. 197712222009012006

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled **"An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu"** by **Nelson Mandela** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman   :
Dr. Kasmantoni, M.Si.
NIP. 197510022003121004

Secretary   :
Anita, M.Hum.
NIP. 199008142019032011

Examiner I   :
Detti Lismayanti, M.Hum.
NIP. 197712222009012006

Examiner II   :
Valisneria Utami, M.Ed.
NIP. 198903232019032010

Bengkulu,   February 2021
Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031005

DEDICATION

This graduating Thesis fully dedicated for:

- ➢ For my beloved parents, Mr.Sunaryo, and Mrs.Lila Aspani who always has honesty sincerity to grow me up, educate, accompany and pray for me.
- ➢ For my belovedbrother Egi satriyo my beloved sisters Sulistri and Afifa Aurora thanks for your prayer, support
- ➢ My Supervisor I, Dr. H. Akbarjono, M.Pd, and my Supervisor II, Detti Lismayanti, M. Hum, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
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- ➢ All members of English Department (TBI C) 2016
- ➢ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave to me.
- ➢ Thank you very much for SMAN 04 kota Bengkulu.
- ➢ My beloved almamater IAIN Bengkulu.

MOTTOS

"If you dont give up, you still have a chance".

(Jack Ma)

"if opportunity doesn't knock, build a door".

(Milton Berle)

PRONOUNCEMENT

Name   : Nelson Mandela

NIM   : 1611230101

Study Program : English Study Program

Faculty   : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "an analysis of of speaking anxiety in eleventh grade student of sman 04 kota bengkulu" is written by the writer himself. There is also no work idea that has been written or published by other people expect referred written in this bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu,   2021

Stated by,

Nelson Mandela

NIM : 1611230101

ACKNOWLEDGMENT

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In the name of Allah, the most gracious and merciful, the Lord of universe. Because of Allah, the researcher could finish this graduating paper as one of the requirement for the Degree of Sarjana Pendidikan (S.Pd) at English Education Study Program and Tarbiyah and Tadris Faculty of State Islamic Institute of Bengkulu. This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express deepest gratitude for:

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9. All of my best friends, especially in English Program of IAIN Bengkulu 2016.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu,   Januari 2021

The researcher

Nelson Mandela
NIM. 1611230101

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ABSTRACT

Nelson Mandela. (2021). An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu.English education study program, faculty oftarbiyah and tadris, islamic institute of bengkulu state.

Advisor 1   **Advisor 2**

Dr. H. Ali Akbarjono   **Detti Lismayanti**

This study focused on speaking anxiety in English class. The purpose of this study was to determine the level of student anxiety and what caused anxiety in eleventh grade students of SMAN 04 Kota Bengkulu. This research used descriptive quantitative method. The samples of this study were students of class XI IPS SMAN 04 Bengkulu City. Based on the results of thre study, the researcher concluded that the level of speaking anxiety among the students of SMAN 04 Kota Bengkulu was mildly anxious (48%), anxious (39%), and very anxious (13%).So in conclusion, all students at SMAN 04 Bengkulu City experience anxiety that needs to be fixed because if they are left alone it will hamper the learning process in the classroom.Then the cause of student speaking anxiety is fear of communication,test anxiety and fear of negative evaluation.

Keywords :speaking anxiety

ABSTRAK

Nelson Mandela.(2021). Analisis Kecemasan Berbicara Pada Siswa Kelas XI SMAN 04 Kota Bengkulu.Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

Pembimbing 1   **Pembimbing 2**

Dr. H. Ali Akbarjono   **Detti Lismayanti**

Penelitian ini difokuskan pada kecemasan berbicara di kelas bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui tingkat kecemasan siswa dan apa penyebab kecemasan pada siswa kelas sebelas SMAN 04 Kota Bengkulu. Penelitian ini menggunakan metode kuantitatif deskriptif. Sampel penelitian ini adalah siswa kelas 2 IPS SMAN 04 Kota Bengkulu. Berdasarkan hasil penelitian, Peneliti menyimpulkan bahwa tingkat kecemasan berbicara siswa SMAN 04 Kota Bengkulu adalah cemas ringan (48%), cemas (39%), dan sangat cemas (13%). So that in conclusion all students at SMAN 04 Kota Bengkulu experience anxiety that needs to be corrected because if it is left unchecked it will hinder the learning process in the classroom. Researchers also found that the causes of students' speaking anxiety were fear of communication, exam anxiety and fear of negative evaluations.

Keywords :Kecemasan berbicara

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CHAPTER I

INTRODUCTION

A. Background

speaking anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.[1] Anxiety will negatively influence student behavior. Lack of courage in speaking will surely prevent students from succeeding in foreign language classes. Anxiety undermines student performance by worrying, hesitating, and reducing participation. Furthermore, anxiety arises as a response particular situation and perceived threat.[2] Even worse, they may experience more failures, which in turn increases their anxiety. But anxiety itself can be overcome by student motivation and the role of the teacher in making situation lessons that are not so tense so students can express themselves in speaking English.

The goal of language learning is to be able to communicate smoothly in formal and informal interactions. Class activities must be designed to improve speaking fluency. However, due to the ability of students to speak, they still have a number of problems such as personal factors: nervousness, anxious, lack vocabulary, fear of making mistakes when speaking English.

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[1]Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, Foreign Language Classroom Anxiety*The**Modern Language Journal,*(70 (2). 1986), p. 125

[2] Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior,* New York, 2009, p.787

The researcher do pre-observation at SMAN 04 kota Bengkulu. This school choosed as a research site because this school has been accredited A from BAN-SM so that this school meets the criteria to be the place for this research. Besides this school also has many achievements that are quite encouraging in the field of foreign language learning, such as participating in the Esco Fair event, which is an English competition held at the IAIN Bengkulu campus, and won several competitions. This school also managed to become the school with the highest UN score in Bengkulu city for the language department in 2019, In addition to the above factors, this school was chosen as a research location because this school also has indications related to the problems raised in the title of this research.

Based on the experience of a friend from a department who has done apprenticeship 3 at this school, they stated that students there have symptoms of anxiety. Then the researcher has also conducted pre-observations to see the condition of the students there, thenresearcher found students have difficulty in learning English in the classroom, especially in speaking skills. Researcher observed that during the teaching and learning process there were some students who were asked by the teacher who still looked confused, not excited and hesitant to answer the question. While teacher give task to students speak in front of the class students look nervous, going blank, keep silent when askedto speak in English, unable to say what they knew, afraid of making miscommunication, student sometime look like avoiding speaking,

Students forget the utterances they have prepared, and often say the words "uh uhh, or" hmm. " So, it appears that students experience speaking anxiety.[3]

Interview also conducted by the researcher, from the interview process conducted by the researcher, the teacher said that there were some students who had difficulty learning in class, especially in learning speaking skills. some students have difficulty speaking in front of the class because of several factors such as lack of confidence, lack of pronunciation, vocabulary, practice, and students also look nervous when speak English.[4]

Students' anxiety to speak English will affect their participation in the learning process of English. Therefore this study is intended to find out the factorof student anxiety in speaking English. So, researcher took the title an analysis of speaking anxiety in eleventh grade students of SMAN 04 Kota Bengkulu.

B. Identification of problem

Based on the background above, the researcher can identify the problems asfollows :

1. Students just keep silent when asked to speak in English

2. The studentswere unable to say what they knew

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[3]Preliminary Observation the Activitiesof learning English at SMAN 4 Kota Bengkulu, done on Maret, 11th 2019, (around 08. O'clock).

[4]Ahmad Syakirman the English teacher for eleventhgrade at SMAN 4Kota Bengkulu, interviewed on Maret, 11th 2019, (around 12. O'clock).

3. The students also try to avoid speaking in the class

4. Some students were less interested in learning process

5. The students are afraid of making miscommunication in English.

6. Students forget the utterances they have prepared

C. Limitation of problem

The researcher determined the limitations of this study, were the researcher only anylze the levels and factors of student anxiety in speaking English in the classroom.

D. Research questions

In this study the researcher concluded two questionsthat will guide the research:

1. Whatare thelevel students spaking anxiety ?

2. What were the factors that influence students' anxiety to speak English in the classroom?

3. What the suggestion for the solution of students speaking anxiety ?

E. Research Objective

Research objective was formulated to define what kind of knowledge or understanding will be produced.

1. To investigate how far the students have speaking anxiety

2. To find out the factors that influence   students' anxiety to speak English in the classroom.

3. To suggestion the solutions of the students speaking anxiety.

F. Significance of the Study

The researcher hoped the result of the research would be useful in English teaching learning process especially for the student, the researcher would be the teachers, and the next researchers.

1. For teachers

For teacher, the results of this reseach can be used as an information in knowing the factor of student anxiety. From this information teachers can determine solutions in teaching good English to their students.

2. For students

For students, the results of this sreseachs can add to their insights about anxiety and can motivate them to learn harder about English and become more confident students.

3. For the next researchers

This research can be an insight for the reader, then it can be used as literature for further research with the same title.

G. Definition of key terms

The definitions of the key terms assist the researcher in describing the concepts and variables under study so that the right data can be gathered

1. Anxiety

    Speaking anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.[5]Anxiety is an anxious that experienced by students in foreign language speaking situation, such as feel anxious, ashamed, and afraid to make mistakes in speaking in front of the class.

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[55] Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, Foreign Language Classroom AnxietyThe*Modern Language Journal,*(70 (2). 1986), p. 125

CHAPTER II

REVIEW OF RELATED LITERATURE

This part discussed the following matters: Speaking anxiety, speaking skill in English as a foreign language, and previous studies.

A. Speaking anxiety

a. The Nature of Anxiety

Anxiety is one of the psychological phenomena most talked about by experts. General anxiety arises from the human body in response to certain situations. Generally, anxiety can be identified as feeling threatened, afraid, tense, or worried. There are several definitions of anxiety that the researchers found. Anxiety is a feeling of worry or disaster that is accompanied by certain physiological reactions, such as an increased heart rate, sweaty palms, and tightness of the stomach.[6] Anxiety arises in response to certain situationsas a state of tension and fear as a natural response to perceived threats.[7]

Furthermore, according to Barlow, as quoted in Passer and Smith, Anxiety Response consists of an emotional component, a feeling of tension; cognitive components, worry, psychological response,

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[6]Neil R. Carlson and William Buskist, *Psychology: The science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 558.

[7] Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p.787

increased heart rate and blood pressure; and behavioral responses, avoiding certain situations.[8]

From the above definition it can be concluded that anxiety is a feeling of being threatened, fear, tension, and worry as a result of a certain situation or something that may happen in the future.

b. Definition of speaking anxiety

Speaking anxiety is a common problem in learning foreign languages, speaking anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Second language anxiety is defined here as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to using a foreignsecond language for communication beyond the language classroom.[9]

c. Types of Anxiety

Thomas divides the types of anxiety into two types, state anxiety and trait anxiety:

1. State anxiety is temporary feeling of anxiety elicited by a threatening situation. Another definition of state anxiety defined by Thomas which is "State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger. It means that state anxiety is an anxious feeling that felt by the people only when they face a specific situationand in a short time.

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[8]Passer and Smith, 2009, loc. Cit

[9] Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, Foreign Language Classroom AnxietyThe*Modern Language Journal,*(70 (2). 1986), p. 125

2. Trait anxiety is pattern of responding with anxiety even in nonthreatening situations. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several thingsin the invironment. In regard to this, Marwan argues that trait anxiety is a person's tendency to feel anxious of the situations they are exposed to.[10]Trait anxiety isa part of a person's character and is a permanent disorder. People with trait anxiety tend to worry more than most people andwhatever the situation a person will remain affected by his character.

3. Specific-situation anxietyis a situation that arises due to some type of anxiety, it is generated by certain types of situations or events such as public speaking, exams, and class activities.[11] This situation can be summed up as an individual's tendency to feel anxious at certain times and situations. Situation-specific anxiety can be seen as a subcategory of trait anxiety experienced in a particular context. Thus, language anxiety can be included in the anxiety of certain situations.

However, in certain cases, anxiety comes intense and lasted for long. This kind of anxiety is called trait anxiety. Based on the intensity, duration and situations, anxiety can bedivided into three

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[10]ThomasJ.Huberty,AnxietyandDepressioninChildrenandAdolescents,(NewYork:SpringerSci ence,2009)p.31-32

[11] Rod Ellis, *The Study of Second Language Acquisition*, (Oxford University Press, 1994). P. 480

types: state anxiety, feeling of apprehension and nervousness as reaction to particular situation, trait anxiety: more intense anxiety that depends on ones individual regardless of the situation. And specific-situation anxiety generated by certain types of situations or events such as public speaking, exams, and class activities.

d. Anxiety Symptoms

There are four aspects to anxiety symptoms. namely the first emotional symtoms consisting of feeling of tension and apperhension. the second is cognitive symptoms consistsing of worry and thoughts about inability to cope. the third, psycological symtoms, consist of increased heart rate, muscle tension and other autonomic arousal symptoms. The last behavioral symptoms consist of avoidance of feared situations, decreased task performance and increased start le response.[12]

e. The impact of Speaking Anxiety

Anxiety absolutely affects students' speaking effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process. Dentists who are overly concerned about their performance may become very anxious when making mistakes, they may try to

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[12] Michael W.Passer and Ronald E. Smith, *Psychology: The Science of Mind andBehaviour*, (New York: McGraw Hill Companies In c, 2004), Fourth Edition, p. 788

compensate for it. Students who are anxious may avoid studying and in some cases skip class completely in an attempt to reduce their anxiety.[13]

Then Krashen stated that anxiety can be an inhibiting factor in one's student's ability to learn foreign languages and shorten the language learning process itself. anxiety, task difficulties, and abilities are often found, which interfere with input, processing, retrieval, and at the output level If anxiety interferes with cognitive function, students who are anxious may learn less and also may have difficulty conveying or practicing what they have learned. Therefore, they may experience more failures, which in tum increases their anxiety,[14]

Basically, this anxiety will certainly disturb students. Crookall and Oxford in Rene, von Worde suggest that serious speech anxiety can cause problems with self-esteem,and risk-taking abilities, and ultimately hinder proficiency in a second language. Foreign language anxiety is a complex psychological construct, difficult to define precisely.[15]

Anxiety can be a factor inhibiting students from learning a foreign language and completing assignments, as well as interfering with foreign language input, processing, and output. If anxiety interferes with cognitive function, students who are anxious may learn less and also may have difficulty conveying or practicing what they know.

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[13]Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, Foreign *Language Classroom Anxiety*. The Modern Language Journal, Vol. 70, 1986,p.127

[14]Stephen kashen, *secon laguage aquisition*, cambridge; cambridge university pess, 2013. p.8

[15]Crookall and Oxford (1991) inRenee von Worde, *Students' Perspectives on Foreign Language Anxiety* , 8(1), 2003, p.1

Therefore, they may experience more failures, which in turn increases their anxiety.[16]

Furthermore, Anxiety has long been recognized by educators as a potential problem in speaking classroom. Anxious student will have difficulty in their speaking since anxiety affects cognition processing. According to Ormrod, anxiety can interfere with several aspects of cognition in speaking process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned.[17] In other words, speaking anxiety belongs to debilitating anxiety because it can hinder language learning.

f. Indicators of speaking anxiety

Speaking anxiety can also be indicated from the students' behavior such as going blank, forgetting the utterances they have prepared, being unable to say what they knew, less interested with the learning process, keep silent, being afraid of making miscommunication, and avoiding speaking.[18] Rink in Occhipinti stated that it can be indicated from shortness of breath, hyperventilation, dry mouth, fast heartbeat, sweating, dizziness, stomach problems, cold and clammy hands, muscle tension, and unclear pronunciation. Other visible

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[16] Stephen kashen, *secon laguage aquisition*, cambridge; cambridge university pess, 2013. p.8

[17] Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), p. 402

[18] Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, Foreign *Language Classroom Anxiety*. The Modern Language Journal, Vol. 70, 1986, p.35

reactions towards speaking anxiety are body movements such as excessive hands moving, hair wagging, or head scratching. horwitz et al. said anxiety in speaking can cause unwanted movements and can also activate the motor component of emotions, namely the formation of smiles or other facial expressions.[19]

g. Factors caused Speaking Anxiety

1. Communication Apprehension (CA)

Communication apprehension according to Horwitz et al is a type of shyness characterized by fear or anxiety about communicating with people. It is arises when someone has to talk with others in everyday communication situations, apprehensive people will have difficulty in speaking in public or listening to a spoken message. Besides of that, they have inability to understand others and make their self understood.

2. Test Anxiety

The second component in language anxiety refers to test anxiety. When someone is confronted with test-taking situation, they feel afraid of failure in a test. Students might have unplecasant experience in previous test, and this will lead to negative opinion about taking a test.[20]Learners who are experience this type of performance anxiety they will get difficulties in facing test or quizzes.

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[19]*Ibid.,*p.35

[20]Elaine K..Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Classroom Anxiety*. The Modern Language Journal, Vol. 70, 1986, pp 127

3. Fear of Negative Evaluation

The next constituent in language anxiety is fear of negative evaluation. This type of apprehension is broader than test anxiety situation. Students feel worried about others" evaluations; there also avoidance of evaluation situations and expectations of being evaluated negatively.[21] It may happen in any social condition such as interviewing for a job. In foreign language class, the evaluation appears from teacher and peers.

Then anxiety sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For example, Speaking activities often appears as one of the triggers for anxiety. Speaking in the foreign language as the most anxiety-producing experience.[22]

Speaking activities easily cause anxiety, in speaking students try to communicate with limited abilities. They also fear being evaluated negatively by teachers and peers who expose their shortcomings. Moreover, in some cases students often laugh at their peers who made mistakes. This of course makes students afraid of making mistakes. There is a fear of fooling themselves at puberty so they would prefer silence over talking to practice their

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[21] Elaine K..Horwitz, Michael B. Horwitz, Joann Cope, Foreign Language Classroom Anxiety.*The Modern Language Journal*, Vol. 70, 1986, pp 127-28
[22]*Ibid.,*p. 129.

English. Price found that the fear of being laughed at by others is one of the greatest sources ofanxiety.[23]

In addition, inappropriate ways of teaching can also contribute to students" anxiety, for example speaking too fast. The inability to understand what is being said in the classroom often lead to communication apprehension.[24] Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford also says harsh correction, ridicule, and uncomfortable handling of mistakes in front of class can lead to language anxiety.[25]

Students may also feel anxious because of the excess material. They found that speaking classes were stressful when they didn't have enough time to understand a lesson because the amount of material was excessive. In addition, the level of difficulty speaking in class and the low learning outcomes of students can cause anxiety when compared to other classes. Thus, they may find that the speaking class is more demanding and more difficult than other classes.

Besides the above factors, sometimes anxiety also comes from the students themselves,For example their beliefs about

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[23] Ibid., 131

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

speaking. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to speaking anxiety. Certain beliefs about language learning also contribute to the students" tension and frustration in the classroom.[26]

This also indicates that low self-esteem can generate anxiety. Price noted that anxious students believed their language skill were weaker than any other students.[27]Mostly it comes from their speaking experience. A stressful speaking experience will give condition the students to believe that the speaking English is difficult. This belief is quite enough to generate negative thinking to the presents to avoid every single thing about the language learning includes preparation for classroom activities or a test. According toMarwan, lack of preparation was the major contributor of students" anxiety.[28] Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.

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[26]Elaine K..Horwitz, Michael B. Horwitz, Joann Cope., Foreign Language Anxiety, *The Modern Language Journal*. Vol. 70, 1986, p. 127.

[27]Elaine K. Horwitz and Dolly J. Young ,(1991),*in Language Anxiety: from Theory and Research to Classcoom Implications,*20(4), p. 543

[28]Ardi Marwan, Investigating Students" Foreign Language Anxiety, *Malaysian Journal of ELT Research,* Vol. 3, 2007, p. 48.

Based on the theory above, the researcher concluded that speaking anxiety is a feeling experienced by students when learning to use a foreign language that is not their first language, with limited abilities causing them to experience excessive anxiety, and causing symptoms such as trembling, difficulty pronouncing words. and tend to shy away from talking. Then based on the theory from horwitz students who experience speaking anxiety can be seen from several indicators:

1. Students just keep silent when asked to speak in English

2. The students were unable to say what they knew

3. The students also try to avoid speaking in the class

4. Some students were less interested in learning process

5. The students are afraid of making miscommunication in English.

6. Students forget the utterances they have prepared

B. Speaking Skill

Speaking is one of the skills needed in learning a language. Brown in Liaw, Speaking is defined as "An interactive process of constructing meaning that involves producing and receiving and processing information".[29] In other words, speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. Also, speaking skills are the ability to

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[29]Anton kusuma Liauw, *Language Anxiety in Speaking Among Students' Khim's English Course,* University PematangSiantar.2012p.25

perform the linguistic knowledge in actual communication. According to Ali, The ability functions to be expressing one idea, feeling, thoughts, and needs orally.[30]

Speaking is a means to communicate the ideas that are arranged and developed with the listeners" need. Speaking is an instrument which tells to the listener directly, does the listener or speaker understand or not, when s/he pay attention and enthusiastic or not. In conclusion, speaking is the communication way that produces a group of words or utterances and the listener only hears sounds or word pronunciation in the communication process. Its purpose is telling information about something. So, speaking ability has relation with the listening ability. Both of them are filling each other.

From the definitions above the writer concluded that speaking is the action of conveying ideas, thoughts, and meaning directly towards the listener through systematic verbal utterances. Speaking is a form of oral communication by pronouncing sounds of words to interact with each other

a. The Functions of Speaking

Function of speaking is to deliver message or ideas from the speaker to listener. Richard said, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There are tree

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[30]N. Ali, *Improving Students' Speaking Skill by Using Thematic Domino at the Second Grade Students of MTS NegeriSijenjang Kota Jambi*, IAIN SulthanThahaSaifudin Jambi,2013.p.19

functions of speaking. They are talks as interaction, talk transaction, and talks performance.[31]

a. Talk as interaction

This refers to what we generally mean by conversation and identifies interaction that serves a social purpose primarily. They exchange greetings when people meet, engage in small talk and chit chat, recount recent encounters, etc., because they want to be polite and build a relaxed zone of contact with others.The concern is more on the speakers than on the message, and how they wish to show themselves to each other.

b. Talk as transaction

This kind of talk applies to circumstances where what is said or done is the subject. Instead of the participants and how they communicate socially with each other, the message is the central focus here and having oneself understood clearly and precisely. Jones in Richard says talk is correlated with other operations in transactions.For example, students can be related activities. To discuss topics associated with floating and sinking (in a science lesson). Typically, students and teachers in this form of spoken language focus on meaning or on talking their way to comprehension.

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[31] Jack C Richards, *Teaching Listening and Speaking,* (New York: Cambridge University Press, 2008), p.21.

c. Talks to performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches.[32]

From the definition above, it can be said that the function of speaking has many sense, they are talk as performance refers to public talk. Entire of the functions of speaking are related to guide the people in speaking activity.

C. Previous Study

The first by Intan Sari Putri, the tittle is Reducing Students Anxiety In Speaking Through Communicative Language Teaching (A classroom action research at SMPN 02 Bengkulu Tenga in academic year 2016-2017). The researcher can conclude that the application of communicative language teaching can reduce students' anxiety in English and improve their speaking ability effectively, especially in junior high school 02 Bengkulu Tenga.[33]The difference between this study and research conducted by researchers is the method and object of research.

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[32] Ibid, p.27
[33] Intan Sari Putri, *Reducing Students Antiety In Speaking Through Commonicative Language Teeaching*. Bengkulu 2017, p.6

The second is a journal by WeniDelfiaMitha, ZulAmri, and Don Narius, Department of English Language, Faculty of Language and Art, Padang State University. The title is An Analysis Of Students' Speaking Anxiety Faced By The Fourth Semester Students Of English Education Study Program Of English Department OfUniversitasNegeri Padang(2018). This is the descriptive study uses quantitative descriptive methods. Based on the research analysis, it was found the dominant type of speaking anxiety is fear of speaking tests. However, after conducting in-depth intervieadws about their speaking anxiety, research shows that all types of speaking anxiety are in relationships.[34]The difference between this research and research conducted by researchers is the object of research and the level of ability of the research object.

The last Previous Research by Munah, The purpose of this study was to describe the causes of senior high school students" anxiety to speak English at one senior high school in Jambi city. The data were collected by demographic background and face to face interviews with senior high school students". researcher concludes that the causes of students" anxiety to speaking English inside and outside the classroom of the twelve grade at one senior high school in Jambi are (1) low speaking skill, (2) fear of negative responses from others, (3) low self-esteem to specak English, (4) fear of failure to speak English with teachers, and (5) cultural influences to

[34]Weni, Delfia Mitha, at. al, An Analysis Of Students"*Speaking Anxiety Faced By The Fourth Semester Students Of English Education Study Program of English Department Of Universitas Negeri Padang Journal of English Language Teaching,* volume.7, no.3,2018.p.1

speak English of due to more teacher-centered.[35]The difference between this research and research conducted by researchers is the research method.

Table 2.1
Table of Previous Study

Research	Differences			similarities	Current Research
	Method	**Object**	**Level**		
First **research**	Action research	Junior high school	teenager	Focused on speaking anxiety and Research carried out in the classroom	Communicative language teaching can reduce students' anxiety in English and improve their speaking ability effectively,
Second research	Quantitative descriptive	University	Adult	Focused on speaking anxiety and Research carried out in the classroom	The dominant type of speaking anxiety is fear of speaking tests. Research shows that all types of speaking anxiety are in relationships.
Third Research	Qualitative	Senior High School	Teenagers	Focused on speaking anxiety and research carried out in the classroom	The cause of student' anxiety is low speaking skill, fear of negative responses from other low self-esteem to speak English, and fear of failure to speak English with teachers.
Current Researche	Descriptive	Senior high	Teenagers.	Focused on speaking	From the research, above

[35] Maimunah, *Causes Of The Students' Anxiety To Speaking English In One Senior High School In Jambi City*: A Thesis, 2015,P. 34

r	analysis	school		anxiety and Research carried out in the classroom	the researcher saw that there was a. new way to research students 'speaking anxiety, namely by analysing the level of anxiety that the students experienced first, then the researcher determined the factors causing the students' speaking anxiety.

CHAPTER III

RESEARCH METHOD

In chapter three described the method that used in this research. It also discussed the poulation and sample, data collection procedures, research instrument, and data analysis.

A. Research Method

This research used a quantitative descriptive approach in order to answer the proposed question. Descriptive research describes the current status of an identified variable. These research projects are designed to provide systematic information about a phenomenon. Creswell said that quantitative research is a type of research that is explaining phenomena by collecting numerical data that are analysed using mathematically based methods in particular statistics. The quantitative research methodology maintains the assumptions of the empirical paradigm. Research itself didnt depend on the researcher As a result, the data are used to objectively measure reality. Quantitative research creates meaning through the objectivity revealed in the data collected.[36]

The descriptive quantitative method was chose by the researcher to determine the level of anxiety experienced by the students. With this method

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[36] Carrie Williams, *Research Methods, Journal of Business & Economic Research*, Vol 5(3), Grand Canyon University,2007, p.2

Then,the data that the researcher has obtained is in the form of numbers,which will then be presented in descriptive form.

B. Population and samples

a. Population

A population is a group of individuals ororganization that have the same characteristics used as objects in a research.[37] The population in this study were students of class XI IPS in the first semester at SMAN Bengkulu city in the academic year 2020. The total population are 136 students. The researcher chose this school as a research site because this school has been accredited A from BAN-SM so that this school meets the criteria to be the place for this research. This school also managed to become the school with the highest UN score in Bengkulu city for the language department in 2019, In addition to the factors above, this school was chosen as the place of research because this school also has indications related to the problems raised in the title of this research. Based on the experience of a friend from a department who has done apprenticeship 3 at this school, they stated that students there have symptoms of anxiety.

b. Samples

The sample in this study were students in class XI IPS3 of second semester at SMAN kota Bengkulu in the academic year 2020. The

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[37]Dimitra Hartes, *Educational Research and Inquiry: Qualitative and quantitative proacehes*(London: continuum international publishing Group, 2010) p.67

samples is a group of the target population that is generalized to be studied afterwards.[38]The sample in this study were students in class XI IPS3 first semester at SMAN kota Bengkulu in the academic year 2020. There are 23 students in class XI IPS 3 consisting of 10 male and 13 female and purposive sampling is used by researchers to determine the research sample. This class chose by the researcher after researcher do pre-observation to see the condition of students there, then the researcher found students have difficulty in learning English in the classroom, and have an indicator of anxiety that has been mentioned by horwitz such as students just keep silent when asked to speak in English, the students were unable to say what they knew, the students also try to avoid speaking in the class, some students were less interested in learning process, the students are afraid of making miscommunication in English and students forget the utterances they have prepared.

Table. 3. 1
Code of samples

1	ALAI
2	Ak
3	ADR
4	CO
5	D
6	DN
7	DMS
8	EF
9	FMV
10	IA
11	MLS
12	MAM
13	MTAP

[38]*Ibid.*, p.68

14	NA
15	OAF
16	RK
17	RAF
18	RB
19	RAS
20	S
21	TFC
22	WA
23	YT

C. Data Collection Procedures

To got information about the students' anxiety to speak English, researcher used instruments bellow.

1. Questionnaire

Questionnaire is a list of questions used by writer to get from the students directly through aprocess of communication or ask questions.Questionnaire is a group or sequence of questions designed to obtaininformation on asubject from respondent.[39] Questionnaireisthedatacollectingtechniquethatconductedbygivingasetques tionsorwrittenstatementtotherespondenttoanswer.[40]

Basedonthetheoriesabove,theresearcherconcludedthatquestionnairei sdatacollectingtechniquethatusingwriterquestiontoanswerinwritingalso.Th eresearchergiveQuestionnairetostudents,inordertoknowthestudentsspeakin ganxietylevel.

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[39]Marguerito G. Ludico. *Methed in educational research from theory to practice*. San fransisco: 2006, p.123

[40]Statistic canada, *survey methods and practices* (canada: 2010). P.3

2. Interview

An interview is one of the ways to collect the data.Heigham and crocker state that an interview is aimed to dig deeper the respondences' experience, view and feeling. The researcher conduct face to face interview to some students who do have experience anxiety to speak in English.[41] The qualitative interview process use in research study follow by the open-ended question, thatuseto elicit information about the students experience.

3. Documentation

To prove the data presented by the study were correct, the researcher used documentation in the form of RPP, photos and transcripts of the interview process. To take photos and record audio of the interview process, the researcher will use a smart phone.

D. Research Instrument

1. Questionnaire sheet

In collecting the data, the researcher used FLCAS questionnaire developed by Horwizt et al.and the score of students speaking test. FLCAS is the most well-known instrument to measure the level of students anxiety.[42]

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[41] Heigham J. & Crocker, R., *Qualitative research in aplied linguistics Hampshire,* (UK. Palagrave MacMilian. 2009), p.87

[42]Elaine K..Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety*, The Modern Language Journal. Vol. 70, 1986, p. 129.

Table. 3.2
Table of FLCAS questionnaire

Statements	Number of questions	Total item
Positive statement	2, 5, 8, 11, 14, 18, 22, 28, and 32.	9
Negative statement	1, 3, 4, 6, 7, 9, 10, 12, 13,15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.	24

The questionnaire sheets consist of 33 questions consisting of two forms of statements, namely 9 positive statements and 24 negative statements, the questions are used by researchers to determine the student's anxiety level.From the 33 questions, the student's score will be added up, then the score can be determined the level of anxiety experienced by the student. Which level of student anxiety said by Horwitz there are five levels of anxiety, namely Very relaxedwith a score range of 33-65, Relaxed with a score range of 66-86, Mildly anxious with a score range of 87-107, anxious with a score range of 108-123, and very anxious with a score range 124-165.[43]

2. Interview

Researcher used interview to determine the factors causing the anxiety experienced by students. The interview consisted of 9 questions which the researcher used to determine the factors causing the anxiety

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[43]Elaine K.Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety, The Modern Language Journal*. Vol. 70, 1986, p. 129.

experienced by students. The nine questions are adapted from the three anxiety factors mentioned by Horwitz, namelyfear of negative evaluation,test anxiety, communication apprehension.[44]Here the researcher gave an interview to students about their speaking anxiety. Each participant interviewed about 10-20 minutes. In minimizing misunderstanding the interview was done in Indonesian language between the researcher and participants.

Table. 3.3
Table of the factors causing anxiety

Theme	Statement
Communication apprehension	1, 3, 4, 5, 7
Test anxiety	8, 9
Fear of negative evaluation	2, 6

E. Data Analysis

The likert's scoring scale table to measure student' anxiety level, the positive statements scale ranged from 1-5, on the contrary negative statements scale ranged from 5-1 as in table below :

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[44]Ibid., p. 125-126

Table 3.4
Likert's scoring

Statements	Scoring				
	Strongly angree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

(Horwitz et al. 1986, p.35)

Further, the data were calculated SPSS with range of score started from 33 up to 165. After the researcher found the result of each students' anxiety level, it will categorized into some levels started from "Very Relaxed", "Relaxed", "Mildly Anxious", "Anxious", and "Very Anxious".

Table 3.5
FLCAS Anxiety Scale

Range	Level
124 – 165	Very anxious
108 – 123	Anxious
87 – 107	Mildly anxious
66 – 86	Relaxed
33 – 65	Very relaxed

To analysis the data from interview the researcher following the framework developed by Miles and Huberman: data reduction, data display, and conclusion and verification.

1. Data Reduction

The data that has been collected will then be organized and reconfigured. According to Miles and Huberman, data reduction refers to

the process of selecting, focusing, simplifying, abstracting, and transforming data.[45]

In reducing the data, the writer chosed which aspects of the data that appeared in the interview transcriptions and questionnaire, should be emphasized, minimized, or set aside completely for the purposes of the research.

2. Data Display

Data display is the second phases in model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The writer displayed the data that have been reduced in order to facilitate for data interpretation

3. Conclusion drawing/verification

Analysis of qualitative data is throughdrawing conclusion and verification. [46] The results of analysis will test for reliability and validity through triangulation. It is "an attempt to check the truth of the data or information obtain by researcher from different perspectives as much as possible by reducing the bias that occurs during data collection and analysis".

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

[46]Sugiyono, *MemahamiPenelitianKualitatif.* (Bandung: CV. ALFABETA.2012), P,99.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the Findings, discussion and data analysis to answer research questions. The author obtains data from the flcas questionnaire and interviews, Documetation.

A. Findings

1. The levels students anxiety

To knowthe levels students anxiety the resercher used questionnaire that was carried out by researcher on November 21, 2020. The participants of this research were all students of class XI IPS3 SMAN 04 kota Bengkulu City who had answered the questionnaire completely. There were twenty students who answered the questionnaire.The questionnaire provides several answer options that can be chosen by students, namely strongly angree, agree, neither agree, nordisagree, and strongly disagree. The table can see in appendix 3. And to find out the level of anxiety of students when speaking, the writer assess and categorize each student based on them responses in the FLCAS questionnaire, the results of the assessment andcategorization in students' anxiety levels can be seen in table below:

Table 4.3

Table rresult of foreign language classroom anxiety scale

Range	Level	Result
124-165	Very anxious	3 Respondents (13%)
108-123	Anxious	9 Respondents (39%)
87-107	Mildly anxious	11 Respondents (48%)
66-86	Relaxed	-
33-65	Very relaxed	-

Based onthe table result of foreign language classroom anxiety scale that can see in appendices the wrriter found 3 students (13%) who exverience very anxious level of anxiety with range score of 124-165. And 9 sttudents (39%) who axperience anxious level, with range score of 108-123, 11 students (48%) who experience mildly anxious level, with range score of 8-107, then students who exprienced relaxed and very relaxed level with range 66-86 for relaxed and 33-65 for very relaxed is nothing.

2. The factores students speaking anxiety

To knowing about the factores students speaking anxiety the researcher throught the interview was conducted by researchers on November 21, 2020. By face-to-face with the participants, there were seven participants in this interview who were IPS3 second grade students at SMA N 04 Bengukulu City.According to Horwitz, there are

three kinds of speaking anxiety factors, namely communication apprehension, test anxiety, fear of negative evaluation. Researcher found two factors when conducted interview with participants.

a. Communication aprehension

The data obtained by the researcher fromi2, i5, i6, i7. Horrwitz said communication apprehension is arises when someone has to talk with others in everyday communication situations, Apprehensive people will have difficulty in speaking in public or listening to a spoken message. Besides of that, they have inability to understand others and make their self understood

b. Test anxiety

The data obtined by the researcher from i1, i2,i3, and i6. Horrwitz saidtest anxiety is a sense of nervousness that arises when someone is faced with a test situation, they feel afraid of failing the test. Students may have had unpleasant experiences on previous tests, and this will lead to negative opinions about taking the test.

c. Fear of negative evaluation

The data fear of negative evaluation has been obtained by the researcher from Participant i1, i2, i3, i4. From the interview process with the fourth participants he was answer he afraid to make wrong pronounce when speaking English in the class. the students were afraid of the pronunciation when speaking English

because they were afraid of being laughed at by their friends. As horwitz anxiety says makes students feel worried about other people's evaluations and responses, for fear of working evaluated negatively.[47]

3. The solution for students speaking anxiety

To find a solution that was used by teachers in Saman 04, the reserchaer used rpp as adocumentation taht used by the teacher, the researcher found the efforts used by the teacher to reduce student aspeaking anxiety by providing motivation and practical speaking directly in the classroom. can be seen in the existing activities in the RPP. supported by the results of the interview with the teacher who said he tried to help students by providing motivation and memorizing vocabulary.memorizing vocabulary to improve students' ability to speak English.

B. Discussion

The discussion section is aimed to answer questions in the proposed in this discussion aims to discuss the results of the data in order to conclude the answers from the research questions which will be discussed in the following section.This researh discusses students' speaking anxiety while learning English. The object of this research is the eleventh grade students of SMAN 4, Bengkulu City. Researcher conducted

[47]Elaine K.Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety, The Modern Language Journal*. Vol. 70, 1986, p. 129.

research by giving questionaire sheet and conducting interviews with students.

The first step, the researcher collected data with a questionnaire sheet. The questionnaire is used to see the level of anxiety of the students. The questionnaire data collection was carried out face to face in the eleventh grade of IPS 3.The researcher gave the questionnaire to the students then explained and told how to fill in the questionare sheet by checking the answer column. The questionnaire consisted of thirty-three statements and there were five answer choices consisting of strongly agree, agree, Neither agree nor disagree, disagree, Strongly disagree, each answer has its own point, a value range of one to five. The statements in the questionare have positive and negative parts where for the positive part, Strongly agree point 1, agree point 2, Neither agree nor disagree 3, diagree 4, strongly disagree 5 for and the answer to negative statement is the opposite of positive.

After getting the answer from the questionare sheet, the results will be calculated so that it can answer questions about student level anxiety. According horwittz categorizes there are five levels of student anxiety, namely a score of 124-165 it is categorized as "very anxious", then at a score of 108-123 it is categorized as "anxious", a score in the range of 87-107 is categorized as "midly anxious", a score of 66-86 is categorized "relaxed" and the lowest score of 33-65 is categorized as "very

relaxed".[48]The questionnaire scores were managed with classified the student level anxiety with a score anxiety scale. Then, the researcher got the results of the student's anxiety level.

The researcher found 3 students with (13%) have range score of 124-165, based on FLCAS Anxiety Scale adapted byHorwitz,score of 124-165 its means students experience "Very Anxious" level, then 9 students with (39%) have range score of 108-123. Based on FLCAS Anxiety Scale adapted   byHorwitz,score of 108-123its means students experience "Anxious" level, 11 students with (48 %) have range score of 87-107. Based on FLCAS Anxiety Scale adapted byHorwitz,score of 87-107 its means students experienced level "Mildly Anxious" level. and nothing student (0%) who experiences "relaxed" and "very relaxed" level with range score of 66-86 and33-65.

It concluded, that the dominant level of students anxiety that occurred in "mildly anxious" with 11 respondents, so less than 50% of students who felt themselves not too anxious but not relaxed when speaking in English, but the data was followed by "anxious" with 9 respondents which means students also have anxious feeling, nervousness and worry to make mistakes when speaking English.The highest score in level of speaking anxiety that calculated 134, participant of 'MLS' and then the lowest score in level of speaking anxiety 90, participant of 'RB'.

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[48]Elaine K.Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety, The Modern Language Journal*. Vol. 70, 1986, p. 129.

In the second step, in the process knowing the factores students anxiety, the researcher conducted interviews with students, interviews were conducted online through the WhatsApp application. The researcher conducts personal chat by sending question voice notes to students then the students answer with voice notes too. When conducting interviews, seven students were randomly selected to be respondents . The number of questions the researcher gave to students was nine questions. it is to answer the cause students speaking anxiety. From the results of these question, the researcher get the data of the causes of students' speaking anxiety.

The first are cmmunication apprehension, the data obtined by the researcher fromi2, i5, i6, i7. Horrwitz said communication apprehension is arises when someone has to talk with others in everyday communication situations, Apprehensive people will have difficulty in speaking in public or listening to a spoken message. Besides of that, they have inability to understand others and make their self understood.[49]

The data can se below :

(i2r7) *Apa yang membuat anda takut atau khawatir ketika berbicara bahasa inggris di depan kelas?*
(What makes you afraid or worried when speaking English in front of the class?)

(i2s7) *karena malu kurang Bisa menyebutkan kata-kata dalam bahasa inggris.*
(because I'm embarrassed I can't say the words in English.)

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[49]MacIntyre, & Gardner, Anxiety *and Second Language Learning Toward a Theoretical Clarification Language Learning*, Vol 39, (1989), P. 251-275.

From the result of interview he said from this question he said could not pronounce the words in English. As the horwitz said horwitzdifficulty in speaking in public or listening to a spoken messagecan caused students experienced anxiety.[50]

> *(i5r7) Baik pertanyaan nomor 7 apa yang membuat anda sangat gugup dan tidak percaya diri ketika berbicara bahasa inggris?*
> (Well question number 7 what makes you so nervous and not confident when speaking English?)

> *(i5s7) Karena saya tidak tahu cara membaca bahasa inggris.*
> (Because I don't know how to read English.)

From the interview process with the fifth participants he could not read the spelling of words in English corectly. As said by the Horwitz difficulty in speaking in public or listening to a spoken message, it can caused students experienced anxiety.

> *(i6r7)Apa yang membuat anda merasa khawatir atau gugup saat berbicara di depan kelas?*
> (What makes you feel worried or nervous when speaking in front of the class?)

> *(i6s7)Karena banyak dilihat teman-teman saya jadi ngeblank di tamba karna saya kurang bisa berbicara dalam bahasa inggris sir*
> (Because I saw many friends, I went black in Tamba because I couldn't speak English sir)

From the results of the interview processwith the six participanthe saidfeels nervous when speaking speaking in front of the class because he

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[50]Elaine K.Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Classroom Anxiety*. The Modern Language Journal, Vol. 70, 1986, pp 125-132

can not speak in English, As said by Horwitz difficulty in speaking in public or listening to a spoken message can cause students to experience anxietyhe can not speak in English, speaking in public or listening to a spoken message can caused students experienced anxiety.

> *(i7r7) Apa aja sih yang membuat kamu merasa gugup saat berbicara bahasa inggris di depan kelas?.*
> *(*What makes you nervous when speaking English in front of the class?)

> *(i7s7) gugup gitu dilihat ditatap orang sekelas apalagi pakai bahasa inggris yang belum lancar*
> (Panic is seen being stared at by classmates, especially using English that is not fluent)

From the interview process with the seven participants, he felt nervous because his English was not fluent. As said by the Horwitz difficulty in speaking in public or listening to a spoken message, it can caused students experienced anxiety.[51]

Second factors are test anxiety the data obtained by the researceher From the interview process with i1, i3, i6 There are four data found by researchers that are included in the fear of negative evaluation factor :

> *(i1r8)Apakah kamu memiliki pengalaman yang tidak baik saat berbicara bahasa inggris di depan kelas ?*
> *(Do you have any bad experiences speaking English in front of the class?)*

> (i1s8)*Iya*
> (Yes)

From the data above, participant 1 had a bad experience when speaking in English in front of the class, as said horwtz Students who have

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[51]Elaine K. Horwitz, Michael B. Horwitz, Joann Cope,*Foreign Language Classroom Anxiety*. The Modern Language Journal, Vol. 70, 1986, pp 125-132

had unpleasant experiences on previous tests, will generate negative

opinions about taking the test.[52]

> (i3r9)*Apa yang ada lakukan saat menunggu giliran untuk berbicara bahasa inggris di depan kelas?*
> (What do you do while waiting your turn to speak English in front of the class?)

> (i3s9) *Menghafal terlebih dahulu pak, dibaca-baca lagi biar kelak saat maju itu bisa dan tidak terlalu gugu.*
> (Memorize it first sir, read it again so that later when it is progressing it can be done and not too nervous.)

From the data above, students experience nervousness while taking

a speaking test in English. As said by horwitz The second component in

language anxiety refers to test anxiety. When someone is confronted with

test-taking situation, they feel afraid of failure in a test.[53]

> (i6r8)Apakah kamu memiliki pengalaman yang tidak baik saat berbicara di depan kelas ?
> (Have you had any bad experiences speaking in front of the class?)

> (i6s8)Iya ada sir.
> (Yes, there is sir.)

From the data above, participant 1 had a bad experience when

speaking in English in front of the class, as said horwtz Students who have

had unpleasant experiences on previous tests, will generate negative

opinions about taking the test.[54]

The last factors are negative evaluations, the data obtained by the

researceher From the interview process with i1, i2, i3, i4. Like Horwitz

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[52]Elaine K. Horwitz, Michael B. Horwitz, Joann Cope,*Foreign Language Classroom Anxiety*. The Modern Language Journal, Vol. 70, 1986, pp 125-132
[53]Ibid, p126
[54]Elaine 125-132

said, fear of negative evaluation is when students feel worried about others evaluations, they're also avoidance of evaluation situations and expectations of being evaluated negatively. There are four data found by researchers that are included in the fear of negative evaluation factor :

> *(i1r6)Oke lanjut lagi bagaimana sih perasaan anda saat berbicara bahasa inggris di kelas?*
> (Okay, how do you feel when speaking English in class?.)

> *(i1s6)Gugup, Takut salah kata dan diketawahin.*
> (Nervous, afraid of mistaken words and being laughed at)

From the results of the interview, the students were afraid of the pronunciation when speaking English because they were afraid of being laughed at by their friends. As horwitz anxiety says makes students feel worried about other people's evaluations and responses, for fear of working evaluated negatively.

> *(i2r6)bagaimana perasaan adik ketika berbicara bahasa inggris di kelas?.*
> (How does your younger sibling feel when speaking English in class?)

> *(i2s6)Kurang pd pak grogi juga solnya dilihat kawan-kawan.*
> (I don't believe in myself, sir, I'm nervous because my friends see me)

From the result above he said nervous because his friends saw him. As mentioned Horwitzanxiety makes students feel worried about other people's evaluations and responses, for fear of being evaluated negatively.[55]

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[55]Elaine K.Horwitz, Michael B. Horwitz, Joann Cope. AI, *Foreign Language Classroom Anxiety*. The Modern Language Journal, Vol. 70, 1986, pp 125-132

*(i3r6) bagaimana perasaan adik ketika berbicara bahasa inggris di
kelas?*
(How does your your feel when speaking English in class ?)

(i3s6) saya gugup takut soalnya kan dilihat guru dan tema-teman.
(I'm nervous scared because the teacher and my friends see
it)

From the result above he felt afraid I'm afraid because the teacher
and my friends see it. As anxiety makes students feel worried about other
people's evaluations and responses, for fear of being evaluated
negatively.[56]

*(i4r6) Apa yang anda rasakan saat bericara bahasa inggris di
depan kelas ?*
(How does your your feel when speaking English in class ?)

(i4s6)*Perasaan saya ya berbicara bahasa inggris di depan grogi
kalau dilihat oleh guru, takut sala.*
(My feeling is that I speak English in front of being nervous
when seen by the teacher, afraid of being wrong.)

From the interview process with the fourth participants he was
answer he nervous when seen by the teacher, afraid of being wrong.. It's
like the horwitz said anxiety makes students feel worried about other
people's evaluations and responses, for fear of being evaluated
negatively.[57]

The solution for students' speaking anxiety resercher get from
documentation of RPP and interviewed the teacher, in this study the
researcher found a method used by the teacher in an effort to reduce the
students' anxiety, bygave motivation to study harder and provide

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[56]*Ibid,* p.127
[57]*Ibid.,*125-127

assignments in the form of memorizing vocabulary and practice speaking to improve students' ability to speak English.

However, anxiety can arise from speaking practice activities as said by horwitz, anxiety sometimes comes from classroom activities and methods which related to teachers instructions and tasks. For example, Speaking activities often appears as one of the triggers for anxiety.[58]Then giving assignments such as memorizing too much vocabulary can overwhelm students, which then will lead to the thought that learning English is difficult. As said by horwitz, Students may also feel anxious because of the excess material. They found that speaking classes were stressful when they didn't have enough time to understand a lesson because the amount of material was excessive.

.In addition, there are several opinions according to experts about reducing students' student anxiety : 1). a study groups can be a good strategy to solve problems when Speaking English. In a group work students feel more comfortable because of them helping each other and thus building a sense of solidarity. Another advantage Group work is an increased interaction between students..[59]In addition, there are several opinions according to experts about reducing students' student anxiety : 2). Teacher-student relationship, a teacher negotiates rules and norms in the classroom with students. such as not making fun of classmates 'wrong

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[58]*Ibid.,*p. 129.

[59]Mega wati basri, balqis husain, fahri djaguna, strategies in reducing ahmad dahlan students' anxiety In speaking *urnal ika : ikatan alumni pgsd unars, 8 (1) 2020,p.130retrieved from https://unars.ac.id/ojs/index.php/pgsdunars/index*

answers, and creating a norm of mutual tolerance for classmates' mistakes. Mistakes are considered a natural part of learning a foreign language, and students are encouraged to ask for help without risking embarrassment..[60]So they feel comfortable expressing opinions or asking for help in class without worrying about being embarrassed. 3). Providing indirect rather than direct correction,the teacher should avoid direct correction, while the student is speaking, as it can damage students' confidence, and therefore make students anxious about "sounding silly" for experimenting with a new language.[61]A teacher should also try to convince students who are experiencing anxiety that they should continue with the activity lecture, even if they make mistakes. 4). protect students' self-esteem in the classroom, behaviors that could be considered a threat to students' social image and potential sources of anxiety are avoided. For example, information about students' test scores is kept secret and is not announced to the rest of the class, while portfolios are used to evaluate their progress. This action aims to reduce the fear of negative evaluations, which can lead to withdrawal from activities that "improve their language skills."[62] 5). Teacher immediacy, Verbal activities such as using humor, calling students by their first names, then nonverbal activities such as eye contact, positive cues shown by the teacher are types of Teacher

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[60]Dornyei, (2001). in Iakovos Tsiplakides, p.42

[61]Lightbown and Spada, (1999). in Iakovos Tsiplakides, p.42

[62]Gregersen and Horwitz, (2002). in Iakovos Tsiplakides, Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations *International Education Studies,* 2 (4), (Ioannina,2009) p. 42

immediacy that can be used, because they can reduce anxiety and have a positive impact on learning motivation.[63]

Then the researchers offered the drama method as a solution for students spaeking anxiety which has been proven to reduce stundents speaking anxiety in a journal written by Mine Atas from Turkey with the title the reduction of speaking anxiety in efl learners through drama techniques. This research was conducted on 12th grade students of Anatolian Kozan medical vocational school. The results of this study found that drama gave a significant contribution to the emotional quality of English class students. Students feel better, eliminate prejudice against English, then become enthusiastic about joining English classes. In addition, drama reduces the level of students speaking anxiety. Students start speaking English without fear of making mistakes.[64]

From the discussion above, the researcher concluded the levels of students speaking anxiety at SMAN 04 Kota Bengkulu are mildly anxious, anxious, and very anxious. Of the three levels, Mildly Anxiouse is the biggest percentage. And the causes of student anxiety are "communication apprehension", "test anxiety", and "Fear of Negative Evaluation", then the researcher provides a solution for teachers in an effort to reduce the anxiety experienced by students with the drama method. So, from the data collections the researcher can answer three research questions.

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[63]Christophel, (1990), in Iakovos Tsiplakides.

[64]Mine Atas, the reduction of speaking anxiety in ELF learners through drama tecniques social and behavioral sciences (8(2) 2015) p.968 retrived from https://doi.org/10.1016/j.sbspro.2015.01.565

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, conclusions and suggestions. In conclusion, the author will clarify the results of investigated speaking anxiety in English classroom of Eleven grade Students in SMAN 04 Kota Bengkulu. The advice section contains the views and suggestions of researchers for students, future researchersand teachers.

A. Conclusion

Based on the data analysis and the results of the study, the writer can conclude as followed:

1. The levels students anxiety are 3 (13%) students who experience "Very Anxious" level, 9 (39%)) students are in "Anxious" level, and 11 (48%) students are in "Mildly Anxious" level.

2. The factors that cause students speaking anxiety at SMAN 04 kota Bengkulu are communication apprehension, test anxiety and Fear of Negative Evaluation.

3. The solution for students speaking anxiety is drama method. This method chose by the researcher because has been proven to reduce stundents speaking anxiety in a journal written by Mine Atas from Turkey with the title the reduction of speaking anxiety in efl learners through drama techniques. The results of this study found that drama gave a significant contribution to the emotional quality

4. of English class students. Students feel better, eliminate prejudice against English, then become enthusiastic about joining English classes.

B. Suggestions

1. For teachers

From the beginning teacher must recognize every anxiety experienced by his students in order to overcome their language anxiety in speakingskills. After that teacher can make the class atmosphere cheerful so that a positive mood will emerge which will make anxiety lessened. With students who feel happy and not anxious will make learning comfortable. In the learning can insert humor or motivational words so as to make the class atmosphere relaxed and can reduce students' anxiety when in English classes.

5. For students

Based on the finding, each students are definitely has anxietybfeeling in different levels. For students whose high anxiety scale results need to reduce a little more relaxed when in class. students also do not mock or laugh at each other when their friends make mistakes, but try to keep supporting and motivating them not to give up and never give up learning. Students must realize that making mistakes when in an English language class is a normal thing that makes the future as a learning to be better.

6. For further researcher

    The writer hopes that the future writers conduct a better
research about speaking anxiety in English Classroom, and develop
the research with other skills such as reading, writing and listening

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